



# Animated Video Media with Contextual Approach on Social Science Subject in Fourth Grade Elementary School

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## ABSTRAK

Siswa tidak berkonsentrasi dan bosan saat pembelajaran IPS sehingga kurangnya antusias siswa mengikuti kegiatan belajar dan berdampak pada hasil belajar IPS yang rendah. Tujuan penelitian ini yaitu mengembangkan video animasi pendekatan kontekstual pada muatan IPS tema 7 indahny keragaman Di Negeriku untuk siswa kelas 4 SD. Jenis penelitian ini yaitu pengembangan dengan model ADDIE. Subjek penelitian yaitu 2 ahli media bidang studi dan 2 ahli media pembelajaran. Subjek uji coba penelitian yaitu ahli praktisi dan 10 siswa kelas 4 SD. Metode pengumpulan data melalui observasi, metode wawancara dan metode penyebaran angket. Instrumen pengumpulan data dilakukan yaitu melalui penyebaran angket (kuisisioner). Teknik menganalisis data yaitu analisis deskriptif kualitatif, dan kuantitatif. Hasil penelitian yaitu penilaian yang diberikan oleh ahli media materi pembelajaran yaitu 4,83. Hasil uji validitas ahli media pembelajaran diperoleh skor 4,71. Perolehan rata-rata skor pada rentang tersebut termasuk ke dalam kategori sangat baik (valid). Berdasarkan hasil uji respon praktisi memperoleh skor 4,79 (sangat baik) dan siswa yaitu 4,38 (sangat baik). Oleh karena itu Media video animasi berpendekatan kontekstual pada topik indahny keragaman di negeriku dinyatakan valid. Disimpulkan Video Animasi pendekatan Kontekstual layak digunakan dalam pembelajaran.

## ABSTRACT

Students do not concentrate and are bored when learning social science, so students' lack of enthusiasm in participating in learning activities impacts low social science learning outcomes. This research aims to develop an animated video with a contextual approach to the social science content theme 7, the beauty of my country's diversity for 4th-grade elementary school students. This type of research is the development of the ADDIE model. The research subjects are 2 media experts in the field of study and 2 learning media experts. The subjects of the research trial were expert practitioners and 10 4th grade elementary school students. The methods of collecting data are through observation, interview methods, and methods of distributing questionnaires. The data collection instrument was carried out by distributing questionnaires (questionnaires). The data analysis techniques are descriptive, qualitative, and quantitative. The study results are the assessments given by media experts for learning materials, 4.83. The results of the validity test of learning media experts obtained a score of 4.71. The average score in that range is included in the very good category (Valid). Based on the response test results, the practitioner obtained a score of 4.79 (very good), and the student was 4.38 (very good). Therefore, the animated video media with a contextual approach to the beauty of my country's diversity is declared valid. It is concluded that the Contextual approach to animation video is feasible to use in learning.

## 1. INTRODUCTION

Education is one of the ways that human competency is optimized. When a person receives an excellent education, their whole potential can be realized (Thambu et al., 2021; Unger & Meiran, 2020). This is in line with the goal of education, which is to help people reach their full potential and produce top-tier human resources that can raise the standard of living in a country (Adibatin, 2016; Affandi, 2018; Simamora et al., 2019). An effective and efficient learning process must be undergone in order to obtain a decent quality education. Due to this, education needs to follow the proper curriculum in order to accomplish national objectives, one of them is teaching children in elementary school (Asrial et al., 2020; Wachidi et al., 2020; Wulandari, 2020). Currently, elementary school education applies thematic learning based on the 2013 curriculum (Maryani & Martaningsih, 2017; Mitra & Purnawarman, 2019). Thematic learning combines various learning content obtained by students (Ma'ratusholihah et al., 2019; Setiawan, 2020). This thematic learning activity expects students to be able to find various phenomena in everyday life. This learning can make the environment the best learning resource for students. Thematic learning is

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essentially a meaningful learning because the environment is the best source of learning (Agustin et al., 2020; Husada et al., 2020). One of the learning content contained in the thematic is social science (IPS).

Social science is a compulsory subject for elementary school students and is part of the curriculum (Hidayah & Ulva, 2017; Nursyifa, 2019; Yuanta, 2019). Social science learning combines the humanities and social sciences so that students can understand things related to social (Pratiwi et al., 2018; Sukmanasa et al., 2017). In addition, Social sciences are also designed based on social problems with various interdisciplinary approaches. This is what causes Social science to be an integration study of social sciences and humanities in improving students' competencies (Indriani et al., 2018; Sukmanasa et al., 2017). The material presented in Social science learning in elementary schools can make students understand their own potential, opportunities, and understand environmental guidelines to plan for a better future (Meilana et al., 2020; Yuanta, 2019). In addition, Social science learning expects students to be able to develop a better personality and be able to build themselves and take responsibility for national development in a better direction (Dessiane & Kristin, 2021; Yuanta, 2019). This is what causes Social science content to play an important role and is very important to be obtained by elementary school students.

However, the problem that occurs today is that many students do not like Social science learning. The findings of previous studies also stated that Social science learning made students feel bored (Manuaba, 2017; Sulfemi, 2019; Trisnadewi et al., 2020). Other research states that students have difficulty learning Social science because of the lack of media that can facilitate students' learning (Anggreni et al., 2017; Rofiq et al., 2019; Trisnadewi et al., 2020). The results of observations and interviews conducted at SD cluster III, Karangasem Regency found several problems, such as the first, teacher-centered learning process. Second, students do not concentrate when learning Social science so that students are less enthusiastic about participating in learning activities. Third, the teacher only uses map or globe media during the learning process so that students find it difficult and give messages in learning. This is also found in SD Negeri 2 Padangkerta which only uses globes and maps as well as books in the learning process. In addition, the level of completeness in Social science learning is also in the category enough to only understand general learning materials and is still categorized as lacking student understanding. At SD Negeri 8 Karangasem also learning activities are still teacher-centered so that the effect on student activity is reduced. SD Negeri 7 Subangan only found the teacher's learning process using learning media in the form of teaching aids as demonstrations that did not attract students' attention when studying. Based on the results of data analysis, it was also found that the Social science learning outcomes for grade 4 SD in cluster III, Karangasem Regency tend to be low and below the Minimum Completeness Criteria (KKM). This is undoubtedly impacted by the teacher's traditional teaching methods, in which the students only listen to explanations without understanding what they imply.

One of the solutions offered is that teachers can use a contextual learning approach which is a special approach by linking the environment to students' lives so that students can understand Social science material more easily. Contextual approach is the principle of Social science learning which has a different approach from conventional learning (Ariyani & Ganing, 2021; Suastika & Rahmawati, 2019). The contextual approach emphasizes the use of concepts and process skills in real-world contexts that are appropriate for students from different backgrounds (Gitriani et al., 2018; Rahmawati et al., 2019). The contextual approach is certainly able to motivate students in connecting knowledge and applying knowledge to everyday life as family members or citizens. The contextual approach can also help teachers to relate the knowledge possessed by students to the real world context so that learning becomes meaningful (Amirin, 2013; Suastika & Rahmawati, 2019). Learning materials are related to students' real situations so that they are able to encourage students' initial knowledge by applying science to everyday life and involve seven components such as asking, constructivism, discovering, learning communities as well as modeling, reflection and actual assessment (Anugraheni et al., 2018; Hanik et al., 2018; Rosalina & Suhardi, 2020). The characteristics of this learning approach are that learning is carried out in an authentic context based on the student's environment, teaching students to carry out meaningful tasks, providing meaningful experiences and learning activities in groups (Selvianiresa & Prabawanto, 2017; Suryawati & Osman, 2018). This certainly makes learning activities easier for students to understand. In addition, to facilitate and motivate student learning also requires an appropriate learning media. One of the learning media that can be used is an animated learning video.

Learning animation video is one of the audio-visual media that contains learning messages in the form of procedures, concepts, applications or knowledge that can help students understand the material (Sudiarta & Sandra, 2016; Widiyasanti & Ayriza, 2018). The use of learning videos will certainly make learning activities more interactive, especially the appearance of videos presented with animation (Fitriani et al., 2020; Sudiarta & Sadra, 2016). Animation is a medium of an idea or visual concept that can influence students so that they can attract students' attention while studying (Hikmah & Purnamasari,

2017; Ompi et al., 2020). Animated media can be constructed by students so that it can lead to reciprocity in the form of questions about the material so that it can create student-teacher interaction (Noviyanto et al., 2015). In addition, through animation can also respond to what is seen and heard so that the message presented is conveyed clearly. Animation will also make it easier for students because it presents material according to real situations (Amali et al., 2020; Widiyasanti & Ayriza, 2018). The advantage of animation is that it will improve the quality of learning because it can help absorb learning material in depth (Kühl, 2021; Zhang et al., 2020). Second, it allows learning activities to be carried out anywhere without a teacher accompanying students so that learning is more effective. Third, animation can also help the material that students have to learn becomes clearer and more interesting because it is presented through sound and images and creates a more lively learning atmosphere (Fatimah & Santiana, 2017; Sanchez & Weber, 2019).

The result from previous research stated that learning videos are able to stimulate students to learn (Koning et al., 2019; Saripudin et al., 2018). Other research states that animated videos can improve student learning outcomes (Rahayuningsih, 2020; Saripudin et al., 2018). Another finding states that the contextual approach can significantly improve the learning atmosphere and student motivation (Fayakun & Joko, 2015; Said & Jafar, 2015). There is no study on the contextual approach animation video on the content of Social science theme 7, the beauty of my country's diversity for 4th grade elementary school students. The purpose of this research is to develop an animated video of a contextual approach to the Social science content theme 7, the beauty of my country's diversity for 4th grade elementary school students. It is hoped that this video can help students learn Social science.

## 2. METHOD

This type of research uses the ADDIE model which consists of analysis, design, development, implementation, and evaluation (Dede Trie Kurniawan & Maryanti, 2018). The research subjects are 2 media experts in the field of study and 2 learning media experts. The subjects of the research trial were expert practitioners and 10 4th grade elementary school students. The data collection method used in this development research is through observation, interview methods and questionnaires. Interview and observation methods are used directly and systematically to determine the problems faced by teachers and students. The method of distributing questionnaires was used to determine the assessments given by experts and students to the products developed. The data collection instrument was carried out by distributing questionnaires. The instrument grid is presented in Table 1 and Table 2.

**Table 1. Practitioner Instruments**

No	Aspect	Indicator	Total
1	Activity	1) Animated videos with a contextual approach make children active in Social science learning.	4
		2) The use of animated video media with a contextual approach makes children more focused in Social science learning.	
		3) Animated video media with a contextual approach is very fun.	
		4) This learning media can motivate students.	
2	Convenience	5) Animated video media makes it easier for you to teach.	5
		6) The description of the material in the media is clear and understandable.	
		7) Easy-to-read font	
		8) The level of conformity between the image and the material in the learning media.	
		9) This contextual approach to animated video media is easy to operate by teachers.	
3	Understanding	10) The material in this media is clearly explained	3
		11) This learning media meets the interactive and innovative criteria	
		12) The use of animations and pictures makes it easier for students to understand the material.	

**Table 2. Learning Media Expert Instruments**

No	Aspect	Indicator	Total
1	Appearance	1. Text legibility.	11
		2. The use of images supports learning materials	

No	Aspect	Indicator	Total
		3. Use of Font and font size	
		4. Correct image placement	
		5. Use of line spacing and characters	
		6. The composition used in the video	
		7. choosing the right color with the right combination	
		8. Background music accuracy	
		9. Presenter's voice clarity	
		10.the suitability of the video with the content	
		11.Clarity of voice actor on video.	
2	Operation	12.Media can generate motivation in learning as well as effective media for student learning.	1

The content validity of the instrument will be assessed by expert judges using the CVR (Content Validity Ratio) formula. The technique used to analyze the data is qualitative descriptive analysis, and quantitative descriptive analysis. The qualitative descriptive analysis method in this study is used to process data sourced from suggestions and criticisms from the results of a review by the experts. Quantitative descriptive analysis method was used to obtain the average score of the experts related to the developed media. The average of the scores obtained was then converted using a five-scale conversion guideline (Koyan, 2012; Siddiq et al., 2020).

### 3. RESULT AND DISCUSSION

#### Result

This study develops an animated video with a contextual approach to theme 7 on the topic the beauty of my country's diversity for 4th grade elementary school students using the ADDIE model. First, analysis. The results of the analysis are that SD N 4 Padangkerta has 2 different schools as main schools, in the learning process it is only teacher-centered and there are students who do not concentrate during learning so that students' lack of enthusiasm for students during the learning process takes place. The teacher only uses map and globe media during the learning process. The same thing was found in SD Negeri 2 Padangkerta which only used globes and maps as well as student books in the learning process. The level of completeness in student Social science learning in the category is enough to only understand the material learning mediocre and students' understanding is still lacking, at SD Negeri 8 Karangasem the way students learn which is still teacher-centered tends to be lacking, so from these findings it is necessary to improve the quality of education. At SD Negeri 7 Subagan only found in the learning process the teacher uses learning media in the form of teaching aids as a demonstration. The results of the curriculum analysis, core competency and Basic Competency used are presented in Table 3.

**Table 3.** Basic Competencies and Achievement Indicators

Basic competencies	Indicator
3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation and its relationship to spatial characteristics	1.1.1 Explain the meaning of diversity, culture, ethnicity and religion in the local province as the identity of the Indonesian nation properly 1.1.2 Identify the various kinds of cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation properly
4.2 Presenting the results of identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation and its relationship to spatial characteristics	4.2.1 Drawing of a traditional house which is a cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation properly

Second is design, the resulting product design in the form of a video to follow up the needs analysis. The design of the animated video with a contextual approach consists of the introduction, content and closing sections. On Scene 1 Home (Introduction) In the Display appears the title, undiksha logo animation character. Scene 2 early opening is display of animated characters with greetings and self-introductions. Scan 3 is display of the delivery of learning topics. Scan 4, is display of animated characters delivering learning objectives. Scene 5, In the display there is a picture of the island of Indonesia as an

initial appreciation towards the discussion of the material (Question). Scene 6, The appearance of animated images as a presenter or presenter of activities (excavating students' prior knowledge). Scene 7, is display of the opening of the learning material. scan 8, Display of conveying the understanding of cultural diversity in Indonesia. Scene 9, animated actor performances. Scan 10-13, Display of learning materials. Scan 14, Display the question link. The animated video design is presented in [Figure 1](#).



**Figure 1.** Animated Video Design Contextual Approach

Third is development, at the development stage developing a video based on the script. Instructional media manuscripts are needed as a form of presentation of the design of learning materials which are a description of the subject matter and are well structured to be applied in making media. The material can be applied in making media, it needs to be poured in interactive language, not book language into written form, images and symbols that are easy to understand when the material will be processed into media which is commonly referred to as a media program script. The animation video design with a contextual approach is designed with the animaker application with duration of 10 minutes with 720 HD Mp 4, on the topic of the beauty of my country's diversity, fourth grade elementary school students. The results of the development of the Contextual Approach Video Animation are presented in [Figure 2](#).



**Figure 2.** Animated Video Design Contextual Approach

Fourth is implementation, this is done if the media has been assessed as valid and feasible to be applied to the learning process. The implementation of the media was carried out to get the teacher's response and the student's response to the media. The results of the assessment given by the learning material media experts were 4.83. The results of the validity test of learning media experts obtained a score of 4.71. The average score in this range is included in the very good category (Valid). Therefore, the animated video media with a contextual approach to the topic of the beauty of my country's diversity is declared valid. Based on the results of the practitioner's response test, it obtained a score of 4.79 so it was included in the very good category. The result of the student's response is 4.38 so it is included in the very good category. It is concluded that the Contextual approach animation video is feasible to use in learning. The input given from the expert is the addition of the Undiksha symbol on the opening page and the aesthetics of writing on the paragraph points of the learning objectives. The results of the revision of the Contextual Approach Video Animation media are presented in [Figure 3](#).



**Figure 3.** Revised Contextual Approach Animation Video

## Discussion

Animated Video Contextual approach receives very good qualifications and deserves to be used in learning due to several factors. First, the Contextual Approach Video Animation is worth using because it helps students learn. The achievement of the suitability of the elements presented in the Contextual Approach Animation Video can be seen from the aspect of content and material content with the Basic Competency formulation and learning indicators. The preparation of the material presented in the video comes from textbooks so that it will make it easier for students to understand the learning material. In addition, the material is delivered using simple language. The use of easy language will make it easier for students to understand the material (Hikmah & Purnamasari, 2017; Li et al., 2021; Muna et al., 2017). Grammar in accordance with the character of students will be easy to understand well (Candra Dewi & Negara, 2021; Fitriani et al., 2020; Prasetya et al., 2021). In addition, the clarity of the sound presented in the animation is also very good. the clarity of the sound produced on the video will reduce misunderstanding of the concept of the material presented in the video (Bustanil S et al., 2019; Khairani et al., 2019; Muskania et al., 2019). In addition, this animated video uses a contextual approach that can help students understand better. Contextual learning which a special approach is by linking the environment to students' lives so that students can more easily understand Social science material. Contextual approach is the principle of Social science learning which has a different approach from conventional learning (Ariyani & Ganing, 2021; Suastika & Rahmawati, 2019). This makes it easier for students to understand Social science material and certainly has an effect on better learning outcomes.

Second, the Contextual approach to Animated Videos is worth using because it boosts morale. Video using interesting images supported by animation so as to make learning more interesting. The attractiveness of the images presented in the video will increase students' enthusiasm when learning (Nopiantari & Agung, 2021; Noviyanto et al., 2015; Tarchi et al., 2021). The practicality of using media also increases enthusiasm for learning (Widiyasanti & Ayriza, 2018; Xiao & Shi, 2020). In addition, the development of animated videos also uses a contextual approach that is in accordance with the characteristics of learning. The contextual approach emphasizes the use of concepts and process skills in real-world contexts that are appropriate for students from different backgrounds (Gitriani et al., 2018; Rahmawati et al., 2019). The contextual approach can also help teachers relate students' knowledge to real contexts so that learning becomes meaningful (Amirin, 2013; Suastika & Rahmawati, 2019). Learning materials are related to students' real situations so that they are able to encourage students' initial knowledge by applying knowledge to life so that students are more motivated to study seriously (Anugraheni et al., 2018; Hanik et al., 2018; Rosalina & Suhardi, 2020). This approach is also one of the factors that increase students' enthusiasm for learning.

Third, the Video Animation Contextual approach is feasible to use because it increases student learning activities. Video Animation Contextual approach provides comfort in learning. Comfort and understanding in the learning process will encourage students to listen, see, and understand the material clearly so that it will increase student activity in learning (Alfianti et al., 2020; Fauzan & Rahdiyanta, 2017; Pebriani, 2017). In addition, this media presents visually real material that can attract students' attention and active learning (Nugraha & Widiyana, 2021; Suryansah & Suwarjo, 2016). The variety of images with contextual illustrations also provides a new nuance in learning. Previous study state that animated media can be constructed by students so that it can lead to reciprocity in the form of questions about the material so that it can create student-teacher interaction (Noviyanto et al., 2015). In addition, through animation can also respond to what is seen and heard so that the message presented is conveyed clearly. This will certainly increase the activeness of students in learning Social science.

Based on the previous findings, the use of learning videos will certainly make learning activities more interactive, especially the appearance of videos presented with animation (Fitriani et al., 2020; Sudiarta & Sadra, 2016). The advantage of animation is that it will improve the quality of learning because it can help absorb learning material in depth (Kühl, 2021; Zhang et al., 2020). Another finding states that the contextual approach can significantly improve the learning atmosphere and student motivation (Fayakun & Joko, 2015; Said & Jafar, 2015). It was concluded that Video Animation Contextual approach is suitable to be applied in Social science learning. The implication of this research is that the contextual approach animation video developed can be used in Social science learning. The contribution of this research is that the role of video media can also be a means of refreshing for students so that they are not easily bored through the display of various kinds of animated displays on animated video media with a contextual approach on the topic of the beauty of my country's diversity.

## 4. CONCLUSION

Animated Contextual approach video receives excellent qualifications from experts, teachers and students. It is concluded that the Contextual approach animation video is feasible to use in learning. Video Animation Contextual approach can make it easier for students to learn, increase enthusiasm and activity so that it has an impact on increasing student learning outcomes.

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