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Videos of Savi Oriented Learning Model Based on Sparcol Scribe in Class IV Students

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Abstrak

Rendahnya hasil belajar siswa kelas IV Sekolah dasar pada pembelajaran IPS disebabkan oleh pengkemasan pembelajaran kurang menarik. Selain itu, belum adanya penerapan video pembelajaran interaktif di kelas. Tujuan penelitian mengembangkan video pembelajaran interaktif. Jenis penelitian ini yaitu pengembangan dengan model ADDIE. Metode pengumpulan data terdiri dari wawancara, observasi, pencatatan dokumen, serta menyebarkan kuesioner. Subjek penelitian ini terdiri 3 pakar ahli, 6 siswa kelompok kecil dan 3 siswa uji perorangan. Instrumen yang digunakan untuk mengumpulkan data yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis dekriptif kualitatif dan kuantitatif. Hasil penelitian yaitu hasil review ahli isi bidang studi dengan kualifikasi sangat baik (96,66%). Hasil review ahli desain media dengan kualifikasi sangat baik (96%). Hasil review ahli media dengan kualifikasi sangat baik (90%). Hasil uji coba perorangan dengan kualifikasi sangat baik (96,67%). Hasil uji coba kelompok kecil dengan kualifikasi sangat baik (95,55%). Dapat disimpulkan bahwa, penggunaan video pembelajaran interaktif layak diterapkan dalam pembelajaran. Video pembelajaran dapat meningkatkan minat belajar siswa terhadap Ilmu pengetahuan sosial.

Kata kunci: *Video pembelajaran, interaktif, SAVI*

Abstract

The low learning outcomes of fourth-grade elementary school students in social studies learning are caused by less attractive learning packaging. In addition, there is no application of interactive learning videos in the classroom. The research objective is to develop interactive learning videos. This type of research is the development of the ADDIE model. Data collection methods consist of interviews, observation, document recording, and distributing questionnaires. This study consisted of 3 experts, 6 small group students, and 3 individual test students. The instrument used to collect data is a questionnaire. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The study results are the results of a review by content experts in the field of study with excellent qualifications (96.66%). The results of the review of media design experts with excellent qualifications (96%). The results of the review of media experts with excellent qualifications (90%). The results of individual trials with excellent qualifications (96.67%). The results of the small group trial with excellent qualifications (95.55%). It can be concluded that the use of interactive learning videos is feasible to be applied in learning. Learning videos can increase students' interest in social science.

Keywords: Learning videos, interactive, SAVI

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Introduction

Education is the learning of knowledge, skills, and habits of a group of people passed down from one generation to the next through teaching, training, or research (Gonźalez et al., 2013; Syauqi et al., 2020). Any experience that has a formative effect on the way people think feel, or act can be considered educational (Bui & Do Van Dung, 2019; Kratz et al., 2019). Education is generally divided into preschool, elementary school, junior high school, high school, college, university, or internship (Chai & Kong, 2017; H. Tseng et al., 2019). Therefore, improving the quality of education is an essential concern in improving the quality of human resources ((Pane & Rina Patriana, 2016; Singh, 2019). *Education* is a

process by which a person acquires knowledge that can later help improve human resources.

In the learning process, selecting and using the correct method in presenting material can help students know and understand the material presented by the teacher (Cabaleiro-Cerviño & Vera, 2020; Gil-Flores et al., 2017). However, many teachers may still lack the use of Information Technology (IT) (Oktaviani et al., 2020; Tuma, 2021). So that in online learning and classroom learning, teachers are more dominant in providing learning to students only by using modules/e-modules and other material summaries that are only in the form of text (Asrial et al., 2020; Velan et al., 2015). The characteristics of independent learning in each student will appear if students have shown changes in learning (Hockings et al., 2018; Rabgay, 2018). Students learn to be responsible for the tasks assigned to them independently and not depend on others. It is necessary to apply media in the learning process (Dhika et al., 2019; Syahroni et al., 2016).

Based on the interviews and needs analysis results through interviews and questionnaires conducted with fourth-grade social science subject teachers at SDN 091617 Serbelawan. It was obtained information that the learning resources used by teachers in the learning process were still in the form of simple learning media, such as printed teaching materials and simple presentation media. It is due to the lack of knowledge of teachers who have to prepare teaching materials for each class that will be used in each lesson, causing students to tend to be bored in participating in learning plus the material contained in printed teaching materials is very dense and makes students less interested in learning. If educators are not innovative in facilitating the learning process, it will affect student learning outcomes. The average value of UTS and UAS results for fourth-grade students in social studies subjects for the 2020/2021 academic year is 70, but there are still seven out of 30 students who score below the KKM and students who only reach the KKM.

Based on this background, the solution that can be offered to attract students' attention in learning so as to improve student learning outcomes is to develop interactive learning videos. Learning media as a component of the learning system must be in accordance with the learning components so that optimal function in learning activities (Budiarto et al., 2020; Khamparia & Pandey, 2017; Suryanda et al., 2019). The presence of learning media is certainly able to improve the quality of learning (Kartika et al., 2019; Tere et al., 2020). Learning media are everything that can be used to channel messages, so that it can stimulate interests, thoughts and feelings of students' learning (Darmaji et al., 2019; Lawrence & Tar, 2018). In this case, many media can be used in the learning process, such as videos, presentation slides, or using media directly.

Interactive learning videos in the learning process effectively stimulate students' cognitive and language aspects (Hanif, 2020; Pamungkas et al., 2018). Interactive learning videos significantly affect student motivation and learning outcomes (Leatherman & Cleveland, 2020; Van Alten et al., 2019). From the explanation of these objectives, social science subjects should be equipped starting from elementary school to hone their logical, analytical, systematic, critical, and creative thinking skills and the ability to work together (Bettencourt et al., 2011; TucksanunKlahan & Yuenyong, 2012). Of the competencies mentioned, related to real-life, students can obtain, manage, and use the information to live in conditions that are often changing, uncertain, and competitive (Bakırcı et al., 2011; Hwang et al., 2020).

In order to achieve the learning objectives of Social Sciences, it is necessary to have a social science learning process in practice as follows: active student-centered learning activities, providing freedom of thought in understanding problems, making problem-solving strategies, conveying ideas with free and open. Directing and training so that students can think critically and creatively in solving problems, design learning to work together in study groups, train to express opinions using graphs, diagrams, schemes, and variables, in learning

(Dhiu, 2017; Weiss et al., 2018).

The findings of previous research stated that learning videos would help students learn (Rose et al., 2016; S. Tseng, 2021). Other research findings state that learning videos will make it easier for students to understand learning materials (Andel et al., 2020; Hanif, 2020; Li et al., 2021). Other research also states that learning media will increase students' enthusiasm for learning (Mortazavi, 2011; Sun & Gao, 2016; (Mark) Feng Teng, 2019). Can the key that learning video media can facilitate students in learning. This research aims to develop a sparkol scribe interactive learning video for fourth-grade elementary school students. With this interactive learning video, it will be an alternative that teachers can use in developing and learning more creative and innovative so that it can improve student learning outcomes.

Methods

This type of research is development research. This research was conducted at SD Negeri 091617 Serbelawan grade IV. The subjects of this study were all fourth-grade students who collected 30 students. The development procedure used refers to the ADDIE model, which consists of analysis, design, development, implementation, and evaluation (Harjanta & Herlambang, 2018). The subjects of this study were experts on learning content, instructional design, instructional media, and fourth-grade elementary school students. The subjects of the individual product trial were 3 fourth-grade students at SDN 091617 Serbelawan. The small group trial subjects opened 6 students. The methods used to collect data are observation, interviews, and questionnaires. The instrument used to collect data is a questionnaire. The techniques used to analyze the data are descriptive qualitative statistical analysis techniques and quantitative statistics. Qualitative descriptive analysis is used to process data in the form of sentences or words given by experts. Quantitative descriptive analysis is used to process data in the form of numbers.

Results and Discussion

Results

Considering the assessment results of aspects of learning videos by material experts, media experts, and students, it can be said that the learning media developed are included in the sound and excellent categories. The research results on this development will discuss the process of developing interactive learning videos and the validity of interactive learning videos. The process of developing interactive learning videos in this study uses the ADDIE development model. Developing this interactive learning video passes through five stages. The first stage is the analysis stage. At this stage, four things are analyzed, namely 1) needs analysis, 2) student characteristics analysis, 3) competency analysis, 4) facilities and infrastructure analysis. This analysis stage was carried out through interviews and questionnaires via *a google form.* The second stage is the design stage. At this stage, namely 1) making a *flowchart*, 2) developing a *storyboard*, 3) selecting the *software* to be used, sparkol scribe and also filmora 4) compiling an assessment instrument.

The third stage is the development stage. This stage is the stage of developing a design made into an actual product that will later be tested for feasibility. The fourth stage is the implementation stage. At the implementation stage, the activities carried out are 1) product validity testing by experts including learning content experts, learning design experts, learning media experts, 2) product trials which include individual trials and small group trials. The purpose of conducting product validation tests and product trials is to determine the attractiveness, effectiveness of the product, and the feasibility of the product developed as a learning resource. The last stage is the evaluation stage. The evaluation stage is to revise again according to the input, suggestions and comments received after the

feasibility test is carried out to students.

The validity of interactive learning videos is determined based on the results of *reviews* from learning content experts, learning design experts, learning media experts, individual trials, and small group trials. Based on the validity test results of interactive learning video products conducted by the content experts, the Craft learning content obtained a percentage of 96.6% with excellent qualifications. Learning media experts obtained a percentage of 96% with suitable qualifications. Learning design expert test obtained a percentage of 90% with suitable qualifications. The individual test trials obtained a percentage of 96.67% with excellent qualifications. The small group trials obtained a percentage of 95.55% with excellent qualifications. Through the validity results, interactive learning video products get suggestions, input, and comments, which will be used as a reference for revising the product for the perfection of interactive learning video products. The results of developing interactive learning videos are shown in the image below.

Figure 1. Learning Videos Developed

Discussion

Based on the research on the validity test results, interactive learning videos were developed to be used as learning resources. It is also because developing interactive learning videos uses a systematic development model to minimize errors in the development process (Alnajdi, 2018; Hamzah & Mentari, 2017). Learning videos developed by utilizing technology. In overcoming the low quality of learning, one must also pay attention to the development of science and technology (Chin & Wang, 2021; Yavuz et al., 2021). The use of technology in learning will help students learn (Bayles et al., 2021; Muhtadi et al., 2018).

In addition, the material presented in the media is by the essential competencies and the learning objectives used. It makes it easier for students to learn (Andel et al., 2020; Mutakinati et al., 2018). The material is also presented with obvious details and examples to help students understand the material. The material presented clearly and clearly will help students better understand the material described and provide better learning outcomes (Gjems, 2013; Van Alten et al., 2020).

In the design of interactive learning video products in social science learning, the material presentation design is appropriate. It causes students to be more motivated in learning (Bajrami & Ismaili, 2016; Mpungose, 2021; Nurdin et al., 2019). Learning design is an effort to systematically develop learning components using specific theories so that they must be considered carefully (Colasante & Douglas, 2016; Kamelia, 2019). Thus, a well-organized learning design will help the student's learning process (Nonthamand, 2020; M. F. Teng, 2019). The learning process has systematic stages that will facilitate the learning process and increase student learning motivation.

Motivation is one of the most critical dynamic aspects (Hosen et al., 2021; Liu, 2020). Increasing students' learning motivation certainly requires positive things to attract students' attention to learning (Khan et al., 2019; Saito et al., 2018). One of them by using interactive

media. With the correct method, teacher difficulties in delivering material can be minimized with the help of teaching aids and media in learning (Priantini, 2020; Rose et al., 2016). Based on the discussion results above, this interactive learning video can increase students' interest and motivation in learning and is implied as a learning resource that can be used in the learning process to improve student learning outcomes.

Conclusion

Interactive learning videos on the subject of Social Sciences achieve excellent qualifications from experts. It can be concluded that this interactive learning media deserves to be used as a learning resource in the online learning process and the offline classroom to attract students' interest in learning and increase student motivation in learning.

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