



# Learning Videos Based on Contextual Approaches to the Content of Pancasila and Citizenship Education

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## ARTICLE INFO

### Article history:

Received November 03, 2022

Revised November 06, 2022

Accepted January 12, 2023

Available online February 25, 2023

### Kata Kunci:

Video Pembelajaran, Kontekstual, PKN

### Keywords:

Learning Videos, Contextual, PKN

### DOI:

<https://doi.org/10.23887/jet.v7i1.56770>

## ABSTRAK

Kurangnya pemanfaatan media dalam proses pembelajaran berdampak pada rendahnya hasil belajar PKN siswa. Tujuan dari penelitian ini yakni untuk menciptakan video pembelajaran berbasis kontekstual untuk meningkatkan hasil belajar PKN siswa. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dikembangkan dengan menerapkan model pengembangan ADDIE. Subjek dalam penelitian ini yakni ahli teknologi pendidikan, ahli isi mata pelajaran, ahli desain pembelajaran, ahli media pembelajaran, serta 12 orang siswa kelas VI SD. Pengumpulan data dalam penelitian dilakukan menggunakan metode kuesioner/angket dan tes, dengan instrument penelitian berupa lembar kuesioner/angket dan tes kemampuan PKN siswa. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis deskriptif kuantitatif dan statistik inferensial uji-t. Hasil analisis penelitian menunjukkan bahwa pada uji ahli teknologi pendidikan, media yang dikembangkan memperoleh skor 95% dengan kualifikasi sangat baik, uji ahli isi mata pelajaran memperoleh skor 90% dengan kualifikasi sangat baik, uji ahli desain pembelajaran yang memperoleh skor 90% dengan kualifikasi sangat baik, uji ahli media pembelajaran yang memperoleh skor 92,5% dengan kualifikasi sangat baik. Selanjutnya analisis t-hitung yaitu terdapat perbedaan yang signifikan hasil belajar siswa antara sebelum dan sesudah menggunakan video pembelajaran. Berdasarkan hasil analisis tersebut maka dapat disimpulkan bahwa media vidio pembelajaran berbasis pendekatan kontekstual valid dan layak digunakan dalam pembelajaran, karena dapat meningkatkan hasil belajar PKN siswa.

## ABSTRACT

The lack of media use in the learning process impacts the low learning outcomes of students' Civics. This research aims to create contextual-based learning videos to improve student Internship learning outcomes. This research belongs to the type of development research that was developed by applying the ADDIE development model. The subjects in this study were educational technology experts, subject content experts, instructional design experts, learning media experts, and 12 grade VI elementary school students. Data collection in the study was carried out using the questionnaire/questionnaire and test method, with research instruments in questionnaires/questionnaire sheets and students' Civics ability tests. The data obtained in the study were then analyzed using quantitative descriptive analysis techniques and t-test inferential statistics. The research analysis results showed that in the educational technology expert test. The developed media obtained a score of 95% with very good qualifications. The subject content expert test obtained a score of 90% with very good qualifications. The learning design expert test obtained a score of 90% with very good qualifications. The learning media expert test obtained a score of 92.5% with very good qualifications. Furthermore, the t-count analysis results show significant differences in student learning outcomes before and after using learning videos. Based on the results of this analysis, learning video media based on a contextual approach is valid and appropriate for use in learning because it can improve students' Civics learning outcomes.

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## 1. INTRODUCTION

Citizenship Education (Civics) is an educational strategy that is applied in the learning process by using cultural differences found in students, such as ethnic differences, religious differences, language differences, gender differences, class differences, and race so that the learning process becomes effective and according to learning objectives (Gawise et al., 2022; Trisiana, 2020; Wibowo et al., 2022). Civics subjects are related to a person's noble values in the nation and state and contain various concepts of values and morals in the process of interacting in society (Magdalena et al., 2020; Riadin & Permadi, 2019). The implementation of Civics learning is focused on forming citizens who are aware of their rights and obligations, so it is necessary to increase Civics learning by creating students with good character (Insani et al., 2021; Nesti & Bahri, 2022). In implementing formal education in schools, teachers play an important role in the process of realizing effective

learning activities, with the aim that the learning activities carried out can bring positive changes to students (Fauzi & Mustika, 2022; Hafizha et al., 2022). So that in practice, teachers must have professional competence in facilitating the teaching and learning process in the classroom. In the digital era like today, advances in science and technology will greatly influence teachers' views in facilitating learning for students, one of which is the use of learning media (Handayani et al., 2022; Lestari & Suastika, 2021; Sudewa et al., 2021).

Learning media is a learning aid that teachers can use effectively to achieve learning objectives (Aditya, 2018; Sukmawarti, 2021). Utilization of learning media can help increase motivation and design student learning activities (Dwiqi et al., 2020; Pranata et al., 2022). Learning media as a component of the learning system must be by the learning components so that their function is optimal in learning activities (Siswinarti, 2019; Umbara et al., 2020). In addition, learning media can stimulate learners' thoughts, feelings, attention, and abilities or skills to encourage learning (Apriliani et al., 2021; Utama et al., 2021). In general, learning media has several benefits, such as clarifying messages. Hence, they are not too verbalistic, overcoming the limitations of space, time, energy, and senses, generating enthusiasm for learning, more direct interaction between pupils/students and learning resources, and enabling children to learn independently according to their talents and abilities. Their visual, auditory, and kinesthetic abilities provide the same stimulation, equate experiences, and generate the same perceptions (Carolin et al., 2020; Japar et al., 2021).

The reality on the ground shows that teachers still need to take advantage of media use in implementing learning. It aligns with the results of observations made with sixth-grade elementary school students. The results of observations and interviews show that students need help understanding teaching material and tend to get bored easily in following the learning process. These problems arise because the teacher is more dominant in the lecture method when explaining the material and the need to use more learning media in class. If left unchecked continuously, this problem will impact low learning outcomes and not achieving Civics learning goals. One effort that can be made to overcome this problem is by using learning video media. Video media can simultaneously display image and sound elements when communicating messages or information (Andriyani & Suniasih, 2021; Yendrita & Syafitri, 2019). Video is also a medium that can present the reality of the content in class (Krissandi, 2018). One of the advantages of learning videos is being able to explain the real state of a process, phenomenon, or event (Tegeh et al., 2019).

The application of learning video media will be more effective if accompanied by a contextual learning approach related to everyday life. Contextual learning is an educational process to assist students in interpreting the learning being studied (Gitriani et al., 2018; Yulia et al., 2021). Conceptual learning can create a relationship between the knowledge possessed by students and its application in everyday life (Dewantara & Abadi, 2021; Zakiah, 2017). Civics subjects are very suitable when taught using a contextual model. It is because the material presented in Civics lessons tends to be related to everyday life. Students will more easily absorb the material the teacher presents if examples relate to real conditions in the environment around students. The contextual approach emphasizes students' ability to construct their knowledge so that students gain their own experience and knowledge of what they learn (Salsabila & Ninawati, 2022; Sulkipani et al., 2022).

Several previous studies have revealed that applying a contextual approach to learning can significantly improve students' cognitive abilities (Herliana & Anugraheni, 2020). The results of further research reveal that learning videos based on contextual approaches are feasible because they can improve student learning outcomes (Octavyanti & Wulandari, 2021). The results of other studies also reveal that students can use contextual-based learning videos to help the learning process from home so that students can more easily understand the concept of learning science (Jundu et al., 2020). Based on some of the results of these studies, learning video media based on a contextual approach positively influences student learning processes and outcomes. It's just that in previous studies, no studies specifically discussed the development of learning videos based on a contextual approach to the content of Civics subjects in elementary schools. So this research is focused on this study to create contextual-based learning videos for elementary school students.

## 2. METHOD

This type of research is development research which refers to the ADDIE model. The ADDIE model is a systematic learning design model which consists of five development steps, including the stages of analysis (analyze), planning (design), development, implementation, and evaluation. The subjects of this study were the subjects in this study, namely educational technology experts, subject content experts, instructional design experts, instructional media experts, and 12 sixth graders of elementary school. Data collection in the study was carried out using a questionnaire/questionnaire and test method. The questionnaire/questionnaire in this study was used to collect review data from educational technology experts, subject matter experts, instructional design experts, media experts, students during individual trials, and small groups. The instruments used in this research were questionnaires and tests. Questionnaire sheets were used to collect review data from educational technology experts, subject matter experts, instructional design experts, media experts, students during individual trials, and

small groups. The test sheet is used to test the effectiveness of student learning outcomes. The lattice of educational technology experts, subject content experts, instructional design experts, learning media experts, individual trials, and small group trials are described in Table 1, Table 2, Table 3, Table 4, and Table 5.

**Table 1. Educational Technology Experts**

No	Aspect	Indicator
1.	Development Model Used	1). The suitability of the development model used with the characteristics of the product produced
		2). Accuracy of reasons for selecting the development model
		3). Ease of using the media
2.	Development stages	4). Compatibility of the stages of development carried out with the development model carried out
		5). Accurate depiction of development stages
3.	Clarity, Practicality, and Consistency	6). Clarity of development stages based on the development model used
		7). The level of practicality of the development process implemented
4.	Formative and Summative Evaluation	8). The accuracy of the evaluation design according to the model used
		9). Clarity of evaluation instruments developed
		10). Validity and reliability of the evaluation instruments used

**Table 2. Subject Content Experts**

No	Aspek	Indicator
1.	Video Compatibility	1). The suitability of learning objectives with the material
		2). The clarity of the content presented
		3). The suitability of the material in the video
2.	Clarity of Messages/Materials	4). The clarity of the material presented
		5). The systematics of the material presented
3.	Content Representation	6). Able to attract students' interest and motivation to learn
		7). Suitability of examples with materials
		8). Suitable with the maturity level of students
		9). Good vocabulary
4.	User Friendly	10). Ease of users in accessing the media

**Table 3. Learning Design Expert**

No	Aspect	Indicator
1.	Video Compatibility	1). The suitability of learning objectives with the material
		2). Clarity of content presented
		3). The suitability of the material in the video
		4). The material in the learning videos is presented in a coherent manner
2.	Clarity of Messages/Materials	5). Accuracy of colors presented
		6). The accuracy of the type and size of the font on the video
		7). The accuracy of writing spelling on the material
3.	Content Representation	8). Able to attract students' interest and motivation to learn
		9). Suitable with the level of maturity of students
4.	Clarity Of Message	10). Can provide a more meaningful understanding of learning messages

**Table 4. Learning Media Expert Instruments**

No	Aspect	Indicator
1.	Media Visualization	1). Visual quality
		2). The attractiveness of the displayed image
		3). The attractiveness of the displayed text menu
		4). The accuracy of the colors presented
		5). Can increase student motivation in learning
		6). Accuracy of type/size of the font

No	Aspect	Indicator
2.	Use of Narration, Music, dan Sound Effect	7). The clarity of the narrator's voice 8). Background music regularity 9). The accuracy of the sound effects used to add to the atmosphere and complete the visual presentation
3.	User Friendly	10). Ease of using the media

**Table 5. Individual and Small Group Trial**

No	Aspect	Indicator
1.	User Friendly	1). Ease of using the media
2.	Stand Alone	2). The use of media does not depend on other teaching materials
3.	User Friendly	3). Clarity of the material presented 4). Clarity on the text presented 5). The use of images in the video makes it easier to understand the video 6). The use of images in the video makes it easier to understand the video 7). The examples presented can motivate students 8). The visual appeal presented 9). Learning videos can increase learning motivation 10). Media developed according to the characteristics of students

The data analysis method used in this development research is a quantitative descriptive analysis method and t-test inferential statistics. Quantitative descriptive analysis techniques were used to process data from the review results of educational technology experts, subject content experts, instructional design experts, instructional media experts, and individual and small group trials in the form of comments, suggestions, and input contained in the questionnaire. The results of this data analysis will then be used to revise the product being developed. At the same time, the t-test inferential statistical analysis is used to process data from the pretest and post-test results, which aims to determine whether there is an increase in student learning outcomes before and after using learning videos.

### 3. RESULT AND DISCUSSION

#### Result

The design, validity, and effectiveness of developing learning videos based on a contextual approach will be explained at this stage. The design presents the product development process using the ADDIE model. This design also presents the test results of educational technology experts. The results of educational technology experts obtained 95% with very good qualifications. Meanwhile, product validity in this study is used to determine the feasibility level of the product based on the questionnaire given to the subject. At the same time, product effectiveness in this study is useful to determine the increase in student learning outcomes based on the pretest and post-test given to students. The development of this contextual-based learning video uses the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. Researchers analyzed needs by observing and interviewing them at school in the analysis phase. The results of observations and interviews with teachers who teach civics subject content in grade six found that the teacher used the lecture method more dominantly in delivering learning material during learning. It results in students feeling bored and needing help understanding the learning material. In addition, teachers still need to learn to design and develop instructional media.

The next stage is the media design/design stage, which is carried out by designing flowcharts and storyboards and learning video scripts to know the process flow of the product to be developed. Besides that, the purpose of outlining media content and storyboards is to find out the workflow of learning videos, followed by making scripts as guidelines and making it easier to design learning videos. At the development stage, the researcher combines subject matter, images, text, narration, audio, and so on with the help of the predetermined Canva and Camtasia applications to become a learning video. Materials were obtained from sixth-grade elementary school thematic books and other sources relevant to the material raised. After all the materials have been combined, the next step is to make learning videos that can be accessed using a laptop or computer. The results of the development of contextual-based learning videos are presented in [Figure 1](#).



Figure 1. Contextual-Based Learning Video

The fourth development stage is the implementation stage of media products. We implemented media products involving sixth-grade students who were the targets of instructional video media guided by the sixth-grade subject content teacher. At the evaluation stage, the researcher evaluated the form of a product validity test. Learning video products are reviewed by educational technology experts, subject content experts, learning design experts, and learning media experts. Before being implemented in sixth-grade students, this learning video product was reviewed by educational technology experts who received a score of 95% with very good qualifications, subject content experts who received a score of 90% with very good qualifications, learning design experts who received a score of 90% with very good qualifications, and learning media experts who scored 92.5% with very good qualifications. In addition, an analysis of data obtained from students was also carried out to find opinions and responses regarding the products being developed. More detailed results of testing the validity of media products are presented in Table 6.

Table 6. Percentage of Contextual-Based Learning Video Validation Results

No	Validator Name	Score Percentage	Description
1.	Educational Technology Expert	95%	Very good
2.	Subject Content Expert	90%	Very good
3.	Learning Design Expert	90%	Very good
4.	Learning Media Expert	92,5%	Very good
5.	Individual Trial	95%	Very good
6.	Small Group Trial	96,67%	Very good

## Discussion

Based on the assessment of experts, it is known that the contextual-based learning videos that have been developed are appropriate and appropriate for use in learning activities, especially in Civics subject matter. It can be seen from several aspects, including First, from the material aspect, the material from the learning videos is designed using a contextual approach. This approach was declared successful because the material presented in the learning videos tends to be related to everyday life, so it effectively improves the learning outcomes of sixth-grade students in Civics subjects (Dewantara & Abadi, 2021; Zakiah, 2017). Learning videos are developed by integrating the values of the contextual approach, which aims to make learning more meaningful and create a fun atmosphere (Gitriani et al., 2018; Yulia et al., 2021; Yuliani et al., 2017). The learning material chosen to be the content of the learning video is theme 6, towards a prosperous society; sub-theme 1 is a community that cares about the environment. Learning materials relate to real-world situations through a contextual approach and encourage students to connect knowledge and its application in everyday life (Bakhri et al., 2019; Salsabila & Ninawati, 2022; Sulkipani et al., 2022). Based on the validation results from subject content experts, it can be seen that the learning videos that have been broadcast have met very good qualifications and are by the learning material. In showing the learning videos, the material is supplemented with real examples of keeping the environment clean and complying with regulations so that students can watch videos and find real examples of keeping the environment clean and complying with regulations. This learning video is also equipped with exercises/evaluations to determine students' understanding of the learning material that has been broadcast.

Second, on the aspect of learning media that learning videos based on contextual approaches are in the very good category in terms of the suitability of learning objectives with the material, the clarity of the content presented, the suitability of the material in the video, the material in the learning videos is packaged coherently, the accuracy of the colors presented, the accuracy of the type and size of the letters in the video, the accuracy of the spelling of the material, being able to attract students' interest and learning motivation, according to the maturity level of students, can provide a more meaningful understanding of learning messages. Contextual-based learning videos are one of the learning media that can improve student learning outcomes (Andriyani &

Suniasih, 2021; Yendrita & Syafitri, 2019). Moving pictures, colors, and interesting storylines can attract students' attention to participate in learning (Krissandi, 2018; Widiyasanti & Ayriza, 2018). Presentation of images is very beneficial to readers because the clarity of images can support the clarity of messages contained in the text, which can arouse students learning (Awalia et al., 2019; Tegeh et al., 2019). Learning video media has several benefits, such as clarifying messages. Hence, they are not too verbalistic, overcoming limitations of space, time, energy, and sensory power, generating enthusiasm for learning, more direct interaction between pupils/students and learning resources, and enabling children to learn independently according to their needs. Visual, auditory, and kinesthetic talents and abilities (Carolin et al., 2020; Japar et al., 2021).

The results obtained in this study align with previous research results, which also revealed that applying a contextual approach to the learning process can significantly improve students' cognitive abilities (Herliana & Anugraheni, 2020). The results of further research reveal that learning videos based on contextual approaches are feasible because they can improve student learning outcomes (Octavyanti & Wulandari, 2021). The results of other studies also reveal that students can use contextual-based learning videos to help the learning process from home so that students can more easily understand the concept of learning science (Jundu et al., 2020). Based on the research analysis results supported by previous research, contextual approach-based learning video media positively influences student learning processes and outcomes. The learning video media based on the contextual approach developed in this study can be used as a solution to existing problems. Teachers can use learning videos based on this contextual approach to improve student learning outcomes, especially in civics. In addition, this media can make learning varied so that learning is more interesting and can provide a learning experience for students.

#### 4. CONCLUSION

Based on the expert assessment, the developed contextual-based learning videos received very good qualifications. It can be concluded that contextual-based learning videos are appropriate to be applied in the learning process because they can improve students' Civics learning outcomes. Contextual-based learning videos make learning varied, making learning more interesting and students more motivated.

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