



Contextual-Based Learning Videos for Sixth-Grade Elementary School Indonesian Language Content

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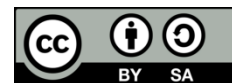
ABSTRAK

Siswa belum mampu belajar secara mandiri, hal ini disebabkan karena tidak tersedianya media pembelajaran yang bersifat interaktif. Penelitian ini bertujuan untuk menciptakan video pembelajaran berbasis kontekstual pada muatan bahasa Indonesia kelas VI SD. Jenis penelitian merupakan pengembangan dengan menggunakan model ADDIE. Subjek penelitian terdiri dari ahli isi, desain, dan media pembelajaran, serta uji perorangan dan kelompok kecil. Metode pengumpulan data pada penelitian pengembangan ini menggunakan metode kuesioner dan metode tes. Metode dan teknik analisis data yaitu teknik analisis deskriptif kuantitatif dan statistik inferensial uji-t. Berdasarkan hasil evaluasi dari ahli isi memperoleh persentase 96,66% ahli desain 92,85% ahli media 92% uji coba perorangan 99,33% uji coba kelompok kecil 99,33%. Efektivitas pengembangan video pembelajaran berbasis kontekstual didapat hasil rata-rata posttest yaitu 90,54 masuk ke dalam kualifikasi sangat baik lebih besar dari hasil rata-rata pretest sebesar 46,90 yang berada pada kualifikasi kurang. Berdasarkan hasil uji-t diperoleh thitung sama dengan 26,448 dan t tabel samadengan 2,018 untuk db samadengan 42 dari taraf signifikansi 5%. Hasil menunjukkan terdapat hasil yang signifikan antara sebelum dan sesudah penggunaan video pembelajaran berbasis kontekstual. Simpulan penelitian yaitu video pembelajaran efektif digunakan untuk meningkatkan hasil belajar peserta didik dalam muatan Bahasa Indonesia kelas VI SD.

ABSTRACT

Students still need to learn independently; this is due to the unavailability of interactive learning media. This research aimed at creating contextual-based learning videos for grade VI elementary school Indonesian language content. This type of research was developed using the ADDIE model. The research subjects included content, design and learning media experts, and individual and small group tests. Data collection methods in this development research used questionnaire methods and test methods. Data analysis methods and techniques were quantitative descriptive analysis techniques and t-test inferential statistics. Based on the evaluation results from content experts, the percentage was 96.66% of design expert, 92.85% of media expert, 92% of individual trial, and 99.33% of Small Group Trials. The effectiveness of developing contextual-based learning videos obtained an average posttest result of 90.54, which was in a very good qualification, more significant than the average pretest result of 46.90, which was in the poor stuff. Based on the t-test results, it was obtained that the tcount was equal to 26.448, and the t table was similar to 2.018 for db equals 42 from a significance level of 5%. The results showed that there were significant results between before and after the use of contextual-based learning videos. The research concluded that learning videos effectively improves student learning outcomes in Indonesian language content for class VI elementary school.

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1. INTRODUCTION

Education is increasingly dependent on the digital world, and this shift in learning methods forces all parties involved in the learning process to utilize various information technologies as learning media (Aditya, 2021; Agustini & Ngarti, 2020). Therefore, teachers need to adapt with technology, due to the learning is also adaptive. Education technology development should make learning easier by conveying information using the media as an intermediary (Agnesti & Amelia, 2021; Al-Marouf & Al-Emran, 2018). Information and communication technology is also very important in facilitating students learning. Learning media must attract students' attention during the learning process and inspire students to achieve learning outcomes in the subjects (including Indonesian) obtained in learning (Angreini, 2020; B Ariyani & Kristin, 2021; Rahmat, 2018). Learning Indonesian in elementary school is the most prioritized learning because, through language, students gain many things, both knowledge and important information, which can broaden their horizons.

However, technological developments cannot maximize the teaching and learning process in the classroom, so appropriate learning methods are needed, and the available media can be used (Bekti Ariyani &

Kristin, 2021; Aryani & Wahyuni, 2021). Based on the results of interviews, observations, and questionnaires, information was obtained that in the learning process in class, some students could not learn independently. It was due to the unavailability of interactive learning media, making students quickly bored with learning. Based on the observations, the school has good potential, completed with facilities such as a computer lab, whiteboard, LCD, projector and Wi-Fi access. The interview results show that the LCD and projector can operate well. From the results of the questionnaire, it is known that sixth-grade students are 10-11 years. It belongs to the Alpha generation (2012-present), in which the generation most familiar with digital technology because they were born in the rapid development of technology (Baber, 2021; Hidayati, 2019). However, until now, teachers still rarely use learning media. Their media tends to be the same (thematic package books) without interactive learning, which makes students quickly bored in learning.

Furthermore, when learning face-to-face, the average teacher still predominantly uses the lecture method. The less-than-optimal use and utilization of learning support facilities already available in schools is caused by teachers' limited time preparing new learning media. So, many students still need to be able to achieve the KKM (Minimum Completeness Criteria) score. The average student learning scores, especially for Indonesian language content, are still low, and students have not been able to master the material thoroughly. Based on the learning results data, it is known that 18 students out of 22 students got the scores below the Minimum Completeness Criteria, which means that around 82% of students got the scores below the Minimum Completeness Criteria. Meanwhile, four other students got the scores above the Minimum Completion Criteria, which means around 18% of students got scores above the Minimum Completion Criteria. In this case, the Minimum Completeness Criteria at SD Negeri 1 Padangbulia is 75. This data shows that there are still many students whose learning outcomes could be better and more satisfactory than those who score above the Minimum Completeness Criteria. The large number of students who get low scores is caused by factors that influence it, learning that is still teacher-centered. Another factor that influences low learning outcomes is teaching materials that still need more support and are difficult for students to understand. It proves that the lecture and question-and-answer learning method is less effective. It can be seen from the lack of student interaction in learning that student inactivity in learning becomes an obstacle for teachers to measure the extent to which the potential possessed by students is given and does not increase student achievement and understanding of language content. Indonesia. The teaching materials used in elementary school are thematic package books. The package book used only contains material, sample questions, and questions that still need to be more varied and suit the students' needs. It means that the package book does not contain learning activities that involves students directly in discovering and applying Indonesian language concepts. The textbook only presents material in the form of text with less illustrations and an unattractive appearance since it only presents work instructions.

Package book teaching materials still need to provide experience for students to be directly involved in finding conceptual problems in Indonesian. These teaching materials have to be able to encourage students' thinking abilities to develop, especially since textbooks are printed teaching materials. Of course, printed teaching materials will tend to make students feel bored in learning, especially in Indonesian language lessons where the material has less text, causing students to be less enthusiastic about receiving lessons. If students feel bored, of course, they will be too lazy to think, so there is no motivation for students to study harder, making it difficult to develop their thinking abilities. For this reason, more interesting learning media or teaching materials are needed, especially in Indonesian. For the reasons above, students feel bored with textbook teaching materials, so they need something new to increase learning motivation and student achievement in Indonesia. The learning process carried out so far in Indonesian language subjects cannot be carried out effectively because of several inhibiting factors. It is the essential for Indonesian language learning media to overcome or cover all theme sub-chapters. Apart from that, the media and learning models used are still conventional, making learning feel boring and causing a loss of concentration on learning. As a result, it affects student learning outcomes. Apart from that, the lack of interactive media that attracts students' interest and is easy for teachers to use can also reduce teacher performance in the classroom, meaning that in Indonesian language learning, there needs to be innovative learning media that can support learning in the classroom so that learning activities will feel alive. Students will feel interested in learning, and of course, it can be easily used by both teachers and students. So that later, students will learn effectively, get learning outcomes that exceed the school's Minimum Completion Criteria standards, and learning objectives will be achieved through media with a learning model that does not eliminate the teacher's function in it.

The solution to overcome this problem is by using learning media to help teachers explain related material. Through this media, students will understand the material better and be more motivated to follow the lesson. Learning media that can be used is very necessary to support teachers' tasks to motivate and improve students' learning understanding (Ilsa et al., 2021; Isnaini, S, 2023). One media can be used to develop learning videos (Izzaturahma et al., 2021). Student-oriented learning media can improve the quality of the learning process (Khairani Miftahul, Sutisna, 2019). Using learning media in the teaching and learning process can

generate new desires, interests, as well as motivating and stimulating learning activities (Khasanah, 2020; Farida Mayar et al., 2022). One of the media that can be used is learning through video. Video, as a learning media has a high ability to influence the learning of concepts, principles, and rules. Learning by using video as a media can make it easier for teachers to convey information about learning to students (Novera et al., 2022). Using learning videos in the learning process can stimulate the students in the improving their learning outcome. Changes in the atmosphere in the learning process, such as providing animated images, videos, and sounds (audio) that are interesting and directed toward the subject, can be used as an alternative to make students more interested and motivated to deepen the subject (Ponza et al., 2018; Prawira, 2021). Learning media is a media that can be used to convey information from the sender to the recipient of the information to stimulate students' thoughts, feelings, attention, and interests, so that the learning process can take place. The learning process plays a very important role in producing or creating quality education graduates, so creating a quality learning process is the main thing that receives serious attention (Putri, I, A, M & Agustika, G, 2022). Learning models are also necessary during the learning process, especially when using learning media.

A learning model suggested by the curriculum is a contextual approach. The contextual approach is a learning concept that helps teachers relate the learning material they teach to students' real-world situations and encourages students to connect their knowledge and its application in everyday life (Aditya, 2021; Styowati & Utami, 2022). This approach emphasizes on students' activeness in exploring and discovering knowledge related to learning material. Thus, learning with a contextual approach will become more meaningful and firmly embedded in students' memories. This knowledge does not come from outside but is formed by the students' cognitive structure. The contextual approach aims at motivating students to connect the learning with the context of everyday life so that students can link their understanding with their application in everyday life (Salsabila et al., 2020). A contextual approach is an approach that can provide links between lesson material and students' real-world conditions, and it makes learning more meaningful (Burengge, 2020; Widiastuti, 2021). The contextual approach is a learning concept that focuses on full student activity in linking student experiences based on daily life with student learning material. In this case, the teacher has a role to help students discover their experiences with the material that has been taught. It can bring the real environment into the classroom environment. It can also encourage students to connect the knowledge they have in their real lives with learning in the classroom (Dharmayanti, 2019).

Previous research findings stated that audiovisual media presents learning messages through concepts, principles, procedures, and knowledge application theories. It can help students to understand learning material (Sukarini & Manuaba, 2021; Suprihatin & Manik, 2019). Video as a learning media can increase learning motivation and make it easier for teachers to convey learning material (Yendrita & Syafitri, 2019). The contextual approach emphasizes on students' ability to construct their knowledge to gain their own experience and knowledge from what they learn. This research aimed at creating contextual-based learning videos for sixth-grade elementary school Indonesian language content. With the development of this learning video media, it is hoped that students will be more interested in studying Indonesian language material, as well as increasing student enthusiasm in learning Indonesian so that it can improve students' learning outcomes.

2. METHOD

This research was a type of development research. The development model applied was the ADDIE development model. Development with the ADDIE model because the development process is systematic, and this model can be used for various forms of product development, such as models, learning strategies, learning methods, media, and teaching materials (Yuanta, 2020). This development model is planned with a systematic sequence of activities to solve learning problems tailored to students' needs and characteristics. The development steps in the ADDIE model are Analysis, Design, Development, Implementation, and Evaluation (Sudarma et al., 2015). These product development steps, research, and models are more rational and complete. This learning media product will be tested on experts and students consisting of learning content experts, learning design experts, learning media experts, individual testing, and small group testing.

Data collection methods in this development research were questionnaire methods and test methods. The questionnaire method is obtaining or collecting data by sending a list of questions/statements to respondents/research subjects to be answered in writing (Agung, 2017). The test method is a way of obtaining data as a task that must be carried out by a person or group of people being tested (testee) (Agung, 2017). The data analysis methods and techniques in this development research used two data analysis techniques: quantitative descriptive analysis techniques and t-test inferential statistics. Quantitative descriptive analysis is a method of processing data that is carried out by arranging it systematically in the form of numbers and percentages regarding an object under study so that general conclusions are obtained. Inferential statistics is a field that studies how to conclude a population's state based on the data analysis results on the population's part called a sample.

3. RESULT AND DISCUSSION

Result

There are three parts to the research results: the design of the development of learning video media, the validity of the results of the development of learning video media, and the effectiveness of developing learning video media on Indonesian language content in the sixth grade of elementary school. The design and development of contextually based Indonesian language learning videos followed the ADDIE development model. The stages carried out include the analysis, design, development, implementation, and evaluation stages. In the first stage, an analysis of student characteristics, learning materials and resources, curriculum, and analysis of learning support facilities is carried out. This stage aimed at finding out that sixth-grade elementary school students need to learn video media in the Indonesian language learning process. The second stage carried out a design that was adapted to the results of the needs analysis.

Flowcharts and storyboards were made in the design stage, and lesson plans were designed for objects in the media and product assessment instruments. The third stage is development. In the development stage, the learning video was developed into a product ready to be used by students. The fourth stage is implementation. In the implementation stage, the media that has been developed was then tested in the field. Media implementation was carried out by experts, learning content experts, learning design experts, and learning media experts. It was also implemented for students, consisting of individual and small group trials for seventh-grade junior high school students who have studied the material. The fifth stage is evaluation. At this stage, experts and students evaluated and reviewed the product being developed. The results of the learning video development that has been developed are presented in [Figure 1](#).



Figure 1. Learning Video Display

The validity of this learning video media is determined based on evaluations by learning content experts, learning design experts, learning media experts, and students through individual and small group tests. These results were known using the questionnaire method. The discussion of the validity of the results of the development of learning video media is presented in [Table 1](#).

Table 1. Validity Results of Learning Videos

No.	Test Subjects	Validity Results	Description
1.	Learning Content Expert Test	96.66%	Very good
2.	Learning Design Expert Test	92.85%	Very good
3.	Learning Media Expert Test	92%	Very good
4.	Individual Trial	99.33%	Very good
5.	Small Group Trials	99.33%	Very good

Based on [Table 2](#), the evaluation results from learning content experts obtained a percentage of 96.66%, which is a very good percentage. The evaluation results from learning design experts obtained a percentage of 92.85%, which is a very good percentage. Learning media experts obtained a percentage of 92%, which is very good. Individual tests were conducted with three students with low, medium, and high scores. The development product obtained a validity percentage of 99.33% in individual trials. Then, in a small group trial with six students, divided into two students, each with low, medium, and high scores. The development product obtained a validity percentage of 99.33% in small-group trials. The effectiveness test used a test method carried out on

class VI elementary school students through pre-test and post-test. The pre-test and post-test results were then processed using the correlated sample t-test. The t-test results are presented in Table 2. The average pre-test score of students is 46.90, and the average post-test score is 90.54. Based on the t-test results, $t_{count}=26.448$ and $t_{table}=2.018$ for $db=42$ from a significance level of 5%. These results show that $t_{count}>t_{table}$ so that H_0 is rejected and H_1 is accepted. Acceptance of H_1 means that there are significant results between before and after using contextual-based learning videos.

Table 2. Summary of t-Test Results

Data	n	Average	S^2 (Varians)	db ($n_1 + n_2 - 2$)	t_{Count}	t_{table}
(1)	(2)	(3)	(4)	(5)	(6)	(5)
Pretest	22	46,90	74,55	42	26,448	2,018
Posttest		90,54	52,25			

Discussion

Design and development of contextual-based learning video media on Indonesian language content using the ADDIE development model. The ADDIE model is a development model that has a systematic direction. This ADDIE model can be used in various forms of product development, including developing teaching materials in the form of learning videos. The ADDIE model is a model that serves as a guide in developing learning that is effective, dynamic, and supports learning itself. The ADDIE model is a systematic learning design model. This model is developed or arranged programmatically with systematic sequences of activities to solve learning problems related to learning resources that suit the needs and characteristics of students. The ADDIE model can be used for various models, learning strategies, media, and teaching materials. There are several reasons the ADDIE model is still very relevant to use. The ADDIE model is a model that can adapt very well to various conditions, which allows this model to be used today. The level of flexibility of the ADDIE model in answering problems is quite high. However, the ADDIE model is effective; many people know the abbreviation ADDIE. The ADDIE model provides a general, structured framework for developing instructional interventions and revision and evaluation at each stage.

The research results showed contextual-based learning videos for sixth-grade elementary school Indonesian language content. This percentage result was due to several aspects of the assessment in the curriculum aspect. The material presented is the learning objective to be achieved because by watching learning videos, students can understand the material effectively. Learning objectives guide students to know what is expected from learning so that learning occurs effectively. In the evaluation aspect, the level of difficulty of the questions is to the learning objectives because the questions support students in achieving abilities based on essential competencies in the material. Developing students' abilities requires practice by working on questions containing basic competencies and learning objectives (F Mayar, 2022; Ponza et al., 2018). By applying interactive learning media, students can learn freely anywhere and anytime without depending on the teacher, and the delivery of material from the teacher to students will be more attractive (F Mayar, 2022; Prawira, 2021). In the display aspect, animation in learning media motivates students to learn. The aspects of the material like the examples presented are the practice questions given to students so that students can explore information and confirm what they have learned through independent study. The answer of example questions can help students learn independently by following the steps explained in the answers. If unclear, students can repeat material they want.

The research results showed contextual-based learning videos for sixth-grade elementary school Indonesian language content. In the audiovisual aspect, the narrator's voice can be heard clearly, and music and sound effects in the media are appropriate. Students can focus and maintain attention while studying using learning video media. In the text aspect, the font type and color of writing with a background are appropriate because students can read the writing easily and clearly. In learning multimedia designs, The thing that should be considered is the font choice, using sans serif letters. The color of the letters should contrast with the background so they are easier to see and read. Based on the results presented from the validity of content, design, and learning media experts, it can be concluded that learning videos can make a big contribution and maximize the learning activities. Learning video media can increase learning motivation, especially in improving listening skills. All of these aspects caused by the learning video media that was developed so that the use of the media can make learning more effective and increase students' learning motivation.

Testing the effectiveness of learning videos based on a contextual approach was used to see which media is applied effectively to students. Effectiveness-testing is an effort to determine the involvement of the learning media being developed. From the results of the two tests, it is known that there are differences in the results before and after using learning videos based on a contextual approach. Using learning videos in the learning process can increase students' motivation and enthusiasm for learning. This is because the developed

media is effectively used in the learning process and can meet the Minimum Completeness Criteria standards. Learning video media based on a contextual approach effectively improves Indonesian language learning outcomes for sixth-grade elementary school students. The findings of this research are strengthened by previous research findings stating that audiovisual media is suitable and valid for use in the learning process (Fitria, 2018; Hanif, 2020). Audiovisual media increased environmentally friendly behavior in the golden age (Suryani & Seto, 2020; Wirasasmita & Putra, 2018). Booklet and video learning media strengthen the character of a clean and healthy life (Rehusisma et al., 2017). They are improving fifth-grade elementary school mathematics learning outcomes through learning video media (Widiarti et al., 2021).

4. CONCLUSION

This contextual-based learning video was designed and developed using the ADDIE model. The use of the ADDIE model in this research has systematic stages and consists of five stages, including the analysis stage, design stage, development stage, implementation stage, and evaluation stage. The validity of contextual-based learning videos that have been developed is determined based on the results of evaluations from learning content experts, learning design experts, learning media experts, individual tests, and small group tests. The results show that there are significant results between before and after the use of contextual-based learning videos.

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