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Learning Video Media in Natural and Social Science Subjects for Fourth-Grade Elementary School

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ABSTRAK

Terbatasnya media pembelajaran yang meningkat motivasi dan minat belajar siswa membuat pembelajaran kurang efektif. Dibutuhkan sebuah produk yang dapat menunjang kegiatan pembelajaran. Penelitian ini bertujuan untuk mengembangkan Media Video Pembelajaran pada Mata Pelajaran IPAS Kelas IV Sekolah Dasar. Jenis penelitian ini adalah penelitian pengembangan yang dikembangkan menggunakan model pengembangan ADDIE. Metode pengumpulan data dengan angket serta tes objektif pilihan ganda. Subjek penelitian yaitu ahli materi pelajaran, ahli desain pembelajaran dan ahli media pembelajaran. Subjek uji coba yaitu 3 orang siswa pada uji coba perorangan, 6 orang siswa pada uji coba kelompok kecil, dan 18 orang siswa pada uji efektivitas. Teknik analisis data yang digunakan anilisis deskriptif kuantitatif dan statistik inferensial. Hasil penelitian dari ahli dan siswa memiliki kategori baik dan sangat baik sehingga produk yang dikembangkan layak atau valid untuk digunakan. Hasil uji efektivitas yaitu terdapat perbedaan yang signifikan 5% sebelum dan sesudah menggunakan produk ini. Dengan demikian hasil penelitian ini menunjukkan bahwa media Media Video Pembelajaran ini valid dan efektif digunakan pada Mata Pelajaran IPAS Kelas IV Sekolah Dasar.

ABSTRAK

The limited learning media that increases students' motivation and interest in learning makes learning less effective. It takes a product that can support learning activities. This study aims to develop Learning Video Media in Class IV Elementary School Science Subjects. This type of research is development research that was developed using the ADDIE development model. Data is processed using a data collection method with a questionnaire and multiple-choice objective tests. The research subjects were subject matter experts, learning design experts, and learning media experts. The test subjects were three students in the individual trial, 6 in the small group trial, and 18 in the effectiveness test. The data analysis technique used is quantitative descriptive analysis and inferential statistics. The research results of the assessment results from experts and students have good and very good categories so that the products developed are feasible or valid to use. The results of the effectiveness test are that there is a significant difference of 5% before and after using this product. Thus the results of this study indicate that Learning Video Media media is valid and effective for use in Class IV Elementary School Science Subjects.

1. INTRODUCTION

The progress of a country or nation can be achieved through good quality human resources so that they can take advantage of all situations and wealth of the country for the progress of the nation. The younger generation also has an important role, namely being a determinant of the progress of a country in the present and the future. A quality young generation is also produced from a good education (Khotimah et al., 2021; Krisanti et al., 2020; Risky, 2019). Education is an effort that has been planned and prepared by taking into account actions and rationale that aims to increase one's potential, attitudes, behavior, and knowledge, which are used as provisions for life.

The development of the current era affects all fields, including science, which is growing from

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time to time and gives rise to innovations in the form of technological advances, which develop hand in hand with the development of science, which indicates the progress of the times (Darmono & Wenda, 2022; Giana & Lutfi, 2019; Ramadhanti et al., 2020). This technology has entered almost all aspects of life, including the world of education, where this technology was born, so naturally, technology is used to facilitate the implementation of learning. Therefore technology can be used to support the success of learning. For example, technology can be used as a learning medium. Efforts to support the success of learning require learning media. Because with the availability of learning media, students can think more concretely, which means that they can reduce verbalism in students. This results in students, including teachers being able to choose or use learning media in the learning process (Mustrifarini, 2017; Rismawati & Rubianto, 2018; Sari, 2016). Learning media is a tool or item used to convey or distribute material in a more concrete form. Learning media is also often associated with providing material to support learning. In learning, one of the subjects is Natural and Social Sciences. Natural and social sciences examine living and inanimate things in the universe and their interactions and examine human life as individuals and social beings who interact with their environment.

Based on observations and interviews conducted with the fourth-grade homeroom teacher on June 18, 2022, it is known that partner schools are using the 2013 curriculum. However, in 2022, this has switched to an independent curriculum for first and fourth-grade students. During the Covid-19 pandemic, learning activities were carried out online using the Whatsapp Group, which was used as a forum for delivering material, the material provided was in the form of assignments and learning videos taken from Youtube. However, as time passed and the Covid-19 pandemic decreased, learning activities were again conducted face-to-face at school. In face-to-face learning activities, the teacher delivered material mostly using the lecturing method, but teachers also sometimes used learning media as intermediaries in conveying learning material. The teacher considers learning media to have an important role in increasing students' understanding of the material because it is considered that students will see the concept of the material directly through the media used. The media used is concrete media around the environment and sometimes uses audio-visual learning media in the form of learning videos. However, due to limited time and demands as a teacher and a need for understanding in making and developing learning media, the learning video media used is obtained from downloads on YouTube. Moreover, from the results of direct observations at schools that were carried out before compiling research proposals, it is known that the teacher's strategy in teaching does not arouse students' interest in learning, as seen from the delivery of material using too many lectures methods and the use of learning media in the form of learning videos taken from Youtube Of course, this will certainly affect student enthusiasm and make students feel bored and lose focus in participating in learning. From these problems, it is necessary to develop learning by teachers, one of which is the development of learning media that can increase motivation, attract students to learn to be more enthusiastic, and help stimulate students' thinking power in understanding material such as audio-visual media which is packaged even more attractively, namely in the form of learning videos.

Learning video media can be interpreted as media that can explain something abstract through a moving image and sound, so this learning video can be used to explain material that students cannot see directly (Pratama et al., 2022; Sukarini & Manuaba, 2021; Wulandari, 2022). Visualizing this material can make a learning video visible and heard through moving images and sound, and this learning video should be designed as attractive as possible (Herawati et al., 2019; Sri Kartika Dewi et al., 2019). The appearance is made into a cartoon to attract students' attention and accompanied by an inquiry learning model to stimulate students' abilities further to think more critically to find out and understand material independently through the stages of formulating problems, developing hypotheses, testing tentative answers, analyzing data, and drawing conclusions.

In this regard, it is necessary to develop audio-visual media in the form of inquiry learning-based learning videos on Indonesian cultural richness material for science subjects in fourth-grade elementary school students.

2. METHOD

This research uses research and development methods. Research and Development is a process or steps to develop a new product or improve existing products, which can be accounted for. The purpose of this development research method is to produce certain products in testing the effectiveness and usefulness of products and to find out how students and educators respond to the products being developed. The research model used in the learning video development research process is the ADDIE development model. The ADDIE development model has five stages that are interrelated to one another.

The stages in the ADDIE development model are analysis, design, development, implementation, and evaluation. The development stages with the ADDIE model can be seen in Figure 1.

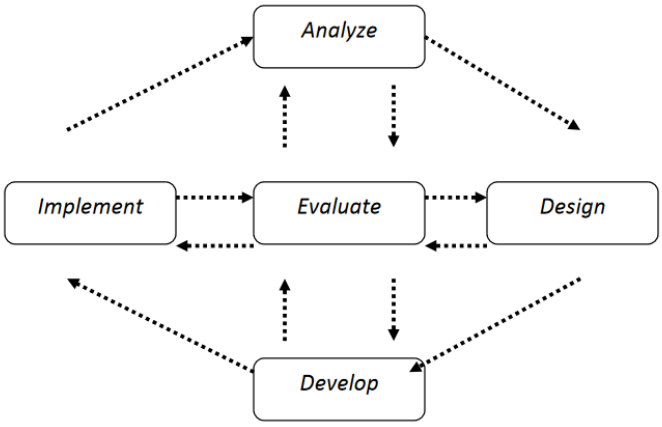


Figure 1. ADDIE Development

(Tegeh et al., 2014)

The development of inquiry learning-based learning videos on natural and social science subjects on Indonesian cultural wealth must first be tested for validity. Meanwhile, the level of validity of this learning video can be known through the results of the trial, which was carried out in two stages, namely the first stage, the product of the research results will be reviewed by experts, namely a review of design experts, a review of content experts, an expert review of instructional design, and review of learning media experts. This expert test was carried out by four experts who would review the product: the design expert review, the content expert review, the instructional design expert review, and the instructional media expert review. The development of inquiry learning-based learning videos on natural and social science subjects on Indonesian cultural wealth must first be tested for validity. Meanwhile, this learning video's validity level can be known through expert reviews. In addition to validity testing, the products in this study also went through the effectiveness test phase. The effectiveness test aims to determine whether the product being developed is effective or not in increasing the competency of students' natural and social science knowledge, so this stage is very important to carry out in development research.

The subjects involved in this research were fourth-grade students at SD Negeri 3 Manukaya in the individual trial and small group trial stages. In the individual trial stage, a trial was carried out with the test subjects consisting of 3 fourth-grade students at SD Negeri 3 Manukaya. The three students include one student with high learning outcomes, one with moderate learning outcomes, and one with low learning outcomes. Student learning outcomes can be seen from the results of report cards and students' daily lives in the previous semester. In the small group trial phase, a trial was carried out with the test subjects consisting of 9 fourth-grade students at SD Negeri 3 Manukaya. The nine students include three students with high learning outcomes, three with moderate learning outcomes, and three with low learning outcomes. Student learning outcomes can be seen from the results of report cards and students' daily lives in the previous semester.

The type of data obtained from this development research is seen from its nature, namely in the form of quantitative data types. At this evaluation stage which was carried out by distributing questionnaires which were then collected using closed questionnaires in the form of product assessments using a Likert scale, then giving pre-tests and post-tests to research subjects, the results obtained quantitative data obtained using type tests multiple choice (objective) in the form of test questions in the cognitive domain. The research method used is the method of questionnaires and tests.). The instruments used to collect data in this development research were questionnaires and tests. The lattice of data collection instruments in learning video development research is presented in Table 1, Table 2, Table 3, Table 4, Table 5, and Table 6.

Table 1. Instruments of Design Experts

No.	Aspect	Indicator	Item Number	Total Item
1	Development Model Used	a. The suitability of the development model used with the characteristics of the product produced.	1	2
		b. Appropriate reasons for selecting the development	2	

No.	Aspect	Indicator	Item Number	Total Item
		model		
2	Development Stages	a. Conformity of the development stages carried out with the development model used	3	
		b. The accuracy of the description of the stages of development	4	2
3	Clarity, Practicality, and Consistency	a. Clarity of development stages based on the development model used	5	
		b. The level of practicality of the development process implemented	6	3
		c. The sequence of development steps	7	
4	Summative Evaluation	a. The accuracy of the evaluation design according to the model used	8	
		b. Clarity of evaluation instruments developed	9	
		c. The validity and reliability of the evaluation instrument used	10	4
		d. The accuracy of the experimental subjects involved	11	
Total Item				**11**

(Suartama, 2016)

Table 2. Instruments for Learning Content Experts

No.	Aspect	Indicator	Item Number	Total Item
1	Curriculum	a. The suitability of the material with basic competence.	1	3
		b. Material suitability with learning indicators	2	
		c. The suitability of the material with the learning objectives	3	
2	Material	a. Material accuracy	4	8
		b. Material depth	5	
		c. Material equipment	6	
		d. Material attractiveness	7	
		e. Material suitability with student characteristics	8	
		f. The right media support the material	9	
		g. The material is easy to understand	10	
		h. The concepts presented can be logically explained	11	
3	Language	a. Appropriate and consistent use of language	12	2
		b. The language used is by the characteristics of students	13	
4	Evaluation	a. Suitability of questions with learning objectives	14	2
		b. Conformity of material with basic competencies and indicators	15	
Total Item				**15**

(Suartama, 2016)

Table 3. Instructional Design Expert Instruments

No.	Aspect	Indicator	Item Number	Total Item
1	Objective	a. Clarity of learning objectives	1	2
		b. Consistency between material objectives and coherent evaluation	2	
2	Strategy	a. Submission of material systematically	3	4
		b. Learning activities can motivate students	4	
		c. Submission of interesting material	5	
		d. Provide opportunities for students to learn independently	6	
3	Evaluation	a. The language used is easy to understand	7	2
		b. The questions presented are by the learning indicators	8	
Total Item				**8**

(Suartama, 2016)

Table 4. Instruments of Learning Media Experts

No.	Aspect	Indicator	Item Number	Total Item
1	Technical	a. Ease of use of media	1	5
		b. The clarity of the presenter's voice in the learning video	2	
		c. Media can help students understand the material	3	
		d. Media can generate student motivation	4	
		e. Video time duration	5	
2	Appearance	a. Text readability	6	10
		b. Video consistency and composition	7	
		c. the use of images supports learning materials	8	
		d. Use of proper font, font size, and spacing	9	
		e. The right composition and color combination	10	
		f. Compatibility of video with content	11	
		g. Appropriate accompaniment music support	12	
		h. Proper use of sound effects	13	
		i. Use of appropriate narrative	14	
		j. The screen display is harmonious and balanced	15	
		Total Item		**15**

(Suartama, 2016)

Table 5. Individual and Small-Group Trial Instruments

No.	Aspect	Indicator	Item Number	Total Item
1	Learning	a. Increase student learning motivation	1	3
		b. Present material with relevant examples	2	
		c. Media can present material effectively	3	
2	Material	a. Retention of material	4	2
		b. The benefits of material in student life	5	
3	Media	a. Ease of use of media	6	5
4		b. The clarity of the presenter's voice in the learning video	7	
		c. Media can help students understand the material	8	
		d. Media can generate student motivation	9	
		e. Video time duration	10	
		Total Item		**10**

(Suartama, 2016)

Table 6. Multiple-Choice Test Item Instruments

Learning Outcomes	Learning objectives	Competency						Item Number	Total Question
		C1	C2	C3	C4	C5	C6		
1. Students get to know cultural diversity, local wisdom, and history (both figures and periods) in the province where they live and relate it to the context of current life.	1. Students can associate various cultural diversity in Indonesia and the factors that cause cultural diversity in Indonesia.	-	-	-	√	-	-	1,2,3,4, and 5	5
	2. Students can analyze various cultural diversity in Indonesia.	-	-	-	√	-	-	6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29, dan 30	25
	3. Students can assess the attitude of respecting diversity in their environment.	-	-	-	-	√	-	31,32,33,34, dan 35	5

Learning Outcomes	Learning objectives	Competency						Item Number	Total Question
		C1	C2	C3	C4	C5	C6		
Total									35

(Suartama, 2016)

Two data analysis techniques were applied in this development research: quantitative descriptive and inferential statistical analysis. This development research used quantitative descriptive analysis to process the data obtained from the completed questionnaire/questionnaire results as a score. In this study, the answers to the structured questionnaire obtained from each subject were analyzed using a Likert scale with four categories presented in Table 7.

Table 7. Likert Scale

No.	Score	Description
1	1	Strongly Disagree
2	2	Disagree
3	3	Agree
4	4	Strongly agree

(Sumber: Sukardi, 2018)

This Inferential Statistical Analysis is used to determine the effectiveness of the product being developed. Product effectiveness can be seen by comparing the competence of students' natural and social knowledge before and after using the product developed, namely inquiry learning based video learning using the t-test. However, before the pre-test and post-test results are analyzed using the t-test, it is necessary to carry out the normality test and homogeneity test first as a prerequisite test. After the prerequisite test is carried out, the hypothesis test is carried out, namely a correlated t-test.

3. RESULT AND DISCUSSION

Results

This research was conducted in fourth grade at SD Negeri 3 Manukaya. This research involved 18 students in the fourth grade of SD Negeri 3 Manukaya. The development of Inquiry Learning-based Learning Videos is carried out by applying the ADDIE development model, which includes the stages of analysis (analyze), design (development), implementation (implementation), and evaluation (evaluation).

The first stage is analysis. The needs analysis stage was done through observation and interviews with the fourth-grade teacher at the SD Negeri 3 Manukaya research site. From the observation and interview activities that have been carried out, it is known that in the learning activities that have been carried out so far in schools, teachers tend to apply too many lecture methods still and only occasionally use instructional media in the form of videos downloaded from YouTube and objects in the surrounding environment, p. This is because the teacher has not been able to develop learning media to help convey a teaching material so that there is less variation in learning activities and affects students' interest and focus in learning. Therefore, interesting and innovative learning media are needed to support the learning process and facilitate students' learning experiences that can improve their understanding and critical thinking skills, especially in science subjects. From the observation activities that have been carried out, it can be seen that fourth-grade students at SD Negeri 3 Manukaya tend to get bored easily and lose focus during learning. Therefore there is a need for something that can attract students' attention and focus students in participating in learning activities. Based on this analysis, learning media was developed as learning videos that are packaged more attractively, which aims to assist teachers in conveying material and attracting students' attention so they can focus on participating in learning activities. Analysis of Learning Outcomes and Learning Objectives is carried out so that the media developed in inquiry-based learning videos can help teach students effectively and by the demands of learning outcomes and objectives.

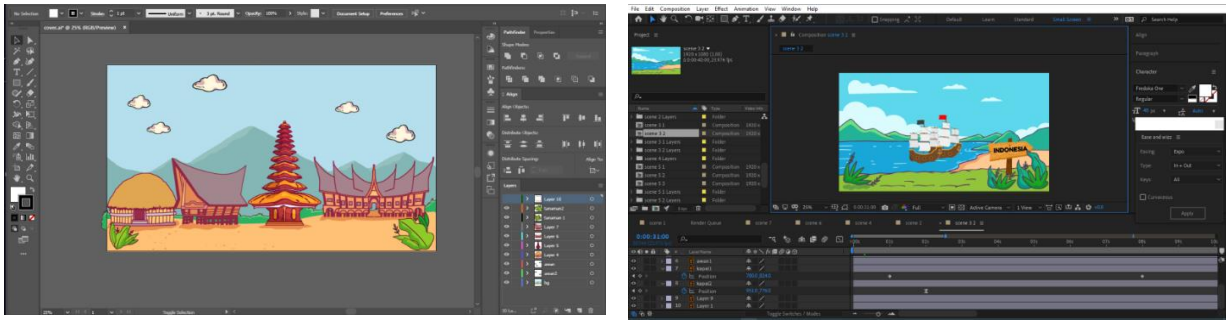
The second stage is designing. At this stage, the activities carried out are designing products which are carried out through several stages, namely as follows. First, determine the software and hardware. The hardware used to make this learning video is a Laptop/PC. At the same time, the software or software used is the Adobe Illustrator application, Adobe after effects, and Adobe Premiere Pro. Both develop the design of learning videos. Before this learning video starts to be produced, it is necessary to make a design first to make it easier to arrange the appearance and layout of content in the media, which is then tested by a design expert test which was carried out on September 24, 2022, to determine the

validity of the design. The design of learning video media includes flowcharts and storyboards. Flowchart of Inquiry Learning-Based Learning Video on natural and social science learning in the form of a chart made to help compile the content flow of the video. The storyboard of the Inquiry Learning-Based Learning Video in learning natural and social sciences contains scenarios of learning natural and social sciences, especially on material rich in Indonesian culture. The Storyboard contains the visual design of the Video and the placement of the material outlines on the Video. Third, preparation of the material. The material delivered through inquiry learning-based learning videos adapts to the learning outcomes and learning objectives that have been determined and adapted to the content of the material in student textbooks in the independent curriculum. The fourth is making media assessment instruments. The media assessment instrument is a questionnaire made to assess the media developed in the form of learning videos from several aspects, namely design, lesson content, instructional design, and learning media which experts from each aspect will assess. In addition, the developed media was also tested and assessed by students as test subjects with individual trial questionnaires and small group trials. Fifth, arrange learning activities. Learning activities are made in the form of learning modules (RPP+) concerning the inquiry learning model, which allows students to learn to find out and understand the material independently.

The third stage is development. This development stage is the product manufacturing and testing activities. At this development stage, it is possible to realize the designs to create audio-visual media in inquiry learning-based learning videos. There are several stages in this development. The first is the video production stage, making learning video materials based on fourth-grade Natural and Social Sciences textbooks. Collection of images relevant to the material in learning videos through the Adobe Illustrator application for making sketches and designs in learning videos and Adobe After Effects for moving images. Learning video elements is merged in the Adobe Premiere Pro application on a laptop. They fill in music and dubbing according to the material using the Adobe Premiere Pro application. The second is the product validation stage. After the learning videos developed have been completed in production, then the learning videos will be assessed or reviewed by the validator using the questionnaire that has been made. Later, the review results from the validator will be used as a reference for improving the learning videos developed to be suitable for use in learning activities. This validation stage is carried out online via the Whatsapp Group and offline. This validation stage is through several tests. The first is to test the lesson content, instructional design, and learning media. The results of the validation of the development of this learning video according to the lesson content expert test, instructional design expert test, instructional media expert test, individual trials, and small group trials in detail can be seen in Table 8, and Figure 2.

Table 8. Percentage of Validation Results for the Development of Animated Video Media

No.	Trial Subjects	Validation Results	Qualification
1	Content Expert	91,66%	Very good
2	Instructional Design Expert	90,62%	Very good
3	Learning Media Expert	83,33%	Good
4	Individual Trial	90%	Very good
5	Small Group Trial	90,83%	Very good



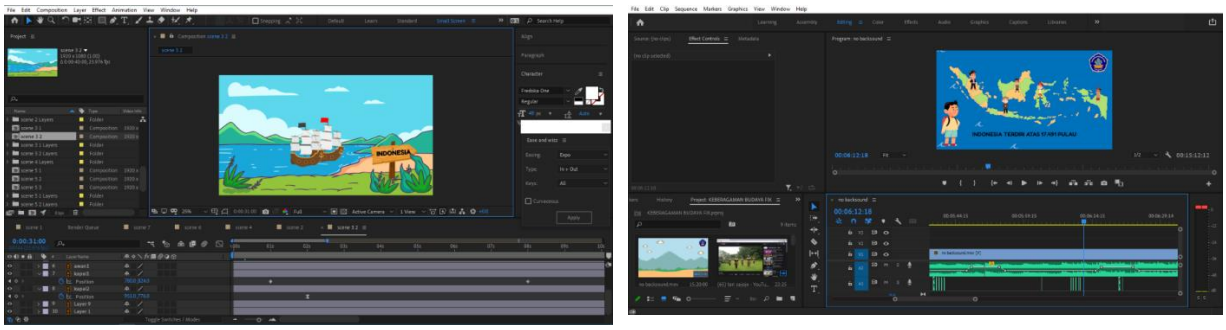


Figure 2. Video Development Process

The fourth stage is implementation. At the implementation stage, the development results were applied to students with product trials on nine students, consisting of 3 in individual trials and 6 in small group trials. Then the learning videos are applied in a lesson with the subject of all fourth-grade students at SD Negeri 3 Manukaya to determine the effectiveness of the learning videos. The effectiveness of the media on student learning outcomes is seen by giving pre-test and post-test questions. The fifth stage is evaluation. The final stage is to evaluate by processing the data that has been collected. In this study, the evaluation was a summative evaluation used to measure the effectiveness of learning videos by analyzing the pre-test and post-test results.

Discussion

The study results show that from the content aspect of learning content. The results of the review of inquiry learning-based learning video media from content experts on the material contained in the learning videos were assessed from several indicators, namely curriculum, material, language, and evaluation. In developing a learning media, the suitability of the material discussed in the learning media must later achieve a learning goal. Learning material is the substance that will be conveyed in the teaching and learning process (Hasan & Putra, 2021; Suyani et al., 2020). Learning material is necessary for the teaching and learning process to work. The material referred to as a learning resource carries a message for learning purposes. A form of teaching material that is packaged as a whole and systematically, containing a set of planned and designed learning experiences to help students master specific learning objectives (Faiz et al., 2020; Rofian & Asrori, 2022; Santoso et al., 2022). Therefore, the suitability of the material aspect with the learning objectives that have been set needs to be assessed. It shows that the video lesson content based on inquiry learning that has been developed is feasible to continue and use or is valid.

Based on instructional design, the results of a review of inquiry-based learning video media from instructional design experts on instructional video design were assessed from several indicators, namely objectives, strategies, and evaluation. Instructional design analyzes learning needs and objectives and develops teaching techniques and materials to meet these needs (Aida, 2022; Halvina et al., 2022). Learning design is an activity to maximize effectiveness, efficiency, learning outcomes, and other learning experiences (Nurdiana et al., 2021; Supriogi, 2020; Wijariyah, 2020). Therefore learning design is very important to note to motivate students. From the percentage of instructional design test results after being revised according to expert directions, the results obtained were 90.62% with very good qualifications, and the inquiry learning-based instructional video design developed is feasible to continue and use or is valid.

On the aspect of learning media. The results of a review of inquiry-based learning video media from learning media experts on learning video learning media are assessed from several indicators, namely technical, and the display of learning video media is made to provide an attraction for students to be more focused on participating in learning besides its function to assist teachers in delivering a material. Learning video media can increase student learning motivation (Ace et al., 2020; Lestari & Afrom, 2016). Increasing student motivation is one technique for developing the ability and willingness to learn (Nugraha et al., 2022; Sukmanasa et al., 2017). Increasing a student's motivation to learn will improve student learning outcomes. Inquiry learning-based learning video learning media developed is feasible to continue, use, or validate. Factual and conceptual material requires media so students can easily understand the material (Khaerunisa et al., 2022; Mistina et al., 2022). Judging from the comments the respondents/students gave, the learning video media received a positive response from students. Students also stated that they were interested in learning videos, which influenced their interests. The

comments are positive, and it can be stated that the inquiry learning-based video learning media developed is feasible to continue and use or is valid.

The effectiveness of instructional video media development was measured using the test method from the pre-test and post-test results given to 18 fourth-grade students at SD Negeri 3 Manukaya. The effectiveness of the developed learning videos can be seen from the results of the analysis carried out with the inferential statistical test using the t-test technique correlated to the results of the pre-test given before the implementation of the learning videos and the post-test given after the implementation of the learning videos on all subjects, namely fourth-grade students of SD Negeri 3 Manukaya totaling 18 students. The average score of the students after the pre-test was carried out was 45, and the students average score after the post-test was carried out was 71.11. Judging from the students' average scores on the pre-test and post-test, there was an increase where this was seen in the students' answers which were mostly wrong in the pre-test implementation. After being given the application of the developed media, namely inquiry-based learning videos, occurred an increase in the results of students' answers during the implementation of the post-test, which is better than the pre-test scores. It is, of course, influenced by the application of inquiry-based learning videos. Thus, inquiry learning-based learning video media is effectively applied to material on the richness of Indonesian culture in science subjects on keliv students at SD Negeri 3 Manukaya.

This finding is reinforced by previous research, which states that the use of learning video media shows that students succeed in obtaining scores above the minimum completeness criteria set (Prastica et al., 2021). This learning video media is effective for learning (Hanipah & Saputra, 2022). Video media effectively improves student learning outcomes (Mashuri & Budiyono, 2020; Purbasari et al., 2016). Students can achieve a completeness score so that it can be concluded that learning video media is valid, practical, and effective (Aristiya & Muslim, 2021). The implications of research on the development of inquiry learning-based video media are empirically proven that by utilizing inquiry learning-based video media, students can be more focused and interested in participating in learning and are more independent in learning regardless of teacher assistance. Student learning processes become more effective and positively affect student learning outcomes. Students can learn material about the richness of Indonesian culture in science subjects with more critical thinking because an inquiry learning model accompanies the learning videos developed. This research also influences the motivation of natural teachers to develop learning media to improve the learning process so that it is more meaningful and varied.

4. CONCLUSION

The validity of this learning video obtained very good validity results. So based on the analysis of data obtained from expert tests and product trials, the inquiry learning-based learning video product on Indonesian cultural richness material is suitable for use in elementary school learning, especially on Indonesian cultural richness material. Based on the effectiveness test results, it can be concluded that inquiry-based learning video media effective learning is applied to the rich material of Indonesian culture in science subjects in elementary school students.

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