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Learning Video Media for Social Studies Subject Content for Grade V Elementary School

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ABSTRAK. *Media yang digunakan dalam pembelajaran masih berupa buku, belum ada media elektronik yang digunakan dalam pembelajaran. Hal ini menyebabkan minat belajar siswa rendah dan hasil belajar siswa menurun. Penelitian ini bertujuan untuk menganalisis hasil uji coba media video pembelajaran muatan mata pelajaran IPS kelas V sekolah dasar. Subjek siswa kelas V dengan jumlah 9 orang. Model pengembangan yang digunakan yakni model pengembangan Hannafin and Peck yang terdiri dari 3 fase utama diantaranya, fase penilaian kebutuhan, fase desain, fase pengembangan dan implementasi diikuti fase evaluasi dan revisi disetiap fase utamanya. Metode dan instrumen pengumpulan data yang digunakan yakni lembar wawancara dan kuesioner/angket. Analisis data yang digunakan yakni teknik analisis deskriptif kualiatif, dan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa media video pembelajaran yang dikembangkan sudah dikatakan valid. Dengan adanya media ini diharapkan dapat meningkatkan minat belajar siswa dan memberikan pengalaman belajar yang bermakna bagi siswa dalam proses pembelajaran pada muatan pelajaran Ilmu Pengetahuan Sosial (IPS). Implikasi penelitian ini yakni mampu memberikan gambaran bagi guru dan pembacar terkait bagaimana pengembangan media video pembelajaran yang dapat digunakan untuk menarik inat siswa dalam belajar.*

ABSTRACT. The media used in learning are still in the form of books; no electronic media is used. This leads to low student interest in learning and to declining student learning outcomes. This study aims to analyze the results of a trial of learning video media in Social Studies for grade V in elementary school. The subjects were grade V students with a total of 9 people. The development model used is the Hannafin and Peck model, which consists of 3 main phases: the needs assessment phase, the design phase, and the development and implementation phase, followed by an evaluation and revision phase in each. The data collection methods and instruments used are interview sheets and questionnaires. The data analysis used is a qualitative descriptive analysis technique and a quantitative descriptive analysis. The results of the study indicate that the developed learning video media is valid. This media is expected to increase students' interest in learning and provide meaningful learning experiences during the Social Studies (IPS) subject. This study provides an overview for teachers and readers on how to develop learning videos that engage students.

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1. INTRODUCTION

The progress of a nation is determined by the quality of its human resources in various fields, particularly in education (Agustang & Mutiara, 2021; Nurhatmoko et al., 2022). Therefore, education plays a crucial role in creating an intelligent, peaceful, open, and democratic society, and educational reforms must be continually implemented to improve a nation's quality of life. Elementary school education plays a crucial role in the educational process (Agustin & Supriyanto, 2020; A. O. Safitri et al., 2022). Elementary school provides fundamental skills that form the foundation of students' initial knowledge. Improving the quality of education is an effort that must be carried out intensively, as the quality of education in Indonesia is generally still low. One way to improve the quality of education is to implement various learning innovations (Rozak & Az-Ziyadah, 2021; Tahajudin et al., 2023). However, the current problem in Indonesian education is that the learning process is less able to encourage students to think openly because students still rely on teachers' explanations, making learning less enjoyable and relying solely on lecture methods (Agustang & Mutiara, 2021; Agustin & Supriyanto, 2020). Educators often fail to attend to their students' needs, interests, and talents. One weakness of educators in Indonesia is that they never explore their students' problems and potential. Educators should attend to students' needs to avoid making them feel uncomfortable during the learning process (Nurhatmoko et al., 2022;

Safitri et al., 2022). The classroom learning process focuses solely on students' ability to memorize information, without teaching them how to connect it to real-world situations. However, this hope has not been fully realized because many learning processes remain focused solely on textbooks as a learning resource, leaving students bored by very boring books (Dewanti & Putra, 2022; Indriyani, 2023). If this continues, students will not achieve the expected learning outcomes.

Video media in the learning process has been widely used in education worldwide (Fitriana & Setyasto, 2023; Tahajudin et al., 2023). There are several types of learning video media, namely, Audio Visual Aids (AVA) media is media that can be seen and heard, then Audio Motion Visual (AMV) media or motion audio visual media, namely media that has sound, movement and objects that can be seen, audio motion visual media is said to be the most complex video media (Af'idati et al., 2022; E. Safitri & Pamela, 2024). The information presented through this media is in the form of moving images, which can be displayed on a monitor or projected onto a large screen, and the sound can be heard more clearly with speakers (Susilawati, 2023; Tahajudin et al., 2023). Learning videos are a medium that incorporates audio and visual elements. As a learning medium, videos are created to convey information relevant to the material discussed in a learning process (Afriani et al., 2022; Dewanti & Putra, 2022). It is even better if the content of the learning videos can be linked to students' significant experiences in their environment.

Based on the results of initial interviews with the homeroom teacher of grade V at SD Negeri 4 Panji, it was found that achievement of learning outcomes in Social Sciences remained low, with the established KKM of 70. The factors that led to low achievement of learning outcomes for grade V students included students' difficulty understanding the material, limited use of learning media in learning and teaching activities, and low interest in learning. The difficulty in understanding the Social Sciences material also affected students' interest in learning; they tended not to pay attention when the teacher explained the material in class. Therefore, a learning medium that was fun for students and also practical and efficient to use was needed. During the interview, it was also noted that teachers sometimes showed YouTube videos to support the learning process. However, some students still needed assistance understanding the material. Judging from students' interest in watching videos, it could serve as a reference for creating learning videos that support an effective, efficient learning process. The novelty of this research was the presentation of learning video media specifically designed for the content of Social Studies subjects in grade V of elementary school. The novelty lies in the video design, which is interactive, contextual, and appropriate to the characteristics of elementary school students.

The purpose of this study is to analyze video media for social studies instruction among fifth-grade students at Panji 4 Public Elementary School. This research is expected to provide teachers and readers with an overview of how to develop learning videos that can engage students' interest in learning. This media is expected to increase student interest and provide meaningful learning experiences during the social studies (IPS) learning process.

2. METHOD

This type of research is development research using the Hannafin and Peck development research model. The Hannafin and Peck model consists of three main processes: the needs analysis stage, the design/planning stage, and the development and implementation stages. In developing learning video media, the procedure followed is the Hannafin and Peck development model, which consists of three main processes. The first stage of this model is the needs assessment; the second is design; and the third is development and implementation. In this model, all stages involve evaluation and revision. The needs analysis stage is carried out to identify the obstacles faced by students and teachers in the learning and teaching process. In the design stage, activities are carried out to design flowcharts and storylines as guidelines for developing learning video media. During the development and implementation stage, the videos are combined and edited. As well as conducting product validity tests with experts. At this stage, learning videos are also implemented for fifth-grade students at SD Negeri 4 Panji during individual and small-group tests. In the evaluation stage, researchers will measure the objectives of product development. In this final stage, researchers will determine whether the developed product is successful. The revision stage is carried out if, during the evaluation stage, the experts provide input and suggestions for improving the product.

The subjects of this study were one learning content expert, one learning design expert, one learning media expert, three students as individual trial respondents, and nine students as small group trial respondents. The data types used were qualitative and quantitative. The data collection methods and instruments used were interviews, document recording, and questionnaires. Before use in the study, a grid was created for the instrument. This was to ensure that the instrument used complied with the guidelines. The instrument grid used in this study is shown in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Expert Validation Instrument Grid for Learning Media

No	Aspect	Indicator
1	Appearance	Appealing video opening
		Appealing video content
		Appealing video closing
		Appropriate use of font type, font size, and spacing
		Appropriate background sound for the learning video

No	Aspect	Indicator
		Clear narration that aligns with the material
		Appropriate and harmonious composition and color combination
		Balance and harmony of the learning video's appearance
2	Technical	The media helps students understand the material
		Ease of use of the media
		Video duration
		Suitability and consistency of the media theme
		Media can be used on electronic devices (smartphones, laptops, and computers)

Table 2. Expert Validation Instrument Grid for Learning Design

No	Aspect	Indicator
1	Media Display	Appropriateness of the title in the learning video
		Clarity of the core competencies in the learning video
		Clarity of the indicators in the learning video
		Clarity of the learning objectives in the learning video
		Suitability of the dynamic and interactive combination of text, images, audio, and video
2	Strategy	Structured delivery of the material
		Clarity of examples to support understanding of the material
		Students can understand the material independently
		Able to stimulate student motivation in learning
		Images and illustrations can facilitate the learning process
3	Text Design	Using a writing style that is easy to read and understand
		Appropriateness of the layout in the learning video
		Appropriateness of the images in the learning video
		Use of attractive colors in the learning video
		Use of attractive fonts in the learning video
4	Evaluation	Presentation of practice questions to support understanding of the material
		Clarity of instructions for completing the questions

Table 3. Expert Validation Instrument Grid for Learning Content

No	Aspect	Indicator
1	Material Systematics	Alignment of material with core competencies
		Alignment of material with indicators
		Alignment of material with learning objectives
		Able to absorb the material in its entirety
		Relevant presentation of material
		Able to understand the material more meaningfully
2	Representation of Material Content	Appropriateness of material presentation
		Use of relevant illustrations
		Completeness of material delivery
		Clarity of images to support learning materials
		Audio clarity in delivering learning materials
3	Grammar	Use of simple and consistent language
		Easy-to-understand language

Table 4. Individual Trial Validation Instrument Grid

No	Aspect	Indicator
1	Content	Appropriateness of material presentation
		Completeness of material content
		Clarity of supporting images
		Audio clarity in material delivery
		Use of relevant illustrations
2	Grammar	Use of simple and consistent language
		Easy-to-understand language
3	Media Display	Appropriateness of learning video titles
		Clarity of core competencies and indicators in learning videos
		Clarity of learning objectives in learning videos
		Suitability of a dynamic and interactive combination of text, images, audio, and video

No	Aspect	Indicator
		Attractiveness of the video's initial appearance, content, and conclusion
		Suitability of the background sound to the learning video
		Clarity of narration that aligns with the material
4	Strategy	Structured delivery of material
		Able to motivate students in learning
5	Evaluation	Providing practice questions to help them understand the material
		Clarity of instructions for answering the questions

Table 5. Grid of Small Group Trial Validation Instrument

No	Aspect	Indicator
1.	Content	a. Appropriateness of material presentation
		b. Completeness of material content
		c. Clarity of supporting images
		d. Clarity of audio in material delivery
		e. Use of relevant illustrations
2.	Grammar	a. Use of simple and consistent language
		b. The language used is easy to understand
3.	Media Display	a. Appropriateness of the title in the learning video
		b. Clarity of core competencies and indicators in the learning video
		c. Clarity of learning objectives in the learning video
		d. Appropriateness of the dynamic and interactive combination of text, images, audio, and video
		e. Appealingness of the video's initial appearance, content, and conclusion
		f. Appropriateness of the background sound to the learning video
		g. Clarity of the narrative that aligns with the material
4.	Strategy	a. Structured delivery of material
		b. Clear examples to help students understand the material
		c. Students are able to understand the material independently
		d. Able to motivate students in learning
5.	Evaluation	a. Providing practice questions to help you understand the material
		b. Clear instructions for completing the questions

This development research used three data analysis techniques: qualitative and quantitative descriptive analyses. Qualitative descriptive analysis was used to process data from trials conducted by subject matter experts, product design experts, learning media experts, students, and subject matter teachers. This data analysis technique involved grouping qualitative data into inputs, responses, criticisms, and suggestions for improvement from questionnaires and interview results. The results of the data analysis were then used to revise the developed product. Quantitative descriptive analysis was used to process questionnaire data into descriptive percentages.

3. RESULT AND DISCUSSION

Result

This research produced learning media in the form of social studies learning videos. This research was conducted on fifth-grade students at Panji 4 Public Elementary School. The development of this learning video media used the Hannafin and Peck development model, which has four stages: needs assessment, design, development, implementation, evaluation, and revision. The activities carried out at each stage are. At the needs assessment stage, analyses were carried out of student characteristics, competencies, and school facilities and infrastructure. Based on interviews with fifth-grade homeroom teachers, it was found that each student has a distinct learning style. After being traced, fifth-grade students mostly have a visual learning style, but because some also have an audio learning style, the researcher considered developing an audiovisual medium. In addition to analyzing student characteristics, a fifth-grade homeroom teacher was interviewed at this stage, with several questions about the learning and teaching process, including the methods and media used. From the interview results, it was found that the teacher uses the lecture method and assigns homework. The media used are thematic textbooks and, occasionally, audiovisual media sourced from YouTube. To better understand the students' characteristics, the researcher requested a summary of the students' learning outcomes. After observation and analysis, the lowest scores were most frequently obtained in the Social Studies (IPS) subject. Of the 30 students, 27% received scores above the Minimum Completion Criteria (KKM), 40% received scores below the KKM, and 33.3% received scores exactly at the KKM. The Minimum Completion Criteria (KKM) set for the IPS subject in grade V is 70.

In the design stage, three activities are carried out: designing material mapping, designing flowcharts, and designing storylines. At this stage, media assessment instruments are also prepared. Assessment instruments are

prepared to validate the developed product. There are five assessment instruments: learning content experts, learning design experts, learning media experts, individual tests, and small group tests. Each assessment instrument has different items according to the intended expert. The development stage is the stage of creating a real product and implementing it, following the design-stage stages of needs analysis, material mapping, and storyline creation. The development stage will produce a product used in the research, in the form of a learning video titled "Human Interaction with the Environment". This learning video was developed using several software applications, including PowerPoint, Adobe Photoshop CS6, DolbyOn, and Movavi Video Editor. The results of the developed media are shown in Figure 1.

Figure 1. Learning Video Media Display

In the implementation stage, the research product is tested to determine whether it is suitable for use as a learning video and to assess students' responses to it for the material "Human Interaction with the Environment". A summary of the product trial results is shown in Table 6.

Table 6. Recapitulation of Product Trial Results

No	Subject	Validity Results	Description
1.	Learning Content Expert Testing	93%	Execellent
2.	Learning Design Expert Testing	88%	Good
3.	Learning Media Expert Testing	93%	Execellent
4.	Individual Trials	92.7%	Execellent
5.	Small Group Trials	93.8%	Execellent

Based on these results, it shows that the validity results of the development of learning video media according to learning content experts are 93% with very good qualifications, according to learning design experts are 88% with good qualifications, according to learning media experts are 93% with qualifications, according to individual trial subjects are 92.7% with very good qualifications, and according to small group trial subjects are 93.8% with very good qualifications. It can be concluded that the expert test of the validity of the development of learning video media for Human Interaction with the Environment for grade V of elementary school as a whole has a very good percentage.

Discussion

The teaching and learning process will be better supported by media that engage multiple senses; one such medium is learning video (Darniyanti et al., 2023; Nurlaelasari et al., 2024). Learning video media can involve multiple senses, such as sight and hearing. The use of learning video media makes the learning process more interactive and can increase student motivation, thereby improving student learning outcomes (Amalia, 2024; Oktarika & Amaliyah, 2023). Therefore, this research was conducted to develop a learning video on Human Interaction with the Environment. With the development of this learning video, it is hoped that it will increase students' motivation to learn, enabling them to understand the material taught by the teacher and improve their learning outcomes (Af'idati et al., 2022; Darniyanti et al., 2023). Learning video media on the material Human Interaction with the Environment for grade V was developed using the main applications, namely Microsoft PowerPoint and Movavi Video Editor, and supporting software, namely Adobe Photoshop and Dolby On. Learning video media is packaged on a compact disc (CD) in the MP4 format. It can be saved on a flash disk, allowing it to be moved to a laptop for greater efficiency and effectiveness. Learning video media is compatible with various operating systems, so that it can be played on smartphones, laptops, iPads, etc. Then the display can be enlarged with an LCD (Liquid Crystal Display) projector screen, and the sound will be more transparent and louder with speakers.

Learning videos play a crucial role in both students' and teachers' learning. They can capture students' attention, fostering their motivation to learn. Videos can clarify the meaning of teaching materials, making them easier for students to understand. Teachers can employ a broader range of teaching methods (Janah et al., 2023; Suprayitno, 2021). Videos enable students to engage in more hands-on learning activities, including observing, taking notes, and even analyzing. Several researchers have also reviewed the use of learning videos in the learning process. Previous research has shown that applying video-assisted contextual learning can improve narrative writing achievement (Anggrayni et al., 2023;

Indriyani, 2023). This improvement in student achievement is evident in the narrative writing scores from the beginning of the cycle, through cycle I, and cycle II. Classical completion at the beginning of the cycle was 60.71%, 96.6% in cycle I, and 100% in cycle II. In addition, there are differences in students' habits in understanding Indonesian language subject material before and after using video media, with increased learning outcomes (Aliyyah et al., 2021; Lestari et al., 2021).

Based on previous and current research, it can be concluded that learning activities using video media can create a pleasant, non-boring atmosphere for students, thereby focusing their attention on videos containing information about the learning material (Lasmaida Siregar, 2022; Mauliddina et al., 2021). Video media can present events that are impossible to physically present in the classroom, enabling students to learn more about them. Video media can meet the needs of all students with different learning characteristics, including those who use audio, visual, or audio-visual learning methods (Norma, 2021). This research also motivates teachers to use school facilities and infrastructure for learning. Then, teachers can also hone their skills in utilizing technological advances to advance education (Hidayati et al., 2019; Isnaini et al., 2023). Indirectly, the development of this learning video media product affects teachers' ability to operate learning support media, namely laptops and LCD projectors. Teachers can more easily deliver material with the aid of instructional videos (Lasmaida Siregar, 2022; Mauliddina et al., 2021). This can create a more enjoyable learning environment for students and make the material more meaningful.

This was also conveyed based on the results of media testing by experts. The developed learning video media was evaluated through trials; the first was conducted by learning content experts, namely the fifth-grade homeroom teacher. The evaluation results from the learning content expert test were 93%, indicating excellent qualifications. The learning design expert's review yielded an 88% rating, with good qualifications. The results of the learning media expert's review were 93%, with excellent qualifications. Meanwhile, the results of the individual trial evaluation showed that the overall percentage of subjects was 92.7% with excellent qualifications. The results of the small-group trial evaluation showed that 93.8% of subjects had excellent qualifications. The instrument used to collect data in this study was a questionnaire. The learning video media tested with expert and student trials were revised based on input, suggestions, and comments, and could then be implemented. The suitability of the material to the learning objectives is essential in creating learning video media. The assessment by the social studies learning content expert indicates that there is no need to revise the learning video's content. After validation by learning content experts, the next step was validation by learning design experts. Based on the review, the learning video media received a score of 88%, qualifying as good. This learning video media is highly flexible, allowing students and teachers to access it on laptops, smartphones, and other devices, so they can watch it wherever they are. This research suggests that the developed learning video media can help students become more active in the learning process and enable them to learn independently at home. Students also find it easier to understand the material, thereby improving student learning outcomes. Although this research has been successfully conducted, several limitations remain. A limitation of this research is that the developed learning video media was provided only to fifth-grade students in the even semester at SD Negeri 4 Panji due to time and cost constraints, so it was not reproduced or disseminated to other schools. It is hoped that other researchers will conduct additional studies under different conditions, with different problems, and across broader research subjects.

4. CONCLUSION

Based on the explanation provided, the learning video "Human Interaction with the Environment" is suitable for use in the Social Studies learning process in grade V at SD Negeri 4 Panji. The learning video media developed is suitable for use in the learning process. The novelty of this research lies in the presentation of learning videos specifically designed for the Social Studies subject matter in grade V of elementary school. The novelty lies in the interactive, contextually designed video, which aligns with the characteristics of elementary school students.

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