

DEVELOPMENT OF SOCIAL SCIENCE LEARNING VIDEOS THROUGH MEDIA FOR GRADE V STUDENTS OF SDN NAIFATU

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ABSTRACT

The purpose of this study is to make video learning media an interesting and effective learning experience for students in grade V IPS. Qualitative descriptive research methods are used in this study. Data were collected through direct observation, interviews and documentary research. Information is reduced, presented and summarized. Using the ASSURE model, the development of learning video media is carried out in six stages: (1) student analysis; (2) setting learning objectives; (3) selection of methods, tools and materials; (4) the use of media and materials; (5) increase participation; and (6) evaluation and improvement. This test assesses students' learning outcomes after using social media video media. The development of this video media is emphasized in social studies class V. After a validation test, students take the final exam. The purpose of this test is to find out how effective the use of video media in social studies learning is based on test results and student learning outcomes. The student exam results were 90.5% and the average post- exam results were 90.75% which showed that students had successfully passed the KKM. Therefore, it can be concluded that the development of a video-based learning environment is an effective way to use in learning.

Keywords: Learning Video Development; Social Sciences; Media.

ABSTRAK

Tujuan penelitian ini adalah menjadikan media pembelajaran video sebagai pengalaman belajar yang menarik dan efektif bagi siswa kelas V IPS. Metode penelitian deskriptif kualitatif digunakan dalam penelitian ini. Data dikumpulkan melalui observasi langsung, wawancara dan penelitian dokumenter. Informasi direduksi, disajikan dan disimpulkan. Dengan menggunakan model ASSURE, pengembangan media video pembelajaran dilakukan dalam enam tahap: (1) analisis siswa; (2) menetapkan tujuan pembelajaran; (3) pemilihan metode, alat dan bahan; (4) penggunaan media dan bahan; (5) meningkatkan partisipasi; dan (6) evaluasi dan perbaikan. Tes ini menilai hasil belajar siswa setelah menggunakan media video IPS. Perkembangan media video ini ditegaskan pada pembelajaran IPS kelas V. Setelah dilakukan uji validasi, siswa mengikuti ujian akhir. Tujuan dari pengujian ini adalah untuk mengetahui seberapa efektif penggunaan media video dalam pembelajaran IPS berdasarkan hasil tes dan hasil belajar siswa. Hasil ujian siswa

sebesar 90,5% dan hasil pasca ujian rata-rata 90,75% yang menunjukkan siswa berhasil lulus KKM. Oleh karena itu, dapat disimpulkan bahwa pengembangan lingkungan belajar berbasis video merupakan cara yang efektif untuk digunakan dalam pembelajaran.

Kata Kunci: Pengembangan Video Pembelajaran; Ilmu Pengetahuan Sosial; Media.

Catatan : Nomor HP tidak akan dicantumkan, namun sebagai fast respon apabila perbaikan dan keputusan penerimaan jurnal sudah ada.

A. Introduction

The current development of technology affects the world of education, especially the educational resources used in learning. Learning media allows for direct communication between expert programmers and students. Learning media is a tool or material used by educators to convey subject matter in a more interesting and effective way (Reiser, 2011). Learning media is everything that carries information between the source and the receiver, and in the context of education, it is used to support teaching and learning. Smaldino (2012). Learning media is also a learning tool or resource that helps teachers convey messages to students. Learning media includes hardware (such as computers, projectors) and software (such as computer programs, learning modules) that are used to support the learning process (Seels,

1994). Schools can easily use educational resources. In order for the learning environment to be used effectively in the learning process, its use must also be planned and planned systematically. This media is included in the category of the most popular information and communication technology in the media.

Elementary school is the initial foundation of all subsequent school levels. In the process of forming students' character, skills and knowledge, one of the teachers' problems is how to choose learning media that are suitable for the material being taught. According to Arsyad (2016:2), the media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals in schools in particular. This means that the existence of learning media can

attract students' interest in learning so that the desired learning goals are achieved. Audio-visual media is one of the learning media that needs to be used in the learning process because audio-visual media can attract students to learn. According to Wati (2016:43), audio-visual media is one of the media that displays sound elements and image elements. From these two elements, audio visual media can help in the learning process. According to Azhar Arsyad (2013:14), audio- visual media is a form of cheap and affordable media. Therefore, the use of audio media in learning Social Knowledge (IPS) can make it easier for students to learn Social Knowledge (IPS) materials.

Arsyad (2013:45) stated that audio-visual media is a type of media used in learning activities by involving the senses of hearing and the sense of sight at the same time in one learning process or activity. Rusman (2012:63) explained that audio-visual media is media that is a combination of audio and visual or can be called audio-visual media. Examples of audio-visual media are video recordings, various sizes of films, sound slides and so on (Vienna Sanjaya, 2014:118). What is often

used in schools is audio-visual media in the form of films and videos. Audiovisual media has three purposes: (1) to clarify the delivery of the message, so that it is not too long-winded; (2) transcending the limits of space, time and senses; and (3) students' passivity can be overcome by using a versatile and appropriate learning environment. Media can help learning in the classroom, especially in the lower grades, namely elementary schools. In the teaching and learning process in the classroom, the use of the right learning environment can bring success to teachers and students. The role of teachers is very important in the learning process, teachers must also be able to take advantage of the learning environment available at school.

Advantages and Disadvantages of Audio Visual Media

The advantages of audio-visual media according to Sanjaya (2012:109) said about the advantages of using audio-visual media, namely: first, it can provide a learning experience that is impossible to learn directly, second, it allows learning to be more interesting so

that it can increase motivation in learning, third, it can function as a source of learning independently without completely depending on the presence of the teacher. Another thing is that the manufacture and use of audio-visual media in the learning process, especially in our country, is still very few, this is because this audio-visual media is still relatively expensive or costly (Yusra, 2019).

Social studies learning is one of the subjects in elementary school. Teachers should educate their students to think critically and creatively. However, providing social studies lessons to students is often an obstacle in daily learning at school. One of the causes is the selection of inappropriate teaching methods and media. In addition, many teachers still use printed books and LKS for this learning. This causes the learning atmosphere to become passive and students seem bored and not interested in participating in social learning. The same thing also happened in Class V of SDN Naifatu.

Learning Video Media

McQuail, D. (2010), describes the media as a means of mass communication that has the ability to

reach a wide audience and convey messages simultaneously.

According to Smaldino (2008), media is a way of communicating and obtaining information. The term, which comes from the Latin word meaning "between," refers to everything that contains information that connects between the source and the receiver. It is called a learning tool because everything has a learning purpose.

Video as a learning tool should be designed based on multimedia principles, such as the cognitive theory of multimedia learning which suggests that information is presented in visual and verbal formats to optimize students' cognitive processing (Mayer, 2020). Video is a very effective tool in online courses due to its ability to capture students' attention and increase engagement through rich visual and narrative content (Guo, 2014).

Videos are moving images accompanied by sound. It is a type of audiovisual media that has the ability to describe moving objects with sound that matches the image and acts as an information carrier. It is undeniable that educational media is very helpful in learning. Teachers know that without

media, learning materials are especially difficult for students with complex and complex learning to understand. Each lesson has a different level of difficulty. There is learning that does not require media, but there is also learning that requires media. Very difficult learning materials will definitely be difficult for students to understand, especially for students who don't like the way they learn. With the development of technology, various learning materials have been created that are increasingly sophisticated, ranging from printed learning materials to audio and video learning materials. These developments show that educational materials always follow the development of technology and science. Video learning involves the use of equipment such as film projectors, tape recorders and wide-screen projectors in the learning process. Therefore, video learning involves the creation and use of material absorbed through hearing and sight.

Live image recordings or television programs broadcast on television are called videotapes. In other words, video is a combination of image and sound recording. This

is the content of the Great Dictionary of the Indonesian Language. One type of media used for listening and learning is video, which allows students to listen and view images at the same time. This can increase students' interest in learning. Visuals can present information, provide instructions, explain processes, explain complex concepts, shorten or extend time, and influence attitudes.

Intention of Using Video Media

Learning through video media involves psychomotor, affective, and cognitive goals (Anderson, 1987).

Cognitive Goals

It can improve cognitive skills such as recognizing and representing stimuli through sensation and movement. Although it is not economical, it can display a series of images, such as photo media and still films, without sound. Appearance can indicate how to behave or act, especially in interpersonal interactions. Influential Goals: Videos can be a great tool for influencing attitudes and emotions through effects and techniques. Psychomotor objectives: Videos are an ideal tool

for demonstrating movement skills, such as slowing down or speeding up movements. Students can test their business skills with live visual feedback through the media.

Advantages of using video media. One of the advantages of using video media is as follows: Providing unexpected experiences to students; Displays things that were not initially visible. Analyze changes over time. Providing opportunities for students to experience certain situations. Give a case study presentation about a real situation that can spark student discussion. Visual media allows students to see firsthand events, dangerous events, or past events that cannot be presented in class. Learning through video media engages students and encourages them to continue to pay attention to the lesson.

Disadvantages and Advantages of Video Media

According to Daryanto (2011), the use of video media has its good and bad sides. The advantages are as follows: Superiority: Videos can provide a new dimension in learning because students see moving images and are accompanied by sounds. Videos can feature phenomena that

are difficult to see in real life. Weaknesses. Inappropriate viewing can cause viewers to doubt their ability to understand what they are seeing. Video supporting materials require a projection tool to display images on media. Budget: Creating a video costs a lot. from.

According to Anderson (1987), video media has several advantages, namely: We can repeat certain movements with or without sound; The entertainment value of shows can be increased by using certain influences in the teaching and learning process. By placing screens in each category, information can be presented simultaneously in different places (categories) at the same time and to an unlimited number of viewers or participants. Videos allow students to learn independently. However, the use of video has some limitations: The cost of video production is very high and few people can afford it. A small screen will limit the number of people who see it, unless the screen network and video projection system are expanded. Video equipment must be available at the location of use. One-way communication should be balanced by looking for other forms of feedback. Learning through video

media has advantages and disadvantages. Videos cannot be used independently; requires additional equipment such as an LCD screen to project images and active speakers to display sound. The use of this video tutorial is one-way; Students only need to focus on video media. Teachers have to pay for it. During playback, the video can be played or paused. This allows teachers to invite students to discuss the content, material and message of the video they watch. Teachers can also invite students to ask questions and get answers about what they see. So communication is not only one-way.

Social Sciences (IPS)

In elementary school, the term "social studies" refers to subjects that combine various concepts from social sciences, humanities, natural sciences and even various social and life problems. No attention is paid to discipline in elementary school social studies materials; What is more important is the pedagogical and psychological aspects and comprehensive consideration of student characteristics. Hirst (1974). Hirst argues that social studies is a discipline that integrates various

fields of social sciences such as history, geography, economics, and sociology to understand the complexity of society. Social studies teaching in elementary schools is a combination of various social sciences and is a discipline. It is based on studies in the fields of geography, economics, sociology, anthropology, public administration and history. Therefore, social studies education is not a single discipline, but a combination of various subjects. Susanto (2013:137) who stated that Social Sciences (IPS) is a science that studies various social and humanities disciplines as well as basic human beings which are packaged in order to provide insight and deep understanding to students.

Social sciences, often abbreviated as social sciences, are sciences that study various social and humanities disciplines as well as basic human activities that are scientifically packaged in order to provide insight and deep understanding to students, especially at the elementary and secondary levels. Social studies lessons are the implementation of social studies education in schools must be carried out to achieve the goals of social

studies education (Hilmi 2017). According to Haryo Franky Souisa (2022) explained that "Social studies learning at each level must be limited, according to the ability of students at each level they are taking so that the scope of social studies teaching at the elementary school level is different from the secondary and higher education levels". The scope of social studies includes people, the environment, time, change, local, regional and global social issues. The scope of social studies also includes human behavior in accordance with their daily lives. For example, the relationship between humans and other humans or humans with their environment.

Social Studies Learning Objectives

The objectives of social studies learning in schools defined by Jayadi (2016) are Having concern for the community through the interpretation of historical and cultural values of the community. Understand basic concepts and be able to use methods adopted from social sciences that can then be used to solve problems. Pay attention to social issues. Able to develop various potentials so that

they are able to build themselves and then be responsible for building society.

Characteristics of Basic Social Sciences

Parker (2012), defines social studies as an education designed to help students understand and analyze various social phenomena, with the aim of developing active social participation skills. The characteristics of social studies reviewed from the material and the presentation strategy are as follows: 1. Social Studies Materials Basically, social studies studies the interaction between individuals, society, and the environment (physical and socio-cultural). Social studies material covers all aspects of people's daily lives. Thus, the community and its environment are not only isolated, but also the source of social studies and its laboratory. Social studies theories and concepts that students learn in class can be applied, tested, and applied in daily community life. 2. Social studies teaching strategy, Social studies teaching is based on tradition, where the material is arranged in the following order: children (self), family, community or neighbors, city, region,

country and world. "Horizon marriage or environmental curriculum development" is the name of this type of curriculum (Mukminan, 1996). This type of curriculum is based on the idea that children must first be taught or taught concepts related to their environment. After that, they gradually and regularly leave the circle and move into the concentration environment. There they learn to face aspects of the wider world.

Social Studies Learning Characteristics

According to Aulia and Wandini (2023), the characteristics of social studies are described as follows: (1) Social studies is a combination of elements of geography, history, economics, law and politics, citizenship, sociology, and even the fields of humanities, education and religion. 2). The basic competencies of social studies come from the scientific structure of geography, history, economics, and sociology, which are packaged in such a way that they become certain materials or topics (themes/subthemes). (3). The basic competencies of social studies also concern various social problems that are formulated with interdisciplinary

and multidisciplinary approaches. (4). Basic competencies can relate to events and changes in people's lives with the principles of cause and effect, territoriality, adaptation and management of the environment, structures, processes and social problems as well as life struggles to survive such as the fulfillment of needs, power, justice and security guarantees. (5) The basic competencies of social studies use three dimensions in studying and understanding social phenomena and human life as a whole.

B. Method

Qualitative descriptive research methods are used in this study. Data collection tools include direct observation, interviews and documentary surveys. The data was analyzed by data reduction techniques, presented and conclusions were drawn. This development uses the ASSURE Learning Design model. This model includes student analysis, goal setting, selection, use, evaluation, and review of methods, media, and materials. The ASSURE model is a systematic guide that helps teachers design and implement learning that

uses media and technology effectively. This model consists of six steps: Analyze Learners, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise (Heinich, et al. 2002).

The ASSURE model consists of six steps: student analysis; set learning objectives; selection of methods, tools and materials; use of media and materials; encourage students to participate; and evaluation and improvement. The Assure model consists of several steps: Identifying and analyzing student characteristics based on learning outcomes is the first step in classroom design. Generic traits, unique core competencies such as knowledge, skills and attitudes, and learning style considerations should be considered. The second step is to define specific performance goals and learning standards. Well-communicated goals help clarify goals, desired behaviors, expected conditions and performance, as well as the level of new knowledge or skills that students will acquire. The third step is to evaluate the results of the analysis and determine the purpose

of the operation. In the fourth step, the teacher acts as a facilitator and engages students in using technology, strategies, and materials to help students achieve their learning goals. The fifth step involves student participation. Students know how to apply new knowledge or skills and receive feedback on ongoing activities. This is the sixth step. It is important to assess how learning affects students when applied in the classroom. What must be assessed is not only the extent to which students achieve learning goals, but also the impact of overall learning and media use. It can be adjusted to learning objectives and learning outcomes (Smaldino, 2008). After the creation or production of video media, students receive the exam in three stages, namely an individual exam, a group exam with a total of 5 students, and a large/classical group exam with a total of 20 students. The results of this exam are post-exam learning results which are the result of the use of video media in social studies subjects. This test was carried out at SDN Naifatu.

C.Result and Discussion

The results of

observations and interviews show that teachers want to create an innovative and effective learning environment that encourages student activity and creativity and improves their achievement. However, the selection of inappropriate teaching methods and media is one of the reasons why students often experience difficulties in communicating learning materials through social studies. As for Class V of SDN Naifatu , the learning taught by teachers is still mostly lecture-based compared to printed books and LKS. This creates a passive learning atmosphere and changes the boredom and interest of students in participating in social studies learning.

Social studies education videos are one way to solve school problems. After creating media, students are tested on learning social studies material using learning videos. Then students are given a questionnaire containing the following information: How clear is the educational video material? What is the tutorial video about? Will this video tutorial help you learn? Are the images and text of these educational videos easy to understand? Is the image displayed eye-catching? After

watching this educational video, do you feel motivated to take a social studies class? Did you enjoy this video tutorial? What do you think of the information you learned from this video tutorial? Did this learning video help you understand social studies lessons? Was the educational video interesting to you? from. The purpose of this experiment was to find out how effective the use of social studies learning videos in class V was and the result was a percentage of students of 90.75%. The results show that students achieve the predetermined KKM score. Class V students totaling 20 people obtained an average score of 90.75%. Therefore, social studies video media is considered effective in social studies class V learning.

E. Conclusion

Educational media is very helpful for teachers in conveying subjects in learning because it functions as a communication channel between teachers and students. Therefore, educational media must be used in the classroom during the learning process. As part of the strategy of delivering learning messages, researchers have

developed social studies learning video media. The results of the social studies education video test conducted by students obtained a percentage of 90.50% which shows that the social studies educational media made is very suitable for use in social studies class V learning. Therefore, the development of video-based social studies learning media can be well described.

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