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Development of Video Learning Media for Elementary School Students

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ABSTRACT

Students' engagement and passion for studying are shaped by their areas of interest. But the fact is that pupils still show very little enthusiasm for studying. Our goal in creating this medium is to provide fourth graders with a high-quality instructional film that will supplement their social studies curriculum. Using the six steps of the ASSURE model—which include student analysis, establishing learning objectives, selecting methods, media, and materials, implementing the model, encouraging student participation, and finally, evaluation and improvement—this learning video media was developed. Students in fourth grade at SDN Pakis V were the topic of this educational film. The creation of this video medium was deemed suitable for use in the fourth grade social studies curriculum. This is derived from the validation findings of specialists in the field of media and materials, as well as students working alone, in small groups, or in big format. The efficacy of this learning video medium was assessed using a posttest after expert and student testing. Students were able to get outcomes higher than the designated KKM when tested using this learning video medium. As a result, creating educational video content is a fruitful endeavour.

Keyword: Development, Media, Learning, Videos

INTRODUCTION

Along with the times, science and technology also participated in the development. We feel the influence of the development of science and technology in various aspects of life both directly and indirectly. Without us realizing it, almost all people use information and communication technology in their lives. So, information and communication technology affects various fields. This field of education is one of the fields that we feel the impact of development. Modern technological advancements have an impact on the field of education, particularly on instructional media. Since the media plays a significant role in classroom instruction, it is impossible to disentangle their roles from the effectiveness of learning processes. The very nature of media as a medium of communication makes it ideal for the dissemination of educational messages (Agustina et al., 2023; Fazalani, 2020; Jagat et al., 2022).

At all levels of education, they have utilized science and technology (IPTEK). According to survey data from the Central Statistics Agency in 2018, it is explained that the users and utilization of information and communication technology based on the level of education units in Indonesia, elementary/equivalent as much as 64.55%, junior high school / equivalent as much as 19.22% and

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high school / equivalent as much as 16.23%. Although each level has not been used optimally, the development of science and technology is very influential, especially in education.

Among the many forms of electronic communication that have widespread appeal, video media is among the most widely used and widely distributed. Video, like music, is an electronic medium that uses visuals to create an engaging and engaging impression. Students are anticipated to have the ability to absorb, comprehend, and retain information using these two components. One of the main functions of audiovisual media is to make communications more clear and concise without being too verbose. Another role is to overcome the restrictions of distance, time, and sensory power. Lastly, students may overcome their passive nature by using instructional media in a variety of ways (Sadiman, 2017). Elementary school students, in particular, may benefit from the use of video media in the classroom.

Success for both instructors and students is possible via the strategic use of learning media in the classroom. As an additional point, educators play a crucial part in the educational process. In addition to making effective use of the learning media resources at their disposal, teachers should possess the ability to generate original and creative media. Social studies are a part of the curriculum in primary schools. Social studies combine several subjects, such as history, geography, economics, sociology, and anthropology. The combination is intended to familiarize children from elementary school age with solving social problems with a whole, not compartmentalized, approach from various social science disciplines (Melinda et al., 2017).

Teachers are expected to assist pupils in developing critical and creative thinking skills as part of social studies curriculum. On the other hand, it might be challenging to provide pupils with social studies learning resources on a regular basis in the classroom. One of the reasons is the adoption of unsuitable learning strategies and materials. The learning environment is passive since instructors still rely heavily on printed texts and LKS. It would seem that the students are uninterested in and bored with the social studies lesson. This is something that primary school students also face.

There is a severe lack of student engagement in learning activities. As found by students, students lack enthusiasm and interest in learning activities, so students do not pay attention to the teacher when teaching, and students do not understand the lesson, which has an impact on low learning outcomes (Agustina et al., 2023; Fazalani et al., 2022; Maryance et al., 2022). Student involvement in learning activities is minimal. When the teacher asked questions, only a few students answered. Similarly, when the teacher allows students to ask questions, none of the students ask questions related to the theme of the lesson taught by the teacher.

Based on the above facts, the learning system that has occurred so far is still conventional. Teachers still use textbooks to explain the material, assignment work uses LKS, and teachers use minimal learning media. The learning environment in the traditional system of education, which is based on classroom instruction, is incompatible with the dynamics of the ever-increasingly fast advancement of science and technology, as Sodikin made clear. The most recent developments in technology necessitate that educators make significant changes to the curriculum. There is less room for manoeuvre in conventional educational models when it comes to creating competency-based course content (Baharun, 2016; Darmadi, 2017).

The result of the conventional learning system is that learning is not conducive. When learning takes place, students are tired or chatting in class, students lack concentration on the teacher's explanation, student curiosity is lacking, students dare not argue or are passive in class, and many students have not met the Minimum Completeness Criteria (KKM) target. Therefore, learning must be designed in such a way. Of course, in implementing the learning process, teachers need to prepare various learning media as intermediaries for learning activities.

There is a message for learning in everything, hence it is a medium for learning. Simultaneously, the Latin words video and visum—meaning to see or have vision—are the origin of the English word video. The creation and use of visual and auditory materials that do not rely just on the

comprehension of comparable words or symbols is what Arsyad means when he talks about the usage of audiovisuals in the classroom. (Arsyad, 2012). The combination of moving images and audible sound is known as video. Audiovisual media, of which video is a subset, may depict a moving object with synchronised sound effects. The film serves as an information presenter.

The capacity to visualise concepts that pupils cannot see or conceive is a crucial function of animated videos as a learning medium. Teachers find that animated video learning medium simplifies the delivery of curriculum. According to Munir, there are several benefits to using animated videos as a medium. Firstly, the material can be delivered more effectively and faster. Secondly, certain discussions can be repeated. Lastly, videos can describe processes and events in detail and in a tangible way. Lastly, animated videos allow us to transform abstract objects or materials into concrete. Lastly, animated videos are durable and have low damage levels, so they can be used repeatedly. Lastly, animated videos require teachers to have technical skills. Lastly, animated videos improve basic skills and provide students with new experiences. (h) The goals of education and the curriculum that place an emphasis on student-centered learning are compatible with this animation medium (Munir, 2020).

Using animated video media in mathematics learning is a unique idea for instilling concepts in students who can change from abstract to concrete (Sundayana, 2016). The use of high-resolution technology in creating learning media for animated videos has benefits as a modifier of students' perceptions of mathematics, which is considered boring to be fun. Moving pictures visualize material that teachers find difficult to describe orally. Based on this presentation, the idea of developing animated video learning media emerged in learning geometry submaterial volume building space. This development aims to determine the feasibility of applying animated video learning media and the effectiveness and practical value of the media based on the validation value and responses given by students.

The development of animated video learning media is expected to benefit various parties. (1) For students it is expected to be able to understand the concept of volume building space and increase the demand for learning mathematics. (2) For teachers, animated video media can be used as an alternative learning medium, making it easier to deliver volume material to build space. (3) For schools, animated video learning media can be used as an option in delivering learning, and (4) For other researchers, this research can be used as a reference in developing animation-based learning products.

Learning is very important because it allows us to acquire higher education. Everyone is constantly progressing in life and achieving success due to their learning. Almost every successful person has failed. However, they did not give up and tried again and again. Only a small percentage of people achieve success quickly. Learning from experience and correcting existing shortcomings is one way to achieve and taste success.

Every individual grows and develops, of course, through the learning process, where learning can change and shape the pattern or behavior of the individual himself. Trianto revealed that in the learning process, experience is a type of interaction between individuals and their environment (Putrayasa et al., 2014; Trianto, 2009). Fauziah further stated that learning can be influenced by various factors, including internal factors that affect individuals, such as intelligence, interests, talents, and abilities, as well as external factors, namely factors that are outside the individual, such as the school environment, family, and community. Factors in individuals, such as interest in learning, are very influential in encouraging learning activities because learning is based on individual interests (Fauziah et al., 2017).

RESEARCH DESIGN

Learners are analysed, goals are stated, techniques, media, and materials are selected, used, and evaluation and revision are all part of the ASSURE Learning Design Model, which is used in this study. One strategy that might help students arrange their study efficiently is the ASSURE model. The ASSURE model places an emphasis on how well the content is matched to the chosen medium and the techniques used for each stage of the learning process (Smaldino et al., 2011). Using media and technology in the classroom is central to the ASSURE concept. Since learning is both a process and a system, it is important to approach it methodically in order to address obstacles and facilitate its delivery. There are six steps to the ASSURE model, and they are as follows: (1) analysing the students, (2) setting learning goals, (3) selecting techniques, media, and resources, (4) implementing the strategies, (5) promoting student engagement, and (6) assessing and enhancing the model.

RESULTS AND DISCUSSION

Teachers' aspirations to provide engaging and novel learning materials that inspire students to think critically and creatively and boost their academic performance were evident in the findings. On the other hand, in the course of normal school operations, it might be challenging to provide social studies materials to pupils. One of the reasons is the adoption of unsuitable learning strategies and materials. There is a passive learning environment since professors still rely heavily on lectures, textbooks, and LKS. It would seem that the students are uninterested in and bored with the social studies lesson.

The average score before the pretest was 63.74, and the average score after the posttest was 79.41. Then, the average score difference before and after the test was 16.56 points. The average win rate is 31.18%. Therefore, learning using video media can be a solution to improve student learning outcomes. Research shows that learning video media can change student behavior by increasing student motivation, causing a sense of achievement, and increasing student morale.

Students' learning results are better when they use video media to supplement their traditional classroom instruction. Put simply, students' learning results are positively affected by the use of video media. One solution to issues that arise in classrooms is the use of learning video media. Specialists in both media and content/material evaluate the final product after its production. Here is what you should expect to find in the validation questionnaire:

1. Clarity of learning content using video media.
2. Completeness of material explanation in learning using video media.
3. Suitability of learning videos using video media.
4. Clarity of Imagery and Narration of Learning Videos in Videos.
5. Speed of student comprehension using educational videos.
6. Student learning interests using educational videos.
7. Learning efficiency using educational videos.
8. Use of educational videos in the classroom.
9. Student learning trends Learning videos.
10. The structure of the teaching materials, consisting of stories and animated learning videos, is interesting.

Overall, the findings from the creation of video learning materials in primary schools are deemed valid. It is clear that 95.50% of trials include media experts, and 97.50% involve

content/material specialists. The created learning video medium is very relevant for usage in primary school curricula, according to the percentage of these specialists. Furthermore, we distributed and tested educational video media to grade IV students. The contents of the student verification survey are:

1. Is it intriguing to you to discover how to utilise instructional videos?
2. Did you like this learning video?
3. Do you find that watching these videos helps you stay on track with the lesson?
4. How easy is it to understand the content of instructional videos?
5. Could you tell me what the lesson video covers?
6. Does this instructional video help you learn?
7. Is it easy to understand the information in this instructional video?

A whopping 97% of pupils' individual experimental results are in. This number came out at 94.50% in the small group study. Simultaneously, 91.50% were the outcomes of large/classical group experiments. It is clear from the student presentations that the created learning materials greatly enhance the educational experience. This confirms what other research has shown: that instructional videos have a positive effect on primary school children' academic performance (Sudiarta & Sadra, 2016). Learning videos also state that videos can increase student enthusiasm for learning. Other research also states that video media can improve student learning outcomes by facilitating students' learning.

CONCLUSIONS

The purpose of learning media is to facilitate two-way contact between educators and their students, making it an invaluable tool for lesson delivery. Therefore, it is recommended that learning media be used when lessons are being taught in the classroom. Learning using video media can also increase the motivation and interest in learning students. In addition, the teaching and learning process becomes conducive, comfortable, interesting, comfortable, and fun and runs effectively and efficiently.

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