Development of Vocational Learning Video Based on Local account in PKN Learning in Elementary School

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Abstract. Civics is one of the subjects in primary schools that include or incorporate character values in their learning activities so that it is felt appropriate to be made as research material that is related to local wisdom. However, Civics learning that has been taught so far does not provide strong character to students because of the lack of innovation in learning and is too textual, so it tends to be boring for students. In addition, teachers in the class lack linking local wisdom that is happening in the community so that students are less able to solve problems such as cooperation / mutual cooperation, morals, respect for shared decisions, delinquency that occurs. The learning applied by the teacher also seems to be lacking integration, both with other subjects and the selection of models and learning strategies. One effort to overcome these problems is to develop learning media in accordance with the demands and needs of learning activities. This research is a development study whose purpose is to develop learning videos with material respecting shared decisions. The advantages of this research are shown in the video that contains or accentuates the forms of local wisdom in the Lebak Regency, Banten Province. The purpose of this study was to find out: (1) how to develop media models and character education for students in Civics; (2) the effectiveness of instructional videos as an alternative model of instructional media and the development of student character education in Civics subjects; and (3) learning outcomes and character education of students after using the product of the development of learning videos on Civics subjects. The research method used is the research and development of the Borg and Gall model. The assessment results show that (1) expert assessment of subject matter is in the very good category with a mean score of 3.85; (2) learning media expert evaluation in the excellent category with a mean score of 3.80; (3) small group trials are in the very good category with an average score of 3.83; and (4) field trials are in the very good category with an average score of 3.84. The results showed that by using a Civics quartet card, Civics learning activities could take place actively, creatively, and fun, able to improve student learning outcomes with an average value of 79.72, and proven effective can develop the values of character education of students.

1. Introduction
Civics are subjects that focus on the formation of citizens who understand and can carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens mandated...
by the Pancasila and the 1945 Constitution. Civics is an educational program whose core of political democracy is expanded with other sources of knowledge, positive effects of school education, society, and parents whose findings are processed to train students to think critically, analytically, behave and act democratically in preparing for communal life based on Pancasila and the 1945 Constitution [1]. Learning Civics in elementary schools is expected to develop democratic education to carry out three main functions, namely developing civic intelligence (civic knowledge), fostering public skills, and forming civic disposition. Learning is the conscious effort of a teacher to learn his students (directing student interaction with other learning resources) in order to achieve the expected goals [2]. Citizens' intelligence developed to form good citizens not only in the rational dimension but also in the spiritual, emotional, and social dimensions so that the new paradigm of Civics is multidimensional. Civics have a vision that is the realization of a subject that functions as a means of fostering the character of the nation (nation and character building) and the empowerment of citizens. Fostering the characteristics of citizens requires education engineering concerning the philosophy of the state and making schools a laboratory for democratic citizenship. Therefore, to reach citizens who are characterized by the need for education [3].

Based on the preceding, Civics have a fundamental goal, namely to form students as citizens who have character. The expected character in the Civics is contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which contains faith and devotion to God, having good character, being healthy, knowledgeable, capable, creative, independent, and becoming a democratic citizen and to be responsible. In the whole process of education in schools, learning is the most important activity. This means that the success of achieving the functions and objectives of national culture is highly dependent on how the learning process is carried out. Learning is the process of interaction of students with educators and learning resources in a learning environment.

Through preliminary observations of civics, learning activities in primary schools, in general, are still dominated by the use of lectures, and their activities are more teacher-centered. Learning activities of students only listen to the teacher's explanation and record things that are considered important. When the learning process takes place, very few students who respond to learning. One effort to overcome these problems is to develop learning media in accordance with the demands and needs of learning activities. One of the learning media that attracts students in primary schools is Learning Videos. Learning media are every person, material, tool, or event that can create conditions that enable students to receive knowledge, skills, and attitudes [4]. Based on the background of the research problems above, the problems in this study can be formulated as follows:

1.1 How to develop learning videos on Education subjects?
1.2 How is the effectiveness of learning videos and student character education development in Citizenship Education subjects?
1.3 What are the learning outcomes and character education of students after using learning videos?

2. Method
This research uses research and development methods. Educational research and development (R&D) is a process used to develop and validate educational production [5]. Research and development are research used to produce certain products and test the effectiveness of these products [6]. Research and development used is the Borg model and Gall consisting of ten steps, namely: 1) Research and information collecting; 2) Planning; 3) Develop preliminary forms of products; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision, 8) Operational field testing, 9) Final product revision, and 10) Dissemination and implementation.

2.1 Descriptive Analysis
Qualitative data obtained from questionnaires given to experts in the field of learning materials and experts in the field of learning media, as well as students as respondents to the quality of products that have been developed in terms of the quality of the content of learning material, quality of design and
learning strategies, quality of communication, technical quality, and display quality. Besides that the data obtained from observations about the development of character education during learning.

2.2 Mastery Learning Analysis
Quantitative data on the results of the study were obtained from test results in the form of pre-test and post-test experimental and control groups, used to determine the effectiveness of the products produced. This quantitative analysis is used to compare pre-test and post-test during learning. The success to be seen is how much the students' understanding of the learning material. In this study, the target of students' understanding of learning success is the minimum completeness criteria (KKM) 75.

3. Results
Media are various types of components in the student environment that can stimulate them to learn [7]. This is in line with Sadiman's opinion that media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns, and interests and attention of students in such a way that the learning process occurs [8]. More specifically, according to Arsyad, media in learning activities tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information [9]. The purpose of the media is to facilitate communication and learning, so that messages, in this case, the material can be conveyed well [10]. The development of instructional video media is focused on research in the environment of fifth-grade students of SD Negeri Cipete 2 in Serang City. This is based on the fact that there is no learning video model as a learning medium that can be used to support the success of learning in Civics V class SDN Cipete 2, the subject matter respects joint decisions. The results of this study are intended to be able to meet the availability of learning videos based on local wisdom that can improve learning outcomes and develop the values of student character education. In addition, it provides opportunities for fifth-grade students to learn independently, to repeat material wherever and whenever so that effective and fun civics learning takes place.

This local wisdom-based learning video development product has been assessed by material experts, instructional media experts, and from class V students of Cipete 2 Elementary School in Serang City as the target of learning video users developed. The aspects assessed include aspects of the content of learning material, design and learning strategies, communication, technical, appearance, interaction with the media, and the quality of motivation. Based on the assessment developed by media experts on instructional videos from the communication, technical aspects, the display through several indicators stated that the Civics learning videos developed were very good.

The use of learning videos for Civics subject matter Respect for the joint decision of class V of Cipete 2 Elementary School in Curug District of Serang City is proven to be able to improve student learning outcomes where the average value was previously around 72.63 which mean it is still below the minimum completeness criteria value (KKM = 75) after using the learning video developed there was an increase in the average score of 7.09 to 79.72. Besides that, it can also develop the educational values of students, especially religious values, honesty, responsibility, discipline, hard work, confidence, critical and creative thinking, independent, inquisitive, love of knowledge, aware of rights and obligations, obedient to rules, respecting the work and achievements of others, being polite, caring socially and environmentally, and valuing diversity.

In connection with the problem faced, namely the unavailability of a model of video media based on local wisdom on Civics subjects that can be specifically used in learning activities about the subject matter. Respect for shared decisions, the results of the development can be used as alternative learning media in addition to the instructional media that has been used and used in learning activities that have taken place previously. Learning media development products developed have several advantages and limitations.

4. Discussion and Conclusion
Based on the discussion of research results, the researcher concludes that:
Development of learning videos based on local wisdom on Civics subjects based on the Borg and Gall research and development model, which consists of 4 (four) main steps, namely: preliminary research; design development model, evaluation, validation, and revision of the model; and model implementation.

Learning videos are effective enough to be used as an alternative media model for Civics learning media so that Civics learning activities become more active, creative, and fun and can develop students' character education values.

The use of local wisdom-based learning videos on Civics subjects is proven to be able to improve student learning outcomes with an average score of 72.63 when pre-test to 79.72 at post-test, which is above the minimum completeness criterion limit range (KKM) 75 and can develop the educational values of students.

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