Development of Video Education with Discipline-Based Material for Elementary School Students

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Abstract: This development aims to design, produce and test the validity of the product and to find out its effectiveness in the presentation of the subjects of citizenship education in fifth-grade elementary school in the form of video media. While the material in the development of video media is the subject of discipline, this study uses the ADDIE model development research design, which consists of stages (1) Analysis (2) Design, (3) Development, (4) implementation (5) Evaluation. This product development is continued with validation activities for material experts, media experts, and field audiences. To determine the effectiveness of the developed instructional media products, a trial phase of Garum students totals 25 people. Based on the results of the questionnaire. Thus it shows that this video media is effectively used in the teaching and learning process in improving student learning achievement.

Keywords: Learning Media, Discipline, video media

1. Introduction

The learning process is an activity carrying out the curriculum of an educational institution in order to influence students to achieve educational goals that have been set. The purpose of education moves students towards behavioural, intellectual, moral and social behavioural changes in order to be able to live independently as individuals and social beings to achieve these goals students interact with the learning environment managed by the teacher through the learning process.

The inhibition of learning activities can be influenced by several factors, including the lack of student interest in absorbing subject matter, as well as the lack of student understanding in receiving the material presented. This is because the teacher only uses
lecture and textbook methods. Therefore, instructional media in the form of videos is needed to assist in learning activities between teachers and elementary school students. The problem statement, namely:

a. To find out the effectiveness of Disciplinary education learning media on Civics Education for fifth-grade elementary school students
b. How the feasibility/validity of developing disciplinary education learning videos on Civics lessons for fifth-grade elementary school students can be implemented in the classroom.
c. Does the learning of character discipline student education videos can influence the attitudes/behaviours of students to be better than previous student disciplinary attitudes.

Besides, the research objective of conducting this research aims to, among other things, find out the feasibility/validity of the development of disciplinary education video learning media in Civics Education classes for fifth-grade elementary school students, which can be implemented in the classroom. Knowing the effectiveness of disciplinary education video learning media on PKn learning in fifth-grade elementary school students. Producing videos of student discipline education videos that can influence student attitudes/behaviour to be better than previous disciplinary attitudes. Researchers assume that students in elementary school are at a stage of growth and development. Certainly still have an unstable personality.

In the learning process, students are expected to be able to interact with the instructor and with other students so that learning can be more natural to get the desired results in order to achieve the objectives according to the needs that will be generated.

2. Literature Review

Understanding Audio Video Media As Learning Media

Learning media is one component of learning that has an essential role in teaching and learning activities. The use of instructional media at the learning orientation stage will help the effectiveness of the learning process in conveying the message and content of the lesson at that time. In addition to arousing student motivation and interest, the types of media used in the learning and training process are quite diverse, the value of simple media to media which is quite complicated and sophisticated. Siregar and Nara [1] states that learning is an event carefully to make learning happen and make it useful.

Media are all forms and channels that are used to channel messages or information into the learning process from teachers to students. So that it can encourage the learning process in students, according to Uno and Lamatenggo [2], anything that can be used to channel messages from the sender to the recipient of the message. To stimulate the thoughts, feelings, attention, and interests and attention of students in such a way that the learning process occurs Sadiman [3]. Tools that are physically used to convey the contents of the material, which consists of books, tape recorders, tapes, video, video
cameras, video recorders, slide films (picture frames), photos, pictures, graphics, television, and computers [4].

Uno and Lamatenggo [2] explained that video media is an audio-visual media that has elements of motion and sound in the form of "Moving Image". Media Video displays new information and knowledge and learning experiences because video media can manipulate space and time even though it is limited by a place that is too far away so that students cannot visit it can be displayed through video media. Video media can present slow motion. The ability to slow motion can help teachers to explain specific movements or procedures more fully, and video media can build students' interest in learning through the presentation of images and interesting information so that the media can help students to understand the material through visualization. The use of video media in the learning process will be able to direct the learning process as expected.

The use of video as a pain reload (playback) device from a program (recording), consisting of at least one videotape recorder and one monitor or more, various types of VTRs that are on the market are made with various purposes for use. There are for broadcast purposes, teaching/education, industrial and entertainment purposes [3].

The Role of Learning Media in the Context of Learning

Many elements are influential in facilitating students in gaining knowledge or information. One element is learning media. The importance of the presence of learning media is very dependent on the objectives and content or substance of learning itself. The presence of media in learning is also determined by the perspective or our paradigm of the learning system.

If we see learning as a system, the elements or components involved in the system cannot be separated from one another. That is, the absence of an element will affect the course of the system as a whole. Therefore, it can be concluded that learning media is an integral part of learning. This view will then lead to our perspective on the media. The media must be present in a set of learning activities, which we have confused about in the classroom.

Also, we must have a commitment to the existence of media, learning, where learning must be designed in such a way, and based on what students want to do, or what students want to produce, or what students want to be. If the media are used to facilitate learning, then the media must be chosen and used because this media has the potential to facilitate learning [5].

Definition of Video

Video is the display of ideas or ideas on a screen, as appropriate. Latin word video, which means “I see”. According to Daryanto [6], video media is anything that allows audio signals to be combined with sequentially moving images.

Learning videos are used as aids in the learning process, both mass, individual, and group experiences. This video media can provide new information, knowledge, and
learning experiences that are difficult to obtain directly by students because it is the characteristics of video technology that can present moving images to students, in addition to the accompanying sounds [6].

Learning Using Video

Many things must be considered when utilizing video in-class learning. According to Sandman [3], there are three things to consider when using media in classroom learning.

**Preparedness Stage.** Before using media in class, we must make preparations so that it can work well. First, study the user guide and follow everything written in the user guide. Next is to prepare the equipment needed in the utilization of video media such as laptops/computers and projectors. In addition to preparing the tools, according to Smaldino, Lowther, and Russell [7], several things need to be done in the preparation phase, such as Line of sight, check lighting, seating and volume control to make sure that everyone can see and hear the presentation. Lighting control, when using video projection by video or DVD recording, dimming the lights or turning off the lights if dimming is not available. Mental preparation, mental preparation of students by interviewing briefly about previous related studies and sources of questions about the last topic.

**Stage During Media Use.** What needs to be taken care of when we are using media in class is tranquility. Disturbances that can interfere with attention and concentration must be avoided, but do not let the calm even make students bored. According to Smaldino, Lowther, and Russell [7], show videos as a segment do not display videos as a whole; this will make students get bored quickly. Introduce the students to the first segment and show them about 10 minutes, then stop at a logical point. Discuss what is displayed in the segment, then resume the next segment and repeat the procedure.

**Follow-Up Stage.** The purpose of the follow-up stage is to find out whether the goal has been achieved. Also, it is to establish students' understanding of the material delivered by the video firmly by carrying out meaningful activities [7]. For this reason, the test questions must be a book about the material displayed on the media.

3. Method

The research that will be used is the method of research is a research method that uses to produce specific products and test the effectiveness of these products, according to Sugiono [8]. According to Sukmadinata [9], Research and development is a process or steps to develop a new product or improve existing products that are reliable. Products can be in the form of objects or hardware (hardware) or software (software).
The development of audio-visual media is a series of activities carried out to assist the learning process. This development model is planned for Citizenship Education Subjects.

The reason for choosing the ADDIE development model is that it is simple, structured by showing the primary stages of learning design that are easy to learn, and systematic. Stages of development research model This model uses five stages of development, namely: 1. assessment/analysis, 2. design, 3. development, 4. implementation, and 5. evaluation (evaluation).

**Analysis Phase.** In the first step, namely analysis, the first activity carried out was to analyze the Garum 01 elementary school by conducting observations to the school and interviews with teachers. This activity is carried out so that researchers know the needs needed by the school.

**Design Stage.** At this stage, the researcher undertakes and designs the media to be created as an audiovisual media. In making a learning design, the steps taken are to create a storyboard design after that determines the media specifications that will be taught in making video media.

**Development Stage.** The first step of this development is to collect all that is needed starting from the data analysis that has been done at the school concerned, including adobe photoshop CS 4, adobe audition SC 3.

**Implementation Stage.** This activity is to implement the analysis and design concepts that have been designed in the form of video media.

**Evaluation Stage.** Conduct an assessment/validation of the media that has been made. Validation tool in the form of a questionnaire that contains a list of questions used to obtain information from respondents. This validation is carried out by media experts, material experts, and students have done to measure the level of student success in using video media in learning.

**Revision.** Is a stage if the media are made, there are still shortages. Revision is needed in the development of video media. This video relates to better product results and to follow development and technology. Revisions are made after validation is done and periodically following the needs and development of science and technology. Revisions were also made to determine deficiencies in the products that have been produced.

**Product Testing.** The trial design consisted of individual trials given to material experts and media experts, and this trial was carried out aiming to determine the level of video validation in classical teaching and learning activities Audiences (Individuals, small groups, large groups, and field trials.

The assessment questionnaire uses a scale of 1-5 numbers with the provision that a value of 1 means that it is not very good/very inappropriate/very inappropriate, a value of 2 means it is not good/not quite right/not appropriate, a value of 3 means good enough/quite right/quite appropriate, a value of 4 means good /right/appropriate, and a value of 5 means very good/very appropriate/very appropriate.
After the average value of each validator is known, then the next is to calculate the total average by adding up the average values of all validators and dividing by the number of validators. It can be formulated with the following calculation.

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$  \hspace{1cm} (1)

Explanation:
P = percentage
\[\sum X\] = total respondent's answer in one item
\[\sum Xi\] = total ideal answer in one item
100 = constant

After the percentage collected from the overall data processing, it is included in the product eligibility criteria. The explanation of product eligibility criteria is explained in the following table.
Table 1. Product Validity Criteria

| Percentage   | Qualification | Follow-up |
|--------------|---------------|-----------|
| 85%-100%     | Very Valid    | Implementation |
| 75%-84%      | Valid         | Implementation |
| 56%-74%      | Fairly Valid  | Revision   |
| <55%         | Invalid       | Revision   |

4. Result

Based on the results of the trial of the visual learning products in the Civics subject in disciplinary material at SD 01 Garum, the developer makes the following result:

a. In the Validation of media experts, a percentage of 88.75 results was obtained, it can be concluded that this learning video is valid for use as a learning medium in the classroom.

b. On the subject matter experts' evaluation, 86% percentage results were obtained, it can be concluded that the learning video is valid for use as a learning medium in the classroom.

c. In the teacher validation, the percentage of results obtained is 95%, it can be concluded that the learning video is valid for use as a learning medium in the classroom.

d. In individual validation, 93.5% presentation results were obtained. It can be concluded that the learning videos are valid for use as learning media in the classroom.

e. In the validation of field trials, the results obtained by a presentation of 93.28%, with an increase in the percentage of 21.84%, it can be concluded that the video learning is valid for use as a medium of learning in the classroom.

5. Conclusion

The results of the validation of media experts, subject matter experts, teacher validation, individual validation, and field trials, it can be concluded that this video media can be used as learning media in the classroom.

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