



Received : 13 November 2019

Revised : 26 December 2019

Published : 31 January 2020

Effects of Educational Video on PPKn Subject Learning In Elementary School

Agung Arifin Setiawan

Universitas Negeri Malang, Malang, Indonesia

agung.arif20@gmail.com

Abstract: This development aims to design, produce and test the validity of the product and test the validity of the product and find out its effectiveness in the presentation of citizenship education subjects for an elementary school in the form of video media. While the material in developing video media is the subjects of discipline, this study uses the ADDIE which consists of stages (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. This product development was followed by validation of material experts, media experts and field audiences. To determine the effectiveness of the instructional media products development, the Garum student test phase was taken as many as 25 peoples. From the table above, all students experience an increase in learning and fulfilling SKM (≥ 70). The avarege score on the pre-test was 71,77% and the [ost-test 93,28%. So than in increase in the score of learning outcomes in the overall field test totaled 546 with a presentage increase of 21,84%. Before the use of learning video media that fulfilled SKM by 56% increase to 100% after using learning video media. As for the students learning value data as a whole the learning outcomes of students who achived SKM (≥ 70).. were obtained after using the learning media video of 100%. With the increase in several presentations of learning in all students, this showing this video media is effectively used in the teaching and learning precess in improving student learning achievement.

Keywords: *Learning Media, Discipline, video media*



1. Introduction

The learning process activity of implementing the curriculum of an educational institution so that it can influence students to achieve the stated educational goals. 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.

Also, this research aims to find out among other things the feasibility/validity of the development of disciplinary education video learning media in the Civics Education subject 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 and producing videos of student discipline education videos that can influence student attitudes/behavior to be better than previous disciplinary attitudes.

The basis, the authors conducted a study with the title Effect of Video Learning Media on Civics Learning Outcomes in Class V. The author chose an educational institution that is Class V Elementary School where some of the students had entered adolescence. 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 a learning process can be more natural to obtain the desired results in order to achieve the objectives according to the needs that will be generated

Learning media is one component of learning that has a vital 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 the complex and sophisticated media Gagne (in Siregar and Nara, 2010: 12) states that learning is an event carefully to make learning happen and make it useful.

Like the opinion above, the developer applies some of the scopes of the problem formulation as follows:

- a. How is the feasibility/validity of developing educational learning videos in the PPKn lessons for fifth-grade elementary school students can be implemented in the classroom?.
- b. To find out the effectiveness of Disciplinary educational learning media on Civics Education for fifth-grade students.



2. Literature Review

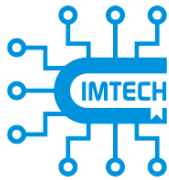
Media are all forms and channels that are used to channel messages or information into the learning process from teachers to students. So that it can encourage the learning process in students. According to B. Uno & Lamatenggo (2011: 121). anything that can be used to channel messages from the sender 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, et al., 2010: 7). 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. (Arsyad, 2014: 4).

Uno & Lamatenggo (2011: 135) 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. 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) tool from a program (recording), consisting of at least one videotape recorder and one monitor or more, various types of VTR on the market are made with various purposes of use. There are for broadcast purposes, for teaching/education needs, industrial needs and entertainment needs (Sadiman, 2010: 282).

The Role of Learning Media is to facilitate students in obtaining 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 in the classroom



Also, we must commit to the existence of learning, where learning must be designed in such a way, and based on what the student wants to do, or what the student wants to produce, or what the student wants 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 (Setyosari & Sihkabuden, 2005: 11)

Factors that Influence Learning and Learning

It has been stated previously that learning is the thing that gives rise to the process of changing attitudes and abilities as knowledge. There are several aspects that affect learning, namely: internal aspects and external aspects.

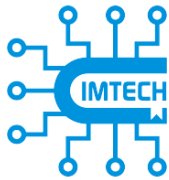
Internal aspects consist of several aspects including physical factors that cover health and disability. A person's health affects the learning, psychological factors, which include attention, interests, talents, motives and maturity.

External factors consist of extreme factors: several aspects including family factors, sure students who learn can get where aspects of the family that is how parents take care of children. The state of the family environment in terms of economics affects the state of students. Aspects of the school environment, school education, sovereignty in the school atmosphere. state of study at school. , Aspects of the surrounding environment, will receive influence from the surrounding community can affect student learning. The family in the form of how parents educate, the relationship between family members, the atmosphere of the household and the economic situation of the household. School factors and community factors, school factors that influence student learning.

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 characteristic of video technology that can present moving images to students, in addition to the accompanying sounds (Daryanto, 2011: 79)

Many things must be considered when utilizing video in-class learning. according to Sadiman (2011: 197), there are three things to consider when using media in classroom learning:

Preparation Stage: Before using media in class, we must make preparations so that its utilization can run well too. 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 (2011: 415), 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. List of the main points that will be discussed in the presentation. Vocabulary, a preview of new vocabulary.



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 (2011: 415), show videos as a segment, do not display videos as a whole; this will make students quickly get bored. 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 (Smaldino, Lowther and Russell, 2011: 415).

For this reason, the test questions must be a book about the material displayed on the media. Parents and teachers are leaders. Children are students who lead a useful and happy life. A discipline is a form of regulation that is carried out with pleasure and responsibility.

There are 4 (four) disciplinary objectives, among others, as follows: (a). Follow the existing rules, (b). Obey and implement stipulated regulations, (c). Know each other's obligations and rights, and (d). Able to carry out lust to do no good.

Apart from some functions of the form of discipline there are also benefits of Discipline is the existence of this sensitivity to the behaviour to foster a feeling of the surrounding environment in order to respect different opinions, The presence of this attitude serves to make children have integrity, in addition to being able to hold responsibilities, can solve problems quickly and comfortable. Educating obedience This attitude serves as making someone have a regular lifestyle and can manage the time they have a right choice, Causing comfort This attitude serves as a reference for not carrying out something they have well, The emergence of confidence and self-ability This attitude functions as courage, someone in doing everything without thinking about what is done wrong or right The most important thing is to have tried well. The emergence of togetherness This attitude serves as the emergence of excellent communication with others and strengthen the ties of brotherhood with each other. Growing the development of imagination This attitude serves as forming a positive personality.

Citizenship Education (PPKn) can be intended for education that participates in upholding education which aims to educate the nation's children based on Pancasila and the 1945 Constitution, to achieve the goal of Civic education has the aim to form the character of students based on Pancasila and the 1945 Constitution. In Elementary Schools, citizenship education is focused on the application of character as an ideal Indonesian citizen. Citizenship education in learning contains characters that are appropriate and applicable in the Indonesian state and to achieve goals that are following Pancasila and the 1945 Constitution.

The purpose of Civics can be stated as follows: Teach smart behaviour and have creativity in accepting what is considered right and considered incorrectly wisely and responsibly, Receiving the development of passionate and confident learning based on Pancasila., Can socialize well in the community, at home At school, communication



with different countries will make the development of education easier for the problems faced especially in the field of technology.

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 (2012: 297). According Sukmadinata (2012: 164) research and development is a process or steps to develop a new product or improve.

Model Development of audio-visual media is a series of activities carried out intending 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 essential 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).

In the first step, namely analysis, the first activity carried out was to analyze the 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.

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 determine the media specifications that will be taught in making video media.

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.

This activity is to implement the analysis and design concepts that have been designed into the form of video media.

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. This is done to measure the level of student success in using video media in learning.

Is a stage that is carried out if the media are made there are still shortages. Revision is needed in the development of video media. This relates to better product results and to follow development and technology. Revisions are made after validation is done and periodically under the needs and development of science and technology. Revisions were also made to determine deficiencies in the products that have been produced. 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 type of data used in this study is quantitative data qualitative data. Qualitative data is data in the form of words, not numbers. Qualitative data were obtained from several techniques such as observation, interviews and questionnaires. While quantitative data is data in the form of numbers or numbers obtained from the results of pre-test and post-test students.

To be able to know the validity and effectiveness of the developed media, the developer uses a data collection instrument in the form of a questionnaire given to media experts, experts in the material and audience. The questionnaire used by the developer is to use a closed questionnaire, a closed questionnaire is a questionnaire that is prepared by providing complete answer choices so that the fillers only need to fill in the selected answers. Also, the developer uses student achievement test in the form of pre-test and post-test is given to students to determine changes in learning outcomes.

Thus it will be obtained differences from the results of the field trials of all students viewed from the learning outcomes of students who have not used instructional video media compared to students who have used instructional video media. The formula for calculating the percentage increase in learning outcomes is as follows:

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

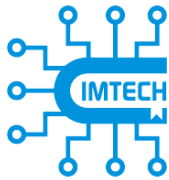
Explanation:

- P = percentage
- $\sum X$ = total respondent's answer in one item
- $\sum Xi$ = total ideal answer in one the item
- 100 = constant

Table 1. Effectiveness Criteria (Arikunto: 245)

Score	Category	Qualification
80 - 100	A (4)	Effective
60 - 79	B (3)	Effective enough
50 - 59	C (2)	Less effective
0% - 49	D (1)	Ineffective

The effectiveness criterion is determined by the minimum completeness standard (SKM) in Civics, which is ≥ 70 . It is known that the number of students who met SKM before using instructional video media was 14 students, while students who did not achieve SKM were 11 students with a total score of 1786 before using instructional video media with a percentage of 71.44% and after using video media, the score reached 2332 with a percentage of 93.28% increasing percentage of 21.82%



Then after students use learning video media that meet SKM with 100% graduation, completeness reaches an increase of 44%.

4. Result

From the above table that all students have increased learning and meet SKM (≥ 70). The mean score on the pre-test was 71.44% and the post-test was 93.28%. So that an increase in the score of learning outcomes in the field test overall amounted to 546 with a percentage increase of 21.84%. Before the use of instructional video media that met SKM by 56% increased to 100% after using instructional video media.

From the calculation with 25 students, students who meet the SKM (≥ 70) that is equal to 100% after using instructional video media, with an increase after using instructional video media. Based on the above analysis, it can be concluded that students who learn using instructional video media on Civics subjects with disciplinary subjects, learning outcomes are better than student learning outcomes before using instructional video media.

5. Conclusion

Video media can broaden the audience's insights of knowledge by presenting new information and knowledge and learning experiences that are difficult to obtain directly by the audience. This media can stimulate student interest in learning through the presentation of images and interesting information so that the visual learning media is audiovisual media or media types of view by displaying information used to channel this lesson so that it can be seen, read, or heard by students.

Student discipline learning videos are produced and developed based on predetermined learning goals. This learning video media is designed and designed by combining several videos and text as a display, colour composition, picture and slide effect and background or accompaniment music.

Based on the results of a trial of learning video products on Civics in disciplinary material at SD 01 Garum, the developer makes the following conclusions that from the results that have been tested on students with Civics disciplinary material lessons. In the field trial results with 100% learning outcomes, it can be concluded that the learning video is valid for use as a learning medium in the classroom. Based on the results of the data obtained above it can be concluded that there is an increase in the data of student learning outcomes from those before using instructional video media in Civics lessons compared to after scholarship students using instructional video media.



6. Reference

- [1] Arikunto, S. 2010 . *Prosedur Penilaian Suatu Pendekatan Praktik. (Edisi Revisi Kedua.* Jakarta : PT. Rhineka Cipta
- [2] Arsyad, Azhar. 2014. *Media Pembelajaran.* Jakarta:Rajawali Pers
- [3] Depdiknas . 2010. *Pengembangan Pendidikan Budaya dan Karakter Bangsa:* Jakarta: Depdiknas
- [4] Daryanto. 2011. *Media Pembelajaran .* Bandung: Satu Nusa
- [5] Dwiyoga, W.D. 2012. *Merancang Pembelajaran dengan Mindmanager.* Malang:Universitas Negeri Malang.
- [6] Karin, Yuni & Pribadi, Benny.A. 2004. *Media Teknologi.* Jakarta : PT Raja Grafindo Persada
- [7] Sadiman, A,S, Rahadjo., Haryono, A. 2010. *Media Pendidikan danPemanfaatannya,* Jakarta: PT Raja Grafindo persada
- [8] Setyosari,P. & Sihkabuden. 2005. *Media Pembelajaran.* Malang : Elang Mas
- [9] Siregar, Evalina dan Nara.2011. *Teori Belajar dan Pembelajaran.* Bogor : Ghalia Indonesia
- [10] Smaldino, Sharon E, dkk,2011, *Instruksional tecknologi and Media for learning,* Person Meriil Prentice Hall.Ohao.
- [11] Sugiyono. 2012. *Metode Penelitian Kuantitatif kualitatif dan R & D.* Bandung: Alfabeta
- [12] Sukmadinata,N.S.2012. *MetodePenelitian Pendidikan.* Bandung : Rodakarya
- [13] Uno,H. & Lamatenggo,N. 2011. *Teknologi Komunikasi & Informatika Pembelajaran.* Jakarta: Bumu Aksara