

DEVELOPMENT OF INTERACTIVE VIDEO-BASED LEARNING MEDIA ON THEMATIC LEARNING IN CLASS 4 SD

Ade Irmala Sandy^{1*}, Rudi Erwandi¹, Tio Gusti Satria¹
¹PGSD, STKIP PGRI lubuklinggau, South Sumatra, Indonesia

^{1*}*Adedavid170318@gmail.com*

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Abstract

This study aims to produce the Development of Interactive Video-Based Learning Media in Thematic Learning in Grade 4 Elementary School. This research is a research and development using a 4-D model consisting of 4 stages, namely: the definition stage, the design stage, the development stage and the dissemination stage. The data collection technique of this research is based on the results of assessments by three experts, namely: material experts, media experts, and linguists. Interactive Video-based learning media meet the valid criteria with an average score of 0.75 Classified as High Enough. At the practical stage of 1 teacher and small group test consisting of 6 students it was found that Interactive Video-based learning media meet the practical criteria with an average score of 89.4. Based on the results of the study it can be concluded that the design Interactive Video-based learning media developed in this study proved to be valid and practical for the fourth grade students of SD Negeri 1 Tegalrejo.

Keywords– Development, Interactive Video, Thematic

1. Introduction

Education today is very important because education can add knowledge or insight to the younger generation so that they can develop better and can advance the welfare of the country, every human being must have knowledge or knowledge in order to facilitate his life both in attitude and behavior. Someone who is successful and advanced is also measured by how much knowledge he learns, so the important role of learning and learning in our lives is very big. Therefore, learning and learning are two things that are closely related and cannot be separated in educational activities. Aprida Pane et al,(2017:335) Learning to show activities carried out by someone who is conscious or intentional. This activity refers to a person's activeness in carrying out mental aspects that allow changes to occur in him. Thus, it can also be understood that a learning activity is said to be good if the intensity of a person's physical and mental activity is higher. On the other hand, even though a person is said to be learning, if his physical and mental activity is low, it means that the learning activity does not really understand that he is doing learning activities. So in conclusion, learning can be done consciously or unconsciously in a person's activity that someone is experiencing changes in himself. On the other hand, even though a person is said to be learning, if his physical and mental activity is low, it means that the learning activity does not really understand that he is doing learning activities. So in conclusion, learning can be done consciously or unconsciously in a person's activity that someone is experiencing changes in himself. On the other hand, even though a person is said to be learning, if his physical and mental activity is low, it means that the learning activity does not really understand that he is doing learning activities. So in conclusion, learning can be done consciously or unconsciously in a person's activity that someone is experiencing changes in himself.

Teni Nurrita (2018:171) Learning media is a tool that can help assist the teaching and learning process so that the meaning of the message conveyed becomes clearer and the goals of education or learning can be achieved effectively and efficiently. Learning outcomes are the results given to students in

the form of an assessment after following the learning process by assessing knowledge, attitudes, skills in students with changes in behavior.

Learning media serves as a source of learning for students to obtain messages and information provided by the teacher so that learning materials can be further improved and form knowledge for students, moreover the development of science and technology is increasingly encouraging reform efforts in the utilization of technological results in learning process. Teachers are required to be able to use the tools that can be provided by the school, and it is possible that these tools are in accordance with the developments and demands of the times. Teachers can at least use inexpensive and efficient tools, although simple.

Ms. Yulisa's thematic teaching and learning activities have difficulty in learning Indonesian because her level is already high, students find it difficult to find the main idea or main idea of a discourse in a story, and in this fourth grade there are also some using videos and when they have finished watching the learning video each child is asked to make an assignment what is instructed in the video or the teacher and Mrs. Yulisa really hope that teaching materials such as interactive videos are more developed in the teaching and learning process because students catch up more quickly in lessons, therefore interactive videos are very necessary and supportive in the teaching and learning process so that students are more enthusiastic and active in learning. The following opinion is relevant to the research conducted by Muhibuddin (2015:26),

This requires teachers to be more creative and work hard in creating fun learning activities. Therefore, teachers feel the need for learning media that can make students interested and easy to understand the material. One of the media that can support thematic learning is to use interactive video learning media.

Based on the description above, it is necessary to develop interactive video-based learning media. The media is expected to be able to overcome learning problems, develop creativity and student activity. Therefore, the authors conducted research on "Development of Interactive Video-Based Learning Models in Thematic Learning in Grade 4 Elementary School".

2. Method

This research is a development research or Research and Development with model Four – D (4-D) research which has 4 stages (Define, Design, Develop, and Disseminate). The form of the development of this research is the development of interactive video-based learning media for thematic learning. The subjects in this study were fourth grade students of SD N 1 Tegalrejo in the 2020/2021 academic year. The sample of this research is fourth grade students.

The validity test used an instrument in the form of a validation sheet to determine the validity of the interactive video-based learning media product developed. The validity of the media is obtained from a questionnaire of linguists, materials and media that will be analyzed using the following steps:

- 1) Data tabulation, in the form of media scoring guidelines to assess every aspect related to the media validation eligibility component, filled with the provisions according to the following table:

Table 3.1 Guidelines for Scoring on the Validation Sheet Questionnaire

Score	Criteria
4	Very good
3	Good
2	Not good
1	Very Not Good

- 2) Giving the validity value with the following formula:

$$V = \frac{\sum s}{[n(c - 1)]}$$

Azwar (2015:113)

Information :

$$s = r - 1o$$

1o = The lowest value of the validity assessment (in this case = 1)

C = The highest validity rating score (in this case = 4)

r = Number given by an evaluator

- 3) Matching the average validity with the media validity criteria described in the following table:

Table 3.2 Media Validity Criteria

Interval Average Score	Classification
$V > 3.4$	Very good
$2.8 \leq V < 3.4$	Good
$2.2 \leq V < 2.8$	Enough
$1.6 \leq V < 2.2$	Less
$V \leq 1.6$	Very less

(Widoyoko, 2019:236)

The practicality of interactive video-based learning media can be seen from the analysis of student response questionnaires. The data of the media practicality assessment sheet was analyzed with the following steps:

- 1) Data tabulation, in the form of guidelines for giving media scores to assess every aspect related to the practicality of the media, filled with the provisions according to the following table:

Table 3.3 Guidelines for Scoring on Student Response Questionnaires

Score	Criteria
4	Very good
3	Good
2	Not good
1	Very Not Good

(Sugiyono Modification, 2017:135)

- 2) Calculate the average score of all aspects assessed with the following formula:

$$\text{Percentage} = \frac{\text{jumlah Skor hasil Pengumpulan Data}}{\text{skor Kriteria}} \times 100\%$$

Information:

Criteria Score = highest score x number of questions on each criterion

- 3) Matching the average practicality with the practicality criteria described in the following table:

Table 3.4 Media Practicality Assessment Criteria

Interval Average Score	Classification
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Enough
21% - 40%	Less
0% - 20%	Very less

(Riduwan In Zuhriyah, 2019:485)

3. Result and Discussion

Based on the overall assessment of the validity of interactive videos given by three experts, namely linguists, materials experts and media experts, the interactive videos described above show that interactive video-based learning media in class IV thematic learning that has been compiled and developed and produced obtains an average score of 0.75 and adjusted according to the Aiken's V validity interpretation table included in the category $0.60 < V < 0.80$ with a fairly high description or can be said to be valid. So it can be concluded that interactive video-based learning media in class IV thematic learning SD can be categorized as valid to be used in the learning process. The summary of the results of the overall validity assessment of the three experts can be seen in Table 4.14.

Table 4.1 Assessment Results of All Validators

No	Expert Name	Score obtained			Aiken's V Coefficient Criteria
		Language	Theory	Media	
1	Agung Nugroho, M. Pd	0.74	-	-	High enough
2	Yulisa, S.Pd	-	0.9	-	High
3	Dr. Dodik Mulyono, M. Pd	-	-	0.63	High enough
	amount	0.74	0.9	0.63	
	Average	0.75			High enough

The validity analysis based on the questionnaire data by three experts showed that the initial product interactive video-based learning media in class IV thematic learning SD that has been repaired based on the calculation of the data filling out the questionnaire with an average score of 0.75 and adjusted to the Aiken's V validity interpretation table is included in the category $0.60 < V < 0.80$ with a fairly high description or can be said to be valid.

The practicality sheet is carried out by 1 fourth grade teacher and 6 students who give an assessment of the developed interactive video to find out whether or not a product is being developed.

a. Small group (small group)

The small group practicality sheet contains an assessment of the practicality of Interactive Video, on this practicality sheet there are 10 statements. Furthermore, students will provide an assessment and provide suggestions and input for students Interactive Video-based learning media in class IV thematic learning SD still has a lot of mistakes and errors. The following are the results of student responses after learning to use interactive video-based learning media during the small group test: seen in Table 4.15.

Table 4.2 Results of Student Response Analysis for Small Group
Trials

No	Aspect	Indicator	Many Items	Percentage	Percentage Criteria
1	Attention	Interest in Interactive Videos	1	100%	Very Practical
		Easy to understand the subject matter	1	83.3%	Very Practical
2	Interest (Relevance)	Not boring	1	100%	Very Practical
		Thematic Interactive Videos are very interesting	1	83.3%	Very Practical
		Compatibility with students' background abilities	1	83.3%	Very Practical

No	Aspect	Indicator	Many Items	Percentage	Percentage Criteria
3	Confidence	Motivated to learn	1	100%	Very Practical
		Improve learning activities	1	100%	Very Practical
		Constructing student understanding	1	66.7%	Practical
		Trying to develop skills	1	83.3%	Very Practical
4	Satisfaction	Dare to express opinion	1	100%	Very Practical

The student response criteria are calculated based on the percentage measured from 10 student response items. The results of this value can be determined by the percentage of student response criteria after learning using the developed interactive video. Based on the results of data analysis from student responses, the criteria for interactive videos that have been designed can be described. The results obtained from 4 aspects which are divided into 10 indicators of student response given on the student response sheet there are 10 indicators with very practical criteria. This means that there is no need to make improvements to the interactive video-based learning media that have been developed. The following is described in detail and briefly the overall results of the analysis of the responses of the 6 students to Interactive Video-based learning media in Table 4.16 below.

Table 4.3 Results of the Analysis of the Percentage of Student Responses for the Small Group Test

No	Aspect	Respondent	Percentage	Response Criteria
1	Attention	6 people	91, 7%	Very Practical
2	Interest (Relevance)	6 people	88, 9%	Very Practical
3	Confidence	6 people	87, 47%	Very Practical
4	Satisfaction	6 people	100%	Very Practical
Average			92%	Very Practical

Based on the results of the calculations in the table above, it can be seen that after the student response data was analyzed to determine the student's response to the interactive video-based learning media in thematic learning of grade IV Elementary School, all aspects given through the student response sheets get a very practical category. The instrument given in the student response sheet is 10 items with 6 students as respondents.

Based on 6 students who gave their own assessment of interactive video-based learning media in class IV thematic learning. After analyzing the SD, all of the attention aspects were presented in the very practical category, the interest aspect was 88.9%, the confidence aspect was 87.47% in the very practical category and the satisfaction aspect was 100% in the very practical category. It can be concluded that based on the average 92% is categorized as very practical so that thematic learning media for grade IV SD is categorized as very practical and can be used in the learning process.

b. Teacher practicality

The teacher's practicality sheet contains an assessment of the practicality of interactive videos, on this practicality sheet there are 10 questions. Furthermore, the teacher will provide an assessment and provide suggestions and input for students' interactive video-based learning media in class IV thematic learning. SD still has a lot of mistakes and errors.

The following are the results of the teacher's response after using Interactive Video-based learning media during the teacher's practicality test can be seen in Table 4.17 as follows:

Table 4.4 Results of the Practical Test of Teacher Responses

No	Aspect	Indicator	Many Items	Percentage	Percentage Criteria
1		A. The material in the interactive video with the basic material in			Very Practical

	Components of the formulation of learning objectives	KD is not appropriate	1	100%	
		B. The material presented is in accordance with the learning objectives to be achieved	1	75%	Practical
2	Graphic component	A. The presentation of designs on interactive videos is attractive and proportional	1	75%	Practical
3	Components of language	A. The arrangement of sentences in the interactive video cannot be understood by students B. The writing on the interactive video is not clear	1	100%	Very Practical
			Indicator	1	100%
No			Many Items	Percentage	Percentage Criteria
4	Material components	A. Interesting interactive videos for students to learn	1	75%	Practical
		B. Interactive videos do not increase students' learning motivation	1	75%	Practical
		C. Interactive video is not easy to use/operate	1	75%	Practical
		D. The material in the video is easy to understand	1	100%	Very Practical
		E. The scientific approach to interactive videos is in accordance with the material	1	100%	Very Practical

The teacher response criteria are calculated based on the percentage measured from 10 teacher response items, the results of this value can be determined by the percentage of teacher response criteria

after learning using the developed interactive video. Based on the results of data analysis from the teacher's response, the criteria for the interactive video that have been designed can be described. The results of 4 aspects are divided into 10 indicators of teacher response given on the teacher's response sheet, there are 10 indicators with very practical criteria. This means that there is no need to make repairs interactive video-based learning media which has been developed.

Based on the overall practicality assessment of interactive videos that have been tested by teachers and students on the interactive videos described above, it shows that: interactive video-based learning media in thematic learning in grade IV SD that has been compiled, developed and produced, it obtains an average score of 89.4% with very practical criteria. It can be concluded that interactive video-based learning media in thematic learning in grade IV SD can be categorized as very practical to be used in the learning process. The summary of the overall results of the practicality assessment from teachers and students can be seen in Table 4.18.

Table 4.5. Results of All Interactive Video Practicality Analysis

No	Evaluator	Number of statement items	Percentage	Criteria
1	Yulisa, S.Pd	10	86.8%	Very Practical
2	6 Grade IV Students of SD Negeri 1 Tegalrejo	60	92%	Very Practical
Total		70	89.4%	Very Practical

4. Conclusion

Based on the data on filling out the questionnaire by three experts, it shows that the initial product interactive video-based learning media in class IV thematic learning SD that has been repaired based on the calculation of the data filling out the questionnaire with an average score of 0.75 and adjusted to the Aiken's V validity interpretation table is included in the category $0.60 < V < 0.80$ with a fairly high description or can be said to be valid. The results of the questionnaire obtained from the teacher's response are said to be very practical with a percentage of 86.8% while the results of the questionnaire obtained from the student's responses can be said to be very practical with a percentage of 92%. Based on the explanation above, it is known that interactive video-based learning media can be said to be very practical to use in the learning process in grade IV Elementary School.

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