DEVELOPMENT OF IPS LEARNING VIDEOS THEME SPREAD OF ASEAN COUNTRIES CLASS VIII MTS/SMP LEVEL

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Abstract:

The lack of use of instructional media in schools resulted in difficulties for students in understanding the material, especially in eighth grade Social Sciences subjects. Therefore, a development research was conducted to find an effective solution and produce a product in the form of instructional video media. The R&D method with the selected development is Borg and Gall which consists of ten steps in its stages. The theory used according to Rudi Bretz is the type of learning media that can be classified based on the senses used. This study involved students from three schools as participants, namely Kalidawir Tiga Public Junior High School, Mamba'us Sholihin Dua Junior High School, Nurul Hidayah Tsanawiyah Madrasah. The data collection techniques used were observation and questionnaires. while data analysis uses descriptive qualitative and descriptive statistics. The results of the expert validation test show that video media learning material for the spread of ASEAN countries that have a valid category carry out a validation test given to media experts, material experts, and teachers. The researcher conducted a validation test on media experts with 84% results, material experts 92.5%, Kalidawir third public junior high school teachers 90.7%, Mamba'us Sholihin dua junior high school teachers 92.3%, and Madrasah Tsanawiyah teachers Nurul Hidayah 91.7%. In addition, the results of small- scale and large-scale tests show good qualifications. Therefore, it can be concluded that this learning video media is suitable for use in the application of learning in accordance with the calculation of the prrility using the Likert scale and reliability.

Keywords: *Learning; Media; R&D method*

INTRODUCTION

The importance of a learning media that is used by students in the implementation of learning, the media is a tool that can provide or distribute a message, without a media it will not be optimal in coordinating a lesson. the existence of learning media can encourage students to have more responsibility and be able to control their learning and make a long-term perspective on the learning they get. there are several positive impacts of the use of learning media. from learning in class, among others: 1) when conveying learning becomes

more standardized, 2) makes it interesting when doing the learning, 3) makes the implementation of the learning process more interactive, 4) the long time in delivering a material will be short (Setiawan et al., 2023).

Based on research conducted by Rina Puji Utami, regarding the development of learning media that can help a learning process regarding social science subjects by increasing the atmosphere in encouraging initiative, motivation, and responsibility towards students in implementing a potential to build ideas through teaching activities, in achieving goals and success in learning activities so that it requires creativity from a teacher to be able to create good media by the characteristics of students so that what is conveyed can be well received, because the delivery uses a media that creates feelings of pleasure with what the teacher has conveyed, students do not ignore the material that has been given by the teacher, the role of the teacher is very important in the development of learning media because it will make a determinant of the success of a student, if until now a teacher still does not use media in learning, then one thing is needed, namely a change in attitude, in a selection of learning media ("Importance of Lift-the-Flap Book Development as a Learning Medium for Culture-Based Self-Protection," 2023).

It needs to be adapted to learning media, as well as the needs, situations and conditions of each student, good use of media seen from a content, explanation of messages and characteristics of students in understanding as well as developing a lesson obtained from a teacher in the class, with this success making the learning objectives by materials and competencies can be achieved. if until now a teacher still hasn't used media in learning, then one thing is needed, namely a change in attitude, in a selection of learning media, it needs to be adjusted to the learning media, as well as the needs, situations, and conditions of each student, the use of media that is good is seen from a content, explanation of messages and characteristics of students in understanding and developing a lesson obtained from a teacher in the classroom, with such success making learning objectives following the material and competence can be achieved.if until now a teacher still hasn't used media in learning, then one thing is needed, namely a change in attitude, in a selection of learning media, it needs to be adjusted to the learning media, as well as the needs, situations, and conditions of each student, the use of media that is good is seen from a content (Sisrazeni, 2017).

Explanation of messages and characteristics of students in understanding and developing a lesson obtained from a teacher in the classroom, with such success making learning objectives following the material and competence can be achieved.good use of media in terms of content, explanation of messages, and characteristics of students in understanding

2

and developing learning that is obtained from a teacher in the classroom, with such success the learning objectives are following the material and these competencies can be achieved. good use of media in terms of content, explanation of messages, and characteristics of students in understanding and developing learning that is obtained from a teacher in the classroom, with such success the learning objectives are following the material, and these competencies can be achieved. Based on research conducted by french yuan, learning media in video-based social studies learning is not only once in the process of validation trials with experts, but several times, so that the resulting product is really interesting, from the appearance of a material, besides that the product obtained more creative and more interesting so that students who see do not feel a saturation, in the implementation of learning, especially in the learning of social sciences (Yuanta & Larasati, 2022).

In this study, the researcher has provided material that is following what students need not only racing on worksheets and also textbooks that make students more interested in learning, in the material, explained the distribution of ASEAN countries which consist of 10 countries in Asia consisting of Indonesia, Malaysia, Singapore, Myanmar, Laos, Vietnam, Brunei Darussalam, Philippines, Cambodia, Thailand. The 10 ASEAN members include explanations of the economy, climate, astronomy, geography, and culture, and each country has its characteristics. Researchers have also added data and interesting facts about each ASEAN country, with all of this material making them more motivated in learning. From the background that has conveyed the importance of learning media for students as well as teachers, the researchers created this media with the title "Development of Video-Based Learning Media Material for Class VIII ASEAN Country Distribution (Research Studies: SMPN 3 Kalidawir, SMP Mamba'us Sholihin 2, and MTs Nurul Hidayah).

RESEARCH METHODS

This research uses a development research procedure which is commonly called Research and Development (R & D) is a research in which there are procedures, procedures in the development of a product development that has been made and is ready to be validated in the feasibility of the product. Products developed can be in the form of updating existing packaging products both practically, efficiently, and effectively, and can also create a new product which is then tested to determine the effectiveness of the product. In a research that has been researched it is appropriate, intending to create a learning media that uses video-based media.

LITERATURE REVIEW

Pengembangan bahan ajar berbasis video telah menjadi salah satu pendekatan inovatif dalam pembelajaran abad ke-21, khususnya dalam mendukung proses belajar di sekolah. Berbagai penelitian terdahulu telah membuktikan bahwa media video mampu meningkatkan kualitas pembelajaran, baik dari aspek pemahaman konsep, motivasi belajar, maupun partisipasi siswa.

Efektivitas Video sebagai Media Pembelajaran

Penelitian oleh **Zhang et al. (2006)** menunjukkan bahwa video pembelajaran interaktif secara signifikan meningkatkan efektivitas belajar dibandingkan dengan video pasif atau ceramah konvensional. Hal ini diperkuat oleh temuan **Mayer dan Moreno (2003)** yang menekankan pentingnya prinsip desain multimedia, seperti penggunaan visual dan narasi secara sinkron untuk mengoptimalkan kapasitas memori kerja siswa.

Di tingkat sekolah dasar, studi oleh **Ibrahim et al. (2012)** menyatakan bahwa segmentasi video menjadi bagian-bagian kecil (chunking) membantu siswa memahami materi secara bertahap dan mencegah kelebihan beban kognitif. Pendekatan ini terbukti efektif dalam mata pelajaran sains dan matematika yang menuntut pemahaman konsep abstrak.

Penerapan Video dalam Konteks Lokal Sekolah

Dalam konteks pendidikan Indonesia, **Rahmawati et al. (2020)** mengembangkan video pembelajaran sejarah berbasis budaya lokal untuk siswa SMP. Hasilnya menunjukkan bahwa penggunaan narasi lokal dalam video mampu meningkatkan minat siswa serta membentuk keterikatan emosional terhadap materi. Penelitian ini menegaskan bahwa konten video perlu dikontekstualisasikan agar selaras dengan lingkungan sosial siswa.

Sementara itu, **Yuliana dan Arifin (2021)** mengembangkan video pembelajaran tematik untuk siswa sekolah dasar dengan pendekatan saintifik. Hasil uji coba menunjukkan bahwa siswa lebih aktif dalam diskusi dan menunjukkan peningkatan skor pre-test dan post-test. Penelitian ini menegaskan bahwa video tidak hanya sebagai media bantu visual, tetapi juga sebagai instrumen pedagogis yang dapat memfasilitasi proses inkuiri ilmiah.

Model dan Strategi Pengembangan

Beberapa penelitian telah mengadopsi model **ADDIE** maupun **4-D (Define, Design, Develop, Disseminate)** dalam proses pengembangan media video. Misalnya, **Sari dan Permana (2019)** mengembangkan video pembelajaran matematika berbasis animasi dengan model 4-D, yang terbukti efektif meningkatkan pemahaman siswa pada materi geometri.

Secara umum, penelitian-penelitian tersebut menyepakati bahwa proses pengembangan video perlu memperhatikan aspek desain instruksional, keterlibatan siswa, dan relevansi konten. Selain itu, validasi oleh ahli materi dan media menjadi tahapan krusial dalam memastikan kualitas produk pembelajaran.

Kesenjangan dan Peluang Penelitian

Kendati banyak studi menunjukkan potensi positif dari penggunaan video pembelajaran, sebagian besar fokus pada aspek **efektivitas**, sementara aspek **pengembangan dan produksi** video yang kontekstual dan berpusat pada kebutuhan siswa masih relatif terbatas. Selain itu, penelitian dalam konteks **interaktivitas**, seperti video bercabang atau integrasi dengan LMS sekolah, juga belum banyak dieksplorasi secara mendalam di tingkat sekolah dasar dan menengah.

RESULTS AND DISCUSSION

The results obtained in the observation were that students paid less attention if the learning media used books. In terms of the advantages and limitations between spaces and the role of economic actors in an economy, it requires a clear and real picture because it is related to the interaction of the community as economic actors. Students' needs related to media are also supported because there is learning that was previously done online. With online learning that always uses mobile phones, it has an impact on students' lack of interest in reading books, and educators are less varied in utilizing learning media. So it is necessary to develop a media that is following the conditions of learning in schools (Thilmany, 2005).

The latest research in this research analysis reveals findings in a learning media during research, namely a learning media that has been designed by researchers in the form of a DVD where the researcher involves three schools with different characters, there are differences in a vision, mission making the learning media general or universal that can be used in all types of people, not just relying on one school, these differences will make a good influence on the learning media valid or suitable for use in various circles and all the differences (Yuanta & Larasati, 2022).

5

The purpose of developing media with the R&D (Research and Development) method is to create a product or media in the field of design or design, media design, and the media process being developed. Researchers focus on developing learning video media with the theme of the spread of ASEAN countries. The learning video development process involves merging several videos that are relevant to the material, which is taken from Youtube and included in the learning video reference list. In the editing process, researchers and developers use the cap cut application (Setiawan et al., 2023).

This learning video media will be presented in the form of a Google Drive or Youtube link so that it is easily accessible by teachers and students. Media that has been developed will be given to social studies teachers at SMPN 3 Kalidawir, SMP Mamba'us Sholihin 02, and MTS Nurul Hidayah. The results of the development of learning video media have been validated by media experts and material experts.

CONCLUSION

The research that has been carried out with these three schools uses learning media as a channeling tool in a teaching and learning process, with a conclusion that is, an analysis of needs analysis is needed to meet the needs of an educator and student. This analysis was carried out by researchers through observation used as a guide for making a learning media. So the researchers' first step in making learning media is to know the needs of students in the learning process from several problems regarding learning to design learning according to the needs of students. Researchers use a cap cut and text-to-speech application to facilitate the process of designing the media. The method used is R&D with a Borg and gall development model which has 10 steps. The theory used according to Rudi Bretz is the type of learning media that can be classified based on the senses used. Presenting data used by researchers with a small-scale trial with colleagues of 5 students from various majors, with a result of 89.6%. In carrying out a validation test given to media experts, material experts, and teachers. Researchers conducted validation tests on media experts with 84% results, material experts with 92.5%, SMPN 3 Kalidawir teachers with 90.7%, Mamba'us Sholihin 2 Middle School teachers with 92.3%, and MTs Nurul Hidayah teachers with 91.7% . Implementation of a large-scale test from the results of a questionnaire for students at SMPN 3 Kalidawir 90.3%, SMP Mamba'us Sholihin 2 92%, and MTs Nurul Hidayah 92%.

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