

DEVELOPMENT OF LEARNING VIDEOS ON THE THEME ROLE OF ECONOMIC ACTORS IN AN ECONOMY CLASS VIII LEVEL SMP/MTS

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Abstract:

This research develops video media learning friends advantages and limitations between space and the role of economic actors in an economy even semester class VIII social studies junior high school / MTs research study: MTSN 5 Kediri, MTS Ma'arif Bakung, SMPN 3 Srengat. The development model used by Borg and Gall with 10 steps. With research subjects 33 students from MTS Ma'arif Bakung, 25 students from SMPN 3 Srengat and 32 students from MTSN 5 Kediri. Researchers collected data by observation and questionnaire. Data analysis techniques here researchers use qualitative descriptive analysis and descriptive statistical analysis. The results of this study indicate that the results of the needs analysis of researchers know that students pay less attention if the learning media uses books, the needs of students related to the media are also supported because of the existence of learning that was previously carried out online. With the existence of online learning that always uses mobile phones has an impact on the lack of interest in reading students to books, and educators are less varied in utilizing learning media, so it is necessary to develop a medium that is in accordance with the conditions of learning at school. The process of developing social studies learning videos on the theme of the advantages and limitations of inter-space and the role of economic actors in an economy of class VIII at the junior high school / middle school level can researchers go through well so as to produce a video media. Learning

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video media can be known level of validity at MTSN 5 Kediri obtained the results of Cronbach alpha 0.861, Mts Ma'arif bakung obtained the results of Cronbach alpha 0.823, SMPN 3 Srengat obtained the results of Cronbach alpha 0.921 which can be said to be reliable because it has obtained a Cronbach alpha value greater than 0.6.

Keywords: *Development; Economic Actors; Learning Videos;*

INTRODUCTION

The important role of video media development especially in the learning process in the current era has progressed according to the opinion of (Hasan, Muhammad, milawati, 2021) There are four important reasons video media is needed in learning, namely as follows: media as the foundation of the learning system, the psychology of media use, the foundation of media on communication, and philosophical as the foundation of media use.

According to Dr. Benny A. (A Benny, 2017) One form of video media can convey messages that are perceived by sight and hearing. Information and knowledge can be presented realistically using learning videos. Video media development can show events and display objects of discussion in real-time. Wise use will provide an extraordinary learning experience for students.

Seeing the importance of video media in learning, researchers conducted learning observations, one of which was the development of real video media that could be used as a teacher's medium in teaching or conveying information on learning materials properly. From the results of pre-research observations on December 22, 2022,

at the junior/middle school level following the research study, the researcher can conclude that a) in the observations I made the teacher explained the material was not up to date so the data and meters needed to be updated b) the book used did not contain interesting information c) the learning book used did not have unique data and facts that were following the material d) the teacher had difficulty in making media because of the limited time to make it e) difficulty choosing the media used f) the level of understanding of students reading the book was lacking.

From some secondary data on learning video media on the YouTube channel with the same theme, the explanation of the material is based on PowerPoint, and too much writing and lacks data on facts and current information. Unlike the development of learning video media that researchers do, in the development of this learning video the video displayed contains the real situation so that students can explore the material contained in the learning video, equipped with the latest facts and information data to provide new insights to students.

So that there needs to be an innovation in learning activities, using video media that displays the real situation to increase interest, learning outcomes, understanding, and critical thinking patterns, and can provide new experiences with interesting video media. Therefore, the researcher wants to conduct research with the title "Development of Learning Video Themes of Excellence and Limitations between

Spaces and the Role of Economic Actors in an Economy Class VIII Junior / Senior High School Level" (Research Study: MTSN 5 Kediri, MTS Ma'arif Bakung, SMPN 3 Srengat).

Based on the background of existing problems, researchers make the following research formulations: a) How is the process of developing video learning ips theme of excellence and limitations between space the role of economic actors in an economy class VIII at the junior high school / middle school level? b) What are the results of the validity of the influence of video learning media on ips theme of excellence and limitations between space and the role of economic actors in an economy class VIII at the junior high school / middle school level? c) What is the impact of video learning media on ips theme of excellence and limitations between space and the role of economic actors in an economy class VIII at the junior high school / middle school level?

RESEARCH METHODS

This study uses the method of R&D (Research and Development) to produce media development at the level of validity, practicality and effectiveness of the influence of social studies learning video media. This study requires the process and steps for the development of learning video products for class VIII junior high school / middle school level (research study: MTSN 5 Kediri, MTS Ma'arif Bakung, SMPN 3 Srengat) where this process can be said Longitudinal, therefore this study uses the development design

coined by Borg and Gall which has 10 steps of research procedures (Achmad Noor Fatirul, 2022). Research and data collection, planning, and development in the form of product inception, initial trial/expert validation, initial field trial, operational product revision, large-scale field trial, media validation test, final product revision, dissimulation, and distribution.

LITERATURE REVIEW

Several previous studies have demonstrated that the development of video-based learning media is effective in improving students' learning outcomes and conceptual understanding in Social Studies (IPS), particularly in economic themes. Surbakti, Sinaga, and Pardede (2024) examined the impact of video-based learning on the learning outcomes of eighth-grade students and found a significant improvement in the experimental class compared to the control group. This finding reinforces the view that video media can enhance learning effectiveness at the junior high school level. Similarly, Yuman, Elly, and Yanto (2023) developed a statistics learning video using the ADDIE development model. The resulting video was rated valid and practical and led to moderate gains in student learning outcomes. This suggests that multimedia-based development approaches can be effectively applied across various learning topics, including economics.

Furthermore, Hamzah, Gilman, and Rahmayana (2024) highlighted the effectiveness of visual learning videos in improving students' understanding of economic activities. Their experimental

results indicated a significant difference between the experimental and control classes, with the experimental group demonstrating a stronger conceptual grasp. A similar outcome was observed by Ratnawati and Setiawan (2023), who developed learning videos on the role of science, technology, and entrepreneurship in national economic development. Their findings showed that the videos effectively enhanced students' engagement and participation during learning activities. In line with this, Hardiyansyah (2025) compared the effectiveness of video learning media with PowerPoint presentations on economic activity materials in seventh-grade classes. The results revealed that students who used video-based learning media showed greater improvement in learning outcomes and expressed more positive responses toward the learning process.

Although previous studies have confirmed the effectiveness of video media in Social Studies learning, most have focused on general topics such as economic activities or entrepreneurship. Few studies have specifically developed learning videos addressing the *role of economic actors*, particularly at the eighth-grade level in SMP/MTs. This indicates a research gap that can be addressed by developing video learning media emphasizing students' understanding of the functions and interrelationships between economic actors, such as producers, consumers, the government, and financial institutions. Such research would not only enrich the body of literature on innovative Social Studies learning but also contribute to improving students' economic

literacy at the junior high school level, in line with the Merdeka Curriculum's emphasis on contextual and interactive learning.

RESULTS AND DISCUSSION

The development of this video media activity contains the collection of material on social studies subjects in grade 8 even semester at the junior high school / MTs level starting with observations at school which will get a variety of data following the media needs analysis of students is an effort to meet the needs of the development of information technology, one of the steps that can be taken is to develop appropriate learning media (Kustandi, C., & Darmawan, 2020). From the results of the needs analysis in the three schools, researchers found information about what media can be developed for the learning process (Miftah, 2013).

The results obtained in this needs analysis are that students pay less attention if the learning media uses books. The material of advantages and limitations between spaces and the role of economic actors in an economy requires a clear and real picture because it is concerned with community interaction as economic actors, so educators need a learning media to convey the material well to students. The needs of students related to the media are also supported by the existence of learning that was previously carried out online. With online learning that always uses mobile phones, it has an impact on students' lack of interest in reading books, and the lack of

variety of educators in utilizing learning media. So it is necessary to develop a media that is following the learning conditions at school.

Analyzing the needs found by the researcher, the researcher offers a video media that displays real illustrations in it, which contains detailed material and added data and interesting information to foster students' interest in learning. Video media that is tailored to the needs of students and educators, can be used in the learning process. So that educators and students get good interaction in the learning process. continued by collecting materials in the form of videos from YouTube and images from Google which will then be displayed in a more interesting video.

The process of developing this learning video is edited using Adobe premiere pro and Capcut applications and the help of recording applications to create audio dumping material narratives. The development of this research uses the ten steps of the Borg and gall development model. The development is also following research (Siraj, 2017) namely the development of social studies learning video media using the Borg and Gall development model for elementary school students, the results obtained from his research produced valid video media.

In the process of developing learning videos, researchers combine several videos that have a connection with the material. The video researchers took from YouTube in the form of a YouTube link on the learning video reference list. In the editing process, researchers

and developers use the Adobe premiere pro application, Capcut, and Recording Audio. This learning video media will be packaged in the form of a google drive link or youtube link so that it can be accessed easily by teachers and students. The finished media is given to the ips teacher (MTS Ma'arif bakung udanawu, SMPN 3 Srengat, MTSN 5 Kediri).

The finished video media is then validated by material and media experts, and social studies teachers, and then applied to students. The following analysis results obtained after this learning video media validated by material and media experts:

Table 1.1
Expert Validity Test Results

No	Validator	Percentage	Criteria
1.	Media expert validator	84,8%	Valid
2.	Material expert validator	81,4%	Valid

The validity results in the table show that media validity is obtained with a percentage of 84.8% and material validation has a percentage of 81.4% where this learning video learning media is said to be suitable for use in the learning process.

From the results of the student questionnaire for learning, video media can be declared valid. From MTS Ma'arif bakung Udanawu the results of the student questionnaire show a percentage

of 88%, and the reliability test on the student questionnaire shows the following results:

Table 1.2
Results of Reliability Test of MTS Ma'arif Bakung Udanawu
Student Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	15

The results obtained in Table 5.20 have a Cronbach alpha result of 0.823 which is more than the Cronbach alpha 0.6.

For SMPN 3 Srengat School with a percentage of 89%, the reliability test on the student questionnaire shows the following results:

Table 1.3
Results of Reliability Test of Questionnaire for Students of
SMPN 3 Srengat

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	15

The results obtained in Table 5.21 have a Cronbach alpha result of 0.921 more than Cronbach alpha 0.6.

While MTSN 5 Kediri with a percentage of 89%. and the reliability test on the student questionnaire shows the following results:

Table 1.4
Results of Reliability Test of MTSN 5 Kediri Student
Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.861	15

The results obtained in Table 5.22 have a Cronbach alpha result of 0.861 which is more than Cronbach alpha 0.6 so the questionnaire can be said to be reliable or reliable to be used in research. If the Cronbach alpha value > 0.6 then the questionnaire instrument is reliable (reliable), if the Cronbach alpha value < 0.6 then the questionnaire instrument is not reliable (not reliable).

The reliability test of the student questionnaire for each school can be declared reliable by referring to Cronbach alpha where the results are more than 0.6. From the opinion (Sugiono, 2011) Roswirman and Elazhari's research in measuring the reliability of a variable can be said to be reliable if it has obtained a Cronbach alpha value greater than 0.6. In line with Yunus Alaan's research (Alaan, 2016) with the title The Influence of service quality (Tangible, Empathy, Reliability, Responsiveness, and Assurance) on Customer Satisfaction in the economics department of Maranatha Christian University where the research process requires a reliability calculation which produces a value above 0.6, namely 0.638 and is said to be reliable. And in line with the opinion of Heale, Roberta, and Alison

Twycross (Heale, Roberta, 2015) in his research Validity and reliability in quantitative studies that the most common method for determining the internal consistency of instruments is Cronbach's method. The average of all correlations in each combination is calculated with a Likert scale instrument. Cronbach's results have a reliability score of more than 0.6 or more so it is considered reliable.

Social studies teacher validation results for learning video media can be declared valid. From MTS Ma'arif bakung udanawu social studies teacher validation results show a percentage of 97%, SMPN 3 Srenggat with a percentage of 85%, and MTSN 5 Kediri with a percentage of 84%. Media expert validators and learning video media materials with material that has been presented. Can be declared worthy of utilization in learning activities with revisions based on suggestions and criticisms of media validators and materials written on media validation instruments and materials. Based on video media research with the material that has been presented in which there are 3 points of material discussed according to the material that has been presented, the definition of economic actors and the role of economic actors. Of the 33 students at 3 points of material discussed in this learning video as a whole there were 29 students who were interested in the concept of material and were able to re-explain and there were 4 students who were not active in the research process. From MTS Ma'arif Bakung Udanawu the level of understanding or activeness of students has a percentage of 88%. For SMPN 3 Srenggat with 25

students at 3 points of material discussed in this learning video, overall there are 24 students who are interested in the concept of material and are able to re-explain and there is 1 student who is not active in the research process. From SMPN 3 Srengat the level of understanding or activeness of students has a percentage of 96%. As for MTSN 5 Kediri with 32 students at 3 points of material discussed in this learning video, overall there are 29 students who are interested in the concept of material and are able to re-explain and there are 3 students who are not active in the research process. From MTSN 5 Kediri the level of understanding or activeness of students has a percentage of 91%.

Learners from three schools who are not active in the research process are due to students' own factors, namely feeling less confident in conveying material in front of their friends. But even though students are not active in activeness activities, researchers realize that they understand the material seen when researchers interact with students they respond well.

The level of understanding of these students can be said to be successful because of the application of learning video media in three schools has fulfilled the understanding of students. In accordance with the level of student understanding is determined by their ability, one of which is in accordance with the media taxonomy according to Edling. (Sari, 2022) (Based on Learning Stimuli) with a percentage of 70-90%. Edling says that media are learning stimuli. Two of them are

audio experiences involving subjective visual codification and audio objective codification, two of them are visual experiences involving subjective visual codification and visual objective codification, and two of them are three-dimensional learning experiences involving direct experience with people and objects. From the side effects of perceptions of continuity students have the option of fulfilling all phases of engagement, to be more specific from describing or referring to something seen to the phase of describing things related to the media that have been seen.

The overall percentage of the learning video media test on a large scale researchers get the overall validity of the three schools MTSN 5 Kediri, MTS Ma'arif Bakung, SMPN 3 Srengat with a percentage of 91.1% and declared valid. Learning video media can be said to be valid also based on comments and criticisms from media validators, materials, teachers and students who have stated that the media is appropriate for use at the junior / senior high school level, and the appearance and material contained in video media has been said to be easily understood by validators, teachers and students.

CONCLUSION

The development of learning video media can be concluded by researchers as follows: 1) The results of the needs analysis of researchers know that students pay less attention if the learning media uses books, the needs of students related to the media are also

supported because of the existence of learning that was previously carried out 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 medium that is suitable for learning conditions at school. 2) The process of developing social studies learning videos on the theme of the advantages and limitations of inter-space and the role of economic actors in an economy class VIII at the junior high school / middle school level can be passed by researchers well to produce a video media. 3) Learning video media can be known level of validity at MTSN 5 Kediri obtained the results of Cronbach alpha 0.861, Mts Ma'arif bakung obtained the results of Cronbach alpha 0.823, SMPN 3 Srengat obtained the results of Cronbach alpha 0.921 which can be said to be reliable because it has obtained a Cronbach alpha value greater than 0.6.

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