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**DEVELOPMENT OF VIDEO MEDIA LEARNING MATERIALS ARRIVAL
OF WESTERN NATIONS TO INDONESIA IN CLASS VIII STUDENTS
AT MTs/SMP LEVEL**

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Abstract:

This study developed a video learning media material for the arrival of western nations to Indonesia for students of class VIII IPS at the SMP/MTs level for research studies: MTsN 1 Blitar, SMPN 1 Sanankulon, SMPN 3 Kedungwaru. The development model used by Borg and Gall with 10 steps. With research subjects 22 students from MTsN 1 Blitar, 28 students from SMPN 1 Sanankulon and 31 students from SMPN 3 Kedungwaru. Researchers collect data by observation and questionnaires. Data analysis techniques here researchers use descriptive qualitative analysis and descriptive statistical analysis. get validation results from media expert validators with a percentage of 82.5%, material experts with a percentage of 85%, social studies teachers in three SMP/MTs level VIII schools, namely MTsN 1 Blitar with a percentage of 84%, SMPN 1 Sanankulon with a percentage of 92%, and SMPN 3 Kedungwaru with a percentage of 95%. For the initial field test with colleagues to get a percentage of 90%. Supported by the appearance of learning video media packaged according to real illustrations, there is interesting information that can arouse students' interest in the learning process. The use of video media in learning provides effectiveness and efficiency in learning activities, and encourages reciprocal interaction between teachers and students so as to create an atmosphere of good learning interaction. there is interesting information that can arouse students' interest in the learning process. The use of video media in learning provides effectiveness and efficiency in learning activities, and encourages reciprocal interaction between teachers and students so as to create an atmosphere of good learning interaction. there is interesting information that can arouse students' interest in the learning process. The use of video media in learning provides effectiveness and efficiency in learning activities, and encourages reciprocal interaction between teachers and students so as to create an atmosphere of good learning interaction.

Keywords: *Development; Learning videos; SMP/MTs*

INTRODUCTION

The rapid development of Information and Communication Technology (ICT) has resulted in the need for learning activities and the systematic process of learning (education) using Information Technology is unavoidable. Rosenbarg (2001) explained that advances in information and communication technology in learning activities come from three aspects, namely learning is not limited to classrooms, can be carried out in various places and flexible times, learning media is no longer limited to paper and books, but can also use electronic media or the internet network (online),

learning facilities have also changed from the usual to be more modern with technological advances. According to Rusman (2012) the importance of video media is: 1) videos can provide messages that can be received more evenly by students; 2) video is very good for explaining a process; 3) overcome the limitations of space and time, be more realistic and can be repeated or stopped as needed, and; 4) give a deep impression, which can influence student attitudes. Meanwhile, according to Sudjana & Rivai (Arsyad, 2013) there are several benefits of using learning media in the student learning process, namely: a) Learning becomes increasingly interesting to students so that it can increase learning motivation, b) Learning media allows learning materials to become clearer in meaning so that they are easier to understand by students and help them achieve learning goals, c) The use of learning media allows teaching methods to be more varied, not only relying on verbal communication through the speaking of words by the teacher to help avoid boredom for students and reduce fatigue for teachers who have to teach every hour of class, d) Learning media allows students to do more learning activities, not only listening to the teacher's explanation, but also doing other activities such as observing, doing, demonstrating, acting, and others.

The development of the media used in this research is the development of instructional video media. The development of learning videos has undergone significant changes from time to time. In 2016 video has grown more rapidly with the number of supporting devices (recording cameras) whose resolution is getting better (Cableen, 2021). Apart from that, software or video editing software is also more complete with features such as Kine Master which is well known by many people. Over time, the needs of students, the development of recording devices, and the development of video editing software have resulted in the quality of the resulting learning videos getting better. The video, which originally only used running text characters, then simple animations to complex animations, to videos with real characters, has developed according to the current needs of students.

Along with the times in this technological era, it is necessary to develop learning media to increase student learning interest. Heinich (Arsyad, 2011) argues that media is a form of attention-drawing tool that can be used in the delivery of material during learning activities. Therefore the media must be arranged systematically as a means of delivering material to make it easier for students to learn. The use of media as a support for learning activities can be an important aspect in achieving student success when understanding the material being explained.

Learning media is considered to be an important role in improving the quality of learning and deepening student understanding. The use of learning media can motivate students to be more active during the learning process. When learning activities the teacher contributes to selecting and innovating when making the right media and methods. According to (Yulianti, 2010) Making learning media that is

efficient, good and effective requires the right abilities and skills because the making of learning media must be adapted to the age of the child so that they can easily understand the material and can absorb the information conveyed properly.

Video media in social studies learning based on aspects of learning media is categorized as very good. High-quality and good video media is because video media has a level of creative ideas in making it by making storylines and attractive video displays. By making video media, students will be more focused when learning and make it easier for students to learn the material. Seeing the importance of media, the researcher made observations at the school conducted by the researcher on Wednesday, 19 September 2022 at 07.30 WIB at SMP/MTs level schools. students are less active and feel bored with the material being explained which only focuses on module and manual books b) the books used lack additional information, c) the teacher has difficulty making media because of limited time to make it, d) the level of understanding of students reading books is lacking.

From some secondary data, learning video media on the YouTube channel with the same theme, explanations on power point-based material and too much writing and lacking factual data and up-to-date information. Unlike the development of learning video media that researchers are doing, in developing this learning video the video displayed contains the real situation so that students can explore the material contained in the learning video, supplemented by the latest factual data and information to provide new insights to students.

Therefore, the researcher wants to conduct research with the title "Development of Learning Media Materials for the Arrival of Western Nations to Indonesia in Grade VIII Students at SMP/MTs Level" (Research Study at MTsN 1 Blitar, SMPN 1 Sanankulon Blitar, SMPN 3 Kedungwaru). Based on the background of the problems that exist, the researcher makes the following research formulation: a) what is the process of developing learning video media for the material of the arrival of western nations to Indonesia in class VIII students at SMP/MTs level?. b) What are the results of the validity of the development of learning video media learning video media material for the arrival of western nations to Indonesia in class VIII students at the SMP/MTs level? c) And what is the impact of the use of learning video media on the arrival of western nations to Indonesia on class VIII students at the SMP/MTs level?

RESEARCH METHODS

The approach used in this research is Research development Research and Development (R&D). This type of R&D research is the research method used to create certain products and to test the effectiveness of the products produced. According to (Sugiyono, 2015) This research and

development study aims to create new products through the development stage. Thus, the product that has been developed is expected to provide maximum results. In the product development stage, needs analysis and feasibility tests are carried out so that the product can be used by many people. In this research, the method used is based on the Borg and Gall development model, which consists of 10 stages of Borg and Gall, namely potential and problems, gathering information, product design, design validation, design improvement, product trials, product revisions, trial use, product revision, and production of mass products. Research and data collection, Planning (planning), development in the initial form of the product, 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

Previous studies on the development of video-based learning media have been conducted by several researchers. For instance, Sadiman et al. (2014) emphasized that audiovisual media such as videos can enhance the understanding of historical concepts by combining visual, audio, and narrative elements that strengthen students' memory retention. Prastowo (2017) found that the development of context-based learning videos for history subjects could increase students' active engagement in the learning process. Furthermore, Rahmawati and Hidayat (2019) reported that the use of interactive videos on the topic of the arrival of Western nations in Indonesia not only improved students' factual knowledge but also fostered critical thinking skills. Similarly, Daryanto (2020) asserted that storytelling-based video media is effective in building a coherent historical narrative that is easier to comprehend, particularly for chronological topics such as the arrival of Western nations. Overall, these studies provide an empirical foundation indicating that the development of video-based learning materials on the arrival of Western nations has significant potential to enhance both student learning outcomes and motivation.

RESULTS AND DISCUSSION

The process of developing learning video media material for the arrival of western nations to Indonesia was developed by researchers using the R&D method with the Borg and Gall development model consisting of 10 steps. The researcher uses Bloom's taxonomy of understanding which is a hierarchical structure that identifies thinking skills from low to high levels, namely based on the level of understanding.

The development of learning media was developed by utilizing the CapCut, Canva, and recording microphone applications. the steps for developing learning media used by researchers include 1) Research and data collection, researchers at this stage make observations in three schools to collect

data on various aspects of learning activities, media used, media needs, and facilities in schools such as facilities and infrastructure. In addition, the researcher also conducted material analysis, media selection, and school selection to be used as research objects. (2) Planning, Researchers will carry out the planning stage in developing learning video media products, which include preparing learning materials, providing the pictures and videos needed to complete the material, as well as setting up software like Canva, Capcut, and a recording mic. (3) Initial development of the product, at this stage the researcher develops the initial product based on the storyboard so that the media developed is appropriate and facilitates students' understanding. 4) Initial trial/expert validation, researchers at this stage validate material experts, media and social studies teachers in order to determine the feasibility of video media in the learning process. 5) The initial field trial, the researcher carried out the initial field test phase by taking five respondents from colleagues. (6) Revision of operational products, researchers make improvements or revisions according to the validator's suggestions. (7) Large-scale field trials, researchers at the stage of carrying out large-scale trials which are in accordance with research studies at the specified location. (8) Media validation test, researchers at this stage carried out media validation and material validation from the results of the validity questionnaire of the validators, large-scale tests and small-scale tests. (9) Revision of the final product, the researcher at this stage revised the final stage to perfect the learning video media product that the researcher developed. (10) Dissimilation and distribution, in the last stage of this research the researcher distributed or distributed learning video media files given to three schools where the research was carried out, namely three grade VIII schools at SMP/MTS level, namely MTsN 1 Blitar, SMPN 1 Sanankulon, and SMPN 03 Kedungwaru. the researcher at this stage revised the final stage to perfect the instructional video media product that the researcher developed. (10) Dissimilation and distribution, in the last stage of this research the researcher distributed or distributed learning video media files given to three schools where the research was carried out, namely three grade VIII schools at SMP/MTS level, namely MTsN 1 Blitar, SMPN 1 Sanankulon, and SMPN 03 Kedungwaru. the researcher at this stage revised the final stage to perfect the instructional video media product that the researcher developed. (10) Dissimilation and distribution, in the last stage of this research the researcher distributed or distributed learning video media files given to three schools where the research was carried out, namely three grade VIII schools at SMP/MTS level, namely MTsN 1 Blitar, SMPN 1 Sanankulon, and SMPN 03 Kedungwaru .

The results of the evaluation of learning videos regarding the arrival of western nations to Indonesia show that the videos have obtained valid and appropriate results to be used as learning resources. To be categorized as a learning media that is valid and appropriate for use, the video must

go through a development stage based on evaluation by experts, namely media experts, material experts, and social studies teacher experts.

The results of the validation of learning video media material for the arrival of western nations to Indonesia obtained valid results and deserved to be continued. Media validation was carried out by UIN lecturer Sayyid Ali Rahmatullah Tulungagung Dr. Dwi Astuti Wahyu Nurhayati, SSMPd, from the media expert validator with a percentage of 82.5% and from these results it can be said that it is valid or feasible to be implemented as a learning medium. Furthermore, the validity of the learning video media was tested by UIN lecturer Sayyid Ali Rahmatullah Tulungagung Mrs. Dita Hendriani, MA. According to the results of the validation of material experts with a percentage of 85% of these results, it can be said to be valid or feasible to be implemented as learning media.

Based on The validation results from the social studies teacher at the first school, namely MTsN 1 Blitar by Ms. Dwi Agustina Sari, SE, obtained a percentage of 84%. These results can be categorized as valid. SMPN 1 Sanankulon with Mrs. Sri Budiyah, S.Pd. get the results of the validity percentage which is 92% and can be said to be a valid category and while the third school, namely SMPN 3 Kedungwaru with Mr. Nyamun, S.Pd obtained 90% results and can be said to be valid.

Small-scale trials, respondents came from five colleagues who were the research subjects. The five subjects came from the Department of Tadris Social Sciences, State Islamic University Sayyid Ali Rahmatullah Tulungagung. In small-scale trials, it shows the level of validity of the data with an average percentage of 90%, it is stated that the learning video media is successful and feasible to continue.

Practicality analysis was carried out on the results of large-scale test studies by students from the three selected schools. In the first school, namely student responses. The results of the MTsN 1 Blitar student questionnaire on learning video media can be declared valid by showing a percentage of 88%, and the reliability test on the student questionnaire obtained the following results:

Table 1.21
Questionnaire Reliability Test Results for MTsN 1 Blitar Students

Reliability Statistics

Cronbach's Alpha	N of Items
0.900	15

At SMPN 1 Sanankulon school with a percentage of 84%, and the reliability test on the student questionnaire shows the following results

Table 1.2

Questionnaire Reliability Test Results for Students of SMPN 1 Sanankulon

Reliability Statistics

Cronbach's Alpha	N of Items
0.866	15

At SMPN 3 Kedungwaru school with a percentage of 81%, and the reliability test on the student questionnaire shows the following results

Table 1.3

Questionnaire Reliability Test Results for Students of SMPN 3 Kedungwaru

Reliability Statistics

Cronbach's Alpha	N of Items
0.850	15

Reliability test results from each school get reliable results with a result of 0.900; 0.866; 0.850. The test results of the three schools are greater than the Cronbach's Alpha reference, that is, if the reliability test results are > 0.6 then the results of the questionnaire are reliable (reliable) and if the results are < 0.6 then the results of the questionnaire are not reliable (unreliable), so the results can be declared reliable

Observing the activities of students at MTsN 1 Blitar school, there were 22 students present in the study. When the research took place from 22 students who were active or successful in answering and as many as 17 students who were active in answering and explaining the questions given. Overall there were 17 students who were interested in the concept of the material and were able to re-explain it and there were 5 students who were less active in the research process due to the students' own factors, namely lack of confidence to explain the material in front of their friends. At SMPN 1 Sanankulon, there were 28 students who attended the study. When the research took place from 22 students who were active or successful in answering and as many as 6 students who were less active in answering and explaining the questions given. Overall there were 22 students who were interested in the concept of the material and were able to re-explain it and there were 6 students who were less

active in the research process due to the students' own factors, namely lack of confidence to explain the material in front of their friends. Meanwhile, at SMPN 3 Kedungwaru, there were 31 students who attended the study. When the research took place from 24 students who were active or successful in answering there were 7 students who were less active in answering and explaining the questions given.

CONCLUSION

The impact of using video media as learning material for the arrival of western nations to Indonesia can be seen from the advantages and disadvantages of video media. Learning video media for students has the advantage of creating a learning atmosphere that encourages learning motivation and student interest in increasing understanding of the material coming from western nations to Indonesia and providing fun new learning experiences. Supported by the appearance of instructional video media packaged according to real illustrations, there are interesting data and information that can describe situations that are difficult to understand or impossible to observe directly so as to encourage students' interest in learning. This learning video media also has drawbacks, namely making learning video media when exporting videos takes a long time, editing learning video media requires a long time and maximum accuracy. The learning process using learning video media requires tools to support learning such as laptops, cellphones, or you can use LCD and projectors.

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