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**DEVELOPMENT OF LEARNING VIDEO ON GLOBALIZATION
MATERIAL IX GRADE STUDENTS AT SMP / MTS LEVEL**

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Abstract:

This study developed a product in the form of learning video media for globalization material in the odd semester of class IX at the junior high school / MTs research study of SMPN 2 Sumbergempol, SMPI Al Khoiriyah Tulungagung, MTs Aswaja Tunggangri. The research model used Borg and Gall with ten steps. The research subjects of SMPN 2 Sumbergempol amounted to 28 students, at SMPI Al Khoiriyah amounted to 19 students, at MTs Aswaja Tunggangri amounted to 20 students. Information collection was obtained from observation and questionnaire result. Data analysis techniques used qualitative descriptive analysis and descriptive statistical analysis. The result of the media expert validation test with a percentage of 81.53%. The result of material expert validation with a percentage of 84.2%. The result of three social sciences teacher validation with a percentage of 85.71%, 87.14% and 92.85%. The result of small-scale trials with a percentage of 83.73%. The result of large-scale tests at SMPN 2 Sumbergempol with a percentage of 87.5%, and the result of observation of liveliness activities with a percentage of 82.14% of students passed. The result of the large-scale test at SMPI Al Khoiriyah Tulungagung with the acquisition of 87.6%, the result of observation of liveliness activities with a percentage of 84.21% of students passed. MTs Aswaja Tunggangri students with an average percentage of 87.2%. The result of students' liveliness activities with a percentage of 80% of students completed. The use of learning video media has a positive impact on students.

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

INTRODUCTION

Considering the importance of the use of media in the learning process, the researcher conducted observations in three junior high schools / islamic junior high school in the research's suitability. Based on observation that the researcher has made, social sciences learning in the school used textbooks and worksheets. It can be seen that in the textbook there are a lot of writing and few pictures. Teachers at the school did not use the media, students only get the material from the writing in the social sciences textbook.

It can be understood that the use of textbooks and worksheets in these schools has shortcomings, namely the lack of images that can visualize the material in the book. As a result, students cannot understand the material well. Not all students are able to understand lessons from

textbooks and worksheets, so it is necessary to develop interesting learning media. One of the learning media developments that can overcome these problems is to develop learning media in the form of video. Video learning contains elements of excitement; thus, students can visualize learning easily because students can see a real picture of the material contained in the video.

Overcoming learning problems at school that have been observed by researcher, then researcher developed a product in the form of a learning video. Researcher chose globalization material in class IX odd semester which will be included in the learning video. Learning video made by researcher was packaged in the form of real video equipped with examples according to existing data and facts and added interesting info about globalization material, so that the material taught to students remains up to date. The presentation of up-to-date learning can make the material presented can be used for long term in the future, especially since globalization material is closely related to everyday life and continues to change from year to year.

After researcher assessed some secondary data on learning video media from YouTube, the result of the existence of learning video media captivated many people to watch it and students were more enthusiastic about the media. So that the researcher designed learning media in the form of learning video as interesting as possible, the material presented was chosen by the researcher based on real events in everyday life equipped with data and facts so that students could understand the material well. In addition, this learning video is to support and provide media that has not previously been used in learning at the school for research matters. If teachers want to learn to make good media according to student needs, then the researcher will help assist teachers in designing and making learning media. Therefore, the author of this research development came up with the title "Development of Learning Video on Globalization Material IX Grade Students at SMP / MTS Level" (Case Studies at SMPN 2 Sumbergempol Tulungagung, SMPI Al Khoiriyah Tungagung, and MTs Aswaja Tunggangri Tulungagung. Based on the background above, the problem formulations in this study are as follows: a) How is students' need analysis at SMP/MTS level for learning media? b) What are the result of the validity of learning video on globalization material for ninth grade level junior high school / islamic junior high school students? c) How is the impact of using learning video at school on ninth grade level junior high school/ islamic junior high school?

RESEARCH METHODS

Research and Development (R&D) is a research method used to produce a product to test the feasibility and test the effectiveness of the product. Some examples of R&D research are used to produce a unit such as a learning model, school curriculum, developing subjects, learning media, and so on. So that researcher choose R&D development to produce learning video products. Researcher

chose the Borg and Gall development model in product development steps. The Borg and Gall development model in development is used to validate research products in accordance with the purpose of Borg and Gall, namely as validation. Thus it is appropriate if this development research is added to the validation. In addition, researcher used Borg and Gall has easy, ideal and detailed steps.

In this study using the ten steps of Borg and Gall which have been modified by Sugiyono. Development with these steps aims to produce learning products that have certain standardization. The ten research steps are as follows: 1) the first step taken by researcher is to do research and data collection, the researcher analyzes the material, analyzes the media and determines the place of research. 2) the second step is planning, researcher prepares globalization material that will be developed into a 16-minute learning video and researcher develops learning media step by step referring to the blue print that has been made. 3) the third step is media development, researcher begin to design materials and design media. 4) the fourth step is expert validation, after the product is developed, validating the product is very important to do so that later it is feasible to be tested. So researcher will look for experts who are in line with their fields, including material experts, media experts and social studies teachers. 5) the fifth step is the initial field trial, here researcher chose five people from peers. 6) the sixth step is the revision of operational products, improvements will be made by researcher by improving the product at the product revision stage, this revision is obtained from input from validators. 7) the seventh step is the use of field media carried out at SMPN 2 Sumbergempol in the IX E class with the presence of 28 students, then at SMPI Al Khoiriyah Tulungagung in the IX B class with the presence of 19 students, and at MTs Aswaja Tunggangri the class being studied is class IX B with the presence of 20 students. 8) the eighth step is the media validation test, at this stage the researcher conducts a media validation test according to the result of the data obtained from the small-scale test validator test and the use of field media. Researcher calculated it with the help of SPSS. 9) The ninth step of final product revision is carried out to improve things that are still lacking after field testing. 10) the last step is dissemination and distribution, the media that has been revised is made in VCD form, then in files for other purposes into drives and YouTube.

LITERATURE REVIEW

Previous research on the development of learning videos for globalization topics indicates a positive impact on student engagement and comprehension. Susanto (2016) demonstrated that the use of videos containing real-life case studies of globalization significantly improved students' understanding of interconnected economic, cultural, and political processes. Lestari and Wibowo

(2018) found that contextual videos helped students relate theoretical globalization concepts to current world events, fostering higher-order thinking skills. Putri et al. (2019) reported that the integration of animated infographics into globalization learning videos enhanced student motivation and long-term retention of key ideas. Similarly, Hartono (2020) emphasized that interactive video features—such as pause, replay, and embedded quizzes—were highly effective in promoting deeper learning for complex subjects like globalization. These studies collectively suggest that developing high-quality, engaging, and interactive videos on globalization materials can significantly support learning outcomes and encourage active participation in the classroom.

RESULTS AND DISCUSSION

The results of interviews during observation with IPS teachers at SMPN 2 Sumbergempol, SMPI Al Khoiriyah Tulungagung, and MTs Aswaja Tunggangri on September 12 2022-February 10 2023 were found not to use media in learning. social studies learning in each of these schools only uses textbooks and worksheets. It can be seen that the textbook contains a lot of writing and a few pictures. the use of textbooks and worksheets in these schools has drawbacks, namely the lack of pictures that can visualize the material in the book. As a result, students cannot understand the material properly. one of the development of learning media that can overcome the previous problems is to develop learning media in the form of videos. Video media is needed because the video contains elements of attractiveness, thus students can visualize learning easily because students can see a real picture of the material contained in the video.

Researcher planned to make learning video media on globalization material for junior high school / islamic junior high school level students as school learning media. The process is that researcher prepared and collected globalization material from books and other relevant sources. Researcher also selected and observed schools to find out the existing problems. After knowing the existing problems, researcher chose video as learning media. Researcher compiled the material packaged in the form of a video with a duration of 16 minutes. Duration (00.33) opening, duration (01:20-02:46) contains the definition of globalization, duration (02:47-08.32) contains the positive impact of globalization, duration (08.33-11:09) contains the negative impact of globalization and duration (11:10-15:00) contains interesting info on efforts to deal with globalization. Furthermore, collecting videos from YouTube, this stage is the process of collecting video from YouTube which will be adjusted to globalization material. Furthermore, the researcher created a narrative, the narrative contains an explanation of the globalization material that has been prepared. The editing process began by using a video processing application called CapCut and Text to Speech. The researcher assembled the video by cutting and connecting techniques or what is called the short

technique. Dubbing process with Text to Speech and Adding backsound. At this stage researcher entered dubbing and added backsound from the narration that had been made. In the final process of making video, researcher extracted / rendered video made in the form of VCDs then in files for other purposes into drives and YouTube.

The finished media was then tested for media validation, material expert validation test, social science teachers validation test. The following analysis result obtained from media expert and material expert:

Tabel 1
Thw Result of Expert Validity

No	Validator	Persentase	Kriteria
1.	Validator ahli media	81,53%	Valid
2.	Validator ahli materi	84,28%	Valid

Based on the table above, it can be seen that the assessment result from the media expert validator amounted to 81.53%, so the learning video media is said to be valid. The assessment result from the material expert validator amounted to 84.28%, so the learning video media is said to be suitable for use in the learning process. From the result of the questionnaire of SMPN 2 Sumbergempol students against the learning video media with a percentage of 87.5%, and the reliability test on the students' questionnaire showed the following result:

Tabel 2
The Result of Student Questionnaire Reability Test
SMPN Sumbergempol

Cronbach's Alpha	N of Items
.922	15

The result obtained from table 2 show the result of Cronbach alpha 0.922 is more than Cronbach alpha 0.6 so that the questionnaire can be said reliable to be used in research. From the result of the questionnaire of students of SMPI Al Khoiriyah Tulungagung on learning video media with a percentage of 87.6%, and the reliability test on the students' questionnaire shows the following result:

Tabel 3
The Result of Student Questionnaire Reability Test
SMPI Al Khoiriyah Tulungagung

Cronbach's Alpha	N of Items
.941	15

The result obtained from table 3 show that the Cronbach alpha value of 0.941 is more than Cronbach alpha 0.6 so that the questionnaire can be said reliable to be used in research. From the result of the questionnaire of MTs Aswaja Tunggangri students on learning video media with a percentage of 87.2%, and the reliability test on the students' questionnaire shows the following result:

Tabel 4
The Result of Student Questionnaire Reability Test
MTs Aswaja Tunggangri

Cronbach's Alpha	N of Items
.936	15

The result obtained from table 4 show the result of Cronbach alpha 0.936 is more than Cronbach alpha 0.6 so that the questionnaire can be said to be reliable to be used in research. Some of the previous result are in line with the cornbach alpha formula calculated in the test taken in the likert scale instrument, namely if the instrument result are more than 0.6 it is said to be reliable. Otherwise, if the result has a reliability of less than 0.6, it is declared unreliable. The result of the student questionnaire reliability test above are in line with the opinion of Ghozali (2005) in measuring the reliability of a variable can be said to be reliable if it has obtained a Cronbach value

greater than 0.6. In line with Najmi Hayati's research entitled "The title Relationship between the Use of Video Learning Media", where in the research process requires a reliability calculation that produces a value above 0.6, namely 0.781 with good criteria and is said to be reliable.

The result of the validation of social studies teachers in each school declared valid. The result of the teacher validator at SMPN 2 Sumbergempol with a percentage of 85.71, the result of the teacher validator at SMPI Al Khoiriyah Tulungagung with a percentage of 87.14%, and the teacher validator at MTs Aswaja Tunggangri with a percentage of 92.85%. Expert validators of media and material provide revisions in the form of suggestions and comments contained in the instrument column of each validator. Based on research that has been conducted from nine questions asked by researcher at SMPN 2 Sumbergempol there were 23 students who actively asked questions, the result was 82.14% of students passed and 11 other students could not be active, the result are 39.28% of students did not pass. From the percentage result above, the level of students' understanding of the material is high and is included in the very good criteria. Furthermore, nine questions asked by researcher at SMPI Al Khoiriyah Tulungagung there were 16 students who actively asked, the result was 84.21%. students were complete and 4 other students could not be active, the result was 21.05% of students were not complete. From the percentage result above, the researcher succeeded in making students understand the material better in very good criteria. Nine questions asked by researcher at MTs Aswaja Tunggangri there are 16 students who actively asked, the result was 80% of students were complete and 8 other students could not be active, the result was 40% of students were not complete. From the percentage result above, the level of students' understanding of the material is high in very good criteria. Students who have not been able to be active in each of the schools studied because they are quiet children, but during interaction they respond by nodding which indicates that the student actually understands the material.

The media developed by researcher has several advantages and disadvantages. The advantages of this learning video media are as follows: a) The use of learning video media has a positive impact on students, as evidenced by the result of the students' questionnaire. The positive response of students is because the video packaged by researcher in the form of real video is equipped with examples according to existing data and facts and added interesting info about globalization material, so that the material taught to students remains up to date and not monotonous. b) The understanding improvement of globalization material, students can comprehend more from learning video than using books, because at the end of the video the researcher provides nine questions adopted from Bloom on CI namely (remember) and C2 (understand). Understanding improvement of students can be seen from the result of students' liveliness activities. As for the shortcomings of making this learning video media such as, it takes a long time. It needs diligence

from the manufacturing process to the time of rendering. Because in its process through the steps in order. After that, the need for supporting tools in displaying learning video. As a researcher, it is really important to have several plans or other solutions if the research site has incomplete facilities in displaying learning video.

CONCLUSIONS

The development of learning video can be summarized by researcher as follows: a) One of the developments of learning media that can overcome problems during observations in the three schools studied is to develop learning media in the form of videos. Video media is needed because the video contains elements of attractiveness, thus students can visualize learning easily because students can see a real picture of the material contained in the video. b) The result of the media expert validation test with a percentage of 81.53%, the result of the material expert validation with a percentage of 84.2%, the result of three social sciences teachers validation with a percentage of 85.71%, 87.14% and 92.85%. The result of small-scale trials with the acquisition of a percentage of 83.73%. The result of the large-scale test at SMPN 2 Sumbergempol with the acquisition of a percentage of 87.5%, and the result of observations of liveliness activities there were 23 students who actively asked, the result were 82.14% of students completed. The result of the large-scale test at SMPI Al Khoiriyah Tulungagung with the acquisition of 87.6%, the result of observations of liveliness activities were 16 students who actively asked questions, the result were 84.21% of students completed. The result of the large-scale test of MTs Aswaja Tunggangri with an average percentage of 87.2%. The result of student liveliness activities were 16 students who actively asked questions, the result were 80% of students completed. c) The impact of learning video media provides a positive response from students because the video packaged by researcher in the form of real video is equipped with examples in accordance with existing data and facts and added interesting info about globalization material, so that the material taught to students remains up to date and not monotonous. Understanding improvement of globalization material can be seen from students being able to understand more from learning video than using books, because at the end of the video the researcher provided nine questions adopted from Bloom. Increased understanding of students can be seen from the result of students' liveliness activities. While the weakness in making this learning video takes a long time. It needs diligence from the manufacturing process to the time of rendering.

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