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**DEVELOPMENT OF LEARNING VIDEO
MATERIALS FOR COMMUNITY CHANGE IN
THE CLASS VIII LEVEL OF SMP/MTS**

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Abstract:

This study develops instructional video media on the theme of Social Change during the colonial period for the second semester of grade VIII in social studies at the junior high school level. The research was conducted at MTs Miftahul Huda Ngunut, SMPN 1 Sumbergempol, and SMPI Al Khoiriyah. The development model used was Borg and Gall's ten-step model. The research subjects consisted of 34 students from MTs Miftahul Huda Ngunut, 31 students from SMPN 1 Sumbergempol, and 16 students from SMPI Al Khoiriyah. The researchers collected data through observations and questionnaires. The data analysis techniques used were qualitative descriptive analysis and descriptive statistics. The validation results from media experts were 80%, subject matter experts 84.2%, and social studies teachers from the three schools: MTs Miftahul Huda Ngunut 85.7%, SMPN 1 Sumbergempol 87.1%, and SMPI Al Khoiriyah 92.8%. The initial peer review obtained a score of 85%. A large-scale test was conducted in three schools based on student questionnaires. The Cronbach's alpha values obtained for MTs Miftahul Huda Ngunut, SMPN 1 Sumbergempol, and SMPI Al Khoiriyah were 0.925, 0.924, and 0.960, respectively, which exceeded the threshold of 0.6. The student questionnaire results indicate that the instructional video media is reliable and suitable for research purposes. respectively, which exceeded the threshold of 0.6. The student questionnaire results indicate that the instructional video media is reliable and suitable for research purposes. respectively, which exceeded the threshold of 0.6. The student questionnaire results indicate that the instructional video media is reliable and suitable for research purposes.

Keywords: *Development; Instructional Video; Junior High*

INTRODUCTION

Education is the most important thing in human life, because in education there will always be developments. Education will always be needed, because education means a life process in which every human being develops himself in carrying out his life. The educational process in every individual lasts a lifetime, so being an educated person is an important achievement which is commonly referred to as informal education. Informal education is obtained through attitudes, values, skills and social ways and behaviors that are commonly practiced in social life. There is more formal education, informal education has a tiered and sequential system. Individuals can get formal education starting from elementary school to tertiary level.

According to Dr Benny A. One form of video media that can convey messages that are perceived by sight and hearing. Information and knowledge can be presented realistically using learning videos. The development of video media is able to show events and present real objects of discussion. Wise use will provide an extraordinary learning experience for students.

Media development in this research is in the form of developing instructional video media. Learning videos have experienced significant development from year to year. In 2016, video has developed more rapidly with the number of supporting tools (recording cameras) whose resolution is getting better. (Kabelen, 2021) In addition, video editing

software or software is also more complete with features such as Kine Master / Capcut 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. Videos that initially only used running text characters, then simple animations to complex animations,

In the world of education, video is one of the learning media options that can be used. Development in a learning video is carried out because learning video media has an important role in providing students with an understanding of a material. (Andari, 2019) The use of video in learning will unite the focus and motivation of student learning, increase reasoning and imagination, and can create learning. active, innovative, creative, effective, and fun. In addition, learning media is an important component to determine the success of a lesson. The availability of quality teaching media will help in the success of learning objectives which will definitely affect student learning outcomes. (Astuti et al., 2021)

Seeing the importance of media, the researcher made observations at school during learning on October 29 2022, namely Saturday at SMP/MTs level schools according to the research study, the researcher found problems that arise in learning are a) the material delivered by the teacher only focuses on books handbook or module, b) there is no interesting information in the book, c) the factual data presented is also very minimal. Given this, student learning activities in the classroom must be improved with new media in order to increase

the level of understanding, critical thinking, increased interest, and new experiences.

With the background above, the researcher finally developed a learning tool, namely by developing interesting learning videos with the aim of helping students to increase student understanding, become a way out of problems that exist in class, and create media that suits students' needs. In addition, this development research can also assist teachers in the process of making good and effective media. Making video media is expected to be an idea for educators and consumers of learning media. Therefore, this development research will produce teaching material products in the form of audio-visual media with the title "Development of Learning Videos on Materials for Changes in Indonesian Society during the Colonial Period Class VIII SMP/MTS Level (Research Studies at MTsN Miftahul Huda Ngunut,

RESEARCH METHOD

Development research or what is called Research and Development (R&D) is a research method used to produce a product to test the feasibility and effectiveness of the product (Apriliani & Radia, 2020). assessment of the media or product to be used as well as improvement of the media or product so that it is suitable for use as a perfect learning medium. So this study uses the R&D (Research and Development) method to produce media development at the level of validity, practicality and effectiveness of the influence of social studies learning video media in learning that researchers will examine. (Sugiono, 2011). This research requires processes and steps for the development of learning video products for class VIII at the SMP/MTs level

(research studies: MTs Miftahul Huda Ngunut, SMPN 1 Sumbergempol, SMPI AL Khoiriyah Tulungagung) where this process can be said to be longitudinal, therefore this research uses a developmental design. which was coined by Borg and Gall which has 10 steps of the research procedure. 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, dissimilation and distribution . SMPI AL Khoiriyah Tulungagung) where this process can be said to be longitudinal, therefore this research uses a development design initiated by Borg and Gall which has 10 steps of the research procedure. 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, dissimilation and distribution . SMPI AL Khoiriyah Tulungagung) where this process can be said to be longitudinal, therefore this research uses a development design initiated by Borg and Gall which has 10 steps of the research procedure. 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, dissimilation and distribution.

LITERATURE REVIEW

Several previous studies have demonstrated that the use of video media in the learning process at the junior high school level has a

significant impact on students' motivation, interest, and learning outcomes. A study by et al. (2023) developed micro-learning-based video materials for English instruction in Grade VIII. The findings showed that the systematically designed videos, developed using the SAM model, were of high quality and effectively increased student engagement during the learning process. This result is supported by research conducted at SMPN 2 Bantan, which revealed that the use of instructional videos significantly improved students' learning interest and critical-thinking skills compared to conventional media. Meanwhile, et al. (2022) emphasized that junior high school students require creative and technology-based learning approaches, particularly in Civic Education, to make learning materials more contextual and appealing. Another study by (2022) highlighted the importance of appropriate video structure and components—such as introduction, content presentation, exercises, and closing—to ensure the effectiveness of media in supporting students' comprehension. However, most of these studies have primarily focused on academic materials such as English language and social sciences, while the topic of *community change* has received little attention in the development of learning videos. Therefore, the present study aims to fill this gap by developing learning video materials on the theme of *community change* for Grade VIII students in SMP/MTS, which are expected not only to enhance students' conceptual understanding but also to foster social awareness and active participation in community transformation.

RESULTS AND DISCUSSION

The process of developing learning video media on the theme of social change during the colonial period was developed by researchers using the R&D method with the Borg and Gall development model consisting of 10 steps. The researcher uses Edeling's media taxonomy theory which is a continuum or continuity of learning experience in line with Edgar Dale's cone of experience, namely based on the level of stimulation.

Learning video media was developed by utilizing the CupCut application and recording microphone. The steps for developing learning video media include 1) Research and information (research and data collection) at this stage the researcher made observations in three schools to collect data on aspects of learning activities, the media used, media needs, and facilities and infrastructure at schools, material analysis, media selection and school selection. 2) Planning (planning), the researcher will carry out the planning steps in developing learning video media products including preparing material, preparing images and videos to supplement the material, and preparing Cupcut software and recording microphones. 3) Develop preliminary form of product (development in the initial form of the product) at this stage the researcher develops the initial product with reference to the storyboard so that the media content is appropriate and facilitates students' understanding. 4) Preliminary field testing (initial trial/expert validation), this year the researchers validated media experts, materials and social studies teachers in order to determine the feasibility of video media in the learning process. 5) Main field testing (initial field trial), at

this stage the researcher conducted an initial field test by taking 5 respondents from colleagues. 6) Operational product revision, at this stage the researcher revises or repairs the validator's suggestions. 7) Operational field testing (large-scale field trials). At this stage the researcher conducted a large-scale test which was in accordance with the research study that the researcher was conducting. 8) Media validation test (media validation test), here the researcher conducts a media validation test from the results of the validity questionnaire of the validators, small-scale tests and large-scale tests. 9) Final product revision, at this stage the researcher makes a final revision to complete the instructional video media product that the researcher has developed. 10) Dissemination and implementation (desimilation and distribution), in the last stage of this research the researcher submitted learning video media files to three schools in accordance with the research study of the researcher, namely three class VIII schools at SMP/MTS level, namely at MTS Miftahul Huda Ngunut, SMPN 1 Sumbergempol, and SMPI AL Khoiriyah Tulungagung 8) Media validation test (media validation test), here the researcher conducts a media validation test from the results of the validity questionnaire of the validators, small-scale tests and large-scale tests. 9) Final product revision, at this stage the researcher makes a final revision to complete the instructional video media product that the researcher has developed. 10) Dissemination and implementation (desimilation and distribution), in the last stage of this research the researcher submitted learning video media files to three schools in accordance with the research study of the researcher, namely three class VIII schools at SMP/MTS level, namely at MTS Miftahul Huda

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The results of the evaluation of learning videos regarding changes in Indonesian society during the colonial period 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. In the evaluation carried out by the three experts, learning videos have been considered as valid media so that they can be used as learning resources. The learning videos have been tested on a small scale involving five people, and the results show that the learning videos are valid and appropriate for use.

A learning video media on a topic is tested for its validity by an expert in learning media, namely Dr. Dwi Astuti Wahyu Nurhayati, SSMPd. The results of the validation calculation show that the achievement rate is 80%, which means that the media is included in the valid category. However, there are several suggestions made by the learning media expert, namely the need to increase the sound volume, adjust the video with narration.

Furthermore, the validity of the learning video media was tested by a subject matter expert, namely Dita Hendriani, MA. The validation calculation results showed an achievement level of 84.2%, which met the valid qualification. Therefore, the instructional video media is

feasible to be tested in the field without needing to be revised. The results of media validation for social studies teachers are carried out so that the media used in large-scale trials can be suitable for students in the field so that the trial process will be maximized.

The validation results from the social studies teacher at the first school, namely MTs Miftahul Huda Ngunut by Mrs. Diana Nurul Ifadah SE. get a percentage of 85.71%. These results can be categorized as valid. The results of validating the social studies teacher at the second school, namely SMPN 1 Sumbergempol, obtained a validity percentage of 87.14% and Mr. Sodin, S.Pd. Meanwhile, the third school is an IPS teacher at SMPI AL Khoiriyah by Mrs. Ella Nurizzaidah, S.pd. got a percentage of 92.85% with a valid category.

In a small-scale trial, there were five colleagues who were research subjects. The five subjects came from the Department of Tadris Social Sciences, State Islamic University Sayyid Ali Rahmatullah Tulungagung. In small-scale trials, the average percentage of learning media is 85%, which is in a valid qualification so that learning media is suitable for use with suggestions for improvements in the less loud volume section

Practicality analysis was carried out on the results of large-scale test studies by students from the three selected schools. In the first school, the response of MTs Miftahul Huda Ngunut students to the instructional video media in the research instrument was declared valid with an average yield of 91%. Meanwhile, according to the reliability test on the student questionnaire, they are as follows:

Table 1.1
Results of the Questionnaire Reliability Test of MTs Miftahul Huda Students

Reliability Statistics	
Cronbach's Alpha	N of Items
,925	15

The results of the validity of student questionnaire responses at the second school were 90% at SMPN 1 Sumbergempol with the following reliability test results:

Table 1.2
Questionnaire Reliability Test Results for Students of SMPN 1 Sumbergempol

Reliability Statistics	
Cronbach's Alpha	N of Items
,924	15

While the results of the validity of the questionnaire responses of students at the third school, namely SMPI AL Khoiriyah, showed results of 89% and with the results of the reliability test as follows:

Table 1.3
Questionnaire Reliability Test Results for SMPI AL Khoiriyah Students

Reliability Statistics	
Cronbach's Alpha	N of Items
,960	15

Reliability test results from each school get reliable results with a result of 0.925; 0.924; 0.960. 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.

Based on research on instructional video media, it can be concluded that instructional video media with the theme of changes in Indonesian society during the colonial period, in which there are 3 points of material discussed, namely changes in society during the western colonial period, changes in Japanese colonial society and historical heritage in Indonesia.

Overall there were 30 students who were interested in the concept of the material and were able to re-explain it and there were 4 students who were not active in the research process due to the students' own factors, namely lack of confidence to explain the material in front of their friends. However, even though the 4 students were not active in the activity, the researcher realized that they understood the material seen when the interaction between the researcher and their students responded well.

CONCLUSION

Research on the development of learning video media for materials on social change during the colonial period for class VIII at the SMP/MTs level with research studies at three schools, namely MTs Miftahul Huda Ngunut, SMPN 1 Sumbergempol and SMPI AL Khoiriyah uses the Borg and Gall development model which has ten

steps in the procedure. The steps in developing learning videos are (1) research and data collection carried out by observing learning at school, while several aspects in the first stage are material analysis, media selection and school selection. (2) planning, at this stage the researcher plans matters related to making videos such as blueprints, materials, video duration, material collection, and software selection. (3) the third step is the development of a product draft, At this stage the researcher makes a video that refers to things that have been planned in the previous stage. (4) expert validation, the researcher conducted media validation on three validators, namely media validators, materials, and social studies teachers. (5) initial field trials, this stage is carried out on a small scale where only small group samples are taken consisting of five people, namely colleagues. (6) revision of the media in small-scale tests in which researchers improve according to suggestions from small-scale results and validators. (7) large-scale test, after the video has gone through the revision stage, the video is ready to be tested on students in three schools, namely MTs Miftahul Huda Ngunut, SMPN 1 Sumbergempol and SMPI AL Khoiriyah (8) media validation test at this stage the researcher will conduct a validation test and reliability test from the results of the questionnaire of experts or social studies teacher validators, media validator, material validator and students with the help of SPSS. (9) improving the final product, researchers revise the product from the results of field tests based on the results of students' criticism and suggestions. (10) dissimulation and distribution, at this stage the researcher packages the video in a link and gives it to social studies teachers and students in each school.

The researcher uses Edeling's media taxonomy theory which is a continuum or continuity of learning experience in line with Edgar Dale's cone of experience, namely based on the level of stimulation.

The results of the validation test of media experts, material experts and social studies teachers from the assessment given by filling out the questionnaire showed the percentage value of the validity of media experts was 80%, material experts was 84.2%. the results of social studies teacher validation at MTs Miftahul Huda Ngunut obtained a percentage of 85.71%, SMPN 1 Sumbergempol 87.14%, and SMPI AL Khoiriyah 92.85%. From the various percentage results, it can be concluded that the product developed in the form of learning videos is declared valid. The results of a small-scale trial conducted with several colleagues obtained a result of 83.7% with a statement that the media was suitable for use without revision and declared valid

Validation test on a large scale using practicality analysis, validity test, and reliability test. The results of student respondents at MTs Miftahul Huda Ngunut with an average of 150.0 and a percentage of 91%, as well as a reliability test of 0.925, SMPN 1 Sumbergempol with an average result of 140.2 with a percentage of 90%, and a reliability test of 0.924, while SMPI AL Khoiriyah obtained an average of 71.4 with a percentage of 89%, and a reliability test of 0.960. Based on the results of student data analysis it is stated that the media is suitable for use without revision. While the results obtained from the assessment of the activity of students in each of the three MTs Miftahul Huda Ngunut schools contained 34 respondents with a result of 88.2%, SMPN 1

Sumbergempol had 31 respondents with a result of 80%, and SMPI AL Khoiriyah had 16 respondents with percentage yield 93%.

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