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Learning Video Innovation Based on Pancasila Student Profiles: Exploration of the Values of Historical Places in Margarana

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Abstrak

Kurangnya media pembelajaran yang efektif untuk mengajarkan nilai-nilai berbasis profil pelajar Pancasila di tempat bersejarah Margarana kepada siswa sekolah dasar menjadi hal yang harus diatasi. Penelitian ini bertujuan untuk mengembangkan media video pembelajaran nilai-nilai berbasis profil pelajar Pancasila pada tempat bersejarah Margarana untuk siswa sekolah dasar. Subjek uji penelitian ini yakni ahli materi/isi, ahli desain, ahli media pembelajaran, serta 28 orang siswa. Penelitian ini menggunakan model pengembangan ADDIE, metode pengumpulan data kuesioner dan tes, teknik analisis data deskriptif kuantitatif serta analisis statistik inferensial uji-t. Hasil penelitian menemukan bahwa rancang bangun berbentuk video pembelajaran dan diperoleh skor 90,90% dengan kualifikasi sangat baik, hasil uji ahli dan uji pengguna diperoleh bahwa hasil uji ahli isi media diperoleh skor 93,18%, hasil uji ahli desain pembelajaran diperoleh skor 90,00%, hasil uji ahli media pembelajaran diperoleh skor 91,66%, hasil uji perorangan diperoleh skor 90,96%, dan hasil uji kelompok kecil diperoleh skor 90,00%, sehingga video pembelajaran ini mendapatkan kualifikasi sangat baik dan dapat dikatakan layak untuk digunakan, hasil efektivitas produk diperoleh dari uji statistik uji-t yakni t-hitung = 6,953. Untuk db = 27 dan taraf signifikansi 5% diperoleh angka t-tabel = 1,703. Maka t-hitung > t-tabel, sehingga H0 ditolak dan H1 diterima, yang artinya bahwa terdapat perbedaan yang signifikan pada hasil belajar IPAS sebelum dan sesudah menggunakan media video pembelajaran. Dengan demikian dapat disimpulkan bahwa media video pembelajaran pada penelitian ini efektif digunakan pada muatan IPAS materi daerahku.

Kata Kunci: *Video Pembelajaran, Profil Pelajar Pancasila, IPAS*

Abstract

Learning media is a tool or infrastructure used in learning activities and is useful in helping the teaching and learning process and increasing students' motivation to learn. This research aims to develop video media for teaching values based on Pancasila student profiles at the Margarana historical site for elementary school students. The test subjects for this research were material/content experts, design experts, learning media experts, and 28 students. This research uses the ADDIE development model, questionnaire and test data collection methods, quantitative descriptive data analysis techniques, and t-test inferential statistical analysis. The research results found that the design was a learning video and obtained a score of 90.90% with very good qualifications. The results of the expert test and user test showed that the media content expert test results obtained a score of 93.18%, the results of the learning design expert test obtained a score of 90%, the learning media expert test results obtained a score of 91.66%, the individual test results obtained a score of 90.96%, and the small group test results obtained a score of 90.00%, so this learning video received very good qualifications. It is worthy of use. The product effectiveness results were obtained from the t-test statistical test, namely t-count = 6.953. For db = 27 and a significance level of 5%, the t-table figure = 1.703. So, t-count > t-table, H_0 is rejected, and H_1 is accepted, meaning there is a significant difference in science learning outcomes before and after video learning media. Thus, the learning video media in this research is effectively used in the science content of my area material.

Keywords: Learning Videos, Pancasila Student Profiles, IPAS

1. INTRODUCTION

Education prepares and develops human resources regarding knowledge, attitudes, and life in society to distinguish between right, wrong, good, and bad so that life becomes meaningful and functions optimally (Apriliani et al., 2021; Syafi'i, 2021). The purpose of education in society is very important because education determines the quality of a person's life. To achieve the purpose of education, there must be a strong foundation (Aliah & Agustiana, 2022; Prihastuti et al., 2021). One of these foundations is the curriculum or

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system that regulates the planning and use of learning materials in teaching and learning activities.

The curriculum is a guideline in the learning process that contains a plan or regulation about the materials and content of the lesson and how the procedures are used during the teaching and learning process (Dhani, 2020; Erin Aprillia et al., 2022; E. C. Sari, 2022). The current education curriculum in Indonesia is the independent learning curriculum, a program from the Indonesian Minister of Education, Culture, Research and Technology, Mr. Nadiem Makarim. Independent learning is an education system that creates an educational process with a pleasant and happy atmosphere for students, teachers, parents, and everyone (Amalia & Asbari, 2023; Daga, 2021; Handayani & Rohman, 2020). Implementing the independent learning curriculum in elementary schools aims to create a young generation that can compete and innovate with the hope of producing a young generation with the personality of a Pancasila student profile. The profile of a Pancasila student is a student who has 1) faith, devotion to God Almighty, and noble morals; 2) independence; 3) cooperation; 4) global diversity; 5) critical thinking; 6) creativity (Jamaludin et al., 2022; Rizkasari, 2023).

The change in the independent curriculum at the elementary school level has resulted in changes that refer to the form of learning. This has a major impact, especially on students and educators, because changes in the form of learning disrupt teaching and learning activities in the classroom and the achievements obtained by students (Fakhrurrazi, 2018; Maskur, 2023; Rahmadhani et al., 2022). However, the curriculum changes are better than imagined. The independent curriculum is designed so educators can utilize sophisticated technology while keeping up with the times (Anggraini et al., 2022; Rahayu et al., 2022). Using technology in classroom learning creates learning media to increase students' enthusiasm. Learning media is a tool or infrastructure used in learning activities, helps the teaching and learning process, and fosters student motivation (Anggreni & Suniasih, 2021; Pamungkas & Koeswanti, 2022). Learning media consists of several types, one of which is audio-visual media, such as learning videos. Learning videos are one type of learning media presented in audio-visual form. They contain messages to help students understand learning materials and increase their motivation (Apriliani et al., 2021; Maulani et al., 2022). In the independent curriculum, video learning media is often associated with IPAS (Natural and Social Sciences). Natural and social sciences integrate the application of disciplinary science between natural sciences and social sciences in the independent curriculum to follow up on problems as time passes (Hapsari & Zulherman, 2021; Qolbu et al., 2023).

The success of the learning process can be measured or assessed to determine the student's understanding of the learning. A measurement or assessment of learning outcomes must be based on predetermined criteria or benchmarks. PAP (Benchmark Assessment) is a national guideline for measuring learning outcomes and an assessment that shows the limits of students' abilities. Based on PAP, the mastery of knowledge competencies is at least 90%, with a very high predicate for students to be declared to have passed (Hasbullah et al., 2022; Pertiwi & Dibia, 2018). So, students are expected to be able to achieve learning outcomes of at least 90% in mastering knowledge competencies with a very high predicate. Students will possess a good level of mastery if they are enthusiastic and feel comfortable when following the learning process. So, creating a comfortable learning atmosphere is the teacher's responsibility as an educator.

Based on the results of the interview with Mrs. W as a fourth-grade teacher. She explained that the learning currently being carried out is face-to-face learning. Although learning is currently back to normal, the obstacles experienced by Mrs. W in the learning process still exist. She said that one of the obstacles was the need for more understanding of students in Natural and Social Sciences lessons due to the change in curriculum from the 2013 curriculum to the independent curriculum and the integration of new subjects. This is

evidenced by students' learning outcomes in the previous semester in Natural and Social Sciences lessons on the story about my area topic A. The score was still categorized as sufficient because the average obtained was 65%. Based on the PAP, this shows that 20 students have low knowledge competencies and are stated to be outside the expected criteria, namely having a minimum learning outcome of 90%. This is because students are less focused when the teacher delivers the material, and the learning resources for students still need to be improved.

Based on the results of observations with Mrs. W as a fourth-grade teacher. The learning process carried out by Mrs Widi in the classroom still uses conventional methods. This method is effective in learning, but the focus and enthusiasm of students still need to be improved because the learning is not interesting and creative. In addition, in the Natural and Social Sciences subject, especially the story material about my area, some students still need help understanding the material. Hence, the results obtained by students could be more optimal. This is because teachers must be able to relate to the environmental conditions in ancient times, so using media in the material is very useful. To overcome these difficulties, Mrs W hopes for a flexible learning media that can help students understand historical material, especially in the Natural and Social Sciences content of the story material about my area.

Linking history learning with the surrounding environment can utilize video learning media. One of the historic places is the Margarana National Worship Park's national monument, 10 kilometers from SD No. 02 Werdi Bhuwana. The national monument of the Margarana National Worship Park is a hero monument that was erected to commemorate and remember the Puputan Margarana tragedy, which occurred in an all-out battle between the Ciung Wanara troops under the leadership of Colonel I Gusti Ngurah Rai against the Dutch colonialists on November 20, 1946. According to the confession of the Puputan Margarana war veteran, Jero R, an escort for the Ciung Wanara troop fighters who is 92 years old, explained that during the war, the Ciung Wanara troops were very solid and obeyed the rules given to the leader, namely Colonel I Gusti Ngurah Rai. He said Colonel I Gusti Ngurah Rai was a firm leader and did not leave his friends while fighting. He also said that Colonel I Gusti Ngurah Rai was a leader who always reminded people to pray when starting a plan. He said the plan made by the Ciung Wanara troops was very creative because they used cornfields as an ambush, and they succeeded in pushing back the Dutch troops.

So, based on the interview, there must be a media outlet that can remind students about Margarana's historical values and reflect the six dimensions of the Pancasila student profile. So with the problems that have been raised, the researcher developed a learning video on the values of the historical place of Margarana based on the Pancasila student profile for the science content of my region material for fourth-grade students of Elementary School No. 2 Werdi Bhuwana, Badung Regency.

The novelty of this research lies in the development of learning video media that not only presents historical material but also integrates the six dimensions of the Pancasila student profile. This video is designed with an attractive and interactive appearance, which includes an intro that presents the material visually, content that connects the historical events of Puputan Margarana with the values of Pancasila, and a closing that summarizes the material and historical story. In addition, the use of hero characters, clear material text, interesting backgrounds, and professionally dubbed narration aims to increase the appeal and motivation of students to learn. Thus, this video is expected to help students understand historical material better and internalize Pancasila values in everyday life. This study aims to develop effective learning video media in teaching Pancasila student profile-based values through historical material in the historical place of Margarana to elementary school students. This study aims to create learning media that are not only informative but also interesting and

interactive so that it can improve students' understanding of historical material and motivate them to learn.

2. METHODS

This type of research is research and development (Research and Development). The development model used is the ADDIE model. The ADDIE development model has six development steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Tegeh & Sudantha, 2019). At the analysis stage, identification is carried out regarding the needs required to support the development of learning videos: student learning analysis, media needs analysis and content analysis. The design stage is carried out by designing developed products based on the analysis stage, which includes determining the devices needed, creating product designs, compiling teaching modules, and compiling product assessment instruments. The product development stage is the third stage in the ADDIE development model. At this stage, the creation of learning video media is carried out based on the previous stage, namely the design stage. The implementation stage of the learning video media product that has been developed is applied in classroom learning. This stage aims to determine the effectiveness of the learning video media developed on student learning outcomes by providing Pre-test and Post-test questions. The evaluation stage is carried out through two stages, namely the formative evaluation stage and the summative evaluation stage.

The data collection methods used in this development research are the questionnaire/questionnaire method, the non-centralized interview method, and the test method. The questionnaire/questionnaire method is a way to collect information in the form of data obtained from research subjects/respondents through a series of questions or statements (Ariani et al., 2020; Dewi & Negara, 2021). The non-decentralized interview method is a question-and-answer process between the subject and the researcher to find broader information about the problem per the research objectives (Ichsan et al., 2018; Wijaya et al., 2021). The test method collects data from a person/group of people given a task or test to get a score (Muliani & Wibawa, 2019; Permatasari et al., 2019).

The data collection instruments in this study were questionnaires and multiple-choice tests. The questionnaire instrument was used to collect data from review results from design experts, learning material experts, learning design experts, and learning media experts, as well as to find student responses during individual tests, small group tests, and field tests. The next instrument was a multiple-choice test using multiple-choice questions, consisting of main questions and answer choices ranging from 4 options of keys and distractors. Multiple-choice tests were used to collect pre-test and post-test data. Table 1, Table 2, Table 3, Table 4, Table 5 and Table 6 show the grid of instruments used in this development research.

Table 1. Design Expert Instruments

No	Components	Indicators	Total Item
1	Development Model Used	a. Suitability of the development model used with the characteristics of the product produced b. Accuracy of the reasons for selecting the development model	2
2	Development Stages	a. The suitability of the development stages carried out with the development model used b. The accuracy of the description of the development stages	2

No	Components	Indicators	Total Item
3	Clarity, Practicality, and Coherence	a. Clarity of development stages based on the development model implemented b. The level of practicality of the development process implemented c. The sequence of development steps	3
4	Summative Evaluation	a. The accuracy of the evaluation design according to the model used b. The clarity of the evaluation instrument developed c. The validity and reliability of the evaluation instrument used d. The accuracy of the trial subjects involved	4
		Total	**11**

Table 2. Learning Material Expert Instruments

No	Aspect	Indicator	Total Item
1	Curriculum	a. Suitability of material with learning outcomes b. Suitability of material with learning objectives	2
2	Material	a. The truth of the material b. The sequence of the material c. The scope of the material d. The material contains important concepts. e. Appropriate media support the material. f. The concept of the material is presented clearly. g. The level of difficulty of the questions	7
3	Language	a. The language used is based on the characteristics of the students b. Conformity with Indonesian language rules	2
		Total	11

Table 3. Learning Design Expert Instruments

No	Aspect	Indicator	Total Item
1	Objective	a. Clarity of learning objectives b. Conformity of learning objectives with learning materials	2
2	Strategy	a. The delivery of the material provides logical steps b. The material in the learning video is packaged coherently. c. Completeness of the material d. Presentation of the material according to student characteristics e. Learning activities can motivate students. f. Guides learning	6
3	Evaluation	a. Suitability of evaluation with learning objectives b. Clarity of question instructions	2
		Total	**10**

Table 4. Learning Media Expert Instruments

No	Aspect	Indicator	Total
1	Technical	a. Ease of use of media b. Media can help students understand the material. c. Videos can be replayed. d. Duration of video	4
2	Display	a. Use of appropriate fonts and font sizes b. Clarity of writing c. Consistency of theme d. Use of images to support understanding of the material e. Appropriate and harmonious composition and color combination f. Clarity of sound g. Accuracy of use of Sound Effects h. Accuracy of presentation and selection of image quality	8
		Total	**12**

Table 5. Individual and Small Group Test Instrument

No	Aspect	Indicator	Total Item
1	Display	a. The attractiveness of video media b. Readability of writing c. Clarity of images d. Clarity of sound e. Attractiveness of color	5
2	Material	a. Material is easy to understand b. Clarity of material description	2
3	Motivation	a. Media provides students with learning enthusiasm b. Values can be obtained quickly.	2
4	Operation	a. Ease of use	1
		Total	**10**

Table 6. Multiple Choice Test Questions Instrument

Learning objectives	Learning Outcomes	Cognitive Level C1	C2	C3	C4	C5	C6	Question Number	Total Question
1. Students learn about cultural diversity, local wisdom, and history (both figures and periods) in the province where they live and relate it to the context of current life.	1. Students can examine the history of the region and local figures who played an important role in the development of the Indonesian nation.			√				1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	15
	2. Students can analyze the history of Puputan Margarana based on the learning video that			√				16, 17, 18, 19, 20, 21, 22, 23, 24, 25	10

Learning objectives	Learning Outcomes	Cognitive Level C1	C2	C3	C4	C5	C6	Question Number	Total Question
	has been provided. 3. Students can assess the good attitude of the heroic figures in the area where they live.					√		26, 27, 28, 29, 30	5
Total Item									**30**

At the data collection instrument testing stage, the quality of the instrument must first be examined using the Expert Judgement method. This method is carried out to determine the validity and reliability of the multiple-choice question instrument. The requirements that must be met include (1) the validity of the test items, (2) the reliability of the test device, (3) the level of difficulty, and (4) the discriminatory power. This development research uses quantitative descriptive data analysis techniques and inferential statistical analysis. The quantitative descriptive analysis method is a way to systematically process data that has been arranged in the form of numbers or percentages about the object being studied to obtain general conclusions (Al Ghozali & Fatmawati, 2021; M. Sari et al., 2022). Inferential statistical analysis analyses sample data, applying the results to the population (Dewi & Negara, 2021; Muliani & Wibawa, 2019). Inferential statistical analysis aims to determine the level of product effectiveness on student learning outcomes before and after using the video learning media product that has been developed using the pre-test and post-test methods.

3. RESULTS AND DISCUSSION

Results

The results of this data analysis are presented regarding matters related to the results of the product evaluation, namely the results of the validity test of the learning video media product reviewed from the content, design, media, individual tests, and small group tests and analysis of the results of the effectiveness test of the learning video media product. The product feasibility test was conducted to determine the validity/feasibility of the media product being developed. The results of the feasibility test of the learning video media product according to learning material/content experts, learning design experts, learning media experts, individual tests, and small group tests are presented in the Table 7.

Table 7. Results of the Feasibility Test

No.	Trial Subject	Result	Qualifications	Description
1.	Learning Content Expert	93.18%	Very Good	No Revision Required
2.	Learning Design Expert	90.00%	Very Good	No Revision Required
3.	Learning Media Expert	91.66%	Very Good	No Revision Required
4.	Individual Test	90.96%	Very Good	No Revision Required
5.	Small Group Test	90.00%	Very Good	No Revision Required

The percentage in the table shows the results of the validation of the learning video media according to the assessment of experts and test subjects (students). Overall. Overall, it has a percentage score with very good qualifications, so the developed learning video media product is suitable for learning. The developed learning media product needs to be tested for product effectiveness to determine whether the developed product is effective or not for use in the learning process. The results of the product effectiveness test are obtained from pre-test

and post-test data, which are then analyzed using the t-test. However, before analyzing the t-test, it is necessary to conduct a prerequisite test first. The prerequisite tests used in the correlated t-test formula are the data distribution normality and variance homogeneity tests. The data distribution normality test is carried out to determine whether the distribution of scores on each variable is normal. Normal data is suitable for use in research. The test was carried out on 28 fourth-grade students. So, the normality of data distribution uses the Shapiro-Wilk formula because the subjects used are less than 30 students. Table 8 are the results of the normality of the pre-test and post-test data distribution.

Table 8. Results of Data Distribution Normality

No.	Data	T-table Shapiro Wilk (n=28)	T-count
1	Pre-test	0.924	0.928
2	Post-test	0.924	0.942

From the results of the normality test of the distribution of pre-test and post-test data, the Shapiro-Wilks table obtained 0.924 for n = 28. Based on the results in the table above, the T-count score> T-table was obtained, so it can be concluded that the pre-test and post-test data were normally distributed. The homogeneity of variance test aims to find the level of homogeneity in two parties taken from separate groups from one population. This test uses the Fisher test formula (F) to determine the level of homogeneity. There are criteria for this test. If the F count <F table, the sample is declared homogeneous. The Fisher test (F) is carried out at a significance level of 5% with degrees of freedom dk numerator n1-1 and degrees of freedom dk denominator n2-1. Table 9 are the results of the homogeneity of variance test using the Fisher formula (F).

Table 9. Results of Homogeneity of Variance

No.	Data	F-table Fisher (n=28-1)	Variance	F-count
1	Pre-test	4.210	133.20	1.892
2	Post-test	4.210	252.05	

From the results obtained, the pre-test variance is 133.20, the post-test variance is 252.05, and the F-table of n-1 = 27 is 4.210. So, it can be concluded that $F_{count} < F_{table}$ or F_{count} (1.892)$<F_{table}$ (4.210) so that H_o is accepted and the sample is homogeneous. After conducting the prerequisite test (normality of data distribution and homogeneity of variance), then a hypothesis test is carried out using the correlated t-test technique with its test criteria, namely rejecting H_o if $T_{count} > T_{table}$ with degrees of freedom (db) (n1 + n2) -2 and a significance level of 5%. Table 10 is the result of the inferential statistical analysis using the correlated t-test formula.

Table 10. Correlated t-Test Results

No.	Data	Average	Standard Deviation	Variance	R correlation	T-Table (db=27)	T-Count
1	Pre-test	49.64	11.54	133.20	0.34	1.703	6.953
2	Post-test	70.86	15.88	252.05			

Based on the analysis above, the t_{count} is 8.267. Then, the t_{count} is compared with the t_{table} at a significance level of 5% with db = n-1 = 27, which is 1.703. These results indicate that $t_{count} > t_{table}$ (6.953 > 1.703), so H_0, which states there is no significant difference (5%) in

the score before and after using the learning video media development product is rejected, and H_1, which states there is a significant difference (5%) in the score before and after using the learning video media development product is accepted. So, the learning video media for the values of the Margarana historical place based on the Pancasila student profile for the Natural and Social Sciences content of the story material about my region that was developed can be declared effective for use in learning.

Discussion

The learning media developed in this study is a learning video media based on the Pancasila student profile for the Natural and Social Sciences content of the story material about my region for fourth-grade students of SD No. 02 Werdi Bhuwana. A review of previous research results using the ADDIE model is said to have flexible properties when developing a media (Firdaus et al., 2021; Pardede et al., 2021; Putri et al., 2020). In this study, the ADDIE model is very clear and focused, making it easier for researchers to develop learning videos, so this study is in line with previous studies. The data collection methods in this study are questionnaires, interviews, and test methods. The data collection instrument uses a questionnaire instrument and multiple-choice test questions. The data analysis technique used is quantitative descriptive analysis and inferential analysis of the t-test technique. The learning video in this study contains Natural and Social Sciences material and the values of the Pancasila student profile contained in historical stories. The values of the Pancasila student profile are contained in six dimensions, namely: 1) faith, devotion to God Almighty, and noble character; 2) independence; 3) cooperation; 4) global diversity; 5) critical reasoning; 6) creativity. Based on previous research, strengthening the Pancasila student profile in elementary school students can improve the character of students so that they become students with a Pancasila profile (Agel et al., 2022; Akhmad AR et al., 2021). In this study, the improvement of student character using the strengthening of the Pancasila student profile is proven. It can be seen from the quality of the learning videos that have been developed according to the results of product tests by experts and students, which include 1) expert tests on learning materials/contents, 2) expert tests on learning designs, 3) expert tests on learning materials, 4) individual tests, 5) small group tests with very good qualifications and are suitable for use in the learning process. A review of previous research results stated that the test results obtained in the use of learning video media are effective in improving student learning outcomes so that students succeed in getting scores above the minimum completion criteria, and learning video media can be said to be valid, practical, and effective (Patta et al., 2022; Utami et al., 2023). This study proves that the test results show increased student learning outcomes or a significant difference before and after using learning videos. So, the use of learning video media is effectively used in the learning process and can motivate teachers to be more creative and innovative in utilizing technology as a learning medium and increasing the variety of learning media availability in schools suitable for use in the learning process.

This study has several advantages, limitations, and important implications. The advantage of this study is the development of interactive and interesting learning video media based on the Pancasila student profile, which has been proven effective in improving student learning outcomes and motivating them to learn more actively. Using the ADDIE model in developing this media also makes it easier for researchers to produce focused products and meet learning needs. However, this study also has limitations, including the limited scope of the study on fourth-grade students of SD No. 02 Werdi Bhuwana, so the results may need to be more generalizable to a wider population. In addition, implementing learning videos requires adequate technological facilities, which may only be available in some schools. This study's implications indicate that video learning media can be an effective alternative to overcome students' learning difficulties, especially in understanding historical materials and

internalizing Pancasila values. This study also encourages teachers to be more creative and innovative in utilizing technology as a learning tool and increasing the variety of learning media available in schools.

4. CONCLUSION

The learning video media in this study obtained a score with very good qualifications in design, feasibility, and product effectiveness. So, based on these results, it can be concluded that the learning video media of the values of the historical place of Margarana based on the Pancasila student profile is effective for use in the story material about my region for the Natural and Social Sciences content of grade four elementary school. Teachers are advised to be able to utilize the learning video media of the values of the historical place of Margarana to support learning in becoming more varied and diverse and increase students' motivation and enthusiasm for learning.

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