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Problem Based Video Learning on Civic Education Content for Third Grade of Elementary School

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ABSTRAK

Saat ini, hasil belajar PKN siswa sekolah dasar masih berada pada kategori rendah. Hal tersebut dikarenakan minimnya media pembelajaran yang dapat digunakan. Penelitian pengembangan ini bertujuan untuk menganalisis rancang bangun, validitas, dan efektivitas video pembelajaran berbasis problem based learning pada muatan PKN kelas III. Penelitian ini menggunakan model pengembangan ADDIE. Subjek pada penelitian ini ialah ahli isi mata pelajaran, ahli desain, ahli media, 3 siswa untuk uji coba perorangan, dan 6 siswa untuk uji coba kelompok kecil. Pengumpulan data dilakukan dengan metode kuesioner dan tes. Teknik analisis data menggunakan analisis data kualitatif, analisis data deskriptif kuantitatif, dan analisis data statistic inferensial (uji-t). Hasil penelitian menunjukkan rancang bangun pengembangan video meliputi tahapan analisis, perancangan, pengembangan, implementasi, dan evaluasi. Penilaian ahli media pembelajaran menunjukkan persentase 82,35%, ahli desain 90,25%, ahli materi 81,66%, uji coba perorangan 96,20%, dan uji coba kelompok kecil 90,52%. Video pembelajaran ini efektif digunakan pada muatan PKN kelas III, terkhusus materi keragaman suku bangsa. Dapat disimpulkan bahwa, inovasi video pembelajaran berbasis problem based learning pada muatan PKN kelas III berada pada kualifikasi sangat baik dan efektif digunakan untuk meningkatkan hasil belajar siswa. Penelitian ini berimplikasi pada peningkatan kualitas pembelajaran PKN melalui media yang berkualitas.

ABSTRAK

Currently, the civic education learning outcomes of elementary school students are still in the low category. This is due to the lack of learning media that can be used. This development research aims to analyze the design, validity and effectiveness of problem-based learning videos on class III civic education content. This research uses the ADDIE development model. The subjects in this research were subject content experts, design experts, media experts, 3 students for individual trials, and 6 students for small group trials. Data collection was carried out using questionnaires and tests. Data analysis techniques use qualitative data analysis, quantitative descriptive data analysis, and inferential statistical data analysis (t-test). The research results show that the video development design includes the stages of analysis, design, development, implementation and evaluation. The assessment of learning media experts showed a percentage of 82.35%, design experts 90.25%, material experts 81.66%, individual trials 96.20%, and small group trials 90.52%. This learning video is effective for use in class III civic education content, especially material on ethnic diversity. It can be concluded that the problem-based learning video innovation in class III civic education content is in very good qualifications and is effectively used to improve student learning outcomes. This research has implications for improving the quality of civic education learning through quality media.

1. INTRODUCTION

Learning media is an effective tool used by teachers in the learning process to convey teaching material to students (Magdalena et al., 2021; Abdullah, 2017). With the presence of learning media, each student's sensory weaknesses can be overcome (Sumultiani et al., 2023; Susanti et al., 2022). For example, through tools, abstract teaching concepts (themes) can be realized in concrete form. As time goes by, many

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things have changed due to technological advances. These changes include the way teachers teach, the way students learn, and learning materials that are always updated. In fact, any information can be accessed by teachers and students via the internet network. The student learning process is greatly influenced by the teacher (Wote & Sabarua, 2020; Andini & Supardi, 2018). Learning media provided by teachers can be used to clarify material to increase students' interest in learning. However, in reality, teachers' abilities are still lacking in developing innovative learning media (Nevrita, et al., 2020; Supriatna, 2021). Teachers also have limited time to create learning media. Often students only use printed books during study and find it difficult to understand or remember the abstract content taught by the teacher. Based on these problems, it is necessary to develop learning media that can improve students' critical thinking skills, thereby motivating students to be actively involved in learning activities. It is hoped that the development of video-based learning media can help overcome the difficulties faced by students in learning.

Video is a medium for conveying messages, including audio-visual media or listening media (Fauziah et al., 2023; Devi et al., 2018). Video as a learning medium can attract students' attention, so that it can foster learning motivation (Afrilia et al., 2022; Syaparuddin et al., 2020). Videos can also clarify the meaning of teaching materials so that they are easy to understand. Videos can be combined with various teaching methods to make them more varied. One method that can be combined in learning videos is the problem-based learning (PBL) method. This method can improve students' critical thinking skills by relating problems to real life, so that students can be more active in solving problems independently. Problem based learning(PBL) is a teaching method characterized by real problems as a context for stuents to learn critical thinking and problem solving skills, and gain knowledge (Susanto, 2020; Mustofa et al., 2016). Problem Based Learningencourage students to analyze problems and consider alternative analyses. Problem Based Learning places students as the main role in learning (Muhartini et al., 2023; Tyas, 2017). Students are trained to think independently and develop self-confidence in the work they have done. Thus, Problem Based Learning creates an atmosphere that supports the development of students' thinking abilities.

Based on the results of interviews with class III homeroom teachers at SDN 5 Kampung Baru, information was obtained that the school had facilities such as computers, projectors, Wi-Fi and teachers were technologically savvy. Technology-based learning media has actually been implemented, but the media used is still considered less innovative in learning. This makes students bored and even dislike PKN subjects. In teaching and learning activities, quite a few students lose their concentration because the learning process is quite long. The rote nature of PKN subjects is one of the reasons why students get bored in learning activities. Limited time in preparing new learning media is the reason for the lack of learning media in the school. The lack of learning media, especially in PKN subjects on Ethnic and Cultural Diversity in Indonesia, makes it difficult for students to learn. As a result of this, several students in PKN subjects have not succeeded in achieving the KKM (Minimum Completeness Criteria) score set at 75. Therefore, teachers need to utilize and design learning video media as an innovation. Creative and innovative learning has a significant influence on student learning outcomes (Rafik et al., 2022; Rahmayani et al., 2019). Creative and innovative learning is a way to distribute material so that it is easier to understand.

More clearly, student learning outcomes in PKN content are still not optimal or still belowminimum completeness criteria (KKM)namely 75. Meanwhile, the average student learning outcome is 48% with all students in class III totaling 25 students. There were 8 students who completed, while 17 students did not complete. Based on this, further attention needs to be paid to PKN learning so that student learning outcomes can improve. There is a great need for media that can make learning fun, can improve understanding, and increase students' interest in learning.

So that PKN learning can run smoothly and effectively according to the desired goals, a special approach is needed in the learning process.The learning process is designed so that students can actively participate and think critically about the material being taught, and are able to apply it in everyday life. This must also be combined with experience so that students can solve various problems.Based on the observations that have been made, there has been no development of problem-based learning (PBL) videos for PKN content, especially regarding material on ethnic diversity for class III elementary schools.

Based on the results of interviews and observations from the previous study activities, researchers are increasingly motivated to develop Problem Based Learning (PBL) video learning media for PKN learning on ethnic diversity. PKN learning is independent learning that is carried out in parallel with other learning. Some people think that PKN subjects are easy and not too important to learn. In basic education, it is very important for individuals to prepare themselves for life in society, and the optimal role of teachers in this learning is very necessary. The goal is to create a civilized society based on life values.

In this regard, this research aims to analyze the design, validity and effectiveness of problem-based learning videos for class III PKN content. The innovative learning videos that will be created will include ethnic diversity including PKN subjects related to student diversity such as character diversity, ethnic

diversity and religious diversity. Problem Based Learning (PBL) based learning videos allow students to gain a deeper understanding of the ethnic and cultural diversity material they are studying. Apart from that, it is hoped that the use of this media can encourage students to think critically when solving problems. By encouraging students to think critically through learning media, it is hoped that it can increase students' motivation in studying PKN and their learning outcomes. It is also hoped that the use of this new learning media will make PKN subjects more interesting and reduce boredom in the learning process.

2. METHOD

This research is development research using the ADDIE model. The selection of this development model was based on the consideration that the ADDIE model is a simple development model but has systematic, clear and easy work procedures. Apart from that, this development model provides developers with the opportunity to carry out continuous evaluation and revision in each phase they go through. This is intended so that the product produced is a valid and reliable product. The ADDIE model consists of five steps, namely: (l) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The subjects involved in developing this learning video include subject content experts, learning design experts, and learning media experts. Apart from that, the student subjects involved in this research were 3 students as individual trial respondents and 6 students as small group trial respondents. Data collection in this research used the interview method, questionnaire method, and test method. The instrument grid used in this research can be presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. The Subject Content Expert Instrument Grid

No	Aspect	Indicator	Amount	Item Number
1	Learning	a) Suitability of material with basic competencies b) Conformity of indicators with basic competencies c) Suitability of material to learning objectives	3	1,2,3
2	Material	a) Material accuracy b) Clarity of material description c) Clarity of the examples given d) The importance of material e) Suitability of the material to the student's situation f) Material is easy to understand	6	4,5,6,7,8,9
3	Language	a) The correct use of terms is in accordance with Indonesian language rules b) Suitability of language to students' level of development	2	10,11
4	Strategy Learning	a) Media support for student independence and learning motivation b) Media abilities in students' knowledge and understanding	2	13,14
5	Evaluation	a) Conformity of evaluation to the material b) Match the level of difficulty of the questions to competency	2	15,16
		Amount		**16**

Source : Suarthama (2016)with modifications

Table 2. The Learning Design Expert Instrument Grid

No	Aspect	Criteria	Number of Items	Item Number
1	Appearance Visual	The attractiveness of media appearances Clarity of components (text, images, audio, animation) in the media	2	1,2
2	Learning	Clarity of basic competencies, indicators, learning objectives and materials	1	3
3	Material	Material accuracy Suitability of material sequence	4	4,5,6,7

No	Aspect	Criteria	Number of Items	Item Number
		Suitability of material to learning objectives The attractiveness of the material description		
4	Strategy Learning	Media support for student independence and learning motivation The ability of media to increase knowledge and understanding	2	8,9
5	Evaluation	Conformity of evaluation with competency achievement indicators	1	10
		Amount		**10**

Source : Suarthama (2016)with modifications

Table 3. The Learning Media Expert Instrument Grid

No	Aspect	Indicator	Amount	Item Number
1	Appearance Visual	a) The attractiveness of the animated learning video display b) The appearance of the learning application design is in accordance with student characteristics c) Suitability of layout proportions d) Accurate selection of letters or fonts for easy reading e) Appropriate use of letter or font size f) Appropriate color composition of letters or fonts g) Appropriate use of text spacing for easy reading h) Clarity of text in media i) Clarity of image use j) Appropriate use of animation k) Animated charm l) Suitability of audio selection with learning videos	12	1,2,3,4,5,6,7,8,9, 10,11,12
2	Use of Language	a) The correct use of terms is in accordance with Indonesian language rules b) Suitability of language to students' level of development c) Ease of understanding the flow of material through the use of language	1	13
3	Strategy Learning	a) Media support for student independence and learning motivation b) The ability of media to increase students' knowledge and understanding	2	14,15
		Amount		**15**

Source : Suarthama (2016)with modifications

Table 4. The Individual and Small Group Test Instrument Grid

No	Aspect	Indicator	Number of Items	No. Item
1	Message Design	a) Attractive product design b) Text readability c) Image clarity d) Clarity of text color	4	1,2,3,4
2	Material	a) Ease of understanding the material b) Clarity of material description c) Material accuracy	3	5,6,7
3	Learning strategy	a) Media support for student learning independence	2	8,9

No	Aspect	Indicator	Number of Items	No. Item
		a) The ability of media to increase students' knowledge and understanding		
4	Evaluation	a) Suitability of questions to the material provided b) Creativity and innovation in learning media	2	10.11
		Amount		**11**

Source : Suarthama (2016)with modifications

Several methods were used to analyze the data in this research. First, qualitative data analysis is used to gain a better understanding of the phenomenon. Second, quantitative descriptive data analysis is used to describe the data with basic statistics. Finally, inferential statistical data analysis, such as the t-test, is used to test hypotheses and make conclusions based on the results of research that has been conducted.

3. RESULT AND DISCUSSION

Results

The presentation of the research results will be presented in three parts, namely, describing the design, validity and effectiveness of developing problem-based learning videos for class III PKN content at SD Negeri 5 Kampung Baru. The design and development of problem-based learning videos uses the ADDIE development model which consists of five development stages. The first stage is analysis. At this stage, the results of the analysis of student characteristics and learning problems are obtained. The results obtained were that among 24 students, there were 17 students who still got scores below the KKM on PKN content. Based on this, it is necessary to pay attention so that PKN learning, especially for class III students at SDN 5 Kampung Baru, becomes more enjoyable and is able to increase students' understanding and interest in learning.

The second stage is design, namely the stage for designing the storyboard and flowchart of the learning video by preparing the concepts, materials and software used to develop the learning video. Apart from that, activities were also carried out to prepare assessment instruments, prepare RPPs, and create test questions. The third stage is development. At this stage, the media creation process is carried out and tests are carried out on experts and students in order to determine the validity and practicality of the media.

The fourth stage is implementation. At this stage the media is implemented to measure the efficiency and effectiveness of the product that has been created. Finally, the evaluation stage involves carrying out analysis activities on the input and shortcomings of learning video media which aims to determine the feasibility and evaluate the product that has been developed. The learning video display can be seen at Figure 1, Figure 2, and Figure 3.

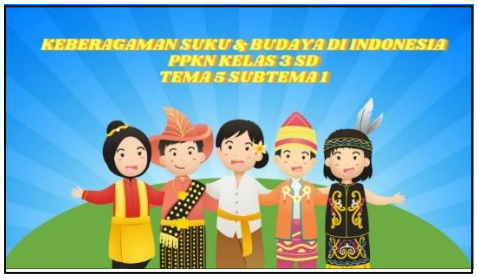

Figure 1. The Cover Appearance of the Learning Video

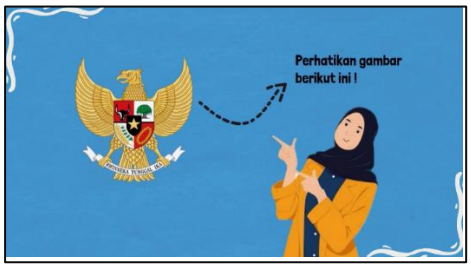

Figure 2. The Display of Material in Learning Videos

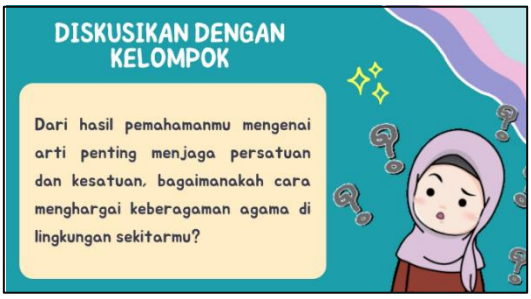

Figure 3. The Exercise Display in Learning Videos

Video validity tests involving experts and product trials are carried out to ensure the quality of the learning videos. Expert trials aim to get feedback and evaluation from experts in their field, while product trials are carried out to find out whether learning videos work well in the real world. The purpose of these two trials is to find out whether the product is suitable for use in relevant classroom lessons. The results of the validity of developing learning videos can be presented in Table 5.

Table 5. The Percentage of Validity Results of Learning Video Development

No	Test Subjects	Validity Results	Information
1	Test Learning Content Experts	81.66%	Good
2	Learning Design Expert Test	90.25%	Very good
3	Learning Media Expert Test	82.35%	Good
4	Individual Trial	96.20%	Very good
5	Small Group Trials	90.52%	Very good

The validity of the development results was obtained through subject content expert trials, learning design expert trials, learning media expert trials, individual trials, and small group trials using questionnaire data collection methods. The validation results of the subject content expert test obtained a score percentage of 81.66% with good qualifications. The results of the validation of the learning design expert test obtained a score percentage of 90.25% with very good qualifications. The results of the learning media expert test validation obtained a score percentage of 82.35% with very good qualifications. The results of the individual trial validation obtained a score percentage of 96.20% with very good qualifications. Then finally, the results of the small group trial validation obtained a score percentage of 90.52% with very good qualifications. Based on the validity results obtained, it can be concluded that this teaching material is declared suitable for use in the learning process. The effectiveness of the development results is obtained through prerequisite tests, namely the normality test and homogeneity test. The results of normality test calculations use the Shapiro Wilk formula for the pretest and posttest data groups. The results of the pretest and posttest normality tests can be presented below Table 6.

Table 6. The Pre-test Normality Test Results

Group	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre-test	0.161	25	0.095	0.941	25	0.156
Post-test	0.114	25	0.200	0.947	25	0.219

Based on Table 6, it can be concluded that the sample comes from a normally distributed population. The results of the homogeneity test calculation using the Fisher formula obtained F_{count} = 2.09 while F_{table} = 2.19 with a significance level of 5%, so it can be concluded that $F_{count} \leq F_{table}$. Thus, the two data have homogeneous variance. Based on the results of the t-test, it was obtained that t = 16.175 for db 48 and a significance level of 5% t table = 1.677. This means $t_{count} > t_{table}$, so H_0 is rejected and H_1 is accepted. Based on the testing criteria, H_0 is rejected and H_1 is accepted. This means that there is a significant difference (5%) between student learning outcomes before and after using problem-based learning videos for Class III PKN content at SDN 5 Kampung Baru for the 2022/2023 academic year. Thus, it can be interpreted that problem based learning videos improve learning outcomes for PKN content.

Discussion

The development of problem-based learning videos in this research uses the ADDIE model. There are five steps or stages, namely the analysis stage, the design stage, the development stage, the implementation stage, and the final stage is evaluation. The model used is simple, easy to learn, and its structure is systematic. The ADDIE model consists of 5 components that are interrelated and structured systematically. This means that the five stages in this model cannot be ordered randomly or randomly chosen which one will come first. Based on the results of the analysis that has been carried out, it is known thatstudents find it difficult to absorb the material presented, the learning media is limited, and the display of the learning media is not attractive. This condition makes students bored while studying, so that in the end they have difficulty concentrating. The development of learning media in the form of learning videos can make it easier for students to learn material that is difficult for them to absorb, such as material on ethnic diversity in PKN subjects in class III of elementary school.

The problem-based learning videos developed are suitable for use in the learning process. Assessment of media aspects includes sound, images or animation which can be visualized in learning videos to make students happier and more motivated. This is in line with previous research which revealed that learning videos that include sound, image or animation elements with visualization make students happier and more motivated (Khairani et al., 2019; Mahsusin et al., 2022). The videos that have been developed have been proven to increase student understanding. This is in line with previous research which revealed that learning videos can also be usedpromotes student understanding when used in a manner consistent with multimedia learning theory (Devega, 2020; Prayitno et al., 2020). Implementing learning with all the information in the form of learning videos that combine text, images, music and animation can enrich the presentation of learning material to make it more interesting. This finding is strengthened by the results of previous research which stated that problem-based learning videos can increase students' interest in learning (Priyanti & Nurhayati, 2023; Rahayu & Prayitno, 2020). The learning videos that have been developed have proven to be effective for use in teaching and learning activities. This is in line with previous research which states that learning videos are effective for application in learning (Isnaini et al., 2023; Yuanta, 2020; Wardani & Syofyan, 2018). Therefore, the use of learning video media has been proven to improve student learning outcomes.

The problem-based learning videos that have been developed have been proven to be suitable for use in learning. This finding is in line with previous research which states that learning videos are worthy of being developed and implemented in learning (Dewantara & Abadi, 2021; Nopiantari & Agung, 2021; Octavyanti & Wulandari, 2021).Learning videos by combining various visual and audio elements can make the material easier to understand and interesting. The use of animations, graphics, and live demonstrations helps students understand complex Civics concepts. What's more, the flexibility of learning videos can allow students to access content anytime and anywhere. The use of learning videos is highly recommended because it can improve student understanding.

Learning video innovations that include ethnic diversity including PKN subjects regarding student diversity such as character diversity, ethnic diversity and religious diversity have proven to be effective when used during learning. The advantages of this media are:has a combination of visual, auditory, movement and problem-based learning models where students participate in production activities, so it is an interesting video that can attract students' interest and attention. Student participation starts from planning, designing, implementing and reporting the results of activities in the form of products and implementation reports. Feedback is obtained when carrying out the tasks given in the learning video. This research has implications for improving the quality of PKN learning through quality media. The limitation of this research is that the media developed only contains one material on one subject. Further research can develop learning video media with broader material or subjects.

4. CONCLUSION

Learning videos based on problem based learning received very good assessments and reviews from experts, as well as obtaining satisfactory product test results from students. The innovation of video learning based on problem based learning for class III PKN content is effectively used to improve student learning outcomes on diversity material. tribes. Thus, it can be concluded that problem-based learning videos are suitable for teachers to use as learning media to create an interesting and innovative learning environment.

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