Puja Mandala South Kuta Learning Video Media Based on Tolerance for Social Studies Content for Fourth-Grade Elementary School Students

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Abstrak

Siswa di sekolah dasar cenderung sulit untuk berpikir abstrak dan kurangnya pemanfaatan media belajar dalam proses pembelajaran menyebabkan siswa merasa bosan dan sulit memahami materi. Tujuan dari penelitian ini yaitu menciptakan media pembelajaran berupa video pembelajaran untuk siswa kelas IV Sekolah Dasar. Model yang digunakan pada penelitian ini menggunakan model pengembangan ADDIE. Metode pengumpulan data dilakukan dengan observasi, wawancara, kuesioner/angket, dan tes. Subjek pada penelitian ini terdiri dari 4 ahli dan 19 siswa kelas IV di Sekolah Dasar. Data dianalisis dengan menggunakan teknik statistik inferensial. Hasil yang diperoleh dari penilaian uji ahli rancang bangun sebesar 90% (sangat baik), uji ahli isi mata pelajaran sebesar 90% (sangat baik), uji ahli desain instruksional sebesar 90% (sangat baik), uji ahli media pembelajaran sebesar 90% (sangat baik), uji coba perorangan sebesar 90,83% (sangat baik), dan uji coba kelompok kecil 90,83% (sangat baik). Hasil uji efektivitas, nilai t-hitung sebesar 6.497 dengan t-tabel pada taraf signifikasi 5% yaitu 2.021. Hasil tersebut menunjukkan bahwa t-hitung lebih besar dari t-tabel yang artinya terdapat peningkatan signifikan antara sebelum dan sesudah penggunaan media video pembelajaran. Dapat dinyatakan bahwa pengembangan media video pembelajaran Puja Mandala berbasis toleransi efektif diterapkan pada materi keragaman agama di Indonesia muatan IPS siswa kelas IV Sekolah Dasar.

Kata Kunci: IPS, Puja Mandala, Toleransi, Video Pembelajaran

Abstract

Students in elementary school tend to find it difficult to think abstractly, and the lack of utilization of learning media in the learning process causes students to feel bored and have difficulty understanding the material. This research aims to create learning media through learning videos for fourth-grade elementary school students. The model used in this research uses the ADDIE development model. Observation, interviews, questionnaires/surveys, and tests were carried out as data collection methods. The subjects in this study consisted of 4 experts and 19 fourth-grade students in elementary schools. Data were analyzed using inferential statistical techniques. The results obtained from the design expert test assessment were 90% (very good), the subject content expert test was 90% (very good), the instructional design expert test was 90% (very good), the learning media expert test was 90% (very good), the individual trial was 90.83% (very good), and small group trial was 90.83% (very good). The results of the effectiveness test, the t-count value is 6,497 with a t-table at the 5% significance level of 2,021. These results show that the t-count is greater than the t-table, meaning there is a significant increase between before and after learning video media. The development of Puja Mandala learning video media based on tolerance is effectively applied to religious diversity in Indonesian social studies content of fourth-grade elementary school students.

Keywords: Social Studies, Puja Mandala, Tolerance, Learning Video

1. INTRODUCTION

Humans who are born have the right to obtain an education for the development of a better life. Education is a process of changing a person's attitude and behavior and is also a process of self-maturity through teaching and training activities (Fitriani et al., 2022; Kumar et al., 2016). So education is very important for every human being to be better. To realize

these educational goals, an education system is needed that guarantees the continuity of teaching and learning activities for all students (Syofyan et al., 2022; Winarti, 2022). Learning is an interactive process between educators and students to achieve the desired learning objectives (Wulandari & Agustika 2018). In the learning process, learning resources or teaching materials are important factors in improving the quality of learning. Learning resources are various sources in the form of data, people, methods, and media, where learning takes place, which students use to facilitate learning (Baka et al., 2019; Magdalena et al., 2020; Samsinar, 2020). Current technological developments require teachers to be able to develop learning resources in the learning process (Subiyakto & Mutiani, 2019; Syahroni et al., 2020). The teacher's role is very important in the learning process. Teachers must also create creative and innovative media and use the learning media available in schools (F. Wulandari, 2020; Yuanta, 2019).

But in reality, technology still needs optimal use in the learning process. Technology can help teachers facilitate the delivery of learning materials to students who find it difficult to think abstractly. The need for more use of technology and the environment or real objects in learning is a problem experienced by educators. Based on the observations in elementary schools in Klungkung, learning in fourth grade uses the 2013 curriculum. Teachers, learning experience obstacles or problems, still need to use the lecture method, printed media, and books in the learning process. This results in a lack of variation in the learning process, which causes students to feel bored in participating in learning because learning is less interesting. In addition, the lack of use of the environment or real objects in the learning process makes it difficult for students to understand the material because some students think abstractly. The low learning outcomes of students in elementary schools are because students at that age cannot think abstractly (Rosyana et al., 2020). For example, in social studies content learning, the diversity of religions in Indonesia, students tend to find it difficult to think abstractly because students have never seen the diversity of religions in Indonesia before.

Based on this, a solution is needed to make the learning design better. Learning design prepares communication technology media and content to help transfer knowledge effectively between teachers and students (Sari, 2017). So, learning media is made, and the teacher needs to facilitate the delivery of material so that students can understand the material easily. Learning media can convey messages (learning materials) to stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve learning goals (Diantari & Agung, 2021; Surata et al., 2020). The selection of appropriate media and teaching aids by the teacher is expected to help students understand the material presented (Handayani & Sugiman, 2019). Learning media that can solve this problem is using learning video media that contains images, sound, and text to make it easier for students to understand the material. Learning video media aims to help communicate the messages conveyed to provide a more efficient understanding to the recipients, students (Fiorella & Mayer, 2018; Qurrotaini et al., 2020). Media with videos are more likely to easily remember and understand lessons because they do not use one type of sense (Ahmad Fadillah & Bilda, 2019. Diantari & Agung, 2021). Using instructional video media with real objects or the environment on social studies material is very well used.

Puja Mandala is one of the real environments or objects used in the material of religious diversity in Indonesia. Puja Mandala is an area or area in which there are five houses of worship side by side, the Mosque, the Catholic Church, the Monastery, the Protestant Church, and the Temple (Sugitanata, 2017). Puja Mandala is in the Bualu Traditional Village, Benoa Village, South Kuta District, Badung Regency. Puja Mandala symbolizes building a harmonious life by respecting differences and building tolerance (I Wayan Muka, 2021; Supartayasa & Wibawa, 2022). From this, Puja Mandala can be used as

a model for social studies learning content on religious diversity in Indonesia. It is because the material of religious diversity in Indonesia is more directed at religious diversity in life in society. So that the use of learning video media that explains in real terms can make it easier for students to understand the material provided; apart from being easy to understand, students will be more familiar with the diversity of religions in Indonesia and set an example for students to have an attitude of tolerance respecting the existing differences. Tolerance is an attitude of restraint against something different from one's basic principles (Elisa et al., 2019; Rosyad et al., 2021). Tolerance and mutual respect are greatly influenced by one's character education from childhood (Krishna, 2016).

Previous research findings state that video media is feasible and valid (Krisna Bayu & Citra Wibawa, 2021; Sukarini et al., 2021; I. G. A. A. M. Wulandari et al., 2020). This media was created due to the need for more research related to tolerance-based Puja Mandala learning videos. The model used in this research is the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). This study aimed to create a tolerance-based learning video medium for Puja Mandala Kuta Selatan on social studies content as an effective medium for fourth-grade students in elementary schools. The existence of this media is expected to be able to increase understanding and student learning outcomes.

2. METHOD

This study uses research and development methods. Development research is often interpreted as a process or steps to develop or improve a new product (Agung 2020). The development of tolerance-based Puja Mandala South Kuta learning video media is done by applying the ADDIE development model. In the ADDIE Model, there are five steps or stages, analysis (analyze), design (design), development (development), implementation (implementation), and evaluation (evaluation) (Tegeh, 2014). This research developed a media, the Puja Mandala South Kuta learning video based on tolerance of religious diversity material in Indonesia social studies content for fourth-grade students at SDN 2 Aan Klungkung. The use of development research with the ADDIE model is due to its suitability with the development flow in developing learning video media. The advantage of the ADDIE development model is that there is an evaluation at each stage so that an evaluation at each stage will minimize errors and can obtain a more effective product (Aini et al., 2023). The subjects in this study included four experts (design experts, content experts, instructional design experts, and learning media experts) and 19 students from the fourth grade of elementary school. The feasibility of this learning video is based on an assessment of the learning video from the aspects of content, learning design, and learning media, with very good qualifications so that this learning video can be used in the learning process in online learning situations (N. K. A. suci Lestari & Sujana, 2021). The data collection method used in this study used the observation method, the interview method, and the questionnaire/questionnaire method given to experts and students to assess the feasibility of the media being developed, as well as the test method given to all fourth-grade students in elementary schools to obtain data, which will be analyzed later—research analysis techniques using quantitative and qualitative analysis. The instrument grid used in this study is presented in Table 1, Table 2, Table 3, Table 4, Table 5, and Table 6.

Table 1. Design expert instrument

No.	Aspect	Indicator
1	Development Model Used	a. The suitability of the development model used with the characteristics of the product produced.
		b. Appropriate reasons for selecting the development model

No.	Aspect	Indicator
2	Development Stages	a. Compatibility of the stages of development carried out with the development model used
		b. The accuracy of the description of the stages of development
3	Clarity, Practicality, and Consistency	a. Clarity of development stages based on the development model used
		b. The level of practicality of the development process implemented
		c. The sequence of development steps
4	Formative and Summative Evaluation	a. The accuracy of the evaluation design according to the model used
		b. Clarity of evaluation instruments developed
		c. The accuracy of the experimental subjects involved

(Tegeh, dkk. 2014)

Table 2. Subject Content Expert Instruments

No.	Aspect	Indicator
1	Curriculum	a. The suitability of the material with basic competence.
		b. Material suitability with learning indicators
		c. The suitability of the material with the learning objectives
2	Material	a. Material accuracy
		b. The depth of the material
		c. Completeness of the material
		d. Material attractiveness
		e. suitability of the material with the characteristics of students
		f. The right media support the material
		g. The material is easy to understand
		h. The concepts presented can be logically explained
3	language	a. Appropriate and consistent use of language
		b. The language used is by the characteristics of students
4	Evaluation	a. suitability of questions with learning objectives
		b. Conformity of material with basic competencies and indicators

(Suartama, 2016)

Table 3. Instructional Design Expert Instruments

No.	Aspect	Indicator
1	Objective	a. Clarity of learning objectives
		b. Consistency between goals, materials, and evaluation
2	Strategy	a. Clarity of the material provided
		b. Submission of material systematically
		c. Presentation of material in an interesting way
		d. Learning activities can motivate students
		e. Give appropriate examples of presentation
		f. Allow students to practice independently
3	Evaluation	a. Provide evaluation questions to test student understanding
		b. The suitability of the questions with learning outcomes

(Suartama, 2016)

Table 4. Instruments of Learning Media Experts

No.	Aspect	Indicator
1	Appearance	a. Ease of use of learning video media
		b. Learning video media can help students understand the material
		c. Learning video media can be used repeatedly
		d. The clarity of the presenter's voice in learning video media
		e. The duration of the learning video is effective for student learning
2	Technical	a. Consistency of video content
		b. Fixed and harmonious color combinations
		c. Readability of text on learning videos
		d. Appropriate use of images
		e. Use the correct font size and font size
		f. The right composition and color combination
		g. Appropriate musical accompaniment is supported
		h. Proper use of sound effects
		i. Use of appropriate and appropriate narration
		j. The screen display is harmonious and balanced

(Suartama, 2016)

Table 5. Student Response Instruments

No.	Aspect	Indicator
1	Learning	a. Increase student learning motivation
		b. Present material with relevant examples
		c. Media can present material effectively
2	Material	a. Material understanding
		b. The benefits of material in student life
		c. Ease of use of media
3	Media	a. The clarity of the presenter's voice in the learning video
		b. Media can help students understand the material
		c. Media can generate student motivation
		d. Time duration of the video

(Suartama, 2016)

Table 6. Instruments of Multiple-Choice Test Items

| Basic Competency	Indicator	Kompetensi
3.2 Identify social, economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation.	3.2.1 Identifying the Diversity of Religions in Indonesia	C4
	3.2.2 Summing up the Diversity of Religions in Indonesia	C5
	3.2.3 Comparing the Diversity of Religions in Indonesia	C5

3. RESULT AND DISCUSSION

Result

   The design of the development of learning video media for Puja Mandala South Kuta based on material tolerance of religious diversity in Indonesia and social studies content for fourth-grade students in elementary schools uses the ADDIE development model. The stages of the ADDIE model are analysis, design, development, implementation, and evaluation. The first stage is the analysis stage. This analysis phase was carried out after conducting

interviews and observations at the elementary school with the fourth-grade homeroom teacher at SDN 2 Aan Klungkung. After being analyzed, it is known that the constraints experienced by students during the learning process in class. The lack of variety in learning activities that only apply the lecture method in learning to make students' interest and understanding less due to the characteristics of students easier to understand the material provided using media or concrete in the learning process, especially in social studies content. Facilities in schools can also be used to support the use of learning media, such as projectors and LCDs. Based on the results of this analysis, learning media is needed to increase students' interest and understanding in the learning process, in the form of Puja Mandala South Kuta learning video media based on material tolerance for religious diversity in Indonesia on social studies content for fourth-grade students in elementary schools.

In the second stage, the design is carried out. After the analysis is carried out, it is continued with the creation of the developed product design. The steps in designing this product first determine the software or hardware and hardware or software used in making the product. Next, a design consisting of flowcharts and storyboards is carried out to make displaying the learning video media being developed easier. After that, the material was prepared as the developed learning video media content. The next step is to prepare an assessment instrument in a questionnaire/questionnaire to assess the products being developed for experts and trial subjects. Based on the review results from the engineering experts, it obtained a score of 90% with very good qualifications. Thus, tolerance-based Puja Mandala South Kuta learning video media design can be developed.

The third stage is the development stage. At this development stage, activities are carried out, realizing the previously made design in developing this product using hardware devices, with the help of cellphones and laptops. Then the software device, by using the application used in making the product is the CapCut application. The development of instructional video media is adapted to the flowcharts and storyboards that have been prepared. At this stage, testing or assessment is also carried out by experts, content experts, media experts, and design experts. Then the experts' assessment results will be corrected if there are suggestions for improvement. It is done to perfect the media and the feasibility of the media to be given later to students. The process of developing this media can be seen in Figure 1.
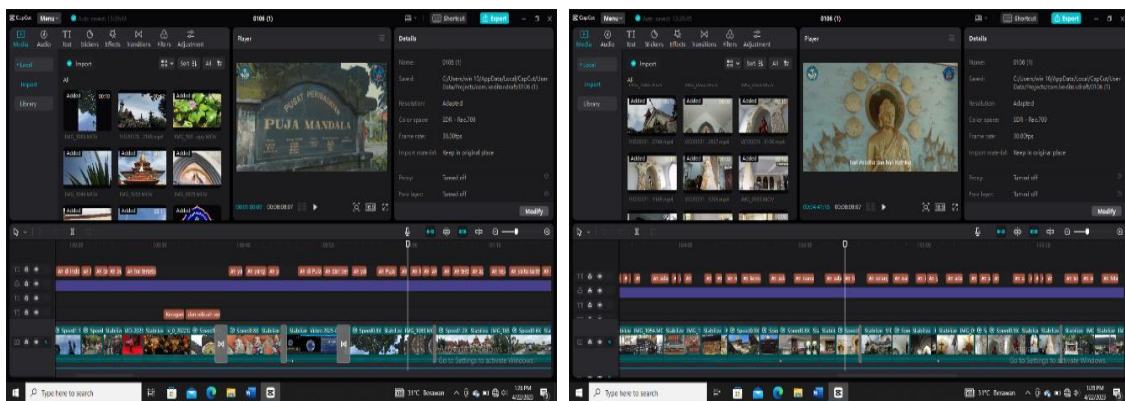
Figure 1. Display of Puja Mandala Learning Video Products South Kuta Based on Tolerance

After the video has been made, then testing or evaluating the product is carried out by experts using a questionnaire that was previously made. The feasibility of the product is assessed by experts who include learning material or content experts, learning design experts,

and learning media experts and involve students through individual and small group trials. The results of expert tests and trials on students are presented in Table 7.

Table 7. Percentage of Learning Media Trial Results

No	Trial Subjects	Result (%)	Qualification	Description
1	Learning Material Expert Test	90	Very good	Eligible for use with revisions
2	Learning Media Expert Test	90	Very good	Eligible for use with revisions
3	Learning Design Expert Test	90	Very good	Eligible for use with revisions
4	Individual Trial	90,83	Very good	Eligible to use
5	Small Group Trial	90,83	Very good	Eligible to use

The fourth stage is implementation. This stage aims to implement or apply the products developed in the learning process to obtain results regarding the influence of the developed media, whether effective or not. This implementation activity began with the implementation of the pre-test and post-test to all fourth-grade students at SDN 2 Aan, 19 students. After the pre-test, the developed instructional video media was given, and finally, the post-test was given. Then the pre-test and post-test results will be analyzed to determine the effectiveness of the product being developed. Based on the pre-test results, the average score obtained by students was 47.63, then the results obtained after the post-test were 74.47. Changes in the average score of students on the pre-test and post-test showed an increase. After doing the calculation, the tcount value is 6,497. Compared to the price of ttable at a significance level of 5%, 2.021. These results show that tcount > ttable (6.497 > 2.021), so H0 is rejected, and H1 is accepted. So there is a significant increase between before and after using the tolerance-based Puja Mandala South Kuta video learning media in the knowledge competency social studies subject matter on religious diversity in Indonesia for fourth-grade students in elementary schools. The fifth stage is evaluation. This study's evaluation phase was formative evaluation, product assessment from expert assessment, and student trials. Then the summative evaluation is in the provision of pre-test and post-test to determine the effectiveness of the developed product. The evaluation results will be improved to perfect the product being developed.

Discussion

This development research results from learning video media for Puja Mandala South Kuta based on material tolerance of religious diversity in Indonesian social studies content for fourth-grade elementary school students. This tolerance-based Puja Mandala South Kuta learning video media was developed to make it easier for teachers to convey material to students. It will be easier for teachers to convey the material through video media. It must be supported by science and mastery of technology for the material they want to teach (Mayang Ayu Sunami & Aslam, 2021; Maymunah & Watini, 2021). Research development is research that is based on making an effective product, starting with needs analysis, product development, and product trials (Kawka et al., 2022; Mahfud & Fahrizqi, 2020). The study results show that the tolerance-based Puja Mandala South Kuta video learning media is feasible. This feasibility is seen from several aspects. First, the tolerance-based Puja Mandala South Kuta learning video media is worthy of being seen from the aspects of design and content of the material. The material contained in the learning video is explained through pictures and sound and clarified by giving text the learning video.

Video learning is one media with elements of audio (sound) and visual motion (moving images). As a learning media, the video introduces information from the teacher to students (Arjulayana, 2018; Maymunah & Watini, 2021). In addition, learning videos are audio and visual media that display moving and lively images with an additional sound that can be used in learning to apply knowledge in understanding learning material that can be played at any time (K. A. Lestari et al., 2022; Sukadana & Japa, 2021). The use of instructional video media in conveying material in the learning process has several advantages, easy to use via cellphone and tablet computers, effectively used in communicating and distributing various materials and information, saves time in collecting assignments, increases collaboration between students and better communication, more efficient because it does not use paper (Hasiru et al., 2021). The use of learning video media in the learning process can be the biggest contributor to children's growth and development if packaged properly and continuously (Suryana & Hijriani, 2021). So that this learning video media can be declared feasible to use.

To determine the effectiveness of research on the development of tolerance-based Puja Mandala South Kuta learning video media, this was carried out using the multiple choice test method with all fourth-grade students at SDN 2 Aan Klungkung, 19 students as subjects. Multiple choice tests are the most widely used tests. This test can measure simple or complex learning outcomes (knowledge, understanding, and application) (Diawati et al., 2019; Wartoni & Benyamin, 2020). This multiple-choice test was carried out twice, before using the media and after using the media. The results obtained from the tests given to students showed increased learning outcomes after learning video media. This learning video media can also increase students' interest and enthusiasm in participating in the learning process so that tolerance-based Puja Mandala Kuta Selatan learning video media can meet the needs of students. So the tolerance-based Puja Mandala South Kuta learning video media effectively increases interest and learning outcomes in religious diversity in Indonesian social studies content. This finding is reinforced by previous research, which states that the use of learning video media is an interesting medium because it displays various images and is accompanied by sound, so it is expected to improve student learning outcomes (Aliyyah et al., 2021; Dewi et al., 2022; Octavyanti & Wulandari, 2021). Video media can make it easier for students to understand learning material and motivate students (Ni Putu Mega Diantari & Gede Agung, 2021; Hanif, 2020; Ridha et al., 2021). In this development research, it is realized that there are still many things that could be improved in the implementation of research on the development of instructional video media that is being carried out. The implications this research are expected that later there will be other researchers who can develop this research to perfect and complement the deficiencies found in this research.

4. CONCLUSION

The product resulting from this development research is the Puja Mandala South Kuta learning video media based on material tolerance of religious diversity in Indonesia on social studies content for fourth-grade elementary school students using the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model. Puja Mandala South Kuta learning video media based on tolerance suits social studies content on religious diversity in fourth-grade Indonesian elementary schools. Developing tolerance-based Puja Mandala South Kuta learning video media can increase students' interest and understanding of the learning process.

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