

Development of Interactive Video Media in the Thematic Learning of Class IV SD Negeri 56 Lubuklinggau

Bayu Anggara ^{1*}, Harmoko ², R. Angga Bagus Kusnanto ³

^{1*,2,3} Elementary School Teacher Education, PGRI Silampari University, South Sumatra, Indonesia

bayulinggau2017@gmail.com , putroharmoko@gmail.com , radenangga4@gmail.com

DOI: <https://doi.org/10.21107/Widyagogik/v10i1.16944>

Received July 12, 2022; August 14, 2022; Accepted August 30, 2022

Abstract

This study aims to develop interactive video media in valid and practical thematic lessons of various styles of material. This study uses a 4-D development model. The instruments used to measure the quality of the interactive video media developed include validation sheets, practicality questionnaires. The product of this research is in the form of interactive video media on thematic subject matter of various styles in grade IV. So the results of this study indicate that: First, the validity of the interactive video game media can be seen from the aspect of validity so that it is included in the valid category with an average score of 3.30; Second, the practicality of interactive video game media can be seen from the practical aspect so that it is included in the very practical category with an average score of 82.00.

Keywords – Development; 4D; Interactive Video; Thematic.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

Education today is very important because education can add knowledge or insight to the younger generation in order to develop better and be able to advance the welfare of the country, every human being must have knowledge or knowledge in order to facilitate his life both in attitude and behavior. Someone who is successful and advanced is also measured by how much knowledge he learns, so the important role of learning and learning in our lives is very big. Therefore, learning and learning are two things that are closely related and cannot be separated in educational activities. Learning and learning is said to be a form of education that creates an interaction between teachers and students. Teaching and learning activities carried out in this case are directed to achieve certain goals that have been formulated before teaching is carried out. The teacher consciously plans his teaching activities systematically by utilizing everything for the benefit of teaching.

(Pane & Darwis Dasopang, 2017) Learning shows activities carried out by someone who is conscious or intentional. This activity refers to a person's activeness in carrying out mental aspects that allow changes to occur in him. Thus, it can also be understood that a learning activity is said to be good if the intensity of a person's physical and mental activity is higher. On the other hand, even though a person is said to be learning, if his physical and mental activity is low, it means that the learning activity does not really understand that he is doing learning activities. So the conclusion is that learning can be done consciously or unconsciously in a person's activity that someone is experiencing changes in himself. The learning process also requires a media so that students can be more comfortable and enthusiastic to learn so that students focus on the learning delivered by the teacher, and can improve student learning outcomes with the existence of learning media.

(Nurrita, 2018) Learning media is a tool that can help assist the teaching and learning process so that the meaning of the message conveyed becomes clearer and the goals of education or learning can be achieved effectively and

efficiently. Learning outcomes are the results given to students in the form of an assessment after following the learning process by assessing the knowledge, attitudes, skills of students with changes in behavior. According to (Azhar Arsyad, 2011) Saying that the media if understood in broad outline are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media.

(Wardani & Syofyan, 2018) Interactive video is a learning media in which it combines elements of sound, motion, images, text, or interactive graphics to connect the learning media with its users. Another understanding is explained by (Izzudin & Suharmanto, 2013). Interactive videos in this case are videos to provoke students during learning. Students will respond from what they see and hear, so that the message from the content of the material contained in the video will be conveyed by the student's brain and cause reciprocity in the form of questions about learning materials that will create interaction between students and teachers. This is in accordance with the statement conveyed by Luh Madein (Dery Firmansah & Firdaus, 2020) The use of learning media in the form of interactive videos can stimulate the development of students' cognitive, affective, and psychomotor domains. The results of interviews with fourth grade teachers, namely Mrs. Irmawati, S.Pd regarding the implementation of learning in grade IV of SD Negeri 56 Lubuklinggau. South Lubuklinggau II District, on November 21, 2021, In the 2020/2021 academic year for one semester it was found that the school used the 2017 revised 2013 Curriculum with the Minimum Completeness Criteria (KKM) was 65 in science subjects, in class IV had 29 students when doing Irmawati, S.Pd's learning activities used the Group and Lecture Method.

Rusman in (Rihanah et al., 2021) Thematic learning is learning that is packaged in the form of themes based on the content of several subjects that are combined or integrated. Meanwhile, (Andi Prastowo, 2019) Thematic learning is one of the learning models designed based on certain themes, the theme is

reviewed from various subjects. (Sari et al., 2018) Elementary school thematic learning in Indonesia, based on the 2013 integrated thematic curriculum, is an interdisciplinary, multidisciplinary, and transdisciplinary integration. Thematic teaching and learning activities, Mrs. Irmawati, S.Pd, have difficulty in science lessons because the students' level is already high, it is difficult for them to understand the change in style of objects correctly. Ibu Irmawati, S. Pd really hopes that teaching materials such as interactive videos will be developed more in the teaching and learning process because students catch on faster in lessons, therefore interactive videos are very necessary and supportive in the teaching and learning process so that students are more enthusiastic and active in learning. Based on the questionnaire on the needs of teachers and students, thematic learning is quite difficult and students' responses to the development of interactive video media in grade IV get 90% agree.

The following opinion is relevant to the research conducted by (Fadhli, 2015), namely interactive videos can help students to understand and be active in learning by developing teaching materials such as videos that can improve student achievement and activeness. This requires teachers to be more creative and work hard in creating fun learning activities. Therefore, teachers feel the need for learning media that can make students interested and easy to understand the material. One of the media that can support thematic learning is to use interactive video learning media.

Based on the description above, it is necessary to develop interactive video media. The media are expected to be able to overcome learning problems, develop creativity and student activity. Therefore, researchers are interested in conducting research on "Development of Interactive Video Media in Thematic Learning for Fourth Grade Students at SD Negeri 56 Lubuklinggau".

Relevant Research

- a. Kunchayono & Sudarmiati, (2019) with the title "Development of Interactive Multimedia in the Thematic Learning of My Beautiful Country for Grade IV Elementary School Students." This development research

produces a product in the form of interactive multimedia in the thematic learning of the beauty of my country, the sub-theme of the natural beauty of my country. The product trial was carried out through five stages, namely validation of thematic material experts, validation of linguists, validation of media experts, as well as effectiveness and attractiveness tests by users, namely teachers and class IV B students consisting of 20 students. The results of the validation test are declared or assessed as valid and practical by material experts, linguists, and media experts.

Results

- b. Muhibbudin Fadhli, (2015) with the title "Development of Video-Based Learning Media for Class IV Elementary School". The results of the study show that teachers actually have a great desire to develop an effective and innovative learning media, which is able to stimulate student activity, stimulate their creativity and improve learning achievement.
- c. Nuraini Fitri Mila, (2021) with the title "Development of Interactive Multimedia for Material Changes in Objects" for Elementary School Students The results of the interactive multimedia development trial received responses from as many as 16 students. With each statement in the questionnaire as a whole getting a value of 4 and 3. This indicates that students are interested in learning to use interactive multimedia material for changing objects and it is concluded that interactive multimedia gets positive responses and gets categories suitable for use in learning.

2. Method

Sugiyono (2016:467) in (Buanita et al., 2020) Development or (Research And Development) is a research method used to produce certain products and test the effectiveness of these products, to be able to produce certain products used research that is needs analysis and to test the effectiveness of these products so that they can function in society Therefore, research is needed to test the effectiveness of these products. This can be strengthened by the

opinion of (Moh Ainin, 2013) which states that the term development research or R&D is a research design that aims to develop and validate educational products. Meanwhile, (Purnomo et al., 2020) suggests that R&D or development is a type of research aimed at producing a hardware or software product through a typical procedure which usually begins with a needs assessment, or needs analysis followed by a product development process, product evaluation, revision, and dissemination. product (dissemination).

The product produced in this study is an interactive video media in thematic learning for fourth grade students of SD Negeri 56 Lubuklinggau. Interactive Video Media was developed through several stages using a 4-D development model. According to (Trianto, 2010) the 4-D development model consists of: Define, Design, Develop, and Disseminate, but in this study the researchers only reached the development stage. In research and development, researchers will carry out product development so that it is valid and practical. The level of validity is obtained from the results of filling out a questionnaire from experts, namely linguists, material experts and media experts. To determine the level of practicality, it was obtained from the results of questionnaires from educators and students through small group trials (Small Group).

- a. Data tabulation, in the form of media scoring guidelines to assess every aspect related to the media validation eligibility component filled with the provisions according to the following table

Table 1. Guidelines for Scoring on the Validation Sheet Questionnaire

Score	Criteria
4	Very Good
3	Good
2	Not Good
1	Not Very Good

(Modifikasi Sugiyono, 2019)

- 1) Giving the validity value by using the formula, as follows:

$$\bar{x} = \frac{\sum x}{n} \quad (\text{Adaptasi Setyawati, 2017:34})$$

Information:

\bar{x} = Average score of all aspects

$\sum x$ = Total score of all aspects

n = Number of questions

2) Criteria for media validity

Table 2. Criteria for Media Validity

Interval Average Score	Clarification
$X > 3,4$	Very Good
$2,8 < X \leq 3,4$	Good
$2,2 < X \leq 2,8$	Enough
$1,6 < X \leq 2,2$	Not Enough
$1,6 \leq X$	Very Less

(Widoyoko, 2019:238)

- b. Data tabulation, in the form of guidelines for giving media scores to assess every aspect related to the practicality of the media filled with the provisions according to the following table :

Table 3. Guidelines for Scoring on Student Response Questionnaires

Score	Criteria
4	Strongly Agree
3	Agree
2	Don't agree
1	Strongly Disagree

(Modifikasi Widoyoko,, 2009:236)

- 1) Calculating the average practicality score of all aspects assessed using the following formula:

$$\text{Persentase} = \frac{\text{Total Score of Data Collection Results}}{\text{Criteria score}} \times 100\%$$

(Zuhriyah, 2019:485)

2) Media practicality criteria

Table 4. Criteria for Assessment of Media Practicality

Interval Average Score	Clarification
81% - 100%	Very Practical

61% - 80%	Practical
41% - 60%	Practical Enough
21% - 40%	Less Practical
0% - 20%	Not Practical

(Riduwan dalam Zuhriyah, 2019:485)

3. Result and Discussion

This research resulted in interactive video learning media, data presentation material that was developed in this study, namely the 4D development model. In this research, the development of interactive video learning media uses four stages, including: Define, Design, Development, and Disseminate. This stage was passed so that the Interactive Video Media that was tested on fourth grade students at SD Negeri 56 Lubuklinggau was valid and practical.

a. Defining Stage (define)

1) Final Preliminary Analysis

At this stage, the author analyzes various matters relating to situations and conditions that are in accordance with the real situation in the field. Needs analysis is carried out in the learning process which aims to find out the problems experienced by teachers and students in grade IV SD Negeri 56 Lubuklinggau.

2) Student Analysis

Analysis of fourth grade students of SD Negeri 56 Lubuklinggau. Based on the results of filling out questionnaires conducted by researchers, fourth grade students enjoy learning with video media, students enjoy learning with interactive video media because they are not easily bored and the display on the video is very interesting and makes students excited when participating in the lessons in the classroom.

3) Concept Analysis

Concept analysis is an identification activity of the main concepts taught and arranged systematically by linking concepts with relevant concepts so that they can form a concept map. Indicators that have been formulated and

developed on the needs of the title and have been adapted to the development of the media to be developed. The concepts that have been formed can form a skill that must be possessed by students in order to achieve learning objectives.

b. Stage of Design (Design)

1) Preparation of Benchmark Reference Test

After the learning objectives are formulated, then prepare a benchmark reference test in the form of questions that students often encounter in the learning process activities. Practice questions are given and done individually by students using two ways, namely done directly and reworked using interactive video media. So that we can see the activeness and independence of students in discovering and developing their knowledge.

2) Media Selection

Research on the development of interactive video media was chosen as a means to assist the process of delivering learning materials. By choosing the diorama media, it is hoped that the indicators and objectives of the thematic learning can be achieved.

3) Format Selection

This interactive video media format was developed regarding thematic learning materials in accordance with the 2013 Curriculum. This interactive video media was developed with the aim that students can learn actively, independently and creatively in finding, and developing knowledge so that students.

c. Development Phase (Development)

The results of the initial design are assessed by the validator based on indicators; design effectiveness, consistency, format, language. The results of expert validation in the form of criticism and suggestions for improvement are used as the basis for improving the developed video product. The revised learning media based on input is declared valid with a minimum assessment of 'appropriate' and can be used at the next stage, namely product testing.

Table 5. Responses from the Expert Team

No.	Validator	Score Earned	Interpretation	Category
1	Language	22	3,14	Good
2	Theory	29	3,57	Very Good
3	Media	25	3,33	Good
total			3,30	Good

Based on the data for filling out the questionnaire by the three validators, it can be concluded that the development of media that has been improved based on the calculation of the data filling in the questionnaire with an average score of 3.30 with the criteria of "Good" can be concluded that the development of interactive video media is feasible to use.

Table 6. Overall Results of Teacher and Student Practicality Test

No.	Testing	Score Earned	Percentage	Category
1	Teacher Practicality Test	31	86%	Very Practical
2	Small Group Trial (Small Group)	202	84%	Very Practical
Total		233	85%	Very Practical

Based on research from students' practicality tests, including: small group tests and teachers' practicality tests on interactive video media. The data can be concluded that the teacher's practicality test is included in the very practical category for use with a percentage of 86%, and the small group test is included in the very practical category for use with a percentage of 84%. Based on the results of the practicality test, an average of 85 %

4. Conclusion

Based on the background and problem formulation in the research and development that has been carried out, it can be concluded as follows:

- a. This development resulted in an interactive video media created using a 4D development model procedure with the stages of Definition, Design, Development and Dissemination.
- b. The results of the interactive video media validity test are included in the very good category which means it is valid in the third validation where the media deserves to be tested by making several revisions while the

practicality level of interactive video media can be obtained through the results of students' practicality questionnaires using 10 statements. The practicality of the media showed an average score of 82% which was determined based on the results of the calculation of students' practicality questionnaires and the responses given by students to the developed media so that the media was categorized as "Very Good".

5. Patents

Based on the results of the research and development that has been carried out, the suggestions from the researchers are:

- a. For students, the results of this study can be used as a reference for students to conduct research on the development of Interactive Video Media.
- b. For teachers who want to use Interactive Video Media, it is necessary to further identify and understand editing applications such as Kinemaster or the like, so that they can use Interactive Video Media that are suitable for use in thematic learning for grade IV Elementary School.

References

- Andi Prastowo. (2019). *Analisis Pembelajaran Tematik Terpadu*. Prenadamedia Group. <http://digilib.uin-suka.ac.id/id/eprint/35600>
- Azhar Arsyad. (2011). Media pembelajaran. *Jakarta: PT Raja Grafindo Persada*, 36(1), 9–34.
- Buanita, W., Lin, H., & Syofii, I. (2020). Pengembangan Media Pembelajaran Berbasis Modul Cetak Pada Mata Kuliah Kerja Pelat Di Program Studi Pendidikan Teknik Mesin Universitas Sriwijaya. *Jurnal Pendidikan Teknik Mesin*, 7(1), 76–83. <https://doi.org/10.36706/jptm.v7i1.7601>
- Dery Firmansah, & Firdaus, D. F. (2020). Pengembangan Media Pembelajaran Video Interaktif Dengan Menggunakan Aplikasi Sparkol Videoscribe Pada Tema 3 Kelas III. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 7(2), 159–172. [http://repository.radenintan.ac.id/id/eprint/13130%0AWulandari, A. I., & Subadi, T. \(2019\). Pengembangan Media Video Kerusakan Lingkungan Pada Materi Dinamika Interaksi Manusia dengan Lingkungan Alam di MTs Negeri 6 Boyolali \(Doctoral dissertation, Univer](http://repository.radenintan.ac.id/id/eprint/13130%0AWulandari, A. I., & Subadi, T. (2019). Pengembangan Media Video Kerusakan Lingkungan Pada Materi Dinamika Interaksi Manusia dengan Lingkungan Alam di MTs Negeri 6 Boyolali (Doctoral dissertation, Univer)
- Fadhli, M. (2015). Pengembangan Media Pembelajaran Berbasis Video Kelas Iv Sekolah Dasar. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 3(1), 24–29. <https://doi.org/10.24269/dpp.v3i1.157>

-
- Izzudin, A. M., & Suharmanto, A. (2013). Efektivitas Penggunaan Media Pembelajaran Video Interaktif Untuk Meningkatkan Hasil Belajar Praktik Service Engine Dan Komponen-Komponennya. *Journal Unnes*, 2(2), 1–8.
- Kuncahyono, K., & Sudarmiatin, S. (2019). Pengembangan Multimedia Interaktif Pada Pembelajaran Tematik Indahya Negeriku Untuk Siswa Kelas IV Sekolah Dasar. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 3(2), 156–163. <https://doi.org/10.17977/um027v3i22018p156>
- Moh Ainin. (2013). Penelitian pengembangan dalam pembelajaran bahasa Arabi. *Jurnal Bahasa Dan Sastra*, 7 (2)(Vol. 7 No. 2 (2013): OKARA: Jurnal Bahasa dan Sastra). <http://ejournal.iainmadura.ac.id/index.php/okara/article/view/449>
- Nuraini, M., Susilaningsih, S., & Wedi, A. (2021). Pengembangan Multimedia Interaktif Materi Perubahan Wujud Benda Bagi Siswa Sekolah Dasar. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 4(1), 33–40. <https://doi.org/10.17977/um038v4i12021p033>
- Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3(1), 171. <https://doi.org/10.33511/misykat.v3n1.171>
- Pane, A., & Darwis Dasopang, M. (2017). Belajar Dan Pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- Purnomo, S., Djufri, E., & Khaharsyah, A. (2020). Pendidikan jarak jauh (PJJ) berbasis e-learning edmodo mahasiswa pendidikan vokasional teknik mesin. *Jurnal Taman Vokasi*, 8(2), 73–80. <https://jurnal.ustjogja.ac.id/index.php/tamanvokasi/article/view/9053>
- Rihanah, Y., Zohrani, Z., Kudsiah, M., & Alwi, M. (2021). Pengembangan Modul Pembelajaran Tematik dengan Model Pembelajaran Brain Based Learning Kelas III SDN 4 Masbagik Timur Tahun Pelajaran 2021/2022. *Jurnal Pendidikan Tambusai*, 5, 6203–6213. <https://www.jptam.org/index.php/jptam/article/view/1934>
- Sari, N. A., Akbar, S., & Yuniastuti. (2018). Penerapan pembelajaran tematik terpadu di sekolah dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(12), 1572–1582. <http://journal.um.ac.id/index.php/jptpp/article/view/11796>
- Sugiyono. (2019). *Metode Penelitian dan Pengembangan*. Alfabeta.
- Trianto. (2010). *Model Pembelajaran Terpadu*. PT. Bumi Aksara.

Wardani, R. K., & Syofyan, H. (2018). Pengembangan Video Interaktif pada Pembelajaran IPA Tematik Integratif Materi Peredaran Darah Manusia. *Jurnal Ilmiah Sekolah Dasar*, 2(4), 371. <https://doi.org/10.23887/jisd.v2i4.16154>