

DEVELOPMENT OF POWTOON VIDEO MEDIA IN GEOGRAPHY SUBJECTS

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ABSTRACT

The teaching and learning process is a process of reciprocal interaction between students and teachers and between students to achieve learning objectives. This research was conducted at SMA Negeri 1 Sungai Rumbai using research and development methods or often called Research and Development (R&D). The results of the research obtained are that the Powtoon learning video learning media is declared very feasible after analyzing data processing using Microsoft Excel so that the total score is 383 with a mean level of 4.89 and a percentage level of 98% with the predicate "Very feasible". declared practical after processing the research data obtained from the questionnaire, and a practicality test was carried out so that a total score of 2891 was obtained with a mean level of 4.93 and a percentage of 93% in the "Very Practical" category.

Keywords: Media Video Powtoon, Geography, Development



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INTRODUCTION

The purpose of National Education has been clearly stated in Law No. 20/2003 which states that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have character, are knowledgeable, and creative, and become responsible citizens. Responsive likes to respond to the demands of changing times. Changes and developments in the world of education must always lead to improving the quality of education.

This goal can be achieved through education, education is a determining factor in improving the quality of human resources. In addition, the educational process is expected to provide provisions for students to be able to face challenges as a result of advances in science and technology in the present and the future.

Improving the quality of education needs attention from all parties, both from the teacher and from parents and education administrators. The teacher is the main factor that creates a more meaningful teaching and learning process as stated by Amin & Yusuf (1990) "Teachers are the main key that plays a role in developing individual qualities towards citizens who understand science and technology".

The teaching and learning process is a process of reciprocal interaction between students and teachers and between students to achieve learning objectives. From the learning process, there will be changes in behavior caused by practice and experience. Many education experts provide a definition of learning which in essence states that learning refers to changes in a person's self for the better, such as the notion of learning proposed by Slameto (1998) "Learning is a process of effort by a person to obtain a change in behavior. new behavior as a whole, as a result of his own experience in interaction with

his environment". Simultaneously, Winkel (1996) also suggests that: "Learning is a mental/psychic activity that takes place in active interaction with the environment that results in changes in knowledge, understanding, skills, and attitude values. Change is constant and scarred." In line with that Sudjana (1996) says that: "Learning is something that is marked by a change in a person. Changes as a result of the learning process are shown in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, abilities, and abilities. From the three opinions above, it can be concluded that learning will produce changes in behavior in the form of knowledge, understanding, skills, and attitude values. This change occurs because of the interaction with the environment. The interactions that occur can be arranged in such a way that the expected learning outcomes are obtained.

Then in Curriculum Development 2013, it is implied that the desired learning process is learning that prioritizes personal experience through observation (listening, seeing, reading, listening), association, asking, concluding, and communicating. It is also stated that the desired learning process is a student-centered active learning process with contextual learning characteristics. Geography is a subject that discusses all aspects of the earth, both physical, social, and cultural. To facilitate the delivery of material, teachers need to prepare learning media that are effective and efficient, and easily accepted by students. Learning media is a channel or intermediary used to convey messages or teaching materials. Media is indispensable in learning as a means of delivering information and messages from teachers to students. Good and smooth learning requires good learning media and class conditions. The material for environmental preservation is productive learning so it requires media that contains elements of motion. Therefore, learning videos are one of the appropriate media to display the stages in the learning process on environmental preservation materials that are adapted to detailed and detailed learning materials.

Learning video media are media or teaching aids that contain learning messages. Video as an audio-visual medium and has an element of motion will be able to attract the attention and motivation of students in carrying out learning activities. According to the Big Indonesian Dictionary (2016), video means 1) the part that transmits images on a television set; 2) live image recordings for broadcast on television sets. Video can summarize many events in a long time and is accompanied by images and sounds that can be repeated in the process of use.

Video has the advantage of being able to help understand learning messages more meaningfully without being bound by other teaching materials. With the motion and animation elements of video, video can attract students' attention longer when compared to other learning media. But in learning media, of course, there will be shortcomings of the media. The process of making a video costs a lot of money and takes quite a long time, video supporting materials require a projection tool to be able to display the images in it, and taking inaccurate pictures can cause the audience to doubt the interpretation of the images they see.

Based on the observations, the researchers saw that Geography is a compulsory subject for SMA because Geography is a subject that can be studied in real terms in nature and society, but at SMA Negeri 1 Sungai Rumbai this still uses media such as power points and ways of discussing this can reduce the interest of students in the school. So that the authors need to develop teaching materials, especially teaching media that are more attractive to students here. Munadi (2013) defines media as everything that can be used to channel information from information sources to recipients of the information. There are several opinions regarding the meaning of media in the book entitled Innovative Interactive Learning Media.

Then according to Andrizar & Arif (2017) Media is divided into two categories, namely linear media and interactive media. Linear media is media that is not equipped with any controller that can be operated by the user. This media runs sequentially (sequentially), for example, TV and movies. Interactive media is media that is equipped with a controller that can be operated by the user so that the user can choose what he wants for the next process. Interactive Media is a combination of two or more media (audio, text, graphics, images, animation, and video) that users manipulate to control the commands and or natural behavior of a presentation.

Sadiman et al (2011) divide game learning media into 3, namely graphic (visual) media, audio media, and silent projection media. Graphic media is media that consists of graphic images such as symbols, lines, photos, sketches, graphics, and cartoons. Audio media are media that use sound, which includes audio media such as radios, magnetic tape recorders, and language labs. Still, projection media is media that is displayed using tools such as frame film, transparency media, film, television, video, and simulation games.

In achieving satisfactory learning outcomes, educators should be able to choose suitable learning strategies to be applied to students who have a variety of learning styles. Each individual, including students, has a varied learning style because in the learning process each individual (student) has a different way of mastering the material so the results obtained will be different as well. In general, the learning styles that exist in each individual, especially students are visual, auditive, and kinesthetic (Pratiwi, 2015).

METHODS

This research uses research and development methods or often called R & D. Sugiyono (2015) stated that research and development is a research method to develop and test products in the world of education. The research and development used is a 4D model. Fredyanan (2016) which consists of 4 stages, namely: define, design, develop, and disseminate. The media development model used in this study refers to the 4-D model. The 4-D model consists of defining the design, development, and dissemination as proposed by Thiagarajan (1974).

RESULTS AND DISCUSSION

First, this media development stage consists of four stages, according to the stages of the 4D model, namely: Defining at this stage the researcher conducts a needs analysis to find and collect problems that will be solved by conducting pre-research such as interviews with geography teachers, participants students and student representatives of class XI social science. to collect initial data as material for consideration, reference, and evaluation in further product development. The pre-research stage is crucial and will determine how the shape, quality, and results of the product are developed. After the definition stage, the second stage is the design stage, this stage is the stage where the product is designed for all its components. At this stage, it discusses technical matters in more detail about the product to be developed from the subject matter, product design, material composition, and validation instruments including validation from experts, namely media experts, education experts, and linguists. Then the third stage of the development this development process includes media creation, validation, and media testing. The validator consists of experts, namely media experts, education experts, and linguists. After that, after the media

validation data has been obtained, it is processed using the Intraclass Coefficient Correlation (ICC) formula, assisted by processing using the SPSS version 22 for Windows application. In the data processing operations in this study, the ICC results using SPSS were 0.970. Based on the minimum standard error value of 0.50 so if the ICC value is more than 0.50 it can be concluded that the level of validation is adequate. This means that the validation test from the expert has been successful and is valid so that the product can be continued to the next stage, the manufacturing plan stage, the product testing stage, and the stages of mass distribution of the finished product later.

The level of feasibility and practicality of learning in this study was obtained from the questionnaire score or questionnaire. Then to see if there is a significant difference in learning outcomes, the researchers looked at the students' pretest and post-test scores. Based on the analysis of the pretest and post-test values, t-test values were obtained, using the different tests in this study using the Independent-Sample t-Test statistical technique with the help of SPSS version 22 for Windows. Based on the results of the calculation of the difference between the two data averages, the t-value of 3.089 was obtained and the significance level of $p = 0.004$. These results indicate that $p < 0.05$ means that there is a difference. So it can be concluded from the results of the implementation class (post-test) and control class (pre-test) that there are differences in learning outcomes, this proves that the use of video learning videos developed by researchers has proven to help students in the geography learning process.

Then the last stage is the dissemination stage, this stage is the last, namely disseminating the product that has been developed. The product developed, namely Powtoon-based video media, is distributed by providing links to Powtoon learning videos that have been uploaded on YouTube to teachers and students who are involved with geography subjects so that they can be accessed anytime and anywhere.

Second, at the feasibility test stage, which was measured using a questionnaire, namely a teacher response questionnaire with 2 geography teachers as respondents, the total score was 273 with a mean level of 4.78 and a percentage level of 96% with the predicate "Very Good". This means that the product developed in the study is included in the very feasible category so that it can be continued to the stage of implementing the product to students. Based on the results of relevant research and research above, it can be concluded that the product developed in this study is very feasible to be used in the implementation class.

Third, this practicality test phase aims to find out what percentage of the practicality level of the learning media was developed by the researcher. At this stage, the data was obtained using a student response questionnaire in the implementation class which amounted to 32 students, processing data using Microsoft Excel, from data processing, a total score of 2791 was obtained with a mean level of 4.13 and a percentage of 83% in the "Very Practical" category. So it can be simply understood that the product developed in this research is practical or easy for students to use in the geography learning process. Based on the results of relevant research, it can be concluded that the video learning media product in this study is categorized as practical, so it can be used in the implementation class.

CONCLUSION

Based on data analysis and discussion, it can be concluded that: 1) The development of this Powtoon video learning media includes validation from experts, namely media experts, education experts, and linguists. So that the media validation data is obtained and then

processed with the ICC formula assisted by processing using the SPSS application, the result is 0.853. if the value is more than 0.50 then it can be concluded that the level of validation is adequate; 2) Powtoon learning video learning media was declared very feasible after analyzing data processing using Microsoft Excel so the total score was 383 with a mean level of 4.89 and a percentage level of 98% with the predicate "Very feasible"; and 3) Powtoon video learning media is declared practical after processing the research data obtained from the questionnaire, and a practicality test is carried out so that a total score of 2891 is obtained with a mean level of 4.93 and a percentage of 93% in the "Very Practical" category.

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