

Development Of Economic Learning Media Based On Video Explainer On Business Entities In The Economy In Class X Social Science 2 Man 1 Samarinda

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ABSTRACT

This research is motivated by efforts to attract students' interest in learning and make it easier for students to understand the subject matter. This study aims to develop explainer video-based economic learning media, test the feasibility level of explainer video-based learning media and find out the responses of class X social science 2 MAN 1 Samarinda students to explainer video-based economic learning media. The research method used was research and development, with the DDD-E development model and the research subjects were 34 students of class X social science 2. The instruments used in this study include a feasibility questionnaire assessed by material experts and media experts and a questionnaire on student responses to learning media. The results showed that the feasibility level of learning media based on the assessment of material experts obtained an average score of 4.73 with very good criteria, which means that the material used in the media is conveyed in a clear and structured manner that makes it easier for students to understand the material. Furthermore, the media expert's assessment obtained an average score of 4.6 with very good criteria, which means that the developed media is interesting and feasible to use because it has advantages such as animation, images and sound as well as interactive displays that make students interested in learning with explainer video media. Based on the small group trial consisting of 5 students, 2 male students and 3 female students, the percentage of this video was 92% and the results of the large group trial consisting of 34 students obtained a percentage of 86.5%, which means that this explainer video media attracts students interest in learning.

Keywords: learning media, explainer video

INTRODUCTION

Based on the results of a preliminary study on March 4, 2021 through interviews with economics subject teachers and students of class X social science 2 MAN 1 Samarinda, the teacher said that the learning media used when teaching economics subjects were media in the form of power points and videos. However, in the use of these two media the teacher feels that the media display shown to students is still not optimal, this is because the teacher has not been able to design learning media optimally to make it look interactive and attractive when displayed in class and can also make students learn independently.

The experiences of students during the learning process conveyed that during learning activities, the media used tended to be boring, for example, such as power points that did not have animations with ordinary templates and then displayed. The videos used by the teacher are also still not able to attract students' interest in learning, because the videos shown are only

downloads from YouTube which are sometimes still lacking in delivering learning material and there are no interesting animations. From the results of these interviews, it can be concluded that it is necessary to develop economic learning media in order to attract students' interest in learning.

After knowing about the problems faced by teachers and students, the researchers provided a solution by developing an explainer video-based economic learning media that would help as an interactive medium in economics learning. The development model used by the researcher is the DDD-E model. The reason for choosing this model is because the DDD-E model is one of the development models used to develop interactive multimedia. Besides that, this model has systematic steps that are simple and easy to implement, namely decide, design, develop, and evaluate which can be used in making explainer video media.

This study aims to develop explainer video-based economic learning media, test the feasibility level of explainer video-based learning media and find out the responses of class X social science 2 MAN 1 Samarinda students to explainer video-based economic learning media.

The importance of developing learning media at this time, because many teachers are still not able to optimize learning media during the learning process. Teachers still use textbooks or E-books and power points in learning. So it is necessary to develop the learning media used by teachers so that information about learning materials can be understood easily and clearly by students.

Learning media is a component that helps in the learning process that is used to stimulate students' thoughts, feelings, attention and abilities or skills so that they can encourage the learning process (Tofnao, 2018: 105). Meanwhile, according Nurrita, (2018:174) learning media is a tool that can assist in the learning process so that information about learning conveyed through learning media becomes clearer and learning can be achieved effectively and efficiently.

From the opinions of the two theories, there are differences from Tofnao's emphasis on learning media used to stimulate students' thoughts, feelings, abilities and skills in learning. While Nurrita is more directing the general purpose of learning media, namely so that the delivery of learning materials is clearer and the learning process runs effectively and efficiently. So it can be concluded that learning media is one component in the learning process that is used to stimulate students' thoughts, feelings and abilities in the learning process and facilitate the delivery of learning materials to run effectively and efficiently.

According Agustien, Umamah, and Sumarno (2018:19) video learning media is a very effective media to help the learning process because video media is rich in information, interesting to listen to and easy to understand and will be observed by students directly. Because with the audio-visual form of media, video media can involve both senses together with

the senses involved, namely the sense of sight and the sense of hearing in the learning process that will be taught in the classroom (Wardani and Sudarwanto, 2020:710). From the two theories, the experts above have something in common, namely video-based learning media is very effective to do in the classroom because this media can attract the attention of the two senses used during learning, namely the sense of sight and the sense of hearing. From some of the expert opinions above, it can be concluded that the video learning media is an effective learning media in the form of audio-visual media which can attract the attention of students through the senses of sight and hearing in the learning process.

There are various types of videos, one of which is an explainer video. explainer video is a video that contains the delivery of material in a short time and is easy to understand as well as an attractive animated display (Mafazah, 2017:341). This is also in accordance with the research Rahmadianto, Arif and Andito, (2018:68) that the most attractive media in conveying the content of the message the author wants to convey is an explainer video. From the two expert opinions above, they have something in common, namely with the existence of this explainer video media, the delivery of the message to be conveyed will be easy to understand and this media has an appearance that is an attraction in its appearance.

The development of this explainer video-based economic learning media uses the DDD-E model which was developed to design interactive learning multimedia (Surjono, 2017:64). According to Sulaiman, Djafar, and Zulfiana (2020:94) this model consists of 4 stages, namely :

1. Decide

This phase is to determine the theme of the learning media, and the material presented in the learning media.

2. Design

This phase is done by making a flowchart for the flow of learning media in conveying the material and storyboards to explain a brief description descriptively which contains the storyline in the learning media. These 2 stages will be the basis for developing learning media.

3. Develop

In this phase, the researcher develops the elements contained in the required learning media, namely text, material illustration images, animation and audio.

4. Evaluate

This last phase is to assess the learning media that has been tested for both large and small groups. The assessment was carried out by experts, namely material experts and media experts.

METHOD

The research method used was research and development, with the DDD-E development model and the research subjects were 34 students of class X social science 2. The instruments used in this study include a feasibility questionnaire assessed by material experts and media experts and a questionnaire on student responses to learning media. The analysis used in this study is descriptive statistics.

RESULT AND DISCUSSION

This explainer video-based economic learning media was developed using the DDD-E model which is used to develop interactive multimedia (Surjono, 2017:64)

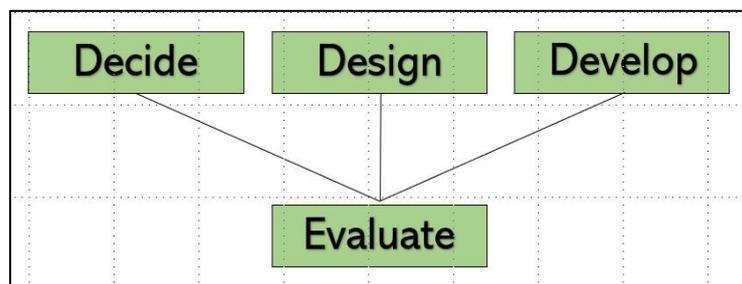


Figure 1 :DDD-E Development Model

This model consists of four systematic stages, namely deciding, designing, developing, and evaluating which can be used in making explainer videos. At the stage of determining the learning media to be selected, previously the researchers had conducted observations through interviews with economics subject teachers and students of class X social science 2 MAN 1 Samarinda about the learning media used during the learning process and what obstacles were faced by teachers in making economic learning media. Meanwhile, the obstacles faced by the teacher were that they were constrained in designing economic learning media so that they looked maximal and interesting when displayed during the learning process, while the students conveyed that the display of the media used was still less than optimal in terms of animation and transitions used in learning media.

The researcher also provides a solution by developing economic learning media in the form of an explainer video with an animated display, the reason the researcher chooses this media is because it is in accordance with the opinion of Rahmadianto, Arif and Andito, (2018:68) that explainer video media is one of the learning media that has attractiveness. with the appearance of animation and has a character in the delivery of material in a structured manner so that it is easy to understand. Next is the determination of the material, for the determination of the material chosen by the teachers and researchers is material for business entities in the Indonesian economy because the material that is suitable or used in explainer video media is

material in the form of conceptual and material for business entities in the Indonesian economy has these criteria.

At the design stage of developing explainer video media, the first thing the researcher did was to design flowcharts and storyboards to be used as initial designs in making learning videos. Next, make videos based on designs that have been adapted to flowcharts and storyboards through powtoon software, the selection of this software is because it is in accordance with the research of Fardany and Dewi, (2020:102) which explains that powtoon is an online software that functions to make videos and has interesting features, namely animated cartoons. , transition effects, various kinds of writing, and also easy-to-apply timeline settings for teachers to create interesting learning media. In addition, there are also other supporting applications such as kinemaster diamond, and wave editor. The purpose of this learning media is designed using some of the software earlier to make animations, images and sounds easy to understand

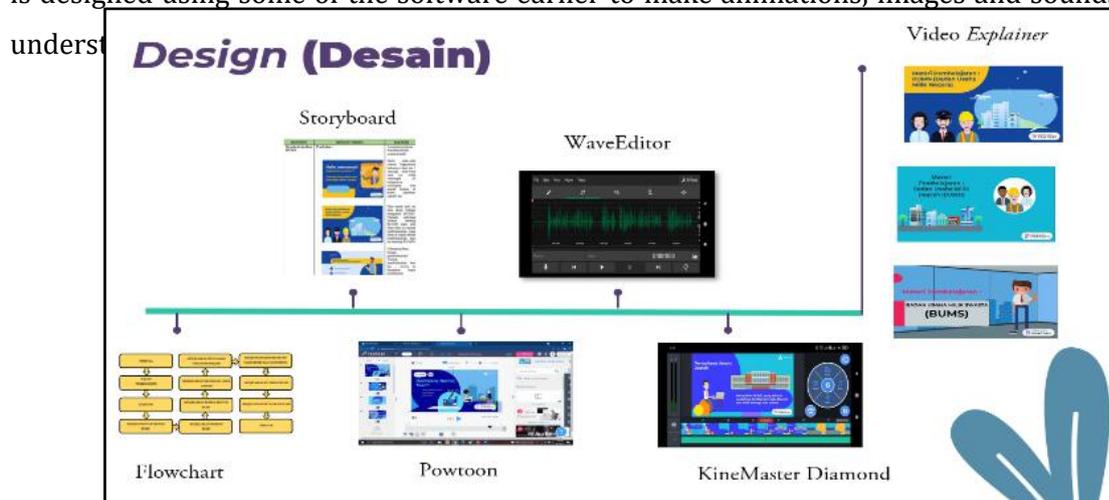


Figure 2 : the design process of making explainer video learning media

After the explanation of the media video has been made, then a feasibility test of learning media is carried out which is validated by 2 material experts and 2 media experts. Material experts Mr. Mohammad Sholeh, S.Pd and Mrs. Dian Wulantika Cahyaningsih, S.Pd as economics teachers at MAN 1 Samarinda. The media expert is Mr. Dr. Iwan Setiawan, M.Pd as a lecturer who is an expert in IT from the English Language Study Program, Faculty of Teacher Training and Education, Mulawarman University and Mr. Rizqi Amrullah, S.Pd as an IT teacher at SMPN 21 Samarinda. After validating by material and media experts, then conducting a small group trial consisting of 5 students and a large group consisting of 34 students of class X social science 2 MAN 1 Samarinda. This trial was conducted to determine student responses to explainer video-based economic learning media. Data obtained from material and media experts used a

questionnaire with a Likert scale of 5 and from students using an online questionnaire in the form of google form and rating scale.

The assessment of learning media by material experts is included in the "Very Good" criteria by obtaining an overall average score of 4.73, this has been proven from the validation results that have been tested by material experts which state that the material for business entities in the Indonesian economy is used in explainer video media. conveyed in a clear and structured manner, besides that, how to describe this material through pictures makes it very easy for students to understand. The findings above are in line with research conducted by Fardany and Dewi, (2020:102) which states that learning media that have good material feasibility are media that explain the material clearly and structured so that it is easy to understand.

Table 1 Average Validation Score and Material Expert Response

Material	Validation score	suggestions and comments
	material validator 1 and 2	
BUMN	4,7	For all the material for BUMN, BUMD, and BUMS, it is quite clear, but it needs to be explained in more detail during the media trial.
BUMD	4,75	
BUMS	4,75	
Average score	$4,7+4,75+4,75$ $14,2/3 = \mathbf{(4,73)}$	
Criteria	Very Good	

Then the media expert's assessment stated that the criteria were "Very Good" by obtaining an overall average score of 4.6 from the three aspects, namely the general aspect of the media, the aspect of media display and the aspect of media effectiveness. The above findings are evidenced by the statement submitted by media experts that the media that has been developed has an attractive appearance through animation, images, and sounds in every scene that is displayed, besides the material used in this explainer video media is packaged interactively which makes students interested. learn with learning media like this. The findings above are in accordance with research conducted by Salahudin, Asbeni, and Wijaya, (2019:100) which states that learning media that have good media feasibility are media that can attract students' interest through its advantages such as animation, images and sound as well as good delivery and interactive. Based on the overall development stage and the results of the research, the results of the assessment from media experts and material experts were obtained, namely for each aspect included in the "Very Good" category. These results are in accordance with the results of previous research conducted by Mafazah, (2017:339) that the feasibility of explainer video-based economic learning media is very good and suitable for use in the learning process,

which means that the explainer videos that have been developed by researchers have "Very Good" eligibility to be used in the learning process. learning in class X majoring in Social Sciences MAN 1 Samarinda.

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Table 2 Media Feasibility Test Results

No	Rated Aspect	Average Score	Criteria
1	General Aspects of Media	4,8	Very Good
2	Media Display Aspect	4,5	Very Good
3	Aspects of Media Effectiveness	4,5	Very Good
Total		4,8+4,5+4,5 13,8/3 = (4,6)	Very Good

After making revisions, the explainer video-based economic learning media can be tested on students to find out their responses to this explainer video learning media. The first trial was a small group trial consisting of 5 students (3 girls and 2 boys), getting a positive response with a percentage of 92%. Furthermore, conducting a large group trial consisting of 34 students (20 women and 14 men) got a positive response with a percentage of 86.5%. This is evidenced by students' statements stating that the existence of this explainer video media which displays a lot of animation, images and sounds can attract their interest in learning, besides that, the delivery of material by describing through pictures makes it easy for students to understand

the lesson material. The findings above are in accordance with research conducted by Ulya, Laily, and Hakim, (2020:47) which states that video media can attract students' interest in learning because of the display of animation, images and sounds in the learning media used. Based on the results of trials in large groups and small groups where each trial received scores that were included in the "Strongly Agree" category from students for this explainer video media, it attracted their interest in learning in the economics learning process. These results are in accordance with previous research that conducted by Salahudin, Asbeni, and Wijaya, (2019:100) who explained that students strongly agree with the existence of this explainer video media because it can increase students' interest in learning.

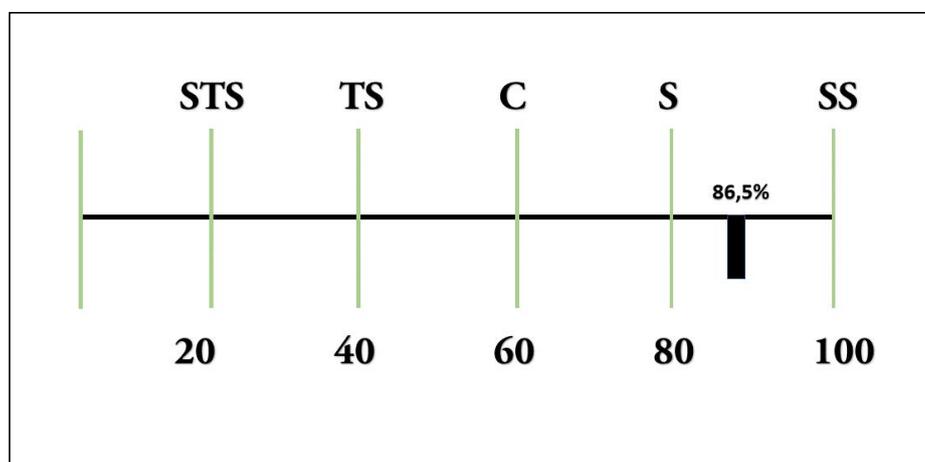


Figure 3 : Rating Scale Student Responses

In addition to response data in the form of percentages, this study also uses response data in the form of comments that are filled in by students for impressions and messages during learning using this explainer video learning media, the following impressions and messages are conveyed:

"I am very happy with the learning process using explainer videos because it is interesting and not boring. In the future, hopefully other subjects can also make videos like this" (Achmad Shofi's impressions and messages from class X Social Science 2 student, August 9, 2021). Furthermore, "I am impressed with this kind of learning process because it makes it easier for me to understand the subject matter, then maybe the school can make their own YouTube and make learning videos like this for all subjects (Aulia Safitri's impressions and messages for class X Social Science 2, 9 August 2021) .

Based on the impressions and messages conveyed by Ahmad Shofi and Aulia Safitri, information was obtained that the explainer video-based economic learning media is very

helpful in understanding the subject matter and attracting students' interest in learning because it has an attractive appearance such as animation, fonts and other effects.

CONCLUSION

The results of this study are in the form of explainer video-based economic learning media products on economic subjects that have been developed and obtain the following conclusions :

1. The explainer video-based economic learning media has been developed using the DDD-E development model which consists of 4 stages of development, namely decision, design, development and evaluation. Where each stage of development runs according to predetermined procedures and produces three explainer video products with material on business entities in the Indonesian economy.
2. The validation of the explainer video-based economic learning media was carried out by 2 material experts and 2 media experts. The validation results obtained from material experts got an average of 4.73 which was in the "Very Good" criteria. Validation and assessment from media experts in three aspects, namely the general aspect of the media getting a score of 4.8 including the "Very Good" criteria, the media display aspect getting a score of 4.5 including the "Very Good" criteria and the media effectiveness aspect getting a score of 4, 5 is included in the "Very Good" criteria, then an average overall score of 4.6 is obtained which is in the "Very Good" criteria. So it can be concluded that the explainer video-based economic learning media is declared valid and feasible to use in the economic learning process.
3. The results of small group trials conducted by 5 students selected from class X social science 2 MAN 1 Samarinda obtained a percentage of 92% giving positive responses to the media, which means that it can be concluded that students are interested in explainer video media used in the economics learning process. Furthermore, the large group trial consisting of 34 students of class X Social Science 2 MAN 1 Samarinda obtained a percentage of 86.5% giving positive responses to the media, which means that it can be concluded that most students respond well to explainer video-based economic learning media and make students interested in the process of learning economics.
4. Based on the validation of material experts, media experts and student responses to the media, it can be concluded as a whole that explainer video-based economic learning media has very good feasibility and can attract students' interest in learning and can be used in the economics learning process.

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