



Development of Indonesian Language Learning Videos Based on a Scientific Approach to Poetry Materials

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Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan video pembelajaran bahasa Indonesia berbasis pendekatan Scientific yang layak, praktis dan efektif. Jenis penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE yang terdiri dari analisis, perancangan, pengembangan, implementasi, dan evaluasi. Jenis data yang diperoleh dalam penelitian ini adalah data kuantitatif dan kualitatif. Instrumen penelitian yang digunakan dalam penelitian pengembangan ini adalah lembar validasi, angket kepraktisan video pembelajaran, dan tes hasil belajar untuk penilaian efektifitas video pembelajaran. Hasil penelitian menunjukkan bahwa: video pembelajaran yang dikembangkan dengan berbasis pendekatan Scientific sangat layak, praktis, dan efektif digunakan sehingga memenuhi harapan atau tujuan penelitian. Dengan demikian, peneliti menyarankan, yakni: 1) guru mata pelajaran pendidikan bahasa Indonesia di SMA Negeri 1 Gunungsitoli dapat menggunakan video pembelajaran ini sebagai salah satu media pembelajaran untuk meningkatkan kualitas pembelajaran dan juga sebagai strategi pembelajaran. 2) menjadikan hasil penelitian ini sebagai tambahan ilmu pengetahuan dalam memanfaatkan IT. Hendaknya peneliti selanjutnya menggunakan peneliti ini sebagai tambahan wawasan dalam melaksanakan penelitian.

Kata Kunci: pengembangan, video pembelajaran, pendekatan scientific

Abstract

The purpose of this research is to develop an Indonesian language learning video based on a scientific approach that is feasible, practical and effective. This type of research is development research using the ADDIE model consisting of analysis, design, development, implementation, and evaluation. The types of data obtained in this study are quantitative and qualitative data. The research instruments used in this development research are validation sheets, practicality questionnaires for learning videos, and learning outcomes tests for assessing the effectiveness of learning videos. The research results show that learning videos developed based on the Scientific approach are feasible, practical, and effective to use to meet the research's expectations or objectives. Thus, the researchers suggest, namely: 1) Indonesian language education subject teachers at SMA Negeri 1 Gunungsitoli can use this learning video as one of the learning media to improve the quality of learning and as a learning strategy. 2) make the results of this research as additional knowledge in utilizing IT. Further researchers should use this researcher as additional insight in carrying out research.

Keywords: development, learning video, scientific approach

INTRODUCTION

The development of technology and information has led to the development of the world of education in Indonesia today (Harefa & Laoli, 2021; Ariandhini & Anugraheni, 2022). The practice of education in Indonesia continues to change in the context of improvement to meet the needs of the nation's development. Can achieve success in education by optimizing the existing components of the education system. including learning media that are used as intermediaries in the learning process (Cahyadi, 2019).

Learning media can be developed using existing information and communication technology, such as video-based learning media. But in reality, many schools do not develop and use learning media, especially technology-based media (Dakhi et al., 2022; Hamzah. 2019). The lack of various learning media in the teaching and learning process affects students' understanding of the subject. Some students will understand the material quickly, while others will realize it slowly due to different levels of knowledge (Bria, Leba & Tangi, 2022; Zagoto, Yarni & Dakhi, 2019). Therefore, teachers and educators need to be more creative in delivering learning materials and encourage learning to be more innovative and encourage students and students (Dakhi et al., 2020). Learn best in class independently. For this reason, learning media tools are needed in the form of learning videos (Harefa & Hayati, 2021; Sulihin, Asbar & Elihami, 2022).

Video learning media is audiovisual media that displays images and sounds (Banu, Tinenti & Tukan, 2022; Zagoto & Dakhi, 2018). Instructional video media can further improve student learning outcomes compared to picture media (Cahyani & Jayanta, 2021; Rahmawati, 2022). The presence of learning video media

motivates students to learn and enhances student learning outcomes.

One of the core competencies, according to the Indonesian language syllabus for class X SMA, is KI 3: Understanding, applying and analyzing factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with insight into society, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems. With material on KD 3.16. "Identify the atmosphere, theme and meaning of several poems in an anthology of poetry that is heard or read." And Indicator 3.16.1. Record the atmosphere in the poetry that is heard or read. 3.16.2. List the themes in the poems that are heard or read. 3.16.3. Record the meaning in the poetry that is heard or read. Poetry is one of the most popular forms of literature because it is imaginative and presented in beautiful language.

Based on the results of observations and interviews with Indonesian language teachers at SMA Negeri 1 Gunungsitoli, due to the Covid-19 pandemic situation, distance learning was applied outside the network (offline) and found a problem occurred, namely many students who found it difficult to understand the material only based on the Indonesian language package that distributed

One of the Indonesian language learning media is video learning. The use of learning videos will provide a new experience because the video is a moving image produced from the recording process. Video plays a very important role in multimedia presentations. People will be more interested in presentations or applications that display videos in the form of videos. In video media, two elements

unite, namely audio and visual. The audio component allows students to receive learning messages through hearing, while the visual element allows the creation of learning messages through visualization.

METHOD

This type of research is research and development. This research is one development model that produces effective and efficient products. This type of research is the ADDIE model. The ADDIE model is a model that can be used in various forms of product development, including models, learning strategies, learning methods, media, and materials.

The types of data obtained in this study are quantitative and qualitative data. Data collection tools are tools that are selected and used by researchers to collect data systematically and efficiently in development research. The sample is 18 students of class X MIPA 5 SMA Negeri 1 Gunungsitoli. The research instruments used in development research are as follows: a). validation sheet, b). a questionnaire on the practicality of learning videos, and c). the effectiveness of learning videos.

RESULTS AND DISCUSSION

Results

The development process in this learning video is carried out using the ADDIE development model, which includes five main steps: Analysis, Design, Development, Implementation, and Evaluation.

1. Results of the Analysis Phase

In this stage, the main activity is to analyze the need to develop learning videos. The analysis carried out is an analysis of the needs and abilities of students.

a. Competency Analysis

Competency analysis aims to identify and systematically compile relevant

material content to be used as learning material. This competency analysis relates to learning activities that students must achieve after using learning video products in their learning process.

The results of the analysis are adjusted to the applicable curriculum at SMA Negeri 1 Gunungsitoli, namely the core competencies according to the Indonesian language syllabus for class X SMA are KI 3: Understanding, applying, analyzing factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into society, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems. KD. 3.16. "Identifying the theme and meaning of several poems contained in an anthology of poetry that is heard or read." And Indicator 3.16.1. Record the atmosphere in the poetry that is heard or read. 3.16.2. List the themes in the poems that are heard or read. 3.16.3. Record the meaning in the poetry that is heard or read. The learning objectives of this material are that students are expected to be able to record the scene of the poetry they hear and/or read, able to record the themes of poetry they hear and/or read, and to be able to record the meaning of the poetry they hear and/or read.

b. Analysis of Student Characteristics

Necessary to analyze the characteristics of these students, To make educational videos appropriate to students' academic abilities and learning motivation. In this study, researchers identified the factors of students, including students' initial skills and students' interest/motivation to learn. They have conducted this analysis in class X IPA SMA

N 1 Gunungsitoli. Their knowledge, interests, talents and learning styles in identifying the atmosphere, themes and meanings of several poems contained in poetry anthologies that they have heard or read are still lacking. Therefore, researchers hope to create a new learning atmosphere by developing learning video products and using these products in the Class X learning process.

c. Material Analysis

The learning material chosen to be developed in this learning video follows the class X syllabus at KD 3.16, namely identifying the scene, theme, and meaning of several poems in the anthology of poetry listened to or read.

2. Design Phase Result

a. Theory

Indonesian language learning videos were developed using selected materials to identify the atmosphere, themes and meanings of several poems in poetry anthologies. Students are expected to be able to determine the climate, theme and meaning of the poem contained in the poem.

b. Learning Strategies

During the design stage, we must also determine the learning model used in the instructional video and decide which learning strategy to apply. In developing this product, the researcher uses a scientific approach base. In the learning video, learning activities' learning process or preparation follows the scientific approach.

c. Evaluation

Researchers have designed a method to determine the learning proficiency achieved. That is, asking students questions in the form of essays as a test of students' abilities.

3. Development Stage Result

a. Initial View of Learning Video

In the initial display, the learning media contains greetings first. The initial appearance of the learning media can be seen as follows:

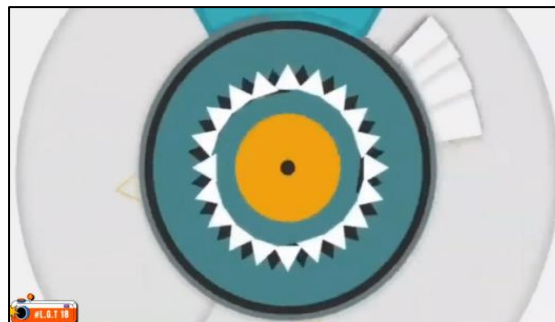


Figure 1. Initial Display of Learning Videos

b. Learning Video Title Display

The title of the video that will discuss will be displayed in the video title display.



Figure 2. Display of Learning Video Titles

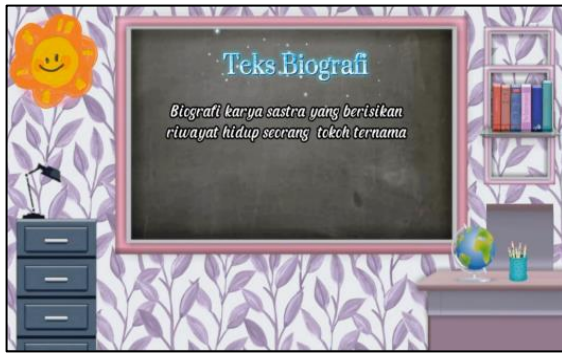
c. Teacher Identity Display



Figure 3. Teacher Identity Display

d. Apperception Activity Display

The apperception activity is spoken directly by the presenter of the learning video.



(a)



(b)

Figure 4. Display of Apperception Activities

e. Basic Competency Display



Figure 5. Display of Basic Competencies

f. Learning Objectives Display

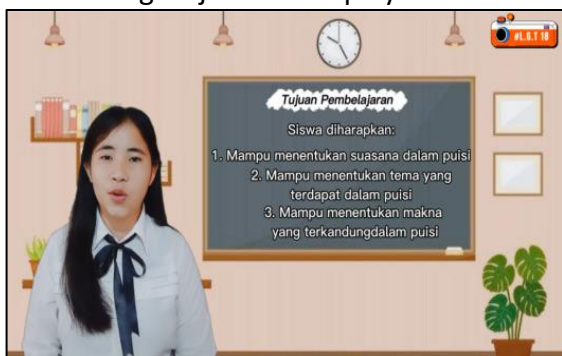


Figure 6. Display of Learning Objectives

g. Content Display

In the display of the contents of this material will be displayed poetry material along with examples, images, audio and music.



Figure 7. Display of Contents

g. Competency Test Display

On the display of the competency test, there are questions related to the material that has been discussed.



Figure 8. Display of Competency Test

After the draft of the learning video product is developed, validation is carried out first by the expert before entering the field trial. The description of the results of expert validation is as follows:

a. Material/Content Expert Validation

Material/content validation is carried out by one validator. Validation is carried out by filling out an assessment questionnaire consisting of 7 indicators. The results of material expert validation on learning video products starting from revision I, with an achievement of 77.5%, and revision II, with an achievement of 91.25%, can be seen in the following graph:

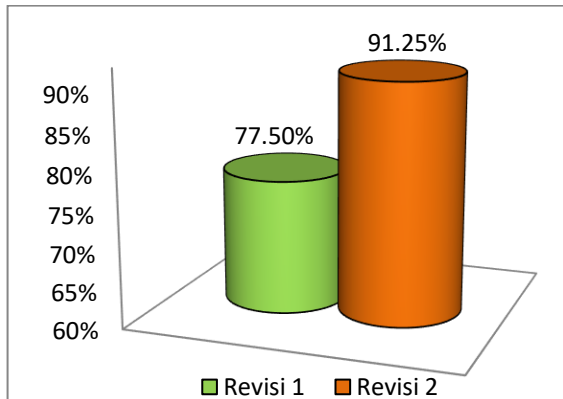


Figure 9. Product Validation Results by Material/Content Experts

b. Linguist Validation

Linguists judge language according to the EYD used in the poetry material. Validation has been carried out twice, and the validator is given a questionnaire in the form of an assessment indicator consisting of several aspects.

The results of the validation of linguists on learning video products starting from revision I, with an achievement of 72.5%, and revision II, with an achievement of 90%, can be seen in the following graph:

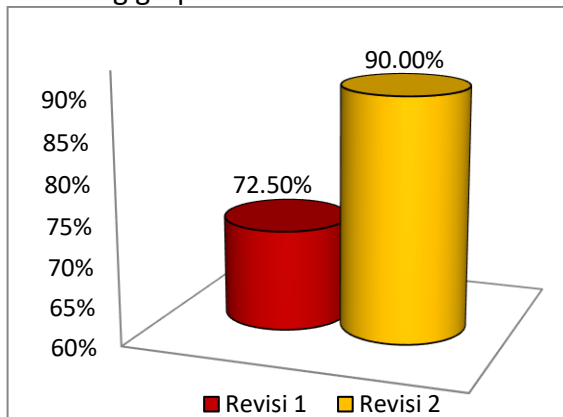


Figure 10. Product Validation Results by Linguists

c. Design Expert Validation

experts design assess how to design learning videos based on a scientific approach. The results of the validation of design experts on learning video products starting from revision I, with an achievement of 82.3%, and revision II, with

an achievement of 96.7%, can be seen in the following graph:

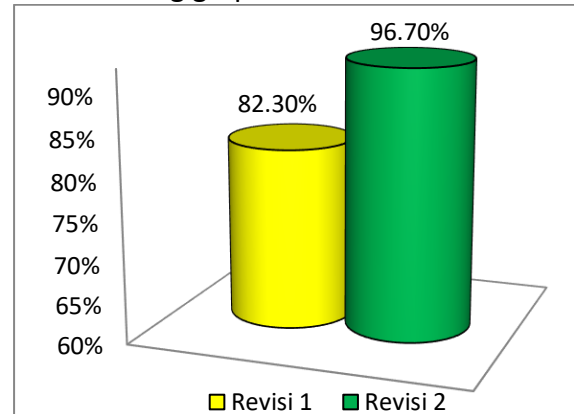


Figure 11. Product Validation Results by Design Experts

4. Results of the Implementation Phase

The implementation stage is using video in learning. Implementation, in this case, is intended to test the practicality of the product that has been developed. The product implementation stages are as follows:

a. Individual Trial.

Student responses to the individual test were conducted at SMA Negeri 1 Gunungsitoli, in class X MIPA 3 (Shift A), with a total of 3 students. Student responses include visualization indicators, presentation of material, text, images, motivation, and evaluation. The achievement of individual trials is 91.74% with very practical criteria.

Table 1. The practicality of Individual Trial

No	Respondent	Score	Percentage	Criteria
1	R1	92	87.61%	Very Practical
2	R2	103	98,09%	Very Practical
3	R3	94	89,52%	Very Practical
Average			91,74%	Very Practical

b. Field Trial

Student responses in the field trial were carried out at SMA Negeri 1 Gunungsitoli, in class X MIPA 5 (Shift A),

with a total of 18 students. The achievement of the field trial was 91.69% with very practical criteria.

Table 2. The practicality of Field Trials

No	Respondent	Score	Percentage	Criteria
1	R1	105	100%	Very Practical
2	R2	105	100%	Very Practical
3	R3	101	96,19%	Very Practical
4	R4	101	96,19%	Very Practical
5	R5	93	88,57%	Very Practical
6	R6	84	80%	Practical
7	R7	92	87,61%	Very Practical
8	R8	84	80%	Practical
9	R9	101	96,19%	Very Practical
10	R10	74	70,47%	Very Practical
11	R11	84	80%	Practical
12	R12	97	92,38%	Very Practical
13	R13	102	97,14%	Very Practical
14	R14	101	96,19%	Very Practical
15	R15	96	91,42%	Very Practical
16	R16	103	98,09%	Very Practical
17	R17	105	100%	Very Practical
18	R18	105	100%	Very Practical
Average			91,69%	Very Practical

5. Results of the Evaluation Phase

The effectiveness test is carried out using a learning outcome test in the form of essay questions (seen in appendix page 249), which is carried out after teaching and learning activities using learning videos based on a scientific approach. The

effectiveness test was conducted to determine the effectiveness of learning videos based on a scientific approach through student learning outcomes.

Table 3. Percentage of Learning Completeness in Individual and Field Trials

No	Individual Trial		Field Trials	
	Average	Criteria	Average	Criteria
1	100%	Very Clear	88,8%	Very Good

The results of the effectiveness of learning videos on individual trials and field trials can be seen in the following graph:

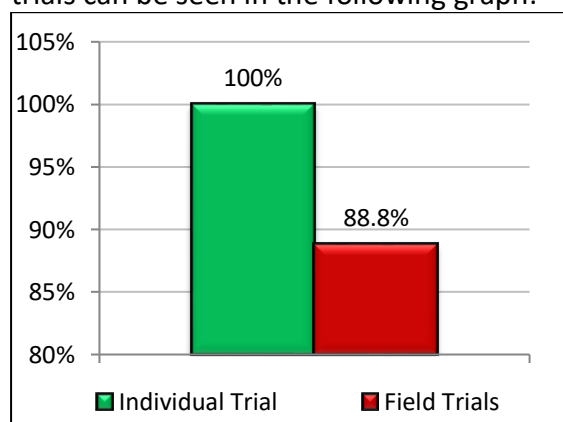


Figure 12. The Effectiveness of Individual Product Trials and Field Tests

Discussion

1. Feasibility of Scientific Approach-Based Learning Videos

Validate the results of the initial product development (Suparno, 2017). The product is said to be practical if, theoretically, the experts state that the product is in the "very practical" category according to the characteristics of each research. Several experienced experts validated the Indonesian language learning videos that have been developed and used the suggestions given to improve learning videos on poetry material.

2. Practicality of Video Learning Based on Scientific Approach

The practicality of Indonesian language learning videos based on a scientific approach was measured using a

student response questionnaire, carried out in two stages: individual tests and field tests. Three students followed the individual test, filling out the response questionnaire after the teacher taught using learning videos. The results of the student response questionnaire obtained a score of 289%, a maximum score of 315%, with an achievement rate of 91.74% in a very practical category. After completing the individual test, it was continued on the field test, carried out at SMA Negeri 1 Gunungsitoli, which was attended by one class X MIPA 5 (Shift A), totalling 18 students. The results of the questionnaire obtained a score of 91.69% in the very practical category.

3. The Effectiveness of Learning Videos Based on Scientific Approach

The effectiveness of the Indonesian language learning video based on the Scientific Approach is carried out by using a student learning outcome test in the form of a text essay totalling one item. The effectiveness test was carried out after implementing Indonesian language learning videos in one class, and the researchers distributed learning outcomes tests. The student learning test is said to be complete if the student's worksheet score is 68; that is, the KKM is complete. From the student worksheet, 16 students have completed the KKM from 18 students.

Indonesian language learning videos based on a scientific approach are said to be effective if classical mastery meets classical mastery (KK), which is at least 75%, based on the calculation of classical completeness (KK), obtaining a KK value of 88.8% in the very effective category. Thus, the researcher concludes that Indonesian language learning videos are effective to use.

CONCLUSION

Based on the data processing results, we conclude that the Indonesian language learning video based on a scientific approach to poetry material for class X students of SMA Negeri 1 Gunungsitoli was more valid, practical and effective than could be used in learning.

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