



Analysis of the Development of Video-Based Economic Learning Media

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Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

Abstract

The purpose of this research is to analyze the development of video-based economic learning media. This research uses research and development research, using the analysis, design, development, implementation, and evaluation (ADDIE) development model. The subjects that will be used in this research are class X students at the Medan City Private High School, consisting of 30 students. The object of this research is video-based learning media for economics subject matter as a learning medium. Data analysis techniques are used to calculate a valid and practical scale of the products produced. The research results show that the development of video-based economic learning media consists of analyzing the curriculum, student needs, subject matter, and formulating objectives.

Kata Kunci: Learning Media, Economic, Video

Abstrak

Tujuan penelitian ini adalah menganalisis pengembangan media pembelajaran ekonomi berbasis video. Penelitian ini menggunakan penelitian research and development, dengan menggunakan model pengembangan *analysis, design, development, implementation, dan evaluation* (ADDIE). Subjek yang akan digunakan dalam penelitian ini adalah siswa kelas X di Sekolah Menengah Atas Swasta Kota Medan yang terdiri 30 siswa. Objek dalam penelitian ini adalah media pembelajaran berbasis video materi mata pelajaran ekonomi sebagai media pembelajaran. Teknik analisis data digunakan untuk menghitung skala valid dan praktis dari produk yang dihasilkan. Hasil penelitian menunjukkan bahwa pengembangan media pembelajaran ekonomi berbasis video terdiri dari analisis kurikulum, kebutuhan peserta didik, materi pelajaran, dan merumuskan tujuan.

Keywords: Media Pembelajaran, Ekonomi, Video

Introduction

An important element in improving the quality of the younger generation to face the challenges of contemporary developments is education. Education is believed to be able to improve all aspects

and advance the country's nation. Through good and optimal education in its implementation, it will support the achievement of national education goals in order to create an advanced nation and build a dignified national character. The

steps that need to be taken in order to realize this goal include utilizing science and technology in learning. The development of science and technology is used as a basis for improving the quality of education. Quality education is expected to provide provisions to be ready to compete both nationally and internationally and produce human resources that are in line with current developments (Arsyad, 2014).

Education is the path that students must take when studying at school which is able to change from ignorance to knowledge and understanding, improve the way of thinking, change behavior patterns for the better, and provide experiences that can improve the students' abilities. What is quite important in the learning process is mastery of material and concepts. However, some teachers in delivering the material only pursue the completion of the material and ignore the element that students do not get the basic concepts. Education as an effort to educate the nation's life is continuously experiencing development. Basically technology is something that cannot be separated from education.

The curriculum currently used is the 2013 curriculum. In this curriculum, students are required to learn independently to seek new knowledge on their own through developments in technology and information science, the teacher is only a facilitator who only directs students in the learning process. Technology provides easy access to the world of education. If technology is designed and prepared well, learning does not seem monotonous and can be more interesting, so it can attract students' interest and motivation in participating in the learning process (Putra, 2013).

The development of information technology is currently increasingly rapid, the progress of this technology will have an impact on the world of education. Good quality education can be determined through the learning process, so that learning objectives can be achieved well. The learning process in schools is carried out by providing messages or information that can be presented through learning media. The use of learning media must be adjusted to students' needs in order to achieve learning goals which can be made creatively, innovatively, interestingly and interactively.

The continuity of the learning process and good learning will be achieved with support from all educational components, especially learning media. In the era of modern technology, various learning media have been created to improve and develop the quality of education. The purpose of learning media is to clarify and simplify the delivery of messages so that they are not too verbal and overcome the limitations of time, space and sensory abilities of students and instructors (Rusdi, 2018).

Learning media that is less creative is also one of the factors that makes students less interested in studying economics. During observations it was found that the ongoing learning process still used conventional methods. Using conventional methods causes the use of learning media to be less than optimal, making the learning process monotonous and less interesting.

One way of learning success is determined by the learning media created by school teachers. Students' knowledge obtained through learning media during study is basic capital that can be used for learning achievement results. The video

learning media felt by students can encourage the growth of interest in learning. Video media is an alternative to overcome the problem of ineffective learning processes. Learning video media is media that presents audio and visuals containing learning messages that contain concepts, principles, procedures, theory and application of knowledge to help understand learning material (Sundayana, 2015).

The purpose of this research is to analyze the development of video-based economic learning media.

Method

This research uses research and development research, using the analysis, design, development, implementation, and evaluation (ADDIE) development model, because this model has procedures that refer to the research and development stages but is more systematic and simpler so that the resulting product is more effective (Alimuddin et al., 2023; Ratnawita et al., 2023). The procedure in this development research applies the ADDIE procedure. ADDIE is not just a model, but a general stage in which all stages of design and development carried out by researchers and practitioners can be segmented into analysis, design, development, implementation, and evaluation phases.

Observation is an activity of observing a particular object carefully directly at the research location (Pandiangan, 2023). Apart from that, this observation also includes systematic recording activities regarding all symptoms of the object being studied. Researchers made observations by identifying research problems, basic competencies, and learning media needed by students (Kurdhi

et al., 2023). Researchers must know and solve student problems requiring more adequate learning media and answer learning problems in the classroom. The subjects that will be used in this research are class X students at the Medan City Private High School, consisting of 30 students. The object of this research is video-based learning media for economics subject matter as a learning medium.

Data analysis techniques are used to calculate a valid and practical scale of the products produced. The analysis carried out in this research is by grouping the types of data obtained so that researchers can easily understand the data and draw conclusions (Pandiangan et al., 2023; Yoppy et al., 2023). To find out if the product is valid, look at the results of the questionnaire from design experts and material experts, while to find out about the practical product, look at the results of the student questionnaire.

Results and Discussion

Development Procedure

Based on research and development steps that refer to the research and development model, using the analysis, design, development, implementation, and evaluation (ADDIE) development model which consists of:

Analysis

In the ADDIE development research model, the first stage is analyzing the need for product development. In this phase, researchers need to identify learning problems, set learning objectives, identify students' knowledge and skills, and analyze the existing learning environment. The aim of this phase is to look for problems that exist in the school. After finding the problem, the researcher then solves the problem by determining what media will

be created. After the researchers carried out observations and interviews with students, they found that there were problems in the learning process, namely the lack of creative and innovative learning media, which made students less aware of the learning material. Because in delivering the material the teacher uses a lecture method which is recorded and then uploaded into e-class. Based on these problems, an interactive learning video will be developed. It is hoped that the development of this interactive learning video can help with the difficulties experienced by students.

Design

This phase is the concept design process in a product. At this stage, researchers create product designs that have been adapted to existing problems in the learning process, especially interactive learning videos. By using this media, it is hoped that students will be interested in understanding the material well. In this design phase, the aim is to obtain a design that suits the product that has been determined in the analysis phase.

Development

The development phase includes determining learning activities, determining learning management plans and delivery systems, selecting or reviewing existing learning media, developing learning plans, and validating learning designs. In this development phase, researchers use it to validate products that have been planned, designed and develop the products to be made. The aim of this phase is to create interactive learning videos that have been adapted to the video design so that the learning videos created are valid. Then validation of the product is carried out by material experts and design experts. By carrying out the

validation, input and suggestions will be obtained which will help in the development of interactive learning videos so that practical results are obtained when applied to students.

Implementation

This phase includes implementing the learning management plan and conducting learning or training. The aim of this phase is to implement or apply to students, trial the product that has been created, and then test it in one of the classes taken at random. After testing the product on students, students were then given a questionnaire to provide an assessment to determine students' responses to the validity and practicality of interactive learning video media.

Evaluation

In the evaluation phase of the development of interactive learning video media, the research on the development of interactive learning video media only reached the level of validity and practicality. This evaluation phase was not carried out because research into the development of interactive learning video media did not reach the point of measuring the effectiveness of a product.

Analysis of the Development of Video-Based Economic Learning Media

The research results show that the development of video-based economic learning media consists of analyzing the curriculum, student needs, subject matter, and formulating objectives.

In the curriculum analysis stage, researchers obtained information that the curriculum used was the 2013 curriculum and the KTSP curriculum. The next stage of analysis is the needs of students. Researchers conducted observations in the classroom and found that the teacher had not maximized the use of learning media,

only using textbooks and PowerPoint as learning resources. The next stage is an analysis of the subject matter by observation in learning to determine the suitability between the curriculum, syllabus, and material. The material to be delivered is in accordance with the learning resource references determined by the curriculum. Next, the final stage of analysis is formulating goals. Researchers look at the suitability of students' needs with learning objectives to overcome problems in the classroom. Researchers decided to create video-based economic learning media to be implemented in classroom learning.

The second stage is design with data and material collection activities for creating content outlines, making flowcharts, storyboards and video media. Researchers collect information that supports the development of video learning media by focusing on the material so that researchers can design an outline of media content based on the technical specifications of video learning media. Next, the researcher made a flowchart to describe the display sequence of video learning media in accordance with the material. The researcher created a video media display design from a flowchart to design the video display in learning media that is needed to make it a media that has a positive and interesting impact on students.

The third stage is the development stage, namely the assessment and evaluation stage by material experts and media experts as well as analyzing the assessment results and making product improvements to obtain the final product. The next assessment stage is to assess three aspects, namely media engineering

aspects, visual communication aspects, and learning design aspects.

The fourth stage is the implementation stage, namely the testing stage of video-based economic learning media in learning to determine the level of student interest and learning achievement. The implementation stage of this video-based economic learning media uses classroom action research in one cycle which has four stages, namely the planning, implementation, observation and reflection stages.

The fifth stage is evaluation, which is the final stage to measure the increase in student interest after using video learning media. At this stage, researchers evaluate learning interest by means of a questionnaire containing four indicators of learning interest, namely interest in learning, attention to learning, motivation to learn and knowledge.

Conclusion

The research results show that the development of video-based economic learning media consists of analyzing the curriculum, student needs, subject matter, and formulating objectives.

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