



Development of Social Studies Animation Video (S2AV) Teaching Materials on the Material "Plurality of Indonesian Society" for Junior High School Students

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Abstract

Teaching materials are a resource for teachers and students to carry out the learning process. Therefore, innovative teaching materials must be developed to enable students to achieve superior learning outcomes. One innovative, creative, and exciting teaching material is the Social Sciences Animation Video-Based Teaching Material (S2AV). This study aimed to commercialise social studies teaching materials by using animated videos for class VIII junior high school students on the subject of "Indonesian Community Plurality". This development research uses the 4-D method (Define, Design, Develop, and Disseminate). The results showed that the S2AV learning media was valid, with an average total score of 3.83 based on material expert validation and 3.87 based on media expert validation. The response of the eighth graders was positive (97%).

Keywords— Teaching materials; IPS; Development; Animated Video Media.

Introduction

Quality and efficient human resources are taken from formal educational institutions that are important in preparing the nation's generation for future life. Social science is one subject that fosters unique and quality human resources. Social Studies is one of the multi-content subjects such as Geography, History, Economics, History and Sociology (Dawson, 2019; Gazzola et al., 2020; Pangestu, 2021). Therefore, the Social Studies class is one class that was developed from various teaching materials that help students develop their ability to solve problems that exist in society through experience. Silva et al. (2022) state that he has four goals in social studies education. Knowledge, skills, attitudes and values. Based on these objectives, students are expected to acquire the ability to solve their social problems and problems, make decisions, participate in various community activities, and become good citizens through social studies classes (Filgona et al., 2020; Priyo Utomo et al., 2023; Sah et al., 2023).

The reality on the ground is that Social Studies is an uninteresting subject. Students need to be given something to memorise, requiring much memorisation. Students find it challenging to learn if they only rely on the material by reading, especially the reading is not given feedback where the teacher acts as a facilitator in helping students to be able to understand the material (Inganah et al., 2023; Mariati et al., 2021; Silva et al., 2022). Students tend to be independent in digesting or obtaining material, which is then understood (Darmayanti et al., 2022; Zhou et al., 2020). Therefore, the impact of social studies education on social life is increasingly invisible and tends to have a negative impact. One of these impacts can be seen in student learning outcomes in social studies subjects that have yet to be maximised.

Several factors influence learning outcomes based on observations and

unstructured interviews conducted by researchers with teachers and students at SMPA YALC Pasuruan. In terms of students: (1) So far, there are still many obstacles faced by students in studying social studies, (2) students find it difficult to understand social studies lessons because teachers tend to be teacher-centred when teaching social studies to students, and (3) students are bored in learning social studies because there are many rote. In terms of teachers: (1) Teachers often use the lecture method to present material, (2) Teachers use less media, and 3) Teachers rarely use LCD-formatted school facilities, (4) In learning, teachers do not use concrete materials in providing examples. as an effort to strengthen students' understanding, and (5) in studying social studies material namely "Plurality of Indonesian Society" in learning students are less enthusiastic. This is because the teacher does not involve students' abilities through direct experience obtained through ideas, media objects and experiences in actual society. Such learning encourages children to memorise information and forces their brains to memorise and store information without the obligation to relate it to everyday life. Achieve educational goals, especially learning social sciences. To achieve good learning outcomes, students must balance suitable learning activities (Cundiff et al., 2020; Darmayanti et al., 2023). Therefore, a possible solution is the use of educational video media. This is interesting and can help students understand what material they are studying.

"Learning media are channels or intermediaries used to convey messages and materials" (Darmayanti et al., 2022; Ghozali et al., 2019; Siregar et al., 2020). Media is essential for learning to deliver information and messages from teachers to students through good learning and class conditions. In social studies subjects, there is a lot of material delivery that makes students bored, so it is believed that video media can attract students' attention so that they are not bored and are not difficult to learn (Haagsman et al., 2020; van et al., 2017). Using media during learning can motivate students and keep them physically active. Social studies material used as a video can maximise all students' senses in learning and add supporting images and illustrations that make learning activities more meaningful. Therefore, learning videos are one of the preferred media for presenting social studies material arranged simply so that students can easily understand social studies material. Learning video media is a tool or media material that contains learning messages. Video as audiovisual media and video with motion elements can attract attention and motivate students to carry out learning activities. Elements of motion and animation in the video can hold students' attention longer than other learning media. Videos also have the advantage of helping you understand the learning message more meaningfully without being tied to other material.

Using videos in social studies learning activities gives students unexpected real-world experiences when teachers can present material. According to (Lee et al., 2017), representation in social science learning is one of the keys to the practice of creating culture. Culture is an inclusive term, and culture is concerned with the 'exchange of experiences'. People are said to be from the same culture when the people who live there share the same experiences and cultural code, speak the same "language," and share the same concepts—considered a product of the process. Representation includes how cultural identities are presented, or instead constructed, in texts and the production and perception processes by people who consume previously expressed cultural values.

Literature Review

The development of teaching materials using animated video media in several social studies teaching materials has been widespread. Research (Lasmaida & Sukmawarti, 2022) based on Sparkol VideoScribe. (Alfianti et al., 2020), On the theme of the beauty of my country's diversity. Based on hands move with environmental context. (Saputra & Manuaba, 2021), Based on a project. However, the four studies were conducted in social studies learning in elementary schools. Then (Susanti et al., 2021), assisted by Quiziz, material on cultural diversity was carried out in learning in junior high schools. Furthermore, (Agustien

et al., 2018) developed a 2-dimensional animated video of the Pekauman site in the High School History subject. More learning is also being done in the conditions of covid. In addition, the development of the media is only used to deliver material or quizzes. However, the topic of science subjects is vast and has different characteristics. However, like IPS objects, they exhibit different characteristics regarding the structure and ecology of social materials.

Research, especially educational products. Sciences relevant to junior high school learning are explained in detail with clear and structured examples, and especially in the video, there are interactions such as question-and-answer sessions and exercises. As with the learning process in schools, only a few things allow learning to occur. Animated videos have yet to be found that contain material with test or quiz content or practice questions in it. Moreover, no research has developed animated videos on the material "Plurality of Indonesian Society" in social studies learning in junior high schools. Therefore, it is necessary to conduct research on the development of teaching materials based on social media animation video (S2AV) in Junior High Schools (SMP). The purpose of this study is to create animated video-based materials to help class VIII SMP students master the material "Plurality of Indonesian Society" and find out student responses after using the media.

Research Method

The survey was conducted from August to September 2022. The research site is aimed at teaching materials professionals and media professionals from the Teaching Faculty of Muhammadiyah University and its Pasuruan YALC Middle School. Moreover, this research is research and development (R&D), and the research model used is the 4D model (Definition, Design, Development, Dissemination) (Thiagarajan et al., 1974). Pay attention to the scheme of the research phase in Figure 1 below.

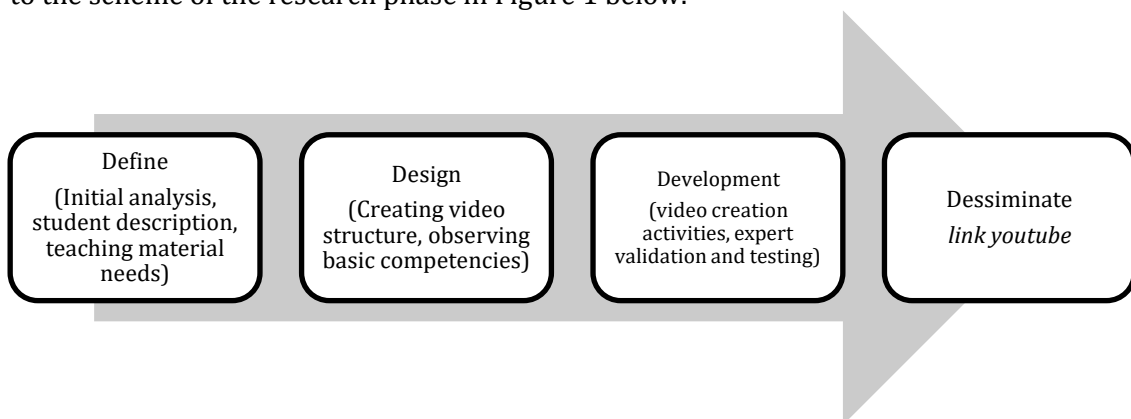


Figure 1. 4D model development (Darmayanti et al., 2022b)

The stages of development research in Figure 1 above are (1) Definition: The definition stage determines the problems faced in social studies learning based on student characteristics. In studying social studies, students do not focus on the material taught traditionally through textbooks, especially the material "Plurality of Indonesian Society". (2) Design At the design stage, the format of visual media teaching materials is designed. The format of the teaching materials provided in the animated video media is based on the contents of textbooks and learning packages that have been used so far, reviewing the core content and making lesson plans. At the design stage, we also made product evaluation tools in the form of expert verification questionnaires and practicality evaluation sheets by students. (3) Development At the development stage, teaching materials for video media are developed. The material "Plurality of Indonesian Society" has been distributed in a traditional format and only contains simple text and images. It can be converted to video-based material and expanded by adding animation to the material and having practice

questions and quizzes. This stage also includes the evaluation of material and media experts. In addition, the experiment was limited to eighth graders from the point of view of the practicality of teaching materials. Class VIII SMP students conducted the limited test, and the sample consisted of 10 individuals using a simple random sampling technique. (4) The media being tested is gradually modified according to suggestions from the validator. In addition, the distribution of Realschule Class VIII to students is carried out via a YouTube link (the previous video has been uploaded to the researcher's YouTube channel).

The Likert scale is used as an evaluation tool to check the effectiveness of the media used. Validation was conducted to determine the feasibility of the learning media developed before testing with learning activities.

Table 1. likert scale

Pilihan Jawaban	Skor
Strongly disagree	1
Disagree	2
Disagree	3
Agree	4
disagree	5

Material Validation

Validation was carried out by two validators (two math teachers).

Table 2. Material validation sheet lattice

No.	Point of view	Item
1	Relevance between teaching materials and learning objectives	1, 2
2	The material presented is a systematic	3
3	Documentation is clear and specific	4, 5
4	Clarity of material description	6, 7, 8
5	The scope of the material corresponds to the subtopics discussed	9, 10, 11
6	The material corresponds to the goals set	12, 13
7	Teaching material depends on the student's ability level	14, 15, 16
8	The structure of words and the accuracy of sentences are easy to understand	17
9	The language used is clear	18, 19
10	Easy-to-understand sentences used	20

(Vidyastuti et al., 2022)

Media Validation

Validation is done by two validators (one mathematics teacher and one computer teacher).

Table 3. Grid of teaching material validation sheets

No.	Point of View	Instructions	Item
1	Content s of the video	Clarity of the purpose and suitability of learning indicators	1, 2, 3
		The suitability of the material, the suitability of the illustration with the material, the systematic presentation of the material	4, 5, 6, 7,8

2	Display	The language used	9, 10, 11
		Video display	12, 13, 14
		Appropriateness of fonts and font size	15, 16
		Accuracy of video accompaniment music, text legibility, image quality, sound quality	17, 18, 19, 20
		Selection of video animation, color, attractiveness	21, 22, 23, 24, 25

(Hasanah et al., 2022)

The formula calculates the average validation score using the formula (average instrument score) by summing the score of each unit, which is then divided by the number of validators. The results of these calculations are then converted to validity by taking into account the following options: 1) if the score is more than 4.6 and less than equal to 5 (very valid), 2) if the score is more than 3.6 and less than equal to 4.5 (valid), 3) if the score is more than 2.6 and less than equal to 3.5 (somewhat valid), 4) if the score is more than 1.6 and less than equal to 2.5 (invalid), and finally if the score is more than 0.0 and less than equal to 1.5 (can not be used). The product can be used in the learning process if the results show a minimum value with a "valid" category.

Student Response

The following are the indicators used to determine student responses after using the social media animation video media (S2AV).

Table 4. Indicators to find out student responses

No.	Point of View	Instructions	Item
1	Learning	The material is easy to learn. The material is complex/interesting. The material is helpful in everyday life. The teaching is easy to understand. Feedback on answers. Easy selection of learning menus Learning more fun with these media Learning aids with media.	1, 2, 3, 4, 5, 6, 7, 8
2	Contents	Material clarification Simple language Language clarification Material clarification animation Easy-to-understand photos Easy-to-understand videos	9, 10, 11, 12, 13, 14
3	Presentati on	Easy-to-read text Colours that match the background Easy-to-use videos Instruction Manual Clarity Music Sound Support Audio Descriptions Hear Clearly Animation Color Clarity Font Size Accuracy Video Image Color Clarity Video Image Color Accuracy Interesting Animation Interesting Video	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26

Results and Discussion



Learning media in the VKS was developed using the 4D model. The model consists of four stages: the define stage, the design stage, the development stage, and the dissemination stage. The explanation is described as follows:

Stage Define

SMP YALC Pasuruan has problems learning science; teachers still use traditional methods, and students must be more focused and interested in learning. At this stage, the learning objectives are formulated. In other words, after students study the material, they can define what social plurality is, be able to identify it by analysing the plurality of Indonesian society (both in terms of religion, culture, ethnicity, and work) and be able to provide examples of the application of attitudes towards plurality that occurs around them. And be able to restate the definition of plurality using their language and opinions from what has been found from learning so that students know the meaning, types, and examples of plurality in Indonesian society.

Stage Design

RPP and KD from the 2013 curriculum with video content refer to KD 3.2 due to the social studies animation video design (S2AV). The content of the video consists of an understanding of social plurality, types of plurality, examples of the application of plurality, and finally, assignments and discussions (practices) through video as the final lesson.

After determining the KD and index of results, the researcher developed an animated video with stages consisting of mapping the material to be developed, compiling a synopsis, compiling stories, compiling storyboards, taking pictures, editing and voice-overs. Researchers use Kinemaster and Zepeto applications to make animated videos. The application was chosen because its features are complete and suitable for content creators who want to make animated videos. Complete features range from effects, music, background, moving animations, stickers, layers and others, making it easier for researchers to create and edit animated videos that will be developed.

Product evaluation tools are also created during this phase. Expert opinions include critical aspects, presentation aspects, and linguistic aspects. Media expertise includes visual aspects, technical quality and media typography. Evaluation of the practicality of materials includes ease of use, completeness of materials, and attractiveness.

Development Stage

In this study, the finished video design was uploaded to YouTube by going through the editing process and then entering the development stage, which consisted of expert validation and revision activities. Here is the IPS animation video media (S2AV) displayed on YouTube, which contains material on the plurality of Indonesian society.



Figure 2. Presentation of material from the Plurality of Social Society: Culture



Figure 3. Examples of Applications from Culture

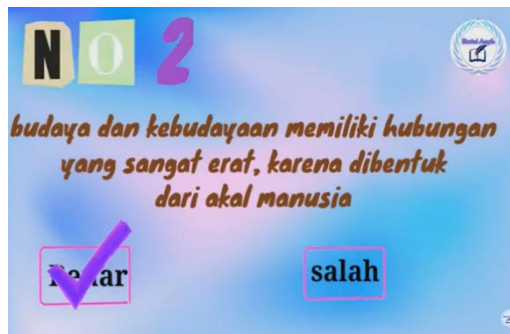


Figure 4. Practice questions and discussion so that interaction

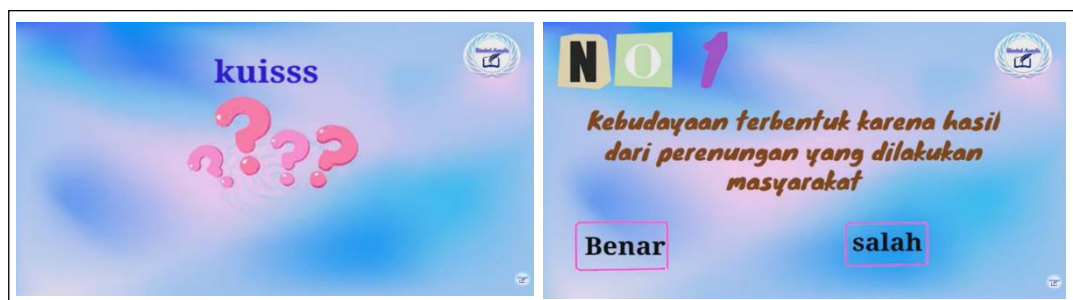


Figure 5. There is a quiz menu

Expert validation consists of material expert validation and media expert validation. The results of material validation obtained from the two validators are presented in Table 5. The results of media validation were carried out by two validators (two media experts in their fields). The validator investigates by filling out the material verification sheet using a four-choice Likert scale (4 = perfect, 3 = good, 2 = average, 1 = a little) is presented in Table 6.

Table 5. Results of Data Analysis of Material

Point of view	Validation Average	Information
Relevance between teaching materials and learning objectives The material presented is systematic. Documentation is clear and specific. Clarity of material description The scope of the material corresponds to the subtopics discussed The material corresponds to the goals set. Teaching material depends on the student's ability level.	3.83	Very Good

The structure of words and the accuracy of sentences are easy to understand
 The language used is clear.
 Easy-to-understand sentences used

Overall, the average validation of the overall material in the table above is 3.62, a very useful (valid) category. In short, the Creative Science Video (S2AV) media contains quality material worth trying.

Table 6. Results of Media Validation Data Analysis

Instructions	Average Validation	Information
Video Content	3.87	Very Good
Display		Very Good

Overall, from the table above, the average validation of the total media is 3.83, with an outstanding category (very valid), which means that S2AV media deserves to be tested. Based on the validation process that has been carried out, there are several criticisms and suggestions for improving S2AV media.

The learning media in S2VC has been validated with a result of 3.84 with the "very valid" criteria. This is in line with research conducted by (Ariani et al., 2020 Haagsman et al., 2020 Kramer et al., 2020 Riyanto et al., 2019), which shows that the results of the assessment conducted by validators on learning media using video are feasible. To be used as a learning medium.

Then, the student's response was measured based on data from a questionnaire filled out by students. The following are the results of analysing the questionnaire score data filled in by students, presented in Table 7.

Table 7. The results of the questionnaire to find out the student's response

No.	Point of View	Instructions	Score
1	Learning	The material is easy to learn. The material is complex/interesting. The material is helpful in everyday life. The teaching is easy to understand. Feedback on answers. Easy selection of learning menus Learning more fun with these media Learning aids with media.	97%
2	Contents	Material clarification Simple language Language clarification Material clarification animation Easy-to-understand photos Easy-to-understand videos	
3	Presentat ion	Easy-to-read text Colours that match the background Easy-to-use videos Instruction Manual Clarity Music Sound Support Audio Descriptions Hear Clearly Animation Color Clarity Font Size Accuracy Video Image Color Clarity and Accuracy Interesting Animation and Video	

Based on the results of the data in Table 7, it can be seen that the average percentage of student responses is 97%, including the "very positive" category. In short, students enjoy IPS animation videos (S2AV) as learning media. This aligns with research conducted by (Anjarwati et al. 2023; Archibald et al., 2019 Gray et al., 2020), which states that students are very interested in learning when using animated videos.

Conclusion

Based on this description, the S2AV learning media on the material "Plurality of Indonesian Society" obtained valid results with a total average of 3.83 from material experts. Meanwhile, media experts stated that it was valid, with an average of 3.87. The trial obtained positive responses from students (97%). This means that students appreciate animated videos as learning media. Therefore, this animated video media can help and facilitate the learning process. This media can be used as an alternative for teachers in developing materials and media for other learning materials.

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