

## DEVELOPMENT OF VIBERNIPA LEARNING MEDIA IN PANCASILA VALUE

### MATERIALS

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### ABSTRACT

This research is in the background by the low activity of students. The purpose of this research is to improve activities and by developing Pancasila values using video. This research uses Research and Development (R & D). Design and Development methods are also defined as a research method used to produce certain products, and test the effectiveness of the product. Data collection techniques by observing students' interest in learning. The data collection tool is by means of a video concept observation guide. The collected data is then analyzed by analysis of research and development.

The results of the research are shown on the material aspects and 4.2 on the media aspects 4.4 On aspects of the language 4.0 according to the module eligibility criteria that the module is appropriate to use. The validation results indicated that the module was able to influence students' learning interest as much as 4.2. This is supported by student observation sheets that show interest in the use of the module as many as 6 students feel interested and helped in carrying out learning. It is hoped that this study will contribute towards development and progress to support the achievement of the FKIP UNISBA vision and mission.

**Keywords:** Learning Media, Vibernipa, Pancasila values

## **INTRODUCTION**

Learning activities are activities or actions both physically and mentally carried out by individuals to build knowledge and skills in themselves in learning activities. In learning, interest factors are very influential. Someone is considered to have learned if the person can show changes in behavior in the learning process so that interest is needed.

Based on direct observations made by researchers in SMA 4 MIA1 class X and MIA class X 2, it was found that some students complained that PPKn learning was less interesting because the material learned was too much while the availability of learning resources was very limited using only textbooks / LKS.

Based on the results of interviews with classroom teachers obtained information about student motivation towards learning PPKn is still lacking and not infrequently students do not do assignments given by the teacher to the fullest.

From the problems that arose the motivation of researchers to make VIBERNIPA teaching media or referred to as videos containing Pancasila values for PPKn learning in high school. In the process of developing VIBERNIPA researchers will describe PPKn subject matter with the Pancasila values more interestingly through various images and animations so as to arouse students' interest in learning, besides that in the VIBERNIPA video also presented examples of the practice of Pancasila values in daily life - day. Based on the background of the researchers interested in taking the title: DEVELOPMENT OF VIBERNIPA LEARNING MEDIA IN PANCASILA VALUE MATERIALS.

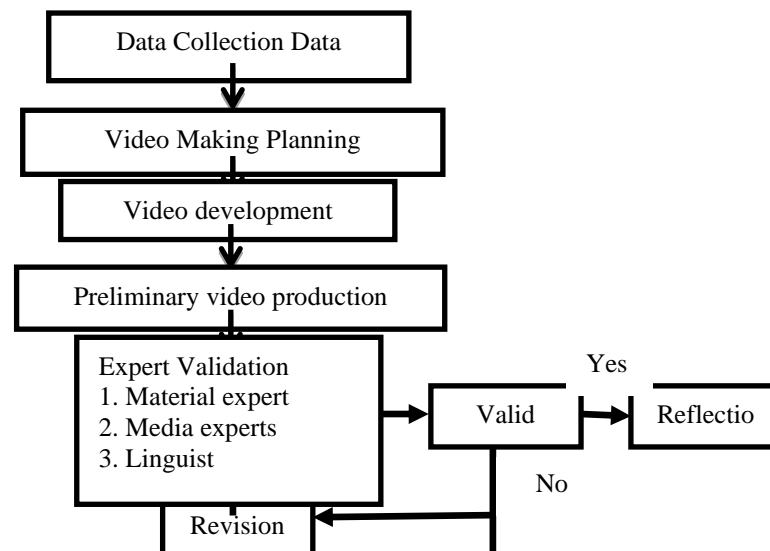
## **RESEARCH METHOD**

Sugiyono (2016: 301) concluded that: The design of this study is Research and Development or Research and Development. This research model is used to produce certain products and test the effectiveness of these products. Therefore research that needs analysis is used to test the effectiveness of these products in order to function in the wider community.

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## Research Framework and Procedure

### 1. Framework



**Figure 3.1 Chart of procedures for developing video learning media**

### 2. Research Procedure

The research procedures carried out by researchers in research and development were adapted from the research and development steps developed by Borg and Gall with restrictions. Borg and Gall stated that it is possible to carry out small-scale research, including limiting the steps of research. Given the limitations of time and funds that researchers have, the application of research steps is tailored to the needs of researchers, only up to the stage of expert validation testing namely material experts, media experts and linguists so that the steps are simplified into four development steps, namely:

#### 1. Stage of data collection

The data collection phase aims to determine the learning needs in the field. The stage of data collection is done by means of field studies and literature studies. Field studies were conducted to determine the learning source requirements of high school students of class X on the PPKn subjects. Field studies were carried out by observing by distributing questionnaires or questionnaires to the teacher and students to find out which curriculum was applied to the school, the learning situation

needed by students, and the availability of learning resources at school. While the literature study relates to video learning media for PPKn subjects in high school and literature studies for the material values of Pancasila.

## 2. Planning stage

The planning stage begins with the taking of objects examples of Pancasila values that exist in the surrounding environment, for example the first Pancasila precepts 5 and analysis of the values of the Pancasila. Furthermore, a recording of activities and media images was made to explain the example of the Pancasila values that were adapted to the material values of Pancasila Class X Curriculum in 2013. After that, illustrations and recordings were made using the wondershare filmora software program by adjusting material values. pancasila. At this planning stage at the same time it is planned to evaluate learning media by making assessment grids.

## 3. Development phase

The development phase begins with material collection, management of image material, recordings and the last is converting or storing so that it can be displayed. The materials collected are in the form of pictures and recordings of Pancasila values. After that it was edited according to the preparation of the Pancasila precepts, analysis of the value of the Pancasila with the images and recordings. Then the illustrations of the images and pancasila value recordings were edited using the wondershare filmora application. Then the video learning media is ready to be displayed, storage can be on VCD, CD, DVD or Flash Disk.

## 4. Product validation stage

Video as a video prototype learning media as a learning media that is made by the next researcher will be validated by material experts, media and the language of the purpose of validation to measure product feasibility and meet the readability requirements of the research students appoint 3 experts namely material experts, media experts and linguists . Suggestions and input from the validators can be used as a reference by researchers to revise the product so that products that are declared valid and feasible to be used for learning processes are obtained.

## **RESEARCH AND DISCUSSION**

The results of the development of the Pancasila values video media developed include the results of the validation and the results of the readability test on the videos of Pancasila values.

### **Potential Analysis of Problems and Solutions**

The problem regarding the quality of PPKn learning that is still not optimal is a very important problem, to be overcome so that a solution is needed that will improve student learning outcomes. From the problems that arise making researchers set a first step to overcome the problem, the first step taken is to develop in the learning process in order to improve student achievement, the development is by establishing media-based visual media in which there are text, animation, images, music filter effects, transitions are more highlighted and sound effects that will make the display of learning media more interesting, with the solution the researcher sets the media in the form of VIBERNIPA media or more fully called videos containing Pancasila values for PPKn learning in high school addressing problems that occur to improve student learning outcomes.

### **Initial Design of Products and Development**

The design of this study uses Expert Validation. This study uses the results of validation as a measure of the success of applying the model. The Pancasila value-based video model has the effectiveness of being tested from increasing student interest and motivation. The product model is designed effectively in teaching and learning activities based on the Pancasila value video concept as a teaching strategy in the learning process.

### **Product Development Results**

Regarding the results of development, the feasibility and effectiveness of the media, and the discussion. Reports on the implementation of this development include potential and problems, data collection, media design, media validation, multimedia, media testing (media feasibility and effectiveness), media revisions, and video media products. Reports will be presented at each development stage to facilitate discussion.

The percentage of video evaluations of the Pancasila values by the validator consisting of material experts, media experts, and linguists is listed in table 4.10

No	Validator	Component	Average	Criteria
1	Material expert	Feasibility of content or material	4,2	Worthy
2	Media expert	Presentation	4,4	Very Worthy
3	Linguist	Linguistics	4,0	Worthy
		Average	4,2	Worthy

**Table 4.10 Recapitulation of the results of validation to 2 assessments of 3 expert**

Based on the data in table 4.10, it can be seen that the percentage of content or material components, presentation components, and linguistic components are 4.2, 4.4 and 4.0 respectively. The average percentage is 4.2 so that this value is included in range in scoring criteria which means that the video is worthy of being used as a decent / equal good learning media depending on the average score.

### **Product Trials**

Product testing is needed to measure the quality of products produced with regard to quality, according to needs, and benefits provided.

### **Discussion**

The research on developing video learning for Pancasila values aims to determine the quality of videos based on validation by experts, validation of PPKn teachers, and limited scale trials. In this study the learning videos of Pancasila values were declared feasible based on the results of the 2nd validation of the expert's assessment with the acquisition of an average score of 4.2 with the category Worthy. Based on table 4.10 Recapitulation of the results of validation to 2 assessments of 3 experts.

Materials collected in the form of pictures taken from the internet. After that a video show is made, then edited with the filmora application after it is converted or saved so that it can be seen or displayed.

The level of feasibility of video learning media can be seen from the assessment of experts, which includes material experts, and language media. Some of the things that cause this video to get a maximum score is that the stories in the video have not been packaged attractively. The flow of conversation is less coherent so that it confuses the reader, is less communicative, and still rigid. This does not add to the attractiveness of reading.

Based on the advice of the PPKn study teacher, the video size is better if more images and arrangement of descriptions, captions, and images need to be improved to make them more interesting. Even though it is included in the appropriate category, criticism of students' comments on this video also needs to be considered.

Based on the description it can be seen that the description of experts with teachers and students is different. Each expert gives value according to their expertise. The acquisition of the results of the assessment by material experts is 4.2, the results of the assessment by media experts are 4.4 and the results of the assessment by linguists are 4.0, although there are differences in results, but the average validation results of the three experts are still in the eligible criteria, 4,2

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

Based on the data analysis that has been done, it can be concluded as follows:

Learning media in the form of video wondershare filmora, presents the basic material of Pancasila values, Title name: VIBERNIPA (video contains Pancasila values), Format: MP4, Conten: Video shows containing Pancasila values, Duration: 17 minutes 30 seconds. Based on the validation assessment of material experts, media experts, and linguists, it can be seen that the acquisition of the content or material components, presentation components, and linguistic components are 4.2, 4.4 and 4.0 respectively. The average value of the expert is 4.2, this value is included in the range with the Eligible criteria.

### **Suggestion**

The suggestions are as follows:

#### 1. For students

With the implementation of video learning methods containing Pancasila values expected to help students experience difficulties in understanding the PPKn subject matter about the values of Pancasila

#### 2. For Researchers

This research is an additional provision, insight and experience in the stages of self-formation as prospective educators, this research is expected to be useful as a guideline for further research.



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