

DEVELOPMENT OF SOCIAL SCIENCE LEARNING VIDEO MEDIA FOR ELEMENTARY SCHOOL STUDENTS ABOUT LANDSLIDES

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ABSTRACT

The world of education is currently being influenced by technological developments, especially in terms of the learning media used in the learning process. The tool for establishing a direct relationship between the work of subject developers and students is the learning medium. Video media is one of the information and communication technology media that can reach a wider audience and is the most widely used. Video content can help students learn in class, especially in the lower grades of elementary school. In addition, teachers must be able to create innovative and creative media and utilize school learning media because their role in the learning process is very important. IPS is one of the subjects taught in elementary schools. The subjects of history, geography, economics, sociology, and anthropology are all included in IPS. The aim of this integration is to teach elementary-age children how to solve social problems using methods from all areas of the social sciences. Learn how to instruct students in social studies to be able to think creatively and critically. However, delivering IPS content to students often presents challenges in their daily learning at school. One reason is the poor selection of learning tools and media. Teachers still use a lot of printed books and LKS in learning which makes the environment passive, makes students look bored, and makes them less interested in participating in social studies learning. Because class IV of SDN 2 Lamcot also experienced this, researchers were encouraged to examine the development of instructional video media in social studies education. The purpose of developing this media is to produce reliable and useful learning video media products. Researchers present landslide videos as social studies learning resources for fourth grade elementary school students using video media. Therefore, the purpose of writing this article is to explain the development of social science learning video media for elementary school students about landslides at SDN 2 Lamcot. The method used is descriptive qualitative. In this study, the researcher relied on his own observation to collect data through direct observation in the field. In the sense that researchers do not participate in these activities, then the observations are passive participatory observations (passive participation). SDN 2 Lamcot students were used as research subjects. The research data is a learning process based on video media.

Keywords: *video media, social science, landslides*

1. INTRODUCTION

The world of education is currently being influenced by technological developments, especially in terms of the learning media used in the learning process. The tool for establishing a direct relationship between the work of subject developers and students is the learning media.

Akhmadi argues that the development of media images is learning that develops on the basis of conventional learning that is less able to understand the circumstances and needs of students. In line with the changing times, technological developments using digital devices are starting to be used in schools (Reflina Sinaga, 2020).

The media used in the classroom contributes to the failure of the learning process. In addition, the media engagement process is structured to ensure that is effective in its delivery.

Video media is one of the information and communication technology medium that can reach a wider audience and is the most widely used. Video content can help students learn in class, especially in the lower grades of elementary school. Daryanto (2010) argues that video is an example of audio-visual media which refers to learning materials that can be seen with the eyes and heard with the ears. Video works well as a learning tool for large groups, individuals, and classes (Hadi, 2017).

Sadiman (2009) stated that students are expected to be able to receive, understand, and remember learning messages with these two components. The purpose of audio-visual media is to: (1) clarify the presentation of messages so that they are not too verbal; (2) overcome the constraints of space, time, and senses; and (3) the use of educational media appropriately and in various ways to overcome the passive nature of students (Yuanta, 2020). Video media can be used to help students learn in class, especially in lower classes such as elementary schools.

Teachers and students alike can achieve success in the classroom by utilizing the right learning materials. In addition, teachers must be able to create innovative and creative media and utilize school learning media because their role in the learning process is very important. IPS is one of the subjects taught in elementary schools. The subjects of history, geography, economics, sociology, and anthropology are all included in IPS. The goal of this integration is to teach elementary-age children how to solve social problems using methods that are not dissimilar to those used in other social science disciplines.

Learn how to instruct students in social studies to be able to think creatively and critically. However, delivering IPS content to students often presents challenges in their daily learning at school. One reason is the poor selection of learning tools and media. Teachers still use a lot of printed books and LKS in learning which it makes the environment passive and makes students look bored, and makes them less interested in participating in social studies learning. Because class IV of SDN 2 Lamcot also experienced this, the researchers were encouraged to examine the development of instructional video media in social studies education.

The purpose of developing this media is to produce reliable and useful learning video products. Researchers present videos of

landslides as social studies learning resources for fourth- grade students at SDN 2 Lamcot using video media.

2. LITERATURE REVIEW

The development of video media as a social science learning medium has had a positive impact on increasing the knowledge of elementary school students at SDN 2 Lamcot by explaining material about landslides.

According to Sudirman (2012), media is a tool used by teachers in the teaching and learning process, the word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Media plays a very important role in the learning process (Permana & Indihadi, 2018).

According to Munadi (2010), video also known as see-see media or audio-visual media, is a medium for conveying messages. There are two types of audio-visual media: first, pure audio-visual media, which combine the functions of sound and image equipment; second, the audio - visual content that is dirty. Slides, motion blur, OHP, and other audio-visual equipment fall into the first category, while motion pictures, television, and video fall into the second.

Video media is one of the information and communication technology medium that can reach a wider audience and is the most widely used. Video content can help students learn in class, especially in the lower grades of elementary school. According to Daryanto (2010), video is an example of audio-visual media which refers to learning material that can be seen with the eyes and heard with the ears. Video works well as a learning tool for large groups, individuals, and classes (Hadi, 2017).

According to Sanaky (2009), the advantages and disadvantages of video-based learning are as follows: The advantages of video media include presenting learning objects or messages realistically, so they are very good for enriching learning experiences. It also has its own charm and can be a trigger or motivator for students to learn. In addition, it is also very good for psychomotor learning, can reduce learning boredom, especially when combined with lecture teaching techniques and broadcast problem discussions, and can improve memory or retention of learning objects that students are studying. It's hard to get to because it requires electrical energy, making it impossible to revive everywhere, and the unidirectional nature of communication prevents it from offering opportunities to buy feedback. In addition, it is easy to be tempted to sell clean VCD tapes in entertainment places which will disrupt the learning atmosphere (Purwati B. 2015)

According to Oemar Hamalik (1989) learning media are tools, methods and techniques used in order to make communication and interaction more effective between teachers and students in the process of education and teaching in schools. Meanwhile, according to Suprpto et al, learning media is an effective auxiliary tool that can be used by teachers to achieve the desired goals (Arsyad, 2017).

Educational materials from various social and human sciences (educational sciences and history) are prepared and presented scientifically and psychologically for educational purposes based

on Pancasila and Indonesian culture in the Social Sciences (IPS) program. IPS can also be referred to as a fusion or combination of a number of social subjects, with IPS subjects utilizing certain components from the social sciences. In theory, social studies education in elementary schools does not focus on teaching social sciences as a scientific field but rather teaches students basic ideas from social sciences that will help them become good citizens (Anshori, 2022).

The definition of a landslide itself is the freezing of slope-forming material in the form of rock, debris, soil, or mixed material, moving down or off the slope (SNI 13-7124-2005 in Dasuka et al., 2015). Landslides occur because there is a disturbance in the stability of the soil or rock making up the slope. Disruption of slope stability can be controlled by morphological conditions (especially slope), rock or soil conditions that make up the slope, and hydrological or water system conditions on the slope. In general, landslides are caused by two factors, namely driving factors and triggering factors (Dasuka et al., 2015)

3. METHODS

The method used is descriptive qualitative. In this study, researchers relied on their own observations to collect data through direct observation in the field. In the sense that researchers do not participate in these activities, then the observations are passive participatory observations (passive participation). Grade IV students at SDN 2 Lamcot were used as the subjects of this study. The research data is a learning process for the occurrence of landslides based on video media

4. RESULTS & DISCUSSION

Discussion

One indicator of learning success is the use of learning media. Through the process of character education, students can learn and develop character values. The learning media used in this research process is learning about landslides using video media at SDN 2 Lamcot.

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The definition of a landslide itself is the freezing of slope-forming material in the form of rock, debris, soil, or mixed material, moving down or off the slope (SNI 13-7124-2005 in Dasuka et al., 2015). Landslides occur because there is a disturbance in the stability of the soil or rock making up the slope. Disruption of slope stability can be controlled by morphological conditions (especially slope), rock or soil conditions that make up the slope, and hydrological or water system conditions on the slope. In general, landslides are caused by two factors, namely driving factors and triggering factors (Dasuka et al., 2015).

Learning social science with material on landslides based on image media in class IV SDN 2 Lamcot. By explaining the contents of the video and also showing a video about landslides. In the video there is an explanation of the meaning of landslides, places where landslides often occur, causes of landslides becoming dangerous, preparation before a landslide occurs, and signs of a landslide.

The presentation and explanation of social science subject matter about landslides contained in the video that has been shown to class IV educators at SDN 2 Lamcot are as follows:

1. Definition of landslides
2. A landslide is the movement of slope-forming material in the form of rock, soil, or mixed material that moves down or off the slope.
3. Places where landslides often occur
4. Landslide disasters often occur on slopes and steep areas, so families living on slopes and steep areas are expected to pay close attention to avoid being stranded by landslides.
5. Causes of landslides that are dangerous
6. The reason landslides are dangerous is that they usually occur so quickly that there is limited time for evacuation preparations and landslide materials will pile up whatever is in the path of the avalanche. So, preparation before a disaster becomes very important.
7. Preparation before a landslide occurs
8. Preparation before the occurrence of a landslide disaster is very important. To reduce the risk of landslides. Preparatory steps that can be taken before a landslide occurs are as follows:
9. Making buildings by constructing retaining structures, planting anchors, and piling;
10. Avoid landslide-prone areas for the construction of settlements and other main facilities;
11. Making strong ditches to drain rainwater;
12. Do not cut trees carelessly
13. When rainfall increases, always be vigilant because the risk of landslides also increases;
14. When you hear a roar from a sloped area, evacuate immediately. Likewise, when you hear the sound of a siren indicating an avalanche has occurred, evacuate immediately.

During the learning process, the seriousness of the students responses to the material shows this. When the teacher monitors students during the teaching and learning process, they have very high activity and enthusiasm. The positive attitude that students have toward responding to the material presented.

Results

According to research findings, educators have a strong desire to create innovative and effective learning materials to enhance student engagement, creativity, and achievement. However, supporting social studies learning materials for students often presents challenges in their daily schoolwork.

The development of social studies learning video media on class IV landslides at SDN 2 Lamcot is considered to have provided valid results overall. exemplified by the results of the media expert trial of 94.88% and the results of expert and material tests of 97.88%. The explanation of the experts shows that the social studies learning videos developed are very useful for the social studies learning process in class IV.

The purpose of this test is to see how well social studies learning videos about landslides work. An average score of 94.96 percent was achieved by 28 grade IV students who took the test. This can be seen from the results of the average value of students who have achieved the specified KKM score. As a result, it has been determined that the use of social studies learning video material is effective in grade IV

5. CONCLUSION

The existence of learning media is very helpful for teachers in conveying material in the learning process, because learning media is as a bridge of communication between teachers and students and also improve. the seriousness of the students responses to the material

shows this. When the teacher monitors students during the teaching and learning process, they have very high activity and enthusiasm. The positive attitude that students have toward responding to the material presented. Thus, learning media need to be used during the learning process in class. Developers carry out product development in the form of IPS learning video media about landslides as a form of strategy for delivering learning messages.

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