



## **Analysis of the Use of Thematic Learning Video Media on the Learning Interest of Fifth-Grade Students at SDN Serang 10**

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### **Abstract**

This study discusses the use of thematic learning video media on the learning interest of fifth-grade students at SDN Serang 10. This research focuses on three things: planning in the use of thematic learning videos, implementation of thematic learning videos for fifth grade, and students' learning interests after using thematic learning video media. The method used was descriptive qualitative with data collection techniques of interview, observation, questionnaire, and documentation. This research was carried out at SDN Serang 10 from April to June 2022, with 27 students in the fifth grade as the research subjects. This study's results revealed that the planning of using instructional video media was good. Educators made their learning video media by improving their abilities, with three stages: pre-production, production, and post-production. Then, implementing the use of learning video media was considered good and effective as a solution to the challenges of educators creating effective learning and realizing students' learning interests. Even though there were obstacles, educators tried to overcome them and find solutions so that learning could be carried out optimally. The instructional video media use also showed that students' learning interest was very good, assessed from the student learning interest questionnaire results with a score of 80.98%. Besides, interviews and observations uncovered a sense of pleasure, interest, attention, and involvement in learning activities. This implementation can be good practice for using media for elementary school teachers.

### **Keywords:**

Video Media, Thematic Learning, Learning Interest

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**Abstrak**

Penelitian ini membahas tentang penggunaan media video pembelajaran tematik pada minat belajar peserta didik kelas V SDN Serang 10. Fokus penelitian ini pada tiga hal yaitu perencanaan dalam penggunaan video pembelajaran tematik pada peserta didik kelas V, pelaksanaan dalam penggunaan video pembelajaran tematik pada peserta didik kelas V, dan minat belajar peserta didik setelah penggunaan media video pembelajaran tematik. Metode yang digunakan kualitatif deskriptif dengan teknik pengumpulan data wawancara, observasi, angket, dan dokumentasi. Penelitian ini dilaksanakan di SDN Serang 10 dengan waktu pelaksanaan pada bulan April hingga bulan Juni 2022 melalui subjek penelitian seluruh kelas V berjumlah 27 peserta didik. Hasil dari penelitian ini adalah bahwa perencanaan penggunaan media video pembelajaran dengan baik, pendidik membuat media video pembelajaran sendiri dengan meningkatkan kemampuan diri dengan baik, dengan tiga tahap yaitu praproduksi, produksi, dan pascaproduksi. Pelaksanaan penggunaan media video pembelajaran dinilai baik efektif sebagai solusi tantangan pendidik menciptakan pembelajaran yang efektif dan mewujudkan minat belajar peserta didik, walaupun terdapat hambatan, pendidik berusaha mengatasi dan mencari solusi agar pembelajaran tetap terlaksana secara maksimal. Penggunaan media video pembelajaran menunjukkan minat belajar peserta didik sangat baik, ini dinilai dari hasil angket minat belajar peserta didik dengan nilai 80,98% dan hasil wawancara serta pengamatan yang menunjukkan rasa senang, ketertarikan, perhatian, dan keterlibatan pada kegiatan pembelajaran. Pelaksanaan ini bisa menjadi landasan praktik baik pemanfaatan media bagi guru sekolah dasar

**Kata Kunci:**

Media Video, Pembelajaran Tematik, Minat Belajar

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## INTRODUCTION

Education is the most important aspect of a country. In Indonesia, education must be realized properly to realize the nation's ideals in forming quality resources and society. One of the most important elements of education and the learning process is the educator. Educators have a role in achieving educational goals, creating effective learning, and realizing student learning interests, with various problems faced or changes that adjust the curriculum used and conditions (Achru, 2019). On the other hand, technological developments continue to advance and can be utilized by educators to find solutions that can solve various problems faced. That way, both educators and students must adapt to technology to develop self-competence. The use of technology can facilitate learning activities; the learning process cannot be separated from the process of communicating and providing information from educators to students in the form of knowledge, understanding, expertise, ideas, experiences, and others. The performance of educators in informing students also depends on how the process of learning activities takes place.

Specifically, elementary education uses the 2013 curriculum, one of which is composed of Core Competencies (KI) and Basic Competencies (KD) in lessons. The 2013 curriculum aims to improve the quality of educational processes and outcomes, apply thematic learning that refers to a scientific approach and authentic assessment, and will be taught integrated into all subjects (Hidayani, 2016). Thematic learning is to provide meaningful experiences to students. Thematic learning links or combines several Basic Competencies (KD) and Core Competencies (KI) indicators from several subjects into a single unit to be packaged in one theme. Thematic learning is also designed to provide meaningful experiences based on specific themes to link several subjects. One of the goals of thematic learning is to make it easier to focus students' attention on a theme material. Experiences from various Basic Competencies between subjects linked to other subjects then form the theme. To understand the subject matter more deeply and memorable, teachers need to prepare and

present effective teaching materials. Thematic learning activities are carried out by planning lessons, implementing learning, and conducting evaluations.

Further, learning activities are efforts to form an educational process. The implementation of learning activities is attempted to meet the needs and characteristics of students who can be directly involved in learning activities. The learning process is essentially a stage that will impact changes in a person showing progress or improvement. In this case, learning can create student interest if students can be directly involved in learning. Learning interest drives students to follow and be involved in learning activities to absorb the information provided easily (Ricardo & Meilani, 2017).

Learning interests also consist of cognitive and affective aspects. The cognitive aspect is a concept developed by students related to interest in learning based on experience and learning from the environment. Meanwhile, the affective aspect is a concept that builds cognitive concepts, i.e., students' attitudes towards an object of activity that can generate interest in learning (Septiani et al., 2020). In addition, learning interest is a driving force for students to do and be involved in learning activities, marked by a desire or willingness accompanied by intentional attention and activity, creating a sense of pleasure in changing behavior in the form of knowledge, attitudes, and skills to achieve goals. Learning interest is also a factor that affects the efforts of educators in the learning process. For this reason, educators must have good ways and plans to use appropriate, innovative, and varied media to achieve learning objectives (Friantini & Winata, 2019).

Media is a tool that can be used to convey information to targeted recipients to achieve the appropriate goals. Meanwhile, learning is an activity that occurs between educators and students, and learning resources. Hence, learning media is a tool educators use to convey information and make it easier to achieve learning objectives formulated and planned. Learning media can also be used to convey messages from educators to students to stimulate thoughts and attention and motivate students to take part in learning activities, and effective learning requires good planning

(Syah & Risnawati, 2019). Learning media that educators can use are very diverse, and teachers can choose and sort them according to the learning objectives to be delivered. For the media selection in the current educational conditions, educators must choose effective media to use and must be adapted to the learning needs of students who use the senses of sight and hearing, i.e., media containing audio, visual, and motion. Media with visual, audio, and motion is video media by utilizing technology, one solution to encourage students' learning interests (Abdullah et al., 2021). Further, thematic learning video media uses technology formed from pictures, has material containing several subjects combined in one lesson, and contains appropriate sound. Thus, it produces and can convey information to realize effective learning and arouse student learning interest.

Studies on thematic learning video media that Ridha et al. (2021), and Herani (2021) have conducted suggested that learning video media has been effectively implemented based on the educator's perspective. In addition, Irmayani's (2019) research compared the use of image media and video media, thus showing that students had high learning activity and fun and interesting learning situations when using video media compared to image media, with 92% interest in learning. Based on previous research, using thematic learning video media was considered effective.

Since the phenomenon of social restriction policies in Indonesia during the COVID-19 pandemic, education in Indonesia in learning activities underwent various changes, from face-to-face activities directly at schools to distance learning (Parlindungan et al., 2020). It then changed back to adjust to school policies and the Education Office. Thus, the learning activities going on become unstable. For this reason, every educator faces new challenges to keep teaching and learning activities effective and still realize students' learning interests to achieve learning goals. One of the creative and innovative ways for educators is to choose learning media that can be applied appropriately and effectively to encourage students' learning interests. It is what the researchers found in educators at SDN Serang 10 who used learning video media to facilitate the process of learning

activities. However, in reality, the ability of educators to determine and plan the use of thematic learning video media still requires habituation and increasing ability to utilize the use of technology. However, fifth-grade educators revealed that this video media helped, especially with the policy of limiting time in learning and subject matter that must still be conveyed to students. Using instructional video media, students could get information on all the material by being clarified with additional explanations in more detail for their understanding and can shorten the time. After some time utilizing the media during learning, it was also felt to be very helpful, and students had learning interests and were easy to direct.

Referring to previous research and based on observations, learning video media was considered an effective media and could be used to facilitate the process of learning activities, making it easier for educators to deliver learning materials to students and continue to create student interest in learning activities more effectively. Learning video media utilizes increasingly advanced technology. Researchers also found that fifth-grade educators at SDN Serang 10 have been using instructional video media since the change in the education system around the end of 2020. Hence, the researchers decided to analyze the thematic learning video media that fifth-grade educators had applied at SDN Serang 10. It is to find out how to plan to use thematic learning videos for fifth-grade students and implement the use of thematic learning videos for fifth-grade students by the educator and students' learning interest. Therefore, the researchers intend to study the analysis of the use of thematic learning video media on the learning interest of fifth-grade students of SDN Serang 10.

## **METHODS**

This study used a qualitative descriptive method. This research activity was to describe the planning and implementation of thematic learning video media in the fifth grade at SDN Serang 10 and determine the student learning interests after using thematic learning video media.

This research's procedure was carried out by interviewing related to planning the use of thematic learning media, observing the implementation of the use of thematic learning video media, and providing student response questionnaires to determine students' learning interests after using thematic learning video media.

This study's subjects consisted of fifth-grade educators at SDN Serang 10 who had used instructional video media, and all fifth-grade students, 27 students, became respondents after using thematic learning video media. This study employed data collection techniques to explore the extent to which the use of instructional video media on students' learning interest with interview and observation techniques and provide questionnaires or student response sheets to learning video media that had been used and supported by documentation techniques.

**Table 1.** Instruments and Aspects Researched

<b>Instrument</b>	<b>Aspect Researched</b>
Interview	<ol style="list-style-type: none"> <li>1. Planning the use of learning video media</li> <li>2. Implementation of the use of learning video media</li> <li>3. Student learning interest after using learning video media</li> </ol>
Observation	<ol style="list-style-type: none"> <li>1. Learning preparation</li> <li>2. Implementation of the use of learning video media</li> </ol>
Questionnaire	<ol style="list-style-type: none"> <li>1. Student learning interest after using learning media</li> </ol>

Data analysis consisted of data reduction, presentation, and conclusion drawing and verification. In addition, checking and validating the data utilized the credibility, transferability, dependability, and confirmability tests.

## **RESULTS AND DISCUSSION**

### **Purpose of Use of Video**

Based on the results of interviews, planning and implementing student learning activities was the task of each educator to adjust learning needs. The school provides facilities for learning needs, but educators

should prepare them according to their needs, such as video media using a projector.

Based on interviews, educators utilized video media in self-made thematic learning as needed. Educators use video media since it can help to learn activities effectively. By using video media, students can get information on all the material but must explain in detail again for understanding.

In addition, educators stated that using video media in thematic learning was to realize student learning interests and meet student needs. Students were also enthusiastic and happy to learn, and students' attention was attracted to take part in learning well. Thus, the use of thematic learning video media was carried out effectively with a predetermined time limit. Also, the use of video media in learning was to achieve learning objectives and make it easier for students to understand the material presented, by showing images, motion, and sound in the video. Meanwhile, the benefit of using video media in thematic learning was to explore the potential of educators to be more active, creative, innovative, and have the skills to keep up with the times. Thus, it created effective learning, and students easily understood the material presented. In this regard, the advantage of using thematic learning video media is that it makes it easier to convey material and makes learning effective. Meanwhile, the drawback is that it took a long time to create video media and prepare items to be included in the show.

Making video media determined learning objectives, analyzing learning and student needs, and determining and preparing the text of the materials to be delivered. Furthermore, the application used was determined according to the time. Then, items were looked for to be applied from various sources according to the material, such as animations, pictures, and material scripts. The background was also determined. If the Canva application is used to create video media, the first step is to determine the background according to the age of elementary school children or the material delivered. Then, the series in each slide show is to insert the script in sequence according to the material purpose delivered by inserting stickers and pictures clarifying the material to be delivered.

The example of video display images observed is shown in the below figures.



**Figure 1.** Displays of Thematic Learning Video Media

Once the material had been loaded onto the product created in the Canva application, it was moved to the CapCut app to insert a sound recording of the material's explanation and background music to accompany the show. If using PowerPoint, the first step is to determine the background by searching from various sources or creating your own. The next is to insert the script or material text sequentially until the material is complete by inserting the pictures and stickers needed and in accordance with the material to be delivered. Furthermore, it was converted into a video to be transferred to the CapCut application to insert sound recordings to explain the material and background music to accompany the show.

After the video media had been created, the last step was to evaluate to see if the product had drawbacks and suitability and then set the video duration. The video duration was made according to the purpose and the material contained, with a maximum duration of about six minutes and a short duration of fewer than two minutes.

### Planning the Use of Video Media

Planning the use of thematic learning videos was arranged in three stages: pre-production, production, and post-production (Suryani in Listiana, 2021). The pre-production stage included analyzing learning and student needs, setting learning objectives, analyzing the material to be delivered by compiling scenarios and narratives, and preparing items to be applied according to the material.

The production stage used various applications, such as Capcut, Canva, Inshot, Doratoon, and PowerPoint. The Canva and Doratoon applications were utilized to determine the show background and assemble each slide show by inserting the script sequentially according to the material's purpose and inserting stickers and pictures clarifying the material to be delivered. After loading all the material, the product was moved to the CapCut and Inshot application. Also, the recording and music were inserted. The post-production stage evaluated whether the product had drawbacks and suitability and then set the video duration.

The process of making video media previously had determined the learning

objectives, analyzed the learning and student needs, and determined and prepared the text of the materials to be delivered. Next, the application to be used was determined according to the time. The items to be applied were looked for from various sources according to the material, such as animations, images, and material scripts. Also, the background was determined.

If using the Canva application to create video media, the first step is determining the background according to the age of elementary school children or the material to be delivered. Then, it is assembled in each slide show by inserting the script sequentially according to the purpose of the material to be delivered by inserting stickers and pictures clarifying the material to be delivered. Once the material had been loaded onto the product created in the Canva app, it was moved to the CapCut app to insert an audio recording of the material's explanation and background music to accompany the show.

If using PowerPoint, the first step is to determine the background by searching from various sources or creating your own. Then, it was made by inserting a script or material text in sequence until the material was complete by inserting the required pictures and stickers according to the material to be delivered. The next was making it in the form of a video so that it could be transferred to the CapCut application to insert a voice recording explaining the material and background music as an accompaniment to the show.

### **Use of Video in Learning**

After the video media had been created, educators evaluated whether the product had deficiencies and suitability and then adjusted the video duration. The maximum video length was six minutes, and the minimum was two minutes. Implementation in the use of thematic learning video media could pay attention starting from the preparation of class administration (lesson plan (RPP), Basic Competency (KD) mapping, and semester programs), preparation of teaching tools and materials, preparing class conditions or students to be ready to learn, doing opening learning activities, playing thematic learning video media with a duration adjusted to needs, conducting discussions or questions and

answers, solving problems or working on assignments, and conducting evaluations and learning conclusions (Suryani in Listiana, 2021).

Previous research by Sunami & Aslam (2021) has explained that in the use of animated video media for learning, there was a significant difference between the use of animated video media and the learning media teachers usually used. Learning outcomes using animated video learning media have improved very well from before, while the use of media used by teachers to assess natural science learning remained the same. During the study, students were less active compared to classes that used animated video learning media.

### **Students' Learning Interest Using Video Media**

Based on the questionnaire results, the total answer score for all 27 respondents was 1312. The maximum score was  $4 \times 15 \times 27 = 1620$ . The minimum score was  $1 \times 15 \times 27 = 405$ . Thus, the final percentage score obtained  $= \frac{1312}{1620} \times 100\% = 80.98\%$ . In other words, students' learning interest after using thematic learning video media was included in the "very good" criteria.

The students' learning interest after using the fifth-grade thematic learning video media was very good, judged from the results of the student's learning interest questionnaire with a score of 80.98%. In addition, the results of interviews and observations showed a sense of pleasure marked by enthusiasm and readiness to learn. Students were also active when learning to follow the lesson well, and the enthusiasm of students was seen when learning. Then, showing interest was marked by students showing curiosity, following teacher orders, and courage in asking and answering in ongoing learning activities. Furthermore, showing attention was characterized by students trying to solve problems they found when learning; when video media shows were given, students listened well and focused on not doing other activities. Also, showing involvement was seen in the activeness of students in discussing and collaborating and daring to comment on shows, daring to ask questions about material

that had not been understood, and daring to answer questions from both educators and other students (Salihin et al., 2014).

## Discussion

Video media in thematic learning was made according to student learning needs and interests so that students could feel happy, pay attention, be interested, and be directly involved in learning activities. Based on the educator's perspective, learning video media was effectively implemented (Ridha et al., 2021). Students had high learning activity and fun learning situations and were interested in using video media compared to image media, and the result of interest in learning was 92% (Irmayani, 2019).

Moreover, effective learning requires good planning. If various factors constrain media development, educators can take advantage of existing or previously developed media by preparing lesson plans and implementation strategies and choosing a suitable media utilization model (Suryani in Nery et al., 2021). The benefits of learning media are that they can help communicate, overcome time constraints, reduce misconceptions, provide a particular object or event, manipulate circumstances, events, or objects, involve students, and become an encouragement for students' learning interests (Lutfiana et al., 2021).

The advantages of video-based media are that they are more effective in the learning process, can serve the language style of audio and visual students, provide more real experiences than those conveyed by audio and visual media, and students will understand faster because listening is accompanied by direct viewing, and is more interesting and enjoyable (Surwantini, 2015). Meanwhile, video-based media's disadvantages are that it takes a long time, requires skill and accuracy in its manufacture, and has quite an expensive cost of making media (Suryani in Nery et al., 2021).

Video media combines a sequence of images so that it is in the form of a moving image with the process of using it through the screen. Video is also made up of components customized for display, especially audio and visuals. The learning media production

process is divided into three stages: pre-production, production implementation, and post-production (Sanjaya in Barokah, 2019).

In this study, the use of thematic learning videos in fifth-grade students showed that it was implemented well. Educators tried to create effective learning and achieve the learning objectives planned. Even though there were obstacles, educators attempted to overcome them and find solutions so that learning could be carried out optimally. The use of thematic learning video media could also pay attention starting from the preparation of class administration, preparation of teaching tools and materials, preparing class conditions or students to be ready to learn, conducting learning opening activities, playing thematic learning video media with a duration adjusted to needs, conducting discussions or question and answer, solving problems or working on tasks, and conducting evaluations. These results are consistent with previous research by Irmayani (2019) that using learning media is very effective depending on the type of media used by the teacher. In making media, the teacher must adjust to the existing aspects, such as the media made according to the objectives and learning materials. In making image media, the teacher must also pay attention that the media is not harmful to students and must adjust the shape, color, and combination. The next is that video media trains teachers' creativity in creating media capable of attracting students' attention.

When viewed in terms of the effectiveness of learning media, video media had high effectiveness. Following the results of observations made by observers during six lessons, it could be seen that, on average, students preferred video media, with a percentage of 67%, 72%, and 73% than only media in the form of images, with a percentage of 58%, 69%, and 64%. It occurred because the use of video learning media was beneficial for students in understanding the subject matter and increasing their curiosity of students.

The students' learning interest after using the fifth-grade thematic learning video media was also very good, judging from the results of the student learning interest questionnaire with a score of 80.98%. In addition, the results of interviews and observations showed a sense of pleasure,



interest, attention, and involvement. These results have similarities with previous research by Pagarra & Idrus (2018) with the title “*The use of video media in natural science subjects in the third grade of SD Inpres Lanraki 2 Tamalanrea Sub-district, Makassar City*” that it had a positive influence on increasing student interest in learning. It was evidenced by the results of observations made, both to students and teachers, in every meeting increased.

## CONCLUSION

Based on the research, it can be concluded that the planning for using thematic learning videos was arranged in three stages: pre-production, production, and post-production. Then, the use of thematic learning video media was implemented well, where educators tried to create effective learning and achieve the planned learning objectives. In addition, the student learning interest after using the fifth-grade thematic learning video media was very good, judged from the results of the student learning interest questionnaire with a score of 80.98%. The results of interviews and observations also showed a sense of pleasure, interest, attention, and involvement. This implementation can be a basis for good practice of using media for elementary school teachers.

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