

Developing Learning Media Integrated With Documentary Film on Social Science Subject in Class V Sdn 014680 Buntu Pane Academic Year 2018/2019

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ABSTRACT: *This research aimed to develop documentary-based learning media in social study learning in class V SD Negeri 014680 Buntu Pane. Then to find out the students' responses on learning media integrated with documentary film in social study learning in class V SD Negeri 014680 Buntu Pane. And to find out the student' learning outcomes of class V SD Negeri 014680 in learning social studies using learning media integrated with documentary film. This study used the development of R & D model, developing learning product was a model which was arranged systematically according to the learning characteristics of students. This research was carried out by distributing questionnaires and expert judgment sheets. The research findings showed: (1) The test from material experts on social studies subjects was in very good qualification (88.86%), (2) The test from design expert of learning media was in very good qualification (86,95%), (3) The test from learning media expert was in very good qualification (87,41%), (4) The test from individual trial was in very good qualification (94,17%), (5) The test from small group was in very good qualification (95,91%), (6) The test from limited field trial was in very good qualification (95,74%). The calculation result of t count = 5.98 while t table = 1.68. Because t count = 5.98 > t table = 1.68, it could be concluded that there was significant difference in students' learning outcomes between students who used learning media integrated with documentary film and those who did not use documentary film learning media. The final product of this study was a learning film CD. This research was conducted in class V SD Negeri 014680 Buntu Pane Academic Year 2018/2019 even semester with 24 students. Thus, this documentary-based learning media developed was effective to improve student learning outcomes.*

KEYWORDS: Documentary Film Media, Learning outcomes, Social Science Study

INTRODUCTION

The learning process is the process of interaction between educators and students in an educational unit. During the course of learning activities, the process of interaction between people doing learning activities occurs, namely between students with learning resources, in the form of humans whose function as facilitators, namely educators and non-human forms such as media, books, television or recording teaching materials. Therefore educators must be able to regulate how the learning process takes place actively and effectively so that it can create an atmosphere of learning activities which are meaningful and interesting.

Especially in Social Sciences subjects in elementary schools, in line with the educational objectives contained in the Minister of Education Regulation No. 22 of

2006 concerning Standard Content, that the purpose of Social Sciences at the Elementary School level is that students have the ability to recognize concepts related to the lives of people and their environment; have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; have a commitment and awareness of social and human values; have the ability to communicate, cooperate and compete in a pluralistic society, at the local, national and global levels.

Based on observations conducted in SD Negeri 014680 Buntu Pane, student learning outcomes in social studies subjects were still low and far below the Minimum Completion Criteria where students must reach a score of 70. The average score of Social Sciences in class V SDN 014680 Buntu Pane could be seen in table 1.

Table 1. Students' Score at SD Negeri 014680 Buntu Pane, Buntu Pane District academic year 2017/2018

No.	Class	Total Students	Midterm Exam Semester 1	Final Exam 1	Midterm Exam Semester II	Final Exam II
1	V-A	22	54,46	55,29	51,51	61,79
2	V-B	24	55,81	56,66	54,10	61,47

(source: List of Class V Scores at SDN 014680 Buntu Pane)

There are several factors that cause some students cannot reach Minimum Completion Criteria in social studies subjects, some teachers still cannot apply learning in accordance with the 2013 curriculum which is a reference for the learning process in the elementary school, teachers tend to use conventional approaches in the form of lectures and individual assignments, students are taught with abstract thinking styles by making teachers the main source of learning, to implement the 2013 curriculum, teachers must at least master the scientific approach, teachers are no longer the center of learning so students take an active role when the learning process takes place.

The facilities in the school were very adequate, projectors and laptops were provided by the school to support the success of student learning, but the teacher did not yet have the skills to develop documentary-based learning media. This was seen when the researcher made observations to the school and interviewed the principal, staff and teachers. The teachers did not yet have the competence to create a learning media product using documentary film-based media as a lesson companion. Teachers were more likely to use conventional learning in the form of lectures and individual assignments, this would certainly be difficult for students to understand the material of Social Sciences, and for example material about important events where students were required to observe what had been learned directly through films or illustrations.

Teachers are required to always innovate in carrying out the learning process. The use of learning media by using computer technology should be an alternative for teachers to facilitate students in understanding the material and can change the conditions of learning from teacher centered to student centered in a learning Social Sciences. Many learning media found in the field do not suit the needs of students. This is because the

scope of material in the media is not in accordance with the level of understanding of students because the media is sometimes made for the general public and does not pay particular attention to the characteristics of the school that will use it, examples and illustrations displayed in the media do not lead to the surrounding environment, and are not in accordance with the curriculum applied by the school. Learning media is seen not only from the appearance of the media, but also from the quality, benefits, and suitability of the learning context. The better the learning media, the better the results obtained. So, the media developed should consider several aspects above, making it easier for students to understand social studies material and to overcome the problems of learning outcomes. So the main focus of this study is "Developing Learning Media Using Documentary Films to Improve Learning Outcomes in Social Sciences Subjects in Class V SDN 01468 Buntu Pane".

REVIEW OF LITERATURE

Learning Media

The word *media* comes from Latin word "medius" which means middle, intermediary or introduction. According to Arsyad (2013:3) in Arabic, media is an intermediary or delivery message from the sender to the recipient of the message. Mustiqon (2012:28) states that learning media can be used as an intermediary between teachers and students in understanding learning material to be more effective and efficient. Then Asra (2007:5) states that the word *media* in "learning media means an intermediary or introduction, while the word *learning* is defined as a condition created to make someone do a learning activity. Learning media emphasizes the position of the media as an sender messages or learning information to condition someone to learn.

Based on the explanation above, it can be concluded that the learning media is one component of communication that is very important in delivering a material delivered by the teacher to students to provide the same stimulation, equating experience and giving rise to the same perception in teaching and learning activities to achieve learning goals or it can be said that learning media is a series of processes or student learning activities. Students can be active in learning the subject matter delivered by the teacher so that they can achieve learning goals well.

Documentary film

According to Yulianti 2013 "The documentary is the name given to the first film by Lumiere brothers which tells about travel (travelogues) which was made around the 1890s. Thirty-six years later, the word 'documentary' was again used by British film critic John Grierson for the film *Moana* (1926) by Robert Flaherty. Grierson argues that documentaries are a creative way of presenting reality (Susan Hayward, 1996:72) in the book *Key Concepts in Cinema Studies*. In essence, documentary films have never been separated from the purpose of dissemination, education, propaganda for certain people or groups.

Media Documentary films can be classified into audio video aids (AVA) media types or media that can be heard and seen. Usually this media is stored in the form of a dish or ribbon. Film Media is a medium with a storage system and film recorder where audio-visual signals are recorded on a plastic disk rather than on a magnetic tape. The glowing image of a video display is composed of dense dots displayed on a screen. Like films, various frames are basically still images. The change of each frame to the next frame takes place very quickly, so that the various frames are seen as moving images.

Documentary films form popular memories, offering perspectives and interpretations of historical issues, processes and events. The definition of documentary displays a form of reality that is not a truth to be explored, but only as a social and historical reality. Another definition of documentary film was put forward by Ayawaila (2008:6) arguing that "Documentary films are copyrighted works based on reality or facts about life experiences or about an event".

Based on the expert's opinion above, it can be concluded that the documentary film in learning provides innovation in history learning, completing basic experiences for the class to be understood, discussed and constructed, besides as a substitute for learning so students feel involved in it, documentary films also provides a better presentation not tied to intellectual knowledge.

Social Science Study

Social science study is essentially an educational program that examines the issues of human life and their interactions with the physical environment and with its social environment. According to Susanto (2014:6) "Social Sciences Study is an integration of various branches of social science and humanities, namely Sociology, Economics, History, Geography, Politics, Law and Culture". Social Sciences is formulated on the basis of reality and social phenomena which embody an interdisciplinary approach to the aspects and branches of the social sciences. Sapriya (2008:9) states that Social Sciences is a simplification or adaptation of the scientific disciplines of social and humanities, as well as basic human activities which are organized and presented scientifically and pedagogically/psychologically for educational purposes. According to Soemantri (2001:103) that Social Science is a simplification of adaptation, selection and modification of social scientific academic disciplines which are organized and presented scientifically and pedagogically as well as psychological connecting lines for institutional goals of elementary and secondary education in the framework of realizing national education goals based on Pancasila.

Based on the explanation above, it can be concluded that Social Sciences is an integration of various social science disciplines that study social phenomena in daily life and then are processed based on the principles of education which emphasize students' skill in solving problems.

METHODOLOGY

This research was Research and Development/R&D. This method was used to develop documentary-based films as learning media in the form of HD files. This research was

conducted in class V SD Negeri 014680 Buntu Pane in March 2018 until May 2018. The research subjects were class V students of SD Negeri 014680 Buntu Pane as many as 24 people. And the object in this study was learning media using documentary-based films on social studies subjects whose material was Important Events. The developing model planned in this study followed the path of Sivasailam Thiagarajan, Dorothy S. Semmel and Melvyn I semmel (1974). According to Triagarajan and Semmel (in Trianto, 2011: 189) the developing model was a 4-D model (*four D models*). Data collection techniques used in this study were: questionnaires and filling observation sheets. The questionnaires used in the study were learning media validation questionnaires, student response questionnaires and Media Free Questionnaire. The grid of validation questionnaires was taken from Cheppy (2009) and Arsyad (2013) developed by researchers according to their needs. Test instruments for learning outcomes in the form of pretest and posttest were used to assess the improvement and effectiveness of learning media. Data analysis used descriptive percentage analysis method with the following conditions (Sudjana, 2007: 129).

$$\text{Average Score Percentage (ASP)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

90% ≤ ASP ≤ 100% = Very Good

80% ≤ ASP < 90% = Good

70% ≤ ASP < 80% = Enough

60% ≤ ASP < 70% = Less

0% ≤ ASP < 60% = Very Less

Before analyzing student learning outcomes as one proof of the effectiveness of teaching materials developed, firstly the learning outcome test instruments used for real learning (trials I and II) were analyzed for reliability and validity. Reliability and validity of instruments were calculated based on data from the results of validity in different samples from trials I and II. To find out the validation of items, product moment correlation with rough numbers was used. The reliability of the learning outcome test items was tested using the KR-20 proposed by Supranata (2014:114).

RESEARCH FINDING

Research Finding of Developing Learning Media

The process of developing documentary film learning media in class V SDN 014680 Buntu Pane was carried out in stages. The first process in this developing activity was to conduct a needs analysis. Based on the questionnaire that was distributed, it was found that 100% of teachers stated that they needed learning media in the learning process so the learning process would run more effectively, and 100% of students stated that they needed learning media so that it could be used as a source of learning individually.

The initial product of the documentary film media developed for SD Class V, in general, includes the following:

1. Compilation of benchmark reference tests

The compilation of benchmark reference tests was a step that connects between the stages of defining and designing. The benchmark reference test was prepared based on the specifications of the learning objectives and analysis of students, then the learning outcomes test grid was arranged.

2. Media selection

Media selection is done to identify learning media that are relevant to material characteristics. The media is chosen to be adjusted to the concept analysis and task analysis, target user characteristics, and distribution plans with varying attributes from different media. This is useful to assist students in achieving basic competencies. That is, media selection is done to optimize the use of teaching materials in the process of developing teaching materials in classroom learning.

3. Format Selection

The format selection in the developing learning media was intended to design learning content, selection of strategies, approaches, learning methods, and learning resources. The chosen format must meet interesting criteria, facilitate and assist in social science learning.

Early learning media products in the form of documentary films were tested. The trial is intended to obtain complete data that is used as material for revision of the resulting product. The revised aspects include the components of eligibility for content, presentation, graphics, and language to produce media products which were suitable to be used in social studies learning for Class V students at elementary schools.

Based on product assessment through a series of trials and revisions, the multimedia-based documentary film on social studies learning was declared valid. The trial was conducted in six stages, namely: (1) material expert validation, (2) design experts, (3) learning media experts, (4) individual trials, (5) small group trials, (6) limited field trials.

Data Results from Material Expert Validation

Product validation was intended to obtain the material experts' opinions from aspects of learning, material, and the quality of the display on the monitor. This validation was carried out by Dr. Sugiharto, M.Si as respondent 1 who is a lecturer at the Faculty of Social Sciences, State University of Medan.

Learning material experts assessed learning media using documentary films, competency standard of actualizing attitudes and behaviors in learning activities for Class V elementary school had feasibility with a percentage of assessment on the four aspects of eligibility content with an average score of 87.14% for learning aspects, material presentation aspect was 88.33%, the display quality aspect of the monitor was 90%, and the assessment aspect is 90%. This means that learning media using documentary films developed could meet the demands of learning needs. The average percentage of material experts' assessment of the multimedia learning developed was shown in the table below.

Table 2. Average Percentage of Assessment Results from Material Expert on learning using documentary films

No	Assessment Indicator	Average Percentage	Criteria
1.	Learning aspects	87,14%	Very good
2.	Material presentation aspects	88,33%	Very good
3.	Display quality aspects	90%	Very good
4.	Assessment aspects	90%	Very good
Average		88,86%	Very good

The results of the material expert's assessment on the learning media using documentary films developed showed an average percentage of 88.86% including very good categories, meaning that the presentation of material on learning media using documentary was very good.

Data Results from Learning Design Experts

Validation of the product is intended to find out the opinions of learning design experts about the design of film documentary learning media that was developed. This validation was carried out by Dr. Dina Ampera, M.Sc., as a lecturer in the Educational Technology Study Program at State University of Medan.

Learning design experts judged that learning media using documentary films on competency standards to actualize attitudes and behaviors in learning activities for elementary school classrooms had had feasibility. This means that the media developed could meet the demands of learning needs from indicators of the assessment of aspects of content feasibility, feasibility of presentation, and graphics with the criteria of "very good". The average percentage of the assessment results from learning design experts on the learning media of social sciences based on the documentary film I developed was shown in the following table.

Table 3. Average Percentage of Assessment Results from Design expert on learning using documentary films

No	Assessment Indicator	Average Percentage	Criteria
1.	Content Feasibility Aspect	87,50%	Very good
2.	Quality aspects of learning design	85,85%	Very good
3.	Graphical aspect	87,50%	Very good
Average		86,95%	Very good

The assessment of learning design experts on learning media using documentary film showed the average percentage of the overall indicator was 86, 95% including the excellent category which means that the presentation of learning media using documentary films could be used in the learning process especially in competency standards.

Data Results from Learning Media Expert

Validation of the product is intended to find out the learning media expert's opinion about learning media using documentary films on social studies. This validation was carried out by Dr. R. Mursid, M.Pd as a lecturer in the Educational Technology Study Program and Head of the Education Technology Department at the Postgraduate of State University of Medan. Multimedia using documentary films developed could be seen in the table below.

Table 4. Average Percentage of Assessment Results from Learning Media Expert on learning using documentary films

No	Assessment Indicator	Average Percentage	Criteria
1.	Conformity Aspect	90%	Very good
2.	Ease Aspect	86,67%	Very good
3.	Interesting Aspect	88%	Very good
4	Benefit Aspect	85%	Very good
Average		87,41%	Very good

The assessment of learning media experts on learning media using documentary films developed showed an average percentage of 87.41% including the category "very good" means that the aspects of conformity, ease, attractiveness, and usefulness could be used in the learning process, especially the standard of competence in actualizing attitudes and behavior.

Data Results from Individual Trial

The results of individual trials on student perceptions of learning media using documentary films developed showed very good criteria with an average percentage of 94.17%. This individual trial aimed to obtain students' initial opinions as users before conducting small group trials. Students' assessment consisted of several categories of assessment indicators, namely aspects of content feasibility, presentation feasibility, language, and image selection. The percentage of students' perceptions from individual trials could be seen in the table below.

Table 5. Percentage of individual trial scores on learning media using documentary films

No	Assessment Indicator	Average Percentage	Criteria
1.	Content Feasibility Aspect	93,33%	Very good
2.	Presentation Feasibility Aspect	87,50%	Very good
3.	Language Aspect	95,83%	Very good
4.	Image Selection Aspect	100%	Very good
Average		94,17%	Very good

Data Results from Small Group Trial

The assessment of the students' perceptions from small group trials stated that learning media using documentary films developed were stated to be "very good" with an average score of 95.91%. The small group trial stage was stated to be very good, so there was no need to revise and proceed to field trials. The percentage of students' perceptions from small group trials could be seen in the following table.

Table 6. Average Percentage of Assessment Results Small Group Trial on Learning media using documentary films

No	Assessment Indicator	Average Percentage	Criteria
1.	Content Feasibility Aspect	94,44%	Very good
2.	Presentation Feasibility Aspect	97,91%	Very good
3.	Language Aspect	95,45%	Very good
4.	Image Selection Aspect	95,83%	Very good
Average		95,91%	Very good

Data Results from Limited Field Trials

In this trial, the results of students' perceptions toward multimedia learning using documentary films developed had the criteria of "very good" with an average score of 95.74%. This assessment of the limited field trial became the final stage of all trials of multimedia learning products using documentary films for class V at elementary school. The results of this assessment concluded that the developed media received very good responses from students as product users. The percentage of students' perceptions of a limited field trial could be seen in the table below.

Table 7. Percentage of Limited Field Test Scores for learning media using documentary films

No	Assessment Indicator	Persentase Rata-rata	Kriteria
1.	Content Feasibility Aspect	94,16%	Very good
2.	Presentation Feasibility Aspect	94,01%	Very good
3.	Language Aspect	96,87%	Very good
4.	Image Selection Aspect	97,93%	Very good
Average		95,74%	Very good

Research Results of Product Effectiveness Test

The posttest results for students who were taught using multimedia received the lowest score of 75, the highest score was 100, the average score was 90.33 and the standard deviation was 6.86. The results of giving posttest to students who were not taught using documentary film learning media received the lowest score of 60, the highest score was 90, the average score was 78 and the standard deviation was 7.48.

In testing the hypothesis obtained empirical evidence that the students' learning outcomes by using learning media using documentary films in their learning were higher than using white board media, with the effectiveness of using media as much as 5.98%. The effectiveness of documentary film media was obtained as follows:

$$\bar{X}_1 = 32.82 \text{ (Average score of the experimental class)}$$

$$\bar{X}_2 = 29.5 \text{ (Average score of the control class)}$$

$$S_1^2 = (6.53)^2 = 42.75$$

$$S_2^2 = (7.22)^2 = 52.17$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} = \sqrt{47.46} = 5,98$$

The score of t count was:

$$t \text{ count} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{32.82 - 29.5}{6.88 \sqrt{\frac{1}{24} + \frac{1}{24}}} = \frac{3.32}{1.98} = 1.67$$

$$\bar{x} = \frac{\text{total scores obtained}}{\text{total ideal scores}} \times 100\%$$

$$\bar{x} = \frac{478}{24} \times 100\%$$

$$\bar{x} = 19,91\%$$

The score of this documentary film media effectiveness was higher than the score of White board effectiveness which was equal to 18.01% described as follows:

$$\bar{x} = \frac{\text{total scores obtained}}{\text{total ideal scores}} \times 100\%$$

$$\bar{x} = \frac{419}{24} \times 100\%$$

$$\bar{x} = 17,45\%$$

From the calculation above there was a significant difference between student learning outcomes taught by learning media using documentary films and student learning outcomes that were not taught using documentary film learning media. The testing hypothesis used was a different test. From the calculation results, t count = 5.98 while t table = 1.68. Because t count = 5.98 > t table = 1.68, it could be concluded that there were significant differences in learning outcomes of students using learning media using documentary films with those who did not use documentary film learning media on competency standards to actualize students' attitudes and behaviors in learning in class V SDN 014680 Buntu Pane.

CONCLUSION

Based on the results of the research on the developing of learning media using documentary films for social studies lessons which were stated earlier, it can be concluded as follows:

1. Product Learning media using documentary films for social studies developed for class V SDN 014680 Buntu Pane fulfilled the requirements and was suitable to be used as a learning media, based on the assessment of material experts, learning

design, learning media experts, students' responses in individual trials, small group trials, and limited field trials, the media developed was included in the excellent category so that it could be accepted and was suitable to be used as learning media.

2. The use of learning media using documentary films for social studies was more effective in improving learning outcomes; this was indicated by the learning outcomes of students who were taught using documentary films were higher than the learning outcomes of students who were not taught using documentary-based learning media.

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