

Media Development Using Video with the ADDIE Model in the 4th Grade English Subject at the Karitas III Surabaya SDK

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Abstract

This study aims to develop learning media in English lesson using video based on the ADDIE model at SDK Karitas III Surabaya. This development research is based on the lack of learning media to increase pronunciation in English lesson. To collect data about these problems, a questionnaire was used. Questionnaire used to provide a product assessment or product feasibility developed involving design experts, materials experts, and media experts. Meanwhile, to find out the responses of students, it was carried out by testing small groups, medium or limited groups, and large groups using the same questionnaire instrument. The results obtained in the product feasibility test showed that for design experts a percentage of 93% was obtained, for material experts the percentage was 80%, and for media experts the percentage was 93.3%. From the results of the expert feasibility test, it can be concluded that the product developed is said to be feasible for testing in the learning process. For small group trials, the percentage is 74.1%, for medium or limited group trials, the percentage is 82.1%, and for large group trials, the percentage is 88.5%. Based on the results conclude that the development product for learning media in English subject especially Food and Drink material using video with ADDIE model at SDK Karitas III Surabaya is said to be feasible to be used and applied in the learning process as a guide to use in learning media.

Keywords

instructional video media;
english subject; ADDIE model



I. Introduction

The global status of English is partly due to the number of people who speak it. (Crystal, 2003: p108-109). English is a critical language to be used in Indonesia, even almost all over the world, because English is an international language. The need for learning English in Indonesia, namely; (1).Communication with foreigners, (2).Our understanding of International Languages, (3). Become an important subject in formal schools or International Schools in Indonesia.

Some educators use media only from books without the need to develop other learning media. Some of the obstacles in the learning process, students, especially at the elementary level, sometimes still feel afraid of being wrong in communicating using English. So far, in the learning process, elementary school students only listen and do assignments from educators without needing to add media other than books. The limitations of learning media in English subjects make the learning process less precise. Educators must develop learning media to add material insight and increase student interest in learning, especially in English subjects.

Learning media is also helpful in overcoming various obstacles, such as communication barriers, limited space without direct face-to-face, passive attitude of students, less uniform student observations, and the nature of learning objects that are less

specific so that it is not possible to study without using media. Fortune, Adnan, & Siregar, 2020. Ellyta, 2019. Surasmi, 2016).

The importance of learning media in the learning process has meaning and significance because of the absence of clarity during the delivery of learning. It can be assisted by presenting media as intermediaries (Efendi, 2020; Ellyta, 2019; Jatmika, 2005; Mohamad N, Budiman, & Suhendi 2016). So with the help of learning media, students will feel helped.

This is to the character of education, namely stimulating one's critical thinking and being able to choose the right reasons for each learning activity carried out (Ellyta, 2019; Bernard, 2015).

II. Research Method

This study uses Research and Development Methodology (Research and Development). Research development is a process of product development and validation for use in education and training (Soenarto in Tegeh and Kirna, 2013). According to (Ardhna in Tegeh and Kirna, 2013), development, often called developmental research, is carried out to link research and educational practice. This multimedia development uses research and development or R&D. The R&D method is used to test the feasibility of the product in the form of English learning media using video.

Development research is a product of materials, media, tools and learning strategies used to overcome learning in the classroom/laboratory and not to test theory (Tegeh and Kirna, 2013).

The development model is the basis for developing the resulting product. The development model can be in the form of procedural, conceptual, and theoretical models. This development study uses a process model. This is considered by the development objectives to be achieved: product manufacture and product feasibility testing, which are the results that must be followed to achieve these goals in manufacturing specific products.

The procedural model using ADDIE development is used in this study. The ADDIE development model stands for Analysis, Design, Development, Implementation and Evaluations. This model can be used for various forms of product development, such as learning strategies, learning methods and learning media.

The instrument is the primary key to research. Data is accurate information or material that can be used as the basis for a study (analysis or conclusion). The author uses two instruments in this study. The technique used for data collection is using the method of questionnaires or questionnaires and interviews. The results of the observations were carried out using a checklist questionnaire for observations made by the author himself on learning English in class IV. The expert questionnaire included the validation process carried out by experts, namely material experts and media experts, to review the video products that had been made. The second instrument is the interview guide. Sugiono (2009: 194) defines an interview as a collection technique to find research problems in more detail about the respondent's arguments for the problem under study. In this case, the author conducts interview guidelines to facilitate interviews. Next, take data from student respondents for the feasibility of small-scale and large-scale trial data.

2.1 Material Expert Validation Questionnaire Instrument

Material expert validation questionnaire to assess learning and material content. Validation of material experts, namely people who master the field of English subjects. The material experts used are lecturers who are experts and experienced in the field of English learning media, while the instrument grid for material experts is in the following table.

Table 1. Questionnaire Grid for Material Experts

Aspect	Indicator	Number of Items
Aspect Introduction	Clarity of study instructions	1
	Relevance of English material with learning	1
	Clarity of learning achievement criteria related to the material discussed	2
Content Aspect	Coherence and scope of material description	2
	Clarity provides examples	1
	Appropriateness and attractiveness of material content	3
Learning	The suitability of the material with the characteristics fourth-grade students	1
		2
	Clarity of writing learning achievements	1
	Material structure suitability	1
	Between goals and tasks are consistent	1
	Clarity of material description	1
	Material completeness	1
	Ease of understanding the material	3
	The suitability of the video with the material	1
	The difficulty level of the material is adjusted to the characteristics of class IV	1
Aspects of Tasks/Exercises and evaluation	The sequence of exercises according to the material	2
	Clarity of instructions for working on questions/tests	2
	The quality of the exercises/tests contained in the material	2
Summary	The accuracy of giving questions/tests	2
	The quality of the summary of the material in the video	1
Number of Instrument Items		33

2.2 Media Expert Validation Questionnaire Instrument

The questionnaire was addressed to media experts whose function was to assess the feasibility of the video learning media for English subjects. The instrument grid for media experts is as follows:

Table 2. Questionnaire Grid for Media Experts

Aspect	Indicator	Number of Items
Appearance	Clarity of title in video	2
	Layout legibility that makes it easier for students to learn	2
	The accuracy of the background colour selection	1
	Suitability of font selection	1
	Clarity of multimedia display supporting material	3

	The attractiveness of the image displayed in the video	2
	The suitability of the title design with the material	2
	The suitability of the material colour selection in the video	1
	Appearance consistency	1
Use	Ease of use of the product	1
	Precise use of buttons and navigation	1
	Ease of accessing the product menu	1
	Ease of interaction with the product	1
	Ease of access out of the product	1
	Complete product identity	1
Utilization	Compatibility of English video components and aspects of the language used	2
	The quality and attractiveness of the material contained in the English video	2
	The accuracy of providing feedback and self-assessment on user input	2
	Number of instrument items	28

2.3 Student Questionnaire Instrument

Questionnaires were given to fourth-grade students of the Karitas III Surabaya SDK to know the students' responses to learning media using video in English subjects. The grid for student assessment of the products used can be seen in the following table:

Table 3. Student Response Questionnaire Grid

Aspect	Indicator	Number of Items
Learning Aspect	Clarity of title and learning	2
	The suitability and accuracy of the material to be studied	3
	The accuracy of applying learning strategies using English videos	3
	Quality and completeness of materials, practice questions and evaluations	4
Display Aspect	Clear instructions and English video display	2
	Layout legibility that makes it easier for students to learn	2
	Clarity of video display supporting material	3
	Attractive image display in English video	2
Programming Aspect	Easy to understand English videos	3
	Ease of interacting with the program	3
	Number of instrument items	26

The data analysis technique for media feasibility uses descriptive data analysis. The data analysis technique in this study was obtained from the research instrument in qualitative data. Qualitative data were obtained through questionnaires and responses or suggestions from experts and students after watching English videos.

Table 4. Questionnaire Rating Scale Guidelines

Kategori	Skor
80% - 100% criteria have been met	5
60% - 79% criteria have been met	4
40% - 59% criteria have been met	3
20% - 39% criteria have been met	2
less than 20% of the criteria met	1

Calculate the average score of the instruments using the following formula:

$$M = \frac{\Sigma x}{N}$$

Information:

M = Average score

Σx = Total score

N = Number of Ratings

In this study, the feasibility value of English teaching materials was determined by the score chosen the most. The value of "L" with the Eligible category gives the most score, 4. So if the assessment results by media experts, material experts, and student respondents averagely give a final score of "L", then the product of developing video learning media in English subjects is feasible to use.

III. Results and Discussion

3.1 Results

a. Validity Test

This study aims to develop a video learning media using the ADDIE model in the fourth-grade English subject at the Karitas III SDK Surabaya.

To produce a valid instrument, the instrument that will be given to students will be tested for the validity and reliability of the instrument. This test will be carried out on students as many as 55 students as test subjects. The desired data in the questionnaire for the product use will ask how the message's learning content, appearance, programming and clarity are conveyed.

To find out student responses to the product design, the product will be carried out in 3 stages: small group trials, categorized as initial validation aimed at five students, limited trials involving 15 students and large group trials involving 30 students. Person. Validity is a test tool to determine the accuracy of a measuring instrument (Questionnaire), whether the measuring instrument has measured which thing is meant?. With high validity, the measuring instrument is said to have measured the actual thing (the intended variable, in this student's beginning). The validity test results using the product-moment correlation will be compared with rtable N = 55 in the table with = 0.05, a value of 0.266 is obtained. The results of the instrument test are as follows:

Table 5. Instrument Validity Test Results

Items	R count	R table	Information
Item 1	0.647		Valid
Item 2	0.591		Valid
Item 3	0.852		Valid
Item 4	0.822		Valid
Item 5	0.600	0.266	Valid
Item 6	0.675		Valid
Item 7	0.595		Valid
Item 8	0.687		Valid
Item 9	0.709		Valid
Item 10	0.773		Valid
Item 11	0.724		Valid
Item 12	0.600		Valid
Item 13	0.676		Valid
Item 14	0.709		Valid
Item 15	0.765	0.266	Valid
Item 16	0.778		Valid
Item 17	0.478		Valid
Item 18	0.647		Valid
Item 19	0.591		Valid
Item 20	0.851		Valid

The results of the instrument testing in table 5 above show that at a significant level of 5%, several instruments used in this study obtained a correlation coefficient value more significant than the r-table Product Moment value of 0.266. Thus it can be said that the instrument in this study is valid or can measure the variables studied.

b. Instrument Reliability Test

Reliability is a tool used to determine the level of reliability of the measuring instrument used. The higher the reliability value or the data is reliable, the better the measuring instrument used (reliable) to be used in further research or a different place (location). The method used is the alpha formula. The results of testing the reliability of the research data are shown in table 6 below.

Table 6. Reliability Test Results

Variable	r	Information
Student Instrument	0.920	Reliable

The results of the reliability test in table 6 above show that the value of the reliability coefficient of the variables used in the variables above is greater than the r-table value of 0.6. then the results of respondents' answers are reliable. In other words that if the same research is carried out at different times, the respondents will give the same answers.

1. Design Expert Validation

Table 7. Prosentase Ahli Desain

No.	Aspect	Number of Items	Aspect Percentage	Percentage of Total Aspek
1	Cover	4	95%	93%
2	Contents	4	95%	
3	Presentation of Material Content	4	90%	
4	Illustration Image	4	95%	
5	Evaluation Instrument	4	90%	
Total		20		

Evaluation instrument, sequentially the response of each aspect is for the cover aspect in the product to get a percentage value of 95%, for the material content aspect it is 95%, the presentation aspect of the material content is 90%, the image illustration aspect is 95%, and the instrumentation aspect is obtained percentage 90%. The percentage of 93% obtained the total value of aspects. This means that the percentage of these aspects is said to have significant feasibility, so that the product developed is declared feasible to be used in the trials to be carried out, namely trials with students in small, medium, and large groups. Table 7 explains the assessment of design experts in terms of 5 aspects of learning design, including aspects of Cover, Content, Presentation of Material Content, and Image Illustration.

2. Material Expert Validation

Table 8. Percentage of Material Experts

No.	Aspect	Number of Items	Aspect Percentage	Percentage of Total Aspek
1	Introduction	4	80%	80%
2	Content Presentation	5	80%	
3	Learning	13	80%	
4	Evaluation	9	80%	
Total		31		

Material experts recommend that the developed product be tested on students in the learning process. Table 8 explains that the assessment of the material expert will be reviewed in 4 aspects of the assessment, namely introduction, content presentation, learning, and evaluation. The results obtained from the table above: for the preliminary aspect, the percentage is 80%, the content presentation aspect is 80%, the learning aspect is 80%, and the evaluation aspect is 80%, with a total percentage of 80%.

3. Media Expert Validation

Table 9. Percentage of Media Experts

No.	Aspect	Number of Items	Aspect Percentage	Percentage of Total Aspek
1	Appearance	15	94,6%	93,3%
2	Use	5	92%	
3	Utilization	6	93,3%	
Total		26		

Table 9 explains that the assessment of media experts will be reviewed by three aspects of the assessment: the appearance, the use, and the utilization. The results from the table above: for the display aspect, the percentage is 94.6%, the usage aspect is 92%, and the utilization aspect is 93.3%, the total percentage is 93.3%. This means that media experts recommend that the developed product can be tested on students during the learning process.

4. Results of Student Responses in Small Group Trials

Table 10. Percentage of Student Responses

No.	Aspect	Number of Items	Aspect Percentage	Percentage of Total Aspek
1	Learning	13	70,7 %	74,1 %
2	Appearance	5	77 %	
3	Programming	2	74%	
4	Clarity of Messages Delivered	10	74,9%	
Total		30		

Table 10 explains that the assessment of the initial responses was five people who responded to 4 aspects, namely Learning, Display Aspects, Programming Aspects, and Aspects of Clarity of Messages Delivered. From these aspects, the resulting table shows that student responses to an aspect of learning get a percentage of 77.7%, for the display aspect a percentage of 77%, a programming aspect obtaining a percentage of 74%, and for the developmental aspect of the message conveyed while obtaining a percentage of 74.9%. With a total aspect of 74.1%.

In this trial, there were several improvements to the content of the presentation and the presentation of the message conveyed. From the results of the responses, some content or content that, according to students, had not been understood and understood, so the product was developed or revised in the learning video in certain parts. Furthermore, the results of this revision will be followed up on the subsequent trial, namely the medium group trial, after product improvements were made concerning the results of student responses.

5. Results of Student Responses in Limited Group Trials

Table 11. Percentage of Limited Group

No.	Aspect	Number of Items	Aspect Percentage	Percentage of Total Aspek
1	Learning	13	80,6 %	
2	Appearance	5	81,3 %	
3	Programming	2	85,3%	82,1 %
4	Clarity of Messages Delivered	10	81,3%	
Total		30		

Table 11 explains the assessment of the initial response from students. As many as 15 people responded to 4 aspects of the assessment, namely Learning, Display aspects, Programming aspects, and aspects of Clarity of Messages Delivered. From this aspect in the table, the student's response in the learning aspect gets a percentage of 80.6%. The display aspect gets a percentage of 81.3%. The programming aspect gets a percentage of 85.3%. The clarity aspect of the message conveyed gets a percentage of 81.3%. With a total aspect of 82.1%.

Some improvements are still being made to get a perfect product. However, improvements are only made to certain parts which, according to the researcher, have not been understood by the students. After a minor revision was made in the medium or limited group trial concerning the results of student responses, the last trial was carried out, namely the large group trial. From the small group trial, there was an increase in understanding of learning video products, meaning that there was an increase in students' understanding of the four aspects raised.

6. Student Response Results in Large Group Trials

Table 12. Percentage of Large Group

No.	Aspect	Number of Items	Aspect Percentage	Percentage of Total Aspek
1	Learning	13	89,3 %	
2	Appearance	5	87,8%	
3	Programming	2	88%	88,5 %
4	Clarity of Messages Delivered	10	89%	
Total		30		

Table 12 describes the assessment of the initial responses from 15 students who responded to 4 aspects of the assessment, namely Learning, Display aspects, Programming aspects, and aspects of Clarity of Messages Delivered. From these aspects in the table, the student's responses in the learning aspect get a percentage of 89.3%. The display aspect gets a percentage of 87.8%. The programming aspect gets a percentage of 88%. The clarity aspect of the message delivered gets 89%, with a total aspect of 88.5%. There was a significant increase after minor improvements were made to the developed product.

According to the assessment guidelines in percentage, this result can be pretty significant in the assessment. This means that the product for developing video learning media for the fourth-grade SDK students is said to be suitable for the learning process. In limited time and this research is only to test the feasibility of the product being developed. For field trials involving other schools outside of small group trials, medium groups and large groups involving schools in the sub-district, district and province environment will be carried out later on research opportunities.

3.2 Discussion

Learning Media means middle, intermediary, or introduction. The Association of Education and Communication Technology (AECT) defines Media as a transmission system (materials and equipment) available to convey specific messages (Sutirman, 2013:15). According to experts in Parmin (2009), this Media can be interpreted as follows: 1) Message carrier technology that can be used for learning purposes. 2) Physical means conveying learning content/materials such as books, films, videos, slides, etc. 3) The means of communication in print and audio, including hardware technology. Arsyad (2013, p. 3) states, "Media is a tool that conveys or delivers learning roles. Learning media are graphic, photographic or electronic tools for capturing, processing and rearranging visual or verbal information. Educational media, of course, are used in the process and to achieve educational goals.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Video media is one type of audio-visual media. Audio-visual Media is media that relies on the sense of hearing and the sense of sight. Audio Visual Media is one Media that can be used in learning English. This Media can increase students' interest in learning because students can listen while viewing photos, images and audio. Azhar Arsyad (2011: 49) defines video as pictures in frames, where frame by frame is projected through a projector lens so that the screen looks alive photos. From the definition above, it can be concluded that video is one type of audio-visual media that can describe an object moving simultaneously with natural sound or suitable sound. Video capabilities depict vivid photos as well as specific sounds. Videos can present data, describe processes, explain complex concepts, direct skills, shorten or extend time, and influence behaviour.

The utilization of computer technology as a medium of learning is often referred to as multimedia. Multimedia is a presentation media using text, audio, and visuals simultaneously. According to Hofstetter, multimedia is using computers to create and combine text, audio, images, and animation (Rusman, Kurniawan & Riyanan (2011). The existence of multimedia is expected to help students understand Javanese language material because using multimedia makes it possible to present exciting forms of learning. Using computer technology, learning media can be presented with textual, audio, visual, and audio learning materials (Rusman et al., 2011). Learning is a process of interaction of students with educators and learning resources in a learning environment (Achjar et al., 2011). 2008). This means a learning process has elements, namely educators, students,

learning resources, the learning environment and interrelated interactions between these elements.

Gredler (in Nazarudin, 2007) says that learning can be defined as a set of external events to support the internal learning process. Alternatively, in other words, learning is a process that is deliberately planned and designed in such a way as to assist in the learning process. The internal element is the learner himself, while the external element includes things outside the learner that affect the learning process in the learner. Mullan (in Nazarudin, 2007) stated that learning is an activity to create student creativity. According to this opinion, the formation of creative souls in students is to be achieved after the learning process occurs. If the goal is for students to have creative characters, then the learning process must also use creative ways.

Hamalik (2011) states that learning is a combination of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. An interconnected unit will become incomplete and slow down the achievement of learning objectives if one of its elements is reduced or eliminated.

Previous research that has been carried out has many results that have been concluded, including those that have been carried out by:

Ratna Wahyu Hendratni (2016) concluded that (1) This learning media has gone through several stages, including potential and problems, data collection, product design, design validation, design revision, product testing, product revision, usage trial, product revision and mass products. (2) The Media that has been developed is feasible to use. This can be seen from the material experts' assessment results, who scored 143 with suitable criteria. The media expert's assessment results scored 67 with suitable criteria. The limited trial student questionnaire results scored 225 with perfect criteria, and the field trial got 830 with perfect criteria. The results of interviews with teachers during the limited test and field test can be concluded that the miniature home media that has been developed helps students in learning, increases students' motivation and curiosity, provides independent learning opportunities for students, is easy to use by students and has a positive impact on students. Students because it can improve student achievement. So that this miniature house media is suitable for use in learning. (3) The flat shape learning media based on this miniature house is effectively used in learning Mathematics for class VI, the material for the area of flat shapes based on the results of the t-test can be seen that the t value is 6,905 > t table is 2,035. It can be concluded that there is a difference between class with media and class without Media so this Media is effectively used. (4) This house-based miniature flat shape learning media can improve student learning achievement, based on the N-gain analysis in the control class of 0.27 with criteria low, while in the experimental class, it is 0.70 with high criteria. So that the increase in achievement in the high category.

Septika Sari Hutami (2020) concluded that in science subjects, students still found many difficulties in learning to memorize learning materials, especially in animal life cycle material. With these difficulties, the researchers were motivated to develop appropriate Miniature Spin-Off media for students related to animal life cycle material. Miniature Spin-Off Media is said to be feasible if it is valid and practical in its use in increasing students' motivation and understanding. The subjects in this study were six fourth-grade students of SD Negeri Gebangbunder. Data validity, results and practicality were analyzed descriptively quantitatively in the form of percentages. The results showed that the Miniature Spin-Off media was feasible to increase students' motivation and understanding seen from 1) The results of media validation by media experts obtained a score of 87.67% with very valid and reasonable criteria, 2) The results of material validation by material experts obtained a score of 77,78% with valid criteria, 3) The assessment questionnaire by

teachers and students is 86.67% and 89.25% with perfect criteria, and 4) the average score obtained by students is 87 with high and perfect criteria.

Nana Ari Anggraini (2019) concluded that the results of media analysis and validation were obtained with a score of 4.6 in the "outstanding" category, material validation obtained a value of 4.3 in the "outstanding" category, validation tests of student learning outcomes obtained an average of 80, the average result of the percentage of students who responded positively in responding to natural miniature media around was 97.7% and was in the "very responsive" category, the percentage of student completeness was 81.8% with a KKM of 75. Thus it can be concluded that the natural miniature media is suitable for Indonesian lessons in poetry writing material.

Silvina Noviyanti and Hamidi (2019) concluded that Based on the research and development results, it could be concluded that: 1). This development research produces a product in the form of learning media for miniature energy sources of hydroelectric power plants (PLTA) with product manufacturing procedures from the analysis, design, development, implementation and evaluation stages that produce miniature hydroelectric power plants. 2). In this development research, we can learn the validity and practicality of learning media for miniature energy sources of hydroelectric power plants, from several validators, including media validators and learning validators. 3). This development research shows the validity of the learning media for miniature energy sources of hydroelectric power, which includes the validation of media experts and learning experts. The results of the first validation stage by media experts obtained a value of 40 with an average of 2.7, which was included in the "Invalid" category, and a media revision was carried out. Then the second revision stage was carried out by media experts, which obtained a score of 53 with an average of 3.7, which was included in the "Valid" category. The third stage revision by media experts was obtained with a value of 56 with an average of 4.0. This product is included in the "Valid" category and must be tested. The validation results of learning experts obtained a value of 58 with an average of 4.1, so this product is included in the "Valid" category and deserves to be tested. From these trials, it was concluded that the overall response of students and teachers to learning media for miniature energy sources of hydroelectric power plants, namely the Media was more attractive and easy to use.

Sandy Mahardika and Hasan Dani (2015) concluded that research using miniature Media on the essential competencies of carrying out reference work/formwork obtained two results. (1) Feasibility of media and (2) learning outcomes. (1) The results of the feasibility of media are divided into four ratings (a) Materials get 80.56%, (b) Illustrations get 95.83%, (c) Quality and appearance of media get 83.33%, and (d) Attractiveness 91,67%. The overall results of the media feasibility assessment got 87.85%. They are in the 81%-100% interval. That is, the results of the media validator assessment are in the very feasible category and can be used as a learning tool. (2) The learning outcomes themselves are divided into two assessments, namely (a) the Theory Assessment gets an average grade of 77, and (2) The results of the practical assessment get an average grade of 81. So the overall results of the assessment on the essential competencies of the implementation of the reference work/formwork above the KKM value of 70. Then the media can be used as a teacher's tool in delivering teaching materials in class.

In Nadhliroh, Fitria Dwi Prasetyaningtyas (2018) concluded that audiovisual-based diorama media were effectively used in social studies learning content material for the formation of the Republic of Indonesia on student learning outcomes with a tcount of 16,661 and ttable of 2,034. As a reinforcement, the calculation using N-gain is 0.343, seen from the difference between the pretest and posttest results.

Indra Bayu Wardani and Euis Ismayati (2019) concluded that the results showed that: (1) the average trainer validation score was 95.83% (very valid) and (2) the job sheet validation average score was 94.95% (very valid). valid (3) students showed a positive response to the learning showing as much as 75.71%, and (4) the average student learning outcomes after using the solar cell-based PJU trainer learning media was 88.54. It can be explained that the average final student learning outcomes are more significant than the KKM, so this learning media is said to be effective for use in the learning process.

IV. Conclusion

Learning. Research conducted in developing Video learning media using the ADDIE model in English class IV subjects at the Karitas III Surabaya SDK has been carried out in sequential steps in obtaining product feasibility carried out by design experts, material experts, media experts, and peer assessments obtained product feasibility that can be followed up on trials. Likewise, from the results of trials in small groups, limited groups, and large groups and revisions have been made according to the results of student responses, positive responses and responses have been obtained so that the learning video learning media product that English can be said is significantly feasible to be used in the learning process. Conclusions were obtained from the results obtained in the description of the data shown, which indicated a positive response when the trial was carried out. Furthermore, this product will be disseminated primarily to the local school environment and other schools to provide insight into this product.

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