Media Development of Video Learning in the Social Discussion of Social Problems in Social Science (IPS) Lesson of Class IV in Public Elementary School (SDN) 135911 Tanjungbalai Academic Year 2018-2019

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Abstract *: In material social problems, students have difficulty digesting and identifying social problems in their surrounding environment. One alternative so that learning can take place efficiently and easily understood is to use learning video media. The subjects of this study were all fourth grade students of Public Elementary School (SDN) 135911 Tanjungbalai. The result shows that the development of learning video media was validated by 3 experts namely material experts, linguists and media experts. Appraisal by material experts obtained a value with a very good category (93%), the assessment by linguists obtained a value with a very good category (92.22%) and the assessment by media experts obtained a value with a good category (87.37%). A total of 9 students (45%) gave a very good assessment of the learning videos developed and as many as 11 students (55%) gave a good assessment of the learning videos developed and the learning video media were considered to be feasible to be developed.*
Keywords *: media; video learning; social discussion; social science (IPS); public elementary school 135911 Tanjungbalai*

I. Introduction

Learning that is supported by interesting media such as the use of video media can facilitate the achievement of learning goals for elementary school students. Primary school students are required to develop their potential actively to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills.

Besides that elementary school students are also expected to be able to recognize social problems in their environment so that good values of character can be embedded in elementary school students. Social problems are one of the social studies learning materials in grade IV elementary school. A good introduction to social problems is very important for elementary school students because with a good introduction, the purpose of education to create a generation of noble character will be achieved.

The subject of social problems found in social studies learning material for fourth grade students in elementary schools requires interesting media support, so that the goals of learning can be achieved. The main purpose of Social Sciences is to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that occur and skilled in overcoming the problems that occur daily both for themselves and the community. This goal can be achieved when social studies programs in schools are well organized.

Based on observations made at Public Elementary School (SDN) 135911 Tanjungbalai in grade IV students, students have difficulty in accepting social studies in the classroom, especially on the subject of social problems. Students find it difficult to identify social problems in their surroundings. This is because the delivery of material that is only supported by the media uses images so that it is less attractive to students, besides that the learning atmosphere

that is less conducive influences students' interest in understanding the learning provided by the teacher. Ideally on material social issues, the teacher must introduce directly to students in real terms the material in question. But the reality is in Public Elementary School (SDN) 135911 Tanjungbalai City for fourth grade students, this video media has not been used because there are no videos available at the school.

This needs to be given more attention by each teacher, in order to always try to create a conducive, interesting and not boring classroom atmosphere for students so that students become more enthusiastic and active in learning. One way is to use learning video media.

In material social problems, students have difficulty digesting and identifying social problems in their surrounding environment. One alternative so that learning can take place efficiently and easily understood is to use learning video media. The researcher chooses learning video media because learning videos can display information that students may not realize that this is part of social problems.

II. Review of Literature

2.1 Learning
According to Law No.20 of 2003 concerning the National Education System, learning is the process of interaction between students and educators and learning resources in a learning environment. Learning in essence is closely related to how to build good interactions between two components, namely teachers and students. Good interaction can be described in a condition where the teacher can make students learn easily and motivated by their own willingness to learn what is in the curriculum as their needs.

Learning is all efforts made by the teacher (educator) so that the learning process occurs in students. Implicitly, in learning there are activities to choose, set and develop methods to achieve the desired learning outcomes. During the learning process, the teacher's main task is to condition the learning environment to support behavior changes for students (Sutikno, 2009).

Effective learning processes require the skills of a teacher in choosing the right method. The choice of method is directly related to the efforts of the teacher in presenting learning in accordance with the situation and conditions so that the achievement of learning objectives is obtained optimally. Therefore, the most basic thing that needs to be understood is how to understand the position of the method as one component for the success of learning activities (Setiawan, 2016).

2.2 Learning Video Media
Media in the teaching and learning process tends to be interpreted as graphical, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information. Media education is used in the context of communication and interaction between teachers and students in the learning process. Learning media can clarify the presentation of messages and information so as to facilitate and improve learning processes and outcomes (Mufarokah, 2009).

Video is images in a frame where frame by frame is projected through the projector lens mechanically so that the screen shows that the image is alive. This media is generally used for entertainment, documentation and education purposes. Videos can present information, explain processes, explain complex concepts, teach skills, abbreviate or extend time, and influence attitudes.

According to Ablan (2003) the video is able to capture 94% of the channels of entry of messages or information into the human soul through the eyes and ears and is able to make people in general remember 50% of what they see and hear from program shows. Messages delivered through video media can influence strong emotions and can also achieve fast results that other media do not have.

According to Riyana (2007) learning video media is a media that presents audio and visuals that contain learning messages that contain concepts, principles, procedures or theories of application of knowledge to help understanding an instructional material. Video is a visible listening material (audio visual) that can be used to convey messages / subject matter. It is said that it looks like listening to audio (audio) and visual / video elements (visible) can be presented simultaneously.

2.3 Social Sciences (IPS) Education Objectives

The purpose of IPS education is to educate and provide basic skills to students to develop themselves according to their talents, abilities and environment as well as various provisions for students to continue their education to a higher level (Trianto, 2010). Furthermore, Trianto (2010) also stated that the main goal of social science is to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards improving all inequalities that occur and skillfully overcome any problems that occur daily that afflicts itself and afflicts the community.

III. Research Methods

This research was conducted at Public Elementary School (SDN) 135911 which was located at Haji Adam Malik Street, Sijambi City, Tanjungbalai. The subjects of this study were all fourth grade students of Public Elementary School (SDN) 135911 Tanjungbalai.

The instruments used in this study were questionnaires or questionnaires containing questions or statements that must be answered by the research subjects. The instrument was developed using a Likert scale with 5 scales. The lowest score is given a number 1 and the highest score is given a score of 5.

The instruments in this study were questionnaires given to material experts, media experts, subject teachers and fourth grade students as respondents.

The grid of feasibility instruments for learning video media can be seen in the following table:

Table 1. Grid of Instruments for Feasibility of Learning Videos Viewed from Media Aspects

No.	Assessment Aspect	Indicator	Item No.
1.	Making	a. Form of writing	1,2
		b. Writing color	3
		c. Writing sizen	4
		d. Writing color composition	5
		e. Image shape	6
		f. Image selection	7,8
		g. Color with background writing	9,10
		h. Musical accompaniment	11,12

		i. Video display	13,14
		j. Video effectiveness	15
2.	Governance	a. Ease of media use	16
		b. Ease of media storage	17
3.	Kaidah	a. The learning process is more interesting	18
		b. Video content is easy to understand	19
		c. Ease in the learning process	20

Source: Riyana (2007)

Instruments for the feasibility of learning videos in terms of material aspects are addressed to experts in social studies learning materials in the form of closed questionnaires, namely questionnaires containing statements that expect respondents to choose one alternative answer from each available statement. Questionnaire for material experts contains suitability of learning media seen from material relevance and usefulness. The grid of material feasibility instruments can be seen in the following table

Table 2. Grid of Instruments for the Feasibility of Learning Videos Viewed from Material Aspects

No.	Assessment Aspect	Indicator	Item No.
1.	Relevansi Materi	a. Compatibility of material with syllabus	1
		b. Compatibility of material with learning objectives	2
		c. Compatibility of material with competency standards	3,4,5
		d. Completeness of material	6
		e. Material sequence	7,8
		f. Writing format	9
		g. Image selection accuracy	10,11,12
		h. Music illustration	13, 14
		i. The component image is easy to understand	15
		j. The accuracy of animation in explaining material	16
		k. Material disorder	17
2.	Benefits	a. Facilitate the learning process	18,19
		b. Material is easy to understand	20

Source: Riyana (2007)

The instrument for the feasibility of learning videos in terms of aspects of student opinions includes aspects of material content, screen design and usefulness. The contents of the learning video feasibility instrument are reviewed from the opinions of students can be seen in the following table:

Table 3. Grid of Instruments for Feasibility of Learning Videos Viewed from Student Opinions

No.	Assessment Aspect	Indicator	Item No.
1.	Material Aspects	a. Completeness of material	1
		b. Material clarity	2
		c. Material disorder	3
2.	Media Aspects	a. Image selection accuracy	4
		b. Animation accuracy	5
		c. Accuracy of music / song accompaniment	6
		d. Level of ease of understanding	7
		e. Writing size	8
		f. Narrator voice clarity	9
		g. Music illustration supports	10,11
3	Benefit Aspect	a. Ease of media operation	12
		b. The effectiveness of the video in explaining material	13
		c. The learning process is more fun	14,15
		d. Ease of storing media	16
		e. Facilitate students in the learning process	17
		f. Add variety	18
		g. Provide focus of attention	19
		h. Provide information and input in efforts to improve and develop media	20

Source: Riyana (2007)

The formulas used to calculate percentages are as follows (Sudjana, 2004):
The formula used to calculate percentages is as follows (Sudjana, 2004):

$$Percentage = \frac{\sum (answer\ x\ weight\ of\ each}{n\ x\ the\ highest\ weight} \ x\ 100\%$$

Description :
∑ = Total
n = the number of all questionnaire items
As a provision in giving meaning and decision making, the following provisions are used.

Table 4. Conversion Rate of Achievement (Sudjana, 2004)

Achievement level	Qualification	Information
90% - 100%	Veryu good	No need for revisions
75% - 89%	Good	No need for revisions
65% - 74%	Enough	Need for revisions
55% - 64%	Not enough	Need for revisions
0 – 54%	Very not enough	Need for revisions

IV. Discussion

Table 5. Feasibility Assessment of Learning Video Media According to Material Experts

No	Assessment Indicator	Score	%
1	Compatibility of material with syllabus	4	80,0
2	Compatibility of material with learning objectives	4	80,0
3	Compatibility of material with competency standards	5	100,0
4	Compatibility of material with basic competencies	5	100,0
5	The truth of the material is correct	5	100,0
6	Completeness of material	5	100,0
7	Material is arranged in sequence	5	100,0
8	The material is arranged systematically and specifically	5	100,0
9	Material is written in standard language	5	100,0
10	Accompanied by examples of clear images	5	100,0
11	The accuracy of image selection is related to the material	4	80,0
12	Accompanied by information that is easy to understand	4	80,0
13	Music illustration supports learning	4	80,0
14	Accuracy of music or songs accompanying learning videos	5	100,0
15	Component images that are displayed are easy to understand	4	80,0
16	The accuracy of the animation to explain the material	5	100,0
17	Material presentation has been coherent	5	100,0
18	Facilitate educators in delivering material	4	80,0
19	Facilitate students in understanding the material presented	5	100,0
20	Easy to understand overall	5	100,0
	Total	**93**	**93,0**

Validation of the material by filling out a questionnaire for the feasibility of the material can be seen with the following calculations:
The formula used to calculate percentages is as follows (Sudjana, 2004):

$$Percentage = \frac{\sum (answer \; x \; weight \; of \; each}{n \; x \; the \; highest \; weight} \; x \; 100\%$$

$$= \frac{93}{20 \; x \; 5} \; x \; 100\%$$

It has been tested to material experts obtaining a percentage of 93%. If it is converted to the level of achievement, the value is classified as a very good category which means that the material contained in the learning video is very good.

Table 6. Feasibility Assessment of Learning Video Media According to Linguists

No	Assessment Indicator	Score	%
1	Accuracy of sentence structure	4	80,0
2	Effectiveness of sentences	5	100,0
3	Language and material clarity	5	100,0
4	Clarity of sentences	5	100,0

5	Victory of language style	4	80,0
6	Use good and correct Indonesian language rules	4	80,0
7	Clarity of letters	5	100,0
8	Language reading	5	100,0
9	Symbol used	4	80,0
10	Command / clarity instruction	4	80,0
11	The language used is simple, straightforward and easy to understand	5	100,0
12	The language used is simple, straightforward and easy to understand	4	80,0
13	Language is adjusted to the stage of student development	5	100,0
14	Language can stimulate students' imagination	5	100,0
15	Language is easy for students to understand	5	100,0
16	Regularity in material decomposition	4	80,0
17	The interest in reading interest	5	100,0
18	Clarify understanding of concepts with supporting examples and illustrations	5	100,0
	Total	**83**	**92,22**

Language validation by filling out a questionnaire for language feasibility can be seen with the following calculations:

$$Percentage = \frac{\sum (answer \; x \; weight \; of \; each}{n \; x \; the \; highest \; weight} \; x \; 100\%$$

$$= \frac{83}{20 \; x \; 5} \; x \; 100\%$$

$$= 92,22$$

It has been tested to linguists obtained a percentage of 92.22%. If it is converted to the level of achievement, the value is classified as a very good category which means that the language contained in the learning video is very good.

Table 7. Feasibility Assessment of Learning Video Media According to Media Experts

No	Assessment Indicator	Score	%
A	**Guide and Information**		
1	Description of multimedia products	3	60,0
2	Guide to using multimedia software	1	20,0
3	Help facilities	1	20,0
B	**Operasional Multimedia**		
1	Ease of installation and or configuration settings	5	100,0
2	The accuracy of the use of media navigation symbols	4	80,0
3	Ease of use of the navigation buttons (usebility)	5	100,0
4	Search and link accuracy (hyperlink) media	1	20,0
5	Quality of interface	5	100,0
6	Operational consistency of software	4	80,0
7	Software operational reliability from error free	4	80,0
8	Operating system support required	4	80,0

9	Support for devices (hardware) needed	4	80,0
10	Interactivity stimulus-response of users (users) with the system	1	20,0
C	**Systematics, Aesthetics and Media Forms Principles**		
1	Systematics of screen displays	4	80,0
2	Menu facilities in the media	1	20,0
3	Letter, number and symbol acceleration	4	80,0
4	Visual quality (resolution) of graphics or images	4	80,0
5	Color quality and resolution on the screen	5	100,0
6	Suitability of text color with background	4	80,0
7	Text, visual, audio and animation acceleration	4	80,0
8	Narrator voice clarity	4	80,0
9	Ease of understanding language in narration	4	80,0
10	Narration is free from noise	4	80,0
11	Narrative is communicative	4	80,0
12	Suitability of backsound with presentation material	2	40,0
13	Setting or controlling backsound	1	20,0
14	Chocie of *interfaced* and *progresive scan*	1	20,0
15	Use of video / animation resolution (pixels)	5	100,0
16	Suitability of objects / videos / animations with material	2	40,0
17	Object visualization of material concepts / abstracts	2	40,0
18	Reduction of misperception of media objects	3	60,0
19	Application of spatial principles	4	80,0
20	Use of temporal principles	4	80,0
21	Use of clue and signaling	2	40,0
22	Reducing the effect of redundancy	1	20,0
23	Application of the effect of coherence	3	60,0
24	Use of the principle of modality	3	60,0
25	Cognitive load reduction for users	3	60,0
Total		**120**	**63,16**

Media validation by filling out a questionnaire for the feasibility of media can be seen with the following calculations:

$$Percentage = \frac{\sum (answer \ x \ weight \ of \ each}{n \ x \ the \ highest \ weight} \ x \ 100\%$$

$$= \frac{120}{38 \ x \ 5} \ x \ 100\%$$

$$= 63{,}16 \ \%$$

The results of media validation that have been tested to media experts obtained a percentage of 63.16%. If it is converted to the level of achievement, the value is classified as sufficient category which means that the media contained in the learning video still needs to be revised.

Some response points, input and suggestions provided by media experts can be summarized as shown in the following table:

Table 8. Responses, Feedback and Suggestions by Media Experts

No.	Feedback, Feedback and Suggestions
1.	Required guidance for use in learning videos
2.	Help facilities are needed in the learning video
3.	Material search and hyperlinks do not exist
4.	The unavailability of menu facilities in learning video media
5.	The actor's mimic needs to be adjusted to the narrative in the learning video
6.	Content in the form of images in the video needs to be adjusted
7.	Repetition of the words in the video must be minimized
8.	Video illustrations are needed on important topics

After revisions to the learning video media, validation is carried out again to see the feasibility of the media with the following results:

Table 9. Feasibility Assessment of Learning Video Media According to Media Experts (After Revision)

No	Assessment Indicator	Score	%
A	**Guide and Information**		
1	Description of multimedia products	4	80,0
2	Guide to using multimedia software	4	80,0
3	Help facilities	4	80,0
B	**Multimedia Operations**		
1	Ease of installation and or configuration settings	5	100,0
2	The accuracy of the use of media navigation symbols	4	80,0
3	Ease of use of navigation buttons (usability)	5	100,0
4	Search accuracy and media links	4	80,0
5	Quality of interfaces	4	80,0
6	Operational consistency of software	4	80,0
7	Software operational reliability from error free	5	100,0
8	Operating system support required	5	100,0
9	Support for devices (hardware) needed	5	100,0
10	Interactivity stimulus-response of users (users) with the system	4	80,0
C	**Systematics, Aesthetics and Media Forms Principles**		
1	Systematics of screen displays	5	100,0
2	Menu facilities in the media	4	80,0
3	Letter, number and symbol acceleration	4	80,0
4	Visual quality (resolution) of graphics or images	4	80,0
5	Color quality and resolution on the screen	5	100,0
6	Suitability of text color with background	5	100,0
7	Text, visual, audio and animation acceleration	4	80,0
8	Narrator voice clarity	5	100,0
9	Ease of understanding language in narration	4	80,0
10	Narration is free from noise	5	100,0
11	Narrative is communicative	4	80,0
12	Suitability of backsound with presentation material	4	80,0
13	Setting or controlling backsound	4	80,0
14	Selection of interfaced and progressive scan	4	80,0
15	Use of video / animation resolution (pixels)	5	100,0

16	Suitability of objects / videos / animations with material	4	80,0
17	Object visualization of material concepts / abstracts	4	80,0
18	Reduction of misperception of media objects	4	80,0
19	Application of spatial principles	4	80,0
20	Use of temporal principles	4	80,0
21	Use of clue and signaling	4	80,0
22	Reducing the effect of redundancy	4	80,0
23	Application of the effect of coherence	4	80,0
24	Use of the principle of modality	5	100,0
25	Cognitive load reduction for users	4	80,0
Total		**166**	**87,37**

Based on the table above, it is known the value of media validation through filling out the media assessment questionnaire with the following calculations:

$$Percentage = \frac{\sum (answer \ x \ weight \ of \ each}{n \ x \ the \ highest \ weight} \ x \ 100\%$$

$$= \frac{165}{38 \ x \ 5} \ x \ 100\%$$

$$= 87,37 \%$$

The results of the revised media validation that have been tested to media experts obtained a percentage of 87.37%. If it is converted to the level of achievement, the value is classified as a good category which means that the media contained in the learning video is good and does not need to be revised again.

The trial of the feasibility of the video learning media for students was done after the validation by the experts was completed, the trial was conducted on 20 fourth grade students at SD Negeri No. 135911. Based on the feasibility assessment questionnaire tested on students, the answers obtained from the students are as follows:

Table 10. Frequency Distribution Answers for Learning Media Feasibility Assessment

No	Assessment Indicator	SK		K		C		B		SB		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
1	Completeness of the subject matter of social problems in the learning video media	0	0,0	0	0,0	1	5,0	13	65,0	6	30,0	20	100,0
2	Clarity of the subject matter of social problems in the learning video media	0	0,0	0	0,0	0	0,0	7	35,0	13	65,0	20	100,0
3	The demands of the presentation of the subject matter of social problems on the learning video media	0	0,0	0	0,0	2	10,0	12	60,0	6	30,0	20	100,0
4	The accuracy of the selection of images to	0	0,0	0	0,0	0	0,0	10	50,0	10	50,0	20	100,0

	explain the subject matter of social problems											
5	The accuracy of animation to explain the subject matter of social problems	0	0,0	0	0,0	3	15,0	11	55,0	6	30,0	20	100,0
6	Accuracy of music / songs accompanying learning videos	0	0,0	0	0,0	3	15,0	13	65,0	4	20,0	20	100,0
7	The level of ease of understanding the subject matter of social problems in the learning video media	0	0,0	0	0,0	0	0,0	5	25,0	15	75,0	20	100,0
8	Clear writing size to see and read	0	0,0	0	0,0	0	0,0	3	15,0	17	85,0	20	100,0
9	Harmony of writing color with background color on learning media	0	0,0	0	0,0	0	0,0	9	45,0	11	55,0	20	100,0
10	Voice clarity on learning videos	0	0,0	0	0,0	0	0,0	6	30,0	14	70,0	20	100,0
11	Music illustration (effect sound) supports when learning the subject of social problems	0	0,0	0	0,0	2	10,0	10	50,0	8	40,0	20	100,0
12	The ease of use / operation of learning video media is the subject of social problems	0	0,0	0	0,0	2	10,0	11	55,0	7	35,0	20	100,0
13	The effectiveness of the video in explaining the subject matter of social problems	0	0,0	0	0,0	2	10,0	13	65,0	5	25,0	20	100,0
14	With media learning videos the subject of social problems becomes more fun	0	0,0	0	0,0	0	0,0	11	55,0	9	45,0	20	100,0
15	With learning video media the subject matter of social problems becomes more interesting	0	0,0	0	0,0	1	5,0	11	55,0	8	40,0	20	100,0
16	Easy storage and management of learning videos	0	0,0	0	0,0	4	20,0	12	60,0	4	20,0	20	100,0
17	Video learning media makes it easier for students to understand learning material on the subject of social problems	0	0,0	0	0,0	0	0,0	10	50,0	10	50,0	20	100,0
18	This video learning media adds a variety of learning methods	0	0,0	0	0,0	0	0,0	6	30,0	14	70,0	20	100,0
19	The video learning media is able to provide more focus of attention to students during the learning process	0	0,0	0	0,0	0	0,0	11	55,0	9	45,0	20	100,0

20	Learning video media can provide information and input in an effort to improve and develop learning media, the subject of social problems	0	0,0	0	0,0	1	5,0	12	60,0	7	35,0	20	100,0

Table 11. Assessment of Feasibility of Learning Video Media According to Students

Achievement level	Total	%
Very good (90% -100%)	9	45,0
Goodk (75% - 89%)	11	55,0
Enough (65% - 74%)	0	0,0
Not enough (55% - 64%)	0	0,0
Very not enough (0% - 54%)	0	0,0

Based on the table it can be seen that as many as 9 (45%) students gave a very good assessment of the learning video media and as many as 11 (55%) students gave a good assessment of the learning video media. This means that the instructional video media deliveredhas been feasible to be used as a learning medium for fourth grade students of elementary school.

The product of IPS learning video media, the subject of social problems is learning material that has been developed with regard to learning and media aspects. The ease of understanding the content in the subject matter presented in the learning video is the main goal of developing learning video media. For this reason, it is necessary to see whether the final product of video learning media is effective to improve students' ability to understand the subject matter of social problems.

The following are the results of the pre-test and post-test questions related to the contents contained in the IPS learning video, the subject of social problems in fourth grade students, Elementary School (SDN) 135911 Tanjungbalai:

Table 12. Pre Learning Test Results Using Learning Video Media for Class IV Students at Public Elementary School (SDN) 135911 Tanjungbalai

Total Score	Total	%
2	1	4,8
3	6	28,6
4	4	19,0
5	5	23,8
6	4	19,0
8	1	4,8
Total	**21**	**100,0**

Based on the results of the pre test conducted on fourth grade students, Public Elementary School (SDN) 135911 Tanjungbalai, there is 1 (4.8%) students who get a score of 2, as many as 6 (28.6%) students who get a score of 3, as many as 4 (19%) students who score 4, as many as 5 (23.8%) students who get a score of 5, as many as 4 people (19%) students who get a score of 6 and 1 person (4.8%) students get a score of 8.

Table 13 Learning Outcomes Test Results Using Learning Video Media for Class IV Students at Public Elementary School (SDN) 135911 Tanjungbalai

Total Score	Total	%
6	1	4,8
7	2	9,5
8	7	33,3
9	10	47,6
10	1	4,8
Total	**21**	**100,0**

Based on the results of the post test conducted on fourth grade students, Public Elementary School (SDN) 135911 Tanjungbalai, there is 1 (4.8%) students who get a score of 6, as many as 2 (9.5%) students who get a score of 7, as many as 7 (33.3%) students who score 8, as many as 10 (47.6%) students who scored 9 and 1 (4.8%) students scored 10.

Table 14. Mean Value of Pre Test and Post Test Scores

Variable	Mean	Difference in Mean
Pre test score	4,43	3,95
Post test score	8,38	

Based on the table it can be seen that the mean value of the pre test score is 4.43 and the mean value of the post test score is 8.38 with a mean difference of 3.95 which means that there is an increase in score of 3.95 after being given social studies learning material. by using learning video media.

V. Conclusion

The development of learning video media was validated by 3 experts namely material experts, linguists and media experts.

Appraisal by material experts obtained a value with a very good category (93%), the assessment by linguists obtained a value with a very good category (92.22%) and the assessment by media experts obtained a value with a good category (87.37%).

A total of 9 students (45%) gave a very good assessment of the learning videos developed and as many as 11 students (55%) gave a good assessment of the learning videos developed and the learning video media were considered to be feasible to be developed.

The average pre-test score of students is 4.43 and the average post-test score of students is 8.38 with a difference in score of 3.95 which means that there is an increase in value of 3.95 after being given social studies learning material on the subject of social problems with using learning video media.

The video learning media are considered effective to be used as social studies learning media on the subject of 4th grade social problems.

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