

**THE DEVELOPMENT OF MEDIA INTERAKTIF ON LEARNING  
COOPERATION MATERIAL AND MUTUAL HELP MATERIAL FOR  
THIRD CLASS OF ELEMENTARY SCHOOL**

**Author**

**Holilah<sup>1</sup>, Ismail Marzuki<sup>2</sup>, Afakhrul Masub Baktiar<sup>3</sup>**

**Universitas Muhammadiyah Gresik**

**Hlilah813@gmail.com, ismailmarzuki@umg.ac.id, afakh1985@gmail.com**

**ABSTRACT**

This study aimed to develop interactive video learning media for cooperation and mutual help materials for third grade elementary school students at UPT SD Negeri 56 Gresik. The process of developing learning media using the ADDIE model were consist of 5 steps, however, in this study the researcher used 3 steps, Analysis, design and development. The subjects in this study were media expert validation who was Mr. Darmawan Aditama S.Kom., M.T (Surabaya State Electronics Polytechnic lecturer) as validitor and material expert validation who was Mrs. Maulani Inggi S,S.Pd Third grade teacher UPT SD Negeri 56 Gresik as validator. Data collection techniques and instruments used in this study, media of expert validation sheets and material experts.

Based on the results of data analysis from media experts and material experts, it showed that the development of interactive video learning media for cooperation and mutual help complied the validation standards that have been determined by media experts to get a score of 75% in the valid category and material experts get a score of 87.5% with categorized as very valid. So that obtaining an average percentage value of 81.25% which can be categorized as very valid, Therefore, it can be concluded that this interactive video learning media is able to use in learning effectively.

***Keywords: Interactive Video, Cooperation***

**1. INTRODUCTION**

In the modern era, the development of technology currently run into a great development, it can be seen from the increasingly advanced technology that is created. So that can be useful to support human convenience in supportin out an activity. Therefore, the human resources that we have now are required to be able to have the ability to master technology so that it is not out of date, the only effort that can be implemented is applying technology to education as a learning media.

Learning media is a tool or means that can be applied to make learning activity more interesting, so that can be expeted to help students are able to understand a materiaeasily. The use of interactive videos in this learning is to improve and guide students' experiences related to events that occur in their environment so that students are motivated in participating in more direct interaction learning between students, and it hopes, students will be able to learn individually according to their abilities and interests.

Interactive learning media aims to be a delivery system that presents video material recorded with PC control viewers (students) who not only hear voices and see videos, not only provide positive feedback, but also determine the speed and execution of presentations. (SeeIs & Glasgow in Arsyad, 2014: 36). The use of interactive learning media, presented by the teacher, aims at the efforts of students and active learning in learning. According to (Iatuhuru, 1988: 23) with the existence of learning media, students are expected to be more cooperative in learning and be able to work collaboratively. According to Iukita (2012) cooperation is a combination of individual attitudes that are formed from a group that is manifested in one attitude and behavior of a group according to the characteristics of individual attitudes and behaviors, with collaboration-oriented learning, it is no doubt that students can gain understanding to be interactive. with other students and develop solidarity among students. Today, there are many interactive computer learning programs that are more valuable than traditional printouts. one of which is interactive multimedia. Munir (2012:110) states that interactive multimedia is a multimedia display whose display is designed to respond to message notifications and user interactions. Interactive multimedia learning according to (Darmawan: 2012.55) is to learn with high inspiration because it is premium in a mixed media framework that can introduce various displays of text, images, videos, sounds, and movements. This statement shows that students can be excited in learning with intuitive media because of the attractive appearance and support for learning. The combination of text, images, video, audio and animation can be a place for students learning activity.

Based on interviews that have been conducted by researcher and teacher at Class 3 UPT SD Negeri 56 Gresik on November 9, 2020, several problems were found. First, the problem on the part of the students. For total 28 students, there were 12 students found it difficult to understand the material on cooperation and help which delivered by the teacher. This is closely related to the learning media, which is limited to the manual book where the material is presented dense and the appearance is less impressive and unable to attract the attention of students. When the teacher asked students to pay attention to book, many students pay less attention. This can be seen from students' responses when they asked to answer the questions but students do not respond. Second, the problem is in class there are also many students who are hyperactive, that caused learning activity not conducive. Therefore, students also got difficulties in understanding the material which given by the teacher. Third, the problem of implementing interactive media in class is able to attract the attention of students, but each student has different abilities in understanding the material provided so that need to be developed further. From some of the problems that the researcher has described, the researcher need to develop interactive media to overcome these problems. According to the researcher, the development of learning media is expected to be able to overcome existing problems, one of which is by developing interactive video media. With the interactive video media that is applied in learning material, it hopes that can be presented more interesting and increase cooperativeness in learning both teachers and students. From the results found, the researcher hopes to conduct a research on "Development of interactive video media on cooperation and mutual assistance."

## 2. METHODS

This research used a type of development that produce products in the form of learning media. Research and development method is a research method to make a certain product and effectiveness test. This research conducted the aim of developing learning media in the form of interactive video media at the third grade of UPT SD Negeri 56 Gresik. The order in this research adopts ADDIE development which consists of five stages, namely: analysis, design, development, implementation and evaluation. Researchers chose the ADDIE mode because the ADDIE development style is very useful, dynamic and simplifies the performance of the program itself (Warsita, 2011: 7). The ADDIE mode consists of 5 stages that are interrelated and systematically arranged, from the first stage to the fifth stage, programming must be sequential and cannot be done randomly. The stages above are considered simple from other design models. Its simple, structured and systematic nature makes this model easy to understand and program. In the development of ADDIE there are five stages which include analysis, design, development, implementation and evaluation (Sugiyono, 2015: 200). However, in this research, the researcher used 3 stages in the ADDIE development model, namely analysis, design, development, due to time constraints, costs and prioritizing health factors considering that this research was did during the COVID-19 pandemic. From the explanation above, the design part of the ADDIE development model research steps will be presented as follows. In according to the interactive video media development model used, the interactive video media development procedure has five stages, namely: Analysis stage (analysis), curriculum analysis, material analysis, student participants, design stage, development stage.

## 3. RESULTS AND DISCUSSION

In this chapter, researcher describe the results of research on a product in the form of interactive video learning media. The development of this product was designed starting from the problems obtained in the field by conducting interviews with third grade teachers at UPT SD Negeri 56 Gresik. From the results of the interviews, it was found that out of 28 students, 12 students experienced difficulties in learning what was conveyed by the teacher. From some of the problem that researcher has described, researchers need to develop interactive media to overcome these problems. This type of research is a development using the ADDIE development model developed by (Warsita, 2011: 7). which has 5 stages, including: analysis (analysis), design (design), development (development), implementation (implementation) and evaluation (evaluation). However, in this research the researcher uses 3 stages in the ADDIE development model, namely analysis (analysis), design (design), development (development), due to time constraints, costs and prioritizing health factors considering that this research was carried out during the Covid-19 pandemic. At this stage, the product design is made by adjusting the basic competencies, core competencies, indicators and learning objectives. In the process of making learning media, there are steps taken as follows: 1) Collecting Learning Media Tools and Materials; 2) After that describe the material in the video side; 3) Make the design as attractive as possible so that students are interested in learning the material; 4) Voice the researcher about the material; 5) Designing materials and animated images in each side and setting the time duration; 6) Converting side data into MP4 by exporting files into videos; 7) Upload videos to YouTube social media and provide a brief description of the video content.

#### 4. CONCLUSION AND SUGGESTION

##### A. Conclusion

This development research uses the ADDIE development method (analysis, design, development, implementation, evaluation) based on research and discussion, it can be concluded that interactive video learning media on cooperation materials and mutual assistance in elementary school third grade are as follows: Development of interactive video learning media on material cooperation and mutual assistance can be developed by defining according to the characteristics of students, this interactive video media is designed by determining the design and materials used. The results of the interactive video validation got scores from 2 feasibility validations from media experts getting 75% and eligibility from material experts getting 87.5%.

##### B. Suggestion

This research will provide suggestions as follows :

1. For, using *interactive* video on cooperation and mutual assistance materials that have been categorized as valid, practical, and effective so that they can be an alternative to learning and make students enthusiastic in learning.
2. For researchers, it is hoped that the development of *interactive* videos can be further developed and be more interesting for students.

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