

PENGEMBANGAN VIDEO PEMBELAJARAN FISIKA PADA MATERI FLUIDA SISWA KELAS XI IPA SMA

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ABSTRAK

Penelitian ini ialah penelitian pengembangan yg bertujuan buat membuat produk berupa video pembelajaran fisika pada materi fluida yang valid serta mudah buat digunakan pada pembelajaran. Latar belakang penelitian ini ialah rendahnya minat belajar siswa dan penggunaan metode dan media pembelajaran yg diklaim kurang menarik. Penelitian ini memakai model pengembangan 4D (Defenisi, Desain, Pengembangan, serta Penyebaran), tetapi karena keterbatasan, pengembangan hanya dilakukan hingga tahap Pengembangan. termin defenisi meliputi analisis kebutuhan, analisis peserta didik, analisis konsep, serta tujuan pembelajaran. tahap desain meliputi pemilihan media dan format, dan perancangan awal produk video. pada termin pengembangan, dilakukan validasi produk sang ahli media dan pakar materi, serta uji praktikalitas oleh pengajar dan peserta didik melalui angket respons. akibat validasi ahli media memberikan persentase 83,33% serta pakar materi 88,12%, yg keduanya termasuk dalam kategori sangat layak. Uji praktikalitas menunjukkan respons sangat praktis dengan persentase 94,11% dari guru dan 89,87% berasal siswa. menggunakan demikian, video pembelajaran yg dikembangkan dinyatakan valid serta mudah buat digunakan di proses pembelajaran fisika pada materi fluida.

Kata Kunci: Video pembelajaran

DEVELOPMENT OF PHYSICS LEARNING VIDEOS ON FLUID MATERIALS FOR CLASS XI SCIENCE HIGH SCHOOL STUDENTS

Abstract

This research is a development research aimed at creating a valid and user-friendly physics learning video product on fluid material for educational purposes. The background of this research is the low interest in learning among students and the use of methods and learning media that are claimed to be less engaging. This research uses the 4D development model (Definition, Design, Development, and Dissemination), but due to limitations, the development was only carried out up to the Development stage. The definition stage includes needs analysis, learner analysis, concept analysis, and learning objectives. The design stage involves the selection of media and format, and the initial design of the video product. In the development stage, product validation is conducted by media experts and material experts, as well as practicality testing by teachers and students through response questionnaires. The results of the media expert validation showed a percentage of 83.33% and material expert validation showed 88.12%, both of which fall into the highly feasible category. The practicality test showed a very practical response with a percentage of 94.11% from teachers and 89.87% from students. Thus, the developed learning video is stated to be valid and easy to use in the physics learning process on fluid materials.

Keywords: Learning video

