

PENGEMBANGAN VIDEO PEMBELAJARAN BERPENDEKATAN *EXPERIENTIAL LEARNING* UNTUK MENINGKATKAN HASIL BELAJAR IPAS SISWA KELAS V SEKOLAH DASAR

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ABSTRAK

Rendahnya hasil belajar IPAS siswa sekolah dasar dipengaruhi oleh penggunaan media pembelajaran yang kurang menarik, pembelajaran yang masih didominasi metode ceramah, serta belum optimalnya keterlibatan siswa secara aktif dalam proses pembelajaran. Penelitian ini bertujuan untuk menghasilkan rancang bangun video pembelajaran berpendekatan *Experiential Learning* pada materi sistem pencernaan manusia serta mengetahui tingkat validitas, kepraktisan, dan efektivitas media yang dikembangkan untuk meningkatkan hasil belajar IPAS siswa kelas V SDN 3 Kampung Anyar. Penelitian ini merupakan penelitian dan pengembangan (*Research and Development*) yang menggunakan model ADDIE yang meliputi tahap *analysis, design, development, implementation, dan evaluation*. Subjek penelitian terdiri atas ahli isi pembelajaran, ahli desain pembelajaran, ahli media pembelajaran, satu guru kelas VI, tiga siswa pada uji perorangan, sembilan siswa pada uji kelompok kecil, dan siswa kelas V pada uji efektivitas. Metode pengumpulan data menggunakan wawancara dan tes hasil belajar. Data dianalisis secara deskriptif kuantitatif dan menggunakan uji paired sample t-test. Hasil penelitian menunjukkan bahwa video pembelajaran yang dikembangkan memiliki rancang bangun yang sistematis dan sesuai dengan karakteristik siswa sekolah dasar. Tingkat validitas media memperoleh persentase sebesar 92,00% dari ahli isi pembelajaran, 94,67% dari ahli desain pembelajaran, dan 97,00% dari ahli media pembelajaran dengan kategori valid. Tingkat kepraktisan media memperoleh persentase sebesar 97,33% dari guru, 92,33% pada uji perorangan, dan 91,00% pada uji kelompok kecil dengan kategori sangat praktis. Hasil uji efektivitas menunjukkan rata-rata nilai pre-test siswa sebesar 56,54 meningkat menjadi 63,85 pada post-test. Selain itu, hasil paired sample t-test menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$), sehingga terdapat peningkatan hasil belajar siswa yang signifikan setelah menggunakan video pembelajaran. Berdasarkan hasil tersebut, video pembelajaran berpendekatan *Experiential Learning* yang dikembangkan dinyatakan valid, sangat praktis, dan efektif sehingga layak digunakan sebagai alternatif media pembelajaran IPAS pada materi sistem pencernaan manusia di kelas V sekolah dasar.

Kata Kunci: video pembelajaran, *experiential learning*, IPAS, ADDIE, hasil belajar.

**DEVELOPMENT OF AN EXPERIENTIAL LEARNING-BASED
INSTRUCTIONAL VIDEO TO IMPROVE THE IPAS LEARNING
OUTCOMES OF FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

The low learning outcomes in Science and Social Studies (IPAS) among elementary school students are influenced by the use of less engaging learning media, teacher-centered instruction that is still dominated by lecture methods, and the lack of optimal student involvement in the learning process. This study aimed to develop an Experiential Learning-based instructional video on the topic of the human digestive system and to determine the validity, practicality, and effectiveness of the developed media in improving the IPAS learning outcomes of fifth-grade students at SDN 3 Kampung Anyar. This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The research subjects included a content expert, an instructional design expert, a media expert, one sixth-grade teacher, three students in the individual trial, nine students in the small-group trial, and fifth-grade students in the effectiveness test. Data were collected through interviews and learning achievement tests. The data were analyzed using descriptive quantitative techniques and the paired sample t-test. The results showed that the developed instructional video had a systematic design and was appropriate for the characteristics of elementary school students. The validity of the media obtained percentages of 92.00% from the content expert, 94.67% from the instructional design expert, and 97.00% from the media expert, all categorized as valid. The practicality of the media obtained percentages of 97.33% from the teacher, 92.33% in the individual trial, and 91.00% in the small-group trial, all categorized as highly practical. The effectiveness test showed that the students' mean pre-test score of 56.54 increased to 63.85 in the post-test. Furthermore, the paired sample t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant improvement in students' learning outcomes after using the instructional video. Based on these findings, the Experiential Learning-based instructional video was found to be valid, highly practical, and effective, making it suitable as an alternative instructional medium for teaching the human digestive system topic in fifth-grade elementary school IPAS learning.

Keywords: instructional video, experiential learning, IPAS, ADDIE, learning outcome