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Interactive Learning Video of Javanese Tembangdolanan for Grade 4 Elementary School Students to Develop Children's Cultural Insight

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ABSTRACT: *This research aims to develop Camtasia-based interactive learning video media in Javanese language subject material of tembangdolanan for fourth grade students of SDN Turus. The inquire about strategy utilized is Inquire about and Advancement (R&D) with the ADDIE advancement demonstrate which incorporates the stages of examination, plan, advancement, usage, and assessment. The comes about showed that the learning media developed was classified as* valid with an average score of*88%, practical with an average score of 87.5%, and effective with an increase in the average student post-test score of 82. This media is proven to increase students' cultural insights, strengthen their understanding of tembangdolanan material, and encourage interest in learning through interactive and interesting presentations. The use of Camtasia also makes it easy for teachers to deliver material visually and efficiently.*

KEYWORDS– *Learning Media, Interactive Learning Video, TembangDolanan*

I. INTRODUCTION

Education or what is often referred to as teaching and learning activities is one of the important activities needed by people in Indonesia today to improve children's knowledge and skills (N. K. Kusuma et al., 2024). Education cannot be separated from the lives of people in Indonesia, because by getting education, people can get a lot of knowledge insights related to teaching life. Education can also be said to be an effort to explore and arouse interests and talents in the community as an endeavor to offer numerous educational opportunities through formal educational activities offered by the government and private establishments like schools and non-formal educational activities such as tutoring at home (Dora & Idris, 2019). With the educational activities organized by the state and private institutions, it is hoped that the Indonesian people will not be outdated with the current technological advances (Kesuma, 2017).

In the current era of technological development, mastery of digital technology is needed by educators such as the use of gadgets, laptops, and others (N. K. Kusuma et al., 2024). The use of digital technology that is utilized properly by educators will also have a good impact on students who need it, while educators who cannot utilize technological developments properly will certainly also have a bad impact on students because they do not get extensive knowledge. In fact, the maximum utilization of technology by educators will result in a teaching aid or what is often called a teaching aid that is useful for student learning activities (Nurfadhillah, 2021). Learning media is more necessary for students because it can improve what the student needs, such as increasing cultural insights in children because of the development of technology today's children do not understand the cultural insights that exist in their area (Fatimah et al., 2020).

Based on the visit or what is commonly called observation that has been carried out at SDN Turus, Gurah District, Kediri Regency, using the interview method to the fourth grade educator, Mrs. Mamik

Sulistyorini, it has been successfully found that the learning activities carried out by Mrs. Mamik Sulistyorini on the material of tembangdolanan Javanese language subjects at SDN Turus still use the Teacher Center learning method. This resulted in a low level of cultural insight possessed by each student. In today's development, children should not forget their native culture because these students or children are the next generation who will also have to preserve every culture that is native to their respective regions. So teacher learning here is very important considering the lack of children's insight into the culture of their respective regions.

The use of inefficient learning media by educators can cause problems for students, because some students have difficulty understanding the learning activities of educators due to limited understanding of the material presented (Nursyamsi et al., 2019). In addition to the ineffective use of educational materials, issues between teachers and students often occur. The issues that exist in this educator are more in the teacher center where learning is still centered on the teacher who provides more material by lecturing where the method will bore students, and teacher teaching materials that are only centered on one source and do not look for other learning resources (Mujahida, 2019). Then the problem that occurs in students is where students are unfocused in carrying out teaching and learning activities due to educators who are too monotonous in providing learning material.

Interactive learning videos are one of the types of learning media that can be a solution to the above problems. Interactive learning video is a type of audio-visual media that can be received by the senses of hearing and vision that combines several interactive elements, such as sound, visual animation, graphics, and text (Biassari et al., 2021). The creation of interactive educational movies is thought to be a solution to the issues mentioned above. In cases where learning activities are ineffective is due to educators still using the teacher center method in learning which makes students feel bored. By using Camstasia as a supporting media in making interactive learning videos, it is hoped that students can better capture the dolanan song material presented.

Interactive learning videos are one of the many learning media that students prefer compared to several other learning media (Kusuma et al., 2024). Interactive learning videos are learning media that combine several elements such as video, images, sound, animation, text into one and can summarize the material to be conveyed (Putra et al., 2021). The use of this media also has advantages where educators do not need to spend a lot of energy shouting to provide material to students because all material has been summarized in interactive learning videos. However, the use of interactive learning videos also has a downside where educators who have deficiencies in operating software will find it difficult to access or even create these learning videos.

The use of the Camtasia application in making interactive learning video learning media is very helpful because it is easy to access and use the application on our laptop or computer device. Camtasia Studio 8.0 is a multimedia type software for making video tutorials as well as for video editing that can only be used on laptops or computers, cannot be used on tablets or cell phones (Aniyati&Mustova, 2022). This software can be said to be quite light and easy to operate because even using a computer with standard specifications can be used. This software can also be used in interactive learning activities, making video tutorials, or presentations in learning using video. Therefore, the use of Camtasia as a supporting media in the development of interactive learning videos is needed because of its practicality in processing video creation.

The research entitled “The goal of "Application of Joyfull Learning Method in Javanese Language Learning TembangDolanan Material" (Rohmah et al., 2024) is to assess how well the joyfull learning method works in Javanese language instruction using tembangdolanan materials at Nuril Islam Pacitan Elementary School. This method proved to be effective because it combines the concept of learning while playing, thus creating a pleasant learning atmosphere for students. This study has similarities with a study conducted by Rohmah et al., which also highlighted Javanese language learning with a focus on tembangdolanan at the

elementary school level. In Rohmah et al.'s study, the joyful learning method was successfully implemented. Therefore, it is expected that through the use of interactive learning video media, this study can achieve similar results, namely success in learning Javanese language with tembangdolanan material and increasing students' understanding of their cultural values.

Another study entitled "Interactive Educational Resources: Children's Javanese Songs for Third-Grade Students" (N. K. Kusuma et al., 2024) This study has similarities with other studies, which both aim to measure the effectiveness of using interactive learning video media in helping students understand tembangdolanan material. Previous studies have shown that this media can accelerate students' understanding of the material. However, Kusuma et al.'s research did not explain in detail the application used to create the learning media. The main similarity between this research and Kusuma et al.'s research is the focus on developing interactive learning video media for education at the elementary school level. In this study, by utilizing Camtasia-based media, it is expected that Javanese language learning with tembangdolanan material can run optimally, so that students' understanding of cultural aspects will increase. Good learning media has a significant role in increasing student activeness during the learning process (Zuhdi&Priscylio, 2019). This is also reinforced by research findings (Sojayapan&Khlaisang, 2020) which reveal that the use of interactive video media can encourage student participation and creativity while making it easier for them to understand the subject matter.

Based on the statements and some of the previous researchers mentioned above, the writing of this The purpose of this essay is to create interactive Javanese language learning video content for students. subjects that are valid, practical, and effective, to increase cultural insight in grade 4 students on tembangdolanan material at SDN Turus, so that students can absorb and remember tembangdolanan material well. The benefit of developing this interactive learning video media is that it helps students to be able to more quickly capture the material as well as be able to practice together with the tembangdolanan material in this Javanese language course. This interactive learning video learning resource has the advantage of encouraging students to concentrate more on the subject matter and allowing them to practice creating dolanan songs directly from the learning medium. It is hoped that fourth grade students at SDN Turus will find it easier to comprehend the content about tembangdolanan in Javanese language classes with the help of this interactive learning video resource.

II. RESEARCH METHODOLOGY

This research uses a Research and Development (R&D) approach, which aims to produce certain products while testing their effectiveness (Kusuma et al., 2023). Development research is conducted as an effort to provide treatment for a problem that begins with a needs analysis or problem identification, so that an in-depth study can be carried out related to the cause to find the right solution (Siregar, 2023). Through this research and development, the resulting product will go through a validation process, effectiveness testing, and practicality testing to ensure its quality.

This media is developed using the ADDIE development model, which is systematically created to address media-related learning issues that are appropriate for students' requirements and characteristics (Ismiyanti et al., 2024). One benefit of the ADDIE paradigm is that there is an evaluation at each stage of development, so that errors or product deficiencies can be identified and corrected (Saputri et al., 2024). The stages in the ADDIE model include analysis, design, development, implementation, and evaluation.

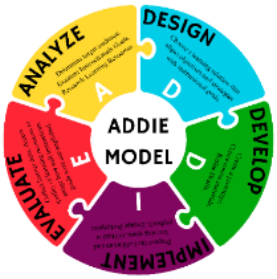

Figure 1. Several Stages of the ADDIE Development Model
Source: (Kusuma et al., 2024)

The ADDIE model's steps in developing interactive learning videos are as follows:

1. Analysis Stage
   At this initial stage, it is an activity of collecting information from various relevant sources related to learning media, which in the future is a tool to be used in teaching and learning activities.
2. Design Stage (Desaign)
   At the design stage this time is the stage where the author designs the product, including making animated videos, setting learning outcomes and objectives, organizing materials, and creating questions for students.
3. Development Stage
   At the third stage is the development stage where the stage included in the development is the process of making Camtasia-based interactive video products that have been approved by material and media experts.
4. Implementation Stage
   Furthermore, after the development stage is completed, entering the implementation stage, the activities carried out include testing the learning video, which begins with a limited trial of six students, then continues with a wide-scale trial involving all fourth grade students at SDN Turus.
5. Evaluation Stage (Evaluate)
   In the last stage, evaluation, is the activity of collecting data from expert validation and testing for future product revisions.

To evaluate the feasibility of the developed product, this study analyzed four types of data. The data needed includes a needs assessment as well as data related to the product's efficacy, usefulness, and legitimacy. The information collection instruments consisted of: 1) Validity data, which was obtained through validation sheets from material experts and learning media experts; 2) Practicality data, which is collected through assessment sheets or response questionnaires from teachers and students; 3) Effectiveness data, which is measured based on student learning outcomes, through analyzing the difference in pre-test and post-test scores of grade IV students on tembangdolanan material in Javanese language lessons.

This research was conducted at SDN Turus, which is located in Turus Hamlet, Turus Village, GurahDistrict, Regency of Kediri. There were 28 pupils in the fourth grade at SDN Turus who served as the study's subjects. Needs analysis, product validity, practicality, and effectiveness data were gathered for this study using a variety of methods and tools, including questionnaires, interviews, documents, and observation tools. Table 1 below provides a more thorough explanation of the kinds of data, tools, and respondents that will be utilized in this study and development:

Table 1. Data Collection Instruments

No.	Data Type	Data Collection's	Respondents
1.	Needs analysis (Need Assessment)	Observation: Observations guideline Interview: Interview guidelines Documentation: Evaluation questions Questionnaires: Questionnaires	Student and teacher
2.	Product validity data	Validations questionnaire for elementary Javanese material experts Validation questionnaire for teaching material design experts	Material expert lecturers Design expert lecturers
3.	Products practicality date	Students response questionnaire	Student
4.	Product effectiveness date	Evaluation or test questions	Students

Source: (N. K. Kusuma et al., 2024)

The data that has been successfully collected from this research is descriptive data and quantitative data. Descriptive data is a response that includes some suggestions and input by the validator. Here, numerical data that illustrates the degree of viability of the educational materials can be considered quantitative data. To determine the degree of usefulness, validity, and efficacy of a product, some of the data that has been successfully gathered here will thereafter be examined using the relevant formula. More specifically, the following formula will be applied to assess a product's degree of usefulness, validity, and efficacy:

Before moving on to the restricted or wide scale trial stage, data analysis pertaining to product validity is conducted in this research and development to evaluate the product's level of validity. The following formula was applied in this study to assess product validity:

$$N = x/X * 100\%$$

Description:

N = percentage of the total assessment (%)

x = total score that has been obtained

X = total maximum score

* = multiplication

Furthermore, the value obtained from the calculation of the product validity analysis will be converted into the product validity criteria table. The criteria for product validity can be seen in the following points:1.Score 91 - 100: Very Valid

2.Score 76 - 90: Valid

3.Score 61-75: Less Valid

4.Score 45-60: Invalid

(Source: Kementrian Pendidikan dan Kebudayaan, 2013 denganmodifikasi)

The product development of Camtasia-based interactive learning video learning media in Javanese language song material for fourth grade students of SDN Turus can be further developed if the final result of the

expert-performed validation process reaches a score of 75%. Before the product is employed in a limited-scale trial or on a larger scale, data pertaining to its practicality must be analyzed after specialists have deemed it valid. The following formula was used in this research and development to evaluate the product's usefulness:

Practicality Level = (score obtained)/(highest score) x100%

Furthermore, the score obtained from the product practicality analysis will be converted into the product practicality criteria table. The criteria for product practicality can be seen at the following point:

1. Score 91 - 100: Very Practical
2. Score 76 - 90: Practical
3. Score 61-75: Less Practical
4. Score 45-60: Not Practical

(Source: Kementrian Pendidikan dan Kebudayaan, 2013 denganmodifikasi)

The next step is to evaluate the product's efficacy data before it is employed in both restricted and large-scale trials, after the experts' declaration that the product is viable and feasible. A product is considered effective if its classical average value is higher than its KKM value. This is the criterion used to assess a product's efficacy.If it turns out that the class average value is smaller than the existing KKM then the product is declared ineffective to be used in learning activities. Measuring the effectiveness of interactive learning video products can be done by analyzing data in the form of scores from student tests (Post-test). The test results are then compared with the predetermined KKM and to obtain the percentage of classical completeness using the following formula:

Effectiveness = (Number of students with score>75)/(Total number of students) x100%.

Then the results of these calculations will be converted to the points below. about the criteria for product effectiveness to determine the level of effectiveness of the product that has been developed.

Score 91 - 100: Highly Effective
Score 76 - 90: Effective
Score 61-75: Less Effective
Score 45-60: Not Effective

(Source: Kementrian Pendidikan dan Kebudayaan, 2013 denganmodifikasi)

III. RESULT AND DISCUSIONS

The development of this interactive video learning media product is carried out through several stages, starting from preliminary studies involving interviews and observations, followed by the development of learning media products, validation by material experts and media experts, as well as testing the practicality and effectiveness of the product. At the product development stage of this interactive learning video, the next step is to conduct validation to determine the level of validity of the product before field trials. The suitability of this interactive learning video product will be validated by two expert validators, namely material experts and media experts. This product development follows the stages of analysis, planning, creation, execution, and assessment. The following are the outcomes from each step:

3.1 Analysis

Based on the results of preliminary research that researcher have conducted, information is obtained that there are several obstacles for educators and students during teach and learning activitie. The problem that occurs in teaching and learning activities is the lacks of use of learn media by educatorin delivering material so that students feel very bored because the use of learning media does not exist and only relies on student books. In addition, there is also a problem that is happening by students, namely the lack of understanding of students about existing cultural insights due to the lack of use of learning media from educators in learning activities which causes many of the students who do not understand the culture of the region at all. In light of the students' initial needs questionnaire that has been given to 28 students, almost all students do not understand the culture of the students' region without the use of learning media, there are 14 students who stated that they did not understand at all what tembangdolanan was and its relation to children's culture. Noting the problems that occur in fourth grade students of SDN Turus, Gurah District, the author of this article has a goal to develop interactive learning video learning media based on Camtasia which is considered capable of increasing cultural insights in students. In addition, data based on a needs questionnaire from 28 students, 16 students have stated that they prefer learning with the use of learning media, especially the use of digital technology in it. Therefore, it is necessary to improve the interactive learning video learning media to develop material about dolanan songs in Javanese language subjects so that students can better understand the meaning of dolanan songs and can interpret their regional culture and get new learning experiences.

3.2 Design

In this design stage, planning is carried out for the product to be developed. Based on the results of observations and interviews conducted at SDN Turus, Gurah District, it was decided that the product to be developed was a Camtasia-based interactive video learning media. The planning process began with determining the learning objectives to be delivered to students, adjusted to their learning style at SDN Turus. Next, the design of the educational interactive video that will be used by students, as well as the creation of an assessment questionnaire that will be given to students to assess the quality of interactive learning video media after they use it. The interactive learning video's design is as followsthat has been developed:

(Figure 2. Interactive Video Design)

(Figure 3. Interactive Video Design)

3.3 Development

The development stage follows, during which the learning media design created during the previous analysis stage will be implemented. It also involves testing the viability of learning media products and a validation stage for experts, specifically media and material experts, to ascertain the degree of validity of learning media products. Expert evaluations of learning media products have led to some minor enhancements based on the results of their evaluation. The following are the results of validation from Javanese language material experts, especially tembangdolanan material, which shows a score of 90%, with an explanation of the diagram below:

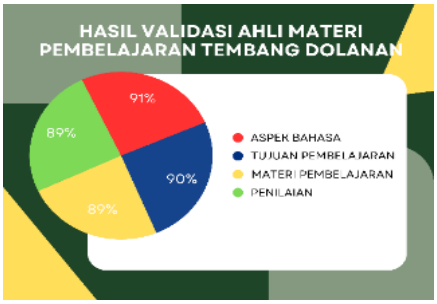

Figure 4. Percentage of Product Validity Based on Learning Material Expert Assessment

The value derived from the validation of the experts on Javanese learning materials, particularly on tembangdolanan material at the primary school level, is displayed in Figure 4. An evaluation of language use, learning objectives, learning resources, and assessment are all included in the data. During this material expert's validation phase, the findings of the evaluation of the completed learning objectives obtained a score of 90%. Then the assessment of the Javanese tembangdolanan learning material received a score of 89%. Furthermore, as for the assessment of the aspects of language use contained in the material, obtaining a score that can be said to be high with a value of 91%. And finally, there are the results of the assessment which also obtained a score of 89%. Based on the average results that have been obtained, the tembangdolanan material is included in the "valid" category to be used in learning media. Then the validation results of the interactive learning video learning media design expert get a score of 88%, with an explanation of the diagram image below:

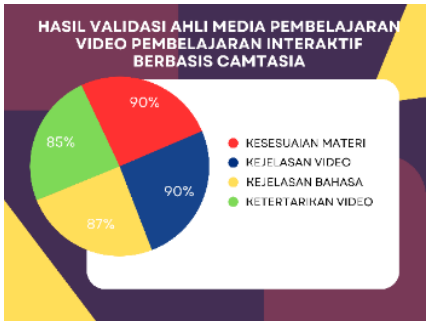

Figure 5. Percentage of Product Validity based on learning expert assessment

Based on Figure 5 above displays the results of validation conducted by learning media design experts. This validation includes an assessment of several aspects, namely the suitability of the material in the video with the learning objectives, then there is the clarity of the learning video, there is also the clarity of the language used in the learning media and finally there is the attractiveness of the learning video for learning activities. At the video attractiveness stage, the green section shows the results of the assessment with a value of 85%. Furthermore, the red color represents the results of the suitability of the material which obtained a score of 90%. The blue section shows the results of the clarity of the educational interactive video, scoring 90%. Finally, the yellow color explains the results of language clarity which reached a score of 87%. With several values in the validity test, an average value of 88% was obtained, indicating that as value was include in the “valid” criteria because the average value was above the average. This validation test was conducted by a professional in the field of learning media, especially interactive video media for Javanese language subjects on tembangdolanan material at the elementary school level.

4.1 Implementation

Interactive learning videos that have been validated by material and media experts will be tested in learning activities. At the implementation stage, practicality and effectiveness data will be analyzed. Practicality is measured through response questionnaires from students and teachers, while effectiveness is assessed based

on student test results after the trial. This stage includes a limited trial with 8 students and a broad trial with 20 students to obtain data related to the practicality and effectiveness of learning media.

A. Limited Trial

The limited trial was conducted with 8 students and 1 teacher to assess the practicality of the media on a small scale. This aims to identify existing shortcomings, so that they can be improved before being tested on a larger group. The following are the result of the response questionaire from teacher and student in the limited trial which are presented in diagram below:

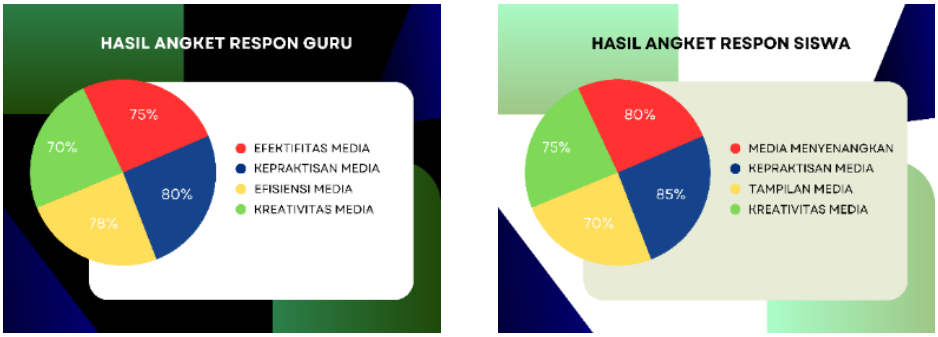

Figure 6. Diagram of teacher and student response questionnaire results.

Based on the percentage of each component of the questionnaire, the average result of the teacher questionnaire reached 75.75%, while the student questionnaire obtained 77.5%. After calculation, the overall average reached 76.625%, which is included in the category of practicality with a range of 75% - 90%, or declared practical. Thus, interactive learning videos on tembangdolanan material in Javanese language subjects are considered practical, although they still need some improvements.

B. Broad Trial

In the next stage, namely the extensive experiment, every student utilized learning media in the form of interactive videos in Javanese language learning activities with the material of tembangdolanan. After the learning activities are completed, the next step is to conduct a pretest and posttest to evaluate the effectivenes of the product based on the results of the large-scale trial, as well as provide surveys to students and educators to assess the practicality of the learning media products that have been developmend. This following are the result of the large-scale trial which have been summarized in the following table:

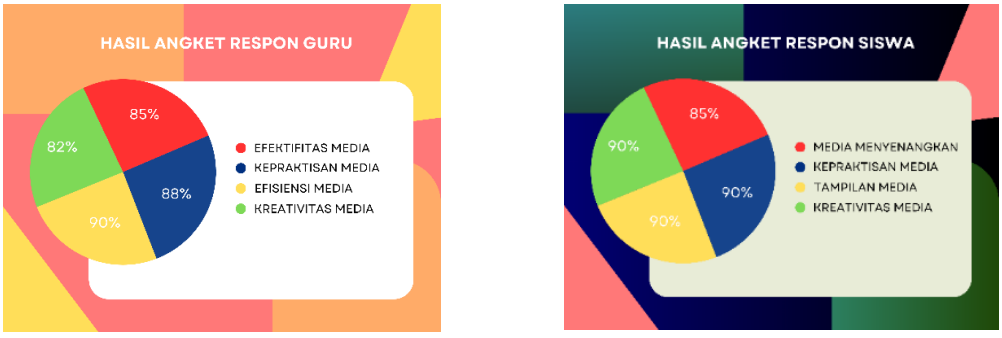

Figure 7. Diagram of questionnaire results of teacher and student responses.

In light of the percentage of each component of the questionnaire, the average result of the teacher questionnaire reached 86.25%, while the student questionnaire amounted to 88.75%. After calculation, the

overall average reached 87.5%, which is included in the category of practicality in the range of 76%-90% or declared practical. Thus, the interactive learning video on tembangdolanan material in Javanese language subject is considered practical and ready to be used in the next stage.

C. Post-Test

Effectiveness data is obtained through a post-test conducted after students use learning media in the learning process in class. This post-test aims to measure the extent to which students' understanding increases after using the media. A total of 20 students took the post-test, and the results are presented in detail in Table 6 as a form of evaluation of the effectiveness of the educational materials created below.

Table.5 Post-Test Result Data on a broad trial of 20 students

No	Name	Scor	KKM	Criteria
1.	A	88	75	Compliant
2.	JA	94	75	Compliant
3.	MF	65	75	Not yet compliant
4.	MFS	79	75	Compliant
5.	FS	85	75	Compliant
6.	MY	81	75	Compliant
7.	MZ	88	75	Compliant
8.	FK	72	75	Not yet compliant
9.	TW	90	75	Compliant
10.	YM	92	75	Compliant
11.	MA	85	75	Compliant
12.	DA	70	75	Not yet compliant
13.	LF	82	75	Compliant
14.	RP	64	75	Not yet compliant
15.	YN	77	75	Compliant
16.	YK	98	75	Compliant
17.	BR	84	75	Compliant
18.	AN	78	75	Compliant
19.	RE	90	75	Compliant
20.	MO	88	75	Compliant
	Skor rata-rata	**82**		Completed

With an average score of 82.5% and a total score of 1650 out of a possible 2000, the large-scale trial's outcomes fall into the "effective" category. The creation of this Camtasia-based interactive learning video learning media product is classified as media that is highly feasible to be used as a learning medium to improve learning activities in the classroom and especially to increase regional cultural insights to students, given the achievement of a broad-scale trial score that surpasses the average.

5.1 Evaluation

The last is the evaluation stage, which at this stage involves the assessment of Camtasia-based interactive learning video learning media products which in the previous stage have been tested and evaluated.

In this evaluation stage, a comprehensive evaluation is carried out throughout the learning media development activities, so that it is possible to identify all the shortcomings that arise and occur during the process of learning media development activities and carry out the necessary improvements.The improvement activities that need to be carried out include improving the quality contained in the interactive learning video to ensure that students can better absorb the material in the interactive learning video media.

IV. DISCUSSIONS

The creation of interactive video learning materials based on Camtasia was carried out to overcome the low cultural insight of children due to teacher-centered learning methods (Rahimah et al., 2024). The ADDIE approach was applied to make the media fit the needs of students and improve the quality of learning. Analysis showed that students lacked understanding of tembangdolanan due to monotonous methods, while they were more interested in digital learning. The media design combines visuals, audio and text to make it more interesting (Leman &Lubis, 2021). Expert validation found the media feasible to use, and initial implementation showed an increase in student engagement and understanding. The use of Camtasia also helps teachers develop learning media more effectively according to constructivist theory.

The study "Use of the Joyfull Learning Method in Tembang Javanese Language Learning Dolanan Material" (Rohmah et al., 2024) evaluated the effectiveness of this method at Nuril Islam Pacitan Elementary School and showed positive results. Joyfull learning proved to be effective because it combines the concept of learning while playing, creating a fun atmosphere for students. This study is in line with previous research that also highlights the learning of tembangdolanan in elementary schools. With the use of interactive learning video media, this study is expected to achieve similar results, namely increasing students' understanding of Javanese language and its cultural values.

The look into "Javanese children's songs for third-grade students: an interactive educational resource(N. K. Kusuma et al., 2024) also measured the effectiveness of interactive video media in learning tembangdolanan. The previous study showed that this media accelerated students' understanding, but did not specify the application used. The similarity with this study lies in the focus of developing interactive video media for elementary schools. By utilizing Camtasia, this research is expected to optimize Javanese language learning and increase students' understanding of culture.

V. CONCLUSION

The goal of this project is to create interactive video content for Javanese music using Camtasia. The media development follows the ADDIE model which includes analysis, design, development, implementation, and evaluation. The results showed that this media is valid, practical, and effective in improving students' understanding. Its validity was assessed with an average score of 88% by experts, covering learning objectives, design, language, and attractiveness. The limited and wide-scale trials showed 83.5% practicality, and its effectiveness was evident from the increase in post-test results. Implementation in class IV of SDN Turus successfully increased students' cultural insights and interest in learning. The use of interactive elements such as animation, sound, and text make learning more interesting and in line with students' needs. Based on the results of the study, The creation of interactive video learning materials using dolanan songs for third-grade Javanese teachings can be implemented in the classroom, it can be concluded. The phases that have been completed demonstrate that the items created satisfy the requirements for validity and usefulness to be utilized as tembangdolanan materials for learning Javanese.

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