Development of Video-Based Contextual Teaching Materials on Social Harmony Material at SMAN 3 Semarang

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Article Info

Abstract

This study aims to identify the use of social harmony teaching materials at SMAN 3 Semarang and measure student responses to developing video-based teaching materials as a solution to the limitations of existing teaching materials. This study uses the R&D (Research and Development) method. The results of the study indicate that the teaching materials used are dominated by text, such as textbooks, teaching modules, PPT, and LKPD, which provide theoretical conceptual understanding but are less relevant to the local socio-cultural context of students. The lack of integration of visual and interactive media makes learning monotonous, so that motivation and involvement in the learning process decrease. To overcome these problems, video-based teaching materials were developed that present visual illustrations, animations, and examples of local phenomena that are close to students' lives. In addition, the development of videos shows a positive response from most students. The development of video-based teaching materials has been proven to be able to create a more meaningful, interesting learning experience and encourage students to internalize the values of social harmony in their lives.

INTRODUCTION

The development of digital information and communication technology has influenced various sectors of life, including the education sector. In this digital era, education faces new challenges and opportunities for educators to be able to develop more relevant and effective teaching materials. These teaching materials are important elements that can support students' mastery and skills optimally. The use of technology in learning can significantly increase student engagement and motivation (Aisy et al., 2024; Algasari, 2024). The integration of technology in the world of education not only expands access, but can also provide a more meaningful and in-depth learning experience for students (Sunandi et al., 2023). The unfortunate thing is that in practice, there are still many teaching materials that are predominantly textual, which although complex with various information, often cannot accommodate the various learning styles of students optimally. Such as visual learning styles that focus on the sense of sight, auditory on the sense of hearing, and kinesthetic on physical movement (Yusnanto & Rahayu, 2022).

By relying solely on text-based learning materials as a source of information, students with non-visual learning styles will have difficulty understanding the material optimally. As a result, those who tend to learn through hearing or physical movement will have difficulty understanding concepts presented only through text (Hijriati et al., 2024). This can certainly reduce the effectiveness of learning and hinder the achievement of optimal learning outcomes. The diversity of learning styles must be considered so that each student can experience a more comprehensive learning experience. Without a more varied approach, the potential for students to develop will be very limited.

Excessive use of text-based teaching materials can have a major impact on the learning process, especially in reducing learning motivation. One of the impacts is the difficulty of students in connecting theory to their daily experiences, which causes learning to be less active and limits their ability to think critically and creatively. This overly text-focused approach can also make it difficult for students, especially in understanding the context of material that tends to be abstract, especially if they do not have sufficient basic knowledge or if it is not directly related to their daily experiences (Habibi et al., 2022; Hutabarat et al., 2021). For example, the material on social harmony in sociology subjects will be difficult to understand if it is only presented in text form. This topic requires a more real approach so that students can relate it to their lives, for example, in the family, school, or community environment. In addition, text-based teaching materials tend to be less interesting for students in the digital era who are more familiar with visual and interactive content, such as videos (Desai & Kulkarni, 2022), animation (Rachmavita, 2020), or digital technology based applications (Latifah et al., 2020).

Learning in this digital era does require the use of technology to support a more interactive and relevant approach to the real world. This approach emphasizes the development of 21st-century skills, such as critical thinking, collaboration, communication, and creativity (Jufriadi et al., 2022). The presence of technology allows teachers to create more contextual learning situations, where students can integrate the concepts learned with their experiences. The application of technology in the learning process not only increases student engagement, but also prepares them to face future challenges that require digital literacy skills and complex problem solving (Cynthia & Sihotang, 2023; Turnip, 2023). Therefore, innovation in the development of teaching materials supported by technology is very important in creating more relevant and effective learning for students. Integration of more contextual and interactive approaches needs to be strengthened so that students remain motivated and active in their learning process.

Contextual learning is part of a pedagogical approach that emphasizes the importance of linking the concepts taught to real situations experienced by students (Aminah et al., 2022; Hakim et al., 2020). Through this approach, educators create a learning environment that allows students to connect new knowledge with their experiences. The goal of this approach is for students to better understand the context of the learning material by seeing the relevance between the concepts taught and real life.

In addition, the contextual approach supports learning to be more meaningful and not limited to memorizing texts alone. This approach also provides a new opportunity and chance for students to understand and implement the concepts learned in real situations in their environment.

The concepts that students acquire in class are expected to be directly applied to solve problems they face outside the classroom. For example, in economics, students not only learn economic formulas, but are also invited to understand how these formulas are applied in managing daily finances. This is in line with the principle of context-based learning, which emphasizes the relationship between theory and practice in real life. In addition, contextual learning also supports active involvement in the learning process by students (Nababan & Sipayung, 2023). With this approach, of course, students do not only receive information, but also become the main actors in learning. This active involvement makes the learning process more interactive, collaborative, and tailored to the learning needs of each individual.

Overall, based on the previous explanation, the contextual learning approach has various benefits, such as developing critical thinking skills, increasing motivation to learn, and strengthening problem-solving abilities. When students feel that the material being studied has a direct impact on their lives, they will tend to be more interested and motivated to learn. Thus, contextual learning can be an effective alternative solution to create a more dynamic and relevant learning experience for students. One way of development that can be applied by teachers is through video media.

The use of video as a learning medium is considered effective in connecting theory and practice, especially in social science materials that require real examples. Videos provide visual and auditory convenience that helps students understand abstract concepts in depth. Videos can also significantly increase information retention and student learning motivation, because they provide interesting visual stimuli and facilitate understanding of concepts (Cruz et al., 2023; Sumardi et al., 2021). In addition, video also allows for more dynamic and interactive delivery of material compared to traditional media such as text or static images. For example, in the context of mathematics education, the use of video has been shown to improve students' cognitive understanding and affective aspects (Lalian, 2018). This happens because videos deliver content simultaneously with visualizations that strengthen students' cognitive processes.

The use of video can also overcome language and cultural barriers by presenting material more universally or comprehensively, making it suitable for various learning contexts. If the use of video has been adjusted to the context of the material content, then it can deeply facilitate the learning process to be more active, so that students not only absorb information, but are able to practice problem solving skills in their lives (Tani et al., 2022). Specifically in this study, the use of video in learning is intended to develop teaching materials on textual social harmony material to be more contextual. Innovation in developing video-based teaching materials is expected to improve students' understanding of the material and make learning more interesting and effective.

In this study, the researcher chose real phenomena in Semarang City as the objects of the video to be shown. Several places chosen to be objects in the video include the Great Mosque of Central Java and Blenduk Church, which depict social religious harmony. Meanwhile, in the context of economic life, the objects taken are Johar Market, Simpang Lima, and other public centers. As for the context of culture and collaboration, the objects chosen are the area around the Old City and Sam Po Kong Temple. These places will be the main focus of the learning video that relates to social harmony in Semarang City.

This video is intended for students of SMA Negeri 3 Semarang, especially classes XI-1 and XI-3, because both classes study sociology, with one of the materials related to social harmony. The use of videos in learning will be increasingly relevant, especially in explaining materials that require visual and concrete explanations. Through videos, it is hoped that students can more easily understand abstract materials that are difficult to explain using conventional methods. In addition, this video also allows students to develop skills that are in demand in 21st-century education.

Based on the explanation above, there are several research gaps in this study. Although many studies have shown that the use of technology, including video, can increase students' motivation and understanding (Cruz et al., 2023; Sumardi et al., 2021), there is still a lack of literature discussing the effectiveness of applying video in the context of learning social science material. This also applies to learning sociology material, especially social harmony material. When the material is presented in text form, which is phenomenally easy to read, understand, and comprehend, students often have difficulty applying it in their daily attitudes and behaviors. This happens because the material is not supported by other learning tools, such as videos that can visually demonstrate and practice relationships between individuals in their social environment.

Another gap lies in the lack of research exploring how videos can connect learning materials with real social phenomena in the environment around students, namely Semarang City, which is an important context in this study. Through the researcher's temporary observations, the people of Semarang City tend to prioritize the meaning of quality over the value of togetherness. Moreover, there have not been many studies examining the impact of using videos based on local contexts on learning at SMA Negeri 3 Semarang, especially in sociology subjects. This gap emphasizes the importance of more in-depth research to measure the effectiveness of using videos in learning social harmony for students at the high school level, as well as how videos can bridge abstract concepts with their real experiences.

METHOD

The method in this study uses the Research and Development (R&D) method to develop and validate products from video-based teaching materials on social harmony material. This method aims to create and perfect products through systematic stages. In Sugiyono (2019), the stages include potential and problems; collecting information; product design; design validation; design improvement; product trials; and product revision. This study aims to identify the use of teaching materials on social harmony material at SMAN 3 Semarang and measure students' responses to the development of video-based teaching materials. The data sources in this study came from primary data obtained directly from students in grades XI-1 and XI-3 at SMAN 3 Semarang, as well as interviews and observations with teachers. While secondary data was obtained from curriculum documents and literature related to social harmony. The research subjects were selected using purposive sampling, with a total of 66 students from the two classes. The data collection technique was carried out using qualitative and quantitative approaches. Qualitative techniques include in-depth interviews, observations, and document analysis. Quantitative techniques use questionnaires to measure students' responses to video-based teaching materials. Regarding the validity of the data, it was tested using source triangulation for qualitative data and content validity and reliability for quantitative data. Validity was carried out by material experts, media, and education practitioners, while reliability was measured by the consistency of the results. The qualitative data analysis technique used the Miles and Huberman (1992) model, which includes data reduction, data presentation, and conclusion. While the quantitative data analysis technique used a Likert scale to measure the validity of the instrument involving material experts, media experts, education practitioners, and students, with score interpretation to assess the feasibility of the instrument based on predetermined criteria.

RESULT AND DISCUSSION

Teaching Materials That Have Been Used

The teaching materials for social harmony lessons at SMAN 3 Semarang are primarily text-based, including textbooks, modules, PowerPoint presentations, and student worksheets (LKPD), all systematically designed to build conceptual understanding. Textbooks serve as the main reference based on the national curriculum, while other materials support deeper learning. The content is delivered through structured narrative and descriptive texts to help students gradually grasp the theory and principles of social harmony. Key aspects covered include the definition, foundational principles, and real-life application of social harmony, aiming to foster both theoretical

understanding and practical internalization of these values in daily life.

The text teaching materials used are also supported by examples of phenomena that aim to help students understand the application of social harmony concepts in real life. These examples typically illustrate general social interactions, such as cooperation among individuals or conflict resolution in society. However, the cases presented often lack relevance to local conditions familiar to students. For instance, textbooks may describe conflict resolution in big cities through formal mediation by government institutions, while students in rural areas are more accustomed to resolving conflicts through family discussions or traditional leaders. This mismatch can make it harder for students to connect the material with their everyday lives, limiting their understanding of the local context and making learning feel abstract. Therefore, learning should emphasize the use of more specific and contextual examples to help students relate theory to real-life situations in their environment.

The teaching materials that have been used, especially in textbooks, are also equipped with practice questions and evaluations designed to measure the extent to which students understand the material that has been studied. These exercises consist of various forms of questions, such as multiple choice to test understanding of basic concepts, essay questions to encourage students to explain concepts in more depth, and simple case analysis involving the application of theory in real situations. The evaluation component not only aims to assess students' ability to remember the material, but also to encourage them to apply the concept of the material in everyday life (Magdalena et al., 2023). With practice and evaluation, students can learn independently to strengthen their understanding or with teacher guidance to ensure optimal learning.

Although textual teaching materials provide a fairly strong theoretical foundation, several weaknesses need further attention. One of the main weaknesses is the lack of relevance of the material to the local social and cultural context that is close to the lives of students. The material presented in textual teaching materials tends to be generic and

abstract, so it does not reflect the specific conditions experienced by students in their environment. As a result, students face difficulties in connecting the theories learned with the realities of everyday life. However, it is important to highlight that this challenge does not lie solely in the characteristics of the teaching materials, but also in how teachers play a role in bridging the material with the context of students' lives. Teachers have a strategic role in contextualizing teaching materials to make them more relevant, meaningful, and motivate students to apply the concept of social harmony in their real lives.

At SMAN 3 Semarang, the use of teaching materials on social harmony material has not been integrated with the use of other supporting media. Teaching materials that are not equipped with interactive or visual media can hurt students' learning motivation (Rokhim et al., 2023). The lack of visual elements such as relevant pictures, diagrams, or illustrations, as well as the absence of interactive media such as videos or simulations, makes the learning process tend to be monotonous and less varied. This can be a challenge for teachers and students, especially when students are faced with abstract or complex material, which requires a more visual or practical approach to facilitate understanding. As a result, students' learning motivation can decrease, so that they become less actively involved in the learning process. This limitation shows the need for innovation in teaching materials, such as the integration of more dynamic media to create a more interesting and effective learning experience.

To overcome these limitations, it is essential to develop more contextual and engaging teaching materials for learners. One solution is to integrate video-based media or visual illustrations that can significantly strengthen learners' understanding. Visual media such as videos can explain complex concepts in a way that is easier to understand and more engaging (Vanchapo et al., 2023). The use of this media allows the presentation of real examples of the application of social harmony in everyday life, which will be more easily connected to the experiences and realities of learners. Thus, learners can be more actively involved in learning, understand the material more deeply, and be

motivated to apply the concepts learned in their social lives.

The use of relevant local phenomena examples is essential to increase students' connectedness to the learning material. By presenting situations that are closer to the experiences and social conditions they face, students will find it easier to relate theory to the reality around them. Local phenomena can be related to harmony between religious communities, community cooperation in daily life, collaboration in preserving culture, and others that can certainly help students understand how the concept of social harmony is applied. Therefore, the material taught becomes more meaningful and relevant, and can have a greater impact in forming positive social attitudes among students.

Overall, textual teaching materials play a very important role in learning social harmony material at SMAN 3 Semarang because they provide a strong theoretical basis for students. However, to increase its effectiveness, innovation is needed in the form of developing more relevant, contextual, and interactive teaching materials. This development aims to create learning that is not only interesting and meaningful, but also able to improve students' understanding in more depth. By introducing interactive elements such as video-based visual media, students will be more involved in learning and can more easily connect theory with practice. This is expected to not only improve the quality of learning and understanding but also encourage students to be more active in applying the values of social harmony in their daily lives.

Students' Responses to the Development of Video-Based Learning Materials

There are 66 students who responded to the development of this video-based teaching material. The number consists of 31 students from class XI-1 and 35 students from class XI-3. It can be seen in the following diagram.

Diagram 1. Number of Students

Kelas :
66 jawaban

53%
47%

● XI-1
● XI-3
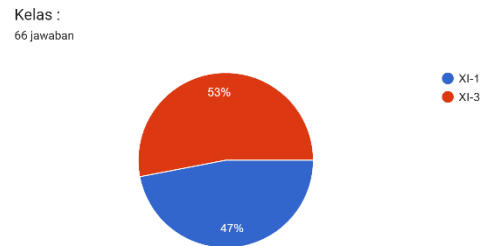
In responding, there are several aspects of assessment in it, such as (1) level of understanding of the material; (2) media appeal; (3) ease of understanding the content; (4) connection to daily life; (5) effectiveness in increasing contextual understanding; and (6) comfort and suitability of the media to learning style. Several aspects of the assessment have their indicators.

First, in terms of the level of understanding of the material, especially in the first indicator, 37 students (56.1%) said they strongly agree and 29 students (43.1%) said they agree that the video helps in understanding the material being taught. The second indicator, 36 students (54.5%) said they strongly agree, and 30 students (45.5%) said they agree if the explanation in the video is easy to follow and understand. As for the third indicator, 37 students (56.1%) said they strongly agree and 29 students (43.1%) said they agree that the examples given in the video have clarified the contents of the material.

Second, the aspect of media appeal. In the first indicator, there were 30 students (45.5%) who said they strongly agreed, 35 students (53%) who said they agreed, and 1 student (1.5%) who said they disagreed with the visual design in the video that could attract attention. The second indicator is that animation, color, or effects in the video make learning more enjoyable. A total of 34 students (51.5%) said they strongly agreed, 31 students (47%) said they agreed, and 1 student (1.5%) said they disagreed with the second indicator. While in the third indicator, a total of 20 students (30.3%) said they agreed, 37 students (56.1%) said they agreed, and 9 students said they disagreed if the video duration was appropriate and not too long or short.

Third, in terms of understanding the content. A total of 36 students (54.5%) said they strongly

agree and 30 students (45.5%) said they agree with the indicator that the language used in the video is easy to understand. On the next indicator, namely the flow of material delivery in the video, is well structured, a total of 35 students (53%) said they strongly agree, 29 students (43.9%) said they agree, and 2 students (3%) said they disagree. The last indicator in this third assessment aspect is about the explanation in the video not being too fast or slow, there are a total of 30 students (45.5%) who say they strongly agree, 31 students (47%) who say they agree, and 5 students (7.6%) who say they disagree.

Fourth, the assessment aspect of the relevance of video content to everyday life. In the first indicator, namely about examples in the video that are relevant to everyday situations experienced, 25 students (37.9%) said they strongly agree, 39 students (59.1%) said they agree, and 2 students (3%) said they disagree. Furthermore, in the second indicator, 22 students (33.3%) said they strongly agree. And 44 students (66.7%) said they agree with the indicator that the video provided can help connect the material with personal experiences. And in the third indicator, there are 36 students (54.5%) who say they strongly agree and 30 students (45.5%) who say they agree that this video can help students understand the importance of social harmony in life.

Fifth, related to the assessment aspect of effectiveness in improving contextual understanding. There were 34 students (51.5%) who said they strongly agreed, 31 students (47%) who said they agreed, and 1 student who said they disagreed with the indicator that videos can help understand how the material is applied in real life. Furthermore, 20 students (30.3%) said they strongly agreed, 43 students (65.2%) said they agreed, and 3 students (4.5%) said they disagreed with the indicator that students can be more confident in explaining the material after watching the video. In addition, in the last indicator in the assessment of this aspect, there were 31 students (47%) who said they strongly agreed and 35 students (53%) said they agreed that the video can help students better understand the relationship between theory and practice.

Sixth, the assessment aspect of the comfort and suitability of the media with learning styles. In the first indicator, namely, students feel comfortable watching this video, there are 31 students (47%) who say they strongly agree, 33 students (50%) who say they agree, and 2 students who say they disagree. The next indicator is related to the use of this video by learning styles, 20 students say they strongly agree, 39 students (59.1%) who say they agree, and 7 students (10.6%) who disagree. The last indicator in this assessment aspect is that this video can motivate students to learn more about social harmony material. There are 30 students (45.5%) who say they strongly agree, 35 students (53%) who say they agree, and 1 student (1.5%) who disagrees with this indicator.

CONCLUSION

Textual teaching materials used in learning social harmony material at SMAN 3 Semarang have so far provided a fairly strong theoretical foundation for students. The media used include textbooks, teaching modules, PPT, and LKPD, which are systematically arranged according to the national curriculum. However, these teaching materials tend to be generic and abstract, so they are less relevant to the local socio-cultural context that is familiar in students' lives. This limitation causes students to have difficulty connecting theory with real practices in their environment, which has an impact on low learning motivation and active involvement in learning. To overcome these problems, video-based teaching materials have been developed that integrate visual elements, illustrations, and examples of real phenomena that are relevant to students' daily experiences. Based on responses from 66 students, the use of learning videos has proven effective in improving understanding of the material, media appeal, ease of understanding content, and the relationship between theory and practice. Most students stated that they strongly agree and agree that videos can help them understand the material more contextually, increase learning motivation, and provide comfort according to their learning style. Thus, the use of video-based teaching materials is a solution that can overcome the limitations of textual teaching materials and improve the quality of social harmony learning at SMAN 3 Semarang.

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