Contextual Video: Critical Thinking-Based Learning Media in the Implementation of Curriculum 2013

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Abstract

This research aims to know the development of critical thinking-based contextual video media on the subject matter of economic issues and how to overcome it, and to find out the feasibility of critical thinking-based contextual video media and student's response towards the critical thinking-based contextual video media. The implementation of curriculum 2013 cannot be separated from the government's expectation that learners have good soft skills. The desired skills are 21st century skills known as 4C: creative, critical thinking, communicative and collaborative. These skills emphasize the soft skills implemented in daily life, learners understand the importance of these skills. The existence of contextual video helps to simplify the process; learners are brought into real life. The learning is more implementative. Critical thinking is the basis of video, the video making process is made in such a way so that the learners understand the material by temselves from analyzing every plot of video. The video material is about economic issues and how to overcome them. This research was Research and Development (R&D). The development cycle used Thiagarajan, Semmel and Semmel's model or 4-P model that are defining, designing, developing, and deploying. However, this study was only up to the stage of development. The place of this study was in Vocational High School Muhammadiyah 1 Babat. The result of the research stated that based on media feasibility test from the material expert, it is very feasible with the percentage of 80,44% and the media learning expert assessed very well with the percentage of 88,82%. And the result of class X students' response to media is very good with the percentage 83, 64%. So it is concluded that contentxtual video media is feasible to be used as a learning media.

How to Cite

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INTRODUCTION

Education is organized by giving exemplary, build a will, and develop learner's creativity in the learning process. In a broader way, the function of national education is to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, in order to develop the potential of the learners to be a human being who believes and cautious to God the Almighty, noble, healthy, knowledgeable, capable, competent, independent, and become a democratic and responsible citizen. In order to achieve these objectives, the government seeks to establish a strong national education system.

The accomplishment of educational component unity of the national education system cannot be separated from the strength of the educational triad, that are: family education, school education and community education, because the learner's development cannot be separated from these three elements, the three elements together provide education on the learners' development in each of the growth phases. Family education is the basic education first obtained by someone, in the society environment, one will get education about morals, behavior, norms and so on while in the school education, one will get education from both elements that are academic elements and behavior elements. "Education is about interaction between people, the interaction between educator and learner, between parent and children, between teacher and student, as well as between the environment and learner" (Baswedan, 2014).

The government positioned education as one of the national goals for independence, it was stated in the fourth paragraph of preambule of 1945 constitution "... to educate the nation's life ..." (Annisalsabila, 2014). It becomes a consequence of the constitution that the state should facilitate its people in education, education becomes an important component in building advanced and competitive nation civilization, therefore the government must be present in improving national education as a whole.

Curriculum is a guideline that contains material, purpose, method and time allocation, in other words in the curriculum will contain about the competence that will achieved by the learning and owned by the graduated students after a certain time program (Widiyanto, 2010). The curriculum is also an actual activity that must be carried out and implemented during the learning process (Asrori, 2016). The school curriculum is generally accepted as explicit, conscious, and formally planned courses (Kentli, 2009). The curriculum as a construction can consolidate undertaken initiatives and highlight a coherent strategy or focus for the provision of more valuable and meaningful learning opportunities (Hicks, 2007). The curriculum is defined as the sum of all experiences, which must be provided in the educational institution (Bharvad, 2010). Research shows that the curriculum has a high level of importance in supporting teachers on conducting teaching and learning activities. Qualitative and quantitative data were collected in the form of trust interviews and classroom observations from 27 high school chemistry teachers. The data analysis shows that curriculum implementation is strongly influenced by teachers' belief in teaching and learning, and the existence of supporting networks in their school's locations (Fullan, 2008). One of the curriculum's role is to support teacher's professional development and improvement of student's learning outcomes, findings indicate that teachers and students show significant gains in knowledge and learning outcomes (Fishman, 2013).

The curriculum is enhanced to improve the education quality nationally (Hasyim, 2011). In 2013 the Indonesian government through the ministry of education and culture formally issued a regulation that suprised all stakeholders in the education field, that is the discourse of thechange of curriculum, from KTSP to a new curriculum that is named the kurikulum 2013. The discourse is based on the assumption that the national curriculum

needs to be changed because it is no longer relevant and meet global needs and current state. Through the new curriculum, the government has an important vision to promote national education through a whole education by developing all aspects of cognitive, affective and psychomotoric. Improvement and balance of soft skills and hard skills that include the aspects of attitude, skills, and knowledge competence (Windriyas, 2014).

These three aspects are developed in the learning of kurikulum 2013. The cognitive aspect is directed to scientific approach-based learning which is scientific learning where the learning process applies five scientific skills in learning that are the skill of observing, asking, trying/gathering information, associating/reasoning, and communicating the findings (Kemendikbud, 2013). In 2016, the government revised the curriculum which one of the results also suggested that the 5M scientific approach is not the only method on teaching and if it is used then the composition do not have to be in sequence (http://gerbangkikulum.psma.kemdikbud.go.id).

The affective aspect is also very emphasized because recently, the Indonesian people experienced tremendous moral degradation, many people express their blasphemy, intolerance, hate speech, hoax news, and others that all are aimed to disunite the nation. The focus of the 2013 curriculum brings the character education strengthening program (penguatan pendidikan karakter/PPK) that included in the learning process. And the last aspect is the psychomotoric or skills aspect, in improving success in today's adulthood, current high school graduates should be equipped not only with academic skills but also life and career skills. Therefore, it is very important for schools to consider student's mastery towards non-cognitive. Such skills are very important and the top priority in the global market (Ball, Joyce, and Anderson-Butcher, 2016).

What is meant by skills are the 21st century skills, the government's revision of kurikulum 2013 is themed the 21st century skills in the development of skills mastered by students

known as 4C that is creative, critical thinking, communicative and collaborative. These skills emphasize the soft skill that is implemented in everyday life, so that learners understand the importance of the knowledge. 21st century skills can encourage learners to solve their current problems and can encourage learners to collaborate with many parties in solving problems and also 21st century skills enable someone to communicate and collaborate effectively with various parties through the collaboration (Ah-Nam and Osman, 2017).

21st century skills also provide opportunities for learners to develop their learning comprehensively and can support them to understand: (1) what needs to be learned/obtained comprehensively in the subjects studied, (2) how do they learn by supported of learning innovations that are active-participatory, relevant, and student-centered (Imam, 2016), by considering the importance of 21st century skills that are currently needed, then by the learning must be able to be directed to that skill. One of the skills that exist in 21st century skills is critical thingking. This skill demands students to think critically about the subjects they get, not just thinking procedurally. This skill, if developed in the learner, will have implications on the mindset that is more sensitive to the events around the environment. Critical thinking brings students to explore the existing problems and is expected to solve the existing problems.

Critical thinking skills can be realized through supportive learning as well as with supportive learning media. One of the media that can be used in development of critical thinking capability is in the form of contextual video. According to Daryanto (2011) learning videos have advantages that the video adds a new dimension in learning, the video presents moving images to the students in addition to the accompanying audio and video can display a phenomenon that is difficult to see in real life. The existence of contextual video can also help to simplify the process, because through the video, learners are brought into real life. So that learning is no longer

textual but implementative. It has been mentioned that critical thinking is the basis of the contextual video, the video making process is organized in such a way so that the learners understand the materials by themselves from analyzing each of the plot in the video. The video material is on economic issues and how to overcome them.

This research was conducted in SMA Muhammadiyah 1 Babat, where this senior high school is one of the schools in Lamongan regency appointed to implement curriculum 2013. Based on preliminary study, it is found that in implementation faced some obstacles that is lack of socialization from the government, many teachers experience confusion in applying scientific learning, the lack of learning media that helps the learning process so that learning remains teacher oriented. Hence, the existence of the curriculum 2013 provides both demand and challenge to all educators to innovate in learning. Problems that occur in SMA Muhammadiyah 1 Babat can be bridged by the development of learning media in the form of critical thinking- based contextual video. Based on the explanation of the previous problem, a research is conducted with the purpose of knowing the development of critical thinking-based contextual video media on the subject matter of economic issues and how to overcome it, to find out the feasibility of critical thinking-based contextual video media and student's response towards the critical thinking-based contextual video media.

METHODS

This research uses research and development approach (R & D). The method is an industry-based research with development method, where the research findings are used to design new products and procedures, which are then systematically tested, tested and evaluated, refined to meet the criteria of effectiveness, quality, or other standards. Meanwhile, according to Sugiyono (2013) defined research and development method is a research method used to produce a specific product and test the

effectiveness of the product, so that the product can later be utilized by the community in need. So it can be concluded that the research and development method (R & D) is a method used to produce certain products, models, methods, strategies, ways, services, and specific procedures and its feasibility and effectivity is tested, so that later can be beneficial for public.

The research procedure uses research and development model of a 4-D model of thiagarajan, semmel and semmel. The model, in developing a learning media product, there are four development stages: defining, designing, developing, and desseminating or in bahasa Indonesia: pendefinisian, perancangan, pengembangan, dan penyebaran (Trianto, 2011), but in this study, the development stage is until the developing stage only.

The defining stage, the purpose of this stage is to set and define the requirements of learning. In determining and defining the requirements of the learning, begins with the objectives analysis of the limitations of material which its device is developed. This stage includes five basic steps, namely: (a) initial and final analysis, (b) student analysis, (c) task analysis, (d) conceptual analysis, (e) learning objectives specification (Anwar, 2006). The purpose of the designing stage is to prepare the draft 1 of the learning device. This stage consists of 3 steps, which are: (1) Test preparation (2) Media selection, (3) Format selection, (4) Initial design, as for the explanation of each stages is as follows (Anwar, 2006).

Developing stage, the objective of this stage is to get the media that has been revised by the experts (expert judgment). This stage includes: (1) experts validation, (2) developmental trials by simulating the media, i.e. the activities of operating the media on a limited trial of the trial subject number in a small group evaluation of 20 students with a composition that is reflecting the characteristics of the population consisting of less intelligent, moderate, and intelligent students (Sadiman et al, 2009), the results are used as a revision basis.

Disseminating stage, this stage is the stage of the use of the devices that have been developed on a wider scale. At this stage it is not done because the media development is only developed for learning in the concerned school and class only. In order to better understand the development flow, it can be seen in chart 1.
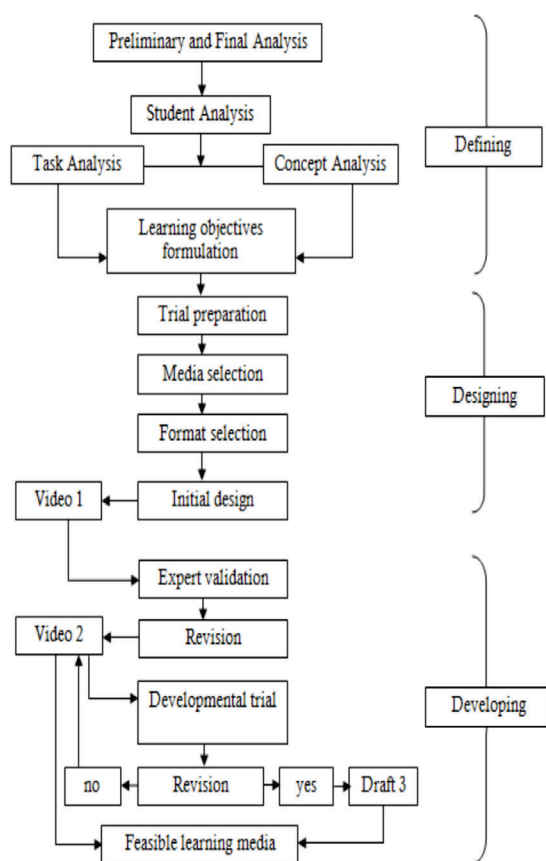
Figure 1. Research design flowchart, modified from Thiagarajan's model

The test subjects in this study are divided into two, which are the expert (expert judgment) and the target user. The expert experimental subject is divided into two, which are: material experts and learning media expert, for the material experts are a lecturer of economic education study program of State University of Surabaya and an economic teacher of SMA Muhammadiyah 1 Babat and for the media expert is a lecturer in curriculum and educational technology (kurikulum dan teknologi pendidikan/KTP) of State University

of Surabaya. The subjects of target user trial are the students of class X of SMA Muhammadiyah 1 Babat who are taught economic subjects.

This research generates qualitative and quantitative data. According to Sugiyono (2013), qualitative data is data in the form of sentences, words, or images. While the quantitative data is data in the form of numbers or numbered qualitative (Scoring). Qualitative data is obtained from interview result data and also data from description result, description, suggestion and input from trial subject to develop/improve the developed learning media, while quantitative data obtained from validation/assessment result from the experts and students' response.

The data is collected by using the following techniques: interview, observation, expert review sheet, expert validation sheet, and student response questionnaire. The data generated from the conducted research, then will be analyzed, while the data analysis is performed as follows: (1) data obtained from the validation and review by the experts (expert judgment), data obtained from revies by experts (expert judgment) is in the form of input, correction and suggestions that later will be used as the instructional media revision reference, while the validation result is in the form of a feasibility assessment of the developed learning media. Data obtained from the validation results, then analyzed by following these steps: (a) converting the qualitative assessment into quantitative with the following terms:

Table 1. Scoring Terms in Likert Scale on Expert Validation

Cathegory	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Source: Sugiyono (2013)

The percentage of feasibility is calculated by using the total score divided by the criteria score then multiplied by 100%. Then interpreting the percentage of feasibility by using the criteria listed in the table below:

Table 2. Expert Validation Scoring Category Criteria

Score	Criteria
81 % - 100 %	Very Feasible
61 % - 80 %	Feasible
41 % - 60 %	Quite Feasible
21 % - 40 %	Not feasible
0 % - 20 %	Very Not Feasible

Source: Sugiyono (2013)

From the criteria above, the learning media is considered as feasible if it gets the percentage of $\geq$ 61%. Student response data is obtained from small group evaluation and field evaluation. The data obtained are then analyzed by the following steps: (a) change the qualitative assessment to quantitative with the following terms (Sugiyono, 2013)

Tabel 3. Scoring Terms in Guttman Scale on Student Response

Answer	Score
Yes	1
No	0

Source: Sugiyono (2013)

Table 4. Student Response Scoring Category Criteria

Score	Criteria
81 % - 100 %	Very Good
61 % - 80 %	Good
41 % - 60 %	Fair
21 % - 40 %	Poor
0 % - 20 %	Very Poor

Source: Sugiyono (2013)

The percentage of student responses and the interpretation the score percentage of

student response are calculated by using the following formula and criteria:

$$Score\ per\ item = \frac{\sum who\ answers\ "yes"}{\sum total\ answer}\ x\ 100\%$$

RESULT AND DISCUSSION

This research uses research and development by using Thiagarajan, Semmel and Semmel's model that are defining, designing, developing, and disseminating. As for the results of those stages are as follows:

The defining stage consists of five steps: the first step, preliminary and final analysis yields data that SMA Muhammadiyah 1 Babat uses the Kurikulum 2013 in teaching and learning activities, as well as the results of the analysis on the class X students on the economic subjects, learners have learning difficulties on the subject matter of economic problems and how to overcome it because of the lack of learning media that is used to support the implementation of kurikulum 2013 and encourage learners in critical thinking so that learning objectives in achieving High Order Thingking (HOT)-based learning can be achieved. This approach takes students through critical reflection and learning processes to challenge their current thinking about the various issues in society (Lloyd and Bahr, 2010).

The second step, the learner's analysis is done to identify the characteristics of the concerned students, the data of the analysis includes knowledge background, academic ability and cognitive development. The knowledge background is that previously taking two basic materials, the material about the introduction to economics, with the material provision, it is expected to help the learning process on the subject of economic problems and how to overcome them, the average ability of academic learners in good condition, although on certain materials that require a lot of memorization and material delivered at the same time with the high amount of material, students tend to experience boredom so that in the material that has lots of memorization,

there are many who get the test score under the minimum mastery criteria (Kriteria Ketuntasan Minimal/KKM).

The average age of the students of grade X SMA Muhammadiyah 1 Babat is between 15-17 years, according to Piaget, at that age the cognitive abilities of student are in the formal operational period. A formal operational period is when a student has the ability to think abstractly, reason logically, and draw conclusions from available information. Formal operational time is also characterized by someone who has the ability to think systematically, flexibly and effectively, and able to deal with complex issues. One can think flexibly because (s)he can see all the elements and possibilities that exist. One can think effectively because (s)he can see which thoughts are appropriate for the problem faced. Ability possessed by students in this formal operational period, is in accordance with the skills to be achieved in the kurikulum 2013.

The third step is the concept analysis, includes on the material to be used in the learning video media development, as for the material coverage used is the economic problem and how to overcome it. As for the results of the concept analysis can be seen in chart 1.
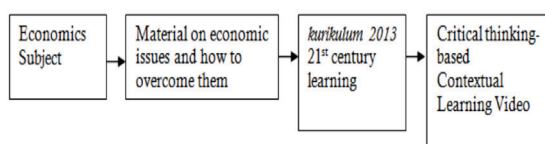
Figure 2. Concept analysis result

Based on chart 2, it can be seen that the task analysis activity in this research begins from the selection of subject, and the subject chosen is economics subject, because based on preliminary studies that students have learning difficulties on economic subjects due to the amount of material, and most of the learning requires memorization, boring learning so that students have difficulty in understanding the lesson. Economic subjects were chosen also in consideration that economic subjects at Senior High School (SMA) is one of the subjects which are tested on the national exam,

therefore the it is important to take economic subjects for improvement in learning. The material chosen in this study is the material on economic issues and how to overcome them, based on a preliminary study showed that the daily quizzes of the material showed that there are still many students who scored the test under the school's minimum mastert criteria (Kriteria Ketuntasan Minimal/KKM).

The learning implemented in SMA Muhammadiyah 1 Babat has been using the Kurikulum 2013 where in addition to the learning must use a scientific approach, also in the activity of teaching and learning should use 21st century learning approach where students must have the 4 C skills: creative, critical thinking, communicative and collaborative. These skills are essential for someone when entering the working world. One of the skills a student must possess is the critical thinking skill. Critical thinking skill emphasizes the aspects of evaluation and synthesis to understand its meaning, resulting in understanding of cause, evidence, and theory. In order for the process of critical thinking to occur in learning, it requires the existence of special planning on materials, construction, and learning conditions (Pratiwi, 2012).

Critical thinking is different from self-thinking. Critical thinking is a process of intellectual thought where thinkers deliberately judge their thinking quality. Thinkers use reflective, independent, clear, and rational thinking. Critical thinking is the process of analyzing or evaluating information about a problem based on logical thinking to make a decision (Murti, 2010: Jacobsen, Eggen, and Kauchak, 2002; Bashith, and Amin, 2017). Therefore, critical thinking requires a deep thought process toward something that produces good thinking in decision making. The developed learning media is in the form of critical thinking-based contextual learning video.

The fourth step is the task analysis, listed in chart 3. The task analysis describes the tasks undertaken by learners in learning by using critical thinking-based contextual learning video. First the students read the material on

economic issues and how to overcome them from various sources from books, modules, internet materials etc. that can help students have initial knowledge about the material, then the teacher show the critical thinking-based contextual learning video, students are assigned to observe the learning video. After the video is finished, the teacher then gives the questions that correspond to the played video. Questions are analytical questions that require critical reasoning. As for the answers to these questions lie in every plot of the learning video media by being implicitly showed through the plot of the video. The students then answer the questions. There is interconnectedness between the questions given with understanding and self-efficacy in applying critical thinking in learning (Lloyd and Bahr, 2010).
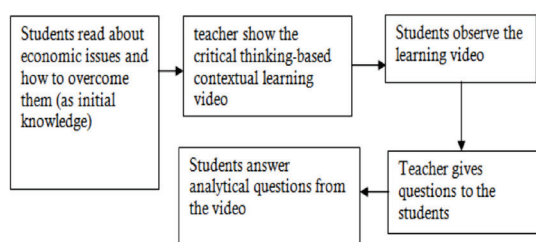
Figure 3. Task analysis result

The final step of the defining stage is the formulation of the objectives of learning which is is a step to formulate the learning objectives contained in the achievement indicators of the objectives to be achieved. According to the Kurikulum 2013, in formulating achievement indicators should refer to basic competence (Kompetensi Dasar/KD) 1 to 4. The learning objectives should include spiritual, attitudes, knowledge and skill objectives (Indonesian Government, 2014). The learning objective is formulated by converting concept analysis and task analysis. Aspect of skill that is highlighted in this material is to develop critical thinking.

In the designing stage, there are three steps, the first is test preparation. The activities undertaken at this stage are the preparation of the test instruments used in the research process, the types of tests produced are: material

expert validation and media expert validation questionnaires, and learners' responses questionnaires distributed to learners after the trial to find out their response towards the media. The second step is media selection. The activities in this stage are to determine the media developed in the research. The planned media is a critical thinking based contextual video media, the selection of this media is based on the existing needs in the field where there are still minimal learning media used to support the implementation of Kurikulum 2013 and to improve learners' critical thinking.

The concept of the created learning video is to contain material about economic problems that occur in the community with adapted to the existing material, the basis of critical thingking to be achieved after students have learned by using the developed learning media. Learning Video is used in conveying lessons that utilize many images, texts, sounds or animations. There are also other reasons why this learning video is widely used, such as: (1) the video can be played repeatedly, (2) the video can be quickly forwarded or slowed down, (3) no special requirements for space, (4) the operation is relatively easy (Abu and Abidin, 2013).

The importance of using video in learning as presented by Abu and Abidin (2013) stated that by using video as a learning media, students are not only able to make a mental representation of the semantic understanding of a story in both audio and visual form. But when presented together, each source provides additional information and completion that helps students remember symbols or images naturally. Video presentations should be designed to improve students' mental abilities and involve them in active learning.

The third is the selection of initial formats and initial. Activities at this stage include producing learning video scripts, providing equipment and tools used in video making, choosing shooting locations and preparing people as actors in the video and providing costume/clothing, video taking at the shooting location, video editing process untul pro-

ducing the learning video 1. At the time of video taking and editing, it is also noted the composition of the image, text, and sound clarity. The process of script-making begins with analyzing all the material that is on the economic problem and how to overcome it, from the next material analysis, is poured into the story line adapted to the daily life reality starting from the presentation of economic problems that exist in society, followed with solution to solve the problem. At the stage of this storyline making, the cast in the video is also chosen.

When finished making the video script, then provide tools and equipment to be used in video shooting, as for tools and equipment in the video making are: camera, memory card, tripod stand, moving tripod, lighting, microphone, sound recorder, take video board, stationery, and computers for video editing. After all the tools and equipment are available then the next is background/venue selection for the video capture process that is adjusted to the desired conditions in accordance with the video scripts that have been previously prepared. The next process is choosing the actor/ cast and providing appropriate clothing with the make up based on the desired character in the script.

The main process video shooting in the pre-determined background/ place, before the video capture process, the cast is prepared for the process of script reading and practicing the role of the character. Preparation of tools and equipment is also done in this stage. After the video shooting process is complete, then it is followed by editing using the computer and the appropriate application. In this editing process, also note the accuracy of the merger between the pieces of video, voice, text adder in the video. Once it is completed then the videos is rendered/ merged one whole video. The finishing of video editing produces a learning video 1 that is ready for experts validation.

In the developing stage, there are two steps at this stage that are the validation step by the experts / experts and development trials. Validation is the act of proving through

the appropriate steps of a mechanism, activities, procedures, processes and materials that are used in something. The validation process at this stage is done by material experts and media experts. Material expert are consisting of 2 lecturers of economics education and 1 economics teacher of SMA Muhammadiyah 1 Babat and the media experts are a lecturer of educational techonology and a lecturer of electrical engineering as well as the of video maker practitioner. The validation process is carried out with two activities: review and feasibility assessment. The review of this process is to provide learning video 1 to both experts (material experts and media experts) to obtain inputs for the improvement of developed media. Inputs from material experts are used as an improvement in the context of the economic subject matter that is featured in the learning video to fit the clump of economics science in general and applied curriculum in the school.

The review process by media experts is used to get input from the expert in the context of the developed media display, and the composition of the media to conform to the applicable media rules. All inputs from the review activities are then used in the revision process of the learning video 1. The result of the next revision generates the learning video 2. Then, the learning video 2 is given back to the two experts to ensure the revision is in accordance with the given inputs, on the same occasion, the media also gets its feasibility and validity assesed. This feasibility assessment is as a media benchmark, wether feasible or not to be applied as a media that is used in economics learning in schools.

The percentage of feasibility assessments obtained from material experts is 80, 44%, according to table 2 on the criterion of the expert validation category previously mentioned, it can be interpreted to be included in the very feasible category, while the percentage of feasibility assessment obtained from media experts is 88, 82%, the percentage is interpreted into a very feasible category. Aspects of feasibility criteria include: quality of content,

language, practicability, visual appearance, audio aspect and media's ease of use. The presentation of a more detailed assessment of the learning video eligibility can be seen in table 5.

Tabel 5. Media Criteria According to Experts

Criteria	Material Expert(%)	Media Expert(%)
Content quality	79,17	83,33
Language	83,33	80,56
Practicability	80	86,67
Visual appearance	70,83	89,58
Audio aspect	78,13	79,17
Ease of use	100	100
Total Average	80,44	88,82

Source: Processed Data (2017)

The findings are in line with the opinion of Taylor (2014) that the use of video can be used in the learning process to improve the quality of learning. The existence of learning videos in the learning process can also improve the learners' learning activities because the existence of learning media provides new innovations in learning (Febriyanti, 2014). The result of the research showed the effectiveness of learning video in improving students' thinking level on the taught material. The result of data analysis showed that from 90 students in sample group 1, 60 of them showed improvement. In group 2 consisting of 60 students, there are 43 who showed improvement, while in group 3 consisting of 30 students, 15 of them showed improvement (Abu and Abidin, 2013).

The next step in the developing stage is the development trial. In this step, it is done by applying a learning video worthy of assessed by experts in SMA Muhammadiyah 1 Babat to get the students' response towards the learning media. The result of the student's response was obtained during the development trial with the limited class as many as 20 students of grade X SMA Muhammadiyah 1 Babat with the composition of students with high,

moderate and low achievements as seen from the student's score (Sadiman, 2011).

Tabel 6. Students' Response Toward Media Aspect

Criteria	Student's response (%)
The viewed video is interesting	81,25
The video plot is easy to understand	83,75
Informations contained in the video is very useful and in accordance with the current develoment	95
Learning video is proper to be used as learning media in accordance to *Kurikulum 2014*	91,25
The examples presented are in accordance with the facts	90
The texts in the video can be clearly read	77,50
The displayed images are interesting	77,50
This learning video can help me in understanding the concept	91,25
The audio in this video is clearly audible	71,25
This video's duration is not too long	78,75
The video can be easily used	82,50
Total Average	83, 64

Source: Processed Data (2017)

The result of the percentage of students 'responses was obtained an average total of 83,64%, the results were then interpreted based on the table 4 on the category criteria of students' response assessment previously described, the students' response to the learning video media were very good. The data is also supported by the observation of the students in the students' learning, that the students are very enthusiastic in following the learning by using the video media and the students are actively answering questions given by the teacher. Presentation of the students' response aspect can be seen in more detail in table 6.

CONCLUSION

The conclusion of this research is the development of critical thinking based contextual video media by using Thiagarajan, Semmel and Semmel's model that is defining, designing, developing and disseminating. But in this study, is only until developing stage. The media feasibility result from the material experts were assessed very feasible with the percentage of 80,44% and the learning media experts assessed very feasible with the percentage of 88, 82%. As well as the results of grade X SMA Muhammadiyah 1 Babat students' responses on the application of the media is very good with the percentage of 83,64%. So it is concluded that critical thinking based contextual video media is feasible to be used as an economics learning media.

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