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Developing Instructional Video Media on Prehistoric Periodization for Social Studies Learning

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Abstract
This research and development aims to develop learning videos for preliterate periodization material that are valid according to media experts, material experts, language experts and teachers and are effective for use in learning. This research is research and development (R&D). The model used in this development research is the Ten Steps to the Development of the Borg and Gall Model. The development stages include research and gathering initial information, planning, initial product development, expert validation testing, first product revision, small-scale testing, second product revision, large-scale field testing, final product refinement, and product dissemination and distribution. The subject of this research is Class VII E MTsN 2 Blitar students, totalling 35 students. The validity test results were 87% from media experts, 94% from material experts, 89% from language experts, and 91% from teachers. The results of the product effectiveness test via the T-Test (Paired Sample T Test) show a significance value of 0.000. Based on the test criteria, the value is < 0.05. Based on decision-making for the research hypothesis in the Paired Sample T-Test, Ha is accepted, and H0 is rejected. So, it can be seen that there are differences in student learning outcomes before using learning videos and after using learning videos. The media in the form of learning videos on the Periodization of Class VII Social Sciences pre-literacy period is declared valid according to media experts, material experts, language experts and teachers and is effective for improving student learning outcomes.
***Keywords*:** Media Development, Learning Videos, Social Studies, Prehistoric Periodization

Abstrak
Penelitian dan pengembangan ini bertujuan untuk mengembangkan video pembelajaran pada materi periodisasi masa praaksara yang valid menurut ahli media, ahli materi, ahli bahasa, dan guru, serta efektif digunakan dalam pembelajaran. Penelitian ini merupakan penelitian dan pengembangan (Research and Development). Model yang digunakan dalam penelitian pengembangan ini adalah Ten Steps to the Development dari Model Borg and Gall. Tahapan pengembangan meliputi: penelitian dan pengumpulan informasi awal, perencanaan, pengembangan produk awal, uji validasi ahli, revisi produk pertama, uji coba skala kecil, revisi produk kedua, uji coba lapangan skala besar, penyempurnaan produk akhir, serta diseminasi dan distribusi produk. Subjek penelitian ini adalah siswa Kelas VII E MTsN 2 Blitar yang berjumlah 35 siswa. Hasil uji validitas menunjukkan persentase sebesar 87% dari ahli media, 94% dari ahli materi, 89% dari ahli bahasa, dan 91% dari guru. Hasil uji efektivitas produk melalui Uji-T (Paired Sample T-Test) menunjukkan nilai signifikansi sebesar 0,000. Berdasarkan kriteria pengujian, nilai tersebut < 0,05. Berdasarkan dasar pengambilan keputusan pada hipotesis penelitian dalam uji Paired Sample T-Test, maka Ha diterima dan H0 ditolak. Dengan demikian, terdapat perbedaan hasil belajar siswa sebelum dan sesudah menggunakan video pembelajaran. Dapat disimpulkan bahwa media berupa video pembelajaran pada materi Periodisasi Masa Praaksara untuk mata pelajaran Ilmu Pengetahuan Sosial Kelas VII dinyatakan valid menurut ahli media, ahli materi, ahli bahasa, dan guru serta efektif untuk meningkatkan hasil belajar siswa.
Kata kunci: Pengembangan Media, Video Pembelajaran, Ilmu Pengetahuan Sosial, Periodisasi Zaman Prasejarah

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Introduction

According to (Putra and Prijowuntato, 2021), learning media functions as an intermediary used by teachers to convey information to students, helping to facilitate the teaching and learning process. (Pagarra et al., 2022a) It also describes learning media as a tool to help convey learning materials so that messages can be conveyed effectively. Optimal use of learning media increases effectiveness and efficiency and strengthens the relationship between teachers and students. (Tafonao, 2018) , improve learning outcomes (Khairani et al., 2019), and help teachers explain material that is complicated or poorly understood by students. (Abdullah, 2017). Along with the development of needs, the use of learning videos has become one form of evolution of learning media that continues to develop.

Learning videos are one of the media that is often used as a learning medium (Ridwan et al., 2021). Video is an electronic media with interesting and dynamic displays resulting from combining audio and visuals simultaneously (Malik & Maunah, 2023). Therefore, videos that are packaged interestingly and dynamically are why videos are often used as learning media.

Media development in the form of learning videos has experienced rapid development in 2016, supported by recording cameras with increasingly better resolution levels (Kabelen, 2021). Over time, students' learning needs, advances in recording devices, and improvements in video converter computer programs have increasingly empowered the progress of learning recordings. Learning videos that were previously in the form of walking arranged characters were created into liveliness until the improvement of videos with original characters began to be widely accessible as learning media tools, and the development of video editing software encouraged the development of more and more into other learning videos. Learning videos that were previously only in the form of walking written characters developed into animation until the development of real character videos began to be widely used as learning media.

Research develops Immersive or integrated learning videos. This Immerse-based learning development research is the use of learning media that can immerse learning materials that learning is carried out by combining data from various fields of study to produce thoughts according to the interests and experiences of students. So, in addition to using learning videos, researchers will present learning media as historical objects in real form. After using learning videos, researchers will present historical objects in a real form that can be shown to students so that this learning media becomes a supporter of reality-based media.

Learning media in the form of videos has an important role in the world of education, which is in line with the research that has been done. This study explains the importance of using learning videos. This study has the results of the validity of animated video-based cartoon teaching materials in social studies education (Istiqomah, 2022). This study meets the validity standards because the evaluation of all validator experts states validity, with Validators I, II, and III producing high percentage scores. Validator I reached 84 per cent, Validator II reached 91.66 per cent, and Validator III reached 86 per cent. On average, the validity percentage of the three validators was 87.22%, meeting the "Very Valid" criteria. In addition, the use of media also encourages students to be more responsible in understanding the material. Student success in understanding the material is primarily determined by the use of appropriate media, which indicates successful classroom learning.

The role of learning media in improving students' understanding, learning interest, and learning outcomes is significant. A study conducted by Laviana Aunil Malik entitled "Using Animated Videos in Social Studies Learning to Improve Learning Interest of Class VIII Students at MTs Miftahul Huda Ngunut Tulungagung" shows that several factors influence students' learning interest, including the need for the use of learning media, classroom situations, and teacher attention to differences in student abilities. The use of animated videos was identified as a significant factor in improving students' learning interest because videos can overcome sensory, space, and time limitations, as well as increase the motivation—of students to Study (Malik & Maunah, 2023).

The researcher will develop a learning video media that is not the first initiative because previously, there were learning videos with the same theme. The data presented in the following table are the results of taking the top five videos from YouTube related to the Prehistoric Periodization material. The table includes information about the title, creator, year of creation, number of viewers, and content of the video.

The results of the researcher's observations on the YouTube platform were five videos divided into three categories. First, the video category with the most viewers is the video by Gramedia Digital and Romulus Chanel. Second, the video with moderate viewers is the one by Diane and Geograph Chanel. Third, the video with the least viewers is the work of Dita Annisa. Based on these data, the use of digital platforms as a learning support has been widely developed and accessed by teachers, students and the general public. So, it is undeniable that in the current digitalization era, students not only use books as learning media but also utilize the use of digital platforms.

The results of observations conducted by researchers at MTsN 2 Blitar show that the school already has complete supporting facilities for the learning process in the form of televisions, projectors and loudspeakers. However, in classroom learning, there are several problems, including 1) teachers do not have media and have not

been able to create media. 2) The media used from YouTube is not by the material and character of the students. 3) The learning outcomes of 36 students in class VII C show a percentage of a) 25% do not understand, b) 25% do not understand, c) 50% understand.

As for the observation of the material, the teacher stated that the material on the Periodization of the Prehistoric Period was quite difficult materials because the material on the Periodization of the Prehistoric Period encouraged students to memorize and be able to visualize the conditions and characteristics of nature during the era of the Earth'sEarth's development. Several things caused this difficulty, namely 1) the explanation of the material in the book was minimal, 2) the lack of images to support the material, 3) there was no data, facts, or interesting information, and 4) there were no interesting individual assignments.

Research conducted by Sunardin and his colleagues in 2023 on "Development of Learning Videos to Increase Elementary School Students' Interest in Social Studies Learning" shows that using learning media in videos can increase students' interest in learning. This finding is supported by a questionnaire survey, which showed an increase of 10.67% in student responses after participating in a trial of learning video products compared to before using the developed learning video products. (Sunardin et al., 2023) .

The development of learning videos combining videos with real characters and good resolution will help students visualize the material easily (Fahmi et al., 2023). The learning videos developed are divided into three durations where each lasting for 5 minutes, with the first and second durations being an explanation of the material and the third video containing data, facts, and interesting information regarding the Prehistoric Periodization material.

Based on the explanation above, the researcher took the title "Understanding the Dynamics of Civilization in Learning Prehistoric Periodization Through the Development of Learning Videos". This learning video will be packaged attractively, containing data, facts and interesting information. This study will discuss the process of developing learning videos, the validity of the developed learning videos and the effectiveness of using learning videos.

Literature review

Instructional Media

Media comes from Latin, namely "medium", which means something that acts as an intermediary. In Arabic, media means an intermediary for messages from the sender to the recipient. In other words, the media acts as a liaison or intermediary. Media is defined as a tool humans use to convey ideas, messages, ideas, information, or knowledge (Putra & Prijowuntato, 2022). Several experts also provide an understanding of media, one of which is Sadiman et al. (in Anwar et al., nd), who state that media is the channelling of messages by the sender of the message to the recipient of the message to stimulate the thoughts, interests, and attention of students in the implementation of an effective and efficient learning process. Learning process media becomes one of the important elements in the learning process. This is because media as a teaching aid or intermediary becomes one of the communication processes in implementing learning. Learning media is used as a stimulus for students to use their imagination in critical thinking and further development of abilities and attitudes so that from this will be born creativity and innovative work by students.

Kustandi and Sujibto (Nurdyansyah, 2019) explain that learning media is a tool used as a means of the learning process and can be used to clarify the meaning of a knowledge message so that a learning objective can be achieved well and perfectly. Learning media is an important component in communication for delivering material delivered by teachers to teachers and students (Gunawan & Aidah Ritonga, 2019). Arief S. Sadiman (Sukiman, 2012) mentions several uses of media in the learning process, including clarifying the presentation of messages, overcoming limitations of space, time, and students' sensory abilities, and stimulating student participation in learning.

Communication is one of the important elements in the process of delivering information. If information can be delivered, received well and understood not only by one person, it shows that the delivery of the information was successful. In learning, communication is one part of the interaction between teachers and students that influences the understanding of participants. Therefore, learning media becomes an intermediary tool in delivering knowledge messages, where this message is delivered through not only voice messages but also various messages in other physical forms such as books, tape recorders, cassettes, videos, video recorders, films, slides (picture frames), photos, images, graphics, television, and computers.

The main thing to consider in selecting media is that the media must be adapted to the desired learning objectives or competencies. Achieved. For that, when choosing good media, there are main things that need to be considered, including having a media selection objective, meaning that the media chosen is by the target of the learning objective, the media chosen has good media characteristics, and the learning media has alternative value in the learning process.

Choosing good learning media also requires attention to several principles teachers can use. Principles of media selection include conformity , clarity serving , convenience access , affordability , availability , and quality . There are alternative, interactivity, organization, novelty and orientation students.

Taxonomy of Learning Media

The application of learning media refers a lot to the theory of media use developed by Edgar Dale, known as Dale's Cone of Experience. Dale classifies learning experiences into 11 levels, starting from the most concrete to the most abstract, and this classification is known as the cone of experience (Pagarra et al., 2022).

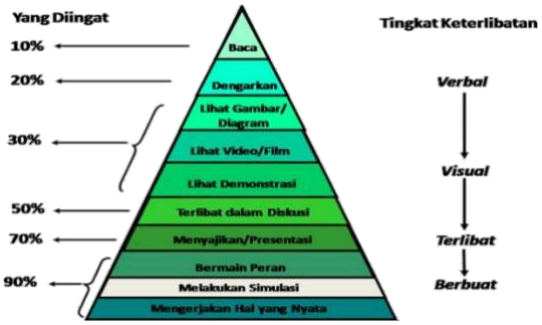

Figure 1. *Edgar Dale's Cone of Experience Taxonomy*

Edgar Dale's cone of experience concept further develops the three levels of experience idea introduced by Bruner. The learning process begins with concrete experience, which is direct experience that occurs in the individual's environment. Furthermore, this process develops towards more abstract linguistic symbols through artificial objects.

Edgar Dale proposed the concept of the Cone of Experience, which illustrates that a person's experience level can increase with various learning methods. Dale stated that direct experience has the most real impact on understanding science. In this context, learning through reading, listening, and viewing images is a more limited experience, showing a level of understanding percentage of around 30%. At the same time, discussions, presentations, role-playing, simulations, and doing real things provide a higher level of experience, namely showing an understanding level of 40-90%.

Direct involvement in real experiences is important because it allows learners to understand and remember information better. The level of understanding and mastery of knowledge also increases with increasing participation and involvement in learning. Therefore, in teaching or learning, an approach that actively involves learners in real situations is considered effective in achieving a better understanding. Deep and sustainable.

Prehistoric Period

Prehistoric times are the life man had before getting to know writing. In Indonesia, this period lasted a very long time, starting from man's ancient presence in the Indonesian archipelago until the arrival of Hindu-Buddhist influences, which marked the beginning of the historical period. Because it is not an existing source, understanding prehistoric times in Indonesia is based on findings from archaeology, like fossils, artefacts, and ancient sites (Sinurat, 2025).

According to archaeology, prehistoric times in Indonesia are divided into several stages based on technology and culture (Ansari, 2025):

1. *Palaeolithic Period (Old Stone Age)*
   Marked with life nomadic, hunting and gathering, and use simple stone tools that are not sharpened. An example legacy from this time is axe handfuls and flakes found in Sangiran and Pacitan.
2. *Mesolithic Period (Middle Stone Age)*
   At this time, humans started life more settled in caves (rock shelters), and burials started. The tools used start sharpened like pebbles and axes short. Toala culture in South Sulawesi is one the for example.
3. *Neolithic Period (New Stone Age)*
   Man Already started to match plants, raise livestock, and live settled. Tools from stone are sharpened smoothly, like a square and oval axes. This period was marked by the Austronesian migration that brought in a change in local culture.
4. *Bronze Age (Metal Age)*
   Marked with the use of metal (bronze and iron), the emergence of the system was more socially complex, and there was trust in spirit ancestors. Evidence of culture is in the Ankara, moko, and jewellery metals in East and West Indonesia.

Method

This research is a type of development research or Research and Development (RnD). The research was carried out using the Research and Development (RnD) method for development purposes. Conducted at MTs Negeri 2 Blitar in the Even Semester of 2024. The subjects of the study were students of class VII E. The development model used to develop learning video products is the Borg and Gall model. The Paired Sample T-T was used to test the effectiveness of the product. The Borg n Gall model consists of 10 stages, namely (1) Research and information collecting, including needs assessment; (2) planning; (3) develop a preliminary form of product; (4) preliminary field testings; (5) main product revision; (6) main field testing; (7) Operational product revision; (8) operational field testing; (9) final product revision; (10) dissemination and implementation.

The initial stage carried out by researchers in media development is research and gathering initial information to determine the needs in the learning that will take place, both from material analysis, media, student needs and school infrastructure. Furthermore, the media development planning stage involves creating a storyboard and collecting supporting video media. After that, an initial product will be developed as a learning video using the Capcut application until the learning video is ready to be tested on expert validators to determine the feasibility of the product developed at the Preliminary Field testing stage. After the initial field test, product revision is continued

to produce good media before the field trial. The next step is a small-scale trial conducted on five colleagues, and then the results of the small-scale trial will be revised before a large-scale field test is carried out. At the large-scale field trial stage, the learning video is tested directly on students. Before being broadcast, students are given pretest questions, then the development product in the form of a learning video is shown, and at the end, a post-test question will be given. Then, in the final stage, the final product is refined from the field tests that have been carried out, and the dissemination and distribution of the Learning Video product is carried out in the form of both soft files and hard files.

The types of data obtained based on the video learning media trial are quantitative and qualitative. Quantitative data is obtained from questionnaires given to trial subjects, assessing material expert validators, design experts, and language experts. In contrast, qualitative data are suggestions and responses from interview results.

The data analysis techniques used are qualitative data analysis and quantitative data analysis. Qualitative data analysis is carried out by collecting data in a descriptive manner, namely from interviews, observations, input, criticism, and suggestions from validators and teachers for the feasibility and practicality of the developed learning video products. Quantitative data analysis is carried out by calculating the assessment data from the validator to assess the validity of the product and the effectiveness of the product calculated from student learning outcomes through post-test and pretest questions by conducting a Paired Sample T-Test. The post-test and pretest results are first tested for data normality. Then, a t-test analysis is carried out to determine the difference in learning outcomes using learning video products and not using learning videos).

Results & Discussion

Media Development Results

The results of this study are research and development of media in the form of learning videos for prehistoric periodization material for Class VII Social Studies. The learning video for prehistoric periodization material is divided into four sub-chapters: the definition of prehistoric, Periodization of the Archeozoic Era, Paleozoic Era, Mesozoic Era, and Neozoic Era. The Capcut application and a recording microphone developed this learning video media. These two tools are used for recording video narration, merging videos, and editing learning videos so that learning videos are produced with an attractive appearance.

To produce interesting video media products, researchers use the Capcut application to develop learning media. The stages in making learning video media are research and collecting initial information. In the research process and initial information collection, observation results were defined to obtain an overview of the initial conditions of students, teachers, teaching materials and media used. Through initial observations, researchers found problems in the research. Then, from these problems, the researchers provided solutions offered in the form of developing new learning media in the form of learning videos that are tailored to the needs of teachers and students so that this initial observation is used as a conceptual basis for compiling a storyboard for the development of more effective learning videos.

Next, the researcher began to design the media design to be developed. This media design stage includes compiling a storyboard according to the characteristics of the material and preparing the material, videos and supporting images. Then, the researcher began to develop the initial product in the form of a video by referring to the storyboard so that the media content is to the needs of the students; in addition, the researcher also paid attention to the appearance of the media design that was developed as attractively as possible to show a clear real impression. The video was made using the Capcut application. The videos are divided into four videos related to the initial state of the Earth's surface: the emergence of living things on Earth Earth, the emergence of large reptiles on Earth Earth, and the emergence of human life on Earth Earth.

The following is a video link for learning the material "Periodization of Prehistoric Times" Social Studies Class VII odd semester, which researchers have developed. https://youtu.be/nvMN7X1m9Ns?si=u_qGcEvTT7s1KzoD

Figure 2. Learning Video Display

The learning media developed is based on the primary teaching materials used by teachers, namely the social studies book of the Ministry of Education and Culture, the independent curriculum as a master plan, then supplemented with the latest data, facts and information so that it turns into a teaching media based on books and adjusted to student character. The process of developing the researcher's learning video combines several images and videos that are related to the material. The images and videos are taken from Bing.com and YouTube.

The development of learning videos developed by this researcher is adjusted to the needs of students and the characteristics of the material; this aims to ensure that the learning media used can improve student learning outcomes. This aligns with Edgar Dale's Theory in Alti et al. 2022, which states that the selection and use of media in learning must be carried out correctly to provide quality learning outcomes. So, the media development process carried out in a structured and systematic manner produces learning media that can be used and applied according to the expected learning objectives. Then, good learning media is produced, and this learning video is expected to have the ability to improve student learning outcomes.

Expert Validation Results

The validity test of the learning video media was tested on media, material, language and teacher experts. Researchers took several lecturers from the Social Sciences Education Department of UIN Sayyid Ali Rahmatullah Tulungagung for expert validation. The teacher validation was carried out by the Social Studies teacher of MTsN 2 Blitar. The Validation Test was completed by filling in the validation instrument based on each assessment aspect. Validation of media in the form of learning videos is carried out to determine the suitability of learning video media so that researchers know the suitability of the media used in research. Also, validation tests can be used to collect data for validation and input to improve and increase the quality of learning video media products. The results of media, material, language and teacher validation in learning videos show suitable results in the learning process. Here is a summary

Table 1. Summary of Media Validation Test Results, Materials

	Aspect					Average Score	Validity Percentage	Category
	A	B	C	D	E			
Media	18	27	28	18		23	87%	Valid
Material	19	47	14			27	94%	Valid
Language	39	14	18			23	89	Valid
Teacher	15	23	41	18	17	23	91	Valid

Based on the validity test of the learning media that has been developed, it shows that it is important to continue to involve supervision from experts in the process of developing learning videos that have been carried out. By involving experts, effective learning videos can be produced and used for the learning objectives to be achieved.

Trial Results

In the Field Testing Phase, small-scale and large-scale field tests were conducted. Small-scale field tests were conducted on peers. Large-scaleLarge-scale field tests were conducted on class VII E MTsN 2 Blitar students. After revisions were made to the learning video products that had been carried out, they were immediately applied to classroom learning. Based on the research that has been carried out shows very satisfying results, where learning

can run well and interactively; in addition, students can be actively involved in learning activities. This can be seen from students' enthusiasm in asking and answering questions.

Figure 3. Student Activity Documentation

In its application, researchers use a stop-and-play system in media viewing, where at the end of each sub-chapter discussion of the material, the video is stopped to provide feedback to students. The researcher allows students to ask questions and provide conclusions from the material played, then continues with the following material. After all the material is finished, the post-test questions are given again to students to determine how far the students understand after using the learning media.

Learning videos that have been measured for their validity are also measured for their effectiveness in the learning process. Media is said to be effective if the media can influence learning outcomes—or the performance of students. In developing learning video media for prehistoric periodization material, the effectiveness of using learning videos is measured from student learning outcomes through Pretest and Post-test tests. Based on this, the following is a recapitulation of the pretest and Post-test results.

Table 2. Pretest and Post-test Recapitulation Results

No	Learning outcomes	Lowest Value	The highest score	Average
1	*Pretest*	30	55	43
2	*Post-test*	75	100	87

In the pretest and post-test recapitulation, it is known that the average pretest score before using the learning video showed a score of 43, with the lowest score of 30 and the highest score of 55. Then, after using the learning video, namely the post-test, it showed an average score of 87, with the lowest score of 75 and the highest score of 100. Through these results, it can be proven that student learning outcomes after using the learning video have increased compared to before using the learning video.

Before conducting the Paired Sample T Test, a prerequisite test was carried out, namely the normality test, to determine the normality of the data. The normality test was carried out using the Shapiro-Wilk Test via SPSS, which showed expected results with a pretest significance value of 0.060, while the post-test showed a figure of 0.66. Based on these results, the data is usually distributed. This is based on the reference level of significance (Muhid, 2019), which, in testing data, can be said to be normally distributed if the significance value is more than 0.05 (sig> 0.05).

Table 3. Shapiro-Wilk Normality Test of Pretest and Post-test Results

Tests of Normality							
	Class	Kolmogorov-Smirnov [a]			Shapiro Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Test_Valu e	Pretest	.182	31	.011	.935	31	.060
	Post Test	.167	31	.027	.936	31	.066
a. Lilliefors Significance Correction							

Then, the analysis was continued with the T-Test using the Paired Sample T-Test. It can be seen in the table above that the significance results in the paired sample t-test show the number 0.000. Based on the test criteria, the value is < 0.05. Based on the basis for decision-making for the research hypothesis in the Paired Sample T-Test, Ha is accepted, and H0 is rejected. So, it can be seen that there are differences in student learning outcomes before using learning videos and after using learning videos. So, it can be concluded that learning videos are effective to use as media in the learning process.

Table 4. Paired Sample T-Test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Post-test	-44,355	4.608	.828	-46.045	-42,664	-53,590	30	.000

Research results are reinforced by previous research that using video as a tool for learning effectively increases students' understanding of eye social studies lessons (Herawati, 2025; Winata, 2025; Karolina, 2025). With significant improvement in post-test scores compared with pretest scores, the video has helped the learning process and impacted students' achievement.

Conclusion

Research and Development using the Borg and Gall model in this study has produced a learning product as an effective Learning Video used in social studies learning at the Junior High School / MTs level. The validation results from each Expert Validator, namely media experts, material experts, language experts, and teachers, showed valid results. Where each expert validator's result is as follows: media experts show a percentage of 87%, material experts 94%, language experts 89, and teachers a percentage of 91%. The level of effectiveness of the learning video product obtained from student learning outcomes based on field trials analyzed by calculating the T-Test shows the results of the significance value of the paired sample t-test 0.000 (sig 2 tailed < 0.05), which indicates that H 0 is rejected. H 1 is accepted, so there is a difference between student learning outcomes when not using learning video media and learning videos. Thus, developing a social studies learning video for Prehistoric Periodization Material for Class VII MTsN 2 Blitar is of good quality. This is because this media has been proven to help improve the effectiveness of learning and student learning outcomes.

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