LIGHTHOUSE INTERNATIONAL CONFERENCE PROCEEDING
2023, VOLUME 1, 36 – 43

LIGHTHOUSE

OPEN ACCESS

Learning media based-explainer animated model development for primary school students

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ABSTRACT
This research and Development are carried out because learning in elementary schools was primarily delivered conventionally, focusing on lecture and manual methods. The use of learning media has not been carried out optimally, even though the facilities and infrastructure are very supportive. The delivery of this material requires a more attractive appearance and packaging so that students easily understand it. Learning media can take advantage of technology products, including video. This study aims to develop an explainer video for the material on Affection for elementary school families so that student learning outcomes are expected to increase. The Development of interactive video-based learning media was carried out at the Bodhisattva Primary School in Bandar Lampung. The research process is carried out and arranged based on the preliminary study development steps, including a) technical preparation, b) collection of preliminary study data, and c) analysis of data findings in the preliminary study. The research method used is a research and development (R&D) model based on the Borg and Gall approach. This research and development results in the form of explainer video-based learning media products. Based on internal tests by media experts, materials experts, and linguists, it was found that the analysis of the five assessment indicators revealed that the developed media had met the eligibility standards.

KEYWORDS
Learning media; Based-explainer Animated; Based-explainer animated model development

Received: 1 November 2022
Accepted: 10 December 2022
Published: 30 January 2023

Introduction

Education is a conscious effort to create a learning atmosphere and learning process so that teachers actively develop their potential to have spirituality, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Through education, humans get a way to expand their horizons of knowledge to form good values, attitudes, and behavior in an era of globalization. The age of globalization is increasing, driving the growth rate of technology, information, and communication in a nation. According to its essence, technology is created to facilitate and assist human life activities (Pribadi, 2019). This step opens up opportunities for advancement in educational technology, one of which is in the realm of learning media.

The Buddhist educational materials at the School are carried out thoroughly for every student. Every student will get good character and character learning. However, most Buddhist education materials are delivered textually or based on manuals. According to the results of interviews that the author has compiled, the material seems difficult to understand because it is in the form of a long discourse and very minimal illustrations. In the matter of Affection in the family, there are various explanatory discourses about the concept of Affection in the family, the variety of Affection in the family, and its realization. Of course, this material requires a more attractive appearance and packaging so that elementary school-aged children can easily understand it. The learning process will be successful if the media used can support the learning process (Atsani, 2020). This means that teachers must have innovations in delivering learning materials, considering students' relatively different absorption capacities from one student to another. In addition, other solutions are needed so that students can enjoy learning material, which requires innovation in the Development of learning media.

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Learning can use technological developments as a tool or media to help achieve learning objectives. Learning media can use technical products that are developing today, one of which is video. The use of video media in learning can display messages and sound elements through sound and images. Video media is expected to convey material about Love in the family which can be done by using projectors and sound systems as learning aids. The material for Love in the family was developed by integrating multimedia into interactive learning media so that students can understand the material better and more efficiently and apply it in everyday life.

Video is an electronic media that combines audio and visual technology to create something dynamic and exciting. With the existence of these two components, it is expected that students can receive, master, and remember learning messages. In addition to this information, Friendha Yuanta conducted a similar study in 2019 with the theme of developing video media in social science learning, and it proved successful (Yuanta, 2020). This research is evidenced by the increase in the average score of 90.75%, and it can be concluded that the students have met the specified KKM score. Thus the Development of social studies learning video media is declared to be effectively used in the social studies learning process in class IV in the research conducted by Friendha Yuanta. Based on this description, the researchers carried out an innovative work to design learning media in Bodhisattva elementary schools using the Affection in the Family material. Therefore, researchers are very interested in conducting research and Development with the title [Development of explanatory video-based learning media.

Learning media is used to channel messages to stimulate students so that teaching and learning interactions occur. Ibrahim 2005 in (Yuanta, 2020). Pribadi (2019) Yuanta explained, "Media comes from Latin, medium, which means intermediary." Miarso 1989 (Rohani, 2019) gives an understanding of the media, namely all tools or something that can be used to channel messages as stimulation of thoughts, feelings, attention, and students' abilities in learning. The experts' opinion can be concluded that learning media is an intermediary that can be used to convey messages or information to students so that learning interactions occur on stimuli given clearly. When expounding the dharma, the Buddha used many methods, such as lectures, by repeating his sermons using narration, description, and analysis. Mukti (2006) Explains that the Buddha taught his students the lecture method through stories, poetry, and mediums. According to the Buddha, what matters most is meaning and value, which can be understood with the proper perspective.

The primary function of learning media is a tool in the teaching and learning process so that students can well receive the material presented by the teacher. Teachers have a responsibility to teach for the benefit of students. "Like Cunda based on Love, a teacher only needs to pursue the happiness of his students. That's what I do for you with the motivation of Love" (Thera & Bhikkhu Bodhi, 1997). Learning media can serve three main functions if the media is used for individuals, groups, or groups with a large number of listeners, namely 1) motivating interest or action, 2) presenting information, and 3) giving instructions to get the results of the expected motivation with the use of media. Media students get interested and stimulation to learn and aim to provide changes in attitudes, values, and emotions. Learning media must also be able to provide a pleasant experience and meet the needs of students. Learning is a system that has various constituent components. In learning, there are components of objectives, materials, strategies, tools, and media, as well as an evaluation component. The position of learning media is not only as a tool in teaching but as an integral part of the learning process. Media has a significant function in learning because the media supports the success of learning. If sifted through, the media is not only a channel for messages that humans must fully control but can also replace the teacher's task of presenting subject matter. With optimal use of media, learning can take place and obtain maximum results.

From the chart above, it is clear that the ease of the teaching and learning process in achieving learning objectives also depends on the design of the media as an integral part. So that there is a conducive interaction between teachers, students, and the media students, errors in choosing media will interfere with the achievement of instructional goals. In the learning process, materials, teachers, strategies and media, and students become a joint series that influence each other according to their position (Nurdyansyah, 2019: 55). The teacher is located as a message distributor, and students are positioned as the recipient of the message. At the same time, the media is situated as an intermediary in learning. However, the proper media selection is strongly influenced by the teacher's strategies, approaches, methods, and learning formats. Collaboration between subject matter, techniques, students, and teachers is an essential requirement in the application of learning media (Nurdyansyah, 2019: 56).

The purpose of media selection is the selection or sorting of teaching materials that will be used as needed. After understanding the meaning of good media selection, then next is how to choose media that follows the theme of the material to be studied so that learning goes according to expectations. According (Wahyuni, 2018: 6), In the selection, we must pay attention to several factors such as funds, subject matter, students, and media types. Media selection criteria have several principles, namely, efficient, relevant, and productive (Wahyuni, 2018). The preparation that teachers must do is to prepare everything in advance, especially the media. How vital the media in learning to achieve learning objectives is. With the media, students can better understand a learning material that is difficult to understand. When the teacher makes media, he must be able to choose media suitable for the material so efficient learning can be carried out. Teachers can understand the media selection criteria suitability, difficulty level, cost, availability, and technical quality.

After knowing several factors and criteria in choosing media, a tip emerges for choosing media according to the characteristics and standards: adjusting the type of media with curriculum material, affordability of financing, hardware availability; availability of learning media in the market; ease of using teaching media. The ASSURE learning design model, was proposed by Sharon E. Smaldino, James D. Russel, Robert Heinich, and Michael Moloenda (2005). This learning model was developed to create effective and efficient learning activities, especially those using media and technology. The ASSURE model focuses more on planning lessons to be used in actual classroom learning situations. This learning system design model looks more straightforward than other learning system design models. In developing the ASSURE learning system design model, Smaldino, Russel, Heinich, and Molenda based their thoughts on the views of Robert M. Gagne (1985) about learning events or "Events of Instruction" (Nurdyansyah, 2019: 156).

According to Gagne, effective learning design must start from efforts that can trigger or motivate someone to learn. This step needs to be followed by a systematic learning process, assessment of learning outcomes, and providing continuous feedback on the achievement of learning outcomes.

Essential steps that need to be taken in the ASSURE learning system design model include several activities, namely: (a) Analyze student characteristics/analyze learners, (b) Set learning objectives/state objectives, (c) Choose media, learning methods, and teaching materials/select methods, media, and materials, (d) Utilize teaching materials/utilize materials, (e) Involve students in learning activities/require learners participation, and (d) Evaluate and revise learning programs/evaluate and revise.

The term video comes from the Latin word vidi or visum, which means seeing or having a vision. Video provides an exciting and live way of conveying information. Video is the most meaningful media compared to other media such as graphics, audio, etc. The use of video in interactive multimedia will provide a new experience. According (Pribadi, 2019: 135), Video media is classified as audiovisual media that can display elements of messages and information through images and sounds that are delivered simultaneously. The term Explainer video consists of two words: explainer and video. Explainer comes from the phrase explanation, which has the meaning of explanation. In contrast, video is a media that combines aspects of audio and video aspects. Explainer videos explained something that was done quickly and efficiently so that anyone who listened could understand it (Puspita, 2017: 31).

Explainer videos were learning media in the form of audiovisuals containing simple descriptions of learning materials so students could easily understand them. Explainer videos can present material in the form of two-dimensional animations that attract students to learn (Puspita, 2017). An Explainer video is a short video of about 1-2 minutes or more that serves as an explanation of a new product and was intended to answer basic consumer questions. There are many benefits for producers or companies to use their promotional Explainer videos to say something.

Compassion is a feeling of pity in which one's heart is thrilled when the other party is affected by suffering. Hence, the intention arises to help eliminate or alleviate the suffering. One example given previously is the sacrifice of a Bodhisattva who sacrifices his body to save a tigress, and her cubs is a Bodhisattva's Compassionate nature who always wants to ease the suffering of others. Karuna has the heart of a mother whose thoughts, words, and actions are always eager to get rid of trouble from her child. Compassion keeps equanimity from falling into indifference and keeps it from selfish and lazy isolation. One should give up good speech to anyone and not say bad things (Boddhi, 2010). The form of address can show one's Affection for others. Affection will condition a person to behave well and politely. One acts not based on hatred and ignorance, so develop loving-kindness towards all beings (Maurice Walshe, 2009). As a practicing person, you must understand ethics in socializing, so there is no division.

Literature review

Video is an electronic media that combines audio and visual technology to create something dynamic and exciting. With the existence of these two components, it is expected that students can receive, master, and remember learning messages. In addition to this information, Friendha Yuanta conducted a similar study in 2019 with the theme of developing video media in social science learning, and it proved successful (Yuanta, 2020). This research is evidenced by the increase in the average score of 90.75%, and it can be concluded that the students have met the specified KKM score. Thus the Development of social studies learning video media is declared to be effectively used in the social studies learning process in class IV in the research conducted by Friendha Yuanta.

Methods

This research is research and Development (R&D). Research and Development (R&D) is a research methodology used to manufacture specific products and test their effectiveness of these products (Sugiyono, 2019b). The steps used in this research, precisely the RandD type of research "Research and testing to create a non-existent product," adopt the theory developed by (Sugiyono, 2019a: 48). The steps are shown in the following image.

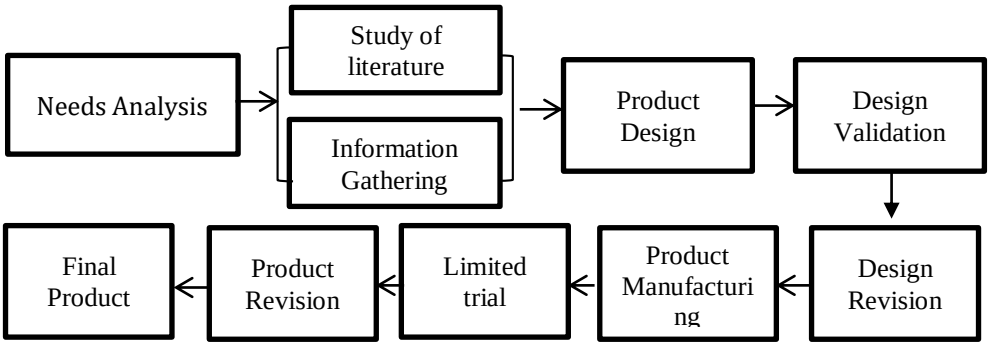

Figure 1. R and D research steps (Source: Sugiyono, 2019a: 45)

Based on the picture in the picture above, the description is as follows:

1) Potential is anything that has added value when used. The problem is the mismatch between expectations and what happens. Alternative solutions in case of deviations or problems.

2) Researching literature and collecting data or information is the stage of collecting various information that can be used as material for planning a product designed to solve a problem that arises.

3) Product design is a product design that will mainly be made and adapted to the possibilities and problems.
4) Design validation is a processing activity for evaluating product design designs.
5) Design Review is a step taken to review the structure and product design use. Next is to refine and maximize the procedure to become a tested product.
6) Product creation is an implementation step or assembling material on learning media.
7) Constraint testing is a step to obtain information on whether the new work system is more efficient than the old one.
8) Product review is a step taken to verify the use of the product.
9) The final product is a finished product that is ready to use, tested, proven effective, efficient, and suitable for mass production. This step includes reporting the results of product development.

Participants

In this research and development, the population and sample act as informants. Sugiyono, 2019a: 132-133 explained that for research and Development, the type of research and testing for the Development of existing products" includes different populations and samples or informants. This research and development variable supports learning videos with explanatory animations on the Affection material in the family in grade 2 elementary school. The object of this research is the Development of Buddhist educational materials, especially materials for Affection for the second-grade family in elementary school. The possibilities and problems formulated by the researcher based on the information obtained are as follows. The advancement of technology among children is increasing.

Instruments

The steps of collecting data and information in this study consisted of conducting observations, interviews, and literature studies from various sources. The first step the researcher took was to make observations. Observation is a data collection technique carried out by observing various biological and psychological aspects of human behavior.

Data analysis

Further Development of media can be combined into innovative learning media to make it easier for students to learn Buddhist Education (PAB) subjects. Not many Buddhist Education (PAB) teachers in Elementary Schools (SD) use learning media.

Data analysis was obtained from expert tests, calculated using descriptive analysis of percentage scale intervals. The steps to find the percentage interval value are as follows:

1) Highest percentage score: (5:5) X 100% = 100%
2) Lowest percentage value: (1:5) X 100% = 20%
3) Range of percentage values: highest percentage-lowest percentage value 100% - 20% = 80%

The class interval can be determined using the following formula.

$$I = \frac{R}{\text{Number of Interval Classes}}$$

(Source: (Hadi, 2012))

Information :

I = Interval

R = Measurement Distance

$$I = \frac{R}{\text{Number of Interval Classes}}$$

$$I = \frac{75\%}{4}$$

$$I = 18{,}75\%$$

Then the results of the data obtained will be interpreted in the following table.

Table 1 Criteria for Descriptive Interval Scale Percentage

Category	Percentage	Qualification
4	81,25% – 100%	Very Worthy
3	62,5% – 81,24%	Worthy
2	43,75% - 62,49%	Not feasible
1	25% - 43,74%	Very Inappropriate

(Source: Hadi, 2012: 12).

Information:

1) If the results obtained have a percentage value of 81.25% - 100%, the learning media is classified as a very feasible qualification.
2) The learning media is classified as a proper qualification if the results obtained have a percentage value of 62.5% - 81.24%.
3) If the results obtained have a percentage value of 43.75% - 62.49%, the learning media is classified as an inappropriate qualification.
4) If the results obtained have a percentage value of 25% - 43.74%, the learning media is classified as a very inappropriate qualification.

The success indicator of this development research is said to be successful if the validation results obtained different results between the ranges between 85%<score 100%, 69%<score≤ 84% or 53%<score 68% or on the criteria "Very Good, "Good" and "Enough".

Results

Pre-implementation activities through testing at research sites or up to mass production or general socialization, researchers first validate product designs, both media feasibility tests and linguistic concepts in learning media. Expert validation aims to obtain data and responses that follow the developed press. The data obtained is used as input to perfect and perfect the developed product.

Media Expert Validation

At the time of media expert validation, the researcher asked for the help of experts in the field of media development. Based on the results of media expert validation, researchers obtained evaluation data for the design of learning multimedia products. The evaluation results of the communication expert were calculated based on the predictors from the product validation observation questionnaire. The results of the analysis are as follows.

Table 2. Recapitulation of Indicators in Media Expert Validation Assessment

No	Indicator	X
1	Software Engineering	4,0
2	Technical Quality	3,4
Amount		7,4
Avarage		3,7

Source: Researcher Calculation Results with Ms. Excel, 2021

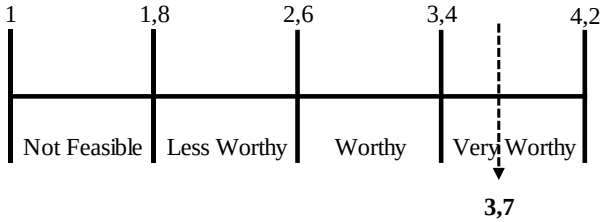

Figure 2. Rating Scale Recapitulation of Indicators in Media Validation Assessment

Table 1 shows that the average value of the indicator recapitulation results in media validation is 3.7 (3.7:5x100=74%) and is in the "high" category. Thus, it can be concluded that the feasibility obtained based on the proof of media experts, namely the explainer video-based learning media on the Loving-Kindness in the Family material, is highly feasible.

Material Expert Validation

In the validation process of media experts, researchers asked for assistance from experts in the field of Buddhist Education materials. Based on the results of material expert validation, researchers have obtained data on assessing material concepts in the learning media that have been created. The content experts' assessment results are calculated based on each indicator in the observation questionnaire on material validation. The results of the calculation analysis are as follows.

Table 3. Overall Function Indicator Recapitulation

Material Validation Recapitulation		
No.	**Indicator**	**X**
1	Learning Design	3,6
2	Overall Function	4,0
Amount		7,6
Avarage		3,8

Source: Researcher Calculation Results with Ms. Excel, 2021

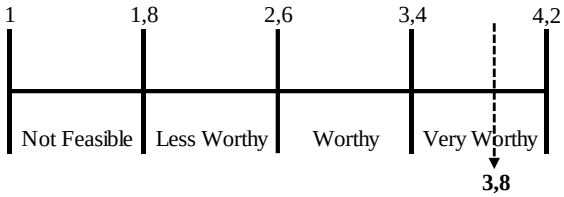

Figure 3. Rating Scale Overall Function Indicator Recapitulation

Table 2 shows that the average value of the recapitulation indicators on material validation is 3.8 (3.8:4x100=95%) and is in the "very high" category. Thus, it can be concluded that the feasibility obtained based on the validation of the material experts, namely the explainer video-based learning media on the material of Affection in the family, is very high.

Linguist Validation

In the validation process, the researcher asked for the help of experts in the field of Indonesian grammar. Based on the results of the validation of linguists, esearchers have obtained data about using sound and polite language in learning media. The assessment results of the linguists' assessment are calculated based on the predictors in the observation questionnaire on language validation. The results of the calculation analysis are as follows.

Table 4. Recapitulation of Indicators of Conformity and Compliance with Language Rules

Material Validation Recapitulation		
No.	**Indicator**	**X**
1	Simplicity & Conformity of Language Rules	3,6

Source: Results of Researcher's Calculations with Ms. Excel, 2021

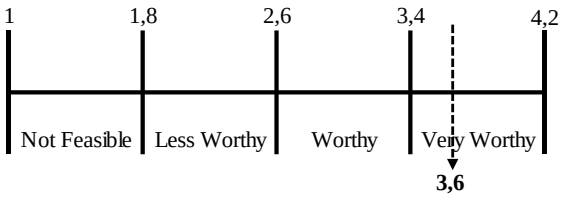

Figure 3. Rating Scale Recapitulation of indicators of simplicity and conformity with language rules

Table 3 shows that the average value of the indicator recapitulation results in language validation is 3.6 (3.6:4x100=90%) and is in the "very high" category. Thus, it can be concluded that the feasibility obtained based on the validation of linguists, namely the explainer video-based learning media on the material of Affection in the family, is very high.

Usability Test

The usefulness test gives students a particular trial, namely, a set of pretest and posttest questions. The questions the students have answered will then be totaled, and then the value will be analyzed using a paired sample t-test with the help of SPSS.25.0 software to determine the difference in student learning outcomes when given treatment using video learning media. This interactive. The proposed hypothesis is:

Ho : There is no difference in student learning outcomes before and after using explainer video-based learning media on the material on Affection in the Family at Bodhisattva Elementary School.
Ha : There is a difference in student learning outcomes before and after using explainer video-based learning media on the material on Affection in the Family at Bodhisattva Elementary School.

Determination of the decision of the hypothesis in the paired sample t-test (paired sample t-test) in making a decision, the researcher uses the assumptions developed by author:

Based on the significance value,
If the significance value > 0.05, then H0 is accepted.
If the significance value < 0.05, then H0 is rejected.
Based on t count and t table
If tcount ttable or -tcount -ttable, then H0 is accepted.
If tcount > ttable or -tcount < -ttable then H0 is rejected.
The paired sample t-test can be seen in the following table.

Table 5. Paired Sample Statistics Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	69,17	12	17,299	4,994
	posttest	98,33	12	3,892	1,124

Source: Research Calculation Results with SPSS 25.0, 2021

Table 6. Paired Sample Correlations Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretetst & posttest	12	-,158	,625

Source: Research Calculation Results with SPSS 25.0, 2021

Table 7. Paired Sample 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	pretetst - posttest	-29,167	18,320	5,288	-40,806	-17,527	-5,515	11 ,000

Source: Research Calculation Results with SPSS 25.0, 2021

Based on the calculation results of SPSS 25.0, it can be seen that the mean value has differences and increases. Namely, the posttest (98.33) is greater than the pretest (69.17). The test results show the correlations value of -0.158 or -0.158x100% = -15.8%. While the significance value of 0.000 means 0.000 <0.05, then H0 is rejected. Meanwhile, judging from the t-count value of -5.515, it means -t-count (-5.515) < -t table (-2.201) then H0 is rejected. Thus, it can be concluded that there is a difference after the treatment, so it can be stated that "there is a difference in student learning outcomes before and after using explainer video-based learning media on Affection in the Family in Elementary School."

The following process is to determine the qualification of media usefulness, namely using the calculation (N-gain). The analysis is as follows.

$$g = \frac{posttest\ score - pretest\ score}{\text{maximum possible score} - \text{pretest score}}$$

$$g = \frac{118-83}{120-83} = 0{,}94$$

The calculation results are interpreted using the gain index (g) and shown in the following table.

Table 8. Normalized Gain Index Value

Normalized gain index	Classification
(g) > 0,70	High
0,30 < (g) > 0,70	Currently
(g) < 0,30	Low

(Source: authors document)

Based on these classifications can be explained.

1) If the normalized gain value is in a high classification, the learning media used has a very effective usefulness value.
2) If the normalized gain value is in the medium classification, the learning media used has an effective usefulness value.
3) If the normalized gain value is in the low classification, then the learning media used has a less effective usefulness value.

Thus, it can be seen that the calculated gain value from the special test is 0.94. The value of 0.94 is in the normalized gain index value (g) > 0.70 and is in the high classification. So it can be concluded that this explainer video-based learning media fulfills the effective value and usefulness value to improve student learning outcomes.

Discussion

The results of the recapitulation of the three media tests can be obtained with the result that the average value is 3.6 which can be categorized as very feasible when used in learning. So that the operational test of implementing animated explainer videos in elementary schools with respondents being students obtained very good and proper ratings. The usefulness test is carried out by giving special tests to students, namely giving a set of pretest and posttest questions. The questions that have been answered by the students will then be totaled, then the value will be analyzed using a paired sample t-test with the help of SPSS.25.0 software to find out the level of difference in student learning outcomes when given treatment using video learning media this interactive.

The test results show a correlation value of -0.158 or -0.158x100% = -15.8%. Meanwhile, a significance value of 0.000 means 0.000 <0.05, so H0 is rejected. Thus it can be concluded that there are differences after the treatment so that it can be stated that "there are differences in student learning outcomes before and after using explainer video-based learning media on the material Family Love in Elementary Schools". The value of 0.94 is at the normalized gain index value (g) > 0.70 and in the high classification. So that it can be concluded that this explainer video-based learning media really fulfills the effective value and usefulness value to improve student learning outcomes.

Conclusion

Based on the results of the research and development discussion on explainer video-based learning media on family affection in elementary schools, the Development of interactive video-based learning media on family affection in elementary schools is structured based on the following product development steps: a) technical preparation; b) collection of preliminary study data; c) analysis of data findings in the preliminary study.

The implementation study includes: a) analysis of development needs covering hardware requirements, software requirements, making media designs, making competency designs; b) media design design includes equipment and materials, program indicators, product design designs (making material designs, making outlines of material content), making media program material description formats, making flowcharts, writing storyboards; c) making media designs including making backgrounds, making explainer video-based learning media.

The results of this research and Development are in the form of an explainer video-based learning media product for family affection. Based on internal tests by media, material, and language experts, it was found that the analysis of 5 assessment indicators revealed that the developed media had been declared to meet the eligibility standards. So overall, the media has passed the validation test with an average rating in the qualifications and obtained a score of 3.7 with a percentage of 92.5% in the very feasible category. Thus, it is declared feasible to be developed or applied in the elementary school where this research was conducted, because it has met several supporting criteria, including software engineering and technical quality on media indicators, suitability of learning design and overall function in material indicators, as well as straightforwardness and conformity with the language rules on the language indicators.

Acknowledgements

The researcher would like to thank the Principal of Bodhisattva Elementary School in Bandar Lampung City, and to all Bodhisattva Elementary School Teachers in Bandar Lampung City and students. Do not forget to all parties who have helped complete this research.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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