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# DEVELOPMENT OF LEARNING VIDEO MEDIA ON FINANCIAL SERVICES INSTITUTION MATERIALS TO IMPROVE STUDENT LEARNING OUTCOMES

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**Abstract:**

The purpose of this study was to analyze the feasibility of video learning media, its effectiveness in improving student learning outcomes, and its practicality. This type of research is Research and Development (R&D). The 4D development model was used and implemented only up to the Develop stage. The trial design used was a One-Group Pretest-Posttest design. The research subjects were 36 students from grade X-5 and a team of experts. This research was conducted at SMAN 21 Surabaya. The validation results for the material aspect were 85%, the presentation aspect 87%, the design aspect 84%, and the graphics aspect 83%; thus, the video learning media was declared very feasible for use. The average student learning outcome after treatment with video learning media increased by 34, and the N-Gain test yielded an average of 0.84; thus, the video learning media was declared effective in improving student learning outcomes in the high category. The results of the practicality questionnaire showed an average of 96%, indicating that the video learning media was very practical to use. The results of the study indicate that learning video media is very feasible, effective in improving student learning outcomes, and very practical to use.

**Keywords:** learning video media, feasibility, effectiveness, practicality, learning outcomes

## INTRODUCTION

Learning media is a tool teachers use to deliver learning materials to students (Puspitarini & Hanif, 2019). Creating learning media is very easy. Various software for creating learning media is available, including software for creating e-books, learning videos, learning applications, and many others (Hingide et al., 2021). Given the ease of creating various learning media, it is highly recommended that every teacher use a variety of them to prevent students from feeling bored during learning activities. However, some schools still use less varied learning media (Asih et al., 2023).

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Based on observations conducted by researchers at SMAN 21 Surabaya, it was found that the learning media used by economics teachers during learning activities consisted solely of PowerPoint presentations filled with text. Using less varied learning media can make students feel bored during learning activities (Pubian & Herpratiwi, 2022). Students who feel bored will not be interested in paying attention to the teacher delivering the learning material. This is evidenced by students in grade 10 who are always playing with their cellphones, talking with their classmates, and sleeping when they feel bored during learning activities. These conditions will make it difficult for students to understand the learning material presented by the teacher.

According to Safitri & Setyawan (2020), students who do not understand the learning material cannot achieve the Learning Objective Achievement Criteria (KKTP). The Learning Objective Achievement Criteria (KKTP) that students in economics must achieve is 80. Based on the results of the Daily Test (UH) on the material on financial services institutions for class X, 54% of students in one class cannot meet the Learning Objective Achievement Criteria (KKTP). Learning outcomes that do not achieve the Learning Objective Achievement Criteria (KKTP) are a problem that needs to be solved.

One solution to improve student learning outcomes is to develop learning media. The learning media to be developed is a video. Learning video media is an audio-visual medium that can present images and sound simultaneously (Fadillah & Bilda, 2019). Learning video media is one of the learning media that can improve student learning outcomes. This is supported by the results of previous research conducted by Restiani et al. (2022), which found that video-based learning media can improve students' economics learning outcomes. The results of research conducted by Sari et al. (2022) also stated that the use of learning video media can improve students' economics learning outcomes.

The material used in the learning video media is financial services institutions. This material comprises several subtopics: banks, the non-bank financial industry, capital markets, and the Financial Services Authority (OJK). The researchers chose financial services institutions because, in this material, a significant number of students' learning outcomes did not meet the Learning Objective Achievement Criteria (KKTP), with 54% in one class.

Research on the development of instructional video media for financial services institutions was previously conducted by Astuti (2022). The study found that instructional

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video media can improve student learning outcomes. However, the video media only contained learning materials. Learning video media lacks features that keep students focused on the learning material.

Therefore, in this study, a quiz feature will be added to the learning video media. Quiz scores will serve as student assignment grades, ensuring students remain focused on the learning material as they strive to achieve the highest possible quiz or assignment score. This quiz feature represents a novelty compared to previous research.

Based on the problems explained, researchers are interested in conducting a study titled "Development of Learning Video Media on Financial Services Institution Materials to Improve Student Learning Outcomes". The formulation of the problem in this study is: 1) How is the feasibility of learning video media on the material of financial services institutions that will be used as a learning medium for economics for students of SMAN 21 Surabaya?; 2) How is the effectiveness of learning video media on the material of financial services institutions in improving the learning outcomes of students of SMAN 21 Surabaya?; 3) How is the practicality of learning video media on the material of financial services institutions that will be used as a learning medium for economics for students of SMAN 21 Surabaya?. Therefore, the purpose of this study is to analyze the feasibility of using video media for learning, its effectiveness in improving student learning outcomes, and its practicality.

## RESEARCH METHOD

This research falls under the category of research and development (R&D). According to Sumarni & Dwitiyanti (2022), Research and development is research aimed at producing a product and testing its effectiveness. In addition to testing effectiveness, this research and development will also test the feasibility and practicality of the learning video media.

The development model used in this research is the 4D model. According to Thiagarajan et al. (1974), The 4D model consists of four stages: Define, Design, Develop, and Disseminate. However, this study was only conducted up to the Develop stage. This was due to time constraints and because the research objectives had been achieved at the Develop stage.

The trial design used was a one-group pretest-posttest. The One Group Pretest-Posttest design is a trial design conducted on a single group (Siregar et al., 2024). First, students were given a pretest to determine learning outcomes before being given treatment. Next,

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students were given treatment using a learning video. Then, students were given a posttest to assess learning outcomes after treatment.

The research subject selection technique uses purposive sampling, which involves selecting subjects based on specific criteria (Ba'e, 2022). The subjects of this study were 36 students from grades X-5 and a team of experts. The expert team consisted of one material expert and one design and graphics expert. The experts were lecturers from Surabaya State University. This research was conducted at SMAN 21 Surabaya from October to November 2025.

The data collection instruments used were: 1) The expert team review sheet was used to obtain input from the expert team regarding the developed learning video media; 2) The expert team validation sheet was used to determine the feasibility of the learning video media. The measurement scale used was the Likert scale with an assessment score of 1-5; 3) Pretest-posttest questions were used to determine the effectiveness of the learning video media in improving student learning outcomes; 4) The practicality questionnaire was used to determine the practicality of the learning video media. The measurement scale used was the Guttman scale with the answer options "yes" or "no".

The data analysis techniques used were qualitative descriptive analysis and quantitative descriptive analysis. Qualitative descriptive analysis was used to analyze the expert team's review sheet. Quantitative descriptive analysis was used to analyze the expert team's validation sheet, pretest-posttest results, and the practicality questionnaire.

Data from the expert team's review sheet were summarized in sentence form and used as a reference for researchers to improve the learning video media. Next, data from the expert team's validation sheet was calculated using a formula and categorized as follows:

$$\text{Feasibility percentage} = \frac{number\ of\ scores\ obtained}{maximum\ score} \times 100\%$$

Table 1. Expert validation result categories

| Percentage | Category |
|---|---|
| 0% - 20% | Very Infeasible |
| 21% - 40% | Infeasible |
| 41% - 60% | Moderately Feasible |
| 61% - 80% | Feasible |
| 81% - 100% | Very Feasible |

Source : Ahyar (2016)

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Next, the pretest-posttest questions were first subjected to validity and reliability tests using SPSS software. The validity test was conducted to determine the feasibility of the pretest-posttest questions as a measurement instrument (Sukmana, 2018). The questions can be considered valid if the calculated r value > the r table value. Next, the valid questions were subjected to a reliability test. The reliability test was conducted to determine the consistency of the results from the pretest-posttest questions when used repeatedly as a measurement instrument (Laily & Gunansyah, 2018). The questions can be considered reliable if Cronbach's Alpha is> 0.60 (Mirnawati, 2017). The pretest-posttest questions were valid and reliable and were administered to the students.

Next, the pretest-posttest results were subjected to an N-Gain test to determine the improvement in student learning outcomes before and after the treatment using a learning video (Mahendrani & Sudarmin, 2017). The N-Gain test was calculated using the following formula and categorized as follows:

$$\text{N-Gain} = \frac{posttest\ scores - pretest\ score}{maximum\ score - pretest\ score}$$

Table 2. N-Gain test result category

| Score N-Gain | Category |
|---|---|
| N-Gain > 0,7 | High |
| 0,3 < N-Gain < 0,7 | Medium |
| N-Gain < 0,3 | Low |

Source : Anggraeni et al. (2021)

Next, the practicality questionnaire responses were converted into assessment scores to facilitate analysis. The assessment scores used in the Guttman scale are as follows:

Table 3. Guttman scale assessment score

| Answer | Score |
|---|---|
| Yes | 1 |
| No | 0 |

Source : Hudang (2022)

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Next, the assessment score is calculated using a formula and categorized as follows:

$$\text{Percentage of practicality} = \frac{Total\ scores\ obtained}{Maximum\ score} \times 100\%$$

Table 4. Practicality questionnaire category

| Percentage | Category |
|---|---|
| 0% - 20% | Very Impractical |
| 21% - 40% | Impractical |
| 41% - 60% | Quite Practical |
| 61% - 80% | Practical |
| 81% - 100% | Very Practical |

Source : Ahyar (2016)

## RESULTS AND DISCUSSION

### Results

#### *Define stage*

The define stage consists of several stages. The first stage is the initial analysis. At this stage, the researcher conducted observations at SMAN 21 Surabaya to identify ongoing problems. From these observations, it was found that the learning media used by economics teachers in their learning activities were still limited, namely PowerPoint. According to Pubian & Herpratiwi (2022), the use of less varied learning media can make students feel bored and less inclined to pay attention to the teacher delivering the material. This will result in students being unable to understand the learning material, and their learning outcomes will not meet the Learning Objective Achievement Criteria (KKTP). Based on the results of the Daily Test (UH) for the material on financial services institutions for class X, a large number of students were unable to meet the Learning Objective Achievement Criteria (KKTP), namely, 54% in one class. Learning outcomes that do not meet the Learning Objective Achievement Criteria (KKTP) are a problem that needs to be resolved.

The second stage is student analysis. At this stage, researchers observed students during economics learning activities. When the teacher delivered the material using a less varied learning medium, namely only PowerPoint, students appeared bored and inattentive. Some were busy playing on their phones, talking with friends, and sleeping.

The third stage is task analysis. At this stage, the researcher determines the tasks that

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students must complete. These tasks are multiple-choice quizzes presented in learning media. The fourth stage is concept analysis. At this stage, the researcher determines the concept to be presented in the learning media. The material presented is on financial services institutions. This material covers several subtopics: banks, the non-bank financial sector, capital markets, and the Financial Services Authority (OJK).

The fifth stage is the analysis of learning objectives. At this stage, the researcher determines the learning objectives (TP) that students must achieve. The learning objectives (TP) for the material on financial services institutions are: 1) Students can analyze bank products; 2) Students can analyze non-bank financial industry products; 3) Students can analyze capital market products; 4) Students can identify the duties and authorities of the Financial Services Authority (OJK).

***Design stage***

The design stage consists of several steps. The first stage is test development. At this stage, the researcher developed 28 multiple-choice pretest and posttest questions. The pretest questions were presented via Google Forms, and the posttest questions were presented as a quiz within the learning media. The second stage is media selection. At this stage, the researcher determined the learning media to be developed, namely learning videos.

The third stage is format selection. At this stage, the researcher determines the format of the learning video media, including: 1) The learning video media consists of several parts, namely the title of the material, researcher's personal data, sub-materials, material content, quizzes, and closing; 2) Contains sound, backsound, and animated text and images; 3) Uses a blue background; 4) The text color is made to contrast with the background color so that the text is clearly visible; 5) The final result of the learning video media is in the form of a link.

The fourth stage is the initial design. At this stage, the researcher creates an initial design for the learning video media, as follows:

Figure 1. Display of material title


Figure 2. Researcher data display

Figure 3. Sub material display

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Figure 4. Material display

Figure 5. Quiz view

Figure 6. Last view

***Development stage***

The development phase consists of three stages: expert review, expert validation, and trial. The expert review and validation phase is conducted by a team of experts, including material and design graphics experts. The material experts review and validate the learning video media on the material and presentation aspects. In contrast, the design and graphics experts review and validate the design and graphics aspects.

The first stage was an expert review. The results of the learning video media review indicated that the material used in the learning video media met the material suitability indicators. Next, the results of the presentation aspect review included feedback that the pronunciation of the word "supplier" was unclear, which was revised. Then, the results of the design aspect review included feedback, namely the addition of a quiz title page as a divider between the learning material and the quiz. This has been revised as follows:

Figure 7. View after revision

Next, the results of the graphic review indicate that the graphics in the learning video media are in accordance with the graphic feasibility indicators.

The second stage is expert validation. The results of the learning video media validation

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are as follows:

Table 5. Validation on material aspects

| No. | Indicator | % |
|---|---|---|
| 1. | Scientific truth | 87% |
| 2. | Compliance with applicable national education standards and curriculum | 76% |
| 3. | Conformity with developments in science and technology | 80% |
| 4. | Suitability to context and environment | 80% |
| 5. | Unity between parts of the content of the learning video media | 100% |
| **Average percentage** | | **85%** |

Source : Processed by researchers (2026)

Table 6. Validation on presentation aspects

| No. | Indicator | % |
|---|---|---|
| 1. | The appropriateness of delivering learning video media content according to the students' developmental level age. | 92% |
| 2. | The appropriateness of using appropriate and communicative language according to the level of language proficiency of the students. | 83% |
| **Average percentage** | | **87%** |

Source : Processed by researchers (2026)

Table 7. Validation on design aspects

| No. | Indicator | % |
|---|---|---|
| 1. | Use of illustrations | 90% |
| 2. | Content page design | 82% |
| 3. | Cover page design | 80% |
| **Average percentage** | | **84%** |

Source : Processed by researchers (2026)

Table 8. Validation on graphical aspects

| No. | Indicator | % |
|---|---|---|
| 1. | Readability on various devices | 80% |
| 2. | Ease of distribution to users | 87% |
| **Average percentage** | | **83%** |

Source : Processed by researchers (2026)

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Validation on the material aspect obtained an average percentage of 85%. Therefore, from a material perspective, the learning video media was deemed highly feasible. Furthermore, validation on the presentation aspect obtained an average percentage of 87%. Therefore, from a presentation perspective, the learning video media was deemed highly feasible for use. Next, validation on the design aspect obtained an average percentage of 84%. Therefore, from a design perspective, the learning video media was deemed highly feasible. Then, validation on the graphics aspect obtained an average percentage of 83%. Therefore, from a graphical perspective, the learning video was deemed highly feasible to use. The results of expert validation across several aspects indicate that the learning video media is very feasible for use.

Next, the pretest-posttest questions were subjected to validity and reliability tests. The questions were considered valid if the calculated r value > the r table value (0.374). The validity test results showed that 14 questions were deemed valid. The valid questions were then subjected to a reliability test. The questions were declared reliable because the Cronbach's Alpha value was 0.765 > 0.60. There were 14 questions that were valid and reliable, but only 10 questions were presented as the pretest-posttest questions. The questions represented each learning indicator.

The third stage was the trial. First, students were given a pretest via Google Forms. Next, they were given a treatment consisting of a learning video and posttest questions. The average pretest and posttest scores of students are as follows:

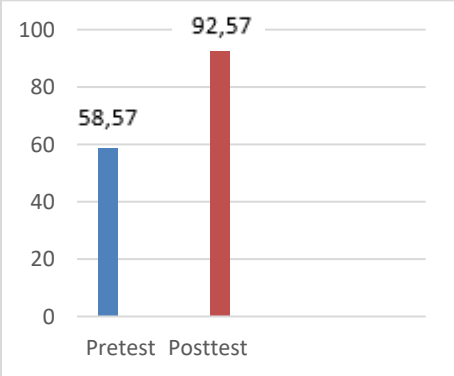


Diagram 1. Average pretest and posttest scores

Source : Processed by researchers (2026)

The average pretest score was 58.57, and the average posttest score was 92.57. This

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indicates a 34 increase in learning outcomes. The pretest-posttest results were then subjected to an N-Gain test. The N-Gain test yielded an average of 0.84, indicating a high level of improvement in learning outcomes.

After testing the use of learning video media and administering pretest-posttest questions, the researchers administered a practicality questionnaire to students. The results of the practicality questionnaire are as follows:

Table 9. Practicality questionnaire results

| No. | Indicator | % |
|---|---|---|
| 1. | Can arouse students' interest and attention | 88% |
| 2. | Technical quality | 98% |
| 3. | Opportunities for relevant practice and participation | 98% |
| 4. | Student understanding | 99% |
| **Average percentage** | | **96%** |

Source : Processed by researchers (2026)

The results of the practicality questionnaire showed an average of 96%, indicating that the learning video media was very practical to use.

**Discussion**

***Feasibility of learning video media***

Validation of the material aspect achieved an average percentage of 85%, thus, from a material aspect, the learning video media was deemed very feasible for use. The material in the learning video media was structured based on the current curriculum, the Merdeka Curriculum. This aligns with the opinion of Riza & Barrulwalidin (2023), who stated that learning materials are structured based on the established curriculum.

Next, validation of the presentation aspect achieved an average percentage of 87%. Therefore, from a presentation perspective, the learning video media was deemed highly feasible to use. The language used in the learning video media was easy to understand. This aligns with the opinion of Kurniasih et al. (2023), who stated that learning videos should use clear, easy-to-understand language.

Furthermore, validation of the design aspect achieved an average percentage of 84%, thus, from a design aspect, the learning video media was declared very feasible for use. The developed learning video media design was attractive. According to Andrasari et al. (2022),

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an attractive design for learning videos can engage students.

Next, validation of the graphics aspect achieved an average percentage of 83%. Thus, from a graphical perspective, the learning video was deemed highly feasible to use. The display of the learning video media was clear. The display of learning video media must be clear to facilitate student learning (Candra et al., 2022).

The expert validation results indicated that the learning video media on financial service institution materials was very feasible for use as an economics learning medium for students at SMAN 21 Surabaya. This aligns with Astuti's (2022) research findings, which show that the Sparkol VideoScribe learning media on financial services institutions received validation scores of 83.34% from material experts, 94% from subject teachers, and 100% from media experts. Therefore, the Sparkol VideoScribe learning media on financial services institutions is considered feasible for use. Thus, learning videos on financial services institutions can be applied in all class X at SMAN 21 Surabaya, thereby diversifying the learning media used.

***The effectiveness of learning video media in improving student learning outcomes***

The average pretest score for students was 58.57 and the average posttest score was 92.57. This indicates a 34 increase in learning outcomes. Furthermore, the pretest-posttest results were subjected to an N-Gain test. The N-Gain test obtained an average of 0.84 > 0.7, so it can be stated that there has been an increase in learning outcomes with a high category. From the pretest-posttest and N-Gain test results, it can be concluded that learning video media on the material on financial services institutions is effective in improving the learning outcomes of students at SMAN 21 Surabaya. This aligns with Aliyyah et al. (2021), who stated that video learning media is one of the learning media with an attractive appearance that can improve student learning outcomes.

The results of this study are also consistent with those of Anjelyna et al. (2023), who found that learning video media can improve student learning outcomes. The average student learning outcome before using learning video media was 63.14, and after using it, increased to 81.42. Thus, the learning outcomes of SMAN 21 Surabaya students regarding the material on financial services institutions can be improved.

***Practicality of learning video media***

The results of the practicality questionnaire showed an average percentage of 96%, indicating that the learning video on financial services institutions was found to be very

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practical as an Economics learning medium for students at SMAN 21 Surabaya. The learning video media is in the form of links that are easy for students to use. In line with the opinion of Batubara & Ariani (2016), the advantage of learning video media is its ease of use in learning activities.

The results of this study align with those of Marsela et al. (2019), who found that animated video media achieved a practicality score of 92.44%, indicating that it is practical as a learning medium. This is also consistent with the results of Restiani et al. (2022), who found that learning video media achieved a practicality score of 88%, indicating that it is a practical learning medium. Thus, this learning video media makes it easier for teachers during learning activities because it is very practical to use, as it includes materials, quizzes, and quiz scores.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

The conclusion of this research is: 1) The results of expert validation state that the learning video media on the material of financial services institutions is very feasible for use as a learning media for economics for students of SMAN 21 Surabaya; 2) From the results of the pretest-posttest and the results of the N Gain test, it can be concluded that the learning video media on the material of financial services institutions is effective in improving the learning outcomes of students of SMAN 21 Surabaya; 3) The results of the practicality questionnaire state that the learning video media on the material of financial services institutions is very practical for use as a learning media for economics for students of SMAN 21 Surabaya. This learning video media contains material, quizzes, and quiz scores.

### Suggestion

This study has several limitations, namely: 1) The material used in the learning video media is only financial services institutions; 2) Researchers only use a comparison of pretest and posttest results and the N-Gain test to analyze the effectiveness of learning video media in improving student learning outcomes; 3) This learning video media is practical to use because it contains material, quizzes and quiz scores at once. However, this learning video media can only be used online.

Based on the limitations of this research, suggestions that can be used for further

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research are: 1) Development of learning video media on other economic materials; 2) Adding a t-test so that the results of calculating the effectiveness of learning video media in improving student learning outcomes are more accurate; 3) Development of more practical learning video media that can be accessed online or offline.

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