

## ABSTRACT

*Maghfiroh, N. S. 2022. Development of Learning Videos with Character Education Nuances for Derivative Materials for Class XI Students during the Covid-19 Pandemic. Thesis, Mathematics Education Study Program, University of Muhammadiyah Semarang. Supervisor I. Venissa Dian Mawarsari, M.Pd., II. Martyana Prihaswati, S.Si., M.Pd.*

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*The development of increasingly sophisticated technology can impact education in teaching and learning. This research is motivated by the problem of student learning outcomes which are still low in derived material with an average value of 67.4, where the score is still less than the KKM, which is 70, learning resources are still lacking, and students assume that derived material is challenging to understand, lack of honest and disciplined character and teachers have not used innovative learning media, through technological developments in mathematics learning a creative learning media is needed, namely animated learning videos with character education nuances. The characteristics developed in the video are a combination of animation with interesting creator content. Some stories and problems include character education. So that a solution was obtained, namely developing learning video media with the nuances of character education of derived material to foster the character of honesty and student discipline. This study aimed to create a learning video media with character education nuances of valid and practical derivative material based on assessing experts, teachers, and students through response or validation questionnaires.*

*The type of research used is development research with the development model used, namely Define, Design, Develop, Disseminate (4D) through the definition stage (Define), the design stage (Design), the development stage (Develop), the dissemination stage (Disseminate). The sampling technique was done by simple random sampling. The small group trial of learning media was 5 students, while the field trial was 35 students and 2 math teachers. The data collection was carried out by observation, documentation, and questionnaires. The results showed that the animated learning video media with character education nuances was valid and could be tested. The validity is proven through the validation test of material and media experts. The final value of the material expert validation results is 3.35 or 84%, with valid criteria covering aspects of learning strategies with a percentage value of 88%, evaluation/practice questions at 84% and concept clarity at 83%, and the final score of the results of media validation was 3.33 or 83% with valid criteria including the percentage of language 85%, audio 83% and functions and benefits 83%. The results of student and teacher responses showed a percentage of 86% with efficient criteria, and the results of teacher responses showed a percentage of 92.71% with efficient criteria. Based on the research on the development of instructional media, it can conclude that the product of instructional video media with the nuances of character education of derived material in mathematics learning is valid and usable, and the audience response is positive. Students or teachers can use the media not only during the learning process but can be used anytime and anywhere. Suggestions that support the use and development of media include: learning video media with character education nuances can be developed on other materials, it is necessary to add practice questions, and learning video media with character education nuances can be displayed and downloaded through youtube.*