

The Use of Video Media in Learning in Class II SDN 002 Kotobaru Kab. Kuantan Singingi

Aulia Bella Marinda¹, Siti Quratul Ain²

^{1,2}Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Indonesia
auliabellamarinda@gmail.com, quratulain@edu.uir.ac.id

Abstract

This study aims to photograph the existing phenomena by analyzing the use of video media in learning in class II SD Negeri 002 KotoBaru Kab. Kuantan Singingi. This research uses a qualitative descriptive research type. The research subjects were class teachers and second grade students at SD Negeri 002 KotoBaru. Data collection techniques in this study using observation, interviews and documentation. The data analysis technique used the Milles and Huberman model, namely qualitative data analysis consisting of data collection, data reduction, data presentation, and drawing conclusions. The results of the study related to the use of video media that were applied in Class II SD Negeri 002 KotoBaru seemed to be able to grow attention and increase the ease of understanding the subject matter. Moreover, the use of video media in lessons received positive responses from teachers and Class II students of SD Negeri 002 Koto Baru, although there were several obstacles faced by teachers. The obstacle experienced by teachers in using video media in learning in class II SD Negeri 002 KotoBaru is that class II teachers are less able to show involvement in the media, not all materials are suitable for using video media because sometimes students have to recognize it directly. The conclusion from the results of the research that has been done is that teacher II at SD Negeri 002 KotoBaru uses video media in the learning process to provide convenience for students in learning materials, although in its use there are still obstacles in the nature of teachers in learning in class II SD Negeri 002 Koto Baru.

Keywords

usage; video media; elementary school



I. Introduction

Learning can be said as a teacher's process to provide guidance to students in the learning process and aims to determine student learning outcomes. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between students and educators and learning resources in a learning environment. At the elementary school level, teachers are required to create creative learning. Teachers must also be able to create a pleasant atmosphere during the learning process. The learning process cannot be separated from the presence of a teacher (Pane and Darwis Dasopang 2017). According to Rusman (2015:21), learning is essentially a process of interaction between teachers and students, both direct and indirect interactions, namely through the use of various learning media. With these differences, learning activities can be carried out using various learning patterns. A good learning media is the one which can adapt various student learning styles in order to achieve the learning goals – one of them is digital flipbook. It is an electronic learning media in which text, audio and visuals are included. Flipbook is one of the classic animations made by a

piece of paper, mostly found in the form of 'thick' book, and each paper aims to describe something – its appearance is designed in some specific ways so that the within objects may move or pop-up when opened (Nafiah in Afwan, B. et al, 2020).

Learning can also be interpreted as an effort to learn by the teacher with stimulation, guidance, direction, and encouragement to students in delivering learning materials and gaining knowledge. Effective learning is learning that can condition students to be motivated to learn, and one way for educators to fulfill these obligations is to use media in learning activities (Ponza et al. 2018:10).

Learning media is a learning resource that is used to convey teacher information to students (Ismi, 2021: 82). Learning media contains information and knowledge, which are generally used in the learning process to be more effective and efficient. In addition, learning media can also make learning activities more interesting and fun so that they can increase students' learning motivation (Pribadi, 2019:13). Of course, this is in line with the opinion of Uno (2012: 114), who states that learning media are all communication tools that can be used to convey information from learning materials to students, which aims to stimulate them to take part in learning activities.

Learning media has its own purpose. According to Astuti et al. (2017: 59), the purpose of learning media is as a learning tool used by teachers to facilitate the learning process, increase efficiency in the learning process, and help increase the concentration of students in the learning process, learning media can help people gain knowledge, skills, or attitudes. Each type of media has its own characteristics to be used in the learning process. Audio media, for example, is very appropriate to be used in understanding a person's ability to hear information and knowledge comprehensively.

According to Djamarah (in Adyatma, et al 2017: 7), the current learning media is very diverse, which is influenced by the development of the times. Several types of learning media can be used in the learning process. The types of learning media are: The media is classified according to its type: auditive media, which can only hear sounds like radio, visual media, which can see images like maps and other images, and audio-visual media, which can see images and hear sounds like video and movies.

Sudjana (in Adyatma, 2017: 7) defines audio-visual media as "media that contains both sound and image elements," such as video, film, and television. Several types of media that can be used in the learning process according to the material to be delivered include graphic media or two-dimensional media such as images, three-dimensional media, projection media, and the environment as learning media. According to Trispiyanti et al. (2018), the use of audio-visual media is very appropriate for teachers to apply in making it easier for a student to understand a material. The level of difficulty in the material varies, making the use of audio-visual media can help clarify a material to be delivered in learning.

According to Sembodo (2015:79), the use of audio-visual media in learning can have a positive impact on students. Students will certainly get a new learning atmosphere. The classroom atmosphere becomes much more interactive, learning becomes interesting, and students become more enthusiastic and more motivated to take part in learning. The use of audio-visual media has a large enough influence on the learning process of a student and student learning outcomes. In the learning process of students, audio-visual media will be able to foster interest and motivation to learn. Besides that, audio-visual media can also improve the level of understanding along with the material of students.

The use of learning media, especially audio-visual media, is very appropriate to be applied in the learning process. Judging from the characteristics of elementary school students themselves, they are happy to play, have high curiosity, happy to work in groups,

and happy with new things around them. Therefore, teachers should develop learning that includes elements, increase student motivation, work or study in groups, and provide opportunities for students to be directly involved in learning.

According to Arsyad (2015: 2), video media used in the teaching and learning process has many benefits and advantages, including video is a substitute for the natural environment and can show objects that normally cannot be seen directly by students, such as material changes in the appearance of the earth, moon, and sun. Videos can describe a process accurately and can be seen repeatedly. Videos also encourage and increase students' motivation to keep paying attention to lessons.

Based on the results of interviews conducted on August 27, 2021 with lower grade teachers, specifically grade II teachers at SDN 002 Koto Baru, grade II teachers stated that teachers had used learning media in delivering learning materials in the classroom. According to the teacher, learning media is very important to use during the learning process. This is because it can motivate students in learning and create curiosity in learning and can create enthusiasm for learning without feeling bored when learning. The type of media used by the teacher is in the form of audio, visual, and audio-visual media. One of the audio-visual media used is video-based learning media taken from YouTube. However, in its application there are problems, such as first, after the teacher displays the video media, there are still some students who do not understand the meaning of the video shown. Second, most of the students were too excited about the video that would be shown, resulting in a noisy classroom atmosphere and the teacher finding it difficult to calm or control students in learning so that learning became less effective.

From the problems described above, this study has a purpose, namely, first, to describe the use of video media in learning in class II SDN 002 Kota Baru. Second, to find out the teacher's obstacles to using video media in class II SDN 002 Kota Baru.

II. Research Method

The research method used is descriptive qualitative. This research was conducted at the 002 Koto Baru State Elementary School, which is located at Jl. General Sudirman Koto Baru, Singingi District, Kuantan Singingi Regency. The sources of data in this study were the principal, a Class II teacher, and three Class II students at SDN 002 Koto Baru.

Data collection techniques used in the form of observation, interviews, and documentation with research instruments are in the form of observation sheets, interview sheets, and document review. The data analysis technique in this study used the Milles and Huberman model with the stages of data reduction, data presentation, and conclusion drawing (Sugiyono 2017). At the data reduction stage, the researcher summarizes the data that they get, such as data from observations, interviews, and documentation. After the data is reduced, the next step is the presentation of the data. In this study, the data is presented in the form of a description. Then the last one is to draw conclusions.

III. Result and Discussion

The results of the study of the implementation of learning using video-based learning media at SD Negeri 002 Koto Baru show that teachers have a great desire to develop an effective and innovative learning medium, so as to stimulate activity, stimulate students' creativity, and improve learning achievement. Kuntaro (2017) revealed that learning is a process of people acquiring knowledge, skills, and attitudes. There are three principles of

learning, namely: a change in behavior, a process that occurs and becomes an experience. Experience is basically the result of interaction between students and their environment.

An appropriate medium is needed to maximize the learning process, one of which is video media. Based on the results of research conducted at SD Negeri 002 Koto Baru, it was found that class II teachers at SD Negeri 002 Koto Baru in the learning process used learning media in the form of video media in the implementation of their learning. However, in the use of video media in learning, class II teachers experience problems. The obstacle experienced by class II teachers, namely class II teachers, is that they are less able to show involvement in media viewing. Not all materials are suitable for using video media because sometimes students have to recognize or understand directly. The following is a more detailed explanation of the results and a discussion of the research that has been carried out.

3.1 Learning with Video Media

Based on the results of this study, the observation of the first meeting with the material sub-theme 1: Living in Harmony at Home, while at the second meeting with the material sub-theme 2: Living in Harmony with Playmates, The results of the teacher's observations in two meetings At the first and second meetings, it appears that the teacher is able to adjust the material to the specified learning objectives. In addition, in learning activities, the teacher has also shown the ability to relate relevant knowledge to real life. Furthermore, the teacher also consistently teaches material with a hierarchy of knowledge systematically (from easy to difficult material).

In general, the use of video media actually affects the learning carried out by the teacher. This is in line with several studies which state that the use of video can support learning carried out by both teachers and prospective teacher students (Sherin & van Es, 2002; Star, Lynch, & Perova, 2011). Nevertheless, several challenges in using technology-based media have also emerged in several studies (Alfaki & Khamis, 2018; Seago, 2003; Zhang, Lundeberg, Koehler, & Eberhardt, 2011). Moreover, related to the use of video, it turns out that there are also obstacles related to the teacher's passivity. Pedagogically, teachers tend to only passively play videos without any further follow-up from the media viewing (Kay, 2012).

With regard to learning activities, the results of observations of second grade students at SD Negeri 002 Koto Baru showed that almost all students seemed to pay attention to the explanations given by the teacher. In addition, it also appears that students are very interested in the video that is shown. This is supported by the results of interviews with Class II students regarding the use of video in learning, where students stated that they agreed that in the learning process the teacher always used learning videos. This is in line with the results of interviews with several students of class II 002 Koto Baru, showing that learning activities using video media can increase students' enthusiasm for participating in learning, focus their attention on the material being taught, and increase students' understanding of the lesson. This is in line with the characteristics of today's millennial generation students, who are indeed easier to learn something with an audio-visual concept. Several studies show that students of the digital generation learn effectively with the help of technology (Keengwe & Georgina, 2013; Monaco & Martin, 2007; Naim, 2014).

3.2 Teacher Obstacles in Using Video Media in Learning

Based on the results of interviews with second grade teachers at SDN 002 Koto Baru, related to the use of video media in learning, there are several obstacles. The obstacle

experienced by the teacher is that not all materials are suitable for using video media because sometimes students have to recognize or understand directly examples of the material being taught. Not only that, related to the video media used, it appears that in the two meetings, the teacher was less able to show involvement in media viewing, although in general, it seemed that the teacher could motivate students to learn by choosing the video media used. In showing the video, the teacher does not give a time lag to give an explanation or deliver the material. This is supported by the absence of student involvement in the video viewing process because the teacher does not provide opportunities for students to ask questions. This is in line with the results of research conducted by Ismawati & Dea Mustika (2021), which states that the ability of teachers is lacking in utilizing available learning support facilities in the form of projectors, laptops, and good electricity. While interesting video media can create a pleasant atmosphere for students in the learning process,

This is also in line with Zhang's opinion, which states that the teacher's constraints in choosing videos are important, especially when analyzing the content of the video, not all of which are related to the material that they really want to convey or, in other words, outside the content (Zhang et al., 2011). However, according to the teacher, the use of video media can focus students' attention more during the lesson, so that it improves their understanding of the lesson. Furthermore, related to the use of video media in the long term, the application of video media in class II learning may not be carried out continuously, because, according to him, it is quite inconvenient because he has to prepare the necessary equipment. Another study stated that teacher challenges related to the use of technology in learning include reluctance to use it due to technical problems (Abbott, 2007; Alfaki & Khamis, 2018; Kebritchi, 2010).

IV. Conclusion

The results of the research related to the use of video media that has been applied in Class II SDN 002 Koto Baru seem to be able to attract attention and increase students' ease in understanding the subject matter. Moreover, through the use of video media, the teacher can also easily convey the subject matter. The use of video media in lessons makes it easier for teachers and second grade students of SDN 002 Koto Baru in the learning process. However, in future implementation, second grade teachers will still consider the use of video media in the learning process because there are still obstacles experienced by teachers in using video media in the learning process. For example, teachers experience problems in finding videos that match the material to be studied as well as technical obstacles that are felt to hinder teachers.

References

- Abbott, C. (2007). *E-inclusion: Learning difficulties and digital technologies* (Vol. 15). Futurelab Bristol.
- Adyatma, Shidarta. Dkk. (2017). *Kompetensi Guru dalam Memanfaatkan Media Pembelajaran Geografi di SMA Kota Banjarmasin*. *Jurnal Pendidikan Geografi*. 4 (5).
- Afwan, B. et al. (2020). *The Development of Digital Flipbook Media Based on the 5 Hours Battle of Kalianda upon High School History Materials*. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 1003-1012.
- Alfaki, I. M., & Khamis, A. H. A. (2018). *Difficulties facing teachers in using interactive whiteboards in their classes*.

- Arsyad, Azhar. 2013. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Astuti, Irni Agustina Dwi. (2017). Pengembangan Media Pembelajaran Fisika Mobile Learning Berbasis Learning. *Jurnal Penelitian dan Pengembangan Pendidikan Fisika*. 3 (1).
- Ismawati, Siska & Dea Mustika. (2021). Validitas Media Video Berbasis Animasi Dalam Pembelajaran Tematik. *Innovative: Research & Learning in Primary Education*, 1 (2). DOI: <https://doi.org/10.31004/innovative.v1i2.2785>
- Ismi, Ivina Nur & Siti Quratul Ain. (2021). Pengembangan Media Pembelajaran Video Animasi Pada Materi Bangun Datar Kelas Iv Sd Negeri 104 Pekanbaru. *Journal of Elementary School (JOES)*, 4 (1). DOI: <https://doi.org/10.31539/joes.v4i1.2261>
- Kay, R. H. (2012). Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, 28(3), 820–831.
- Kebritchi, M. (2010). Factors affecting teachers' adoption of educational computer games: A case study. *British Journal of Educational Technology*, 41(2), 256–270.
- Keengwe, J., & Georgina, D. (2013). Supporting digital natives to learn effectively with technology tools. *International Journal of Information and Communication Technology Education (IJICTE)*, 9(1), 51–59.
- Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi. *Indonesian Language Education and Literature*, 3(1), 99–110.
- Monaco, M., & Martin, M. (2007). The millennial student: A new generation of learners. *Athletic Training Education Journal*, 2(2), 42–46.
- Naim, M. F. (2014). Leveraging social media for Generation Y retention. *European Journal of Business and Management*, 6(23), 173–179.
- Pane, Aprida, and Muhammad Darwis Dasopang. 2017. "Belajar Dan Pembelajaran." *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman* 3(2):333. doi: 10.24952/fitrah.v3i2.945.
- Ponza, Putu Jefry.dkk. 2018. Pengembangan Media Video Animasi pada Pembelajaran Siswa kelas IV di Sekolah Dasar. Vol 3 No 1
- Pribadi, Benny A. (2019). *Media dan Teknologi dalam Pembelajaran*. Jakarta: Prenadamedia Group
- Rusman, 2013, *Model-model pembelajaran*, Jakarta: Grafindo Persada.
- Seago, N. (2003). Using video as an object of inquiry for mathematics teaching and learning. In *Using video in teacher education* (pp. 259–286). Emerald Group Publishing Limited.
- Sembodo, Pugh Ario. (2015). Pemanfaatan media audio visual pada pembelajaran seni music di SMP Negeri 5 Batang: Analisis Proses dan Hasil Belajar. *Fakultas Bahasa dan Seni: Universitas Negeri Semarang*.
- Sherin, M., & van Es, E. (2002). Using video to support teachers' ability to interpret classroom interactions. *Society for Information Technology & Teacher Education International Conference*, 2532–2536. Association for the Advancement of Computing in Education (AACE).
- Star, J. R., Lynch, K. H., & Perova, N. (2011). Using video to improve mathematics' teachers' abilities to attend to classroom features: A replication study.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Zhang, M., Lundeberg, M., Koehler, M. J., & Eberhardt, J. (2011). Understanding affordances and challenges of three types of videos for teacher professional development. *Teaching and Teacher Education*, 27(2), 454–462. <https://doi.org/10.1016/j.tate.2010.09.015>.