Implementation Video Based Learning Media For Class V Primary School

Muarafa Nur Afif

Master of Education in Social Studies, Jember University,
Jember Regency, Indonesia
muarafa14@gmail.com

Abstract: The implementation of learning uses the media this video in a qualitative , quantitative , and deskriptifl .Data collection by means of observation , interview , chief and tests .The result of this method analyzed in deksriptif qualitative .While chief and tests analyzed both quantitatively the use of media video subjects social class especially the history of not maximum .This lack of facilities and infrastructure that support , also the factor of non technically of teachers own that are not yet ready in a division of time and way pengoprasiannya .From the chief and interview , students are very satisfied with learning uses the media video , these things students can add variation learning that not monotonic .Also this amount of increase , this can be seen the high number of students who got the above kkm the average value of 80 of 23 children .Students was also more active in learning , this is proven by the 4 children bold forward to presented the answer to peKeywords learning, media: video, history, implementation

Keywords; Learning, Primary School, SDN 1 Demung, Video

1. INTRODUCTION

The use of technology in the education sector can make it easier for educators to interact with students. The use of technology also increases accessibility, quality and efficiency during learning. So that it helps students to maximize their abilities during learning [1]. This convenience allows the learning process to take place optimally. Educators are also able to provide explanations regarding the material being taught easily to students.

Learning is the process of giving meaning to students as part of their experience [2]. According to other experts, learning comes from the word instruction, which means learning comes from educators who teach [3]. Learning design is a systematic procedure for developing education and training programs in a reliable and consistent manner [4].

The development of various learning media is taking place very quickly along with increasingly rapid technological advances [5]. The development of video use is one of them. Originated media from the word Latin, which is from the word medium, which means something Which located in the middle between two parties or a device. According to Sadiman, media is something that can send messages so that it can stimulate students' feelings, thoughts, attention and interest so that the learning process occurs [6]. Oemar Hamalik differentiates the meaning of media into two, namely narrow and broad. in a narrow sense, teaching media includes media that are effective in a planned teaching process, while in a broad sense media includes all complex electronic devices and simple tools made by teachers such as visits outside the school [7]. Learning media is one of the intermediaries for channeling information from teachers to students so that students are triggered to take part in learning activities [6]. It could also be said that media can make it easier for students to receive the information provided by educators.

Learning media in Latin means intermediary or introduction. This can be defined as an intermediary or messenger with the recipient of the message. Several figures define what learning media is. According to Umamah learning media is anything that can be used in order to channel messages from the sender to the recipient of the message, so that there is stimulation of students' thoughts, feelings, attention, requests and attention until the teaching and learning process occurs [8]. According to Smaldino et.al said media is advice in communicating and a source of information which refers to everything that can carry information from the sender to the recipient [9].

Some of the opinions of the figures above can be concluded that learning media is something that acts as an intermediary between educators/teachers and students so that students are stimulated and find it easier in the learning process without making direct contact.

Several effective ways to design good learning media. Among other things.

(1) the media is designed simply so that it is clear and easy for students to understand;

(2) media should be designed according to the subject matter to be taught;

(3) the media is designed not to be too complicated and not to make students confused;

(4) media should be designed with materials that are simple and easy to obtain, but do not reduce the meaning and function of the media itself;

(5) media can be designed in the form of models, pictures, structured charts, etc., but with materials that are cheap and easy to obtain so that it does not make it difficult for teachers to design the media in question [10].

Degeng states that the function of media in learning is that media enables students to learn.

(1). Observing past objects/events visually;

(2). Observing objects/events that are difficult to visit directly due to remote, dangerous positions and prohibited zones;

(3). Observe objects that are too big or small;

(4). Sounds that are difficult to hear directly;

(5). Observe animals that are difficult to observe;

(6). Observing events that are rare or dangerous to approach;

(7). Observing easily damaged objects such as artifacts;

(8). It is easy to see the size, nature or shape of an object;

(9). Shows quickly a slow process;

(10). Showing the slow movement of something that is a fast process;

(11). Observing the movement of objects that are difficult to observe directly;

(12). Shows hidden parts of an object;

(13). Can present long series of observations such as the apparent annual movement of the sun;

(14). Reach a large number of targets;

(15). Learning according to students' interests [11].

Another opinion, according to Sadiman, in general, educational media has several uses as follows:

(1) Clarify the presentation of information or messages so that they are not too verbalistic (in the form of written or spoken words);

(2) Overcoming limitations of space, time and sensory power, for example: a large temple can be replaced with pictures, films, and so on;

(3) The use of various educational media during the learning process is able to increase students' active attitudes and can motivate students to learn; and

(4) Considering the characteristics, environment and experiences of students, various educational media can be used as tools for teachers. This is thanks to the same educational media, the same learning experience, and providing the same stimulus to students [10].

From the opinion above, learning media is one of the keys to success in learning. Starting from being able to overcome the lack of experience of educators, being able to go beyond the boundaries of the classroom, allowing direct interaction between students and the environment, uniformity of observation, instilling concrete, correct and realistic basic concepts, arousing new interests, providing motivation, and providing practical experience. comprehensive.

In order to obtain improved learning outcomes, it is necessary to use appropriate media. The use of media aims to help educators be able to convey material more easily to students [12]. The use of media in making presentations can help students to obtain visualizations so they can understand the content of the material [13]. The use of media aims to facilitate the learning process, increase effectiveness and efficiency, maintain relevance between material and learning objectives, help students to focus during learning, sharpen the delivery of messages and information so as to improve learning outcomes, increase students' interest in learning, overcome limited space, time and senses, and provide learning experiences related to events occurring around you without having to leave the classroom [14].

Efforts to study the learning process, especially Social Sciences (IPS), are still being developed. Social Sciences itself, from the perspective of students, is a rote, difficult and boring lesson. This is certainly a serious problem for educators to be able to overcome this. Various efforts have been made by experts so that this assumption at least fades or even disappears. The government is actively increasing understanding of social studies learning content for educators. This also requires students to increase the portion of practice regarding understanding the content of the material.

On the other hand, there are still many students who are lazy to read. In fact, the key to success in understanding the content of social studies learning, especially history, is reading. This is where the teacher's job is to think about how to cultivate a culture of literacy.

Success in learning is usually measured by the level of understanding and mastery of the material by students. At SD Negeri 1 Demung, social studies, especially history, is less popular. This is due to the monotony of the discussion, the large number of sources that must be read, the extensive material, and the tendency to use memorization methods. As well as history lessons, studying events or incidents in the past that both teachers and students have never experienced. Also monotonous learning using direct methods where students are only learning objects. Undestaring and psychological students is very important on educational aspect [15]. Also, each student has different abilities to grasp the material provided by the teacher.

In everyday life, video media is certainly not something new. The term video comes from Latinlook orview which means to see or have the power of sight. According to Munir, video is a technology that can record, capture, process and store and can reconstruct a sequence of still images and present them into scenes [9]. According to video, it is media that can display sound and images. The message conveyed must be factual or fictitious, it can be educational, informative and instructional [16]. According to other experts, video is a tool that can present and explain complex information which can

save time and influence attitudes [17]. Learning video media is media that can display images and sound simultaneously [18].

The opinions of the figures above can be concluded that video media is a set of components or audio-visual media that displays images and sounds that contain information, explain, process and explain complex concepts and can influence attitudes. In today's life, the culture of watching videos has certainly become a common activity for all groups. Both old and young. In the beginning, videos were only for people who had a large income, but thanks to the development of technology, even middle and lower class people can watch them on television, computers or cellphones.

The implementation of video media on material on important factors that caused colonialism in Indonesia and efforts to maintain independence is one of the innovations in order to increase student activity and understanding. With this technology, monotonous learning, passive students, lack of variety in learning will be somewhat solved. This video-based learning media is designed by taking into account various aspects that influence learning success, optimizing the mental and physical potential of students during the teaching and learning process. And can increase the speed of thinking in understanding the material.

2. METHOD

This research uses qualitative research methods by collecting data through direct interviews and surveys. The steps of this research include an introduction and literature regarding social studies learning at SDN (Elemntary School) 1 Demung. Second, video-based social studies learning. Third, examine the effectiveness of video media in social studies subjects, especially history, grade V elementary school. Data processing and analysis uses quantitative methods by comparing students' results, activity and interest when using direct methods and through the use of video media. The Quantitative Method itself is the measurement of quantitative data and objective statistics with scientific calculations from sample results that are asked to answer survey questions to determine the presentation of their responses [19].

3. FINDINGS AND DISCUSSION

The results of the research show that teachers desire to develop and improve creative, innovative technology-based learning to improve student achievement. Increasing learning using video media has several obstacles including; teachers lack mastery of video media technology, lack of time in creating video-based learning media.

Social studies learning, especially history, at SD 1 Demung is still not optimal. This is because there is only one LCD which is currently damaged, teachers are still fixated on textbooks using direct methods or lectures, students are less enthusiastic due to a lack of innovation, also the content of the material is boring so students hope for innovation and creation to make learning better. interesting.

Learning outcomes include: 1) Intellectual skills, namely students' ability to pay attention to concepts of the surrounding environment. These skills relate to knowing how to carry out activities. Intellectual abilities include: (a) being able to differentiate, namely the ability of students to distinguish between objects or symbols; (b) ability to define concepts; (c) abilities related to rules, such as being able to obey the rules at school; (d) high level abilities which are a combination of previous skills to solve problems. 2) Cognitive strategies, namely special skills that are very important, which enable students to learn and determine things independently. Cognitive strategies for managing learning styles are most suitable for students. 3) Verbal information, namely learning outcomes related to verbal knowledge of information, both information in general and information or knowledge obtained at school. 4) Motor skills, namely the ability to move well, for example the ability to draw an object, and 5) Attitude, the ability to accept or reject a situation based on an assessment of an object [20].

This development research was carried out in several steps, namely; 1) Learning uses direct methods; 2) Question and answer session; 3) learning using video media combined with direct methods; 4) question and answer session; 5) survey of students.

On the first question Learning using Video Effective? 24 students answered in the affirmative. In the second question, 24 students answered agreeing that video media was more effective than the lecture method. In the third question, 24 students answered agreeing that video media was more enjoyable than the lecture method. In the fourth question, 22 students answered that they agreed to continue using video media, while 2 students answered that they were doubtful.

The results of learning using direct methods or lectures, at first the students paid close attention, but gradually boredom was clearly visible on their faces. Then, the question and answer session continued. Students are less interactive in asking questions, they tend to be confused about what has just been said. Next, learning continues using video media and a little explanation. As a result, during the question and answer session, most students were able to answer well even though they were embarrassed to explain their answers in front of the class. It took a little encouragement to get the students to move forward until finally there were four students who were willing to present their answers in front of the class.

The survey above shows that students' interest in video learning media is very large. Learning using videos is very effective, this is proven by the yes answers from all students. In the next survey, students answered whether video learning was enjoyable or not. The effectiveness of video media over lectures also shows that video learning media is preferred over direct learning or lectures. When asked whether they wanted to use video media or not, almost all students answered yes except for two students who answered in doubt. When asked why students found learning using video media so enjoyable and effective, the students answered that the lecture method

was too boring. By using videos, students get a little feel of what happens in the lesson being discussed.

When finished using video media, it was continued with a question and answer session andpre test. Resultspre test namely, only five children scored below the KKM (70). Some students even got perfect scores on the test. The average score from the test is also above the KKM. The results of the survey and test above show that video media is effective in class V learning. Video media also makes students more attractive, creative and innovative and eliminates students' boredom towards social studies lessons, especially history.

The results above are in accordance with the factors that influence learning outcomes, namely: a) factors originating from within the student and b) factors originating from outside the student. Factors that originate from within students are in the form of psychological aspects, namely: 1) students' intelligence level, 2) students' attitudes, 3) students' creativity, 4) students' interests, and 5) students' motivation. Factors that come from outside students are aspects of the social environment and non-social environment, such as aspects of friends, while non-social environmental aspects of school buildings, learning tools, homes, etc [20].

Other experts argue that 1). Internal factors include physiological factors and psychological (mental) factors. Internal factors include: (a) talent; talent is an innate ability which is potential that still needs to be developed or trained (b) Interest, interest in learning is a feeling of preference and interest in a thing or activity without anyone telling you (c) motivation, motivation is a series of efforts to prepare the conditions -certain conditions, so that someone wants and wants to do something. (d) how to learn, how to learn is an individual student's behavior which is more specifically related to the efforts that are or are usually made by students to acquire knowledge. These external factors include the school environment, family environment and community environment. (a) school environmental factors, school environmental factors are factors related to the way teachers teach in the classroom, supporting facilities, school environmental conditions and so on. (b) family environmental factors, family factors are factors that are influenced by students' family conditions such as the way parents educate them, social and economic conditions. (c) community environmental factors, community factors are factors related to the environment around the student. A good environment will have a good impact on student learning outcomes. On the other hand, an unfavorable environment will have a negative impact on student learning outcomes [21].

Based on the expert opinion above regarding factors that influence learning outcomes, video media is able to improve learning outcomes through motivation and learning methods. With creative media, students are able to increase learning motivation and improve monotonous learning methods example lectures.

The test results show suitability for the function of learning media. Learning media functions to help educators be able to convey material more easily to students [12]. The use of media in making presentations can help students to obtain visualizations in order to understand the content of the material [13]. The use of media aims to facilitate the learning process, increase effectiveness and efficiency, maintain relevance between the material and learning objectives, help students to focus during learning, sharpen the delivery of messages and information so as to improve learning outcomes, increase students' interest in learning, overcome limitations of space, time and senses, and provide learning experiences related to events occurring around them without having to leave the classroom [14].

4. CONLUSION

Implementation of video media for social studies lessons, especially history for class V elementary schools. What can be concluded is as follows. The use of learning media in class V social studies subjects at SDN 1 Demung Situbondo is still not optimal. This is caused by several factors, including the lack of supporting facilities and infrastructure, the time and skills of educators in developing video-based learning media, and also educators who are still fixated on direct learning methods or lectures.

The survey conducted regarding learning using video-based media was very satisfying. Almost all students welcomed the use of video media because this media can increase student learning activity and prevent boring history learning. The test results also show that student achievement has improved rapidly and the level of student understanding has also increased. This is proven by the students who dare to reveal their answers in front of the class. So learning using video media is highly recommended as innovation and creation while learning is taking place.

5. ACKNOWLEDGMENT

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