

Analysis of the use of video media on the learning interest of BI Class Students in Elementary School Teacher Education at the Universitas Terbuka

Cicilia Clara Devi Anggraini^{1*}

^{1*}Universitas Terbuka, Indonesia

cicilia.anggraini@ecampus.ut.ac.id

DOI: <https://doi.org/10.21107/Widyagogik/v10i1.17408>

Received September 26, 2022; October 14, 2022; Accepted October 29, 2022

Abstract

This study aims to analyze the use of video media on the learning interest of elementary school teacher education students. The population used in this study were all students of the BI Service Center class at the Universitas Terbuka Purwodadi-Grobogan Campus 1 Pancasila Vocational School for the 2022.2 academic year. Meanwhile, the sample in this study were some students of the BI Service Center class at the Universitas Terbuka Purwodadi-Grobogan Campus 1 Pancasila Vocational School for the 2022.2 academic year. Data collection techniques used were interviews, observation, documentation, and literature study. The data analysis techniques used in this study are data reduction, data presentation, and drawing conclusions. The results of the analysis show that there is a significant increase in student learning interest when learning activities use video media. This research can be used as input material in developing innovative learning media according to student characteristics.

Keywords – Learning Media; Video Media; Interest in Learning.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

In the era of the 21st century, as now advances in technology are developing very rapidly. With the advancement of increasingly sophisticated technology requires us to be literate in technology. Like it or not, we have to keep up with these developments by increasing our capabilities in using technology. If this is not balanced, then we will be left behind if we do not keep up with existing technological developments because we currently live in the digital era. According to Hadi (2017: 96), technology does not only have a bad influence on our lives. Technology is also quite a good influence on our lives. One of the good influences of technology in life is in the field of education. Technology has brought quite significant changes to the field of education in Indonesia, one of which is that education in Indonesia is currently utilizing multimedia in delivering learning material (Hadi, 2017).

In the current era of technology, it requires tutors as educators to be able to convey learning material using more varied and innovative learning media. However, the reality on the ground shows that learning using old methods, such as lectures, is still found. The use of the old method can hinder student creativity because students are only silent during learning and only wait for instructions from the tutor, so this can result in low learning outcomes for students (Abdullah, Saputra, & Listyarini, 2021). In addition, the use of the old method also results in a lack of students' ability to understand the material, as well as low learning motivation possessed by students (Hadi, 2017). This is in stark contrast to the current curriculum because tutors have not used instructional media that can encourage students to be directly involved in the learning process. Meanwhile, the current curriculum emphasizes students to be actively involved in the learning process. The problems that occur are mostly influenced by factors that not all tutors can take advantage of existing technological developments to serve as learning media (Hadi, 2017).

To be able to overcome the student problems above, what can be done by tutors is to develop more innovative learning media, such as learning video

media. According to Listyarini (2021: 123) states that audiovisual media developed in the teaching and learning process can train students to have the ability to ask and listen. Based on the research that has been done, it shows that learning activities that use audiovisual media are enough to activate students in class, and the interactions that occur in the classroom are also quite good. Thus, it can be said that the use of audiovisual or video media is very effective in helping the implementation of the learning process because it can foster student interest in learning, so that the quality of learning becomes better in accordance with the objectives to be achieved.

Based on the description above, the authors are interested in conducting research related to the role of video media in increasing interest in learning for BI class students at the Service Center of the Universitas Terbuka Purwodadi-Grobogan Campus 1 of SMK Pancasila. The purpose of this study is to analyze the use of video media on the learning interest of elementary school teacher education students, so that it can be used as input in developing innovative learning media according to the characteristics of students.

2. Method

The method used in this study uses a qualitative descriptive approach so that the data that has been obtained by the researcher can be described in detail and clearly on the problems discussed according to the facts found in the object being studied. This research was carried out at the Purwodadi Universitas Terbuka Service Center-Grobogan Campus 1 Pancasila Vocational School on October 14-22 2022. The population used in this study were all BI class students at the Purwodadi Universitas Terbuka Service Center-Grobogan Campus 1 Pancasila Vocational School for the academic year 2022.2 consisting of of 30 students. Meanwhile, the sample in this study were some of the BI class students at the Service Center of the Universitas Terbuka Purwodadi-Grobogan Campus 1 of SMK Pancasila in the academic year 2022.2. Data collection techniques used are interviews, observation, documentation, and literature study. The data analysis

techniques used in this research are data reduction, data presentation, and conclusion drawing.

3. Result and Discussion

Use of Video Media in Learning in BI Classes Service Center Universitas Terbuka Purwodadi-Grobogan Campus 1 SMK Pancasila

Based on the results of interviews conducted with the BI homeroom at the Service Center of the Universitas Terbuka Purwodadi-Grobogan Campus 1 of SMK Pancasila, the use of video media was chosen because video media was felt to increase students' interest and motivation in learning. Video media is useful to provide convenience for tutors in delivering learning materials. By using video media, students are not easily bored in following the learning process. It is different if the tutor uses the lecture method in delivering material, students will feel bored so they do not pay attention to the material presented.

The learning process using video media is carried out by tutors in the BI class at the Purwodadi-Grobogan Universitas Terbuka Service Center Campus 1 SMK Pancasila starting with the tutor explaining the material to be studied to students. Then the tutor conducts questions and answers about what attitudes must be taken to maintain cleanliness at home. After that, it was continued by playing videos related to maintaining cleanliness at home. The tutor asks BI class students to observe and pay attention to the video that is being shown. After the video is shown, the tutor continues the learning activities by asking students to rewrite the important information conveyed in the video that has been shown. After that, the tutor asked one of the students to come to the front of the class and convey the results of his work.

Based on the results of observations, learning activities carried out using video media in the BI class regarding the material for maintaining cleanliness at home can be said to have been effective. Students play an active role in the learning process. Students also dare to come to the front of the class to convey the results of their work. After watching the video shown by the tutor, students

can understand very well what attitudes must be taken to maintain cleanliness at home. this is evidenced by the student's answers when asked to rewrite the important information conveyed in the video that has been shown.

Supporting and Inhibiting Factors in the Use of Video Media in BI Class Service Center Purwodadi Universitas Terbuka-Grobogan Campus 1 SMK Pancasila

The results of the data obtained from research conducted in the BI class at the Universitas Terbuka Service Center Purwodadi-Grobogan Campus 1 SMK Pancasila obtained the fact that there are several supporting factors and inhibiting factors in the use of video media in the learning process. The supporting factors and inhibiting factors are as follows:

a. Supporting factors

1. Class BI tutors are able to operate video media well.
2. The video media used can make it easier for students to understand the material delivered by the tutor.
3. Video media consists of sound and images so as to clarify the material presented.

b. Obstacle factor

1. LCD Projectors provided by schools are still limited so not all classes have LCD Projector facilities.
2. Unforeseen problems such as power outages and short circuits.
3. The use of video media requires a relatively long time to broadcast, so tutors must be able to adjust the time allocation according to teaching hours.

Analysis and Discussion

Learning is a process of interaction that occurs between students, educators, and the learning environment to achieve the desired goals. In the learning process there are several factors that influence each other. Factors in learning are educators, students, learning media, learning methods, learning objectives, learning resources and facilities and infrastructure (Hadi, 2017). Success in the learning process cannot be separated from learning media as a supporting tool in conveying information (Febriani, 2017). The use of learning media can be one of the factors that can create more effective learning

conditions, for that tutors are expected to be able to use and apply learning media in the learning process (Trispiyanti, DH, & Widyaningrum, 2018).

Based on the research that has been done, there are several problems found in the learning process, namely students do not play an active role in the learning process because the tutor explains the material using the lecture method so that the learning process is centered on the tutor. Therefore, it is important to use learning media as a tool in conveying material so that students can more easily understand the material presented. The selection of learning media should be adjusted to student needs, learning objectives, learning materials, and learning methods (Hadi, 2017). Along with technological developments, currently the types of learning media that can be used by tutors vary widely. One of the learning media that can be used is video media. Video media is a type of audiovisual media so that this media can be seen using the sense of sight and can be heard using auditory media (Hadi, 2017). Video media is considered effective as a learning medium because students can see and feel how an event occurs so that it becomes easier for students to understand the concept of the material presented.

The effectiveness of using video media is based on two theories, namely the theory of Edgar Dale and the theory of Brunner (Hadi, 2017). Edgar Dale's theory is known as the cone of experience. In the experience cone, video is in the middle because it consists of audio and visuals. Thus, video is considered better than sound media and image media. In Brunner's theory, there are three groups of learning modes, namely direct experience (enactive), image experience (iconic), and abstract experience (symbolic). Of the three groups of learning modes in Brunner's theory, video media belongs to direct experience so that video media is considered effective in increasing student learning interest.

4. Conclusion

Based on the results of the research that has been done it can be concluded that:

1. Learning conducted in the BI Service Center class at the Universitas Terbuka Purwodadi-Grobogan Campus 1 Pancasila Vocational School

using video media can increase student interest in learning so that students become more active in the learning process.

2. Learning using video media in the BI Service Center class at the Universitas Terbuka Purwodadi-Grobogan Campus 1 Pancasila Vocational School has a significant effect on student learning outcomes.
3. Learning in the BI Service Center class at the Universitas Terbuka Purwodadi-Grobogan Campus 1 Pancasila Vocational School using video media can increase students' understanding of the material presented..

From the results of the research conducted, the researcher has several suggestions that can improve the learning process and have a positive impact, namely:

1. Tutors are expected to be able to understand the character of each student so that the media used in the learning process can be adapted to the needs of students.
2. In the learning process, tutors are expected to be able to choose and use the right learning media so that students can play an active role and more easily understand the material presented.
3. Principals should always supervise and improve supporting facilities in the learning process.

References

- Abdullah, K., Saputra, H. J., & Listyarini, I. (2021). Analisis Media Pembelajaran Audiovisual Terhadap Minat Belajar IPA Siswa Kelas V di SDN 02 Ngawensari Kecamatan Ringinarum Kabupaten Kendal. *Dwjaloka*, 122-127.
- Ardiansah, F. (2019). Pengaruh Penggunaan Media Video Terhadap Minat dan Hasil Belajar Siswa Kelas XI Pada Pelajaran PAI di SMA YPI Tunas Bangsa Palembang. *JKTP (Jurnal Kajian Teknologi Pendidikan)*, 1-8.

- Elpira, N., & Ghufro, A. (2015). Pengaruh Penggunaan Media Powerpoint Terhadap Minat dan Hasil Belajar IPA Siswa Kelas IV SD. *Jurnal Inovasi Teknologi Pendidikan*, 94-104.
- Febriani, C. (2017). Pengaruh Media Video terhadap Motivasi Belajar dan Hasil Belajar Kognitif Pembelajaran IPA Kelas V Sekolah Dasar. *Jurnal Prima Edukasia*, 11-21.
- Hadi, S. (2017, Mei 1). Efektivitas Penggunaan Video Sebagai Media Pembelajaran Untuk Siswa Sekolah Dasar. *Prosiding TEP & PDs*, pp. 96-102.
- Kateno, A., Susanto, H., & Laksana, S. D. (2017). Efektifitas Penggunaan Media Video Pembelajaran Pada Pembelajaran Akhlak Terhadap Minat Belajar dan Prestasi Santri Kelas II dan III Madrasah Diniyah Miftahun Najah Josari Jetis Ponorogo Tahun Pelajaran 2016/2017. *Journal on Islamic Education*, 1-10.
- Khairani, M., Sutisna, & Suyanto, S. (2019). Studi Meta Analisis Pengaruh Video Pembelajaran Terhadap Hasil Belajar Peserta Didik. *Jurnal Biolokus*, 158-166.
- Ningrum, K. D. (2018). Upaya Meningkatkan Mint Belajar Siswa Melalui Penggunaan Media Audio Visual pada Siswa Kelas V di SDN Manggarai 09 Pagi Jakarta Selatan. *Jurnal Nasional Pendidikan Dasar*, 307-313.
- Paggara, H., & Idrus, N. A. (2018). Pengaruh Penggunaan Video Pembelajaran IPA Terhadap Minat Belajar Siswa Kelas III SD Inpres Lanraki 2 Kecamatan Tamalanrea Kota Makassar. *Jurnal Publikasi Pendidikan*, 30-40.
- Rahmayanti, A. (2019). Pengaruh Model Pembelajaran Discovery Learning dengan Menggunakan Media Video Terhadap Hasil Belajar Siswa . *Jurnal Pendidikan*, 59-62.
- Sunami, M. A., & Aslam. (2021). Pengaruh Penggunaan Media Pembelajaran Video Animasi Berbasis Zoom Meeting Terhadap Minat dan Hasil Belajar IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, 1940-1945.
- Tambunan, R. (2019). Pengaruh Penggunaan Video Pembelajaran dan Minat Belajar Terhadap Hasil Belajar IPA. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 127-134.
- Trispiyanti, D., DH, D. P., & Widyaningrum, A. (2018, Mei 1). Analisis Penggunaan Media Audiovisual dalam Pembelajaran Tematik Siswa Kelas V SD Negeri Sendangmulyo 02 Kota Semarang. *Prosiding Seminar Nasional*, pp. 211-218.

-
- Viviantini, Rede, A., & Saehana, S. (2015). Pengaruh Media Video Pembelajaran Terhadap Minat dan Hasil Belajar IPA Siswa Kelas VI SDN 6 Kayumalue Ngapa. *Jurnal Sains dan Teknologi Tadulako*, 66-71.
- Wisada, P. D., Sudarma, I. K., & Yuda S, A. W. (2019). Pengembangan Media Video Pembelajaran Berorientasi Pendidikan Karakter. *Journal of Education Technology*, 140-146.
- Yunita, D., & Wijayanti, A. (2017). Pengaruh Media Video Pembelajaran Terhadap Hasil Belajar IPA ditinjau Dari Keaktifan Siswa. *SOSIOHUMANIORA (Jurnal LP3M)*, 153-160.