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The Effect of Creating Learning Videos by Teachers with Language Development on Distance Learning in the Pandemic Period at Kindergarten B Ananda Islamic School Jakarta



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Abstrak

COVID-19 masih melanda Indonesia hingga saat ini. Hal ini membuat pembelajaran yang tadinya sistem tatap muka harus diubah menjadi pendidikan jarak jauh. Guru dituntut memiliki kompetensi untuk membuat media pembelajaran jarak jauh yang menyenangkan bagi siswa agar tujuan pembelajaran yang diharapkan dapat tercapai salah satunya dengan pembuatan video pembelajaran. Penelitian ini bertujuan untuk menganalisis penggunaan media video animasi pada anak usia dini. Jenis penelitian ini menggunakan pendekatan penelitian kuantitatif dengan metode survei deskriptif. Sampel dalam penelitian ini adalah 28 siswa yang mendapat stimulasi media video animasi dari 3 guru di sekolah tersebut. Penelitian ini menggunakan Metode Quasi Experiment. Pengujian hipotesis menggunakan uji-t sebelumnya berupa uji prasyarat analisis normalitas dan homogenitas varians. Hasil penelitian ini adalah nilai $0,000 < 0,05$, sehingga terdapat perbedaan rata-rata antara hasil belajar pre-test dan post-test yang artinya ada pengaruh penggunaan strategi pembelajaran tutor sebaya dalam meningkatkan hasil belajar.

Abstract

COVID-19, which is still hitting Indonesia today, has made learning that was previously a face-to-face system to be changed to distance education. Teachers are required to have the competence to make distance learning media that is fun for students so that the expected learning objectives can be achieved, one of them is by making learning videos. This study aimed at analyzing the use of animated video media in early childhood. This research used a quantitative research approach with a descriptive survey method. The samples were 28 students who received animation video media stimulation from three teachers at the school. This research used Quasi Experiment Method. Hypothesis testing used the previous t-test in the form of prerequisite tests for normality analysis and homogeneity of variance. The study result indicated the value of $0.000 < 0.05$, so there was an average difference between the pretest and posttest learning outcomes, which means that there was an effect of using peer tutor learning strategies in improving learning outcomes.



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INTRODUCTION

One of the impacts of the spread of Covid-19 for education policy in Indonesia is the implementation of distance learning (PJJ). To run PJJ or learning from home optimally and make it easier for teachers in the teaching and learning process, teachers must keep up with the times, bring up breakthroughs that have begun to utilize computer networks and the internet in the learning process which is often referred to as e-learning or electronic learning. E-learning is learning that in its implementation uses media or electronic device assistance services in the form of audio, video, computer equipment, or a combination of the three (Munir, 2013). According to Thome, online learning is learning that utilizes multimedia technology, video, virtual classes, animated online text, voice messages, email, telephone conferences, and online video streaming (Kuntarto, 2017). Online learning can be interpreted as learning that in its implementation uses the internet, intranet, and extranet networks or computers that are directly connected and global in scope (broad).

In learning, PAUD teachers are required to be able to use technology and the internet to improve the performance and activities of students in everyday life. With the change in learning from face-to-face to online learning, it is certainly not easy for the PAUD level. It is following what is expected in education in the 4.0 industrial revolution era, namely the internet and technology literate generation. One of the learning media by utilizing technology in online learning in PAUD is video learning. Video is one of the audio-visual learning media. Learning media will help the effectiveness of the learning process in delivering messages and lesson content. Audio-visual media is a combination of visual media with audio media, media that have image elements and sound elements. One of the audio-visual media is a learning video (Syafi'i, Sa'diyah, Wakhidah, & Umah, 2020). Through this media, children will be shown animations, pictures, and audiovisuals which will greatly help children in focusing on learning, and teachers are also more confident in conveying information. The attractive thing is that the use of audio, visual, and animation provides visual and audio learning options rather than audio alone.

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Therefore, teachers are required to have competence in making fun learning videos for students to achieve the expected learning objectives.

YouTube has more than one billion users who make up almost a third of all internet users (David, Mariam, & Stefi, 2017). YouTube is a social media platform that contains various kinds of videos so that they can be viewed by anyone and anywhere with an internet connection. YouTube has freedom of duration, and all uploaded videos do not cost/free just by having a Google account connected to YouTube (Tutiasri, Laminto, & Nazri, 2020). YouTube can also be accessed from various groups ranging from adults to early childhood. Video media makes it easy for students to have fun learning (A. C. Dewi, 2018; Fitria, 2018; Lukman et al., 2019). Utilizing technology in education makes the learning process more enjoyable (Agustika, 2020; N. L. P. A. Dewi, Jampel, & Tegeh, 2017).

Based on the regulation of the minister of education and culture of the Republic of Indonesia Number 137 of 2014 article 1 paragraph 2, namely: Standards for Achievement Levels of Early Childhood Development, hereinafter referred to as STPPA, are criteria regarding the abilities achieved by children in all aspects of development and growth, including aspects of religious and moral values, physical -motor, cognitive, language, social-emotional, and art. Thus, in these regulations, there are six aspects of child development that are very important to be developed from an early age, one of which is the language aspect. Language is a tool to convey ideas to others. There are four forms of language, namely: 1) Listening, 2) Talking, 3) Reading, and 4) Writing. Language skills are different from speaking skills. Language is a grammatical system that is semantic (grammar and sentences), while speaking is an expression in the form of words, language is receptive (understood and accepted) and expressive (stated). Examples of receptive language are listening and reading the information, while expressive language is speaking and writing information to be communicated to others.

In this digital era, like it or not, teachers will face students who were born and developed in this digital age, and therefore a teacher must have broad and high technological knowledge or literacy (Sole and Anggraeni, 2018). Several competencies must be possessed by a teacher, one of which is pedagogic

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competence. This competency is very important because it understands students, which includes psychological development. Meanwhile, learning that educates students includes implementing learning, designing learning, and assessing learning outcomes (Widyaningrum, Sondari, and Mulyati, 2019). Based on the Law of the Republic of Indonesia Number 14 of 2015 concerning teachers and lecturers Chapter IV Teachers part one article 10 paragraph 1 explains that teacher competence includes pedagogic competence, personality competence, social competence, and professional competence.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning PAUD standards, one of the pedagogic competencies that needs to be mastered and applied by PAUD teachers in the learning process, is the development of information and communication technology (ICT) in learning which is currently developing and Advances in information technology are growing rapidly and have an impact on aspects of education. This ability is what equips teachers to manage learning into interesting and disseminated videos. Educators can facilitate, inspire and increase creativity in making learning videos. The role of learning videos in online learning is significant because they can replace the role of teachers in delivering material according to Basic Competencies that have been adjusted during the pandemic and can also evaluate learning so space barriers can be overcome. Video can summarize many events in a long time more shortly and is accompanied by images and sounds that can be repeated in the process of use (Gusliati et al., 2019).

Based on this, this study aimed at determining how much influence the learning video media has in language development for Kindergarten B Ananda Islamic School Jakarta.

METHODS

The researchers used this type of quasi-experimental research (Quasi Experiment). Quasi Experiment aimed to determine the difference between two variables or more groups that are the subject of research. This research was conducted in the even semester of the 2021/2022 Academic Year from July to

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January 2022 at TK B Ananda Islamic School. The dependent variable is a variable that is affected or is the result of an independent variable (Sugiyono, 2015: 61). The design used in this research was the Pretest Posttest Control Group Design. The design of this research is that the research sample will be divided into two class groups, namely the experimental class group (TK B Owl) and the control class group (TK B Flamingo). In this study, the experimental group used instructional video media, worksheets, and video calls, while the control group used instructional media such as worksheets and video calls. The experimental class group will be treated using learning video media with material recognizing the alphabet, numbers and connecting simple words. The control class group was not treated using instructional video media, but the usual learning carried out by the teacher was using worksheets and video calls with the main material knowing the alphabet, numbers, and connecting simple words. Both groups were given a pretest (T1) before the treatment. It was given using the questions that had been made. The pretest was used to determine the initial ability of students to give a test before starting learning. After treatment, both groups were given a posttest (T2) to determine student achievement. According to Arikunto (2010:173), "Population is the whole subject of research". (Arikunto, 2010:174) the sample is part or representative of the population being studied. In this study, the population in question was all students of TK B Ananda Islamic School, totaling 28 students. In this study, the data collection techniques used documentation and test techniques, then the instrument used was a student learning ability test. The results of the trial instrument used in this study are as follows. Item Validity Test and the results of the item validity test of 10 items for the experimental and control groups. Instrument Reliability Test Performed with the help of the Statistical Program Series (SPSS-1998) software, the edition of Sutrisno Hadi and Yuni Pamardinarsih.

Analysis requirement was done before testing the hypothesis. Test requirements analysis includes normality test and homogeneity test. The distribution normality test was used to test the extent to which the data used in the study are normally distributed or not.

RESULTS AND DISCUSSION

From the results of the pretest and posttest to determine the learning achievement of TK B Ananda Islamic School students for the Academic Year 2021/2022, for TK B Owl and TK B Flamingo classes, the following data were obtained:

Table 1. Pretest and Posttest Results for Owl & Flamingo Class

Site	N	Min	Max	Mean	Std. Deviation
Owl Class Pretest	14	24	36	32,43	3,298
Owl Class Posttest	14	52	70	67,14	4,504
Flamingo Class Pretest	14	14	36	28,79	5,162
Flamingo Class Posttest	14	42	50	45,43	2,901
Valid N (listwise)					

The results after the experimental group (TK B Owl) used learning video media, worksheets, and video calls, while the control group (TK B Flamingo) used learning media such as worksheets and video calls as the results of data processing for the pretest obtained an average of 32.43. 36 often appear, with a maximum value of 36 and a minimum of 14. While the posttest results of children after the test by watching using learning videos obtained the results of processing, an average of 67.14 for TK B Owl and 45.43 for TK B Flamingo, with a maximum value of 70 and a minimum of 42. The analysis data set is presented using the SPSS 20 formula.

Table 2. Normality Test Results

Site	Statistic	df	Sig.	Statistic	df	Sig.
Owl Class Pretest	.234	14	.036	.868	14	.040
Owl Class Posttest	.416	14	.000	.527	14	.000
Flamingo Class Pretest	.231	14	.042	.836	14	.014
Flamingo Class Posttest	.206	14	.111	.885	14	.069
Test of Normality		Kolmogorov-Smirnov^a		Shapiro-Wilk		

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The result of the calculation of the normality test was a significant value for the owl class Pretest $0.036 > 0.05$, indicating that the data is normally distributed. Meanwhile, the significant value for the Flamingo class Pretest $0.042 > 0.05$ indicates that the data were normally distributed. The results of the normality and homogeneity test of the data indicated that the data in this study were normally distributed and had homogeneous data variance. Significant value (sig) based on Mean > 0.05 and therefore the data was homogeneous. The value was 0.796 so the data were homogeneous data distribution.

Table 3. Hypothesis Test Results

Site	Mean	N	Std.Deviation	Std.Error Mean
Owl Class Pretest	32.43	14	3.298	.882
Owl Class Posttest	67.14	14	4.504	1.204
Flamingo Class Pretest	28.79	14	5.162	1.308
Flamingo Class Posttest	45.43	14	2.901	.775

Table 3 indicates that there was a difference in the average pretest and posttest learning outcomes. By entering the formula, the calculated data was 23.450 and the t-table was 2.1060. The study results indicated that the independent variable (free), namely the existence of learning video media affected the dependent variable (bound), which affected children's language skills, in fact, the results obtained a significant value (2-tiled) $0.000 < 0.05$ then H_0 was rejected and H_a was accepted. Therefore, H_a was accepted, that there was an influence of H_0 which reads "there was an average difference between pretest and posttest learning outcomes, meaning that there was an effect of using learning video learning strategies in improving children's language skills in Kindergarten B Ananda Islamic School".

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In the experimental class (TK B Owl) which was taught using instructional video media, students were more active in asking parents about the material presented. The number of students who asked questions during video calls to their teachers indicated that learning video media could increase the attractiveness or motivation of learning and student activity. This can be seen in the significant value (2-tiled) $0.000 < 0.05$, there was an average difference between learning outcomes. This was also found by (Kurniawan, 2015) in his article stating that the tendency of student achievement using instructional video media, the results of the Social Studies learning achievement test showed that classes taught with learning video media obtained the lowest score of 11, the highest score of 27, the average a score of 21.22 and a standard deviation of 3.345. The results indicated that the tendency of social studies learning achievement of the group taught using instructional video media was in the very high category. The high trend of learning achievement proves that teaching using learning video media has a positive impact on social studies learning achievement. Learning video media was able to optimize student participation during the learning process. With group discussions in working on student worksheets, it provides benefits for students to work together and exchange ideas with their group friends. The subject matter that has been delivered was concluded at the end of each lesson. This is what caused the tendency of learning achievement in classes taught by learning video media to be classified in the very high category. The learning video media from the pretest results of the experimental class learning achievement (TK B Owl) showed that the class taught by learning video media obtained the highest average score on the posttest of 67.14, the lowest mean pretest score was 32.43 and the deviation standard was 3.298 for the pretest and deviation standard of 4.504 for the posttest. It was seen an increase in the average score. In line with (Andriyani & Suniasih, 2021), each score distribution obtained by the final result provides very good criteria with a percentage of 91.67%. Learning designs are developed sequentially to help one's learning process. Learning video media in terms of learning design has very good criteria because learning video media can motivate students to be active in learning activities and make learning more interesting and meaningful in terms of assessment.

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While in the control class (TK B Flamingo) which used worksheet learning and video calls, students tended to be passive and less responsive to the learning materials delivered during video calls. In line with (Kurniawan, 2015) in learning using conventional learning models, teachers only use verbal learning models about facts or principles, so students tend to be passive and less motivated to respond to the subject matter presented by the teacher. By looking at the average, the average learning video media ($X = 21.22$) was higher than the average conventional learning media ($X = 17.35$). Thus, it can be concluded that there was an effect of learning video media on social studies learning achievement.

In addition, several factors were causing an increase in language skills after the application of instructional video media in the TK B Owl class, namely learning video media that make it easier for children to understand and remember what the teacher is saying. Videos packed with colorful animations inspire children's motivation to listen to learning. It is in line with its goals and functions (Fitria, 2014), audio-visual media in the form of learning videos for the learning process have advantages including (a) it can be used for classical, (b) it can be used instantly, (c) it can be used repeatedly, (d) can present material physically, if unable to speak in class, (e) it can present dangerous objects, (f) it can present objects in detail, (g) it does not require a dark room, (h) it can be set up to slow down and speed up, (I) it can present images and sound. Learning using audio-visual media in the form of video (Fitria, 2014) is related to the senses of sight and hearing so that it can streamline the ability of the child's senses and children to easily capture the material raised in the video. The goal is to develop cognitive and language skills by providing stimulation in the form of moving images and sounds and conveying messages in the form of vocabulary to influence children's attitudes and emotions. The provision of learning videos that have been scheduled by the teacher makes children get learning regularly. This 3-6 minute video screening is packaged about the core of learning activities to support learning achievement that has been planned by the teacher. According to (Fitria, 2014), to obtain success in the learning process using video media, it is recommended to provide a learning experience for students. If you are going to use audio-visual media, the video should be adjusted to the

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material and level of development of students. Parents at home prepare students' conditions before showing the video and the teacher follows up by giving questions to children regarding the video show.

CONCLUSION

Based on the pretest and posttest, it was found that the making of learning videos in language development in distance learning could improve student learning outcomes, especially in improving children's language skills. Learning activities became more interesting, efficient and have a positive impact on children. Therefore, learning video media was feasible to be applied in improving children's language development. In addition, students gave a good response in following the learning process using instructional video media compared to using conventional media. Students were more active and enthusiastic in participating in distance learning. There are several suggestions: it is hoped that teachers can use learning video media more to measure students' knowledge which is closely related to the ability to remember and understand. It is expected that students can use learning video media repeatedly outside the learning process to repeat the material that has been studied. Lastly, hopefully, the school can complete the facilities for teaching materials and training related to the making of learning video media so that the video results are maximized and useful for students.

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