

MEDIA VIDEO-BASED LEARNING USING CHARACTER IN INDONESIAN LANGUAGE LEARNING

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ABSTRACT

This research was conducted to find out the problems because of the development of a conventional learning system with the use of lecture methods accompanied by assignments so that students feel bored and less excited in the learning process. The formulation of the problem in this study is how to use video media in Roro Jongrang material for grade V students at SD Negeri 38 Banda Aceh City. The approach in this study uses qualitative methods with data sources obtained from observation, interviews and documentation. This research was conducted in class V SD Negeri 38 Banda Aceh City with a total of 28 students. The results of the study show that the use of video can increase enthusiasm for learning and students are more understanding in accepting learning. By using video media, it can overcome students' difficulties in understanding Roro Jongrang's teaching material in Indonesian language lessons in class V SD Negeri 38 Banda Aceh City.

Keywords: video media, learning media, lessons Indonesian

1. INTRODUCTION

In terms of the teaching and learning process, a teacher really needs to consider the learning media that will be used in giving material in class. Of course the selection of learning media must be adjusted to the material to be taught and how the process is implemented in the classroom so that it is attractive to students and creates student-centered learning.

Students already have a willingness to learn, so they will be more active and enthusiastic when the teacher explains learning. Conversely, if the teacher presents monotonous learning, the enthusiasm for student learning will also decrease. This will affect the learning outcomes that will be obtained by students.

Learning Indonesian which is one of the compulsory lessons that must be implemented at every level of education including elementary school, (Sujana, 2019). So with learning Indonesian, it is hoped that you will have skills in communicating effectively and in harmony with the ethics that apply in society, both orally and in writing, improve intellectual abilities, social and emotional maturity and have a sense of pride in using Indonesian, (Huda, 2020).

The problem that occurs in the field is that teachers have not fully implemented learning that can improve students' language skills. This happens because teachers have not optimized the existing technology in implementing ICT-based learning (Information and Communication Technologies) or better known as ICT (Information and Communication Technology). Teachers more often apply learning with just a few teaching media such as visual aids and infocus. There are also teachers who often explain learning using the lecture method and giving assignments.

Requires supporting facilities in order to convey the material properly and interestingly so that it can be understood by students. In this era, currently developing technology is very supportive in providing teaching materials to students. There are many choices of technology-based teaching media that can be used in learning but have not been implemented by the teacher.

Teachers need supporting facilities so that they can convey material well and interestingly so that students can understand it. In this era, currently developing technology is very supportive in providing teaching materials to students, (Dewi, 2019). There are many choices of technology-based teaching media that can be used in learning but have not been implemented by the teacher, (Ari Kusumawati & Prima Dewi PF, 2019).

Students will find it difficult to understand the material if it is presented in an abstract way, uses, hears, feels or sees something related to the material. Students only imagine what the teacher conveys through their own thoughts. Teachers must have learning methods and models that prioritize concrete learning experiences, it is necessary to use appropriate learning media and in accordance with teaching media.

2. LITERATURE REVIEW

2.1 Media Videos

Learning media are tools or objects that are used in teaching and learning activities, with the intention of conveying messages (information) learning from sources (teachers or other people) to recipients, in this case students or learning residents in order to achieve learning objectives in an effective and effective way. Efficient, (Rahma, 2019).

Through video media in the form of content or learning materials and content from learning materials that students must be able to accept by using one or a combination of several of their sensory devices. It's even better if all the senses you have are able to receive the content or message you want to convey, (Rohman &

Susilo, 2019). ICT-based media have an influence on learning Indonesian including (1) attracting students' attention, (2) making learning fun, (3) providing convenience in the learning process, (4) providing more knowledge to students, and (5) facilitating communication, (S. Sriadhi, 2019).

2.2 Character as Ettitude

Character is a series of traits that are always admired as a sign of a person's goodness, goodness and moral maturity. Etymologically, the term character comes from the Latin character, which means character, character, psychological traits, character, personality and morals and attitudes, (Sugiyarti et al., 2018). Character is a real and distinct nature shown by individuals, a number of attributes that can be observed in individuals, (Dodi, 2016).

Someone who behaves dishonestly, is cruel or greedy is said to be a person of bad character, while someone who behaves honestly, is helpful is said to be a person of noble character, (Fauziyah, 2020).

Individuals have knowledge of their own potential, which is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love of knowledge, patient, careful, willing to sacrifice, brave, trustworthy, honest, keeps promises, fair, humble, ashamed to make mistakes, forgiving, tender hearted, loyal, hard working, diligent, tenacious/persistent, conscientious, initiative, positive thinking, discipline, anticipatory, initiative, visionary, modest, passionate, dynamic, thrifty/efficient, respects time, dedication/dedicative, self-control, productive, friendly, love of beauty (aesthetic, sporty, steadfast, open, orderly, (Nurdyansyah & Fahyuni, 2016). Individuals also have the awareness to do the best or excel, and individuals are also able to act according to their potential and awareness. Character is the realization of positive development as an individual (intellectual, emotional, social, ethical and behavioral), (Kemdikbud, 2020).

An individual with good or superior character is someone who tries to do the best for God Almighty, himself, others, the environment, nation and state and the international community in general by optimizing his own potential (knowledge) and accompanied by his awareness, emotions and motivation (his feelings), (Annuru et al., 2019).

2.3 Indonesian Language as Character Student.

The language skills contained in the Indonesian language content include four skills, namely listening, reading, speaking and writing, (Mardhatillah et al., 2019b). In the teacher's efforts to achieve success in the learning process, one of the efforts made is to use learning media so that teaching and learning activities become more interesting and fun, such as the Roro Jongrang story which is made in video form through Canva animation to make it more interesting and meaningful for students.

In this era with technological advances in the realm of education, teachers need to sort and choose the right learning media for students, (Mardhatillah et al., 2019a).

Language plays an important role in human life because language is a means of human communication in everyday life, (KBBI, 2016). This content has been published on Kompasiana.com with the title "Language as a Means of Character Formation", (Hilal,

2019). Students are expected to experience intellectual, social and emotional development and be able to recognize their culture and the culture of others as a form of character, (Sari, 2018).

2.4 Videos Of Learning as Center Learning

Education sector which has a very big impact on teaching and learning activities, especially at the elementary school level, (Sianturi et al., 2022). One of the programs in the context of accelerating quality in the pandemic era initiated by the Directorate of Elementary Schools is the Quality Pursuing Program for handling PJJ (Distance Learning), (Prakoso, 2020). Online learning is carried out to help students understand existing learning and assist teachers in conveying learning in an appropriate and practical manner, (Ismania et al., 2022). Another program that is being carried out is by making learning videos as reinforcement of the material delivered to students by making videos students will easily understand and can be accessed via the internet making it easier for students to receive material or learning, (Muryanti & Herman, 2021).

3. METHODS

This study uses qualitative research, namely research that produces the findings that have been achieved. Researchers use literature related to the title of this research. with data through articles, and teaching materials as well as the implications of learning in schools, this research is structured in such a way based on the sources obtained.

4. RESULTS & DISCUSSION

Efforts to increase students' understanding of Roro Jongrang material without using instructional media seem difficult to increase. Prior to the implementation of video media-based learning of Roro Jongrang material in fifth grade students at SD Negeri 38, students seemed to lack understanding of the story and were unable to answer the questions asked. .

After implementing video-based learning media on Roro Jongrang material for fifth grade students at SD Negeri 38 Banda Aceh City, it can be seen that the students' responses were very good at capturing the message in the video being played. Students are also more focused and interested in the impressions from the infocus/projector so that students don't talk and disturb their friends.

Figure 1. Classically, students listen to the story of Roro Jongrang





5. CONCLUSION

Students' understanding of Roro Jongrang material after using video-based learning media on Roro Jongrang material. After the teacher used video-based learning media featuring stories about Roro Jongrang, students looked very happy and excited in listening to the learning process. When the teacher gave questions related to the Roro Jongrang material, all children seemed able to answer the questions given by the teacher. Only seven children answered with a score of 85, while the other twenty-one students received a score of 100. Thus the children scored above the KKM score of 80. Through learning using video media will be able to change the experience for teachers and students in the learning process so as to improve learning outcomes. In addition, students also look more enthusiastic and happy.

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