MEDIA VIDEO-BASED LEARNING USING CHARACTER IN INDONESIAN LANGUAGE LEARNING

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ABSTRACT

This research was conducted to find out the problems caused by 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 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. Using video media 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 the implementation of learning, learning media is very important to maintain during the teaching and learning process (Khoiriyah, S. 2022). Learning media provides new nuances in learning so that it has an impact on student's cognitive growth. 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 learning that is applied to students (Nurbaeti, 2019). Learning Indonesian 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 students will have skills to communicate 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. Teachers have not received proper training and lack knowledge about the Internet, Computers and Technology (ICT), so learning is carried out less flexibly and enjoyable for students. This happens because teachers have not optimized the existing technology in carrying out ICT-based learning (Information and Communication Technology) better known as ICT (Information and Communication Technology). Teachers moreoften teach with just a few teaching media such as visual aids and projectors. Some teachers often explain learning using the lecture method and giving assignments.

It is required some supporting facilities to convey material properly and interestingly so that it can be understood by students. Currently developing technology is very supportive of the use of technology-based teaching materials for students. There are many choices of technology-based learning 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, 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 abstractly. But if they hear, feel or see something related to the material, students understand and improve their memory. That happens when the teacher presents learning visually by utilizing technology-based media. Therefore, teachers must have learning methods and models that prioritize concrete learning experiences. Teachers also need to use appropriate learning media that are in accordance with learning goals (Resmini et al., 2021). The experience provided by the teacher can improve the cognitive system so that student learning is more enjoyable (Hanannika & Sukartono, 2022).

2. LITERATURE REVIEW
2.1 Videos as Media of Learning
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 can 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 (Mayang Sari et al., 2022).

2.2 Character as Attitude
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, personalityand morals and attitudes (Erika et al., 2020). Character is a real and distinct nature shown by individuals, with several 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 and is helpful is said to be a person of noble character (Fauziyah, 2020).

Individuals know their potential, which is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love of knowledge, patience, care, willingness 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 their 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 behavioural), (Kemendikbud, 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 potential knowledge and accompanied by his awareness, emotions and (Dewi & Hilman, 2018).

2.3 Indonesian Language as a CharacterStan
The language skills contained in the Indonesian language content include four skills, namely listening, reading, speaking and writing (Mardhatillah & Fahreza, 2017). 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 Jonrang story which is made in video form through Canva animation to make it more interesting and meaningful

for students.

In this era of technological advances in the realm of education, teachers need to sort and choose the right learning media for students (Mardhatillah et al., 2019). Language plays an important role in human life because language is a means of human communication in everyday life, (KBBI, 2016).

Through technology-based learning media students are expected to experience intellectual, social and emotional development and be able to recognize their own culture and the culture of others as a form of character (Erika et al., 2020).

2.4 Videos of Learning as Center Learning
The education sector 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 (Yudianto, 2017). 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 research uses qualitative research, namely research that produces findings that have been achieved (Lestari & Surya, 2017). Researchers use literature related to the title of this study. With data through articles, and teaching materials as well as realizing learning in schools, this research is structured in such a way based on the sources obtained. Data were obtained through interviews with informants, namely tutors as teachers and principals as leaders in schools. Clarified by the existence of documentary evidence that this research has been carried out properly.

4. RESULTS & DISCUSSION
Efforts to increase students' understanding of Roro Jongrang material without using instructional media seem difficult to increase. Before 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 student's responses were very good at capturing the message in the video being played. Students are alsomore focused and interested in the impressions from the InFocus/projector so that students don't talk and disturb their friends. Students' understanding of Roro Jongrang material after using video-based learning media on Roro Jongrang material. After the teacher uses video-based learning media that displays stories about Roro Jongrang, students look very happy and excited in listening to the learning process. When the teacher asked questions related to the Roro Jongrang material, all the children seemed able to answer the questions

the teacher gave. Only seven children answered with a score of 85, while twenty-one other students received a score of 100. Thus the child who scored above the KKM score of 80. Through learning using video media will be able to change the experience of teachers and students. in the learning process so as to improve learning outcomes. In addition, students also look more enthusiastic and happier.

Figure: 1: Students Listen to the Teacher's Explanation of the Story of Roro Jongrang

Figure 2. Students Listen to Roro Jonggrang's story

5. CONCLUSION

Learning carried out by the teacher through the use of technology-based media, namely displaying learning videos with the Roro Jongrang theme increases student knowledge and learning is carried out fun. This learning is very meaningful when the teacher explains clearly and is connected to the learning video.

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