

# APPLICATION OF MEDIA-BASED LEARNING VIDEOS ON ENVIRONMENTAL THEMES AS A CHILD'S COGNITIVE DEVELOPMENT PROCESS

Nurdial<sup>1\*</sup>, Siti Mayang Sari<sup>2</sup>, Akmaluddin<sup>3</sup>, Syarfuni<sup>4</sup>

<sup>1234</sup>Department of Education Quality Assurance, FKIP, Bina Bangsa Getsempena, Banda Aceh 23114, Indonesia

\*nurdialfidelia2016@gmail.com

## ABSTRACT

Education is very important in realizing knowledgeable, pious, and cultured students in order to be able to face the challenges of the globalization era. Education will give birth to students who have the competencies and expertise that are developed in the midst of society. To help the process of cognitive development of children, teachers must increase their knowledge of media-based learning media and be able to adapt it to the theme of learning discussions. Teachers as educators will be able to realize and facilitate children's needs in accordance with existing standards, the provision of media as a source of learning must be fulfilled so that students can learn freely according to their wishes and interests and provide freedom for students to express but are still under direction and adhere to agreed standard operating procedures. Fulfillment of facilities and infrastructure as media in supporting the teaching and learning process is very important and must be fulfilled. It can be concluded that a child will increase his knowledge or thinking skills depending on the education he receives. If these statements are fulfilled, a golden generation that loves the environment will materialize and will be able to maximize children's cognitive development.

Keywords: *Learning Video, Environment, Cognitive Development.*

## 1. INTRODUCTION

Law Number 20 of 2003 can be concluded that the purpose of Indonesian education is to develop the potential of students, in this case students, so that they can become human beings who believe and fear God Almighty. Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, and the skills they need himself, society, nation and state.

Education is important to create knowledgeable, cultured, pious human beings who are able to face challenges in the era of globalization. With education, it will give birth to students who are intelligent and have the competence and expertise to be developed in the midst of society. To realize this, the determining factor for the success of students in education, one of the main factors, is the teacher's ability to use appropriate media and methods in the learning process. Hamalik said, "Teachers are responsible for carrying out educational activities in schools, meaning providing guidance and teaching to students" (Alwi, 2017). This responsibility is realized in the form of carrying out coaching, guiding students in learning, fostering the personal, character and

physicality of students, analyzing learning difficulties and assessing student learning progress.

Early childhood education should provide a number of meaningful and enjoyable experiences for children. This is in accordance with the opinion of (Ningrum et al., 2021) which states that PAUD is the provision of education that emphasizes laying the foundation towards physical growth and development, intelligence, social emotional (attitudes, actions and beliefs), language and communication, based on the uniqueness and developmental stages passed by early childhood. The experience is obtained by children through the process of playing while learning. The nature of play includes feeling happy, active, independent, democratic and not forced. The learning process is conditioned so that it can provide encouragement to the child's overall interest, make children active so that learning objectives take place effectively and take place in a fun way. Learning management that is implemented properly will provide assistance to children so they can learn through meaningful play.

The process of playing while learning is not something simple, but it is related to a number of complex things. In carrying out an activity the teacher has the task of encouraging, guiding and stimulating children to explore all the potential possessed by children in order to achieve their learning goals. The success of implementing education is really determined by the readiness of the teacher to prepare children through every activity and activity. (Handoko & Gumantan, 2021) put forward a number of things that teachers must do so that children learn, namely to illustrate, define, ask questions, respond, listen, give diverse opinions, provide media to study standard material, adapt learning methods to abilities and levels. development of students and relate new material to something that has been learned and give a tone of feeling. As early childhood teachers, teachers must have the ability to motivate children in realizing teaching and learning activities (Novasari et al., 2016).

The application of learning videos as learning media and the utilization of various types of learning resources is a method that must be used in learning. The media used does not have to be expensive, up-to-date and sophisticated, but can also take advantage of available learning resources in the surrounding environment depending on the goals, characteristics of students, including the approach used. It could also be for students with certain characteristics, simple types of learning resources can be the

right problem solving. The process of solving problems in learning technology cannot simply follow wishes, desires, interests, pleasures, or based on the limited abilities possessed by the teacher, but must be integrated and interacted with various components of learning resources that are related and adapted to the characteristics of students (Siswanto, 2021).

Schools need to develop themes and learning methods that are appropriate to the child's environment so that in the learning process children are interested in trying and analyzing and being able to develop their imagination. Educators, in this case teachers, must be able to master technology in order to present interesting learning for children so that students do not feel bored or bored when learning takes place. Learning that is appropriate to the environment where you live or the school environment that the teacher chooses is the right step. The concept of education for children in general and specifically both in the process starts from the environment closest to the child (Asmariansi, 2016).

Providing a new, fun atmosphere for children is to use learning videos in class learning activities (Ningrum et al. 2021). Based on the opinion states that learning video media is audio and visual media that contains a learning concept to help children's understanding of subject matter. Fitriani (2014) stated that video is one of the audiovisual media that can display motion and sound. Based on this, video is an audiovisual media that can provide fantasy for those who see it.

One way that can be used is by applying media-based learning videos in learning as a process of children's cognitive development. The learning videos that are displayed are a combination of various media from computers, video, audio, images and text which can create innovative learning (Ayu & Manuaba, 2021; Sunaengsih, 2016). The use of Multimedia can influence children's learning experiences in the theme of knowing the environment. the use of interactive multimedia can also affect cognitive development (Anida & Eliza, 2020). Especially in the era of technology that is developing very rapidly like today, teachers can create a variety of interactive learning media to support a more interesting learning process.

Children's cognitive development will increase if learning is carried out in a variety of ways that help children understand learning material (Fitriani & Negara, 2021). Media-based learning videos are designed by utilizing existing technological developments. In addition, media-based learning media is suitable for learning in early childhood, this is because learning using media is very interesting for children and makes it easier for children to learn about the environment and the surrounding nature and makes children not bored in learning because the media is packaged as attractively as possible which contains material, audio, animated images., so this research is focused on the application of media-based learning media on environmental themes as a process of children's cognitive development with the aim of knowing the cognitive development of early childhood (Guslinda & Kurnia, 2018).

## **2. LITERATURE REVIEW**

### **2.1 Child Education Development**

The main principles of national education mentioned in Law no. 20 of 2003 which states that (1) Education is carried out in a democratic and fair manner and is not discriminatory by upholding

human rights, religious values, cultural values, and national pluralism. (2) Education is organized as a systemic unit with an open and multi-meaning system.

National Education System Law Number 20 of 2013 article I fulfillment of children's right to education is a conscious and planned effort to create a learning atmosphere and learning process so that students at a young age actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the people of the nation and the state. Teachers as mentors in learning must have superior potential in order to make children become good individuals, have superior potential and be able to develop their talents.

Schools are institutions that have a mandate to carry out educational and learning processes in a systematic and continuous manner (Zulfa, 2019). Formal education functions to teach general knowledge and specific knowledge in order to prepare children for certain jobs. Educators and education staff in schools are expected to organize education and learning that is able to facilitate students to behave in an educated manner. To realize child-friendly education, parents and teachers must change their paradigm of thinking, that education must be child-centered (interests). That is, the process of education and learning must make children comfortable and happy. In fact, children's education is not to accommodate the ambitions of parents, nor to increase the achievement of schools or educational institutions where children are "entrusted". Their parents then handed over the "relay stick" to the teachers to accompany the children to play while studying. In an effort to create a Child-Friendly School, it is necessary to support various parties, including the family and the community, which are actually the closest educational centers for children. Several aspects need to be considered.

### **2.2 Earlychildhood Cognitive Development**

Early childhood is an individual who has the potential for rapid development and growth in his life (Nur et al., 2020). Often early childhood is called the golden age phase. The golden age is a time when an individual can receive and process information quickly and durable (Thahir, 2014). In order to develop the potential of early childhood education, an early childhood education institution (PAUD) is needed. PAUD aims to foster children from birth to the age of 6 (six) years by providing educational plans to assist physical and spiritual growth and development so that children are ready to enter further education (Zawilah, 2017). Furthermore, PAUD is a form of education that includes the integration of the development of aspects of religious and moral values, physical motor, cognitive, language, social emotional and artistic (Nur et al., 2020).

Eary childhood cognitive development includes: 1) learning and problem solving, including the ability to solve simple problems in everyday life in a flexible and socially acceptable way and apply knowledge or experience in new contexts; 2) think logically, covering various differences, classifications, patterns, taking initiatives, planning, and knowing causation; and 3) symbolic thinking, including the ability to recognize, say, and use the concept of numbers, recognize letters, and be able to represent various objects and their imagination in the form of images. In order to achieve optimal child development, parental involvement is needed, and access to quality early childhood services. In the stage

of cognitive development, early childhood 0-6 years enters the sensory-motor and pre-operational stages (Khadijah, 2016).

### 2.3 Learning Media

According to Khadijah (2016) states that media is anything that can be used to channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and attention of early childhood in such a way that the learning process occurs. Meanwhile, the media comes from the plural word medium, which means intermediary (Banat et al., 2022). In addition, the media is also interpreted as something that is located in the middle. The point here is an intermediary that connects all parties who need a relationship to occur, and distinguishes between communication media and communication aids (Rahmatia et al., 2021).

### 2.4 Educators

Educators are one of the efforts in realizing a school that is of interest to the community because the teacher's role is very important in the learning process and cognitive formation of a child. Educators must be able to create an interesting and enjoyable learning atmosphere and learning process so that students at a young age actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation, and country. An educator must also be able to package and create an interesting, enjoyable, meaningful learning atmosphere so that his students can get teaching that can develop cognitive abilities properly and accompanied by the formation of other basic abilities possessed by children and are intelligences that are possessed and innate from birth so that children have a good personality to explore the talents they have, much needed qualified educators.

## 1. METHODS

The method is an effort that can be carried out by researchers in disclosing data and seeking the truth of the problem under study, which is a matter of methods that can be used in research. The way to find truth that is seen scientifically is through investigative methods (Ramdhan, 2021). The use of the investigative method is intended to find valid, accurate, and significant data with the problem, so that it can be used to reveal the problem under study. Research especially in empirical science generally aims to find, develop or test the truth of a knowledge (Priadana & Sunarsi, 2021). The research used in this research is descriptive and analysis with a qualitative approach. Qualitative research aims to accurately describe the stages of children's cognitive development, or to determine the frequency or causes of problems in learning. Sampling was carried out using probability sampling technique so that a sample of 8 teachers and 25 students was obtained.

## 3. RESULTS & DISCUSSION

Education is very important in realizing knowledgeable, pious, and cultured students in order to be able to face the challenges of the globalization era. Education will give birth to students who have the competencies and expertise that are developed in the midst of society. To help the process of cognitive development of children, teachers must increase their knowledge of media-based learning and be able to adapt it to the theme of learning discussions. It can be concluded that a child will increase his knowledge or thinking skills depending on the education he receives. If these statements

are fulfilled, a golden generation that loves the environment will materialize and will be able to maximize children's cognitive development. The average cognitive development of children before the action reached 10.36 with a percentage of 27% and the number of students who completed was 6 people, after being given the action then increased to 12.10 with a percentage of 44% and the number of students who completed was 11 students then increased again to 17.82 with a percentage of 77% and the number of students who passed was 20 people.

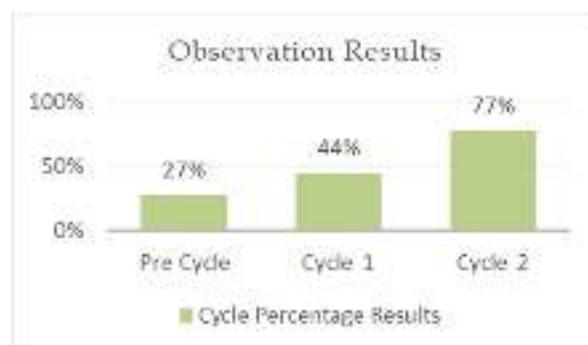


Figure 1. Observation results using media-based learning on the environmental themes.

## 4. CONCLUSION

Education is important to create knowledgeable, cultured, pious human beings who are able to face challenges in the era of globalization. The obligation of educational institutions, educators and teaching staff as well as the participation of the community to be able to realize it according to what it should be. Schools must apply effective, interesting and fun learning methods. There are many components that must be fulfilled, such as school programs designed according to the vision, mission and goals of educational institutions. In addition to good school programs, a variety of learning methods and media is an important element in meeting educational needs in developing the basic abilities of students as well as facilities and infrastructure that can support learning. It can be concluded that the knowledge of students was increased using media-based learning on the environmental themes.

## 5. REFERENCES

- Alwi, S. (2017). Problematika Guru dalam Pengembangan Media Pembelajaran. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 8(2), 145–167.
- Anida, A., & Eliza, D. (2020). Pengembangan Model Pembelajaran Saintifik Berbasis Kearifan Lokal untuk Perkembangan Kognitif Anak Usia 5-6 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1556–1565
- Asmariyani, A. (2016). Konsep Media Pembelajaran Paud. *Al-Afkar : Jurnal Keislaman & Peradaban*, 5(1), 25-42.
- Ayu, N.K., Manuaba, I.B.S. (2021). Media Pembelajaran *Zoolfabeth* Menggunakan Multimedia Interaktif untuk Perkembangan Kognitif Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(2), 194–201.

- Banat, A., Febrianti, M., Martiani, Juwita, Gustini. (2021). Pendampingan Penggunaan Teknologi Media dan Internet Bagi Pengurus Bumdes Teratai Indah Desa Nanti Agung Ilir Talo Kabupaten Seluma. *Jurnal Dehasen Untuk Negeri*, 1(1), 33-36.
- Fitriani, N. M. A. D., & Negara, I. G. A. O. (2021). Pengembangan Aplikasi Daring Pembelajaran IPA Pada Pokok Bahasan Organ Gerak Manusia. *MIMBAR PGSD Undiksha*, 9(1), 82-92
- Guslinda, S. P., & Kurnia, R. (2018). *Media Pembelajaran Anak Usia Dini*. Media Publishing.
- Handoko, D., & Gumantan, A. (2021). Penerapan Permainan Tradisional Dalam Pembelajaran Olahraga di SMAN 1 Baradatu. *Journal Of Physical Education*, 2(1), 1-7.
- Khadijah. (2016). *Pengembangan Kognitif Anak Usia Dini Teori dan Pengembangannya*. Perdana Publishing.
- Ningrum, A.M., Sayekti, T., Kusumawardani, R. (2021). Pengaruh Media Video Pembelajaran Terhadap Motivasi Belajar Anak Usia 5-6 Tahun. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 6(4), 179-192.
- Novasari, Rustamaji, E.A., Setyawan, A. (2022). Penanaman Karakter Siswa Sekolah Dasar Melalui Permainan Tradisional. *EduCurio Jurnal*, 1(1), 139-146.
- Nur, L., Hafina, A., & Rusmana, N. (2020). Kemampuan Kognitif Anak Usia Dini Dalam Pembelajaran Akuatik. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(1), 42-50.
- Priadana, M. S., & Sunarsi, D. (2021). *Metode Penelitian Kuantitatif*. Pascal Books.
- Rahmatia, R., Pajariantanto, H., Kadir, A., Ulpi, W., & Yusuf, M. (2021). Pengembangan Model Bermain Konstruktif dengan Media Balok untuk Meningkatkan Visual-Spasial Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 47-57.
- Ramadhan, M. (2021). *Metode penelitian*. Cipta Media Nusantara.
- Siswanto, S. (2021). Manajemen Sarana Prasarana Mutu Pembelajaran Di Smk Negeri 1 Rejang Lebong. *Journal Evaluasi*, 5(1), 166-181.
- Sunaengsih, C. (2016). Pengaruh Media Pembelajaran Terhadap Mutu Pembelajaran Pada Sekolah Dasar Terakreditasi A. *Mimbar Sekolah Dasar*, 3(2), 183-1190.
- Thahir, A. (2014). *Psikologi Belajar Buku Pengantar Dalam Memahami Psikologi Belajar*. LP2M UIN Raden Intan Lampung.
- Zawilah, R. (2017). ICT dan Kebijakan Pendidikan Nasional. *TARBAWI*, 6(2), 129-140.
- Zulfa, K. (2019). *Peran Guru dalam Mewujudkan Sekolah Ramah Anak di KB Annur Tugurejo Semarang Tahun Pelajaran 2019/2020*. (Skripsi Sarjana, Universitas Islam Negeri Walisongo).