

# Utilization of Video in Indonesian Language Learning in Elementary Schools in Indonesia

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## **Abstract**

*Learning Technology was born from the reality of education and the audio-visual communication movement. Learning Technology was originally seen as equipment technology, which was related to the use of equipment, media and means to achieve educational goals or in other words teaching with audio-visual aids. One of the audiovisual-based teaching materials is video. Indonesian Language and Literature subjects are oriented towards the nature of learning Language and Literature which states that learning Indonesian is learning to use a good and correct language. This research is motivated by the problems that occur in learning Indonesian starting from the low level of concentration of students, then the difficulty of students in speaking in Indonesian, the difficulty of students in reading, and then the difficulty of students in writing. This study aims to determine the effect of using video media on learning outcomes in Indonesian language learning. The attention function of video media can attract attention and direct students' concentration on video material and the affective function of video media is able to arouse the emotions and attitudes of the audience. The results of using this video media in learning are to improve students' abilities in developing students' abilities in using Indonesian.*

**Keywords:** Video as a Learning Media, Indonesian Literature, Learning Outcome

## **1. Introduction**

Learning is a process of interaction among students, the teacher and learning resources in a learning environment. Learning is assistance provided by teacher so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs in students occur. Winataputra, et al (2011:1) "said that "learning is defined as a process of interaction between students and learning resources in a learning environment. Learning can simply be interpreted as a product of continuous interaction between development and life experience. In learning Indonesian, it is related to several aspects, namely materials, methods and techniques, media, learning interaction patterns, evaluation techniques, and factors that influence learning itself."

Indonesian language learning in elementary schools is a process of presenting information with communication facilities that help students improve their ability to communicate orally and in writing, as well as appreciate the creations of the Indonesian nation.

In essence, Indonesian language learning is directed at improving students oral and written Indonesian communication skills, as well as fostering an appreciation of Indonesian literary works and the nation's own intellectual works (Gipayana, 2008). Indonesian language learning in elementary schools has an important value, because at this level of education the first time Indonesian language teaching is carried out in a planned and directed manner, so that when learning Indonesian is done, problems often occur.

The problems in learning Indonesian are varied, starting from the low level of concentration of students, then the difficulty of students in speaking using Indonesian, the difficulty of students in reading, and then the difficulty of students in writing. Teachers need to have a strategy to overcome the problems above, namely by approaching students who have difficulties. The way or approach of the teacher varies according to the characteristics of the students. Teachers must be able to find the right models, strategies and media

One of the media that can be used in Indonesian language education is video. This video media is very helpful for teachers in delivering material that is difficult to convey and difficult for students to understand, the advantage of this video media is that it can provide experience for students in the learning process such as students knowing how to read/spell correctly. While the weaknesses in this video media are the limitations of the tools to be used such as the absence of a projector in the school, the costs used to make the media.

We hope that this literature review will be able to provide additional knowledge to elementary school teachers.

## 2. Literatur Review

Indonesian language subjects are given at all levels of formal education. Thus, an adequate and effective standard of competence for Indonesian subjects is needed as a means of communication, social interaction, media for developing knowledge, and a tool for unifying the nation (Depdiknas, 2003:5). Indonesian language teaching in elementary schools based on the 2006 curriculum or KTSP, which is now partially replaced by the 2013 Indonesian language curriculum, gets a higher proportion, in the learning process (Pebriani et al., 2014: 2). Indonesian language subjects are generally developed into language skills which include listening, speaking, reading, and writing (Depdiknas, 2003: 7).

## 3. Method

The method we use in this research is literature review, this research conducted through collecting data or scientific writing that aims to be the object of research or collection bibliographical data, or studies carried out for solve a problem that is basically focused on study critical and in-depth review of relevant library materials.

## 4. Results and Discussion

The four aspects of language skills in elementary schools have competency standards. Each competency standard of the four basics is as follows:

### a) Listening

Able to endure concentration, listen for up to thirty minutes, and able to absorb main ideas from news, instructions, announcements, commands, sounds or sounds, language sounds, songs, tapes, messages, explanations, reports, lectures, speeches, talks resource persons, dialogues, and conversations that are heard by giving appropriate responses, as well as appreciating and expressing literature through listening to literary results in the form of fairy tales, children's stories, folk tales, animal stories, children's poems, song poems, rhymes, and and watching children's dramas

### b) Speaking

Able to express ideas and feelings, convey remarks, dialogue, messages, experiences, a process, tell oneself, friends, family, society, objects, plants, animals, experiences, single pictures, series pictures, daily activities, events, characters, difficulties or dislikes, hobbies, rules, regulations, instructions and

reports, as well as appreciating and expressing literature through writing activities of literary results in the form of fairy tales, children's stories, folklore, animal stories, children's poetry, song lyrics, rhymes, and watching children's dramas.

c) Reading

Able to read fluently a variety of texts, and be able to explain their contents, read letters, syllables, words, sentences, paragraphs, various reading texts, plans, instructions, rules, announcements, dictionaries, encyclopedias, and appreciate and express literature through reading activities literature in the form of fairy tales, children's stories, folk tales, animal stories, children's poems, song lyrics, rhymes, and watching children's dramas

d) Writing

Able to write letters, syllables, words, sentences, paragraphs with neat and clear writing, write simple essays, various instructions, various texts, personal letters and official letters, and pay attention to the purpose and variety of readers and use spelling and punctuation, vocabulary appropriate use of single sentences and compound sentences, writing various forms, announcements, regulations, various reports, diaries, posters, advertisements, speeches and speeches, summaries and summaries, prose, and simple poetry (Depdiknas, 2003:10- 11)

The learning objectives of the four aspects of language skills are as follows:

- a) Students can develop their potential according to their abilities, needs and interests, and can grow appreciation for the work and intellectual results of the nation itself.
- b) Teachers can focus on developing students' language competencies by providing a variety of language activities and learning resources.
- c) Teachers are more independent and flexible in determining teaching materials according to the conditions of the school environment and the abilities of their students.
- d) Parents and the community are actively involved in implementing school programs.
- e) Schools can arrange educational programs according to student circumstances and available learning resources.
- f) Regions can determine learning materials and resources according to local conditions and peculiarities (Ministry of National Education, 2003:12). Of course, to achieve all of that is not easy, the way teachers prepare lesson plans, determine models, methods, strategies and media is very influential in the success or failure of learning Indonesian in elementary schools

The benefits of video media according to Andi Prastowo (2012: 302), include:

- a) provide unexpected experiences to students,
- b) show clearly something that was initially impossible to see
- c) analyze changes in a certain period of time
- d) provide experience for students to feel a certain situation, and
- e) presenting case study presentations about real life that can trigger student discussion. Based on the explanation above, there is no doubt about the existence of video media in the classroom.

Learning media in the form of videos will greatly assist teachers in conveying messages in Indonesian language learning. For this reason, this video media can be an alternative in conveying messages in learning. Teachers are expected to be more creative and innovative in teaching. In addition, the use of appropriate media in learning will increase children's learning achievement. Some of the benefits of video media in learning Indonesian are:

attracting students' attention, learning content can be delivered in a shorter time, providing more learning experiences for children, being able to represent all student learning styles. To achieve success in learning Indonesian, it is necessary to apply the correct media in elementary schools.

The use of video media in the classroom is of 2 types. First, videos that are intentionally made or designed for learning. This video can replace the teacher in teaching. This video is interactive for students. This is what makes this video able to replace the teacher's role in teaching. This kind of video can be called a "learning video". Teachers who use this kind of learning video can save energy to explain a material to students orally. The teacher's role when choosing to use this learning media is only to accompany students, and can act more as a facilitator. In addition to being equipped with materials, learning videos are also equipped with evaluation questions, answer keys, and so on according to the creativity that made them. Usually one video contains one subject.

Second, videos are not designed for learning, but can be used or utilized to explain something related to learning. For example, videos of regional dances. By using this video students can see clearly how to model a dance. Another example is the video of the metamorphosis of a butterfly. This material for elementary school students is a bit difficult to accept because it is a "process", especially if it is delivered only through lectures. So that it seems abstract for students. With a video of the butterfly metamorphosis process, it can be shown, in addition to attracting students' attention, it can make students see the process in more detail and concretely compared to just using image media. The use of this video can also activate students' creativity, raise students' critical questions and make learning more meaningful for students. It's just that video like this requires further explanation and direction from the teacher, because this video is not an interactive video. Therefore, the use of this video media requires the skills of the teacher, so that it can be achieved properly.

According to Cynthia Sparks (2000), in using video teachers need to pay attention to the following ideas:

- 1) Preview each program first. The teacher must determine the video that is appropriate to the lesson. Choose videos that match the learning objectives and will involve students in learning. Also pay attention to whether the video is able to motivate students, introduce new concepts, reinforce previously learned concepts, or be able to increase and expand current knowledge.
- 2) Gives focus/reason to see. Give students something in particular to watch or listen to a video segment. This will focus attention, encourage activity, and give students a purpose or reason to be seen.
- 3) Video segment. Learning videos contain a large amount of information, this allows students to more easily meet learning objectives.
- 4) Conduct pre and post viewing activities that will integrate the video into the entire structure lesson. Pre-viewing activities can serve several purposes, namely checking prior knowledge, introducing required vocabulary, and setting the stage for new learning. Post-viewing activities should allow students to reinforce, view, apply, or expand their new knowledge.
- 5) Teachers can pause the video for a short discussion or question during the video.
- 6) Use the remote control. Remote controls provide flexibility of movement and presentation.
- 7) Don't forget frame advance, it is possible to advance video frame by frame. This is a great feature to use to show details of events, such as a chick coming out of an egg.

In connection with the use of media in learning activities, teachers need to be careful in selecting and or determining the media to be used. Accuracy and accuracy in the selection of media will support the effectiveness of the learning activities carried out. Besides, learning

activities become interesting so that they can lead to learning motivation, and students' attention becomes focused on the topics discussed in learning activities. Before deciding to use the media in learning activities in the classroom, the teacher should first select the learning media. Which learning media is appropriate to be used to accompany him in the learning process. In selecting a media, especially video, a teacher cannot use video carelessly. The selected video must be in accordance with the learning materials in accordance with the curriculum and refer to the syllabus.

Video media has become an integral part of both desktop and laptop computer devices. The latest development of video media as a digital device is its ability to display images and sounds simultaneously with a high level of clarity. It is known by the term image and sound in high definition format. Benefits of Video Video Media Benefits according to Andi Prastowo (2012 : 302), among others: a. Provide unexpected experiences to learners, b. Show real something that was initially impossible to see, c. Analyze changes in a specific time period. Watching videos for most people is common in everyday life. Nowadays, the ease of playing videos makes the existence of multimedia more and more in demand. We can watch a video from television, computer, and also mobile phone that is used daily. Watching videos for most people is common in everyday life. Nowadays, the ease of playing videos makes the existence of multimedia more and more in demand. We can watch a video from television, computer, and also mobile phone that is used daily.

Learning to use video is more effective in explaining information that is abstract in a short period of time. The less the length of the video, the more meaningful the learning, because participants can understand more easily with a short video but cover all the information, compared to long-duration videos that tend to be bombarded. Learning to use video is more effective in explaining information that is abstract in a short period of time. The less the length of the video, the more meaningful the learning, because participants can understand more easily with a short video but cover all the information, compared to long-duration videos that tend to be bombarded.

Learning to use video will provide participants with a new learning experience. This is because video can bring a touch of entertainment while learning so that the learning process does not have to be always stressful and boring. The new experience will be even more felt when the participants are presented with interactive videos. Participant engagement will be needed when the video is run, so a new experience will be embedded for the participant.

Videos for learning are made with realistic images, supported by graphic design and minimal text, making it easier for participants to understand the information they are getting. Students observe the images shown, assimilate the value of knowledge and absorb the skills presented more easily.

Interactive videos provide an opportunity for students to take an active role in learning. New interactive videos can run if there is a response or interaction from participants who use it. Of course, by actively providing a hands-on experience that will certainly be remembered by the participants.

## 5. Conclusion

There are elements in the learning process. The important thing is the media application. Media selection Videos provide great benefits in conveying information in learning. Video is the most effective learning media, precisely and accurately conveys information and greatly helps students' understanding. Through video media, students will better understand the material presented by the teacher by playing the film. Includes video media elements, such as sound, text, animation, and video charts. Video media with participants are able to achieve proficiency in the following areas of cognition, emotion, mental movement and improving communication skills.

Indonesian language learning in elementary schools is a process of presenting information with communication facilities that help students improve their ability to communicate orally and in writing, as well as appreciate the creations of the Indonesian nation.

Indonesian language learning in elementary schools have a variety of diverse problems, ranging from the low concentration level of students, then the difficulty of students in speaking Indonesian, the difficulty of students in reading, and then the difficulty of students in writing. One of the media that can be used in Indonesian language learning is video. With this video, it is hoped that students will be active and easily understand the material presented by the teacher.

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