

THE UTILIZATION OF INTERACTIVE VIDEO TEACHING MATERIAL IN AN EFFORT TO GROW STUDENT'S SELF-REGULATED LEARNING OF CLASS VI IN ISLAMIC ELEMENTARY SCHOOL DURING THE COVID-19 PANDEMIC

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Abstract

Teaching materials are the most important part of education when learning is especially carried out with an online system at this time. Obstruction of communication between educators and students results in education not running perfectly. Poor communication makes educators unable to convey learning material well. Besides, many students feel bored because the material presented is very monotonous. This is where the importance of educator creativity is needed. Educators must be able to make teaching materials as attractive as possible to attract students' interest in learning. Besides that, in a situation like now, it is also very important to cultivate self-regulated learning in students so that students are accustomed to learning independently. Therefore, this study was designed to find out how useful interactive video teaching materials are to foster self-regulated learning in students. This research is a qualitative descriptive study using data collection methods in the form of a questionnaire distributed to 46 students of class VI MI Al Fithrah Surabaya as the sample. This study results that the use of interactive video teaching materials during online learning is able to help foster self-regulated learning in students.

Keyword: Covid-19, Interactive video, Self-regulated Learning.

Abstrak

Bahan ajar merupakan bagian terpenting dalam pendidikan, terlebih ketika pembelajaran dilaksanakan dengan sistem daring seperti saat ini. Terhambatnya komunikasi antara pendidik dengan peserta didik mengakibatkan pendidikan tidak berjalan dengan sempurna. Komunikasi yang buruk membuat pendidik tidak dapat menyampaikan materi pembelajaran dengan baik. Selain itu banyak peserta didik yang merasa jenuh karena materi yang disampaikan dirasa sangat monoton. Disinilah pentingnya kreatifitas pendidik diperlukan. Pendidik harus mampu membuat bahan ajar semenarik mungkin guna untuk menarik hasrat peserta didik untuk belajar. selain itu di situasi seperti saat ini juga sangat penting untuk menumbuhkan self regulated learning pada diri peserta didik agar peserta didik terbiasa melakukan pembelajaran secara mandiri. Oleh sebab itu penelitian ini di buat untuk mengetahui seberapa manfaat bahan ajar video interaktif dalam upaya menumbuhkan self regulated learning pada diri peserta didik. Penelitian ini termasuk dalam kategori penelitian deskriptif kualitatif dengan menggunakan metode pengumpulan data berupa angket yang disebar kepada 46 siswa kelas VI MI Al fithrah Surabaya sebagai sampelnya. Penelitian ini menghasilkan bahwa penggunaan bahan ajar video interaktif selama pembelajaran daring mampu membantu menumbuhkan self regulated learning pada diri peserta didik.

Kata Kunci: Covid-19, Video Interaktif, Self-Regulated Learning.

INTRODUCTION

It has been almost a year that Indonesia has experienced deformation in all fields due to the Covid-19 pandemic. This virus belongs to the MERS (*Middle East Respiratory Syndrome*) and SARS (*Severe Acute Respiratory Syndrome*) virus families which have symptoms such as sore throat, fatigue, cold, fever, and respiratory problem. This virus was firstly detected in Indonesia on March 2nd, 2020 and was officially declared a National outbreak on April 13rd, 2020 (Kemensetneg RI, 2020). This virus is also classified as a dangerous virus and is quite fast in spreading. So far, January 22nd, 2021, there have been 965,283 active cases, 27,453 deaths and 781,147 confirmed recoveries (Kemenkes RI, 2021). Therefore, to prevent the spread of this virus so that it is not more massive, the government through Law Number 6 of 2018 concerning Health Quarantine by implementing a regional quarantine in order to protect the public from the threat/transmission of diseases that are considered dangerous that have the potential to cause health emergencies (Kemenkes RI, 2019). In the implementation of this law, there are many alternative policies that can be taken by regions/regions based on the needs and conditions of their respective regions, such as closing public service offices, reducing the number of public transportations, closing shopping malls, closing access in and out between regions, and closed schools which had been used as educational centers.

In response to government regulations requiring the closure of places that have the potential to cause crowds. In this case for schools, the Ministry of Education and Culture based on circular letter No. 15 of 2020 regarding guidelines for organizing learning from home during an emergency period The spread of Covid-19 stated that to fulfill the rights of students to obtain education during the Pandemic Covid-19 protect all citizens of the education unit from the impact Covid-19, as well as preventing the spread of Covid-19 in the educational environment, it is hoped that the education unit will organize distance learning using online and offline (daring and luring) methods (Kemendikbud, 2020). Online learning or commonly referred to as e-learning is a learning model that is presented in a digital format and is used through electronic devices such as computers that are connected to the Internet network with the aim of expanding access to education for the wider community (Yazdi, 2012). E-learning can also be interpreted as a form of effort to facilitate students so that they can still interact with educators who are physically separated / far apart in distance and time so that they can quietly communicate well (Praptiningsih & Purnama, 2015).

The conversion of the conventional education model into an online/e-learning model is not as easy as turning the palm of the hand. Although, the concept of e-learning itself is not much different from conventional education in which the e-learning system is taken from conventional education transformed into a digitized system. Because it comes from the same place, therefore in e-learning there is still a teaching and learning process where educator delivers learning materials to all students who are separated by distance and time through electronic media connected to the Internet network. (Fatarib, 2016). the function of implementing e-learning is able to be used as a complement or supporter but can also be used as a substitute for conventional learning as this time when the Covid-19 virus pandemic requires education to be laid off.

The application of online learning has made a large number of schools confused. In fact, there are smoothly many schools that are not ready to implement online learning today. There are many obstacles experienced by educators when implementing online learning such as the lack of learning facilities, skilled human resources for educators using electronic media, the number of teachers who have difficulty in generating Learning Implementation Plans so that they are confused when choosing the media and teaching materials to be used (Nopiyanto et al., 2020). In addition, communication problems are additionally an obstacle when teachers apply online learning.

Communication that is carried out between educators and students which usually can lead to a direct discussion and question and answer process has been greatly reduced when learning is performed by online so that students become less active and less motivated in participating of learning (Mastura & Santaria, 2020).

In fact, communication barriers can additionally result in the process of delivering learning materials being difficult because of the educator position with students who is far apart, coupled with various psychological and cognitive conditions of student so that in this case educator are required to be good at choosing learning method and media so that communication which is carried out can be maintained (Sari et al., 2021). Submission of material which is not acceptable affected students' understanding of the material being taught. At least, there are as many as 33.4% of students admit that it is difficult to understand the material given by the teacher. 43.7% claim to be normal and only 22.9% are able to understand the material well when learning was done online (Nuriansyah, 2020). In addition to communication, the decline in students' understanding of learning materials can also be caused by the lack of creativity of educators in forming teaching materials. In addition, learning material sent through simple and repetitive media make learning monotonous and boring. Students who already feel bored in participating in learning will ignore their educator when delivering learning material and leads to students' misunderstanding of learning material (Hidayah et al., 2020).

Furthermore, there are still many things that need to be prepared so that schools are able to carry out online learning to the maximum such as facilities and infrastructure, skilled teacher, and teaching material which are in sync with the media to be used. At this time, the use of printed teaching materials such as textbooks and worksheets is no longer effective. Printed teaching material is considered ineffective because of the limited communication between teacher and student, resulting in teachers not being able to control students directly. In addition, education seems to only contain an order to read and do the assignments in the Student Worksheet. Daheri et al., (2020) revealed that most parents consider teachers to be less creative in choosing media and teaching material when online learning so that learning contains more assignments to do exercises on textbooks and worksheets.

It is undeniable that teaching materials are a staple in education. Therefore, when implementing online learning, it is only natural that we also prepare appropriate teaching materials with electronic-based learning media or can also be called multimedia learning. One that is pleasing to the eye is the Interactive open material. Interactive teaching materials are a combination of two or more media (audio, video, text, image, animation, and graphic) that are processed and given action in order to control a command or behavior naturally from a presentation such as interactive video (Prastowo, 2011). The use of interactive teaching material in multimedia learning is considered very suitable because it is seen as being able to understand all the learning styles of students in which it combines text, sound, image, video as well as animation and graphic art into one so as to produce innovative, creative and fun learning which can be enjoyed by all students with various learning styles such as visual, auditory and kinesthetic (Mulia, 2019). It should be noted that learning styles are also very influential on the selection of media and teaching material. The selection of appropriate teaching material with the characteristics of students' learning styles will provide a motivational boost to student to learn and will subsequently have an impact on student achievement (Rijal & Bachtiar, 2015). In line with this, Niswa (2012) said that the use of interactive video teaching material can increase student activity by up to 89%. in addition, it is also able to increase student responses to lessons by 85% and finally interactive videos are able to improve

student learning outcomes with an average value of 90. From this study, it can be assumed that the use of interactive video can have a positive impact on education.

Seeing how effective interactive video teaching material is when applied in multimedia-based learning gives a sense of optimism that teaching material same as this will also be able to have a positive impact when applied in online learning. In addition, the use of interactive video teaching material is expected to foster an attitude of independent learning in students. Independent learning or what we often call self-regulated learning is a student learning strategy in which students can metacognitively motivate themselves to carry out learning activities and actively participate in learning activities (Zimmerman, 2010). There are at least three things contained in self-regulated learning. Firstly, metacognition, namely individual awareness of knowledge and the ability to think about the things, they do starting from planning, organizing, or organizing and instructing themselves to achieve the desired goals. The second is behavior and the third is motivation (Zimmerman, 2008).

Apart from the three aspects above, there are 5 characteristics which must be present in student who apply self-regulated learning; 1). Has a goal to be achieved; 2). Aware of his condition and abilities and is able to find solutions and strategies to regulate himself; 3). can monitor learning progress; 4). can adjust and improve their learning strategies; dan 5). conducting an independent evaluation of the activities that have been carried out and find solutions to the obstacles found during learning (Ulum, 2016). Furthermore, there are at least 9 indicators found in students who apply self-regulated learning, 1). Has initiative and motivation in learning; 2). Accustomed to diagnosing learning needs; 3). can determine learning objectives; 4). Able to monitor, control and regulate their learning activities; 5). can view a problem as a challenge; 6). Finding and utilizing relevant sources; 7). can choose and apply learning strategies; 8). can evaluate the process and learning outcomes, dan 9). Have good self-ability (Badjeber, 2020).

Generally, students who have self-regulated learning have characteristics such as: Firstly, they are able to regulate and determine learning objectives in order to develop knowledge and increase learning motivation. Secondly, have the motivation and strategies to overcome things that can hinder learning. Thirdly, being able to evaluate and find solutions to obstacles found during learning (Hidayati, 2018). With the growth of self-regulated learning in students, it is hoped that students will be able to manage, organize, direct and even evaluate themselves in seeking knowledge and information. In addition, students are also expected to be motivated to become a good self-regulating learner. This self-motivation will also foster self-confidence and confidence in students' self-efficacy in learning (Aimah & Ifadah, 2014).

Based on this description, this research is intended to obtain analysis results related to self-regulated learning of students when learning is presented using interactive video teaching materials. The urgency of this research is to provide an academic contribution regarding the use of interactive video teaching materials in an effort to foster self-regulated learning in students.

RESEARCH METHOD

This research adopts descriptive qualitative method. This type of research is a method that utilizes qualitative data which is then described descriptively (Anggito & Setiawan, 2018). by using the data collection method in the form of a questionnaire via google form. The population in this study is all class VI students of the 2020/2021 MI Al Fithrah Surabaya, totaling 77 students who are directly involved in online learning at this time. This study uses a simple random sampling technique where the sample selection is random so as to produce 46 students of class VI class

2020/2021 MI Al Fithrah Surabaya as the sample. Furthermore, the data obtained from the results of the questionnaire will be processed and concluded into a description.

RESULT AND DISCUSSION

The existence of the Covid-19 pandemic requires education to be temporarily at home and by using a bold learning model as an alternative to learning. the use of a bold learning model as recommended by the government in fact still leaves so many problems that must be immediately resolved. The application of this kind of learning model is also still relatively new for most of our students. Most of them are still not used to conducting independent learning without being accompanied by a teacher directly as in the classroom. Of course, this cannot be allowed to drag on so that a learning innovation is needed which is able to grow and foster self-regulated learning in students.

One of the efforts created by the educational institution of MI Al Fithrah Surabaya is to design online teaching materials as attractive as possible with the aim that later with these teaching materials. students can master and understand learning materials even though communication with the teacher is limited. In its application, MI Al Fithrah tries to use interactive video teaching materials in presenting its learning materials. This video contains material (in the form of text, image, animation, graphic and its kind), teacher explanations, and questions as learning evaluation materials. Furthermore, this interactive video is sent directly via WhatsApp but is sometimes equally added to the school's Youtube account and the link is shared with students via WhatsApp for independent study. After studying the video, the students are given time to ask questions/discuss on the WhatsApp group media then the teacher give additional explanations if there was still students who did not understand the content of the interactive video teacher had made. Finally, the teacher gives time to do the tasks contained in the video as a summative evaluation of students.

With the use of interactive video as teaching materials like this, it is hoped that later students will get used to learn just by watching interactive video sent by their educator. In addition, it is expected that students will feel more responsible for their obligations in learning. From this habituation process, it is hoped that self-regulated learning will grow so that students become more independent in learning. Furthermore, to shape the character of an effective online learner, various kinds of good learning experiences are needed (Zapalska & Brozik, 2006). From the results of the questionnaire which has been distributed via google form and has been grouped based on self regulated learning indicators, the following results are obtained:

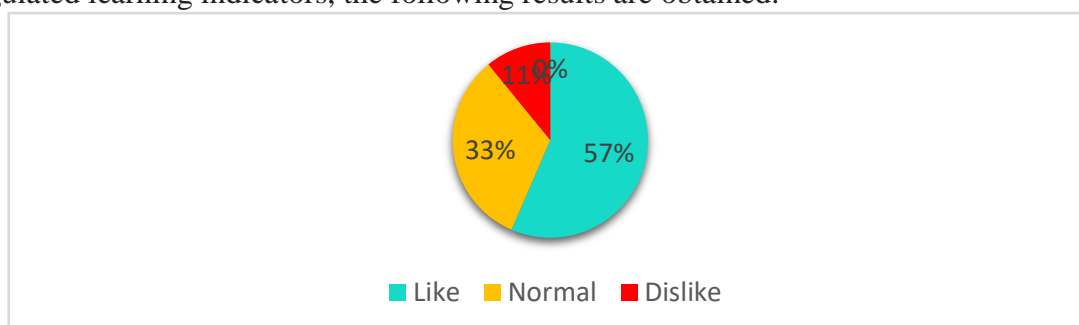


Diagram 1. The Learning motivation of Class VI students in MI Al Fithrah

Firstly, the diagram above shows that there are 57% of respondents who say like and are more enthusiastic when learning is presented with interactive video teaching materials. Moreover, 33% admitted that it is normal and the rest, 11% admitted that they do not like the learning presented with interactive video. This means that the use of interactive video is able to foster

learning motivation for students. Learning motivation is a very important subject and must be owned by all students. The more motivated students are the more enthusiastic they are in participating in learning. In line with research conducted by Pratiwi et al., (2018) suggests that there is a positive correlation between learning motivation and student achievement. The higher motivation in learning is the higher achievement reached.

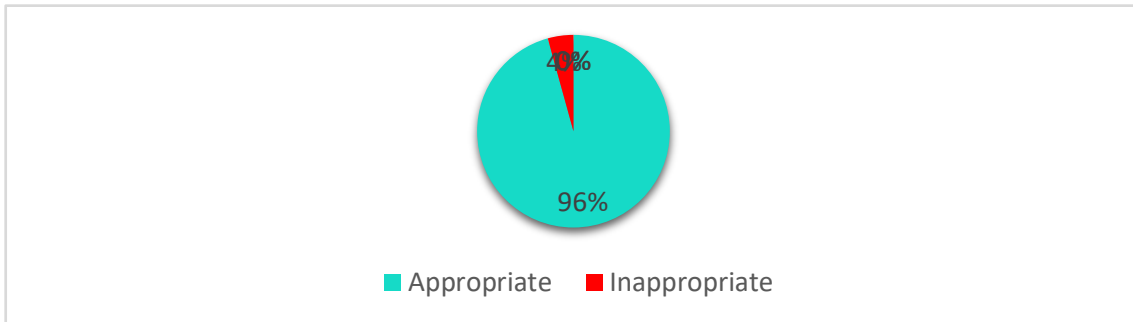


Diagram 2. The diagnosing habit of learning needs of Class VI students in MI Al Fithrah

Secondly, from the diagram above, data obtained as much as 96% of respondents admit that the interactive video sent by the teacher is in accordance with the learning material and the remaining 4% admit that it is not appropriate. So, it can be concluded that interactive video forwarded by educator has been able to help most students in diagnosing their learning needs. This proves that they already understand the material they want to learn. Being aware of learning needs is something that students need to have. Learning need is described as all needs which arise from within the individual or group in the form of a desire to have certain attitude, knowledge, and skill (Sutarto, 2008).

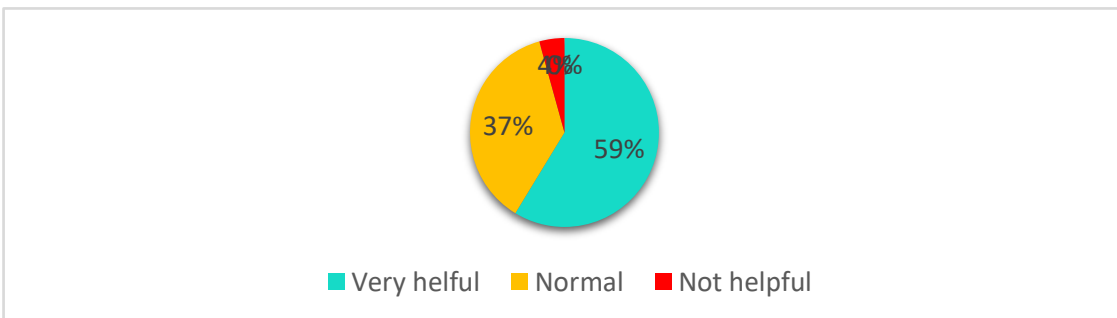


Diagram 3. The ability to set learning goals/targets of class VI students in MI Al Fithrah

Thirdly, as many as 59% of respondents state that the interactive learning video provided can help students in conducting the tasks given by the educators. Furthermore, 37% say it is normal and the remaining 4% say it is not helpful in completing the task. From this, it can be interpreted that the interactive video provided can help students achieve the desired target in this case good academic achievement.

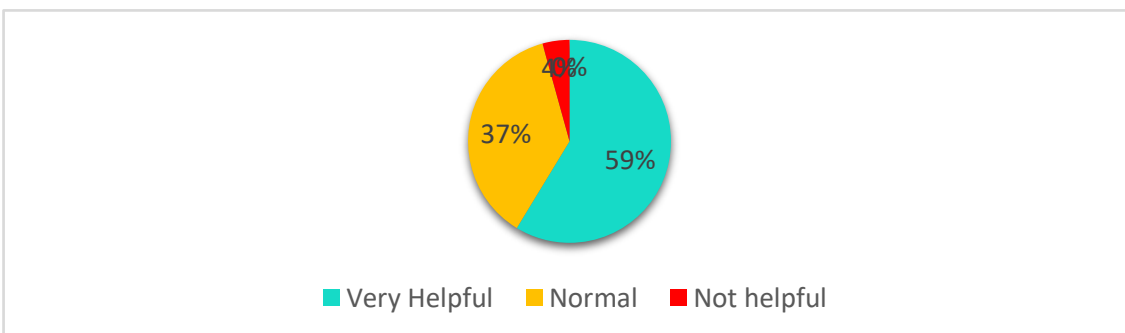


Diagram 4. The ability to monitor, organize and control learning of Class VI students in MI Al Fithrah

Fourthly, it is illustrated that there are as many as 59% of respondents admit that interactive learning video can encourage students to learn while 35% are normal and the remaining 6% admit they cannot encourage students to learn. As the result, it can be concluded that interactive learning videos provided by educator can help students regulate and control their learning desires. Students who have the drive to learn will be better prepared when receiving learning because they have prepared it from the start. In the behavior theory, according to Thorndike, there is a law of readiness where the more ready individual is to accept changes in behavior, the greater the satisfaction obtained or in the sense that the more ready student is to learn, the better the results obtained (Amsari & Mudjiran, 2018).

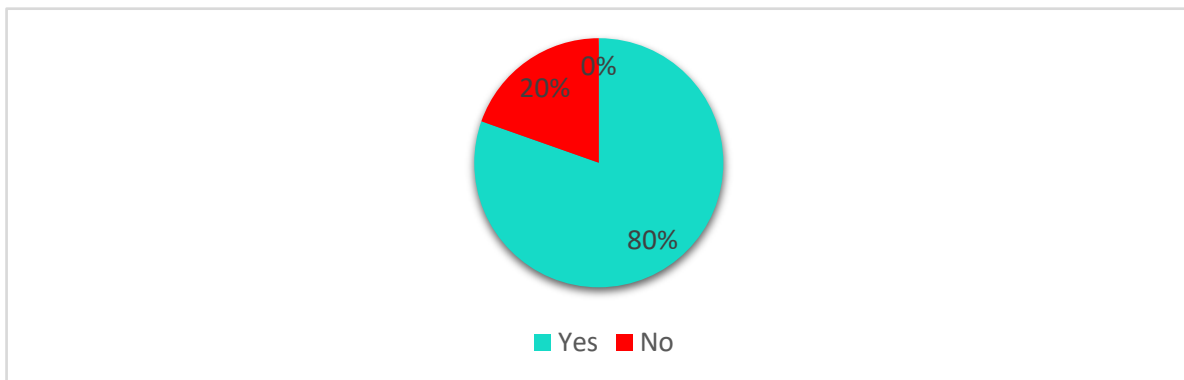


Diagram 5. The ability to view adversity as a challenge of Class VI students in MI Al Fitrah

Fifthly, the data which obtained that 80% of respondents state that they still want to learn even though interactive video is difficult to understand and the rest. 20% do not want to learn if interactive video is difficult to understand. This data shows that interactive video which is difficult to understand is able to provide their own challenge for students. In fact, many students feel challenged and continue to learn even though the video provided is difficult to understand.

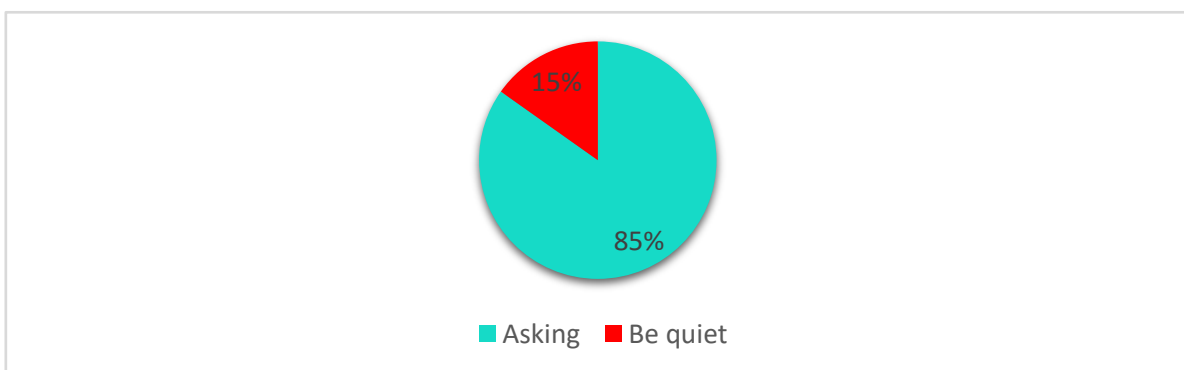


Diagram 6. The ability to utilize and find relevant sources of Class VI students in MI Al Fitrah

Sixthly, the diagram above shows that there are as many as 85% of respondents claiming to be asking questions when the interactive video provided by educator does not understand and the rest, 15% of respondents claim to be silent. Interactive videos that are difficult to understand in addition to forming students more challenged can also encourage students to seek supporting sources of knowledge by asking both the teacher and classmate. The existence of great curiosity will lead to a sense of dissatisfaction if they do not understand the material provided and encourage them to look for sources of supporting knowledge by asking questions. High curiosity in fact can also improve student achievement. Rohmawati, (2018) states that there is a high correlation between curiosity and learning achievement with a significance level of $0.000 < 0.05$ getting a t-value of 4.446 with a table comparison of 1.980 or it can be interpreted that students who have a high curiosity about the material learning will have high learning achievement result.

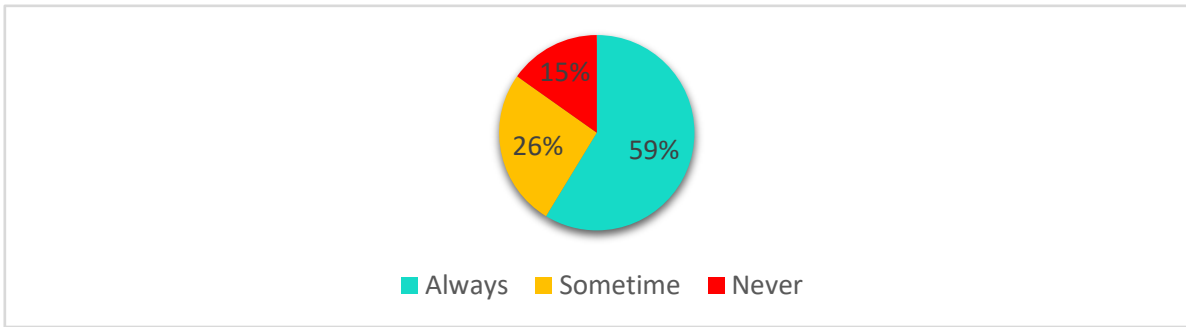


Diagram 7. The ability to apply the learning strategies Of Class VI students in MI Al Fithrah

Seventhly, it is illustrated that as many as 59% of respondents claimed to always summarize the content of interactive learning video. 26% sometimes and the remaining 15% never summarize the material. It can be assumed that the interactive video provided encourages students to summarize learning material and it shows that students have a good strategy in learning, namely having the initiative to summarize the material in textbooks to make learning easier. Learning strategies can be interpreted as an activity carried out by students in an effort to optimize learning activities with the aim of achieving the targets to be achieved (Johar & Hanum, 2016).

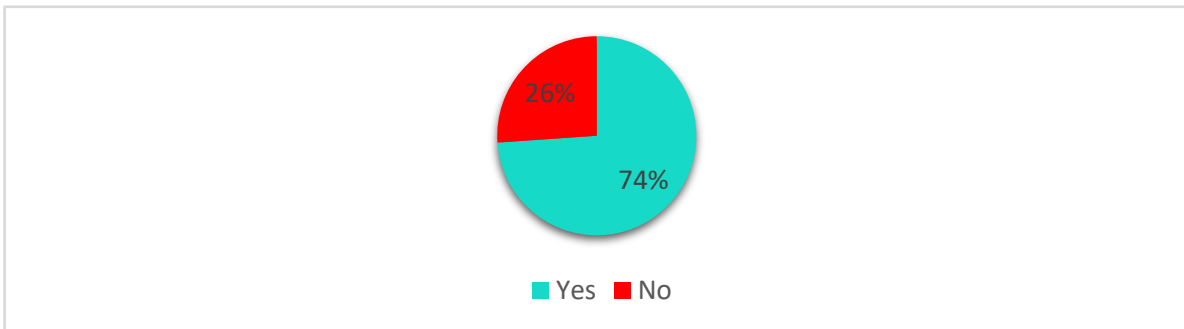


Diagram 8. The ability to evaluate learning processes and outcomes of Class VI students in MI Al Fithrah

Eighthly, there are as many as 74% of respondents state that they are interested in seeing and listening to interactive video again after learning ends and the remaining 26% claim to have never reopened their interactive video. From this, it can be explained that interactive video made by teachers can attract students' interest to see them again after learning is over. Deeply, this is very good to help students in conducting independent evaluations of their learning outcomes by conducting independent evaluation. Students will be able to measure the extent of their ability to achieve the desired target. In addition, the existence of an independent evaluation can also provide basic information which can be used as a reference for improvement materials for student learning progress (Basukiyatno, 2005).

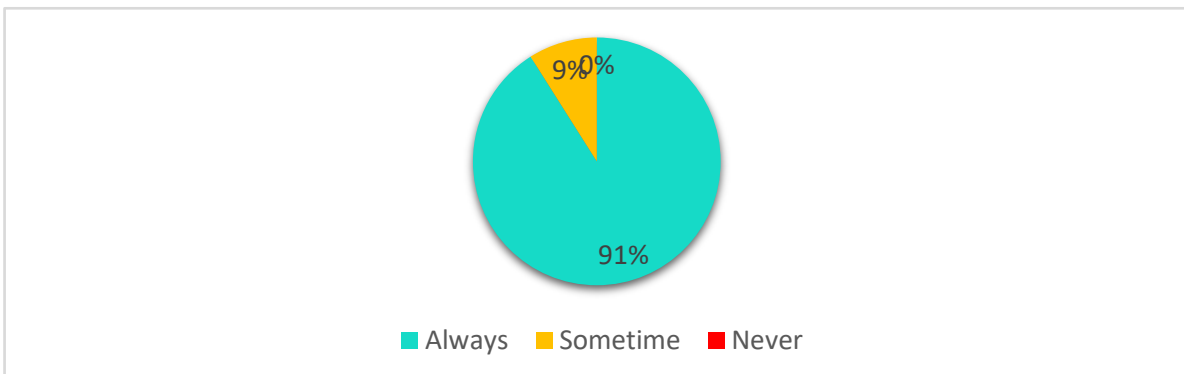


Diagram 9. The Self Ability of Class VI students in MI Al Fithrah

Ninthly, data obtained as much as 91% of respondents state that they always work on the questions in the interactive video. The remaining 9% admit rarely/sometimes and 0% never conducted. It can be concluded that this interactive video can be a mean for students to show and measure their abilities. Students who are able to complete their tasks well also have high self-confidence. Self-confidence can be described as an individual's belief in the abilities, skills, and strengths possessed to complete a job. This self-confidence can also foster interests, talents, and potentials that exist in students so that they can develop into success (Komara, 2016).

Broadly speaking, based on 9 indicators of self-regulated learning which are studied through this study, it is found that 57% of students are motivated by interactive video while 96% are able to diagnose learning needs. Furthermore, 59% are able to determine learning goals/targets. 59% are able to organize and control their learning activities. 80% are able to view problems as challenges. 85% are able to find alternative sources of knowledge. 59% have good learning strategies. 74% can evaluate themselves and 91% have good self-efficacy thank to interactive video teaching materials.

CONCLUSION

Based on the results of this research analysis, it is concluded that the use of interactive video teaching materials at MI Al Fithrah during the Covid-19 pandemic is considered to be able to help foster self-regulated learning in students. There are 5 indicators which get percentage results above 70% or in the sense that they can be classified as very good such as diagnosing learning need, seeing a problem as a challenge, utilizing, looking for relevant source, evaluating learning process and outcome, and good self-ability. at least, there are 4 indicators which obtain a percentage value below 60% or less good so that it needs to be improved again such as motivation in learning, determining learning goal/target, monitoring, controlling, regulating learning outcome, and finally implementing strategy in learning.

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