

THE DEVELOPMENT OF LEARNING VIDEO BY USING ProShow FOR FOURTH GRADE IN THE ELEMENTARY SCHOOL

Dewa Ayu Made Manu Okta Priantini

Dwijendra University Denpasar

e-mail: dewaayu056@gmail.com

ABSTRACT

The education has been grown rapidly nowadays. The number of change has been executed to develop the quality of education. The improvement of quality needs to be implemented urgently to engage students. Furthermore, it is expected to enhance of problem solving skill from the formed knowledge and skill. This research was in form of Research and Development (R&D) in accordance to Borg & Gall design. ProShow was the application used to proceed the video-based teaching media. The data were collected through interview, observation, giving questionnaire, and test. The result of interview and observation was analyzed in form of descriptive qualitative meanwhile questionnaire and test was analyzed quantitatively. The use of media in teaching Social Science for IV grade students was not implemented well. The procedure of research was adopted from Borg & Gall using ProShow as the developing media. The result shows that t_{obs} is 2,95 > t_{table} is 2,022. This can be interpreted that both groups have different achievement. The result of post-test shows that the average of students' achievement that have exposure to implemented developed teaching media which is higher than the students' achievement using media of picture based book (71,3> 63,5). Thus, developed media is effective to improve students' achievement.

Keywords: *development, teaching video, Elementary School.*

1. INTRODUCTION

The learning model used by the teacher to convey material in social studies learning generally uses conventional learning models. Conventional learning is still teacher-centered, so the teacher delivers lessons using lecture or expository methods, while students only listen and record them in notebooks. This learning model will make students tend to be passive, so that students feel bored. Learning materials in the form of learning media function as intermediaries in learning communication because they are something that can be used to channel messages from sender to recipient so that they can stimulate thoughts, feelings, and interests as well attention. Learning messages designed in the form of learning media will make learning communication more effective and efficient.

Efficiency and effectiveness of learning is manifested in the form of students' understanding of the learning material being studied, and student responses based on understanding of the subject matter being studied. The next problem, learning is still teacher-centered so that a lot of material that must be delivered is limited by time allocation. Learning videos are specifically designed for effective learning media. It contains practical material with appropriate suggestions, presented in audio and visual form (images and sound) which is equipped with a guiding voice that is easy to understand and understand and packaged in autorun so that with learning videos students can study independently and are highly guided for deepening the material.

Media is a communication channel where messages pass from communicators to communicants (Media is used to convey messages to recipients. The success of using media in the learning process to improve learning outcomes depends on (1) the content

of the message, (2) how to explain the message and (3) the characteristics recipient of the message Learning materials in the form of learning media function as intermediaries in learning communication because media is something that can be used to channel messages from senders to recipients so that they can stimulate thoughts, feelings, and interests and attention Learning messages designed in the form of learning media will make learning communication more effective and efficient.

Efficiency and effectiveness of learning is manifested in the form of students' understanding of the learning material being studied, and student responses based on understanding of the subject matter being studied. Therefore it is necessary to pay attention to learning media for social studies material because this material is still presented in the form of books and texts only, while students are less interested in the material so it is difficult to understand.

These reasons make many media developers develop instructional media as an effort to optimize the potential and learning process to achieve the expected target. Efforts to study the learning process, especially learning Social Sciences (IPS) are still being carried out. It should be noted that until now learning Social Sciences is still seen as a difficult and boring lesson by some students. Efforts to overcome this problem have been carried out by the government, namely by holding teacher upgrading courses on Social Sciences (IPS) subjects. On the other hand, increasing understanding of the content of Social Sciences (IPS) lessons also requires students to practice a lot about understanding the material. The solution is to develop students' understanding through learning videos using Proshow so that researchers are encouraged to conduct research "THE DEVELOPMENT OF LEARNING VIDEO BY USING ProShow FOR FOURTH GRADE IN THE ELEMENTARY SCHOOL

2. RESEARCH METODOLOGY

This type of research was Research and Development (R&D). The method used was the ADDIE method which stands for (Analysis, Design, Development, Implementation, Evaluation). Data collection techniques were carried out using expert validation sheets, educator response sheets, and student response sheets using a Likert scale. The subjects for this research were fourth grade students at SD Negeri 2 Yeh Kuning.

3. RELATED RESEARCH/LITERATUR REVIEW

The term video comes from the Latin, namely from the word vidi or visum which means to see or have the power of vision. Video provides a very engaging and live way of delivering information. Video is the most meaningful media compared to other media such as graphics, audio and so on. The use of video in interactive multimedia will provide a new experience. According to Munir (2012: 289), "Video is a technology for capturing, recording, processing, and storing, transferring, and reconstructing still image sequences by presenting scenes in motion electronically". Video provides a rich and vibrant resource for multimedia applications. Video is a moving image. If the object in the animation is artificial, then the object in the video is real.

Learning videos are technology-based media that are currently popular among the public. Also one of the media that belongs to the type of audio-visual media that can help the student learning process which contains learning material (Rizal Fariska, 2018: 4). Neo, 2001 (in Betrus, 2019) that learning videos are part of multimedia as images, text, and sound are integrated into a whole part, namely videos that can convey learning information to audiences. The existence of visual and audio elements can produce moving and interesting shows. It is hoped that students will easily learn and understand the material conveyed through learning video media (Yuanta, 2020).

Proshow Producer is a video editing and photo slide editing software. This software is good and more complete than other video editing software. The features of ProShow

Producer are also more complete, therefore the download file size is quite large, the installer file size is approximately 42MB. There are many slide video effects that you can apply, more or less hundreds of slide effects are offered by ProShow Produce. The ProShow software is the best free and paid with complete facilities. However, with paid software getting good results at an affordable price ProShow is a wise choice.

Learning is a process of teaching and learning activities that takes place in the classroom and is guided by a teacher as a guide. One form of social studies learning as stated in the basic education curriculum (2006: 149), regarding social studies education in elementary schools, is as follows; Subjects that study the challenges of social life based on study materials of Geography, Anthropology, State Administration, and History. IPS taught in elementary school consists of basic materials, social knowledge and history. Even the study of social sciences includes social environment, geography, economics, and government. Even historical studies cover the development of Indonesian society from the past to the present. The opinion above shows that social studies learning contains about social life which includes the social environment and so on. Meanwhile, according to the competency-based curriculum (2006: 203) it is explained that; Social Sciences is study material which is a simplification of adaptation, selection and modification of concepts and skills of the disciplines of history, geography, sociology, anthropology and economics, which are scientifically and psychologically organized for learning purposes.

Social studies education in elementary schools is a disciplined embodiment of various social sciences, which are based on study materials of geography, economics, sociology, anthropology, state administration, and history, so that social studies education is not a subject with a single scientific discipline but a combination of various disciplines, studies from several disciplines. knowledge of social studies teaching dimensions includes four dimensions, namely "Personal, social, time and place dimensions."

4. RESULTS AND DISCUSSION

Based on the results of the research, it shows that teachers actually have a great desire to develop an effective and innovative learning media, which is able to stimulate student activity, stimulate their creativity and improve learning achievement. Martinis Yamin (2008: 120) reveals that "Learning is a process of people acquiring skills, skills and attitudes". There are three principles of learning, namely a change in behavior, a process occurs and it becomes an experience. Experience is basically the result of interaction between students and their environment. It takes an appropriate media to maximize the learning process, one of which is video media. However, there are several obstacles encountered in the development of video media including; the teacher's limited time to make media, limitations or lack of mastery in using video editing software, and in the end in conveying teacher learning only utilizes existing media.

The results of observations at the analysis stage that have been put forward in the research results show that students find it difficult to absorb the material presented, learning media is limited to books and texts, the appearance is not attractive so that students are bored studying therefore, developing learning media that can make it easier for students to learn. In the student analysis stage, it is known that students need learning media that can facilitate students in learning so that it is interesting and not bored studying it. The selection of learning videos as a support for learning media was developed because it makes it easier for students to learn and looks attractive so that students like math lessons. Learning videos can be used as teaching aids because learning videos are media that have elements of sound, motion and animation.

Supporting software for editing recorded video results is ProShow software where in ProShow there are several filters that are quite interesting so that they can help in

making these learning videos. After the analysis stage, the next stage is the design stage. At this stage, the learning video planning format is carried out. Within the predetermined framework, the planning of the learning video title framework, competency standards and basic competencies, material content, and video after the design framework is complete is continued with the video editing stage. Furthermore, the development stage, namely the media development stage, began to be made based on the manufacturing design at the design stage for making learning video media starting from the story design to the video editing stage and then being evaluated by mathematicians and media experts, which is called validation. The aim is to get suggestions to improve the learning videos that are being developed. This learning video includes: The results of interviews and observations were analyzed descriptively qualitatively, while questionnaires and tests were analyzed quantitatively. Utilization of learning media for class IV on social studies subjects is not maximized; The development procedure uses the Borg & Gall development design, with the help of ProShow. From the test results, it is obtained $t_{obs} = 2.95 > t_{table} = 2.022$, meaning that the two groups have different or not the same learning achievements. The results of the post-test showed that the average learning achievement of the group using developed learning media was greater than the average learning achievement of the group using picture book media ($71.3 > 63.5$). From these gains can be withdrawn.

5. CONCLUSION

Based on the results of research on the development of instructional video media as mathematics learning media, the material for units of measurement and units of weight using ProShow is that material in mathematics learning videos can be developed more broadly by adding other basic competencies, the time needed for research and development should be extended, starting from the analysis stage. up to the product evaluation stage so that the resulting product can be optimal, it is necessary to carry out further research such as experimental research or class action research so that the effectiveness of using mathematics learning videos can be known compared to the use of other learning media.

REFERENCE

- Ardika, I Wayan, 2007, Cultural & Tourism Heritage, Larasan Library, Denpasar
- Aprilia Dinda Permata , I Nyoman Jampel , Luh Putu Putrini Mahadewi, "Pengembangan Multimedia Interaktif Matematika Untuk Kelas V Semester Genap Di Sd Negeri 4 Bebetin"(Volume:2No. 1 Tahun 2014)
- Auliya Niswah, "Pengembangan Bahan Ajar Mendengarkan Berbasis Video Interaktif BermediaFlash Kelas Viid Smp Negeri 1 Kedamean", (Jurnal Bahasa dan Sastra Indonesia Volume 01 Nomor 01 Tahun 2012)
- Budi Purwanti.(2015) Pengembangan Media Video Pembelajaran Matematika dengan Model Assure. Jurnal Kebijakan dan Pengembangan Pendidikan. Volume 3. Nomor 1
- Tito Siswanto, "Optimalisasi Sosial Media Sebagai Media Usaha Pemasaran UsahaKecil Menengah"(Jurnal Liquidity, Vol. 2 N0. 1, Januari-Juni 2013) h. 82
- Ilham Prisgunanto, "Pengaruh Sosial Media Terhadap Tingkat Kepercayaan Bergaul Siswa" (Jurnal Penelitian Komunikasi dan Opini Publik Vol. 19 No. 2, Agustus 2015) h. 103

Martinis Yamin. 2008. Paradigma Pendidikan Konstruktivistik. Jakarta: Gaung Persada Press. Munir. 2012. Multimedia : Konsep & Aplikasi dalam Pendidikan. Bandung : Alfabeta.

Rudi dan Cegi. 2008. Media Pembelajaran. Hakikat, Pengembangan, Pemanfaatan, dan Penilaian. Bandung: CV. Wacana Prima.

Rudi dan Cegi. 2008. Media Pembelajaran. Hakikat, Pengembangan, Pemanfaatan, dan Penilaian. Bandung: CV. Wacana Prima.

Sharon E. Smaldino. 2005. Instructional technology and media for learning 8th. United states of