



The Effectiveness of Learning Videos as a Source of Digital Literacy on Poster Learning in Elementary Schools

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ABSTRACTS

Learning in elementary schools tends to focus on teachers so it is less empowering for students. Of course, this makes the low level of literacy process in student learning the purpose of this study is to find out the effectiveness of the use of video media as digital literacy on poster learning in elementary school. This study uses quantitative research methods using the pre-experimental method of design type one group pre-test and post-test. The subjects in the study were 10 grade III elementary school students consisting of 5 male students and 5 female students. The results of the study showed that the knowledge of students and students about poster material before and after the implementation of video media as digital literacy is remembered. Because learning videos are very helpful to students in understanding poster material. It can be concluded that the delivery of material through this video can indirectly improve digital literacy for students.

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1. INTRODUCTION

Learning and learning are two things that are closely related and cannot be separated in educational activities. Learning and learning are said to be a form of education that creates an interaction between teachers and students (Pane & Dasopang, 2017). In general, the main components needed in learning are students, educators, learning materials, learning methods, learning media and evaluation, then the learning process is a series of systems that involve an interrelated unit to achieve an optimal result in accordance with established goals. (Pane & Dasopang, 2017).

However, learning in elementary schools tends to focus on the teacher so that it does not empower students. Of course, this makes the level of success of the literacy process in student learning low (Mayangsari, 2014). Along with technological advances that affect the world of education appear various media that vary with technology-based, one of which is video media. Video itself is a type of visual audio media, which means a learning medium that can be seen using the sense of sight and heard using the sense of hearing. In the medium of learning, video can be said to be effective to be used against the learning process, especially as digital literacy that provides motivation to students and generates student excitement as long as its use is appropriate and in accordance with the topics conveyed in the study. (Syaparuddin, 2020).

There are so many research studies that discuss the use of digital platforms used in online learning in elementary schools during the pandemic, research results show that students dominantly use social media in the form of whatsapp as a digital literacy media (Sulastri *et al.*, 2020). Other research on the effectiveness of digital literacy on the formation of student character in social restrictions due to the pandemic, research results show that digital literacy has an effect in showing students' attitudes and responsibilities voluntarily while complying with health protocols is fairly good (Muslimin & Idul, 2020). Another study conducted on digital literacy from the use of mathematics learning videos in classroom learning research results showed effective learning in terms of numeracy literacy skills and students' digital literacy abilities (Winarni *et al.*, 2021). Same thing about researchweb-based matlab tutorial media in numerical methods as digital literacy reinforcement, this research shows web-based matlab tutorial media get results that are feasible to use with fairly valid validity criteria (Setyansah & Lusiana, 2020). In line with previous research, research on digital literacy related to media in PAI learning. The results of this research show that in choosing quality information from internet media through digital literacy (Wahidin, 2018). But based on previous research, there has been no research that discusses the effectiveness of video as digital literacy in poster learning in elementary schools.

Therefore, the author conducted a study with the aim to find out the improvement of digital literacy skills by using learning video media on poster material in elementary school. Research uses a quantitative approach using pre-experimental methods with a form of one-group pre-test-post-test design. The results of the study were analyzed using descriptive statistics by comparing pre-test values with post-tests.

2. THEORETICAL FRAMEWORK

2.1. Video

In everyday life we are no strangers to the presence of video. Video is a technology of capturing, recording, processing, and storage, transferring, and reconstructing sequences of still images by presenting scenes in motion electronically. With the advancement of

technology and cultural development in our country today, watching videos is an activity that can be done by all circles. The video referred to in this study is a living image that has a visual and audio display that has various roles, in addition to being a means of entertainment, video can also serve as a medium of learning (Fadhli, 2016).

2.2. Digital literacy

Digital literacy is an individual's interest in attitudes and abilities in using digital technology and communication tools to access, manage, analyze, and evaluate information, build new knowledge, communicate with others in order to participate effectively in society (Setyaningsih, 2019).

2.3. Poster

Poster is a visual combination of a strong design, with color, and a message with the intention of capturing the attention of passers-by but long enough to instill meaningful ideas in their memory. Poster is also one of the learning media, of course it has certain criteria that should be followed so that the use of this learning media is more optimal. Optimal use of poster learning media is able to facilitate learning activities and facilitate interaction between teachers and students so that learning activities become more effective. Poster learning media is said to be good if it meets certain criteria which include readability, visibility, legibility, and good composition (Sulistyo, 2016).

3. METHODS

The method used is quantitative research using the pre-experimental design method type one group pre-test-post-test. The results of treatment can be known more accurately, because it can compare with the circumstances before being given treatment. The use of One Group Pre-test-Post-test Design will measure students' abilities from before being given treatment and after treatment is given the data collection technique used in this study is to use online questionnaire methods through google form to find out students' views of poster material in learning Cultural Arts and Crafts. The population in this study was 10 students grade III elementary school Sukaasih 1 Indonesia. The sample used in this study was 10 with details of 5 male students and 5 female students. Students grade III elementary school Sukaasih 1 Indonesia through google form. Exposure of material using video learning media, this research is conducted through 2 stages, divided into 2 sessions, namely the first Pre-test before the material is presented and the second post-test after the material is presented to find out the extent of understanding in the material. The instrument designed is a two-choice likert scale (Yes and no). The data obtained will be processed and then compared until finally the results will be concluded (Ardania et al., 2018).

4. RESULTS AND DISCUSSION

4.1. Demography

This research was conducted in elementary schools Sukaasih 1. The first step in this study was to survey the number of students in the school by interviewing the principal. The number of primary school students recorded was 849. Then we selected a sample from the class III student population and obtained as many as 10 students with details of 5 male students and 5 female students. with an average age of 9 years. Of these 10 students average they still do not understand poster material, this is due to lack of literacy when learning online.

4.2. Phenomena in the learning program

Learning stages that occur are as follows:

- (i) In the first session students look less enthusiastic in learning, due to the low understanding poster material.
- (ii) In the second session, the video media of learning began to be applied to students as digital literacy. Students are enthusiastic about the learning videos used in learning. In addition, students look very fast in collecting assignments.
- (iii) Learning videos as digital literacy improve students' understanding of poster material compared to book media.
- (iv) Evaluation of the level of understanding of students is carried out after the learning process.

4.3. Pre-test and post-test results

Learning activities in elementary schools are now carried out online. Tools and media used in learning through google meet and google form. We introduced google meet and google form to students through chat via whatsapp. This method is an interactive learning media solution used in online learning during the pandemic. In addition to introducing the two applications, we also distributed online questionnaires via google forms which were distributed to students through the whatsapp group application to find out the extent of understanding of the poster material.

Table 1 describes the question that have pre-test and post-test proposed. The first questionnaire that was made was a pre-test questionnaire. This questionnaire was distributed to third grade elementary school students with the aim of knowing the extent of the poster material by filling out 10 questions. After that, we will provide poster material through learning video media which contains poster material. After explaining the material, we redistributed the questionnaire with the same question in the form of a post-test to the students with the aim of how far the understanding of the poster material was.

Table 1. Students' pre-test and post-test results.

No	About	Pre-Test	Post-Test	Gain
1.	Do you know the meaning of posters?	57.0%	80.0%	23.0%
2.	Is the poster a decorative work?	35.0%	85.0%	50.0%
3.	Can posters send messages to other people?	56.0%	86.0%	30.0%
4.	Can posters be made using lines and colors?	40.0%	80.0%	40.0%
5.	Do you know what a line is?	60.0%	73.0%	13.0%
6.	Do you know the types of straight lines?	21.0%	66.0%	45.0%
7.	Do you know the types of curved lines?	35.0%	66.0%	31.0%
8.	Do you know the meaning of color?	50.0%	73.0%	23.0%
9.	Do you know the kinds of primary colors?	34.0%	73.0%	39.0%
10.	After you know the kinds of secondary colors?	30.0%	73.0%	43.0%

The results show several discussion points:

- (i) For question number one, the results increased by 23.0% when video material on the meaning of posters was given.
- (ii) For question number two, the results increased quite significantly among other numbers by 50.0% when the video understanding of posters was given.
- (iii) For question number three, the results increased by 30.0% when video material on the meaning of posters was given.
- (iv) For question number four, the results increased by 40.0% when video material on the meaning of posters was given.
- (v) For question number five, the results increased by at least 13.0% when video material on the meaning of posters was given.
- (vi) For question number six, the results are quite increased by 45.0% when video material about the meaning of posters is given.
- (vii) For question number seven, the results increased by 21.0% when video material on the meaning of posters was given.
- (viii) For question number eight the results increased by 23.0% when video material on the meaning of posters was given.
- (ix) For question number nine, the results increased by 39.0% when video material on the meaning of posters was given.
- (x) For question number ten, the results increased by 43.0% when video material on the meaning of posters was given.

Table 1 shows that students' knowledge of poster material before the implementation of video media as digital literacy amounted to 41.8%. After students and students were given poster material by using video media as digital literacy, students' knowledge and students increased by 75.5%. Based on the results of the pre-test-post-test there was an increase in the knowledge of students and students by 33.7%. The increase in knowledge is because students and students have obtained digital literacy in the form of material about posters using learning video media. The results above show that students' knowledge of poster material before and after being given a learning video about poster material has increased. It can be concluded that the delivery of material through learning videos indirectly is very effective in improving digital literacy for students on poster learning (Ardania *et al.*, 2018).

5. CONCLUSION

Based on the results of research conducted in elementary schools regarding learning videos as digital literacy, they get good research results. The results showed the average post-test student score of 75.5% greater than the pre-test average score of 41.8% so the difference in pre-test results – post-test by 33.7%.

From the data obtained shows that interactive learning videos can be a reliable choice of learning media, this is seen from validation in the form of pre-test tables – test posts, there can be clearly the understanding of students about poster material increases after the implementation of learning videos. Based on the research conducted it can be concluded that the delivery of material through this video can indirectly improve digital literacy for students.

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7. AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the content in this paper is free from plagiarism.

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