



Interactive-Animative Learning Videos as an Instructional Medium for Social Studies Learning for Elementary School During the Covid 19 Pandemic

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Abstract

The pandemic of Covid 19 requires teachers to guide their students through distance or online learning. Effective learning should always be explored so that students' learning outcomes does not decrease during this pandemic. It is certainly not easy to carry out effective and fun learning for students. Teachers keep always try the latest ideas every single time. Interactive video is one of the most appropriate strategies to solve learning problems in the classroom. This study aims to find out: 1) the percentage of students who responds positively to animative-interactive learning videos; 2) the percentage of students who does not respond to animative-interactive learning videos; 3) the percentage of students who responds negatively to interactive learning videos. This data was gained from 104 students of elementary school throughout in District of Tasikmalaya and Majalengka who learned Social Studies. Overall results analyzed through percentage form based on the students' response qualifications. The study was conducted by three observers who researched in different primary schools. Through this research, it was obtained that the use of Animative-interactive learning videos was effectively implemented as a learning strategy during this pandemic covid 19. The use of this media was also appropriate to be applied in the subjects of primary school of class of VI, because it was able to increase interest and explore the creativity of students. Through suitable analysis of the characteristics of learners, this type of media would be a reference for teachers to the implementation of learning that should use learning media that was fun and liked by students.

Keywords: Learning media; Social Studies, Learning videos; Animation-interactive; pandemic

Abstrak

Masa pandemi menuntut seorang guru harus membimbing siswanya belajar dari jarak jauh. Pembelajaran yang efektif hendaklah harus senantiasa digali agar hasil belajar siswa tidak mengalami penurunan di masa pandemi. Untuk melaksanakan pembelajaran yang efektif sekaligus menyenangkan bagi siswa tentunya tidak mudah. Guru harus senantiasa mencoba ide-ide terbaru setiap harinya. Video interaktif merupakan satu dari beberapa startegi yang tepat untuk mengatasi permasalahan pembelajaran di kelas. Penelitian ini bertujuan untuk: 1) mengetahui seberapa banyak presentase siswa yang merespons positif terhadap video pembelajaran animatif-interaktif; 2) mengetahui seberapa banyak presentase siswa yang tidak merespons terhadap video pembelajaran animatif-interaktif; 3) mengetahui seberapa banyak presentase siswa yang merespons negatif terhadap video pembelajaran animatif-interaktif. Data ini diperoleh dari 104 siswa SD di Kabupaten Tasikmalaya dan Kabupaten Majalengka yang belajar Ilmu Pendidikan Sosial (IPS). Hasil keseluruhan dianalisis melalui formulir persentase berdasarkan kualifikasi respons siswa.. Penelitian dilakukan oleh tiga pengamat yang meneliti di berbagai sekolah dasar. Melalui penelitian ini didapatkan bahwa pemanfaatan video pembelajaran Animatif-interaktif efektif digunakan menjadi startegi pembelajaran di masa pandemic covid 19. Pemanfaatan media ini juga sesuai diterapkan dalam mata pelajaran IPS sekolah dasar kela VI, karena mampu meningkatkan minat dan menggali kreativitas peserta didik. Melalui analisis karakteristik peserta didik yang tepat, media ini menjadi acuan guru terhadap pelaksanaan pembelajaran yang harus menggunakan media pembelajaran yang menyenangkan dan disukai oleh siswa.

Kata Kunci: Media Pembelajaran; Pembelajaran IPS; Video Pembelajaran; Animatif-interaktif; Pandemi

INTRODUCTION

Indonesia in 2020 is experiencing the most difficult time because it has to deal with the Covid-19 virus. Rosali's statement (2020), stated that due to the pandemic

period, the use of technology that was previously mostly used as a support for secondary work or as recreation has turned into a primary work facility. Information technology is one way to provide access to

information for the public, during the covid 19 situation. The education sector in Indonesia is experiencing a similar impact as a result of this pandemic. Therefore, to overcome this problem, the education component, teachers, and students need to adapt by conducting remote learning interactions (*distance learning*).

The pandemic period forced teachers to be more creative and innovative in managing online classes (on a network). The real logical consequence is that no matter how sophisticated the technology used is, it has not been able to replace the implementation of face-to-face learning. This is because conventional face-to-face interaction methods are still much more effective than face-to-face learning, *on line* or *e-learning*, especially the emotional side between educators and teachers. This opinion is reinforced by Yaumi in (Rahman, 2020), where other limitations in internet accessibility, hardware (*hardware*) and software (software), as well as financing is often an obstacle in maximizing learning resources *on line*.

In reality, the pandemic conditions do not allow us to continue to choose to study as usual. This condition requires a teacher to spin ideas to continue to carry out online learning effectively. As stated by Warif (2019), that an educator must be able to choose the right learning strategy for his students by paying attention to the circumstances or conditions of students, learning materials and existing learning resources so that the use of learning strategies can be applied effectively in supporting success. study. Whatever the conditions, teachers must strive for the success of their students.

The development of learning media is the only way during the COVID-19 pandemic, while still prioritizing students who have an interest and are interested in learning. Technology-based interactive learning media can provide students with up-to-date educational information, provide engaging instruction with electronic media, and

promote their technology proficiency, all contributing to their professional development. (Maenuddin, 2019). Based on Risnawati's opinion, technology implementation can combine all media elements such as text, video, animation, images, graphics, and sound into one presentation, so that all these elements can be combined with student learning modalities. This combination can accommodate students' visual, auditory and kinesthetic learning styles (Maenuddin, 2019).

The selection of appropriate and appropriate learning media will make students not bored and motivated to learn. Learning media is very useful for students because it increases knowledge and can foster a spirit of learning for students (Miftah, 2013). The use of well-designed learning media can generate motivation and stimulation for student learning and improve understanding of learning materials so that it will have an impact on improving the quality of education. Learning media can also be used to support learning processes or activities in schools, in improving the quality of learning and understanding of students (Istiqlal, 2018). Making videos with animations is the right way out to raise students' enthusiasm for learning. However, the inspiration in social behavior that can be seen in videos needs to be packaged with interactive animations that really show the real world.

Based on these problems, on the Social Studies (IPS) learning, especially in high grades, requires a special strategy to introduce social sciences contextually. One of the ways to use interesting videos is to create interactive-animative animated videos. Students need an overview in constructing their knowledge, especially in social studies subjects. Social behaviors that can be described using interactive animations can be the right learning media during a pandemic.

Therefore, this study discusses the responses of elementary school (SD) students to social studies learning videos with interactive animations. These results are

expected to be a reference for teachers to consider making interactive and animative videos in schools in delivering learning materials, especially social studies learning in high grades.

METHOD

The research methodology uses descriptive quantitative methods, processed in the form of percentages based on the qualifications of the students' responses. This research was conducted in different elementary schools. The observers examined student responses. Data entry is guided through *google forms* which contains indicators of student interest and response to learning videos that have been made by each observer in thematic learning and includes learning Social Sciences (IPS). The class taken is high class. All students from the three schools totaled 104 students. In its implementation, the observers are also accompanied by a teacher who is the homeroom teacher in the class being observed. This is to make it easier for the observer to coordinate and ask why some students did not respond during the learning process.

RESULTS AND DISCUSSION

This research was carried out during online learning activities during the pandemic. The direct accompanying researchers consisted of 3 people observing different schools. The location of the research was carried out in several elementary schools in Tasikmalaya City and Majalengka Regency, with a focus on grade 4 Elementary School (SD)

The research was conducted by teaching in the class with a focus on social studies learning materials. Although the observers also teach thematically integratively, the discussion and design of videos for social studies learning dominates. Especially the videos presented are animated videos with storylines that contain social sciences. In practice, students are led to study by observers using the WhatsApp application, then students are directed to watch animated learning videos that are sent directly or accessed via Youtube. Then, the observer

directly recorded how each student responded to the learning video.

The results of the study were obtained from various student responses, from the beginning to the end of learning on one day. The total number of students is 104 students from 3 different schools, in Tasikmalaya Regency and Cikasarung, Majalengka Regency.

The response indicators in the interactive video are classified into 3 main responses, namely positive responses, negative responses, and no response. Table 1 below is a description of the responses from the students, as follows:

Table 1
Response Description

Indicator	Positive Response (+)	No response	Negative Response (-)
Students respond with positive words, happy, like, and so on	√		
Students are enthusiastic in asking the contents of the video and responding to things related to learning presented in the video.	√		

Students are present but never respond verbally, both verbally and in writing from beginning to end.		√	
Students are registered as students in the class but do not follow the lesson from beginning to end.			√
Students verbally, both verbally and in writing, expressed their dislike of videos.			√

From the results of the study, it was seen that from 41 students, there were students who responded positively about 61% or 25 people. While 39% there is no response that is 16 students. No negative response was found in the results of this study. The students were enthusiastic in listening to social studies material through animated videos. Not infrequently, in responding positively, students ask questions related to the material. Students who do not respond are students who are registered in the study, but are not present in class.

b) The results of the responses of the 5th graders of SDN Layungsari in Figure 2.

After compiling the description of the responses, the following diagram is a diagram of the results of the research on the responses of students in 3 schools in Tasikmalaya Regency and Majalengka Regency, including:

a) The results of the responses of elementary school students in Manonjaya are shown in Figure 1 below.



Figure 2
Presentation of 5th Grade Student Responses at SDN Layungsari

From Picture. 2, shown as many as 41 students, who responded positively was very large, namely 88% percent or 36 students. The remaining 12% or totaling 5 students had no response. Likewise, in this class there were no negative responses, either through disapproval or other responses. In this school, the positive response of students to animated videos is greater than no response. The students have an interest in watching animated videos because they often see animated shows on television. The students also actively asked about the

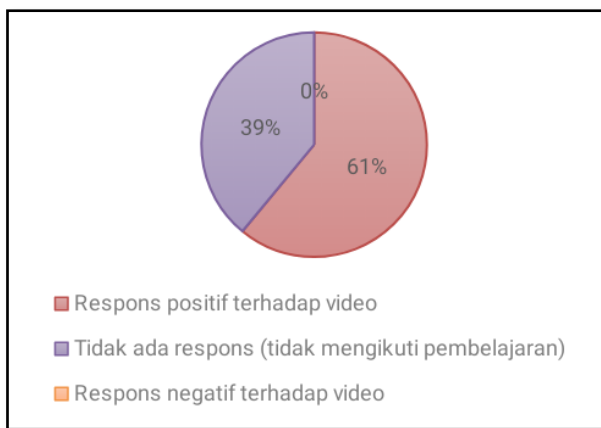


Figure 1.
Student Response Percentage

material in the video and gave a favorite response to the animated video. This also gives the impression that students are more interested in receiving material in other interactive forms, especially animated videos.

c) The results of the responses of Class 4 SDN Cikasarung students shown in Figure 3

From the percentage results in Fig.3, there are, the majority of students, with the largest percentage of 91% or totaling 20 students responded positively. The remaining 9% or totaling 2 students did not respond. No negative responses were also found. High positive response is shown by the students at this school. Students can watch animated videos while studying. The students responded with pleasure, according to the teacher's question. Negative responses are not seen or shown, because they see a different presentation in learning. Meanwhile, there was no response from students because these students were present in the study, but were not present from the beginning to the end of class learning.



Figure 3
Percentage of Response of Grade 4 Students at SDN Cikasarung

The results showed that most of the students had high enthusiasm for interactive animated videos, especially in social studies learning. Learning using interactive-animative learning video media is said to be effective as a learning medium in distance learning conditions during the pandemic.

This can be a reference for teachers in making various other, more varied animated videos. Moreover, several supervising teachers said that the assignment and discussion every day was carried out predominantly using the WhatsApp application, which was worried that students would feel bored and bored in the delivery of teachers. Learning videos can be made as attractive as possible, especially in social studies learning that requires contextual descriptions.

Interactive video is a medium, especially in learning, in increasing individual enthusiasm or interest in teaching materials or materials in class. This is relevant to Rosmaya (2019), Kristianto (2018), and Ridha (2021), as the use of video is effective in increasing interest and making it easier for students to understand the material or study material being studied. This is also reinforced by Ridha's statement, (2021), where the use of interactive video can be used as a means or media to support learning that can be accessed anywhere and anytime, and can be properly and safely documented.

CONCLUSION

Learning videos are one of the learning media that can be used by teachers in the classroom, to increase students' interest and understanding of the material being taught. Interactive learning videos are from online learning media that are solutions in the learning process, especially in solving problems of access to student learning. This study concludes that the use of interactive-animative learning videos is effective as a learning medium, especially during the Covid 19 pandemic. Thus, interactive-animative learning videos are relevant in high-class social studies learning. Through the use of interactive learning videos, most students have an interest, where interactive-animative learning videos help study at home.

Recommendations and Suggestions

Teachers must be creative and always develop competence, regarding learning and classroom management. It is hoped that teachers will be able to explore creativity every day in conveying learning to students, especially during this pandemic. Especially in social studies learning, it is not enough to just use the lecture method or one-way communication. Moreover, learning at home, where students must be given an overview of the material that can be understood and packaged in a video or interactive media that they like.

noOnly teachers, parents as learning companions must be selective in choosing children's shows. Elementary school students still have to be filtered in every way, especially smartphones which have not only positive things in them, but also negative things that need to be avoided. Children can be advised to watch lots of fun learning videos on *Youtube*, and other easily accessible connecting media.

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