

IMPLEMENTATION OF SIMULATION MODEL CHARACTER LEARNING VIDEO IMPLEMENTATION IN INTEGRATED ISLAMIC PRIMARY SCHOOL DURING THE COVID-19 PANDEMIC

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Abstract: *The COVID-19 pandemic has made teachers consider choosing learning media so that students can be helped to understand the learning material provided even though learning is accepted online. The use of learning video media is an option for learning as a teacher option when learning online. This study aims to see the process of implementing learning video media carried out at SDIT Al Hikmah Pangkep during the covid-19 pandemic from the perspective of educators. The character learning in question is the 9 pillars of character given to students 15 minutes before learning begins. The method in this research is descriptive quantitative with an instrument in the form of a questionnaire distributed to educators via google form. The data analysis used in this study is descriptive statistics, namely analyzing data by describing or describing the data that has been collected as it is. The results of this study revealed that the majority of educators considered that the character learning video media was well implemented. Character learning videos can help educators to teach material related to good characters in life. The use of video media is also favored by students because it can help students study at home, motivate students to study. Through character learning videos, it can also stimulate students to find important information related to character building.*

Keyword: *Simulation Models, Learning Videos, SDIT, Covid-19*

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INTRODUCTION

Educators face a variety of digital platforms and tools that are constantly changing in the delivery of their content. During the COVID-19 pandemic, teachers have switched from face-to-face activities to online platforms without any prior training. (Shafi'i et al. 2020) Based on this, teachers should consider choosing appropriate teaching materials to achieve learning objectives. Learning media that can help students know the material given, even when students learn from home. Learning media must adapt on characteristic features and the ability of students when apply media. This learning video is considered suitable for use in the future online learning because its use is not so difficult and can be taken by all students. In addition, during the pandemic, educators do not meet directly with students, so the learning video media is considered appropriate to interpret the learning material and it is hoped that the learning video media can overcome student boredom during the online learning period (Herani, 2021).

In addition to media, learning models can describe or describe procedures learning, learning environment and the use of devices other learning that is arranged systematically so that it can describes a step-by-step learning activity. The learning model is formed when the approach, strategy and technical methods and even tactics have been strung together intact. The simulation model is considered effective to be applied in learning. Through this model, students have opportunities to engage directly with oneself, and can be implemented in life. (Daniati 2021)

Video learning has many advantages during online learning, therefore educators prefer to be applied to learning activities. The implementation of learning video media was carried out at SDIT even before the implementation of online learning until it happened online learning. The learning video in question is a character learning video that is oriented to the formation of

good human beings and has good character during the *COVID-19 pandemic*. Character education is the process of training students in habits so that they have the right awareness, ability to think objectively perceive good values and apply them to a behavior called psychomotor. Character education is method educate students to be wise in making decisions and applied until it becomes a habit and contributes well (Ambarita 2020).

This has been widely studied, one of which is entitled Utilization of Learning Videos in Integrated Thematic Subjects in Elementary Schools During the Covid 19 Pandemic. The results of the research show that learning by using learning videos goes well. Not a few educators argue that the use of effective learning video support is applied during online time can help teachers handle documents and difficult lessons that require practice direct. Learning videos are also popular with students because they can help children learn more independently at home, encouraging students to learn. This learning video also trains teachers to determine the idea in making creative videos that can help students in online learning. (Herani, 2021). Similar research with the title Differences in the Use of Powerpoint Media and Learning Videos on Higher Order Thinking Ability and Memory Retention of Students in Science Subjects. The results showed that there were significant differences in students' higher order thinking skills when using learning videos and using power points with material from the human respiratory system. Students who use video learning aids do better than students who learn using Power point tools. (Gowasa, Harahap, and Suyanti 2019)

The focus of distance learning must emphasize the need for educators to learn technology on their own, even the scope of education cannot be separated from technology. Learning technology according to AECT (*Association for Educational Communication Technology*) is "a complex and integrated process that involves people,

procedures, ideas, equipment and organizations, to analyze problems, find ways of solving, implement, evaluate, and manage problem solving in a situation in which the learning activity is purposeful and controlled (Aryadillah and Fitriansyah 2017).

The determination of the media is based on the character of the students, the specifics of the learning material being taught, and the student's learning model. Determination _ It is hoped that the right means can help convey the material more clearly to students. According to Piaget 's hierarchy, the characteristics of elementary school students are still at a certain stage of activity, In this stage, learning activities must represent something that is real and exists in students' lives. (Marinda 2020) In addition, students' learning styles must adjust visually. Visual learning style is a learning style by seeing, observing, gazing, and the like. The strength of this learning style lies in the sense of sight.

One of the three main components, learning videos are learning media used by students teacher in arousing the feelings, thoughts, and desires of students by displaying ideas, idea, message (message) via audiovisual. (Nugraha and Nestiyarum 2021)

There are several components that must be considered in the process of making learning videos, which are divided into three stages, namely, pre-production, production and post-production. Pre-production includes determination of ideas or exploration of ideas, analysis of targets, preparation of outlines of media content, preparation of material descriptions, script writing and manuscript review. At the production stage there is a script conference or script *conference* and in the post-production stage there is editing, testing, revision, and presentation of learning videos (Nugraha and Nestiyarum 2021).

Based on the description above related to the implementation of learning video media, it can help students to find out the topics presented in the video in the hope

that they can Students' understanding of the content contained in the video can increase. The various benefits of implementing this media, many teachers use the media in character learning activities. Character learning in question is learning that is given to students every day 15 minutes before learning begins. It aims to foster enthusiasm and positive thoughts in students. This research was conducted to see the implementation of character learning video media with a simulation model at SDIT Al Hikmah Pangkep during the *covid-19 pandemic*. from an educator 's perspective.

RESEARCH METHODOLOGY

This research uses descriptive quantitative method. The sample involved was an educator at SDIT Al Hikmah, Pangkep. The sample in this study was 10 educators who used learning videos during online learning. The instrument used was in the form of a questionnaire consisting of questions about differences of opinion between educators about the implementation of learning by using video media for character learning in online learning. Research tools (instruments) are distributed via google forms. The instrument consists of two, namely: 1) the response of educators regarding the use of character learning video media; 2) the response of educators regarding obstacles in implementing character learning videos during the covid-19 pandemic. The data analysis used in this study is descriptive statistics, namely analyzing data by describing or describe the data that has been collected as it is without intending to make conclusions that apply to the general public or generalization i. This analysis is only an accumulation of basic data in the form of a description in the sense that it does not seek or explain relationships, test hypotheses, make predictions, or draw conclusions.

RESULT AND DISCUSSION

Results

Based on the questionnaire that has been distributed via google form, it shows

that in general the implementation of character learning video media according to educators has been carried out well. The majority of educators' responses to character learning videos also responded

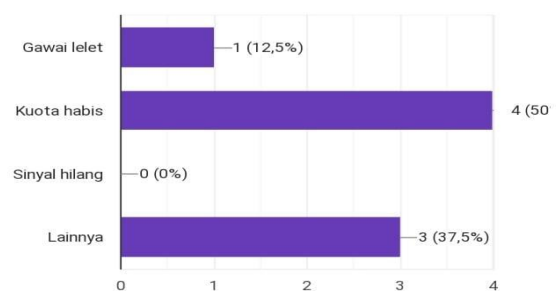
positively. The learning video was made by the teacher and then shared via whatsapp group. Students can also access the video through the YouTube page that has been uploaded by the educator.

Table 1. Teacher's Response related to the implementation of character learning video media

No	Question	SS	S	TS	STS
1	Video media makes it easier for educators to explain Materials about Character Education	8.3%	83.3%	8.3%	-
2	The character learning video media is liked by students.	91.7%	8.3%	-	-
3	Learning video media can motivate students to study at home.	91.7%	8.3%	-	-
4	Learning video media make it easier for students to understand the learning material.	100%	-	-	-
5	Learning video media make it easy for students to understand character education in life	83.3%	16.7%	-	-
6	Learning video media make it easier for educators to instill good character in students	91.7%	8.3%	-	-
7	Learning video media help parents to guide their children at home.	83.3%	16.7%	-	-
8	Learning video media help parents to guide their children at home.	58.3%	41.7%	-	-

The results of the study based on the questionnaire instrument related to the response of educators in implementing the character learning video there were 8 statements given. Educators can choose one answer from four options. All statements written in the questionnaire received a positive response, in the sense that the informants answered more strongly agree and agree. Based on the results of this study, the implementation of character learning videos is expected to be understood by students and produce changes in character and good attitudes in life at home, at school and even in the community. Every media, of course, has several obstacles faced in its application. The following is an overview of the results of the research through a questionnaire distributed via google form regarding the obstacles faced by educators in implementing character learning videos:

Kendala yang dihadapi pendidik dalam implementasi video pembelajaran karakter



Obstacles faced by educators in implementing learning videos are running out of quota 50%, slow devices 12.5%, and 37.5% others. Based on the results of this study, it can be seen that educators have implemented the use of video learning media . character well but still faced with some obstacles. This shows that in the learning process, especially learning videos have a role that is considered important and is one of the determinants of success for

teachers in conveying messages or materials that will be studied by students. However, there are several things that need to be observed before implementing learning videos including planning or preparation, implementation and output. In addition, teachers are expected to be able to use technology as a means of supporting learning video media and are expected to be proficient in making learning videos and teachers need to occasionally attend trainings on how to apply the media.

Discussion

The implementation of a simulation model character learning video in an integrated Islamic elementary school during the COVID-19 pandemic at SDIT Al Hikmah Pangkep had a positive response from the related teachers. This is in accordance with the theory put forward by Daniati that the simulation model is considered effective to be applied in learning. In its implementation, students are expected to be able to have the opportunity to be directly involved with themselves in the learning process.

The process of implementing the simulation model certainly has several obstacles, especially during the covid-19 pandemic, where teachers present learning materials virtually either through whatsapp groups, gclassrooms and so on. The difference that stands out in this study is that the teacher presents learning videos that can be accessed by students which are expected to attract students' interest in learning. Based on the results of the study, it can be seen that there are several obstacles in implementing the simulation model character learning video at SDIT Al Hikmah Pangkep, one of which is slow devices and running out of quota.

This is in accordance with the theory put forward by Jamad quoted by Muh Ahyar et al in their research entitled Barriers to teachers in online learning: A case study in class V MIN 2 Mataram City which states that the competence of teachers in operating online learning is not

uniform, including mastery of technology. Internet connection is constrained by network providers, coupled with children's activities for independent learning without parental assistance, because some parents do not have adequate knowledge and education, children tend to engage in other activities such as playing games during and after online learning, boring because the videos are less interactive and interesting

CONCLUSION

The research carried out revealed that the implementation of character learning videos at the Al Hikmah Pangkep Integrated Islamic Elementary School had according to the concept with good results. The majority of teachers think that character learning videos are implemented well. Character learning videos can help educators to teach material related to good characters in life. The use of learning videos is also popular with students because it can help students study at home, creating learning motivation for students. The urgency of this research reveals that it is important for the current generation to learn how to create and present interesting development -appropriate learning videos so that future students are more motivated to learn because they care about learning materials used outside the camcorder so as not to forget important aspects of learning. video creation. so that the purpose of making videos can be delivered optimally.

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