

Research article

Optimization of Online Learning With the Development of Video Learning Media for Early Children's Education

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ORCIDDenik Ristya Rini: <https://orcid.org/0000-0002-6264-8633>**Abstract.**

Since the start of its spread in 2020, the COVID-19 pandemic has had an impact on various fields in Indonesia, one of which is education. Because of the pandemic, the Indonesian Government has called for replacing face-to-face learning with online learning. Teachers are required to be more creative in developing learning media that can be used for the online learning process. In this study, teachers developed learning media in the form of videos for early childhood levels. The development of this learning media used the ADDIE approach (analysis, design, development, implementation and evaluation). The media developed were validated by material experts and media experts. Then a product trial was conducted at the TK/KB Laboratory of the State University of Malang. The results of the product trial showed that there is student interest in video learning media for online learning.

Keywords: online learning, media, videoCorresponding Author: Denik
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Knowledge E

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Selection and Peer-review under the responsibility of the ICADECS Conference Committee.

1. INTRODUCTION

PG-PAUD Laboratory UM is one of the schools affiliated with the State University of Malang. PG-PAUD UM Laboratory is located on Jl. Magelang No, 02 Malang City. PG-PAUD Laboratory UM is one of the affiliated schools of the State University of Malang which provides education for Early Childhood.

As one of the educational institutions for early childhood, PG-PAUD UM has quite a lot of programs. PG-PAUD UM Laboratory organizes learning programs for early childhood with a learning and playing system. This is in accordance with the PAUD curriculum which states that the learning process in early childhood is learning while playing [1]. The learning program implemented is a face-to-face learning program in class and a field visit program that is regularly scheduled to study certain themes. The field visit program is carried out to introduce students to the real environment about what theme

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they are studying. This is so that students can experience first hand and get to know more closely the objects that are being studied.

The COVID-19 pandemic has caused the learning process to change. This is in line with the research that has been conducted by Atsani [2] on Learning Transformation During the Covid -19 Pandemic. Learning that was initially carried out face-to-face, then transformed into distance learning or online learning. Online learning can be done in two ways, namely online directly (synchronously) and indirectly (asynchronously) [3]. Direct learning can be done via zoom, google meet, webex etc. Indirect learning can be done through whatsapp groups, google classroom, or other learning platforms. In this pandemic condition, to carry out the UM Laboratory PG-PAUD learning process, both methods are used. Based on the results of preliminary interviews conducted with the Principal of PG-PAUD UM, the direct learning process is carried out through the zoom application 2 times a week. While the rest of the teachers carry out the learning process by coordinating through whatsapp groups with parents. In learning activities through whatsapp groups, teachers usually provide videos downloaded from YouTube, or provide pictures according to the theme of the lesson to be studied at home by students with the assistance of parents.

Based on interviews conducted with the UM Laboratory PG-PAUD teacher team, it was found that there were obstacles that sometimes downloaded videos or images from the internet that were not suitable for the learning context in UM PG-PAUD UM, for example on the theme of studying animals, the teacher would create content about animals. -Animals that are easily or commonly found in the city of Malang. Likewise, to study fruit, the teacher will tend to teach students to recognize the fruit typical of the city of Malang. This is a demand for teachers to be able to independently develop learning media that will be given to students.

A common problem experienced by the UM Laboratory PG-PAUD teacher team is adapting to conditions that require online learning. The problems experienced are not only in the adjustment of the learning process but also in the development of learning media. To carry out the automatic online learning process, teachers must be creative in developing learning media. In the face-to-face learning process, the teacher can only carry out the learning process by using learning media in the form of visuals or pictures, for example, pictures of animals, pictures of fruit and other pictures according to the theme being studied. In face-to-face conditions, the teacher will demonstrate the pictures by giving an explanation of each feature of the picture being studied in front of the class. However, in this pandemic condition, teachers cannot meet face to face,

so teachers must be able to develop learning media that can replace their presence in front of the class.

Zaman [4] states that one of the interesting learning media used in the online learning process for early childhood is audio-visual-based learning media. This media is interesting for children because of the cute illustration display and voice dubbing that explains the illustration. Audio-visual-based learning media are related to the senses of sight and hearing so that they can rectify the ability of the child's senses and children can easily capture the material described in the media, this will be able to develop cognitive abilities by providing stimuli in the form of images and sounds and convey messages to affect attitudes and emotions [5]. The problem is in the development of learning media used in the online learning process, they must use computer devices in their manufacture. In fact, not all teachers can operate computer devices to develop media. This is in line with the initial observation at the UM Laboratory PG-TK, that all teachers at the school already have electronic devices in the form of computers and smartphones, but 70% of them do not fully understand the features of these electronic devices when used to develop media. learning. Computer devices are only used to work on files in the form of word, excel or power point only.

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2. METHOD

1. Activity Implementation Method

The approach offered to solve this problem is a participatory approach. The participatory approach is an approach that involves participants in preparing activity plans, program implementation and program evaluation [6]. In this approach the

service team acts as a facilitator whose role is to facilitate and direct the process of making online learning media.

2. Target Community

The target community in this service program are KB-PAUD teachers totaling 5 people who are in the UM Laboratory KB-PAUD school. Basically, the target of this service activity is that each of them already has a computer device, so they feel ready to take part in this service program activity.

3. Activity Method

Service activities will be carried out for three months with each scheduling 6 meetings, for 3 hours in one meeting. The methods that will be used in this service activity are:

1) Lectures: The lecture method is used when the Service Team provides material about any software and applications that teachers can use to develop online learning media. The Service Team provides modules to participants so that they can be used as reading material.

2) Tutorial: The tutorial method is used when the Community Service Team provides training on the stages of making online learning media by making tutorial modules, besides that the service team also provides direct assistance if teachers experience difficulties in the implementation process.

3) Assignment: So that the material that has been given to the UM Laboratory PAUD KB teachers does not just disappear, the Service Team gives an assignment in the form of asking each teacher to apply the service material by means of each teacher compiling online learning media with a different theme -different. This is intended to produce many learning media products for various themes.

4. Activity Stage

To maximize this service activity, the researcher carried out three steps of activities, namely preparation, implementation and evaluation of activities. Preparations were made to see the extent of the service team's readiness to participate in service activities, as well as a means of mapping the needs needed by service partners to immediately provide a solution. Implementation activities are carried out according to the schedule agreed by both parties. While the activity evaluation activities are used to see the extent to which the success of the community service activity implementation program [7].

1) Preparation

In the preparation stage, the Service Team met with all members of the Malang Regency Arts and Culture MGMP, explained about the service activity plan, explained the schedule of activities and explained the outcome of the activities to be achieved. In addition, at the preparation stage, the Service Team also checks the readiness of each software owned by the teacher, so that they can take part in training on making digital patterns.

2) Implementation

Implementation of activities carried out in KB-PAUD UM LABORATORY,

Service activities are carried out for 3 months, 1 meeting every Sunday. Implementation of activities includes training and application of the results of the training to students.

3) Activity Evaluation

Evaluation of activities will be carried out after the training activities and the application of the results of the training to students have been carried out. Indicators of achieving the goals of this service can be seen from the final results of the training by seeing what percentage of UM Laboratory KB-PAUD teachers can produce Online Learning Media products.

3. DISCUSSION RESULT

The training conducted for KB PAUD Laboratory UM teachers is divided into the following stages:

3.1. Pre-Activity Stage

At this stage the service team conducted observations and interviews with the PAUD KB Principal to identify the current state of the learning process. The focus of identification relates to what the learning process is like. What are the learning media used in the online learning process and are there any difficulties in developing online learning media.

From this observation, data was obtained that teachers at KB Paud Laboratory UM carried out learning activities both asynchronously and synchronously. Asynchronous activities are carried out by sending photos or videos taken from YouTube or in the form of animated videos for students to study. In addition, the learning process is also carried out through group video calls on WhatsApp.

From the results of this observation, the service team found a finding that in developing online learning media the teacher team at KB Paud Laboratory UM still needs to learn to make their own videos, because the videos that have been presented so far are videos downloaded from the internet or YouTube. With each teacher's own ability to make their own learning media, it will create a good impression for their students, because by providing self-made learning videos, students can see the material being studied is explained directly by the teacher through the videos they make, this will certainly be very helpful. Memorable for students, and can cure the longing for the presence of the teacher in the classroom.

3.2. Stages of Training Activities

At the stage of teacher training activities are given material in the form of:

- 1) Lectures: Relevant Learning Media for the online learning process
- 2) Training and Discussion: Teachers learn to develop learning media in the form of videos using the inshot application guided by a service team.



Figure 1: The Service Team Leader delivers training materials.

3.3. Post-Training Stage

In the post-activity stage, the service team monitors and evaluates the results of the development of learning media that have been made by the participants. This activity



Figure 2: Training participants follow the activities carefully.

looks at the extent to which the success of teachers in developing learning media that has been guided by the service team.

The evaluation results show that 90% of participants have understood the concept of developing video learning media through the inshot application. This is proven by the ability of the service participants to make videos independently. However, there are some notes at the evaluation stage, which are related to the selection of colors and the determination of the accompaniment of the songs made that still need improvement.

4. CONCLUSION

From the service activities carried out, it can be concluded that the activities have been going well. Service partners have been able to listen and apply the material provided through workshops/training activities. The success of this activity is evidenced by the ability of the trainees to create learning media independently through the inshot application. The participants also gave a very good response because they felt that the material presented was very useful for the learning process.

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