Video Learning Media in History Learning
(Case Study at SMA Sejahtera 1 Depok)

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Abstract
Learning media is one of the important components in the learning process. For teachers, the use of learning media can help in delivering the subject matter. As for students, learning media can help understand the learning material. One of the learning media used by teachers is learning video media. Learning video media can provide a concrete picture of the ideas and ideas contained in the subject matter. The subject is one of the subjects that are suitable for using learning videos. This study aims to see how the use of learning media and how to apply instructional video media in learning history. The population and sample of the entire study were students of class XI IPS at SMA Sejahtera 1 Depok. results Based on the research that has been done, video learning media is a good medium to use in history subjects. Learning video media can also increase the effectiveness and enthusiasm of students' learning.

Keywords: learning media, learning video, history subject

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INTRODUCTION

One of the important components in teaching and learning activities is the use of appropriate media. Media in teaching activities can assist teachers in delivering teaching materials properly. In addition, the use of appropriate learning media by the teacher makes it easy for students to understand the material presented. Understanding the media itself is an intermediary that can be used by someone to convey subject matter (in the context of teaching and learning). Therefore, it can be said that intermediaries in delivering something are called media. In addition, the sender of information can channel information well to the recipient with the right media (Asyhar, 2021).

In teaching and learning situations, learning media in general can be interpreted as a tool to help. So, it can be explained that all tools, which can convey learning information both electronically and non-electronically, can be called learning media. As expressed by Supomo (1972) and Sanaky (2013), that as a stimulus to motivate students to learn, the delivery of learning messages is more useful using facilities or tools, especially in the form of physical. Therefore, in the learning process, learning media has a strategic role.

The types of learning media that can be used by teachers in teaching and learning activities are very diverse. According to Rusman & Riana (2011), learning media can be categorized into three, namely audio, visual, and audiovisual. Audio media or facilities are media that can only be felt by the sense of hearing, while visuals are media that present an object and are intended for the sense of sight. Types of visual media include pictures, photos, paintings and objects that can be seen in general. Meanwhile, audiovisual media include sound recordings on cassette tapes or the like and radio broadcasts. In addition, combining audio and visual media in one presentation, such as television broadcasts or video recordings and films.

Each learning media has its own advantages and is used according to the needs of the teacher and the characteristics of the students. Therefore, no one learning media is better than other learning media. Therefore, the teacher must choose the right learning media, in order to achieve the learning objectives. However, in implementing the use of learning media, sometimes
teachers decide unilaterally without seeing the needs of students. In fact, it is not uncommon for teachers to only use one learning media in teaching. This then makes the use of learning media inefficient and effective.

Now, the popular learning media among teachers is video learning. According to (Riyana, 2007) it is explained that learning videos are a means of presenting the auditory and visual sections that contain learning messages, both those containing concepts, principles, procedures, knowledge application theory to assist students in understanding a learning material. Learning videos are able to make students interested in participating in the learning process and help understand the material. Learning videos also help students understand the concrete things contained in learning. In addition, learning videos are also seen as fulfilling the principles of effectiveness and efficiency, relevance and productivity as a means of learning activities.

Subject teachers who quite often use learning video media are history teachers. There are many advantages of using learning videos when used as a medium for learning History subjects. According to Nugent in Smaldino, et al. (2008), video is a suitable tool for various kinds of learning, such as classes, small groups, even one student alone. It cannot be separated from the current condition of students who are growing up in the arms of a technological culture. The benefits or advantages that can be obtained from the use of video learning media if applied in learning. According to Arsyad (2002) explained, that there are seven main advantages of using film and video learning media, as follows. First, films and videos can complement students' basic experiences in reading, discussing, and practicing. Film is a substitute for nature and can even feature objects you wouldn't normally see. Second, Movies and videos can accurately describe the process of being able to watch repeatedly as needed. Third, films and videos convey attitudes and other emotional aspects in addition to motivating and enhancing other affective aspects. Fourth, films and videos with positive values can facilitate reflection and discussion in student groups. Like the existing slogan that movies and videos can bring the world into the classroom. Fifth, films and videos can depict dangerous events when viewed in person. Sixth, films and videos can be shown to large and small groups, heterogeneous groups, or individuals. Seventh, The potential of frame-by-frame recording technology allows movies, which normally last a week at normal speed, to be shown in just a few minutes.

Based on this introduction, a research was conducted on "Use of Video Learning Media in Class XI History Learning at SMA Sejahtera 1 Depok". The purpose of the research is to find out, among others: (1) How is the implementation of history learning at SMA Sejahtera 1 Depok in general? (2) How is the use of learning media in learning history at SMA Sejahtera 1 Depok? And (3) How is the application of instructional video learning media in history learning at SMA Sejahtera 1 Depok?

RESEARCH METHODS

The research method used in this study is a qualitative method. Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2007). The data generated is descriptive data in the form of words obtained through observation, interviews and documentation. According to Arikunto (2013) qualitative research is intended to collect information about the status of an existing symptom, namely the state of the symptoms according to what they were at the time the research was conducted. The type of qualitative descriptive research used in this study is intended to obtain information about the use of learning media in general and video learning media in particular.

RESULT AND DISCUSSION

Result

SMA Sejahtera 1 Depok is one of the best private schools in Depok City. Facilities and infrastructure owned by SMA Sejahtera 1 Depok are quite complete, such as biology, physics and
language laboratories. SMA Sejahtera 1 Depok is the only school in Depok City that has an indoor sports hall. The facilities and infrastructure in the classroom are also quite complete, such as a set of projectors and a sound system to support teachers in teaching. To support learning, especially in history subjects, several teaching aids are available, such as several miniature temples, two-dimensional maps and globes, as well as pictures of hero figures. The process of teaching and learning history subjects in Social Studies class 3 is more often done in class. So far the learning activities that have been carried out outside the classroom are visiting museums or historical sites for learning in the field.

The learning media used in general in the history learning process is power point learning media, by showing pictures and using teaching aids. However, history teachers also often combine the use of learning media. As stated by the History Teacher of SMA Sejahtera 1 Depok, Mr. Muhammad Luthfi (Interview on June 9, 2021), when using learning media, two learning media are often used together, such as power point learning media combined with map learning media. Or power point learning media with audio recordings or audio visual recordings. The use of a learning media is very dependent on the needs and characteristics of students.

One of the learning media that is often used by history teachers is learning video media. Video is a medium that converts an idea or idea into a moving image and sound display and its presentation involves certain technologies. Between video and film have similarities and differences. The similarity is that both are audio-visual media, because they have elements that can be seen and heard simultaneously. And the difference is that films have a storyline, both fiction and non-fiction, while videos do not have a storyline (Sukiman, 2011). Learning video media is one of the good learning media used in history learning. The use of learning media, especially learning video media is very helpful for students in understanding the material provided. As stated by the history teacher of SMA Sejahtera 1 Depok, Mr. Muhammad Luthfi (Interview, 9 June 2021):

"Through learning media, teachers can overcome problems related to space, place, and time. The use of media is very much needed, because in history learning materials really need media as reinforcement or as a support which is not enough in the text alone. In addition, historical learning materials require illustration media such as pictures, photos, maps or video”

The use of instructional video media in history learning allows students to interact with the media, both directly and simultaneously in one classroom at the same time, also allows students to study alone outside school hours in different timescales. In addition, the use of instructional video media can be a reference for effective alternative learning media choices for history teachers in conveying material to students. However, it is necessary to develop learning video media by paying attention to the rules and systematics of media development, which still pays attention to the quality of the media. It aims to keep the learning media relevant and up-to-date.

The instructional video media is also quite good in increasing the effectiveness of learning history for the students of SMA Sejahtera 1 Depok. This is because the learning media can give students a concrete picture of the material taught by the history teacher. By using video learning media, history teachers can display and present learning objects into the classroom. According to Mr. Muhammad Luthfi, a history teacher at SMA Sejahtera 1 Depok, video learning media makes it easy for students to capture the main content of the subject matter he conveys. This is because learning videos can be played repeatedly by students anytime and anywhere (Interview, 9 June 2021).

Besides being able to increase the effectiveness of learning, students also look enthusiastic when history teachers use learning media. From the students' point of view, learning video media makes it easier for them to learn and understand the material. This is different when history teachers only use other learning media, such as power points combined with the lecture method. As stated by one of the students of SMA Sejahtera 1 Depok, named Moamar Khadafy Hanyokrokusumo (Interview, June 13, 2021) who said that learning video media is very flexible because it can be watched anytime and repeatedly. In line with Gaddafi, another student, Valiant
Uways Anakin Rakhman (Interview, 15 June 2021), revealed that by using learning videos, he understood the material faster, because the learning video media displays interesting pictures and sounds, so they are not boring.

So, learning video media not only makes it easier for history teachers to teach, but also helps students to understand the material being taught. Psychological learning video media can also increase the enthusiasm of students in learning history, and make history learning more effective. Learning video media can also provide concrete projections of ideas, ideas and materials taught by history teachers.

**Discussion**

Through learning media, teachers can overcome problems related to space, place, and time. If the subject matter is about early humans, then through video media learning space problems that are difficult to convey in words can be presented through learning video media about the description of how early humans looked, where they lived, even showing a concrete picture of their existence. Success in the use of instructional video media is highly dependent on the creativity and ability of the teacher, both in compiling the learning flow and learning content as outlined in the learning video, as well as understanding the needs and characteristics of students.

As stated by Yudianto (2017), that video viewing allows students to experience the sensation of participating and participating in the mood described in the video. For example, students can demonstrate the process of electric or electrical travel via video. It is designed to help students imagine how power plants work and provide a visual experience. When the influence of video media enters the human body faster than other media. This is because the viewer is a focused light, it can affect human thoughts and emotions. Educational and learning activities need to focus on and influence students’ emotions and psychology.

According to Retno in Dimyati (2006), the more specific students learn the learning material, the more experience they get. On the other hand, the more abstract experiences students get, the less experience they get. An experimental class that uses video material as a teaching tool before the live class allows students to focus more on the hands-on activities. In the world of education, presenting material through video media is not just the delivery of material according to the curriculum. But also experiences or situations in the environment that are conveyed by the subject delivered via video. Students will also find it easier to watch videos in live sessions than material delivered through books or pictures. These activities will facilitate the teaching and learning process for students and teachers.

Learning video media can also be used in the learning process in the midst of a pandemic situation. Learning that takes place on a limited basis with a blended learning model makes learning video media as an alternative learning media that is suitable for use. Even so, the teacher as a facilitator in learning must also pay attention to the content contained in the learning video media so that learning is right on target and in accordance with the predetermined goals.

**CONCLUSION**

The use of video learning media that has been applied at Sejahtera 1 Depok High School in history learning is quite effective. This is indicated by the increasing effectiveness and enthusiasm of students in participating in the learning process. This is inseparable from the flexible nature of video learning media, which in this case makes it easier for students to access it. In addition, learning video media is not like other media, because this media combines two media elements at once, namely audio and visual.

Although it can be said to be very good, learning video media can be classified as alternative learning media. This is because the learning video media only provides a stimulus in learning, and cannot replace textbooks as the main learning resource and media. Therefore, the teacher still plays a strategic role as a facilitator, who sorts out and helps explain what is contained in the media to students.

Several factors inhibiting the implementation of learning are faced, namely the first is not practical, namely the teacher requires more effort in making learning videos. Often this is what
makes teachers reluctant to make learning video media, and more often uses learning video media that are already available on online platforms, such as YouTube. Second, the limited competence of teachers in making learning video media. Learning video media, is a medium that is quite complicated. Teachers must at least have the ability to create concepts, editing, directing, computers and the internet. And the third is the teacher's creativity in making learning video media. Creativity is needed in making learning video media. With high creativity, unique and interesting learning video media will be created. In addition, teachers must also be skilled in making learning video compositions. This is done so that the learning video media displayed still contains learning objectives.

REFERENCES