Research Article

TEACHER PERSPECTIVE ON THE THEMATIC LEARNING VIDEO APPLICATION AT KINDERGARTENS DURING THE COVID-19 PANDEMIC IN LOMBOK INDONESIA

Baik Nilawati Astini, *Ni luh Putu Nina Sriwarthini and Ika Rachmayani

Early Childhood Education Study Program, Faculty of Teacher Training and Education, University of Mataram, Indonesia

Abstract

Teaching and learning activities during the Covid-19 pandemic are mostly done online. It is a formidable challenge for early childhood teachers because the characteristics of early childhood education differ from other education levels. Children require learning that can facilitate their way of thinking. Learning media is an intermediary between teachers and students in learning materials. One alternative for teachers during the Covid-19 pandemic is audiovisual (video) media. This study aims to observe the use of video media in learning activities at the early childhood education level in Lombok Island during the Covid-19 pandemic from teachers' perspective. The subjects are 120 kindergarten teachers in Lombok Island. The methodology used was descriptive qualitative with an instrument in a questionnaire distributed to Kindergarten teachers in Lombok Island. The results showed that early Kindergarten teachers in Lombok Island mostly used video media to implement learning during the Covid-19 pandemic. Learning using video media is considered effective during the Covid-19 pandemic because it helps teachers deliver learning materials online and make students understand them.

Keywords: Teacher perspective, Video application, Kindergartens in Lombok.

INTRODUCTION

Activities in early childhood education are essentially stimulating activities that allow children to mature in all aspects of their development at an early age. They will undoubtedly grow and develop optimally following correct patterns and rules if they get good stimulation [1,2]. Education for children at an early age must be adequately conducted to develop optimally. It means that early childhood education must be in line with the characteristics of the children [3,4]. Early childhood education is essential because it is conducted during the golden period of children's development, quickly grasping every stimulus given. Therefore, education during this period must be conducted as well as possible to build good study habits and optimize their potential for the next level of their education [5,7]. Various media are needed to conduct teaching and learning activities in early childhood education, especially games. During this period, learning tends to be more optimally conducted through playing activities [8]. Teachers could use media to support each process in teaching and learning activities. Moreover, in accommodating the various characteristics of students, teachers can combine the media through the use of multimedia-based technology [9,10]. Media is a messenger that can stimulate students' minds in the learning process. Learning is a communication process between students, teachers, and teaching materials. If the media carries messages or information for instructional purposes or contains teaching purposes, then the media is called teaching media. Learning media is an information-carrying technology that can be used in teaching and learning activities [11,12]. Video is one form of audiovisual learning media. With the development of science and technology, educational media, especially video media, has become an urgent demand.

Due to the complex nature of learning, various learning objectives are difficult to achieve by relying only on teacher explanations. Therefore, to achieve maximum results, it is necessary to use media, one of which is video media. Learning activities by utilizing audiovisual media made learning more effective and provided a contextual experience for students [13,14]. This study focuses on the prospective analysis of kindergarten teachers on the application of video in their learning during covid-19 in Lombok, Indonesia.

METHODS

The methodology used in this research is descriptive qualitative. Data was obtained through observation and questionnaires. The research subjects were Kindergarten teachers on Lombok Island. The sample was determined by a purposive sampling method, with120 teachers as samples. The teachers were from 60 kindergartens spread across Lombok. The instrument design is in the form of a questionnaire containing questions about various opinions of teachers on the use of video media in the learning process during the Covid-19 pandemic. The instrument was distributed through social media in August 2021 and can be filled out by teachers on Google forms. The instrument consists of 2 parts: 1) the response of teachers regarding the use of video media in learning activities during the Covid-19 pandemic; and 2) an analysis of the use of video media in learning conducted by teachers during the Covid-19 pandemic. The data analysis used was the data reduction method, data display, and concluding drawing [15]. The first instrument, teachers' response regarding the use of video media in learning activities during the Covid-19 pandemic, consisted of four answer options, i.e., strongly agree, agree, disagree, and strongly disagree. Furthermore, the responses for the second instrument, analysis of the use of video media in learning activities conducted by teachers during the Covid-19 pandemic, could vary according to the details of the distribution of learning video media. Teachers could choose several options given from the questions asked.

*Corresponding Author: *Ni luh Putu Nina Sriwarthini*
Early Childhood Education Study Program, Faculty of Teacher Training and Education, University of Mataram, Jalan Majapahit No 62 Mataram, Indonesia
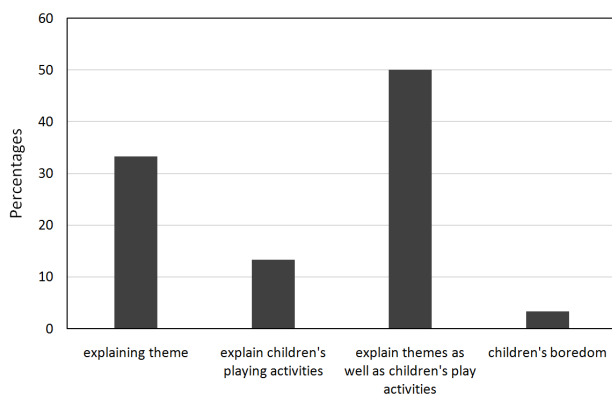
Table 1. Teacher's response regarding the use of video media in learning activities

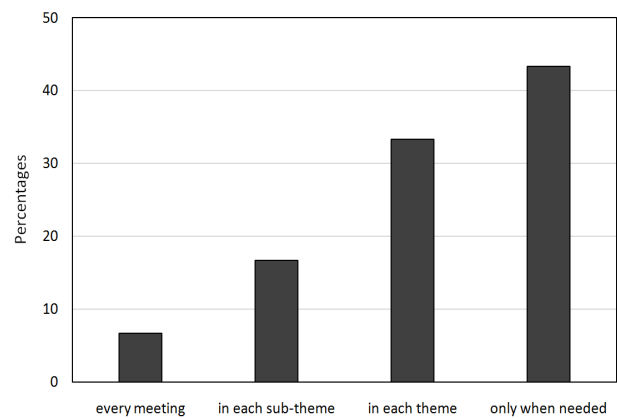| No.	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	The video content used can be understood by children optimally	36.7	63.3	-	-
2	Video media makes it easy for you to present material to students during the covid-19 pandemic	30	63.3	6.6	-
3	Video media makes it easier for teachers to convey difficult material to children	23.3	70	6.7	-
4	Video media can motivate students to study at home	16.7	70	13.3	-
5	Video media can make students more independent in conducting learning activities at home	10	50	36.7	3.3

RESULTS AND DISCUSSION

The results showed that all kindergarten teachers in Lombok Island were accustomed to using video media in learning activities during the Covid-19 pandemic. It is evidenced by the percentage of 96.7% of the teachers who chose to use audiovisual (video) media in their learning activities during the Covid-19 pandemic. Video media in learning activities in kindergartens in Lombok is considered very effective. Most teachers responded positively to video media in early childhood education in Lombok, although there are still some obstacles to its implementation. In detail, the teachers' response data related to the use of learning video media during the Covid-19 pandemic can be seen in Table 1. Teachers' responses on the first statement of the first instrument about the video content used can be understood by children optimally, 36.7% of teachers strongly agree, and 63.3% of teachers answered they agree. For the second statement about using video, making it easier for teachers to convey material to students during the Covid-19 pandemic, 30% of teachers strongly agreed, 63.3% answered, and 6.6% answered they disagreed. In the third statement regarding video media making it easier for teachers to convey complex material to children, 23.3% of teachers answered agree, 70% answered they agree, and 6.7% answered they disagreed. In the fourth statement about video can motivate students to study at home, 16.7% of teachers strongly agree, 70% answered agree, and 13.3% answered less agree. While in the last statement regarding the use of video media can make students more independent in conducting learning activities at home, 10% of teachers strongly agree, 50% answered agree, 36.7% answered they disagree, and 3.3% strongly disagree.

The results of the second instrument regarding the analysis of the use of video media in learning activities during the Covid-19 pandemic can be seen in Figures 1 to 4.
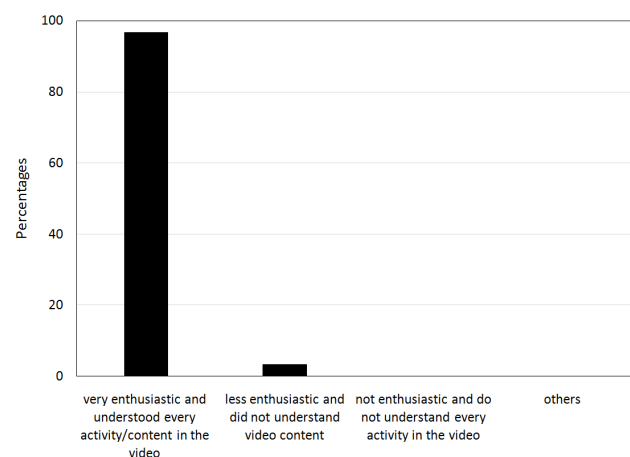
Figure 1. The purpose of using video media in learning activities

On the question of the purpose of using video media in learning activities: 33.3% of teachers chose to use video media to explain the theme, 13.3% of teachers decided to use video

learning media to explain children's playing activities, 50% of teachers chose to use video learning media to illustrate themes as well as children's play activities, and 3.3% of teachers decided to use videos in learning activities during the Covid-19 pandemic only as a spectacle or to relieve children's boredom.

Figure 2. Use of video media in the learning process

On the question regarding the use of video media in learning activities during the COVID-19 pandemic: 6.7% of teachers chose to use video media at every meeting, 16.7% decided to use video media in learning activities in each sub-theme, 33.3% decided to use video media in learning activities in each theme, and 43.3% choose to use video media only when needed.

Figure 3. Student responses to the use of video media in learning activities

Students' responses to the use of video media in learning activities were analyzed with the fourth statement on the second instrument. 96.7% of teachers answered that student responses were very enthusiastic and understood every video activity/content, and 3.3% of teachers answered that students were less enthusiastic and needed help understanding video content.
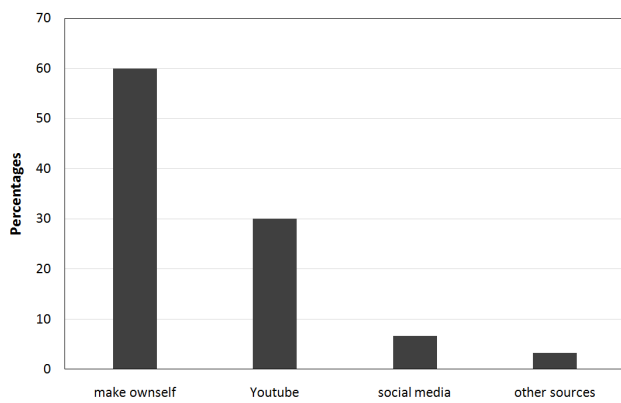
Figure 4. Video media sources used in learning activities

There are four options that teachers can choose from regarding video media resources used in learning activities. 60% of teachers use their video media in learning activities, 30% take learning videos from YouTube, 6.7% take learning videos from social media, and 3.3% get learning video media from other sources. The results of this study illustrate that Kindergarten teachers in Lombok mostly use video media in learning activities during the Covid-19 pandemic. The use of video media in learning activities during the Covid-19 pandemic is considered very effective for delivering learning materials to children online. These findings follow the results of several previous publications [16,17]. It is essential because children at an early age still think concretely, so learning media are needed to facilitate this even though learning activities are not directly conducted in the classroom. According to the questionnaire analysis, most teachers preferred video media to other learning media during the Covid-19 pandemic. The use of video media in learning activities increased students' learning motivation. Videos designed by considering various things, such as interesting content, nicely packaged and easy for students to understand without compromising the main elements of the learning material, are considered to help teachers and parents guide and educate students [18,19]. Audiovisual media aims to develop cognitive abilities by providing stimuli in the form of moving images and sounds and conveying messages to influence attitudes and emotions. Audiovisual media also has benefits for the learning process, including attracting students' attention by delivering teaching materials, growing their motivation to learn, and providing learning experiences by concluding learning from a video presented [20-25].

Most teachers use video media in learning activities to explain the theme and children's play activities. During the Covid-19 pandemic, it is difficult for teachers to continue carrying out learning activities. According to Kindergarten teachers in Lombok, video media is the most relevant learning media. The use of video media in which there is an explanation of the theme to be taught and a guide to children's play activities is considered capable of facilitating children to learn independently at home. Video media be not only able to increase student motivation during the Covid-19 pandemic but also be able to increase student creativity. The use of video media also makes communication between teachers and students more interactive than if the teacher only explains conventionally without the help of media. The use of video media is also considered to improve the ability to listen and respond quickly to eventsin front of them [26,27].

Student responses to video media in learning activities during the Covid-19 pandemic are very positive. Most of the teachers assessed that their students were enthusiastic and able to understand every content/play activity described in the video the teacher gave. The use of technology in education in this era is a must. Educators must have the skills to create interesting, innovative, and creative technology-based teaching and learning activities. Information and communication technology (ICT) is needed for teaching and learning activities during the Covid-19 pandemic as a learning aid. ICT is not only able to make learning more interesting but also able to facilitate learning without being constrained by place and time. Teachers now understand the role and benefits of ICT, so learning activities can be more effective and have better quality than before. Teachers also need to be given more in-depth training and learning regarding the use of ICT in learning activities so that ICT can provide optimal benefits and results [28-31]. Regarding the video media sources used, most of the kindergarten teachers in Lombok made their video media used in their respective learning activities. The teachers assessed that self-made video media would be more effective and increase the closeness between teachers and students even though more learning activities were conducted online [32,33]. The teachers also thought that they would be able to create better video content that is more in line with their students' characteristics than ready-made video media taken from other sources. Media and learning resources are important factors that must be considered in planning learning activities. The chosen media and learning resources must be in harmony with the learning materials and provide relevant experiences for children. Collaboration between technology and education is considered capable of improving the quality of teachers. Technology and information media alone could improve student learning abilities [34,35].

In using video media in every learning activity, teachers also find obstacles that hinder their teaching and learning activities. One of them is network constraints that are of different quality. Not infrequently, teachers find students' parents living in areas with poor network quality to inhibit teaching and learning activities[36-38]. At the beginning of the Covid-19 pandemic, teachers also found that student's parents had a limited internet quota, so students could not participate in teaching and learning activities. However, this problem can be resolved with the recent government policy providing free internet quotas for students and teachers. Another obstacle that can hinder learning with video media is the unequal quality of work on the devices of students' parents. Teachers found some students' parents with devices that did not support video playback[39-42].

Conclusion

In conclusion, the implementation of learning during the Covid-19 pandemic using video media in Kindergarten in Lombok has gone well. Most teachers consider using video media in learning activities effective during the Covid-19 pandemic because it is considered to help teachers teach complex materials and materials that require practical activities. Students also favor video media because it can help them study independently at home and motivate them to study harder. Video media also stimulates students to improve various aspects of their development during the Covid-19 pandemic.

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