The Use of Video in Improving Students' Attention in Learning Process of Kindergarten Students

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A B S T R A K

Salah satu masalah yang sering muncul dalam proses pembelajaran adalah kurangnya perhatian siswa selama proses pembelajaran. Hal ini tidak lepas dari karakteristik siswa taman kanak-kanak yang memiliki rentang perhatian yang pendek. Hal ini tentunya dapat membuat proses pembelajaran menjadi tidak efektif. Pentingnya pemanfaatan kreativitas guru untuk membuat siswa memberikan perhatiannya selama proses pembelajaran. Guru dapat memanfaatkan revolusi industri 4.0 saat ini dengan memanfaatkan teknologi yang ada disekitarnya, seperti penggunaan video untuk menarik perhatian siswa sehingga proses pembelajaran menjadi efektif. Penelitian ini bertujuan untuk melihat keefektifan penggunaan video untuk meningkatkan perhatian siswa. Pendidikan merupakan proses pembelajaran yang terjadi sepanjang hidup. Sehingga, perhatian siswa sangat dibutuhkan terhadap materi yang diajarkan oleh guru selama proses pembelajaran berlangsung. Hal ini akan membuat siswa mampu memahami materi yang diajarkan. Penggunaan video sangat efektif untuk menarik perhatian siswa. Guru perlu mengetahui karakteristik siswa dan mengikuti perkembangan teknologi untuk dapat menyediakan media pembelajaran yang sesuai dengan kebutuhan siswa.

A B S T R A C T

One problem that often arises in the learning process is that students' attention is quite minimal during the learning process. This thing cannot be separated from the characteristic of kindergarten students, that is they have a short attention span. This, of course, can make the learning process ineffective. It is important to use the teacher's creativity to make the students pay attention during the learning process. Teachers can take advantage of the current industrial revolution 4.0 by using the technologies around them, such as the use of videos to attract students' attention so that the learning process becomes effective. This paper aims to see the effectiveness of the use of video to attract students' attention. Education is a learning process that occurs throughout life. Student's attention is needed for the material taught by the teacher during the learning process. It will make the students able to understand the material being taught. The use of video is very effective in attracting the students' attention. It is necessary for the teacher to know the characteristics of the students and to follow the development of technology to be able to provide the teaching media that suits the students' needs.

1. Introduction

Early childhood is the most basic early period in the growth and development of human life (Fauziddin, 2016; Heriyanto, 2014; Nurdiani, 2013; Wartini et al., 2017). This early period is often referred to as golden ages. It is said as golden ages because early childhood is an individual who is undergoing a process of growth and development that is very rapid and very valuable compared to the next ages. Early childhood education is a vehicle for play as well as learning that is full of fun and freedom. Early childhood education prepares students to be able to adapt in elementary school after graduating in kindergarten (Dhamayanti & Suparno, 2015; Wartini et al., 2017).

Children have certain characteristics that are unique and not the same as adults, they are always active, dynamic, enthusiastic and have a curiosity about what is seen, heard, felt, they never stop exploring and learning. Besides, having a short attention span, they cannot pay attention for long periods because they are easy to be distracted (Ariyanti, 2016). This also often happens in the learning process in kindergarten, children often find difficulties to give their attention when the teacher explains the learning material. The average attention span of children aged 4-5 years ranges up to 12-14 minutes. In fact, the

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class will never be perfect, there will be something that disturbing, and the teacher should face this thing to solve and find the way to make the learning process become better.

One of problems that appears in learning process is that the students hard to give their attention during the learning process. In the learning process in class, the teacher often faces students who are experiencing attention disorders so the students cannot give their attention in following the learning process. The teacher should help and make the students to give their attention during the learning process, so that the learning process will run effectively. Therefore, students should have attention during the learning process.

The learning process carried out in early childhood education must refer to the characteristics of early childhood development and all the inherent nature of the child. Likewise, the stimulus provided must be in ways that are appropriate to the characteristics and nature of early childhood. The learning process that is not boring, can at least help students to focus for long periods. Accordingly, the earlier research by (Chrystanti & Sukadi, 2015) highlights the corresponding issue of kindegarten students' attention on the usage of learning media that tend to be monotonous and less interesting. Students certainly will hard to give their focus on the learning process because they have a quite short attention span, but at least students can extend their attention span through alternative things that the teacher uses in the learning process. One of the alternative things that can be helpful is through the use of an approriate learning media.

Based on the observations that the researcher did with two different teachers with different subjects on July 29th, 2019 and July 31st, 2019, there was a problem related to the student's attention. When the teachers started the learning process, the students looked so enthusiastic in the beginning of the learning process and then some students began to lose their attention. Those teachers have a role to attract students' attention to refocus their attention on learning. In this learning process, the teacher did not use any learning media, but they only used marker and whiteboard and they used the direct teaching method. This was quite impressive for the researcher because the teachers were still able to attract the attention of students, although not for a long time. The teachers just need to make their voice higher, then the students gave their attention to the teachers, this was the simple way to make them focus. Before started to teach, the homeroom teacher that at the moment wanted to teach Mathematics tried to change students' seating arrangement, students that love to talk, daydreaming, sleepy, and also passive move to the front so that the teacher would be easier to give her concern to these students, this was to make the students give their attention more during the learning process.

Based on the teaching experience that occurred in class K2 (July 24th, 2019-August 7th, 2019) the researcher found that students were only able to give their attention with a short amount of time, even less than 12-14 minutes. To get their attention for 10 minutes was very difficult. In the beginning of the class, the students are enthusiast to follow the learning process but after few minutes, the researcher found that some students did not pay attention to the teacher and they were busy to talk with their friends. From this case, the researcher tried to attract students' attention by raise the voice, but they were still be busy talking back with their friends. After this, the researcher realized need to find a way to improve students' attention through an interesting learning process with teaching media, such as video. The indicators that can be seen that the lack of student attention are, when the researcher explained the material, many students were busy talking, when the researcher asked the questions, many students cannot answer the researcher's questions. According to (Ansori & Yuliansyah, 2018), a media such as video can promote great learning potential which is expected that the students will have a fun and engaging learning environment, especially for the young learners.

Education is a learning process that occurs throughout life. Lifelong learning is conceptualistic and the actions taken in one domain will affect the results of the other. The lifelong learning process does not look at age, kindergarten students also experience the learning processes that occur throughout life (Akkoyun & Erkan, 2014; Can & Yüksel, 2012; Drude et al., 2019). When students do not pay attention to the material that the teacher teaches, then the teacher needs to attract the attention of students by using the creativity that God has given to create an effective learning process that is all students can pay attention to the teacher, so the teacher can provide a meaningful learning process for the students. Any various creative efforts made by teachers in utilizing technology, for instance, can contribute to improve the quality of education (Alalwan et al., 2020; Seufert et al., 2021). This made the researcher use the alternative to increase the students' attention through teaching media, such as video. Therefore, the writing of this paper aims to see the effectiveness of teaching media such as video in K2 class turns out to improve the attention of students compared to the learning process that does not use teaching media such as video.

2. Method

Research is a process carried out scientifically, systematically, and objectively which involves elements of reasoning and observation to find, verify, and strengthen theories and to solve problems that arise in life. In this study, the researchers used a descriptive qualitative method. Qualitative research is research that produces qualitative descriptive data in the form of written or spoken words from people and observed behavior (Panjaitan, 2017). This is also in line with (Kriyantoro, 2007) that said qualitative descriptive method is a technique that describes and interprets the meaning of the data that has been collected by paying attention and recording as many aspects of the situation as possible at that time, to obtain a general and comprehensive picture of the actual situation. Using descriptive methods means that the researcher analyzes the data collected using words, pictures, and not numbers (Moleong, 2010). Qualitative research starts from data, utilizes existing theories as explanatory material, and ends with a theory (Panjaitan, 2017). Therefore, historically, the implementation of qualitative research stems from observations. And in practice, qualitative research is research on descriptive research and tends to use analysis with an inductive approach. When teaching, the researchers always observe students, both those who give their attention fully or not. Then the researcher tries to find an explanation of the problem found by looking for several theories related to it and also look at previous studies that discuss the same thing.

A study certainly has goals to achieve, so the purpose of this study was to see the effectiveness of using video as a teaching media in K2 class in increasing student attention compared to the learning process that does not use video as a teaching media. This research was conducted at a private school in West Jakarta in K2 class and was carried out for one month and by doing the teaching process seven times. The sampling technique used in this study is to use a saturated sampling technique, meaning that it uses the entire population as the sample, which is the population of K2 class which consists of 19 students. The technique of collecting data by the researcher consisted of observation and documentation in the form of videos, pictures, and reflections after teaching. The researchers used journal reflection a reflection journal written after finishing the teaching process as the main data used to analyze the effectiveness of using teaching videos in K2 class in improving students' attention. Then the researchers also used video recordings to see students' enthusiasm during the learning process when using videos during the learning process. The data analysis process in this study started from examining the overall data available from various sources, after all data is collected, then the researchers tried to analyze. Then after collecting existing data, researchers began to organize; sort; group; code; and categorize. At the end of study, the researcher concludes all. The researcher must arrive at conclusions and carry out verification, both in terms of meaning and in terms of the correctness of the conclusions agreed upon by the subject where the research is carried out.

3. Result and Discussion

In the learning process, the use of video helped the researcher to teach the students about the body parts and five senses, video made the students can imagine the pictures of body parts and five senses well, they were so enthusiastic and very excited when watching the video, even though some students looked so passive, but, when the researcher checked their understanding at the end of the class, some of them can answer the questions well. This suit to the theory which said that audio-visual media has four functions including the attention function, affective function, cognitive function, and compensatory function (Muttaqien, 2017). The researcher felt the impact of four functions of teaching media, especially attention function. At the first and second learning process with video, some students were busy talking and did not pay attention to the researcher, but not as much as students usually did. But, at the last learning process, they were able to give their attention during the learning process, they were so enthusiastic and active. This happens because, during the first and second learning process, the learning material was difficult and so boring for kindergarten students, that was body parts and five senses, while the last learning process was about music and motion. Of course, music and motion will be more fun for students than to learn about body parts and five senses. The researcher can conclude that the use of video was able to make the students pay attention to the learning process and the learning process become effective because the students fully give their attention to the learning materials that taught by the teacher.

Technological developments place the world today in a phase called the industrial revolution 4.0. For the teachers, technological advances like this should be used to create an effective learning, such as the use of video. There are many researches that discuss about how to increase students' attention using the video. One of the researches is "Technology Increases Students Attention". This research concluded that technology such as video can help the students to give their attention on the material, students are

easier to understand, and video enhanced the learning process. However, the researcher realized that excessive use of technology will certainly be dangerous for students, many students are addicted to gadgets, this certainly has a bad impact for their development. According to Jovita Maria Ferliana, a psychologist from Royal Taruma Hospital, in terms of neurophysiology, a child's brain development will be more optimal if the child is given direct sensory stimulation. If children under 5 years old use gadgets on an ongoing basis, especially not accompanied by parents, then the child only focuses on gadgets and lacks interaction with the world around him. This, of course, will also have an impact on the learning process that takes place and makes it difficult for students to give their attention during the learning process (Subarkah, 2019). With cases like this, the use of learning media in schools should be able to make the teachers develop cognitive, affective, and psychomotor domain of the students. This can be achieved by paying attention to the nature and characteristics of each student.

Teachers must recognize the nature and characteristics of the students so that the teachers can teach according to their nature and characteristics. Kindergarten students have different characteristic from the students whose age is above them, which is attention span. The low students' attention can be caused by various things such as the learning process that is less able to attract students' attention. In the learning experience, when the researcher used the direct teaching method, the students did not pay attention to the researcher and it was difficult to attract their attention. This way certainly did not fully help the researcher, because a moment later they would be busy talking back with their friends. The attention span of kindergarten students is 12-14 minutes, but the teacher found that during the learning process they have attention span less than 12-14 minutes (Anam et al., 2017). In 30 minute of allocation time, the researcher must manage them repeatedly so that they return to give their attention during the learning process, but not all students were like this, students who were often busy talking were the same students from day to day. Not only attention span, based on the characteristics conveyed by the experts, kindergarten students have high curiosity. However, this was different from what happened in the learning process that experienced by the researcher. The researcher found that from 19 students, only 1 student that curious to know the meaning of five senses. Children's curiosity varies greatly because it depends on what interests the child (FitzGibbon et al., 2019; Peterson, 2020). Thus, it is possible that the material taught by the researcher at that time was not following the interests of students, there was only 1 person was interested in the five senses material. The researcher knew that this teaching material was not interesting because it was hard for the students to imagine, especially in their ages, they just like to play.

The uninteresting learning process will certainly make students bored and will turn their attention to things that they find interesting, for example, just talking to their friends. The role of the teacher to create an interesting learning process is certainly very demanding of the teacher's creativity. Moreover, currently, the world of education is entering the era of the media world, where learning activities require reduced lecture methods and are replaced with the use of many media. The use of interesting media in teaching and learning activities has been proved as more effective than the implementation of conventional monotonous teaching method (Chrystanti & Sukadi, 2015). Moreover, the current learning activities emphasize process skills and active learning, so the role of learning media will become increasingly important. The use of teaching media for kindergarten students must adjust the characteristics of those who are very happy to play, have a fairly short attention span and like pictorial things, colored, and have a voice. The use of video is suitable for kindergarten students, because it includes sound, moving pictures, and has attractive colors. Video allows students to receive the learning message through hearing, meanwhile the visual element allows the students to visualize the learning content through the two dimention moving pictures that is presented on the screen (Fitria, 2018). The result of an earlier corresponding research that was conducted in a kindergarten shows that the use of video is effective in improving students' attention and even significantly increase students' motivation in learning through an engaging audio-visual presentation (Yuliani et al., 2017).

During the learning process, the researcher used video and hope that the students would give their attention fully to the researcher. The video was taken from Youtube and used for three times of teaching experience. Two times for environment material and once for music & motion material. The researcher played the video and also explained the material, so the video was not played fully till the end, but the researcher sometimes stops the video then tried to explain them. This is because a human cannot possibly be able to multitask, all information is received sequentially. Attention can only be focused at one time. It means that the students are not able to do multitasking, it will be difficult for students if there are teachers who use video, then the teacher plays the video from the beginning to the end and while explaining the learning material. Surely it will be difficult for the students to see the video being played while listening to the explanation of the teacher. It would be better if the video is playing, the teacher stops explaining and if the video is stopped, the teacher explains. One of the significant benefits of video as

learning media is it can be stopped, paused or even rewinded at anytime based on the needs during the learning process (Beheshti et al., 2018).

The video was helpful and the researcher did not need many efforts to attract their attention. This statement is supported by the result of a research by (Hartati & Novrika, 2018) that shows the effectiveness of video to gain kindergarten students' attention during the learning process where the use of video can promote students' curiosity and extend their attention span on the information given through the video. But their characteristics remain inherent in themselves, they still love to talk and busy with their world. But the researcher saw the students' progress and at the end of the third time, the researcher could say that they could give their attention during learning process. Moreover, another research conducted in one kindergarten also explains that the use of video as learning media can improve students' attention due to its interesting features such as the moving pictures and the audio that effectively help students to comprehend the learning material as well. Learning with video conferencing was effective, interactive, could support distance learning, making it easier for students to absorb the learning material delivered by educators because it was more real time (Ismawati & Prasetyo, 2021).

Student attention is very important in a learning process. If student's attention is minimal, then the teaching that the teacher gives will not be captured optimally by the teacher. At the times like this, the teacher's role is needed to increase students' attention, for example the teaching media, such as video. Of course, the use of video is not a difficult thing, even to prepare it is so easy and does not require a lot of money. Another advantages of video is the long-term function itself where video can be used repeatedly based on the need and its relevance (Fitria, 2018). The lack of students' attention to the learning process is certainly inseparable from the development of the industrial revolution 4.0, because many students use technology as their entertainment and often become forgetful and lazy to learn. This is a challenge for teachers to increase students' attention, so they also have good learning outcomes. Thus, the teacher needs to develop his creativity to increase students' attention, for example by using relevant teaching media for now, so students can give their attention during the learning process. Thus, the use of video as learning media is very useful to facilitate a fun and attractive learning environment (Fadhilah, 2015). An effective learning process is a class condition that is highly desirable. However, of course, there will only be things that make the learning process ineffective. The effectiveness of learning can be seen from the activities of students during the learning process, students' responses to the learning and mastery of student concepts (Rohmawati, 2015). Based on this theory, the researcher found that during teaching experience, the learning process before using the video was not effective at that time. This was because many students did not pay attention to the teacher and were busy talking with their friends, so teachers need to rearrange their seats so that they were not busy talking to their friends, and when the researcher asked them to repeat the material that the researcher taught, the result was that they were not able to answer correctly, even they just nodded their heads indicating that they are unable to answer. They cannot do multitask thing, so that when the researcher explain the material and they were busy to talk, actually they did not get the material that the researcher explained, because they only focus on one thing at the time. That was why when the researcher asked them about the material at the time, they could not answer it.

One electronic news article said that the current learning process in Indonesia must be improved to create a pleasant classroom atmosphere. According to Supriano, Director General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture (Kemendikbud) that currently for the matter of content or learning material, Indonesian teachers need not be doubted. However, the problem is the process that makes the class fun, students actively participate and can express their desires (Indriani, 2019). To realize this, it is very necessary for the role of the teacher and the role of students. The teacher provides a fun learning process with the use of video, students enjoy the learning process, and learning objectives are achieved. The researcher realizes that without the use of video, it would be very different. The number of students talking to their friends was smaller than before. The classroom atmosphere seemed far more enthusiastic than before, students seemed far more active during the learning process. Even when the researcher asked the questions, many students can answer, although there were still some students who have not been able to answer, at least this has increased compared to the learning process that did not use video.

4. Conclusion

The difficulty of getting students' attention is one of the problems that occurs during the learning process. The role of the teacher is very necessary to find an alternative way to attract students' attention, one of them is the use of video in delivering learning material. The use of video is very effective because there are moving pictures, sounds, and attractive colors that makes students curious and pay attention to

the teacher. The use of video can also accommodate visual, auditory, and kinesthetic students. The teacher's role is very important to make all students, both visual, auditory, and kinesthetic have the same learning opportunities as using video during the learning process. Of course, it takes a process to see this effectiveness, after three times the learning process, the researcher concluded that the video is very helpful for the teacher in attracting students' attention.

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