Learning Videos to Improving Students' Reading Comprehension in Elementary School

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A R T I C L E   I N F O

A B S T R A K

Pembelajaran membaca selama kegiatan belajar dari rumah kurang efektif akibat media pembelajaran membaca sulit ditemukan. Penelitian ini bertujuan untuk merancang video pembelajaran membaca untuk siswa kelas I SD dan untuk mengembangkan video pembelajaran membaca untuk siswa kelas I SD yang teruji validitasnya dengan menggunakan model ADDIE. Namun, karena keterbatasan waktu dan sumber daya, tahap implementasi dan evaluasi tidak dilaksanakan. Sehingga, hanya dilaksanakan tahap analisis, desain, dan pengembangan. Pengumpulan data penelitian ini menggunakan metode kuesioner dengan memberikan lembar penilaian kepada dua dosen ahli media, dua ahli materi bahasa Indonesia, dan dua guru kelas I SD. Data hasil validasi dari para ahli kemudian dianalisis menggunakan rumus mean untuk mengetahui rata-rata skor validitas video pembelajaran membaca. Hasil analisis menunjukkan rata-rata skor validasi video pembelajaran membaca yaitu 4,73 dan validasi materi yaitu 4,81. Berdasarkan hasil analisis tersebut, video pembelajaran membaca untuk siswa kelas I SD dinyatakan valid dan memiliki kualifikasi sangat baik. Uji coba produk tidak dilaksanakan karena situasi pandemic COvid-19. Sehingga, disarankan kepada peneliti lain untuk melaksanakan penelitian guna menganalisis keefektifan dari video pembelajaran.

A B S T R A C T

Learning to read during learning activities from home is less effective because reading learning media are difficult to find. This study aims to create a reading learning video development for first-grade elementary school students and develop a reading learning video for first-grade elementary school students whose validity is tested using the ADDIE model. However, due to limited time and resources, the implementation and evaluation stages were not carried out. Thus, only the analysis, design, and development stages are carried out. The data collection of this study used a questionnaire method by providing assessment sheets to two media expert lecturers, two Indonesian language material experts, and two first-grade elementary school teachers. The data from the validation results from the experts were then analysed using the mean formula to determine the average score of the validity of the reading learning videos. The analysis results showed that the average score of the validation of the reading learning video was 4.73, and the validation of the material was 4.81. Based on the results of this analysis, the reading learning video for first-grade students of elementary school was declared valid and had very good criteria. The trial was not carried out on students due to the Covid-19 pandemic. Therefore, it is suggested that other researchers carry out further research to analyze the effectiveness of the instructional videos.

1. INTRODUCTION

The Covid-19 pandemic has led to the emergence of new ideas that greatly affect our lives from study to work (Shah et al., 2021). The education sector has suffered the worst decline due to the Covid-19 pandemic (Angrist et al., 2021; Baber, 2021; Sabates et al., 2021). As a result of the Covid-19 pandemic, face-to-face learning has completely changed to online learning in mid-2020 (Becker et al., 2020; Clark et al., 2021; Engelhardt et al., 2021). Online learning seems suddenly cause obstacles to the readiness of educational institutions to carry out online learning. Availability of technological devices, the ability of educators to use technology, the ability of students to use technology, students' limited technological devices, and unstable internet access (Damayanthi, 2020). The readiness of students to participate in carrying out online learning during the Covid-19 pandemic is still not good (Hussein et al., 2020; Mishra et al., 2020; Tang et al., 2021). Online learning, which requires students to learn through applications, makes students complain about several things. Students have difficulty submitting assignments, difficulty understanding material, lack of communication between teachers and students, difficulty downloading teaching materials, and many teaching materials that cannot be downloaded for free, difficulty understanding the material (Hutauruk & Sidabutar, 2020). Despite carrying outdistance learning, students must still understand language skills (Iswatiningsih et al., 2020). One of the language skills that must be mastered is reading skills because students' success in learning activities is largely determined by their

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reading ability (Hasma et al., 2014). Reading is something that contains many elements. Pronounce writing, translating symbols into spoken language, to the thought process of recognizing and understanding words to search for content and understand the meaning of a word or sentence (Budiarti & Haryanto, 2016).

However, many Indonesian children at the first grade level of elementary school have difficulty understanding the contents of the text they read during the Covid-19 pandemic (Chandra et al., 2021). Thus, learning preface reading for first-grade students is necessary to prepare students for the advanced reading stage (Rahman & Haryanto, 2014). Based on the results of distributing questionnaires at SD Gugus IV, Kecamatan Buleleng, it was found that some teachers did not use instructional video media during learning to read, and some teachers still used learning media that were not yet relevant to the learning material. So that students do not feel pressured and overwhelmed when learning to read initially. The implementation of reading learning for first-grade elementary school students should be implemented using learning media that is fun and, of course, easily accessible during the Covid-19 pandemic (Rahman & Haryanto, 2014). If these problems are not resolved, students will not be active in learning, students do not understand learning well, and students are not ready to learn (Amalia et al., 2020). The availability of online learning media can help students learn more easily during the Covid-19 pandemic (Cahyani, Pahi. Rasna, 2019). Learning media can motivate students to follow learning well. It happens because of new things present in their learning activities (Nurdin et al., 2019; Pamungkas et al., 2018; Ridha, 2021; Rizal Farista, 2019). Learning media must be adapted to the learning styles of students, visual, auditory, and kinesthetic so that the learning media used must have three main elements of the media, visual, sound, and motion (Mustafida, 2016; Ridha, 2021). One learning media with these three elements is a learning video (Mustafida, 2016; Ridha, 2021). The availability of learning videos is needed as teaching material during the Covid-19 pandemic (Pujiasih, 2020). Learning that uses video and animation will be more successful because it involves two senses: hearing and sight (Apriansyah, 2020; Wahyuni, 2017). Learning videos have advantages, including provoking students to learn independently, having communicative and repeatable language, displayed in detail and complex, can be repeated, slowed down, and enlarged (Busyaeri et al., 2016; Nurdin et al., 2019).

The solution that has been done is to make a learning video. This is evident from research which showed that there are significant changes when using instructional videos in learning activities (Sulistyawati & Sujarwo, 2016). Other research concluded that word card media can be used as an alternative learning that is easy to do, fun, and does not endanger students in Indonesian language learning activities to practice preliminary reading skills in first grade students (Rumidjan et al., 2017). Several relevant study showed that the instructional video is feasible in terms of media and material (Andriyani et al., 2020; Hidayat, 2020; Kurniawan et al., 2018). Thus, learning videos influence student learning motivation, student learning skills, increased student learning achievement, the effectiveness of learning activities, student learning activeness, student independence in learning, and student's ability to recognize learning activities (Li et al., 2021; Seo et al., 2021; Toh & Kirschner, 2020; Yoon et al., 2021; Yuanta, 2019). However, the media that have been developed in this study have not developed reading learning videos for low-grade students, and the media produced is still limited to space and time. So, through reading learning videos for first-grade students of elementary school, it is hoped that the developed reading learning videos will be able to become an effective, fun, interesting, and practical learning medium in teaching children to read. This study aimed to create a reading learning video development for first grade elementary school students and develop a reading learning video for grade one elementary school students whose validity was tested. With this research, it is hoped that reading learning for first-grade students of elementary school will be carried out effectively and can help teachers and students in learning activities in various learning situations without being limited by space and time.

2. METHOD

Research on developing reading learning videos for first-grade elementary school students used the ADDIE model (analysis, design, development, implementation, and evaluation). However, due to several obstacles such as the Covid-19 pandemic, financial, and time, research on developing reading learning videos for first-grade elementary school students can only be carried out through 3 stages, analysis, design, and development. The procedure for developing reading learning videos goes through several stages that refer to the ADDIE development model, which in this study goes through three stages, the analysis, design, and development stages. The activities carried out a needs analysis at the analysis stage, which distributed questionnaires to first-grade elementary school teachers. The analysis of student characteristics was carried out by analyzing first-grade elementary school students who were the targets of the reading learning video developed in this study. The analysis of instructional video media with

collected information related to the criteria for good instructional video media and curriculum analysis by analyzing core competencies, basic competencies, and indicators related to reading learning. Several activities were carried out at the design stage: designing the storyline and script, recording video, and looking for all the things needed in the editing process. A reading learning video development was carried out at the development stage for first-grade elementary school students who consulted with the supervisor. After developing the reading learning video for first-grade elementary school students, a trial was conducted on the reading learning video developed. Through reviews from six experts, two media experts, two material experts, and two practitioners, product trials were carried out. After the experts carried out a review, the expert's review results will be obtained. Furthermore, the review results will be analyzed, and a revision of the learning videos developed in this study will be carried out.

The research subject was a reading learning video for first-grade elementary school students, which will be tested on competent experts in media, materials, and practitioners to determine the feasibility of reading learning videos for first-grade elementary school students. The research object in this study was the validity of the reading learning video for first-grade elementary school students. The types of data in this study were qualitative data and quantitative data. The method of collecting data in this study used a questionnaire method. The instrument used to collect data in this research was in a rating scale: data in numbers that can be interpreted descriptively. In this study, the rating scale was in the form of an assessment sheet using a scale of 5-1. The instrument's validity went through several stages, making the instrument grid, consulting the instrument grid with the supervisor, compiling the instrument, and judging expert judges. The grid of the instrument validity sheet of reading learning videos in this study consisted of six aspects, visual aspects, video aspects, typographic aspects, presentation aspects, material aspects, and linguistic aspects.

The learning video validation instrument was consulted with the supervisor. After carrying out the consultation, compile the instruments and end with expert assessments (judges). Expert judgment (judges) were calculated using the Gregory formula to determine the content validity coefficient. The content validity of the reading learning video instrument for first-grade students was 1.00 with all relevant instrument items. It was in the range of 0.80-1.00 with very high content validity criteria. This research's methods and data analysis techniques were qualitative descriptive analysis method and quantitative descriptive analysis. Data processed used the qualitative descriptive analysis method comes from input, responses, criticism, and suggestions from experts related to the developed media. Meanwhile, the quantitative descriptive analysis method was used to obtain the score of each expert through the expert assessment sheet. The score obtained was calculated to determine the validity of the media developed using the mean formula. The average score that has been obtained was converted using five scale conversion guidelines to determine the validity of the media being developed.

3. RESULT AND DISCUSSION

Result
Analysis Stage
The needs analysis activities, student characteristic analysis, curriculum analysis, and media analysis were carried out at the analysis stage. The needs analysis was carried out by distributing questionnaires to first-grade teachers in SD Gugus IV, Kecamatan Buleleng, related to media use in learning, and developing reading learning videos for first-grade elementary school students. Based on the results of the questionnaire, it was found that 12.5% of teachers stated that they did not use instructional videos during online learning. 12.5% of teachers stated that they did not use reading learning videos during online learning. 12.5% of teachers stated that the learning videos they used were not yet relevant to the material learning. 12.5% of the teachers stated that they did not make the learning videos themselves. 75% of the teachers stated that reading learning videos were difficult to find. 25% of the teachers stated that they strongly agreed if reading learning videos were developed, and 75% of the teachers stated that they agreed if reading learning videos to be developed.

Analysis of student characteristics found that first-grade elementary school students were 7-8 years old. At the concrete operational stage, elementary students would have difficulties if they learned without the help of objects that could explain the intended learning. Analysis of the reading curriculum for first-grade elementary school students was in Theme 2 of My Love. Media analysis for developing reading learning videos for first-grade students fulfils several criteria: visual, audio, typography, presentation, material, and language. Visual aspects include image clarity, attractive colors, backgrounds, images, and animation. The audio aspect consists of voice clarity, sound, and music suitability. Typography aspects consist of selecting the type of text and the accuracy of the text size. The presentation aspect consisted of attractiveness, duration, and clarity of the storyline. The material aspects consisted of the learning

material clarity, the suitability of the learning video with the learning objectives, the suitability of the learning video with the learning material, and the accuracy of the distribution and sequence of the material. The linguistic aspect consisted of the suitability of language, clarity of sentences, the communicative nature of language, and students' cognitive level.

Table 1. Storyline design of reading learning videos for first-grade students of elementary school

| No	Title: Opening Video		Duration	Location
	Scenario	**Narration**		
1	***Type shoot:*** *- Greet students* *-Introduce myself* *- Convey the benefits of learning to read* ***Picture:*** *- Newspaper* *- Book* *- Magazine* *- Poster* ***Video Background:*** *- Classroom setting* ***Music Background:*** *Soft music*	Hello students. How are you? I hope you are all well. My name is Yeni. Before you watch this video any further, let us pray according to their respective religions and beliefs. This time, I will invite you to learn to read. Why do you need to learn to read? Because if you have reading skills, you will read the writing or letter symbols correctly. You can read these letter symbols through newspapers, books, magazines, and posters. It will be fun, let's learn to read.	2 minutes 30 seconds	House

Development Stage

At the development stage, the reading learning video for first-grade elementary school students began to work following the design and following the supervisor's input. The reading learning video for first-grade elementary school students developed in this study was divided into three parts, the opening, content, and closing. In the video's opening, there is a self-identity, the title of the learning video, and the learning objectives that were designed attractively accompanied by an energetic back sound to increase students' enthusiasm in listening to reading learning videos. The opening view of the video was presented in Figure 1. The content section consisted of designed images and attractive color combinations that match the learning material presented, accompanied by a softer back sound than the back sound in the opening part of the video. The display of the contents of the reading learning video was presented in Figure 2. In the closing section of the learning video, there is a conclusion to the material and assignments

Design Stage

At the design stage, the activities carried out were designing learning videos based on visual, audio, typography, presentation, material, and language aspects. The instructional video design included designing a storyline and a reading learning video script from the design's opening part in an intro, opening greetings, and self-introducing. The content section consisted of the lesson's opening, the lesson's content, and the lesson's closing. The closing part consisted of the outro and closing greetings. Prepare video recording aids such as green screen, microphone, cell phone, and tripod. Prepares everything you need for the editing process, such as the Kine Master application with a 16: 9 ratio background, background, and interesting animations. The design of the storyline is presented in Table 1.

Figure 1. Opening View
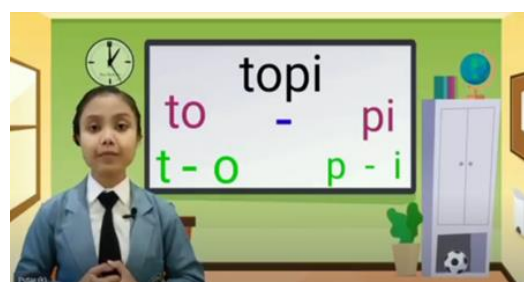
Figure 2. Content

If the learning video has gone through the entire development process, it will proceed to the validity test stage for experts. The validity test of reading learning videos for first-grade elementary school students was carried out online and offline by providing validity test sheets to two material experts, two media experts, and two practitioners. The average score of the reading learning video validation for first-grade elementary school students after the validity test was presented in Table 2 and Table 3.

Table 2. The average score of the validation of reading learning videos

No	Assessment Items	Average	Criteria
1	The material image can be seen clearly	5	Very good
2	Taking the picture size is suitable for first-grade students of elementary school	4,5	Very good
3	Selection of colors, backgrounds, text, images and interesting animations	4,5	Very good
4	Image motion speed is suited for first-grade students	4,75	Very good
5	The lighting image was appropriate	4,5	Very good
6	The narrator's voice sounded clear and informative	5	Very good
7	Narrator's voice rhythms presented according to the needs of students in first grade (not too slow and not too fast)	4,75	Very good
8	The sound of music according to the atmosphere and image	4,75	Very good
9	The text type is easy to read	5	Very good
10	The text size is appropriate (not too small and not too big)	4,75	Very good
11	The appearance and presentation of the material has an appeal	4,75	Very good
12	The duration setting is suitable for first-grade students	4,5	Very good
13	The presentation of the material has a clear storyline	4,75	Very good
	Total	**4,73**	**Very good**

Table 3. The average score of the validity of the reading learning video material

No	Assessment Items	Average	Criteria
1	The material in the learning video is clear	4,75	Very good
2	Learning objectives in the learning video	4,75	Very good
3	The learning material in the learning video is appropriate	5	Very good
4	In the learning video, the material distribution and sequencing are correct	5	Very good
5	The language used in the learning video is following the rules of the Indonesian language	4,5	Very good
6	The sentences used in the learning videos are easy to understand and understand	5	Very good
7	The language used in the learning video is communicative	4,75	Very good
8	The level of language used in the instructional video is in accordance with the cognitive of grade I elementary school students	4,75	Very good
	Total	**4,81**	**Very good**

Based on the data in Table 5 and Table 6, each instrument item gets an average score in the range of 3.75 <X ≤ 5.Based on the five scale conversion guidelines, each item in Table 5 and Table 6 had very good criteria. When carrying out the validity test of the reading learning video, it was obtained reviews from experts.

Discussion

The results showed that the reading learning videos developed in this study were valid. The material in the reading learning video for first-grade elementary school students followed the child's development by using examples through simple words commonly found in students' daily lives. Video learning to read for first-grade elementary school students was developed to help students learn visual

and auditory learning styles (Wahyuni, 2017). So, even though learning online, students can still learn by using the senses of sight and hearing through learning videos. Learning videos have advantages, including provoking students to learn independently, having communicative and repeatable language, displayed in detail and complex, can be repeated, slowed down, and enlarged (Busyaeri et al., 2016; Nurdin et al., 2019). Reading learning videos for first-grade elementary school students systematically designed to produce effective and practical learning videos. The reading learning video for primary school first-grade students developed in this study is different from the previously developed learning videos. There were no reading learning videos that made first-grade students the target of developing reading learning videos. In addition, no reading learning videos that can be accessed easily without being limited by space and time. The reading learning video developed in this study allowed students to study anytime and anywhere. The reading learning video developed in this study allowed students to play the video repeatedly so that students don't have to worry about missing learning. The reading learning videos developed in this study can be reached both online and offline. So, the reading learning video for first-grade elementary school students developed in this study can be used in various learning situations.

One of the factors that supported the feasibility of learning videos for first-grade elementary school students was the suitability of the instructional videos with student characteristics. The reading learning video developed in this study can guide and guide students in learning because the characteristics of first-grade elementary school students have not been able to learn optimally without the help of others to direct them in learning. So, even though students learn independently without parents or teacher guidance, students will still be focused on learning through reading learning videos for first-grade elementary school students developed in this study. Instructional videos can also improve students' understanding of the concept of learning material and can increase student motivation in the learning process (Nurdin et al., 2019). The reading learning video for first-grade elementary school students developed in this study was packaged in an interesting and fun way through a combination of colors, music, and material that makes students interested in learning to read.

The reading learning video for first-grade elementary school students developed in this study was declared valid because it followed media assessment and material assessment. In the aspect of media assessment, the reading learning video for first-grade elementary school students developed in this study has clear images, appropriate shooting, appropriate image motion speed, proper lighting, and attractive colors, backgrounds, pictures, and animations. The reading learning video for first-grade elementary school students in this study has a clear voice, appropriate sound rhythm, and appropriate music. The reading learning video for primary school students developed in this study had the right type of text and text size, attractive, duration is suitable for first-grade students, and a clear storyline. In material assessment, reading learning videos for first-grade elementary school students have clear learning materials, learning videos that follow the learning objectives, have learning videos that follow the learning material, and have appropriate material distribution. The reading learning video also uses language that follows the rules of Indonesian, uses easy-to-understand sentences, has communicative language, and the language level follows the students' cognitive. Thus, the reading learning video for first-grade elementary school students is appropriate because the reading learning video for first-grade elementary school students has been declared valid

4. CONCLUSION

The reading learning video for first-grade elementary school students was developed through a validation and revision test process with very good criteria based on the research results obtained. So, the reading learning video for first-grade elementary school students is suitable for use. The trial was not carried out on students due to the Covid-19 pandemic. Therefore, it is suggested that other researchers carry out further research to determine the effectiveness of the instructional videos.

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