Learning Videos to Improve Beginning Reading Skills in Indonesian Lessons

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A B S T R A K

Nilai ulangan bahasa Indonesia yang masih jauh dari harapan. Banyak pula yang ditemukan siswa sekolah dasar masih belum dapat membaca dan kurang lancar dalam membaca. Tujuan penelitian ini yaitu mengembangkan video pembelajaran untuk meningkatkan keterampilan membaca permulaan pada pembelajaran bahasa Indonesia kelas 1 sekolah dasar. Jenis penelitian yaitu pengembangan model ADDIE. Subjek penelitian yaitu 2 orang ahli materi, 2 ahli desain, dan 2 orang ahli media. Subjek uji coba yaitu 2 praktisi dan 35 siswa. Metode pengumpulan data dengan wawancara, observasi, dan kuesioner. Instrumen penelitian rating scale. Teknik menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu hasil penilaian ahli validitas materi 91% (sangat baik), ahli media 89% (baik), dan ahli desain 90,5% (sangat baik). Hasil uji respon praktisi 97% (sangat baik), dan respon siswa 95,6% (sangat baik). Disimpulkan bahwa video mendapatkan validitas sangat baik dan layak digunakan. Implikasi penelitian yaiu video ini dapat digunakan untuk membantu siswa belajar membaca.

A B S T R A C T

The value of the Indonesian test still needs to be revised. Many also found that elementary school students still could not read and were not fluent in reading. This study aims to develop learning videos to improve early reading skills in Indonesian language learning in first-grade elementary school. This type of research is the development of the ADDIE model. The research subjects were two material experts, two design experts, and two media experts. The test subjects were two practitioners and 35 students. Methods of data collection by interview, observation, and questionnaires. Rating scale research instrument. The technique of analyzing the data is descriptive qualitative and quantitative analysis. The results of the study are the results of expert assessment of material validity 91% (very good), media experts 89% (good), and design experts 90.5% (very good). The practitioner's response test results were 97% (very good), and the student's response was 95.6% (very good). It was concluded that the video got very good validity and deserved to be used. The research implication is that this video can be used to help students learn to read.

1. INTRODUCTION

Indonesian is a lesson that every elementary school student gets. Learning Indonesian has a goal: students can use good and correct Indonesian and preserve the language (Khairunnisa, 2021; Rafael, 2019). Indonesian is a unified language, so every student who attends school in Indonesia must understand it (Ningrat & Sumantri, 2019; Wibowo & Rahmayanti, 2020). In addition, this learning can help students have the ability and social maturity to think and speak to utilize and enjoy literary works and broaden their horizons (Febriansyah et al., 2020; Hasyim et al., 2015). Learning this language is expected to assist students in expressing ideas and being able to have analytical skills. Learning this language can improve students' communication skills both orally and in writing (Hidayah, 2015; Yulia et al., 2019). Language skills in these students are obtained through stages or experience and are not obtained suddenly. Progress in reading skills can progress with experience. One of the language skills that have an important role in life is reading.

Indonesian language learning is based on basic reading skills so that students are directed to have proficiency in discourse (Anggrellanggi et al., 2020; Putera & Shofiah, 2021). This reading skill must be

mastered because it relates to all school learning activities. The success of student learning is largely determined by the mastery of reading skills (Hermansyah et al., 2019; Muhammad et al., 2019). Students who do not have good reading skills will experience difficulties participating in learning, which impacts the students' understanding of the material (Sukma & Haryadi, 2016; Widyaningrum & Hasanudin, 2019). Through reading skills, one can gain knowledge from various worlds. This reading skill is a must that must be possessed by everyone so that it can instill intellectual education in someone (Pramesti, 2018; Windrawati et al., 2020). It is what causes reading to be a necessity in communicating. Students must possess skills, especially in elementary schools, namely the ability to read the beginning. Beginning reading is the learning stage for students to master reading techniques and properly capture the contents of the reading (Hermansyah et al., 2019; Widyaningrum & Hasanudin, 2019). The beginning reading emphasizes children's language development so that children are better able to understand the information presented in reading books. In essence, reading does not only speak written language or sound symbols but can respond to and understand the contents of the reading.

In practice, reading at the beginning of the first grade of elementary school is passed through two stages: reading without books and reading with books (Pramesti, 2018; Windrawati et al., 2020). Learning to read without books is done by learning using media. Beginning reading in grade one is important because students can read simple words fluently (Darnis, 2018; Sabrina & Laily, 2016). The teacher's creativity can influence the fluency and accuracy of children's learning in learning. The role of this teacher plays an important role so that children have no difficulty learning to read at the beginning (Kusmayanti, 2019; Ningtyas, 2014). To carry out reading activities, children must have the will or interest in reading (Gading et al., 2019; Gustiawati et al., 2020). Students with difficulty capturing information presented in various books or other learning resources cause slower learning progress than their friends who can read.

However, it often happens in the field that the test scores in Indonesia still need to be met. Many also found that elementary school students still could not read and were not fluent in reading (Astuti & Istiarini, 2020; Havisa et al., 2021). Previous research findings also stated that if students were unable to read, students would have difficulty participating in learning activities (Damayanti et al., 2014; Nuryanto et al., 2018). Other findings also state that students can not only read but must also be able to understand the contents of the reading (Capellini et al., 2015; Hagaman & Reid, 2018; Suwana et al., 2013). Factors that become barriers to students' lack of interest in practicing reading include unsupportive family relationships and children who prefer to play. The observations and interviews at SD Negeri 1 Pegayaman also found that 13 students had difficulty reading. Only book media are used as teaching materials for reading due to the limited facilities and infrastructure owned by the school. Teachers still teach conventionally, and the lack of media causes students to lack enthusiasm in class and not have the drive to learn, especially learning to read.

The solution to the problem is to use supporting media to arouse students' enthusiasm for reading. One of the media that can be used is learning videos. Learning videos can help increase students' attractiveness (Fadhli, 2016; Fadillah & Bilda, 2019; Harefa & La'ia, 2021). Students prefer learning with video aids (Andel et al., 2020; Kamelia, 2019; Nurrohmah et al., 2018). It follows the characteristics of students who prefer audio-visual media so that students can be active while learning (Ayuningsih, 2017; Chien et al., 2020; Ulusoy & Çakiroğlu, 2018). This learning video can build student enthusiasm and interest in participating in learning (Gotwals et al., 2015; Hikmah & Purnamasari, 2017). This learning video is a tool that contains concrete messages that can help students learn. The video combines several senses, such as the senses of hearing and sight, making it easier for students to learn.

Previous research findings state that the function of video media is to facilitate the delivery of information to students (Hermansyah et al., 2019; Widyowati et al., 2020). Other research findings also state that this video is a variety of media that can increase motivation (Amali et al., 2020; Kurniawati & Koeswanti, 2021). Other findings also state that this video can direct students' attention to concentrate more and be directly involved in learning activities so that students understand more easily (Brockfeld et al., 2018; Riyanto et al., 2019; Tarchi et al., 2021). It was concluded that videos could help students improve their beginning reading skills. There has been no study on learning videos to improve beginning reading skills in first-grade Indonesian elementary school learning. The advantage of this media is that the video will be associated with the surrounding environment, so students will better understand the concept of reading, and learning becomes meaningful. This research aims to develop learning videos to improve reading skills in first-grade Indonesian elementary school students. It is hoped that the video can improve beginner reading skills.

2. METHOD

This type of research is the development of the ADDIE model, including analysis, design, development, implementation, and evaluation (Djannah et al., 2021). This research was conducted at SDN 1 Pegayaman in grade 1 students. The research subjects were two material experts, two design experts, and two media experts. The test subjects were two practitioners and 35 students. Methods of data collection using interviews, observation, and questionnaires. Interviews and observations are used for preliminary studies in the form of problems. The research instrument uses a rating scale instrument. The grid is presented in Table 1 and Table 2.

Table 1. Media expert instrument grid

No	Indicator	Relevance	
		Relevant	**Irrelevant**
Utility			
1.	The use of learning video media for teachers to carry out effective and interesting learning.		
2.	The use of video media for learning to read beginning for first-grade elementary school students		
3.	The use of instructional video media for first-grade elementary school students to overcome beginner reading difficulties		
4.	The use of instructional video media in Indonesian lessons for enthusiasm and student participation at the beginning of reading		
Feasibility			
5.	The appearance of learning video media can attract student participation to be enthusiasm about learning to read at the beginning of Indonesian lessons.		
6.	Ease of understanding of the language used by the presenter in conveying the material provided.		
7.	Ease of understanding material in learning video media		
Accuracy			
8.	The effectiveness of using learning video media.		
9.	Completeness of material/information made in learning videos.		
10.	The content of the learning videos can increase students' interest and enthusiasm for beginning reading in Indonesian subjects.		
11.	The clarity of the narrator's voice.		
12.	The videos presented follow the characteristics of students.		
13.	Compatibility between narrative and video.		
14.	The attractiveness of the images and animations that are displayed.		

(Modified from Wisada et al., 2019)

Table 2. Design Expert Instrument Grid

No	Indicator	Relevance	
		Relevant	**Irrelevant**
Writing display			
1.	Writing titles on learning video media for beginner reading skills can attract students' attention.		
2.	The size of the letters in writing is appropriate and clear.		
3.	In the learning video media, the use used by the narrator is precise and clear.		
General view			
4.	The design of learning video media follows the material provided.		
5.	The design of instructional video media follows the concept of beginning reading.		
6.	The design of learning video media is attractive to students.		
7.	The media design features an example of introductory reading material.		
8.	Media design presents how to read starters.		
Custom view			
9.	The choice of colors in learning video media can attract student participation.		

No	Indicator	Relevance	
		Relevant	**Irrelevant**
10.	The selection of media in learning videos is unique for students.		
	Media Presentation		
11.	Video media display is attractive and easy to carry/movable. Media presentation can develop an early reading interest in first-grade elementary school students.		
12.	Video media display is attractive and easy to carry/movable. Media presentation can develop an early reading interest in first-grade elementary school students.		

(Modified from Wisada et al., 2019)

Experts assessed the validity of the instrument using the Gregory formula. The technique used to analyze the data is descriptive qualitative and quantitative analysis. Qualitative techniques are used to process data through criticism and suggestions by experts on learning video media. Quantitative analysis techniques describe the feasibility of the product. The guideline used in making decisions is the conversion of the level of attainment on a scale of 5 (Tegeh, I. M., & Kirna, 2013).

3. RESULTS AND DISCUSSION

Results

This research produced instructional video media for first-grade elementary school students on beginning reading materials using the ADDIE model. First, analysis. The analysis results are the factors that hinder students' lack of interest in practicing reading, such as unsupportive family relationships and children who prefer to play. The observations and interviews at SD Negeri 1 Pegayaman also found that 13 students had difficulty reading. Only book media are used as teaching materials for reading due to the limited facilities and infrastructure owned by the school. Teachers still teach conventionally, and the lack of media causes students to lack enthusiasm in class and not have the drive to learn, especially learning to read. The results of the curriculum analysis are presented in Table 3.

Table 3. Basic Competencies and Competency Achievement Indicators

Basic Competencies	Competency Achievement Indicators
3.5 Describe the symbols for vowel and consonant sound numbers in Indonesian or regional languages.	4.5.1 Completing the reading activity by deciphering the vowel and consonant symbols in Indonesian in sequence.
3.6 Pronouncing vowel and consonant sound in Indonesian or regional languages.	4.5.2 Complete reading activities by mentioning parts of vowel and consonant sounds in Indonesian.

Second, design. This stage begins with making a storyline and determining the material to be developed based on the analysis carried out in the field. The selected material is preliminary reading. The designs made are material, media, and design designs. Material design is arranged according to the main objective: developing material through learning videos. In media design, materials are created using Kine Master and Canva. The size of the learning video ratio is 16:9, and the resolution is 1080. In addition, the learning video creation technique is designed with the support of images or animation according to the material being discussed. The design results are presented in Figure 1.
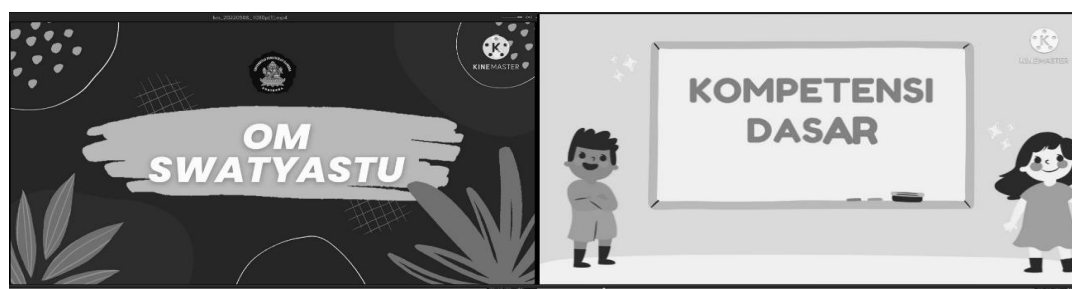

Figure 1. Video Design

Third, development. The video is created based on the approved design at the development stage. The tools and materials used to make learning videos are cameras, microphones, green cloth, and tripods. The parts of the learning video that have been made are the opening which contains the identity of the learning video, which consists of a logo. This section contains original reading material. The closing section contains conclusions and conclusions. The media cover is designed with animation and bright colors to attract primary school students' attention. The opening in the learning video media is presented clearly with animation. The contents section contains preliminary reading material. Each video media slide is well organized and attractive according to the material. The questions on the instructional video media also vary in the form of images. There is also a slide about the meaning of vowels and consonants— some images of learning video media content on original reading materials. The development results are presented in Figure 2.

Figure 2. Video Development Results

The initial reading videos developed were then assessed. Based on the results of the assessment by material validity experts, namely 91% (very good), media experts 89% (good), and learning design experts 90.5% (very good). Practitioners' response test results were 97% (very good), and student responses were 95.6% (very good). It is concluded that the video has very good validity and is suitable for use. As for the layout design input, logo, and layout, please rearrange and make the text consistent and not seem formal. The revised results are presented in Figure 3.
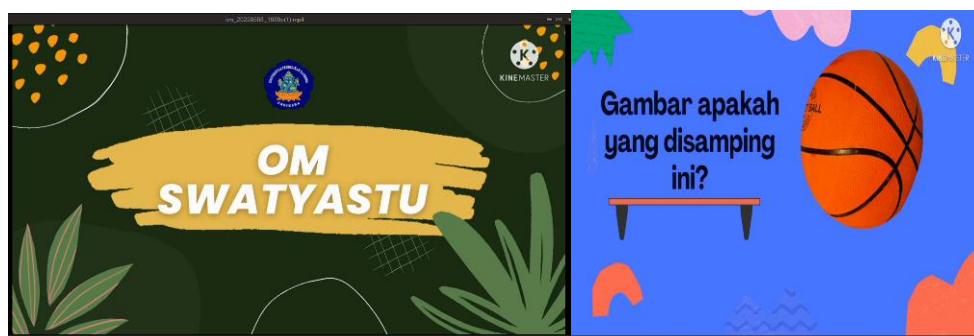

Figure 3. Results of Video Revisions

Discussion

Beginning reading videos get very good qualifications, which are worth using because they help students learn to read. Videos engage students directly and provide opportunities for active participation (Febriani, 2017; Putri et al., 2020; Ridha et al., 2020). First graders are, on average, seven years old and in their early stages (Acesta, 2020; Febriani, 2017; Montolalu & Langi, 2018). Based on this, learning requires natural objects or contexts. Therefore, the presence of media in the learning process makes the material easier and helps them read (Febriani, 2017; Novita & Novianty, 2020). From the aspect of language, the video is very clear, so students can easily understand it. Learning media helps clarify the presentation of messages and overcome the passive nature of children (Abdul Karim et al., 2020; Azimi et al., 2017; Safitri, 2020). From the aspect of video display, it presents examples closely related to the material so that it is easy to understand. Learning is considered adequate if the teacher can understand all the characteristics of students. Theoretically, students are at the stage of concrete operational cognitive development. To successfully achieve their learning goals, children need real-world objects that are

appropriate to the lives and levels of everyday students (Arianti et al., 2019; Mukholifah et al., 2020). The development of this educational video media can accelerate the student learning process.

Second, video reading, for starters, creates a fun learning atmosphere. In terms of appearance, this video uses relevant images to be interesting and add to a fun learning atmosphere. Videos have their advantages (Candra Dewi & Negara, 2021; Sun & Gao, 2016). In short, presenting concrete learning objects has appeal and can reduce boredom (Fauzan & Rahdiyanta, 2017; Pramana et al., 2016). For example, learning video media for first-grade elementary school students is included in beginning reading. In this case, students can learn by singing with this learning video media, motivating them to follow the learning process well and improve. Educational videos help students train and improve skills (Adžić et al., 2021; Permatasari et al., 2019; Solé-Llussà et al., 2019). Problems are presented in pictures presented in educational video media. This educational video can stimulate students' enthusiasm for learning and their interest in participating in learning (Kurniawan et al., 2018; Ridha et al., 2021). These learning videos are tools that help students learn. These videos incorporate multiple senses to make learning easier for students and fun.

Previous findings state that learning videos can help increase student interest (Fadhli, 2016; Fadillah & Bilda, 2019; Harefa & La'ia, 2021). Students prefer learning with video aids (Andel et al., 2020; Kamelia, 2019; Nurrohmah et al., 2018). This video can direct students' attention to concentrate more and be directly involved in learning activities so that students understand more easily (Brockfeld et al., 2018; Riyanto et al., 2019; Tarchi et al., 2021). It was concluded that videos could help students improve their beginning reading skills. The advantage of this media is that the video will be associated with the surrounding environment, so students will better understand the concept of reading, and learning becomes meaningful. This research implies that first graders can use videos in beginning reading material. This video can help students, especially with reading material for the first grade of elementary school.

4. CONCLUSION

Beginning reading videos get very good qualifications. It was concluded that the beginning reading video is appropriate for learning. Beginning reading videos help students learn to read.

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