

Teacher's creativity in making video based learning in post pandemi covid-19

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Abstract: Education in the post-covid-19 pandemic takes place in a hybrid manner. Offline and online learning methods using certain platforms such as zoom meeting and google classroom. The problems that arise in online learning such as students' boredom in learning, this is because the methods and media in online learning are still not varied. This study aims to analyze the creativity of teachers in making learning video media for class IV SD in the post-covid-19 pandemic. The research method uses descriptive qualitative. Data collection techniques used interviews with principals and teachers, and observation. The subject in this study was the online learning video media applied by the teacher. The object in this study is the teacher's creativity in making video based learning. The results of this study, teachers can be said to be creative because they can create video-based learning media, so that students are active in participating in learning.

Keywords: Teacher Creativity; Video Based Learning

Introduction

Education has existed since ancient times and it can be said that education is oriented towards human life from the time humans are in the womb (small) to adulthood and growing old. According to Kompri (2017:20) The essence of education is a process of operating normative knowledge, which will provide a color of life for children in their social environment and in social life in the future. In essence, education is an activity that is very important for children to face life in the future. Therefore education has a very important role in increasing and improving the quality of human resources in Indonesia.

Schools implement learning in accordance with calls from the Minister of Education and Culture, Minister of Home Affairs, Minister of Health, and Minister of Religion who issued a Joint Decree (SKB Four Ministers) Number 01/KB/2022, Number 408 of 2022, Number HK.01.08/MENKES/ 1140/2022, Number 420-1026 of 2022 concerning Guidelines for Organizing Learning During the COVID-19 Pandemic Period can implement limited face-to-face learning. The rules are for educational units that are at PPKM Level 1 and Level 2 with PTK vaccination achievements above 80 percent and the elderly (elderly) above 60 percent, are required to hold 100 percent PTM every day with Learning Hours (JP) according to the curriculum. For those who achieve PTK vaccination below 80 percent and the elderly under 60 percent are also required to carry out PTM 100 percent every day with a learning duration of at least 6 JP (Kemdikbud, 2022).

The researcher conducted an initial interview before collecting data with one of the fourth grade homeroom teachers at SD Muhammadiyah 8 Surabaya, the teaching and learning process during the post-Covid-19 pandemic was carried out offline and online. Initially, online learning was only carried out by learning through the WhatsApp group

platform, zoom meetings, and assignments via Google forms. Parents and teachers feel dissatisfied with the learning model and media used in online learning, when learning takes place offline, students feel happy and enthusiastic. In the end the teacher starts designing media in the form of video based learning which contains learning materials that will be explained by the teacher. This video based learning is uploaded on the YouTube platform, especially on the school's YouTube channel. This video-based learning media covers all subjects that are taught at the elementary school level, as well as in science learning.

According to (Faradita, 2020) Natural Sciences (IPA) is a subject which contains knowledge, ideas, and concepts that are organized with the environment and the natural surroundings, which are obtained from experience through a scientific process, between investigation, preparation, and presentation of an idea. In the Subject of Natural Sciences (IPA) students are taught to understand concepts, through an activity starting from observing to drawing a conclusion, so that students are able to have a critical and scientific attitude. Teachers at SD Muhammadiyah 8 Surabaya started thinking about making video based learning. There are school-owned facilities including, Muhammadiyah 8 Surabaya Elementary School studio which is equipped with a green screen background and other tools as a completeness for making video based learning.

Hybrid learning cannot be separated from learning media and the creativity of educators/teachers. In hybrid learning, the teacher usually utilizes an existing learning media or creates and develops a learning media so that students are interested, active, and comfortable in the current learning situation. According to (Sulistiasih, 2018) Learning media are tools that help make it easier for teachers to convey content or learning material. Media has an important position in the learning process, learning media has a function to stimulate students and help focus students' attention on understanding the meaning or a material taught by the teacher, so that learning activities become effective and efficient (Afiani & Faradita, 2021b).

According to (Ilhamah, 2020) Creativity is an activity carried out by someone to produce something new. This opinion is in line with the opinion (Oktiani, 2017) which states that creativity is a recent discovery by utilizing something that already exists. Teacher creativity referred to in the post-Covid-19 hybrid learning situation is an activity or activity carried out by the teacher, such as thinking of trying something new or finding new things and new ideas in making hybrid learning designs.

This research is in line with research from (Sumianto, 2021) which explains that teacher creativity needs to be supported by several factors in the form of mastery of technology or internet-based media, training in the form of designing hybrid learning media that must be followed by teachers, sufficient time to design learning media and other supporting facilities. This research is also in line with research from (Mujakir, 2015) which explains that teacher creativity can be in the form of creativity in using learning tools and media, as well as the teacher's ability to utilize learning resources, the teacher's ability to collaborate on learning methods, the teacher's ability to develop existing material, and the teacher's ability to find new things or use something new in an everyday environment.

It is known that in the post-Covid-19 period, teacher creativity is needed in making or designing learning. Teachers at SD Muhammadiyah 8 Surabaya carry out hybrid learning with the help of designed video-based learning media, by utilizing existing facilities at the school in the form of a school's studio. Researchers saw teachers at SD Muhammadiyah 8 Surabaya designing video-based learning media in an interesting and enthusiastic manner in making them. Making interesting video-based learning media will bring positive changes and impacts in the learning process. Therefore researchers are interested in conducting research with the title "Teacher creativity in making video based learning during the post-covid-19 pandemic".

Method

The type of research used in this research is qualitative research. Qualitative research is a naturalistic research method because the research is conducted in an environment that is still natural or natural (Sugiyono, 2019). The research design used in this research is descriptive qualitative research. The research design used in this research is descriptive qualitative research.

According to (Arikunto, 2010) data is the subject from which a data in research is obtained. The types of data used in this research are primary data and secondary data. The primary data in this study are the homeroom teacher of class IV (NA) at SD Muhammadiyah 8 Surabaya. Secondary data, namely the Principal (DS) and grade IV students.

Data collection techniques are all methods used by researchers to obtain and collect data in the field so that research results can have benefits. (Faradita & Afiani, 2021). In this study the techniques used were interviews and observation. Interview is an interaction process or communication process carried out by two or more people with the aim of obtaining the truth of an information. (Rosyada, 2020). Observation is an observation of the object under study either directly or indirectly by involving all the senses to obtain data that must be collected in a study. (Suwendra, 2018). Interviews were conducted with class IV teachers and school principals while observations were made to determine teacher creativity in video based learning.

In this study, researchers used the data analysis technique model owned by Miles and Huberman. According to (Huberman & Miles, 2002) activities in the analysis of qualitative research data are carried out interactively and take place continuously until complete so that the resulting data is saturated. The measure of saturation in the data is characterized by no longer obtaining new data or information. Researchers who use this type of qualitative research must try to collect data as long as possible and intend to analyze it after leaving the field. However, this method is still wrong and it is not appropriate to collect qualitative data and must be immediately followed by the work of writing, editing, classifying, reducing and presenting. The following is a chart that explains the data analysis technique model according to (Huberman & Miles, 2002):

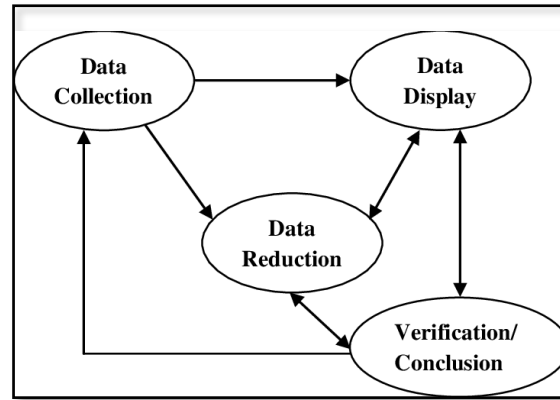


Figure 1. Miles and Huberman's Data Analysis Model

Source: (Huberman & Miles, 2002)

Here are 3 stages of qualitative data analysis model (Huberman & Miles, 2002):

1. Data Reduction

Data reduction is a process of reducing data or a process of improving data, both reducing data that is less necessary to be included in research/less relevant, as well as adding research data that is still lacking.

2. Data Display

Display of data is a process of gathering information that is arranged based on the required categories or groupings. At this stage the researcher is heavily involved in the process of presenting data (display) from the data that has been collected and analyzed previously. Display in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and so on.

3. Conclusion Drawing/Verification

Conclusion drawing/verification is a process of formulating the meaning of research results that have been expressed using short, concise, clear and easy-to-understand sentences, and is carried out by means of repeated review of the truth of that conclusion. From the results of drawing conclusions from qualitative research, it is hoped that this will be a new finding that has never existed. These findings can be in the form of an image of an object that is still dim or dark and becomes clear after being examined, these findings can also be in the form of casual relationships, hypotheses or a theory.

Results and Discussion

Based on the data that has been obtained, it is generated that Ms. NA said that the media that had been designed was uploaded on YouTube and displayed in hybrid learning when using the Zoom meeting platform and Google Classroom. Videos can also be accessed again on the school's YouTube link to reinforce the material being taught.

Together with the Education Staff, we shot a video in the school's mini studio. There is a special schedule for making this video, so you can take turns with other teachers. This based learning video is edited by the teacher and the team so that the resulting quality is good. Video based learning is also not only used in science subjects, but is used in all subjects in thematic books.

Likewise with the results of research from (Hidayatullah, 2017) which says that learning videos can improve student learning outcomes in ICT subjects because making these videos makes teachers have to think about what method to use in each material presented, so that sometimes there is an impression of monotony in opening/closing sentences. If in its application, students become very enthusiastic because many animations are used, and students do not become verbal in their understanding. For students who are kinesthetic, when playing this based learning video they need assistance, because in this activity there are only activities of seeing, listening and understanding without moving.

The researcher conducted interviews using structured interviews with the principal of SD Muhammadiyah 8 Surabaya, Mrs. DS. It can be seen that learning that took place at SD Muhammadiyah 8 Surabaya during the post-covid-19 pandemic was hybrid learning. Initially, online learning only used WhatsApp groups, Google forms, and the zoom meeting platform without learning media. At that time the students also felt bored with the existing learning model. In the end the teacher found new ideas for designing video based learning media.

Mrs. DS also said that the media that had been designed by the teacher were usually displayed/applied in hybrid learning when using the zoom meeting platform and Google Classroom. Not forgetting that the teachers there also upload the based learning videos that they have designed on the school's YouTube channel so that after learning ends, students can access them individually at their respective homes so that students can remember and review the material presented in the learning videos.

Mrs. DS said that the idea that emerged from the teachers of SD Muhammadiyah 8 Surabaya to create and design a video based learning was because according to the teachers the material in the student books was too little and had not been explained. So, the teacher has an idea to make video based learning for students. Video based learning is in the form of delivering the main points of learning material so that students can easily understand the learning material that the teacher wants to convey. With the use of video-based learning that has been designed by fourth grade elementary school teachers and all students at Muhammadiyah 8 Surabaya Elementary School become active in online learning they are active in the form of active students asking the teacher about the material in the video-based learning and sometimes the teacher asks a question to the student and the student can answer it.

Video based learning is not only used in science subjects, but is used in all subjects in thematic books. This is the same as research from (Maulidiyah, 2022) which states that developing learning videos can improve the learning outcomes of elementary school students. In essence, of course, learning video media brings benefits to students and teachers during hybrid learning in the post-covid-19 pandemic. The benefits for teachers are that it

makes it easier for teachers to convey learning material to students while the benefits received by students are that the learning outcomes of science and other thematic subjects increase and students easily understand the learning material delivered by the teacher.

However, according to Mrs. DS there is one thing that is unfortunate, namely, the video media that has been designed by the teacher has a drawback in the form of the learning methods that exist in video based learning which are less varied. In the learning video, the learning method used is only the lecture method. So that sometimes some students feel bored and bored when video-based learning is implemented, and sometimes there are students whose learning focus begins to decrease. So that's the lack of instructional video media designed by the teacher. We can describe the obstacles that can occur during learning, such as, sometimes there are some students whose learning focus is reduced, causing noise in the zoom meeting chat column. When that happens the teacher immediately looks for a solution to the problem, namely giving light sanctions to students in the form of students having to answer questions given by the teacher.



Figure 2. Retrieval of Principal Interview Data

Source: researcher documentation, 2022

This data was collected using an observation sheet with the class IV teacher respondent with the initials NA. The data in this observation sheet were taken when the teacher carried out hybrid learning with an online learning model that utilized the zoom meeting platform and learning video media that had been designed by the teacher. During the observation, the teacher conveyed the learning of science subjects with material on changes in energy forms.

Based on the results obtained, it can also be explained that this media has a very important influence on the learning process, because this media can help students to better understand the content of the material delivered by the teacher in accordance with the learning objectives on that day (Afiani & Faradita, 2021a). The results of observations that have been carried out by researchers during the implementation of learning can be described in this graph:

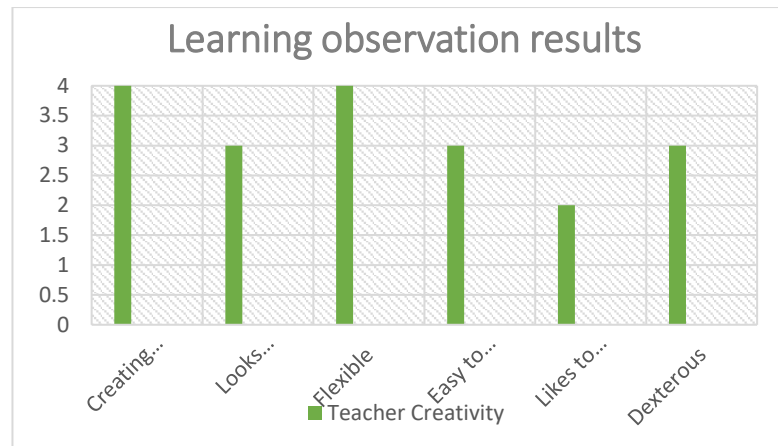


Figure 3. Teacher Creativity Observation Chart

Source: researcher documentation, 2022

Based on the graph above, it can be seen that the results of the observation of hybrid learning by implementing video based learning have been designed by Mrs. NA as homeroom teacher for class IV SD Muhammadiyah 8 Surabaya. Based on the observations that the researcher got, the teacher can create new ideas on video based learning very well, the appearance of the video is different from other videos, there are lots of additional animations in the video, the flexible aspect of the teacher is said to be very good because it is easily accessible to students who have a gadget, then in the video show there are quite a lot of experimental methods in science learning, and finally the teacher is good at making this video based learning adept, so many videos have been produced.

Learning is carried out in a hybrid manner, using the WhatsApp group platform and assignments via Google forms. At that time a problem arose such as students who were bored with the learning model which only contained assignments. In the end the teacher is required to be creative in creating a pleasant hybrid learning atmosphere. According to (Panjaitan, 2021) The implementation of hybrid learning cannot be separated from the creativity of the teacher in designing learning media.

In the end, the teacher at SD Muhammadiyah 8 Surabaya had an idea to do something new, namely, create or design a video-based learning which contains the main material in the subject. Mrs. DS said that before designing learning video media the teacher must also be prepared with the learning material that will be used as teaching material. Teacher creativity in designing instructional video media can also be reviewed through the results of interviews with Mrs DS who stated that in making learning video media teachers at SD Muhammadiyah 8 were very productive and enthusiastic because the school also provided facilities in the form of a mini studio owned by the school and equipment for designing video based learning. This is in line with the results of research from (Gusliati, Eliza, & Hartati, 2019) who said that making learning innovation videos by students was classified as successful because students were able to produce media that was effective in allocating time, easy to operate, and attractive in appearance.

Based on the results of observations made by researchers in hybrid learning in science subjects material for changes in energy forms in class IV SD Muhammadiyah 8 Surabaya, it can be seen from the observations, student activity during learning seems to be active in participating in learning. The homeroom teacher for class IV Mrs. NA is also able to create/design video based learning for science subjects and apply it in hybrid learning through offline and zoom meeting platforms. According to Yunita & Wijayanti (2017:158) learning that uses learning video media can attract more students' attention so that students are more enthusiastic and active in participating in learning.

According to the researcher, learning video media is an audio-visual media that contains learning materials that are packaged as attractively as possible by the designer. In the media that has been compiled by Mrs. NA, it includes the main materials in science subjects, and is equipped with an attractive visual background and provides examples of material in the form of images related to students' daily lives. This will make it easier for students to understand. material delivered by the teacher.

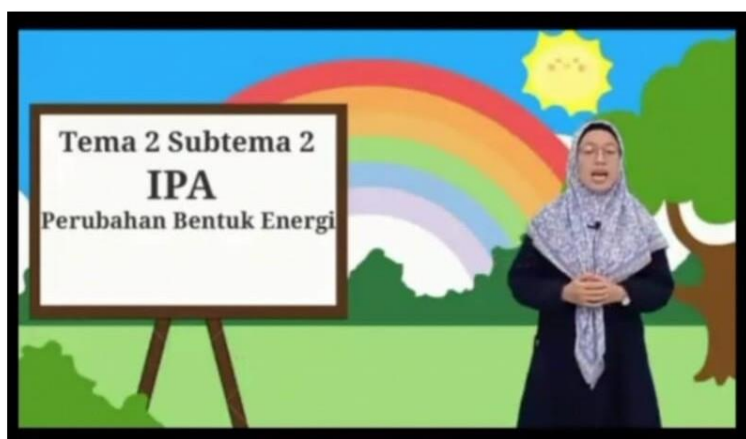


Figure 4. Application of Learning Video Media

Source: researcher documentation, 2022

Students feel interested in the media that has been designed by the teacher, besides that with the video learning media students can more easily understand the science learning material that has been delivered by the teacher. As in the Image attached above, the students pay close attention to the teacher and are able to show their hands to answer the questions posed by the teacher. This is in line with research from (Bete, 2021) who said that the application of video-based learning during the covid-19 pandemic, was affective in physical education learning at SD Inpres Oebaa 4 Kupang City because the P value was in the Effective/successful category.

With an idea that emerged regarding the preparation of learning video media during the Covid-19 pandemic, Ms. DS as the school principal agreed with the design of video based learning by the class IV teacher at SD Muhammadiyah 8 Surabaya because, in this media, it has the following advantages:

- a. Make it easy for teachers to convey the main points of learning material along with examples with a variety of visuals or Images that can make students interested and have a sense of enthusiasm for learning in the post-covid-19 pandemic
- b. Sharpen the creativity of educators so that they are better able to utilize information technology in the world of education
- c. Easily accessible by students anywhere and anytime.

In addition to the advantages of video media that have been designed by the teacher, the disadvantages of video-based learning are based on the results of interviews with the principal, Mrs. DS and according to the results of observations made by researchers. The disadvantages of learning video media can be described as follows:

- a. For educators who are elderly, they certainly experience difficulties in designing and operating video-based learning on the platforms used to carry out hybrid learning.
- b. The method used by the teacher in delivering learning material is less varied, the teacher only uses the lecture method in media design.
- c. The time needed to design video-based learning is quite long because video-based learning requires the process of collecting teaching materials, the process of designing learning materials that will be delivered to students, as well as the editing process using video editing applications such as kinemaster.

Based on the results of an interview with Mrs. DS as the principal of SD Muhammadiyah 8 Surabaya, she said that with the instructional video media that had been designed by the teacher it could make it easier for students to easily understand the learning material delivered by the teacher, and with the learning video media it was able to improve results. student learning so that students can achieve the value determined by the Minimum Completeness Criteria (KKM). This is evidenced by the satisfactory value of PTS students.

There are several previous studies that are relevant to this research and can be used as a review for this research. In line with research conducted by (Yunita & Wijayanti (2017) with the title "The Influence of Learning Video Media on Science Learning Outcomes in View of Student Activity" gets the result that learning video media can increase student activity and improve student learning outcomes in science material, by using video learning media teachers can also present science learning material more concretely . In addition, there are other studies conducted by Hadi (2017) with the title "Effectiveness of Using Video as a Unique Learning Media for Elementary School Students" based on the results of this study it can be concluded that learning videos can act as an introduction to information from teachers to students, learning videos can increase students' understanding of understanding a learning concept, as well as effective video media for used as a learning medium to improve student learning outcomes and student motivation.

From some of the previous research mentioned above, it can be said that the use of video-based learning that has been designed by grade IV teachers at SD Muhammadiyah 8 Surabaya is very well implemented and can be an alternative to hybrid learning in the post-covid-19 epidemic.

Conclusion

Based on the results of the research above, it can be concluded that class IV teachers can be said to have creativity in a good category with the number of scores obtained from observations made by researchers of 82. Class IV teachers have been able to develop their creativity by making video based learning in science subjects who are able used as an alternative to hybrid learning media. Teachers can achieve the criteria for assessing teacher creativity in a good category because in the post-covid-19 pandemic, teachers are productive and enthusiastic in designing video-based learning to make the learning atmosphere in the post-pandemic period feel fun, not boring and meaningful for students. With the media that has been designed by the teacher, students feel happy because it can help students understand the learning material that will be delivered.

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