Increasing Teachers' Capabilities In Interactive Video Learning During The Covid-19 Pandemic Using Whatsapp Through Group Guidance At SD Negeri Trayu Kapanewon Samigaluh

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ABSTRACT: The Covid-19 pandemic has had an impact on the education sector, especially elementary school education. Online learning is of course carried out with various platforms and media to support teaching and learning activities. This study aims to review the use of interactive videos with WhatsApp, the learning used in learning for students at the elementary school level and determine the ability of teachers and the content of online learning videos used as learning media at SD Negeri Trayu Kapanewon Samigaluh during the COVID-19 pandemic. This research method uses qualitative descriptive research, namely describing the use of learning media with interactive video with WhatsApp used and its application in SD Negeri Trayu Kapanewon Samigaluh. Data collection techniques using observation, interviews, and documentation. The results of this study are media using WhatsApp as online learning in the form of interactive videos. The stages of making online learning videos are in the form of planning, procurement, storage, and evaluation in the learning media, and also explaining the contents of online learning videos, so it can be concluded that online learning videos contain the results of teacher videos in classroom teaching activities that are made by the teacher in turns. then shared via Whatsapp media. With this media, teachers are more confident and students become more confident and it seems as if they are studying in a normal school. So that students and parents understand the activities or material presented by the teacher in the video.

Keywords: Interactive video, WhatsApp, Teacher, pandemic, Covid-19

INTRODUCTION

Circular of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in an emergency due to the spread of the corona virus disease (COVID-19) requires the implementation of the learning process from home through online learning. Readiness on the part of service providers and students is a demand for the implementation of online learning. The online distance learning system is a learning system without face to face directly between teachers and students but is carried out online using the internet network. As a result of the COVID-19 pandemic, distance learning processes must be carried out through communication technology, information and other media using communication tools in the form of mobile phones for the learning process.

The success of the learning process is the main thing that is expected in implementing education in schools. As an effort to improve learning, many learning methods have been developed which are changes in learning which involve teachers and students. The teacher's role is as a facilitator, while students are individual learners. Given how important the teacher's role is to eliminate student boredom. Learning videos are audio and visual presentation media containing learning materials that contain concepts, principles, procedures, theories and knowledge applications to help understand the material being taught, serve to develop the teacher's ability to carry out interesting learning, Given the role of video is very important, so the teacher required to master technology well. However, not all teachers have mastered it so that it has a very low impact on learning achievement.

Based on the results of observations at SD Negeri Trayu Kapanewon Samigaluh, the teacher uses social media in the form of Whatsapp as a medium of learning. However, it is only limited to sending material and voice messages so that it causes students to become bored, the material cannot be mastered just by listening and taking notes and there is still a need for student activity such as asking, discussing and doing exercises is still limited..

Learning media is a means of delivering learning messages related to the direct learning model, namely by the way the teacher acts as a transmitter of information using various appropriate media. In the era of the Covid-19 pandemic, learning media is a teaching and learning process tool that is used for the delivery of distance learning. Learning media are intermediaries that carry messages or information for instructional purposes or contain teaching purposes between the source and recipient [1]. E-learning as a learning medium in education that provides a very important role and a great function for the world of education which has been charged with the many shortcomings and weaknesses of education such as limited space and time in the teaching and learning process prioritizing efficiency [2]. In learning to get full teaching even though it doesn't have to be face-to-face it can also be accessed anywhere, anytime, according to the tasks given by the teacher, usually scheduled with a specified time limit.

Through learning media, as something that can bring information and knowledge in the ongoing interactions between educators and students. both parties will find it easier to access and receive information. The type of media are divided into auditive, visual, and audiovisual media. Auditive media are media that only rely on voice capabilities, such as radio, cassette recorder, and LPs. There are visual media that display images or symbols that move like cartoons [3].

Learning media that can be used as learning in the era of the Covid-19 Pandemic include WhatsApp. WhatsApp is a messaging application based on messages for smart phones with a basic similar to Blackberry Messenger. Whatsapp messenger is a cross-platform messaging application that allows us to exchange messages without sms fees, because Whatsapp Messenger uses the same internet data plan for email, web browsing, and others. When compared to other online chat applications, WhatsApp remains a widely used chat application [4]

Whatsapp has several features that are very useful for the world of education, especially during the pandemic, which really helps the distance learning process, which include [5]:
1. Send a text message, photos from gallery or camera, videos, office files or anything else
2. Make voice calls and send voice messages that the recipient listens to at all times
3. Location sharing with GPS
4. Support some minimalistic emoji
5. Sending a contact card
6. Whatsapp users can set their own profile panel, which consists of name, photo, status and protect privacy on profile.

With the various features that WhatsApp has, teachers can use it as a learning medium that not only sends assignments and voice messages but can deliver material in the form of learning videos. The purpose of this study was to review the use of interactive videos with WhatsApp, the learning used in learning for students at the elementary school level and to determine the ability of teachers and the content of online learning videos used as learning media at SD Negeri Trayu Kapanewon Samigaluh during the COVID-19 pandemic Covid-19.

RESEARCH METHODS

The type of research is action research, namely implementing an action whose purpose is to improve the quality of education and resolve problems faced by a group of subjects studied in this case are teachers in using the WhatsApp application with interactive videos to improve the ability of teachers in distance learning during the Covid-19 pandemic. 19. While the approach used in this study is a qualitative descriptive approach.

Action research is a systematic process carried out by the program implementers, this is the principal as a step to improve the quality of learning during the pandemic, to collect data on the implementation of activities, successes and obstacles faced, to then develop plans and carry out other activities for improvement. In this research, the researcher examines the researcher himself so that he needs to be accompanied by a peer observer so that the research is carried out objectively. Observer

observes the process of implementing the principal's actions to monitor the implementation of guidance so that it goes according to plan.

The place of research was carried out at Trayu Kapanewon State Elementary School, Samigaluh, Kulon Progo Regency. The research setting will be carried out by the principal. The time of data collection will be on February 1, 2021 and March 29, 2021, cycle I on February 2, 2021 to February 26, 2021. For cycle II on March 1, 2021 to March 29, 2021

The research subject or the main source of information used in this research is the State Elementary School. Trayu Kapanewon Samigaluh, Kulon Progo Regency. There are 8 teachers, consisting of 3 low grade teachers and 3 high grade teachers and 2 subject teachers. In addition, other sources of information are subject teachers as secondary informants. The object of the research is the ability of teachers in distance learning using interactive videos on WhatsAPP through group guidance at SD Negeri Trayu Kapanewon Samigaluh, Kulon Progo Regency.

Based on the type of research selected, namely classroom action research. This study uses an action research model from Kemmis and Taggart in the form of a spiral, this research model is interrelated from cycle one to cycle which is presented in **Figure 1**.
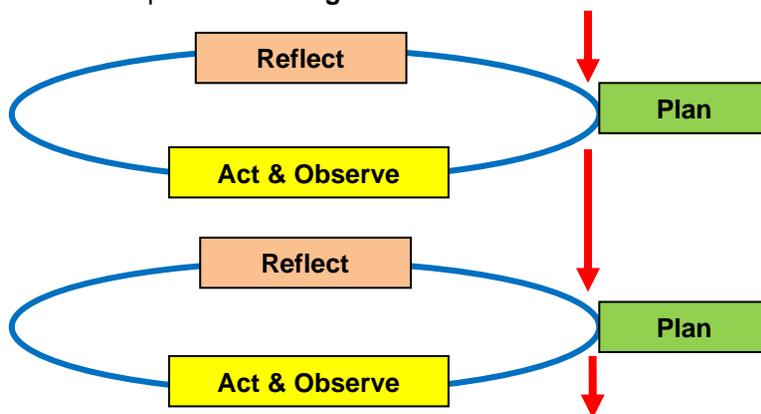

Figure 1. The classroom action research cycle developed by Kemmis and McTaggart. [6]

The concept developed by Kemmis and McTaggart in this model is the component of action (acting) and observing (observing) combined with the reason that the two activities cannot be separated from each other because the two activities must be carried out in one unit of time. As soon as an activity is carried out, observation activities must be carried out as soon as possible. Then, the results of these observations are used as the basis for the reflection step, namely observing what has happened. From this reflection, a series of actions and observations are then drawn up according to the context and setting of the problem [7].

The data collection techniques intended in this study were the methods used to be able to collect the information needed in the research. The method used in this study uses three methods, namely documentation, observation, and assignments.

The process of observation and recording that is carried out systematically, logically, objectively, and rationally about various phenomena both in actual situations and situations that are deliberately created to achieve certain goals [8]. There are 7 aspects of resource observations. 25 indicators, while each question is given a score of 0–4. Next is the ability of participants to use the WhatsApp application using interactive video, as well as the steps for using it, which includes 5 aspects consisting of 27 questions, each question item is given a score of 1-4. learning steps, using an observation instrument consisting of 4 aspects consisting of 17 questions, each aspect being given a score of 1-4.

The principal analyzes each score with a scoring guideline that has been made based on the number of scores then determines the total score obtained is calculated based on the number of scores divided by the maximum score multiplied by 100 scores obtained. The result of the score is calculated based on the score and then converted into the following values: Conversion of Activity Value (0 % < X 44 % = 1; 45 % < X 64 % = 2; 65 % < X 84 % = 3; and 85 % < X 100 % = 4) success is then determined based on the categorization which can be seen in **Table 1**.

Table 1. Conversions and rating categories

Value Conversion	Value	categories
85 % < X ≤ 100 %	4	Very Good
65 % < X ≤ 84 %	3	Good
45 % <X ≤ 64 %	2	Enough
0 % < X ≤ 44 %	1	Not Enough

Scoring is used as a scoring in the activities carried out. Scoring can be done based on the assessment guidelines that have been made based on the instrument. Scoring aims to determine the success rate of principals and teachers as participants in each cycle/meeting that has been carried out.

While the framework of thinking of this research is presented in **Figure 2.**
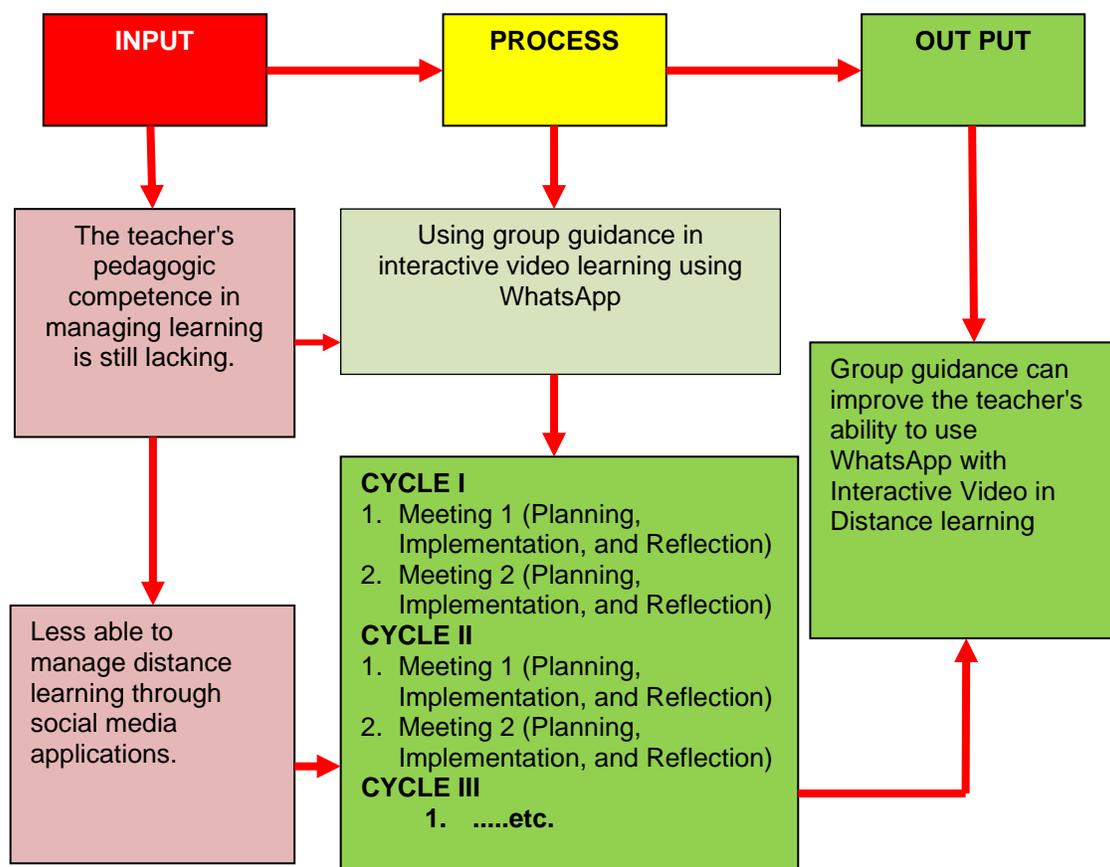
Figure 1. Research Framework

RESULTS AND DISCUSSION

This research is based on the results of initial observations before conducting the research (Pre-Research). The factor is the lack of understanding of the participants and having never attended training, workshops, and other types of training related to making videos, of course not only that is an obstacle, also limited knowledge about technology and information, of course the results of the initial supervision are considered to take corrective steps through action research schools for principals to overcome distance

learning problems by using Google Forms. The low ability of participants to make learning videos encourages school principals to conduct research using a mentoring program, which is expected to be able to solve problems.

After conducting an in-depth study through research actions, data on the ability of the resource persons to deliver material through group guidance on making interactive videos using WhatsApp were obtained, related to the success of the resource persons in guiding participants. The data obtained from the research results in cycles I and II are in **Table 2** below.

Tabel 2. The ability of the resource persons to convey the material The average value of Cycles I and II of Participants at SD Negeri Trayu Kapanewon Samigaluh, Kulon Progo Regency in 2020/2021

No.	Cycle	The average number of scores based on aspects							Amount	Percent	Value Conversion	Category
		1	2	3	4	5	6	7				
1	I	5.00	8.50	16.00	13.50	16.00	16.50	3.00	78.50	78.50	3	Good
2	II	7.00	11.50	18.00	14.00	18.50	18.50	4.00	91.50	91.50	4	Very Good

Table 2. shows the ability of the resource persons in delivering material using the mentoring program in the first cycle the average score is 78.50%, based on percent 78.50%, the conversion value is 3, the category "Good" while in the second cycle the average score is obtained 91.50%, the percentage reached 91.50% conversion value of 4, the category "Very Good" from this result shows an increase between cycle I and cycle II of; 13%. shows that the group mentoring program in order to improve the ability of teachers to do learning with interactive videos using WhatsApp.

Providing learning videos is considered quite effective in delivering online learning and can provide a more mature understanding for students in learning, and with the addition of a touch of animation can make learning more fun. Interactive learning is considered very important for teachers so it needs the guidance of the principal. It is proven that through mentoring participants can gain knowledge through practice [9].

In addition to observing the ability of participants through peers, they also observed the abilities of the mentoring participants consisting of lower class, upper class participants and subject participants whose results are presented in **Table 3**.

Tabel 3. The results of the ability of participants. Group guidance using interactive videos using WhatsApp in Cycles I and II at SD Negeri Trayu Kapanewon Samigaluh, Kulon Progo Regency in 2020/2021

No.	Cycles	Average Score									
		KI I	KI II	KL III	KL IV	KL V	KL VI	PJOK	PAI	BJ	KRW
1	**Cycles** I	86.00	87.50	88.50	89.00	92.00	93.00	89.00	89.50	90.00	89.50
2	**Cycles** II	96.00	95.50	93.50	95.50	98.50	96.00	94.50	93.00	94.00	95.50
	Total Score	93.50	93.50	92.25	93.88	96.88	95.25	93.13	92.13	93.00	94.00
	Percent (%)	86.57	86.57	85.42	86.92	89.70	88.19	86.23	85.30	86.11	87.04
	Value Conversion	4	4	4	4	4	4	4	4	4	4
	Category	very good	very good	very good	very good	very good	very good	very good	very good	very good	very good

Table 3 shows the ability of participants (teachers) to use interactive videos using WhatsApp in the first cycle the lowest average score reached 92.13, based on percent 85.30%, the conversion value was 4, the category "Very Good" while the second cycle the average number a score of 96.88 based on a

percentage of 89.70% then the conversion value in the second cycle reached 4, with the "Very Good" category. The results showed a significant increase between cycle I and cycle II of; 4.40%.

The group mentoring program to improve the ability of teachers to conduct interactive video learning using WhatsApp has a positive impact on the ability of participants. The interactive learning process is considered very important for teachers so that guidance is needed to produce learning videos that can increase motivation and effectiveness, so the development of learning videos must pay attention to the characteristics and criteria [10]

Apart from observing the activity of the participants under the guidance of researchers through their peers, they also observed the activities of the mentoring participants consisting of lower class, upper class and subject participants whose results can be seen in **Table 4**.

Tabel 4. The results of the activity of group guidance participants in Cycles I and II at SD Negeri Trayu Kapanewon Samigaluh, Kulon Progo Regency in 2020/2021

No.	Cycles	Average score									
		KL I	KL II	KL III	KL IV	KL V	KL VI	PJOK	PAI	BJ	KRW
1	Cycles I	56.00	56.00	56.50	56.00	58.00	58.50	57.00	56.00	53.50	53.00
2	Cycles II	63.50	61.50	60.00	61.00	63.00	63.00	62.50	59.50	61.00	60.00
	Average amount	61.63	60.13	59.13	59.75	61.75	61.88	61.13	58.63	59.13	58.25
	Percent (%)	90.63	88.42	86.95	87.87	90.81	90.99	89.89	86.21	86.95	85.66
	Value Conversion	4	4	4	4	4	4	4	4	4	4
	Category	very capable	very capable	very capable	very capable	very capable	very capable	very capable	very capable	very capable	very capable

The activity of cycle I and II participants related to the level of activity of the guidance participants obtained the lowest average score of cycle I and II was 58.25, with a percentage reaching 85.66, Conversion Score reaching 4, with the category "Very Able" the highest average score of cycles I and II reached 61.88, based on a percentage of 90.99%, with the category "very capable" of course there was an increase of 49.11% so the research was followed by the participants with enthusiasm and confidence.

Based on the results of the research, through the supervisory observation program, it can improve the ability of participants to use interactive videos in learning using WhatsApp, it can help the teacher's learning process during the COVID-19 pandemic. The results of this study also prove that the group mentoring program can improve the ability of participants in carrying out their duties as professional teachers.

CONCLUSION

The results of the research on the ability of resource persons in delivering material from 7 aspects consisting of 25 indicators obtained an average score of 94, based on a percentage of 94.00% conversion value of 4 categories "Very Good" from the results of observations showed Cycle II meeting 2 when compared to meeting 1 Cycle II there is an increase of 5.00%, the results obtained are very significant in the ability of the resource persons to convey material for making learning videos through a mentoring program. Next is the ability of participants (teachers) to use interactive videos with WhatsApp in the first cycle with the lowest average score of 92.13, based on percent 85.30%, the conversion value of 4, the "Very Good" category in the second cycle the average score is 96, 88 based on a percentage of 89.70% conversion value of 4, the "Very Good" category showed a significant increase between cycle I and cycle II of; 4.40%. the results of observations of the activity of cycle I and II participants related to the level of activity of the guidance participants obtained the lowest average score of the first cycle of 58.25, the percentage reached 85.66, Conversion Value 4, category "Very Active" while the participants who achieved the total score the highest average of cycle II reached 61.88, based on a percentage of 90.99%, with the "Very Active" category of course there was an increase of 49.11%.

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