THE INFLUENCE OF SOCIAL STUDIES LEARNING VIDEOS ON THE DISCIPLINARY CHARACTER OF CLASS IV ELEMENTARY SCHOOL STUDENTS

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A B S T R A C T

It is very important for humans to have disciplined character so that other good character values emerge. Disciplined character can be instilled through the learning process. This research aims to determine the effect of social studies learning videos on the discipline character of fourth grade students in elementary schools. This research uses a qualitative approach with analytical descriptive methods. Data collection techniques in this research are observation, interviews and documentation. The data analysis used in this research is data reduction, data display, verification and confirmation of conclusions. The research results show that learning videos are able to display more concrete economic activities so that students are able to analyze and demonstrate discipline well. In showing the video, the teacher shows many examples of attitudes of responsibility, caring, cooperation, honesty and discipline so that students are able to model these behaviors in everyday life, such as being disciplined in dressing, being on time, doing school assignments, and being able to obey the rules set in the classroom and in the school environment.

A R T I C L E   I N F O

1. INTRODUCTION

Nowadays, the urgency of character building is increasingly real, seeing the large number of cases of delinquency among school-age teenagers. According to Suresman (2020), demoralization among Indonesian children and teenagers has recently increased. Currently, it cannot be denied that various social phenomena are emerging which are very worrying in various forms such as acts of violence, drug abuse, promiscuity and brawls which are rife even during the pandemic. This condition has raised concerns among people who are aware of the importance of instilling values and character in children from an early age. Instilling character values must be carried out by the family, school and community as the three centers of education.

In this case, education is expected to improve the quality of the nation's generation in various aspects. Education has a very important role in educating the nation's life. Law Number 20 of 2003 concerning the National Education System Chapter 1 article 1 paragraph (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, personality self-control , intelligence, noble morals, and skills needed by himself, society, nation and state. Currently, the government mandates all educational institutions to implement character-based education in an effort to form a complete human being.

Education is not only limited to transferring knowledge, education is expected to be able to change or shape a person's character and disposition so that they become better, have qualified skills, are more polite on an ethical and aesthetic level and what is more important is their behavior in everyday life. One of the character values that needs to be developed is discipline. Discipline is the attitude of always obeying the rules, discipline starts from oneself, discipline is needed to create an orderly life, discipline can be done at home, school and in the community. For this reason, all students must have discipline values so that they can become the next generation who can be useful for the country and the nation. Efforts to instill the value of discipline in schools include every kind of influence aimed at students to help them understand and adapt to environmental demands (Sheldon & Epstein, 2002). Besides that, discipline is also important as a way of resolving demands that students may want to make towards their environment. Discipline is the right way to help students learn to live with good habits that are beneficial for themselves and their environment (Annisa, 2019).

Education in elementary school is the first level of formal education which will determine the direction of development of students' potential. Therefore, in elementary schools it is necessary to develop students' disciplinary character optimally so that it is hoped that at the next level students will have strong disciplinary behavior provisions. Considering the importance of disciplined character education in elementary schools, it is necessary to make various efforts in schools that can support the optimal success of disciplined character education.

The character value of discipline is very important for humans to have so that other good character values emerge (Wuryandani, et al, 2014). Discipline and its opposite, indiscipline, are transactional phenomena nested in classrooms, schools, and community ecologies (Osher, et al., 2010). The importance of strengthening the value of disciplinary character is based on the reason that currently there is a lot of deviant behavior that is contrary to discipline, such as not obeying the rules both at school and in the community, damaging school and public facilities, the habit of arriving late and even skipping school. According to Lewis (2001), the existence of this violating behavior shows that there is no awareness of being disciplined and responsible for the rules that have been set. The emergence of undisciplined behavior shows that the knowledge related to character that students gain at school does not have a positive impact on changes in students' daily behavior. Basically, students know that their behavior is not correct but they do not have the awareness to get used to abandoning this wrong behavior.

So that students have awareness of the importance of discipline, there needs to be learning that supports the process of internalizing the character of discipline in students. one of them is by carrying out social studies learning. Social studies material is closely related to human life and its interactions in society. Students need a high level of imagination to capture the learning about the character of discipline in life in society which is brought into the classroom. Therefore, learning media is needed that can provide a more concrete picture. Learning media is a very important element in teaching and learning activities because it can contain messages that will be conveyed by the teacher to students. According to Sukiman (2013, p. 29) learning media is anything that can be used to channel messages from the sender to the recipient so as to stimulate students' thoughts, feelings, attention and interest and willingness so that the learning process occurs to achieve learning goals effectively. With learning media, the message that will be conveyed can be more easily accepted by students.

Apart from that, learning media is one way to motivate students to be more enthusiastic and enthusiastic in carrying out learning. According to Agustiningsih (2015) the use of learning media basically has the benefit of attracting students' interest in learning, learning materials can be more easily understood by students and can improve the quality of student learning outcomes.

One learning media that can be used is learning videos. According to Kustadi & Sutjipto (2011, p. 64) video media is a visual movement medium *(motion pictures)* which can be adjusted for movement acceleration (speeded up or slowed down). Based on research conducted by Agustiningsih (2015), the use of learning videos can attract students' interest in learning so that they can improve student learning outcomes because using learning videos can provide more concrete experiences regarding abstract things. Video has more value compared to print media. Learning videos are audio-visual media that are not only able to display images or text but can also combine learning material with sound and animation, images, etc. According to Batubara & Batubara (2020), the benefits of learning videos are that they can increase students' learning motivation, help students understand the learning material, increase student independence and involvement in the learning process, and improve students' understanding of the learning material. The use of videos in the learning process can display information or events that look more concrete and clear without having to experience them directly so that it becomes easier for students to receive the material and understand the material presented by the teacher. This is in line with what was stated by Ibda (2019), namely that learning videos can increase students' interest in the lessons being taught, if in the learning process using videos according to the material being taught, students will have a more concrete view and can be used as a reminder. for students.

2. METHOD

The research approach used in this research is a qualitative approach. According to Sugiyono (2019, p. 9) qualitative research is research based on the philosophy of postpositivism, used to research the condition of natural objects with the researcher as the key instrument, the data collection technique is carried out by triangulation, the data analysis is inductive, and the results of qualitative research are more emphasizes meaning over generalizations. According to Saryono (2010, p. 49), qualitative research is research used to investigate, discover, describe and explain the quality of social influence that cannot be

described by quantitative research. . Participants or sources of information in this research are the principal, deputy head of student affairs, teachers and students of the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency. The research place is the location or environment where the researcher will carry out the research. This research will be carried out at the Al-Kautsar Integrated Islamic Elementary School located on Jl. Komodo 1A, Jayamukti Village, Central Cikarang District, Bekasi Regency, West Java-17530.

3. RESULTS AND DISCUSSION

3.1 Results

This study divided the sample of Islamic boarding schools into three types. First, Sidogiri Islamic Boarding School became one of the pilots in Pasuruan Regency. Based on the results of the study, the characteristics of the Sidogiri Islamic Boarding School are types of Islamic boarding school with a traditional Islamic boarding school/salaf approach. The number of Sidogiri Islamic Boarding School students until June 2022 is 12,000 people, specifically male students. Meanwhile, the infrastructure of Sidogiri Islamic Boarding School consists of (i) mosques, (ii) classrooms, (iii) office space, (iv) libraries, (v) halls, (vi) student dormitories, and (vii) Islamic boarding school's business units. Funding for Islamic boarding schools is obtained from student fees, donors (community donations), and income from Islamic boarding school businesses. Sidogiri Islamic Boarding School has several business units that continue to be developed. These business units include (i) mini markets, (ii) cooperatives, (iii) bottled drinking water, and (iv) Sidogirimedia.

Second, Al Yasini Integrated Islamic Boarding School is an Islamic boarding school in Wonorejo District, Pasuruan Regency. Based on the study results, the characteristics of Al Yasini Integrated Islamic Boarding School are a type of Islamic boarding school with a combination Islamic boarding schools approach consisting of a traditional Islamic boarding schools education system and a modern Islamic boarding school. The number of students of Al-Yasini Islamic Boarding School until June 2022 is 3,050 students consisting of 1780 female students and 1270 male students spread across various formal institutions, who come from various regions from Java, Kalimantan, Sumatra, Sulawesi, Bali, and West Nusa Tenggara.

The infrastructure facilities of the Al Yasini Integrated Islamic Boarding School are complete; there are mosques, dormitories, school buildings, offices, halls, laboratories, sports fields, cooperatives, canteens, libraries, agricultural land, and Al Yasini Mart and others. The

source of funding for Al-Yasini Islamic Boarding School comes from various sources, such as (i) student fees, (ii) donors, (iii) government assistance, and (iv) income from Islamic boarding school businesses. Al-Yasini Islamic Boarding School has Islamic boarding school's business units consisting of (i) Islamic boarding schools Cooperative (Kopontren), (ii) Al Yasini Savings and Loans Institute, (iii) Bottled Water Products (AMDK), and (iv) Snacks. Kopontren Al Yasini already has as many as ten branches across Pasuruan Regency.

Third, Al Inayah Islamic Boarding School is an Islamic boarding school in Purwosari District, Pasuruan Regency. Based on the study results, the characteristics of Al Inayah Islamic Boarding School are a type of Islamic boarding school with a combination Islamic boarding school approach consisting of a traditional Islamic boarding school education system and a modern Islamic boarding school. Al Inayah Islamic Boarding School education with a traditional or salaf approach uses the yellow book learning curriculum. Al Inayah, Islamic Boarding School's facilities, and infrastructure include mosques, male and female dormitories, school buildings, classrooms, computer rooms, student clinics, workshop and multimedia laboratories, minimarkets, and Islamic boarding school cooperatives.

Vocational School Al Inayah education focuses on the competence of business management or marketing skills, motor engineering, and multimedia. Students carry out business management or marketing practices by participating in Islamic boarding school businesses. Al Inayah Islamic Boarding School has an Islamic boarding schools' business, namely an Islamic boarding school cooperative (Kopontren). Al Inayahs Kopontren is an Islamic boarding school business entity and a means of Islamic boarding schools' independence and learning media and student work. Al Inayahs Kopontren is a learning medium for students to have soft skills after graduating from Islamic boarding schools. In addition, Al Inayah Islamic Boarding School has also received support from the government with the assistance of the East Java one pesantren one product (OPOP) program for the development of the Al Inayah Islamic Boarding School business so that it is expected to multiply. Thus, Al Inayah Islamic Boarding School has implemented an Islamic boarding school's economic empowerment program. Al Inayahs students already have skills and involvement in the Islamic boarding schools' business. The superior products of Al Inayah Islamic Boarding School engaged in consumption come from the work and innovation of students, which ultimately impacts the independence of Al Inayah Islamic Boarding School.

3.2 Discussion

Use of Social Studies Learning Videos for Elementary School Students

Social Sciences is taught in elementary schools, intended for students to become good human beings and citizens, as expected by themselves, their parents, society and religion. IPS or *social studies* more directed at preparing to be ready to participate in society, so that each student knows their own role both in the family and society, knows the role of other people and how to play other people's roles, and is ready to accept whatever form society gives (Siska, 2016, p. 9).

Social Sciences is a subject that has a lot of material and requires a broad understanding, so in its delivery it requires a variety of learning methods and media. Apart from delivering learning material, teachers are facilitators for students to understand the material being studied. The role of the teacher really determines the effectiveness of learning, especially in selecting and implementing appropriate learning for students. Good learning can be supported by a conducive learning atmosphere and good interaction between teachers and students. In this case, teachers must have knowledge about how to facilitate learning with pedagogical and technological approaches or what is known as *Technological Pedagogical Content Knowledge (TPACK).* Suherman (2020, p. 256) states that TPACK is related to the knowledge needed by teachers in integrating technology in the learning process for certain content. In line with this, Wisada (2019) stated that learning is required to follow developments in science and technology, so as to be able to create a classroom atmosphere that suits the needs of the times and the character of students.

By utilizing digital technology, teachers can deliver material more variedly. The material taught does not only come from reading texts or teacher and student books. Currently developing technology makes it possible to carry out the learning process with the help of learning media. The learning media used should prioritize digital-based learning media compared to conventional media. This is in accordance with research conducted by Kurniawan (2016) which states that the use of learning videos produces a positive and better influence than conventional learning media. In learning, technology plays an important role because technology is a necessity for teachers and students in obtaining and receiving information more easily and quickly. Technology can support the learning process so that it becomes more effective and efficient.

Social Studies Learning Videos on the Disciplinary Character of Class Students

According to Jamal Ma'mur (2013:94), the dimensions of discipline are time discipline, discipline in enforcing rules, and behavioral discipline. Discipline and its opposite, indiscipline, are transactional phenomena nested in classrooms, schools, and community ecologies (Osher, et al., 2010). The importance of strengthening the value of disciplinary character is based on the reason that currently there is a lot of deviant behavior that is contrary to discipline, such as not obeying the rules both at school and in the community, damaging school and public facilities, the habit of arriving late and even skipping school. According to Lewis (2001), the existence of this violating behavior shows that there is no awareness of being disciplined and responsible for the rules that have been set. Efforts to instill the value of discipline in schools include every kind of influence aimed at students to help them understand and adapt to environmental demands (Sheldon & Epstein, 2002).

In order for students to have an awareness of the importance of discipline, there needs to be learning that supports the process of internalizing the character of that discipline**t** to students. one of them is by carrying out social studies learning. Social studies material is closely related to human life and its interactions in society. Students need a high level of imagination to capture the learning about the character of discipline in life in society which is brought into the classroom. Therefore, learning media is needed that can provide a more concrete picture. One learning media that can be used is learning videos. According to Priandono (2012), learning using video media has the advantage, namely that it can improve cognitive abilities, which in this case can increase the ability to remember, understand, apply and analyze.

Based on the results of a literature study regarding the disciplinary character that is formed through social studies learning using learning videos, it shows that the use of video media in social studies learning helps students be more enthusiastic about participating in learning activities. The videos shown are interesting with animation so that learning doesn't get boring. Students are enthusiastic about participating in learning and are able to solve problems given by the teacher. Video media really helps students to be responsible, cooperative and disciplined in completing group assignments given by the teacher (Maesaroh, 2022). In the video broadcast, the teacher shows many examples of attitudes of responsibility, caring, cooperation, honesty and discipline so that students are able to model these behaviors in everyday life, such as being disciplined in dressing, being on time, doing school work, and being able to obey the rules set. in the classroom and in the school environment.

4. CONCLUSION

The Social studies learning delivered through learning videos makes it easier for teachers to convey learning messages to students so that students more easily accept the material being studied. By utilizing learning videos, social studies material which is synonymous with rote memorization and reading becomes more interesting to learn. Abstract messages can be displayed more clearly so that it is easier for students to analyze and remember the messages conveyed. This affects students' knowledge regarding the discipline that they must carry out. By carrying out learning through videos, students become more understanding and tend to follow the disciplinary behaviors shown in the videos so that they can be implemented in everyday life both in the classroom and outside the classroom.

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