



Increasing Digital Literacy Through Video Based Learning in Balam Jaya Kampar Village

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Abstract. Watching is one of the daily activities carried out by all levels of society, young and old to children. In the digital era, many children do not understand what they are watching and receive harmful information. The fact is that watching activities provide many benefits, such as getting information anywhere and anytime easily. The purpose of this activity is to provide education to students through digital literacy that there is a lot of learning that can be taken from watching activities and developing writing, understanding, and listening skills. The method used in this activity is Video Based Learning which is the delivery of learning through video by showing films. The results showed that the percentage level of video eligibility was 75% with good qualifications. Based on the results of the study, it can be concluded that the Video Based Learning method is feasible to use in the learning process.

Keywords: Education, Digital Literacy, Video Based Learning.

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1. Introduction

In today's digital era, there have been many changes in terms of digital technology, various sophisticated facilities are designed to facilitate human activities, one of which is in terms of education. In the world of education, the use of technology was still very minimal, especially before Covid - 19, so that when online learning was implemented during a pandemic, many educators had difficulties. Weak digital literacy is the main source of inadequacies in the use of digital technology which causes many obstacles in online learning.

In this case, the Balam Jaya Village 026 Public Elementary School stated that this digital literacy program assists educators in carrying out learning activities in accordance with the currently implemented independent curriculum. With the use of technology in learning activities it is hoped that it will have a good

impact and can improve the quality of human resources (HR) who are able to compete in this digital era and education is the goal of producing intelligent people for the future.

The development of learning design is a management technique in finding solutions to learning problems so that it can optimize the use of learning resources to improve students' critical thinking which can be seen from the point of view as a science which is knowledge to create specifications for development, implementation, assessment and management [1]. One of the models used to design learning in a systematic and comprehensive manner oriented to project-based learning by using appropriate media in creating an effective, efficient and interesting learning that can help to plan, identify, set goals, choose models and materials as well as proper evaluation, [2], [3] states that learning design is a conceptual means for analyzing, designing, producing, implementing and evaluating an activity or learning program.

The government has opened a National Digital Literacy program with the theme "Indonesia is Increasingly Capable Digital" which is implemented virtually. In launching the program, Indonesian President Joko Widodo told the public to make good use of the internet in order to increase productivity which can increase intellectual, social, cultural and economic values [4]. In this case, the government is acting decisively to invite all levels of society to be literate in technology, especially digital literacy for the younger generation. Good use of technology will have a good impact on the world of education in this new normal situation.

Teachers as educators play an important role in this matter. One of the efforts that can be made to make this happen is by developing learning designs so as to create effective and efficient learning with students' critical thinking skills. The learning design developed by the teacher is designed by implementing the model in the implementation of the learning process. The learning model is designed to be focused so as to create effective and efficient learning, especially in learning activities that use media and evaluation [5]. However, the use of digital as part of learning activities by teachers and students is not as simple and easy as imagined, there are many things that must be studied, paid close attention to, and carried out with real intention before implementing them [6].

Digital literacy is a person's ability to apply functional skills to digital devices so that they can find and sort good and bad information, think critically, communicate effectively, create creativity, collaborate with others [7]. Digital literacy has been advocated for a long time by various parties, but in practice digital literacy has only been implemented since communication problems have a distance due to the presence of the Covid-19 pandemic [8].

Along with the development of technology, human activities are getting easier. According to Hoobs, the features of digital literacy include: 1) access used to access information, 2) conducting analysis and evaluation, having high skills such as evaluation, analysis, and synthesis, 3) the ability to compose and create artifacts, 4) involves thinking reflective, and 5) share knowledge either individually or collectively with the public [9].

Video Based Learning is a video-based learning method which consists of two elements, namely visual and audio. Several years ago, this method played a major role in the world of education. Students can access videos through various platforms on the internet to study wherever and whenever. We chose this method because it can motivate students in this digital era and create social interaction in a fun environment. Learning videos that are packaged in an interesting and fun way will make the teaching and learning process fun so that it can increase student enthusiasm [10]. Based on the results of previous research, that the use of appropriate learning methods can provide good learning outcomes.

The selection of this learning video was based on previous research which found that the use of learning videos had a positive effect on the learning outcomes of elementary school students [11]. Until now, the Video Based Learning method still uses a conventional learning approach, meaning that the center of learning comes from the teacher. In the module regarding ethics in using digital in the modern era, that scope concerns behavior that has awareness, has responsibility, has honesty (integrity), and has virtue values [12].

Video media has advantages and disadvantages in its use, as stated by Kustandi and Bambang, that the advantages of Video Based Learning include: students will easily grasp the material, there is real experience without the need for abstract illustrations, students do not feel bored in receiving material due to the nature of the content in the form of audio and visual [13]. The drawbacks are: video playback requires electronic equipment such as a computer, LCD and others.

When compared to watching television, in terms of media there are similarities between watching videos and television. However, television only shows broadcasts continuously without teacher supervision

or regulation, so shows cannot adapt to children's needs, and not all shows on television are appropriate for students.

Therefore, this research is expected to become literature in the development of Video Based Learning learning methods. The implementation of this method is very relevant in this digital era which is dominated by generation Z. In this case, this method is currently being used and is often used in learning both large and small scopes. In addition, this method is based on the aim of facilitating students in learning [14].

2. Method

Community service activities were carried out in Balam Jaya Village, Kampar Regency, Riau Province. The target of community service activities in Balam Jaya Village, especially students, is 87 people. The selection of these targets is influenced by their potential in honing Digital Literacy through Video Based Learning.

To achieve the goals formulated earlier, the implementation of community service is carried out in several stages:

1. The preparatory stage, carried out as the first step to formulate what will be used as material for designing Digital Literacy Improvement through Video Based Learning, preparing plans and activity agendas and conducting literature reviews to prepare for this community service activity. Then coordinate with the school.
2. The implementation phase includes the provision of education starting from the introduction of Digital Literacy, then demonstrations/implementation of direct outreach to students regarding Digital Literacy through Video Based Learning to support the ability to increase literacy of students and female students. The details of the activities can be explained in Table 1.

Table 1. Implementation Schedule.

No	Time	Activity	Speaker
1	09.00-09.10	Opening	Umara Haula Hanim L
2	09.10-09.15	Opening speech from the Leader of the Service Team	Adrian Maulana
3	09.15-09.30	Absence of Participant presence	-
4	09.30-12.15	Implementation of Digital Literacy through Video Based Learning	Seluruh Tim Pengabdian
5	12.15-12.30	Questions and answers and discussion	Syafira Aulia Putri dan Vira Winellya
6	12.30-12.45	Evaluation Stage	Diyana Alfiah, Rahmawati Yulijah Nurmah, dan Yuli Anggraini
7	12.45-11.30	Closing	-

3. The control stage is in the form of an evaluation to see participants' understanding regarding Video Based Learning and the implementation of community service activities.

This step is carried out by asking questions to students and collecting conclusions related to Video Based Learning.

3. Results and Discussion

The achievement of this service has been successful in implementing Digital Literacy Improvement activities through Video Based Learning for Balam Jaya Village students. Service activities are carried out in Classrooms 4 and 5 of SD Negeri 026 Desa Balam Jaya, with the target audience being students and female students. The activities carried out are as follows:

3.1 Preparation Phase

The preparation for this activity was in the form of team coordination with Ms. Yulfinis S.Pd.I as the Principal of SD Negeri 026 Desan Balam Jaya. In this activity, the implementation team conducted a pre-survey on July 19, 2022 and at the same time discussed the community service activities to be carried out, the schedule and place for the training. At this meeting a number of things were agreed upon, namely activities could be carried out in just one day and using classrooms 4 and 5 as the venue for the activities. These classrooms are classrooms that are used by students in grades 4 and 5 which are often used by schools to organize various school activities because the room is quite large and there are also event support facilities available.

Furthermore, the team prepared digital literacy material through Video Based Learning about improving students' digital literacy skills. This material is in the form of films to improve digital literacy skills which will be screened during community service activities, as well as ways to increase digital literacy through Video Based Learning. In the preparatory stage, the team also compiled a list of internal questions to be given to students when the activity was finished.

3.2 Implementation Stage

The training was carried out on July 27 2022 in classrooms 4 and 5 of SD Negeri 026 Desa Balam Jaya. The number of participants who attended amounted to 87 people. The training is given in the form of lectures beginning with an introduction to Digital Literacy and an understanding of increasing digital literacy through Video Based Learning that in today's digital era, students no longer use the internet just for communication but can as a power to increase digital literacy so that they always remain productive, especially in the new normal era. The principle developed is to develop the interest of students in increasing digital literacy.



Fig 1. Video Based Learning Activities.

3.3 The Control Stage is in the Form of an Evaluation

Evaluation of activities is carried out to measure the achievement of activities, where there is an increase or no change at all. Evaluation of Digital Literacy activities through Video Based Learning is carried out by collecting the conclusions of the films watched which contain important matters in increasing literacy and learning motivation of SD Negeri 026 Balam Jaya students. In addition, students of SD Negeri 026 Balam Jaya were also asked to give their impressions and messages while participating in Digital Literacy Activities Through Video Based Learning as material for evaluating the community service team.

In the final assessment, the qualifications were very good with feedback received in the form of digital literacy results by summarizing the material obtained. This is influenced by several things, namely interesting videos, clear audio, and choosing the right type of film. The attractiveness of learning videos that present interesting images and sounds is very effective in visualizing learning material so that students can understand the content contained in learning videos [15].



Fig 2. Evaluation Activities.

4. Conclusion

From the results of community service activities regarding Increasing Digital Literacy Through Video Based Learning at SD Negeri 026 Balam Jaya Kampar Riau it is concluded that students can add insight and knowledge about increasing literacy by finding and sorting out good and bad information, thinking critically, communicating effectively, create creativity, and motivate students to always carry out positive and beneficial activities in dealing with technological advances that have a direct impact on families, society and themselves about the importance of education. The results of community service activities show that the percentage level of video eligibility is 75% with good qualifications. So it can be concluded that the Video Based Learning method is feasible to use in the learning process. It is hoped that this activity can be applied to other schools.

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