APPLYING VIDIO-BASED LEARNING AS A TEACHER'S CHALLENGE IN THE SOCIETY 4.0 ERA

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ABSTRACT

This study aims to explain teachers' challenges in applying video-based learning in the era of society 4.0. This research uses descriptive qualitative research methods with the type of research being a literature study. Based on the research results, it can be seen that video-based learning in the era of society 4.0 is a challenge for teachers, especially at the elementary school level. These challenges include limited knowledge about technology and the lack of supporting facilities in schools. Another challenge is a change in roles and skills where teachers must adapt themselves to become learning facilitators and master the use of technology. There are gaps in technology and accessibility, changes in curriculum and learning and changes in evaluation and assessment.

Keywords: Learning, Vidio, Society 4.0.

INTRODUCTION

The Society 4.0 era is marked by the rapid development of science and technology. The rapid development of science and technology has given rise to new innovations that have an impact on several sectors, including the education sector (Tritularsih & Sutopo, 2017). The Society 4.0 era has made some people seize opportunities and be able to make good use of them to be able to give

birth to new ideas. This idea emerged to answer human needs in various fields, including education.

It is often found that in the Era of Society 4.0, new applications are developing that present more interesting learning offerings and indirectly slightly change the role of teachers in providing knowledge. Apart from that, student facilities also support access to applications that support learning activities such as cellphones (Astuti, et.al, 2019). The emergence of the era of society has also provided wider and more inclusive access to education through the use of digital technology such as e-learning, video conferencing and online learning platforms, individuals can obtain education from anywhere and at any time (Riski, 2022).

The development of educational patterns in the era of society 4.0 has certainly made the role of teachers experience significant changes. One of them is the teacher as a learning facilitator, the teacher acts as a facilitator who facilitates an active, collaborative and student-centered learning process. They encourage students to actively participate in learning, using technology, digital resources, and various other innovative learning tools (Tarihoran, 2019). Teachers as guides of digital knowledge and skills, teachers have an important role in developing students' digital knowledge and skills. They teach students about wise use of technology, digital ethics, and cybersecurity. Teachers also help students understand and use relevant digital tools to search for information, communicate, collaborate and create work (Andriani, 2015). Through these roles, teachers become agents of change in creating a learning environment that is responsive to technological developments and students' learning needs in the era of society 4.0.

One of the various roles of teachers can be implemented through learning using video-based learning patterns by utilizing digital technology in learning. Video-based media in learning is media that presents audio and visuals and contains learning messages such as theories, images, animations, concepts, procedures, applications to help understand learning material (Riyana in Ega, et.al, 2023). Video media in learning uses technology in the process. This video-based learning media is an interesting media that can be applied to educational units at elementary, middle school, high school and even tertiary levels. Video media is considered quite interesting and able to increase student learning motivation.

Even though video-based learning is highly demanded in learning activities in the Society 4.0 era, the facts in the field of technology-based learning are a challenge for teachers in its implementation. This can be seen by

quite a few teachers in schools, especially at the elementary school level, where it is found that the learning pattern is still using books alone, the implementation of learning is limited by place and time, and the presentation of the material is less interesting. This happened because some teachers were not ready to face the learning patterns of the Society 4.0 era due to limited knowledge and skills in managing technology for learning activities, including learning various videos.

METHODS

This research uses a qualitative approach, which according to Siyoto and Sodik (2015:28) is a research procedure that produces descriptive data in the form of words. Sulaiman and Mania (2020:129) also stated that qualitative research is a research procedure that produces descriptive data in the form of written words. According to Mariana (2023:3), this type of descriptive research is a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. This study is a library study in nature, Mahmud (2017) stated that library research is research that uses methods to obtain information data by placing existing facilities in the library such as books, magazines, documents, notes on historical stories or pure library research. related to the research object.

The data used in the research is secondary data, namely data obtained from previous study materials such as books, journals, theses, dissertations, laws and regulations that have relevance to this study. The data collection technique was carried out by literature study and literature review on internet media. Data analysis refers to the steps proposed by Miles and Huberman as quoted by Haryoko, et al (2020:213:210), namely the stages of data codification/ reduction, data presentation, drawing and testing conclusions (drawing and analyzing) concluding).

RESULTS AND DISCUSSION

3. Applying Video-Based Learning in the Society 4.0 Era in Elementary Schools

A good learning process must be interactive, fun, challenging, motivating, and provide more space for students' creativity and independence according to their talents and interests (Mustaqim, 2017). By presenting video-based (audio-visual) learning media, an interactive and fun learning process can be created. Video is an example of multimedia-based learning media that can be used to

convey a topic. Using video-based learning will make it easier for teachers to provide learning material and students to understand the context of the subjects being taught (Permatasari, 2019).

Teachers must consider several aspects in introducing video-based learning, namely 1) providing the right material, 2) the right delivery technique, 3) producing videos of the best quality, and 4) based on the latest developments in video production skills. In making it, there are several things that must be considered, one of which is the pedagogical aspect, such as attracting attention, stating learning objectives, motivating, providing learning guidance, and providing feedback. (Susilana and Riyana 2018). Using video-based learning can provide many benefits, especially for educators, especially on YouTube channels, where currently there is a lot of learning content such as tutorials, live broadcasts, podcasts, or other videos that can be inserted into learning media. Some of the benefits of using video-based learning for educators are 1) as a documented archive of the material being taught, 2) learning videos are very easy to produce, and 3) distance learning is effective. (Anshor, et.al. 2015).

4. Teacher Challenges in Applying Video-Based Learning in the Era of Society 4.0 in Elementary Schools

When video-based learning is implemented, there are still many obstacles or problems that become challenges for teachers. For example, there are still many teachers who have difficulty making learning videos due to a lack of knowledge about technology, plus a lack of supporting facilities in schools such as projectors, laptops and so on. Teachers also sometimes find it difficult to prepare the tools needed to implement learning using video media. Then, teachers prefer to use lecture learning methods and the like, rather than using video media. Time management is also one of the problems in using video media during the learning process, where teachers experience difficulty in managing videos that have a long duration during the teaching and learning process.

In the era of society 4.0, teachers also experience challenges in video-based learning. In the era of society 4.0, there are changes in roles and skills. Technological developments and changes in educational paradigms affect the traditional role of teachers. Teachers must adapt themselves to become learning facilitators, guides, and collaborators who encourage students to develop critical skills, creativity, collaboration, and communication. Teachers also need to master the use of technology and understand the best way to integrate it in learning (Lase et al., 2022).

Another challenge for teachers is the technology and accessibility gap. Even though technology is key in this era of society, not all schools or regions have the same access to the technological infrastructure and resources needed. This challenge presents a technology gap between students and teachers in various locations. Teachers need to look for creative and inclusive solutions to ensure that all students have a fair opportunity to access technology and its benefits (Fitriyadi, 2013).

Another challenge faced by teachers is changes in the curriculum and learning. Technological developments and societal needs in this era of society require changes in the curriculum and learning approaches. Teachers need to continually update their knowledge and skills to ensure that they can teach relevantly and effectively (Mahanal, 2017). In this era of society, teachers are faced with the challenges of digital security and ethics. They must guide students in the responsible and safe use of technology. This involves understanding online privacy, personal data protection, cybercrime, and ethical behavior in the use of technology. Teachers need to provide clear guidelines and help students understand the social and ethical impacts of using technology (Zubaidah, 2020). Another challenge is changes in evaluation and assessment. Technological developments and innovative learning approaches in this era of society also influence the way teachers evaluate and assess student progress. Traditional methods of assessment may no longer be relevant enough. Teachers need to look for new ways to measure and evaluate students' skills and progress that suit the context and challenges of digital society (Latif, 2020).

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that video-based learning in the era of society 4.0 is a challenge for teachers, especially at the elementary school level. These challenges include limited knowledge about technology and the lack of supporting facilities in schools. Another challenge is a change in roles and skills where teachers must adapt themselves to become learning facilitators and master the use of technology. There are gaps in technology and accessibility, changes in curriculum and learning and changes in evaluation and assessment.

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