

Effectiveness of Using Video Media in Online Learning Process at SD Panca Budi Medan during Covid-19

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ABSTRACT

The government issued various policies to break the chain of spread of Coronavirus Disease (Covid-19). Restriction of activities is one of the policies of the government must be lived by Indonesians. Activities that are usually done outside the house are now switched to the house through an online system or in the network. The restriction of this activity is felt by all sectors without exception the education sector that must do restrictions in educational activities. There is a shift in learning activities that were previously carried out in schools suddenly turned into online-based distance learning activities. One of the consequences of the online learning process that is done at home is the difficulty of students to learn and understand the subject matter independently, especially for elementary school students who should still need guidance directly in the learning process. This difficulty was also experienced by most students of Panca Budi Medan Elementary School. Therefore, solutions are needed to overcome it, one of which is the use of video learning media in the online learning process. This research was conducted with the aim of knowing the effectiveness of video media use in online learning during the Covid-19 pandemic, moreover this research was carried out at SD Panca Budi which in the implementation of learning is carried out through online learning. Based on previous observations made by researchers, SD Panca Budi has been conducting online learning starting from March 2020, this is done to suppress the spread of covid-19 among education especially in the environment of SD

Panca Budi Medan. If you look at it now, it means that online learning at SD Panca Budi has been running for 1 year. Online learning process is not only focus from the material provided by the teacher to the students but there is also a considerable contribution from parents who act as supervisors in learning students at home, parents here act as supervisors as well as supervisors in the learning process. Without the support of parents, online learning will not be maximal even if the teacher has tried to provide the best teaching. So in order for this online learning process to run optimally, all students such as teachers, students and parents must support each other, giving their best efforts.

Keywords: Video Media, Online Learning, During Covid-19

INTRODUCTION

On March 2, 2020 Coronavirus Disease (Covid-19) was first discovered in Indonesia, the spread of this pandemic took place massively. With this virus, the government issued various policies to break the chain of spread of Coronavirus Disease (Covid-19). Restriction of activities is one of the policies of the government must be lived by Indonesians. Activities that are usually done outside the house are now switched to the house through an online system or in the network. The restriction of this activity is felt by all sectors without exception the education sector that must do restrictions in educational activities. There

is a shift in learning activities that were previously carried out in schools suddenly turned into online-based distance learning activities.

The impact for learners will be forced to learn without adequate facilities and infrastructure at home, students also have not had experience in doing distance learning activities because they have never done distance learning activities, especially the additional cost for purchasing internet quota, and the impact for teachers is required to be able to adapt to developing technology, as well as ownership of adequate facilities and infrastructure to support the process of distance learning or online as it is today, other impacts also teachers are less flexible in the teaching and learning process, this results in difficulties among students, parents and especially teachers.

In addition to teachers, learning media is one of the important components in the learning process. Many kinds of learning media that can be used as support for the learning process, including: visual media, audio media and audio-visual media. Visual media is a medium that displays images or writings that will be visible on the screen, while audio media is a message in the form of auditive (can only be heard), in accordance with the audio-visual media that is the merging between visual media with audio media, media that has elements of images and sound elements. One of the audio-visual media is video learning.

One of the consequences of the online learning process that is done at home is the difficulty of students to learn and understand the subject matter independently, especially for elementary school students who should still need guidance directly in the learning process. This difficulty was also experienced by most students of Panca Budi Medan Elementary School. Therefore, solutions are needed to overcome it, one of which is the use of video learning media in the online learning process.

LITERATURE REVIEW

a. Learning Video Media

The learning process consists of several components that are interconnected and affect each other. Some of these components include: (1) Students, (2) Teachers, (3) Learning media, (4) Learning methods, (5) Learning objectives, (6) Learning resources, (7) Facilities and infrastructure, (8) Environment, if one of these components is not met it will affect the learning process. Among these components is learning media is one of the important components for the achievement of the learning process.

The word media comes from latin and is a plural form of the word medium which literally means "intermediary" or "introduction". Media can be interpreted as "intermediaries". Gagne and Briggs in Arsyad (2017:4) said that learning media includes tools that are physically used to convey the content of teaching materials, consisting of books, tape recorders, tapes, video cameras, video recorders, movies, and slides (picture frames), photographs, images, graphics, televisions and computers. Pratiwi (2018:36) states that the factor that can motivate students in carrying out learning and able to encourage students to achieve maximum learning outcomes is the learning media. From this, it can be concluded that the learning media is everything in the form of physical and technical that can help teachers in the learning process to facilitate in conveying the subject matter to students so that it can motivate in carrying out learning. Media selection should be based on (1) Student needs, (2) Conformity to learning objectives, (3) Conformity with learning materials, and (4) Conformity with learning methods. In choosing the media a teacher must consider several criteria of learning media, some of these criteria are adjusting to the objectives to be achieved, appropriate to support the content of the lesson (be it facts, concepts, principles), practical flexible and defensive, teachers must be skilled in using it, grouping goals and

technical quality (Arsyad, 2017:74). And the purpose of learning media is as a tool to facilitate the learning process, improve the efficiency of the learning process, help the concentration of children in learning activities (Mukholladah, 2018, 15).

Media can be grouped into three parts, namely visual media, audio media, and audio-visual media. Visual media is a medium that displays images or writings that will be visible on the screen, while audio media is a message in the form of auditive (can only be heard), in accordance with the namnya audio visual media that is a combination of visual media with audio media, media that has elements of images and sound elements (Musfiqon, 2016:70).

Audio visual media is a combination of audio media and visual media, which means that audio visual media is a media that can be heard as well as visible, it can show the display of video and sound to learners. One of the audio-visual media is video learning. Video is said to be an effective medium in helping the learning process even more so when there is a covid-19 pandemic that should be carried out from home. As a learning media, video is effectively used in the learning process, this media has the following advantages:

1. Video adds a new dimension in learning, the video presents moving images to students in addition to the accompanying voice.
2. Video can show a phenomenon that is difficult to see for real.

As for its drawbacks:

1. Opposition, inappropriate retrieval can cause the audience's doubts in interpreting the image it sees.
2. Supporting Material, video needs projection tools to be able to display the images inside. The projection tools in question are infocus and screen.
3. Budget, to make a video costs a little (Daryanto, 2018:174).

Learning media created in video format, the learning media is presented in the form of audio visual that allows students to observe activities that include reading,

hearing and seeing. In curriculum 2013 this is known as scientific approach. In addition, teachers can pour their creativity to make learning content more interesting so that teachers can explain the content of learning materials more real.

b. Online Learning

Online Learning is the utilization of internet network in the learning process (Isman,2016). Online Learning itself can be understood as a formal education organized by elementary schools whose students and instructors (teachers) are located separately so that it requires an interactive telecommunication system to connect the two and the various resources needed in them. With the COVID-19 virus, the learning process has changed from face-to-face to distance learning, but in these circumstances teachers still have to carry out their obligations as teachers, where teachers must ensure that students can obtain information/knowledge to give to students (Aulia, 2020). This distance learning in Indonesia began on March 16, 2020, where children began learning from their homes.

Online learning is basically learning that is done virtually through available virtual applications. However, online learning must still pay attention to the competencies that will be taught, not just materials moved through internet media, not just tasks and questions sent through social media applications. This is why online learning must be planned, implemented, and evaluated just like learning in the classroom (Ria, 2020:235), An online learning model is an appropriate and efficient learning process that utilizes computer and internet networks to achieve learning goals (Yanti et al., 2020,p.56). This learning model also needs to be well designed so that the learner's learning experience is memorable and can also achieve learning goals.

METHODOLOGY

a. Research Locations and Places

This research was conducted at SD Panca Budi, Jl. Jendral Gatot Subroto Km. 4.5 Medan. On April 21, 2020. The research time will be conducted in the even semester of T.A. 2020/2021.

b. Types of Research

This type of research is qualitative research, because qualitative research is a descriptive research and tends to use analysis. Qualitative research characteristics are conducting research in natural conditions, directly to the data source, researchers become key instruments, presenting data in the form of words or images and not emphasizing numbers, conducting data analysis. This qualitative research method is not manipulated by researchers, data analysis based on facts found in the field (Sugiyono, 2015).

c. Data Sources

The data source in this study is the subject from which the data can be obtained, in this study the authors used data sources namely:

1. Primary data, as for the primary data source in this study are teachers and students of grade V SD Panca Budi Medan
2. Secondary data, namely data obtained from indirect sources, can also be said to be the source of the primary data source, and can also be said to be data arranged in the form of documents.

d. Data Collection Techniques

Data collection techniques used in this study consist of:

1. Observation
Observations in this study were conducted to strengthen the results of interviews obtained from respondents or informants. That way the author can directly examine and observe the situation and conditions at SD Panca Budi Medan
2. Interview

Interview is a dialogue conducted by interviewers who use oral information, teachers who teach and the condition of students at SD Panca Budi Medan

3. Documentation

Document collection is often called document studies. A number of facts and data are stored in materials in the form of documentation. Various documents that can be used as data sources include: letters, diary, photo archives, meeting results, souvenirs, activity journals and asya (Widiasmoro, 2018:54). Directed to find information about the following, such as: school profile, vision, mission and educational objectives of SD Panca Budi Medan in relation to learning that takes place during learning in school.

The three data collection techniques above are used simultaneously, in the sense that they are used to complement each other's data.

e. Data Analysis Techniques

Data analysis during the field should continue until all data collected with interactive model analysis techniques. The analysis is carried out jointly with the process of collecting data by flow stages according to Miles in Faisal as follows:

1. Data Reduction

The processed data is written in the form of a report or detailed data. Data reduction is the process of summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary data (Widiasworo, 2018:157).

2. Data Presentation

After the data reduction process is complete, the next step is to present the data. Data presentation in qualitative research can be done in the form of briefs, charts, relationships between categories, flowcharts, and so on.

3. Collection and Verification

After the process of data reduction and systematic presentation of data is carried out, then the next researcher must make

a temporary conclusion withdrawal. Such provisional conclusions are usually still unclear, but in the next stage will be more assertive and have a strong foundation.

f. The Validity of The Findings

In determining the validity of the data used in this study is to use triangulation techniques, according to Moloeng that teknik triangulation is a technique used to measure the validity of data that utilizes something born outside the data in rangka certainty of checking or comparing the data. Triangulation is carried out in order to obtain abash and valid data and re-release the data source conducted by comparing the results of the interview with the observations said by teachers and students. Triangulation is done by testing the understanding of researchers. Therefore, triangulation can be done by conducting an understanding test at the end of the study when all the information has been presented in the draft report, then before it is published, researchers can ask the informant to re-read the draft report of the study. The last step is to draw conclusions and verify. This conclusion will be followed by the evidence obtained when the research is fielded. Data verification is intended for the determination of the final data of the entire analysis process.

RESULTS AND DISCUSSION

Profile of Panca Budi Medan Elementary School

School Name : SD Panca Budi Medan
School Address: Jalan Jendral Gatot Subroto Km.4,5 Medan
Subdistrict : Medan Sunggal
Regency/City : City of Medan
Province : North Sumatra
Website : www.pancabudi.sch.id
School Status : Private
Accreditation : A
Call Center : 08116300044

Value and Work Culture Base Value

1. Worship like the Prophet / Apostle worship.
2. Principled (in life) like a devotion.
3. Serve (in mental) as a Warrior
4. Fight (in persistence and fortitude) as a Soldier
5. Work (in development) like the Owner.

7 Basic Values of the Foundation

1. Maintaining the purity of the faith of tawhid and carrying out sharia (Prayer, Dhikr, etc.).
2. Be grateful, rejoice and not complain.
3. Humble, simple, honest as is, forgiving and not angry.
4. Think positively, be prejudiced and not gossip.
5. Do good, change and be an inspiration.
6. Empathize and provide solutions, not criticize or denounce.
7. Obey the leader and obey the rules.

Panca Budi College Work Culture

1. Obey the rules, be on time, and discipline
2. Tabayyun, unsecured, and not prejudiced
3. Not angry, always smiling, and happy
4. Honest and Transparent
5. Not complaining
6. Responsibility, work thoroughly oriented to outcome and impact
7. Sincere and ready to be replaced

Vision

To be a leading elementary school that is environmentally sound by forming people who are noble, accomplished, and have life skills towards Character Based Digital Education 2022.

Mission

1. Applying the learning process that leads to habituation of noble characters based on the Quran and hadith
2. Implementing an active and Creative learning process in each subject
3. Train and develop teacher qualifications in managing Character-based learning

4. Train and develop interest-talents and skills to excel through Extracurricular Activities
5. Provide digital-based Academic Information Services
6. Developing Activities to care for the Environment

Goal

1. Produce students with noble character and care for the environment
2. Preparing outstanding students in academia, sports, and the arts
3. Provide facilities and infrastructure to support education and extracurricular students
4. Provide digital-based education services for students and parents in the field of academic information that is widely accessible

Description of Research Results

This research was conducted with the aim of knowing the effectiveness of video media use in online learning during the Covid-19 pandemic, moreover this research was carried out at SD Panca Budi which in the implementation of learning is carried out through online learning. Based on previous observations made by researchers, SD Panca Budi has been conducting online learning starting from March 2020, this is done to suppress the spread of covid-19 among education especially in the environment of SD Panca Budi Medan. If you look at it now, it means that online learning at SD Panca Budi has been running for 1 year.

Online learning among SD Panca Budi is called Distance Learning (PJJ), there are two pjj models implemented at SD Panca Budi namely PJJ WA and PJJ Zoom. PJJ WA is a distance learning system done through WhatsApp group, WhatsApp group used is WhatsApp group homeroom teacher, so each class guardian will provide learning materials or videos to students through WhatsApp group. Previously, teachers who teach in the class will send their learning materials or videos to the concerned class

guardians via WhatsApp private lines. So the flow of PJJ WA is as follows: Teacher Homeroom Student. This is done in the first week, then for the second week will be done PJJ Zoom, which is distance learning carried out through the use of zoom media. Similarly to PJJ WA, the teacher of the field of study will provide a zoom link containing the meeting ID and passcode to the homeroom teacher, then the homeroom teacher shares it with the student via WhatsApp group. It continues to repeat for week three and week four. This is the online learning system implemented at SD Panca Budi Medan.

Learning carried out through zoom in the form of discussions that have been done through WhatsApp, so through zoom the teacher in question will explain to students to the material that has been conveyed previously through WhatsApp, this is where interactions occur in learning, but many obstacles that occur during the learning process through zoom include: difficulty in internet signals, and there are some students who can't attend, this results in the learning process is constrained, the delivery of learning materials is not as maximum as possible. Therefore, in the provision of learning materials through WhatsApp, it is not uncommon for teachers to give it through video learning. This aims to make it easier for students to understand the material delivered and then learning through zoom only in the form of emphasis, or interaction between teachers and students.

This is where video learning is needed, in this case the learning video is useful to convey the learning material more clearly in a short time, and to facilitate learning for students who are not biased to attend the learning through zoom.

Learning Planning Stage Using Learning Videos

As previously stated, the online learning process held at SD Panca Budi consists of two processes, namely PJJ WA and PJJ Zoom. The learning video was

given during the learning process through WhatsApp, based on an interview that researchers conducted with one of the teachers at SD Panca Budi Medan, Miss Nur Meity Utari or Miss Meity who acted as a Natural Sciences teacher in class V stated:

"to make a learning video in science lessons usually in 1 bias material consists of one to two learning videos, but it depends on the material. The first video can be about the explanation of the material, then for the second learning video is used for the assignment of experiments, so in the video I give an example to make experiments such as stages that must be done, but if the material does not need experiments then the learning video is only one".

From the statement above, it can be interpreted that the use of the number of learning videos depends on the learning material to be taught to students, if the subject matter requires an explanation of the tasks in the form of experiments then the learning video made amounts to two learning videos, the first learning video is an explanation video of the material to be studied and the second learning video is used to provide tasks that are usually in the form of experiments, in the second learning video usually contains about the instructions or stages that must be done by the students in the work of experimental tasks followed by examples of teachers in the process.

In the process of making learning videos must have its stages so that the video is able to provide maximum understanding to students in this online learning, in this case Miss Meity in an interview with researchers stated:

"To make a learning video, the first is to prepare the material already in the PPT, then the tools in the form of HP and Tripod. Furthermore, in making learning videos I use the application 'Kine Master', but sometimes I also use ppt records that are inside the handphone, but I also often use the merging of the two. For the explanation of the material I use the PPT record, after completion I used the Kine Master app to include the video that I recorded earlier, in

this Kine Master in making a video I added the Panca Budi logo and greetings from me and I added animation or backsound that can make students interested in viewing learning videos. Then for the video assignment I usually put the report format so that the children understand it better".

Based on the statement above, in the process of making a learning video, the teacher must have prepared the material in advance and the material must be made in the form of Power Point to facilitate the process of making learning videos. Furthermore, preparing the recording device, which is used by Miss Meity here is to use a tripod and mobile phone, a tripod used to buffer the mobile phone to bias display the face of the teacher, and a mobile phone used as a video recorder. For the video reading the material in the power point miss meity use "Record PPT". but not infrequently in making Miss Meity learning videos using the application "Kine Master" that has been downloaded first in the mobile phone, then combine these two applications. First Miss Meity will explain the subject matter using a PPT record, after the video record is completed then inserted into the Kine Master application, with additions such as greetings from the teacher, the school logo (logo of SD Panca Budi Medan), then the closing greetings. Different if the video is a video assignment, then in the video will provide an explanation of the stages of the task that must be done in detail, such as the format of the report. In the use of learning video making application, most of the teachers of SD Panca Budi use applications such as Kine Master, and Mobi Record.

Furthermore, in the process of making learning videos there are obstacles that must be considered as presented by Miss Meity in an interview with researchers as follows:

"There are some difficulties in making this learning video, for example teacher when speaking in front of the camera, explanations must be as effective as possible and in speaking must adjust to

children's language skills, then too small sounds are also an obstacle in making learning videos, so it must be repeated. Then we have to edit the duration of the learning video approximately 7 to 10 minutes so that the children do not get bored, we will know that the focus of children in learning is only about 10-15 minutes, and this process takes a long time, after the video is done I will insert the learning video into youtube, then that video link that I will share for the class guardian".

From the above statement, it can be interpreted that in the making of learning videos there are some obstacles such as nervousness experienced by teachers in the process of recording video, the presence of sounds that affect / disturb the teacher in the making of video or even the voice of the teacher who feels too small as not heard in the video, then how to adjust the language to the language ability of the student in the delivery of the subject matter in accordance with the capture of students in order to understand the content of the subject matter delivered, and no less important here is the process of editing the video that is maximum duration of only 7 to 10 minutes. As in Miss Meity's statement that the focus of children in the learning process is only around 10-15 minutes, this is what the teacher wants to maximize by providing a learning video that is a maximum duration of 10 minutes. This sometimes makes the video creation process must be carried out repeatedly to get maximum learning video results. Then after the learning video is finished directly uploaded to youtube with the aim that the students do not need to download the video and save more memory mobile phone.

Implementation Stage of Learning Using Learning Videos

After the learning video making process is completed, then the next stage is the implementation stage of learning using video learning. in the online learning process carried out at SD Panca Budi Medan, as researchers have previously

stated, that the learning system uses PJJ WA. After the learning video is completed, the teacher of the field of study will send the learning video to the class guardian via WhatsApp.

"during PJJ WA's schedule, I provided a video link of learning through whatsapp to the class guardian, so that students could see it".

So after the learning video is done then the teacher uploads the video to youtube, and the video link is sent via whatsapp for learning materials. In line with this, students who get this learning video link will immediately be able to play the learning video without having to download it first. The responses from students who have seen the learning video, especially grade V students named Nabila Ramadhan who have been interviewed are as follows:

"it's nice to learn there is a video so it's easier to learn it, and fun because there are pictures, but usually if miss Meity make a video there must end up a task"

From the statement above, it can be seen the happiness of students if using learning videos at the time of delivery of materials because in the video the learning has attractions such as animations / moving images that make students interested in seeing the video, even if there is already a learning video means it contains tasks that must be done by students. In line with Nabila's statement, Rayyan Aqil also conveyed the same thing when researchers asked about how to learn using learning videos:

"glad because there is an animation, and the video can be played over and over again so if there is not understand can be replayed again"

From the two student statements above, it can be concluded that the use of learning videos is very effective in the online learning process today, but there are also drawbacks as conveyed by miss Meity:

"Normally children who see learning videos in one class only reach 50-60% only, this can be seen from viewers on youtube or can be seen when I ask questions, usually

children who do not see the learning video answer with google language (searching), but not a few also see the learning video, when asked the answer exactly the same as I said at the time in the learning video".

From the results of the interview above, it can be said that in the delivery of learning materials using learning videos not all students who see the learning video, this can be seen from the viewers on youtube because the learning video is uploaded to youtube, but it can also be known at the time of assignment, there are students who answer questions by searching for answers through google without looking at the learning video so that it does not match what the teacher has said in the learning video , but there are also those who have seen the learning video, when given the assignment the student answers exactly the same as what the teacher said in the learning video. So only about 50-60% of students see the learning video.

Effectiveness of Using Learning Video Media in Online Learning Process

When the researchers asked how effective the use of learning videos was in the online learning process, miss Meity gave her response as follows:

"The only way to explain the material is by video, if likened to the spearhead in the delivery of material during online learning during covid-19, by conveying using the teacher's language and by showing the teacher's face as an effort to discuss the material is expected to attract children in the study, although this all depends on the video editing process to be interesting".

This indicates that the use of learning video media plays a big role as a form of efforts from teachers to make it easier for students to understand the learning materials. By showing the teacher's face in the learning video and by using the language of the teacher when delivering learning materials in the video is expected to attract students to learn. Because video learning is one of the most effective ways of delivering learning

materials, through learning videos teachers can interact directly with students like a face-to-face atmosphere while in school. With good video processing will make students interested in learning, and the process of delivering learning materials will be easier.

The last statement from miss Meity about online learning is as follows:

"And actually online learning is the key point is parents who always provide supervision and support in learning children at home, because children learn by themselves so there must be support from parents such as reminding that today aka zoom tone with miss, like that"

From the statement above, it is stated that in this online learning process is not only focus from the material provided by the teacher to the students but there is also a considerable contribution from parents who act as supervisors in learning students at home, parents here act as supervisors as well as supervisors in the learning process. Without the support of parents, online learning will not be maximal even if the teacher has tried to provide the best teaching. So in order for this online learning process to run optimally, all students such as teachers, students and parents must support each other, giving their best efforts.

CONCLUSION

Based on the description of the discussion in this research, it can be concluded as follows:

1. The online learning process at SD Panca Budi Medan is quite good and well organized. The online learning process here is known as Distance Learning or PJJ, and PJJ consists of two, namely PJJ WA, namely learning through WhatsApp (delivery of materials through WhatsApp group, such as: video learning) and PJJ Zoom that is learning using zoom meeting application (more to the interaction between teachers and students, such as: motivation, question and answer process and brief

explanation of the subject matter that has been shared through WhatsApp before).

2. In the step of learning planning using learning videos carried out by teachers at SD Panca Budi Medan has maximized the power and efforts of the teacher, this can be seen when the teacher prepares the learning video making process that starts from preparing the learning material through power points and then the teacher in the editing process uses several applications to combine making learning videos to further interest learning from students with efficient time but the essence of the subject matter is conveyed well. In the process of submitting learning videos to students, first the video is uploaded to youtube and then the teacher will provide a youtube link to the student so that students can see the video of the learning.
3. The use of learning videos as a medium in the online learning process is considered as one of the best ways to deliver lesson materials to students, in addition to teachers can interact directly with students, in the learning video is also made as interesting as possible so that students can understand the material delivered by the teacher. But no less important is the supervision and support from parents so that the online learning process runs to the maximum.

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How to cite this article: Mahrisa R, M. Anwar Sadat, Bariyah K et.al. Effectiveness of using video media in online learning process at Sd Panca Budi Medan during Covid-19. *International Journal of Research and Review*. 2021; 8(2): 482-491.
