Vidyottama Sanatana
International Journal of Hindu Science and Religious Studies

Vol. 2 No. 1 May 2018

Development Of Video Media Instructional Bhagavad Gita In Religious High School Hindu Lampung

By:

Nyoman Siti¹, Budi Koestoro², I Dewa Made Raka³

¹²³FKIP Unila, Jl. Dr. Sumantri Brojonegoro No. 1 Bandar Lampung

E-mail: nyomansiti123@gmail.com

Received: September 21, 2017	Accepted: May 1, 2018	Published: May 31, 2018
------------------------------	-----------------------	-------------------------

Abstract

The objectives of this research are: (1) developing video media teaching materials of Bhagavad Gita, (2) to analyze the effectiveness of Bhagavad Gita video media use, (3) to analyze the efficiency of Bhagavad Gita video media, (4) to analyze the attractiveness of Bhagavad Gita video media. This research uses a research and development approach, conducted in religious high school hindu (STAH) Lampung. Data collection using tests and questionnaires and analyzed quantitatively and qualitatively. The conclusions of the study were (1) to produce teaching material of Bhagavad Gita video media consisting of eight elements, namely: (a) opening greetings, (b) introduction, (c) parts of Bhagavad Gita, (d) how to read, (e) types of mentrum, (f) examples, (g) self-assessment and (h) closing greetings. (2) video media teaching materials Bhagavad Gita effective with the average of the gain value in sequence is 0.71; 0.77; and 0.77. (3) Bhagavad Gita video media is efficient as a learning media of 1.7. (4) The video media instructional Bhagavad Gita is attractive in used as media video learning Bhagavad Gita with the consecutive average percentage being 91%, 91%, and 92%.

Keywords: teaching materials, video media, Bhagavad Gita

I. Introduction

Education is a conscious and planned effort to create an atmosphere of learning and

learning process so that learners actively develop their potential to have spiritual strength of religion, self-control, personality,

intelligence, noble character, and skills needed by him, society, nation and state (Depdiknas:2003). In the principle of curriculum implementation of education that the curriculum is implemented by enforcing the five pillars of learning, namely a) Learning to believe and piety to God Almighty, b) Learning to understand and live, c) Learn to be able to carry out and do effectively, d) Learning to live together and be useful to others, and e) Learn to build and discover identity through active, creative, effective, and fun learning process (Permendiknas No 22 Year 2006).

Learning is the process of behavior change in a person thanks to the experience and training of Hamalik (2009). And learning is an effort to teaches students Uno (2009). In learning and learning to achieve a goal then the media needed to facilitate the learning. Gagne in Sadiman (2010) states that the media are the various types of components in the environment that can stimulate it to learn. Meanwhile, Briggs (1970) argues that the media are all physical tools that can present the message and stimulate students to learn.

Learning media can be classified into several types. Schramm in Niken and Dany, 2010: 90) classifies media based on sound complex, ie: complex media (film, television, video / VCD) and simple media (slides, audio, transparency, text). In addition, the media are also classified by their scope, mass media (broad and simultaneous coverage / radio, television), group media (coverage of audio, video, OHP, slide and so on) and individual media (for individuals / books text, phone, CAI). With the number of existing media is expected to facilitate the delivery of information in the learning process.

Bhagavad Gita is one of the courses at Religious High School Hindu Lampung. According to Gede Pudja (2009), Bhagavad Gita is one of the holy books called Pancamo Veda (Veda Fifth), which contains about the essence of Vedic teachings or the essence of Hindu religious teachings whose contents are very simple and indispensable to the wider community, especially the Hindus. In the learning of lecturers still use conventional methods.

Learning by conventional methods is less effective because it can make students drowsy and less understanding what the lecturer delivered. In the usual method taught lecturer as a reference point for the justification of the tone in reading Bhagavad Gita does not yet exist. This causes confusion among students in practicing the material. So at the time of Bhagawad Gita exam is done in the form of practice there are still many students who do not pass the exam because it does not meet the assessment characteristics. Therefore, it is necessary for instructional media that can support the Bhagavad Gita course especially in practice of reading / reciting the scriptures so that the students can understand and practice the material more quickly. Considering the use of video animation improves student learning outcomes on the commodities of the starter system, lecturers or instructors are advised to use the animated video as an alternative in learning, in order to obtain better learning outcomes (Setiawan hendarto, 2012).

The theory of constructivism is a theory of learning that emphasizes that learners do not take for granted the knowledge they gain, but they actively build knowledge individually (Sanjaya, 2010: 245). Cognitive Theory according to Piaget argues that since

childhood already have a scheme, the cognitive structure that is formed from experience. The more mature a person, the scheme will be more perfect. The process of refining the scheme takes place through a process of assimilation, namely the process of refining the scheme and the accommodation process is the process of converting an existing scheme into a new scheme (quoted by Sanjaya, 2010: 246)

The theory of behaviorism emphasizes three important concepts: stimulus, response, and reinforcement. Learning is described as a form of stimulus and response. The principle of this is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a change that students experience in their ability to behave in new ways as a result of the interaction between stimulus and response (Trisnaningsih, 2015).

The relevance of constructive, cognitive and behavioristic theories to the products produced in this study is the role of video media as a stimulus for students in producing vocabulary. Students are expected to respond well to the activities instructed in the video media. The reinforcement process is done through the training method in order to form the habits within the student to use the functional phrases learned. With the activity of talking done repeatedly, it is expected that student knowledge will be formed either individually or in groups.

II. METHODS

This research is designed with research and development method. According to Sugiyono (2011: 407) research and development methods or in English Research and Development is a research method used

to produce a particular product, and test the effectiveness of a particular product. To be able to produce a specific product used research that needs analysis and to test the effectiveness of these products in order to function in the wider community, it is necessary research to test the effectiveness of the product. This research was conducted at Religious High School Hindu Lampung which become the research sample is semester IV, semester VI and semester VIII.

IV. RESULT AND DISCUSSION

The analysis of student needs indicates that reading the Bhagavad Gita scriptures is difficult to understand if only by listening to the delivery of the lecturer in front of the class. There is a need for teaching materials other than guidebooks that can attract students' interest in learning to read the Bhagavad Gita scriptures.

The process of designing Bhagavad Gita video media product for third semester students is 1) product development planning is done based on ASSURE instructional design model; 2) initial product design; 3) early stage trials; and 4) test of material, media and design experts. The product specifications of Bhagavad Gita video material teaching materials consist of eight elements: (a) opening greetings, (b) introduction, (c) parts of Bhagavad Gita, (d) how to read, (e) types of mentrum, (f) examples, (g) self-assessment and (h) closing greetings.

The results of field tests show that Bhagavad Gita video media is effectively used as a teaching material for Bhagavad Gita study at Religious High School Hindu Lampung in the fourth semester, VI and VIII with average gain of 0.71, 0.77 and 0,77.

From t test result, its significance value is 0,00 (less than 0.05) then H_0 is rejected. Based on the results of the test, it can be concluded that the average value of students on the learning process by using teaching materials Bhagavad Gita video media is greater than the average value of students on the learning process without using video media Bhagavad Gita. It also shows that Bhagavad Gita video media is very affective to be used as a medium of learning.

The principles to be considered for effective learning are the principles of readiness and motivation, the use of attention-giving tools, active student participation, repetition, and feedback (Gofur in Pujiati,

2004: 122). Teaching materials developed video media has paid attention to these principles so that when vedo Bhagavad Gita is used, learning becomes effective. student motivation is built through the look and videos that attract attention and the active participation of students is built through basic theory and examples.

The time required at STAH Lampung for the study of Bhagavad Gita courses is 150 minutes (3 SKS) in a single meeting. The existence of Bhagavad Gita video media material in learning time used to be reduced. Viewed from the efficiency of learning time, the results obtained as shown in the following table:

Table 1. Time spent on field trials

Place of Implementation	Time Required	Time Used	Learning Efficiency
Semester IV	150 Minutes	80 Minutes	1,87
Semester VI	150 Minutes	87 Minutes	1,72
Semester VIII	150 Minutes	90 Minutes	1,67
Average Learning Efficiency			1,75

The table above shows that the learning efficiency is greater than 1 that is 1.75 so it can be concluded that Bhagavad Gita video media as the subject of the course of Bhagavad Gita is efficiently used in learning on field test which is wider scale of test. The results of the efficiency test show that the value of the ratio of time required for learning with teaching material of the video media is greater than the learning using the lecture through the printed book proves that the video media proved to be efficiently used for learning Bhagavad Gita refers to the efficiency criteria, namely the utilization of

time, and resources optimally to achieve the learning objectives. The result of field test shows that the mean time comparison with time spent is greater than 1, that is 1.75. This is in accordance with the opinion of Degeng (2000: 154) which suggests that if the time spent is smaller than the time required then the ratio of more than 1, meaning that learning succeeds faster.

In general, the attractiveness and ease of video media is good to be used as a teaching material on Bhagavad Gita material. The results of the questionnaire analysis of attractiveness in the field test can be seen in

Table 2. The results of the analysis show that in general the attractiveness and ease of video

media is good to be used as a teaching material in the course of Bhagavad Gita.

Table 2 Results of Media Squatted Media Questionnaire Analysis on Field Test

Place Percentage	Average Percentage	Category
Semester IV	91 %	Very Interesting
Semester VI	91 %	Very Interesting
Semester VIII	92 %	Very Interesting

The use of video media makes students more motivated and active in learning and in solving problems related to the subject matter through a series of examples of Bhagavad Gita, poetry and meaning so as to exercise repeatedly through the video presented. It certainly has an impact on the creation of effective learning. This is supported by the opinion of Bruner in Sagala (2012: 36) who argued that the learning experience gained from the active participation of students in learning is one of the motivations of students to learn.

Bell in Hacker & Graesser. (2009: 119) points out: "There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation The above opinion implies how important the role of motivation for students as energy to remain involved in the task of learning. Therefore, the attractiveness aspect is required as one of the main criteria of learning because of its effectiveness in motivating students to remain engaged and on the learning task. Some educational experts who support student-centered approaches even place these criteria above two other criteria, namely effectiveness and efficiency.

Video featuring audio video and the use of video media teaching materials Bhagavad

Gita help the learning process either done by lecturers in class or as a teaching material by students. The product function generated in this development study is as a supplement or supplement. Students can choose existing teaching materials. Whether to utilize electronic learning materials or not. In this case there is no obligation or obligation for learners to access electronic learning materials. Despite the choice of students who utilize video media on the Bhagavad Gita lesson will have additional knowledge or insight from other students who do not use.

The use of the Bhagavad Gita video media for students succeeds in making the Bhagavad Gita lesson interesting. Students can play an active and communicative role in reading Bhagavad Gita. It also gives pleasure to students in learning. This is in line with the research Naili Nisriyah (2009) By developing a media audio visual learning CD to appreciate geguritan in accordance with the needs of teachers and students can facilitate and attract students to learn geguritan.

The use of video media has been shown to improve the learning outcomes of Bhagavad Gita. This is possible because of the intervention of the use of video media that has actually made students learn to read more actively, interactively, and communicative than learning activities before using video

media. This is in line with the theory of behaviorism which states that learning is related to the interaction between the stimulus and the response with the reinforcement process. Reinforcement is reinforced by repeatedly conditioned situations. Sanjaya, (2010: 237) summarizes the characteristics of behavioristic learning theory as follows: (1) attach importance to environmental influences; (2) attach importance to the parts; (3) prioritizing the role of reaction; (4) learning outcomes are mechanically formed; (5) influenced by past experience; (6) attach importance to habit formation; (7) problem solving is done by trial and error. Through the video media guide stimulus, students' reading skills can be explored. Students are actively involved to follow examples that have been provided and done repeatedly.

The principles to be considered for effective learning are the principles of readiness and motivation, the use of attention-giving tools, active student participation, repetition, and feedback (Gofur in Pujiati, 2004: 122). Teaching materials developed video media has paid attention to these principles so that when video Bhagavad Gita is used, learning becomes effective. Student motivation is built through the look and videos that attract attention and the active participation of students is built through basic theory and examples.

The use of video media has made the learning of reading Bhagavad Gita more interesting. Constructivist theory is very influential in learning. That is, the learning process should be designed into a process of students to be able to gain a meaningful learning experience (Sanjaya, 2010). The results of the learning experience is shown by the changes in students include aspects of

cognitive, psychomotor, and affective. This is supported by the opinion of Anderson (2001: 35) who argued that learning is a relatively settled change process occurs in the potential behavior as a result of experience. This is in line with research conducted by Nurina (2013) The results showed that student centered means that the role of teachers as facilitators and activeness of learning in the classroom is more dominated by students. Students are required to be active in building or constructing knowledge from the experiences they have experienced. Efforts to increase student learning activities need to be supported by the tools (teaching materials) in addition to developing themselves, this is in accordance with constructivism that the purpose of learning emphasizes the creation of understanding, which requires creative-productive activity in a real context that includes the use of knowledge meaningfully, views of the learners, learning activities in a real context and emphasizes the process.

Learning using video media is a learning that is not only centered on lecturers, but learning to use is student-centered learning (student center). This can be seen in the evaluation menu which presents the graduation criteria, so students can easily find out what aspects are important in reading the Bhagavad Gita, so that students can see how much cognitive knowledge they have. This is reinforced by the opinion of Reigeluth in Miarso and Suyanto (2011: 1) which suggests video media teaching materials is also a harmonious technology system that supports educational paradigm centered on learners.

Video featuring audio video and the use of video media teaching materials Bhagavad Gita help the learning process either done by lecturers in class or as a teaching material by

students. The product function generated in this development study is as a supplement or supplement. Students can choose existing teaching materials. Whether to utilize electronic learning materials or not. In this case there is no obligation or obligation for learners to access electronic learning materials. Despite the choice of students who utilize video media on the Bhagavad Gita lesson will have additional knowledge or insight from other students who do not use.

IV. Conclusion

Based on the results of research and discussion in chapter four, it can be concluded things as follows:

1. Religious High School Hindu Lampung has the potential for video media development, marked by the absence of video media teaching materials in the Bhagavad Gita course, the learning outcomes that tend to be low in Bhagavad Gita reading practice, and the presentation of guidelines used so far do not support the achievement of goals the course of Bhagavad Gita.
2. Development of teaching materials for video media of Bhagavad Gita reading practice consists of 5 (five) main steps: needs analysis, instructional design, media design and development, trial and revision, and final product. The research steps are an adaptation of Borg and Gall's Research and Development procedures. The learning design uses the ASSURE learning development model.
3. The use of Bhagavad Gita video media is effectively used in improving learning outcomes at Hindu Hindu High School Lampung.
4. The use of Bhagavad Gita video media is efficiently used in improving learning

outcomes at Lampung Hindu High School which is viewed from the use of study time.

5. The use of Bhagavad Gita video media is interesting to use in improving learning outcomes at Hindu Hindu High School Lampung. Because it can motivate students in learning that cause a sense of pleasure.

References

- Anderson, Lorin W. dan Krathwohl, David R. 2001. *Kerangka Landasan untuk Pembelajaran, Pengajaran dan Asesmen Revisi Taksonomi Pendidikan Bloom*. Yogyakarta: Pustaka Pelajar.
- Briggs, L. (1970). *Principles of Constructional Design*. New York : Holt Rinehart and Winston.
- Degeng, I.N.S. 2000. *Teori Belajar dan Strategi Pembelajaran*. Surabaya: Citra Raya
- Depdiknas. 2003. *Undang-undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Sekretaris Negara RI. Jakarta.
- Depdiknas. 2006. *Permendiknas No. 22 Tahun 2006 Tentang Standar Isi*. Jakarta : Depdiknas
- Hacker, Douglas J. & John Dunlosky Arthur C. Graesser. 2009. *Handbook Of Metacognition In Education*. Routledge. New York
- Hamalik, Oemar. (1980). *Media Pendidikan*. Bandung : Penerbit Alumni.
- Hendarto, Setiawan , Sunyoto dan Widya Aryadi 2012. Penggunaan Video Animasi untuk Meningkatkan Prestasi Belajar Siswa dalam Pembelajaran Kompetensi Sistem Starter. *Automotive Science and Education Jurnal* (Online), Jilid 1 No.1

- (<http://journal.unnes.ac.id/sju/index.php/asej>) diakses tanggal 20 Oktober 2016
- Miarso, Yusufhadi dan Eko Suyanto. 2011. *Kumpulan Materi Kuliah Mozaik Teknologi Pendidikan. PPSJ Teknologi Pendidikan*. Unila: Lampung
- Niken dan Dany. 2010. *Pembelajaran Multimedia di Sekolah*. Jakarta : Prestasi Pustaka
- Nisriyah, Naili. 2009. *Pengembangan Bahan Ajar (CD Audio) Pembelajaran Mengapresiasi Geguritan SMP Kelas VII* (Online). Skripsi tidak diterbitkan. Semarang UNS.
- Nurina. 2013. *Pengembangan Lembar Kerja Siswa (LKS) dengan Model Siklus Belajar 5E Berbasis Konstruktivistik Pada Materi Sistem Sirkulasi Manusia untuk Kelas XI SMA*
- Nurasiah, I., Uswatun, D. A., & Amalia, A. R. (2017). Building Character And Literacy Skills Of Primary School Students Through Puppet Contemplative Sukuraga. *Vidyottama Sanatana: International Journal of Hindu Science and Religious Studies*, 1(1), 40-45.
- Pudja, Gede. 2009. *Bhagavad Gita* (Panca Veda). Paramita. Surabaya.
- Pujiati. 2004. *Penggunaan Alat Peraga dalam Pembelajaran Matematika SMP*. Yogyakarta : PPPG Matematika.
- Sagala, Saiful. 2009. *Konsep dan Makna Pembelajaran*. Alfabeta. Bandung
- Sanjaya, Wina. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta : Prenada Media Group.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif dan Kualitatif*. CV. Alfabeta: Bandung.
- Uno, Hamzah B. 2009. *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta : PT. Bumi Aksara