# The Use Videos of Wood Bussines Seller of *Galam* (*Melaleuca Cajuputi*) as a Learning Resources on Social Studies

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***Abstrak***

Sumber belajar video membantu peserta didik untuk memahami materi pelajaran yang diintegrasikan dalam pembelajaran. Artikel ini mendeskripsikan pemanfaatan video berdasarkan usaha penjual kayu *galam* di Desa Pengayuan sebagai sumber belajar IPS. Pendekatan kualitatif dengan metode deskriptif digunakan dalam penelitian. Menggunakan metode kualitatif, pemanfaatan Video aktivitas ekonomi penjual kayu *galam* di Desa Pengayuan ini dipraktekkan pada pembelajaran IPS kelas VII F dan kelas VIID di SMP 6 Banjarmasin. Pembelajaran menggunakan sumber belajar video menjadikan peserta didik termotivasi dan antusias dalam pembelajaran karena lebih mudah dimengerti dan kontekstual sehingga meningkatkan konsentrasi belajar peserta didik yang meningkatkan prestasi belajar.
**Kata kunci:** Pembelajaran, Video, dan Sumber Belajar IPS.

***Abstract***

Video learning resources help students to understand the subject matter that is integrated into learning. This article describes a video based on the *galam* wood seller business in Pengayuan Village as a social study resource. A qualitative approach with descriptive methods is used in the research. Using qualitative methods, the use of videos of *Galam* wood sellers' economic activities in Pengayuan Village is practiced in social studies learning for class VII F and class VIID at SMP 6 Banjarmasin. Knowing using video learning resources makes students motivated and enthusiastic in learning. It is easier to understand and contextual increase students' learning concentration, which increases learning achievement.
**Keywords:** Learning, Video, and Learning Resources on Social Studies.

## PRELIMINARY

Learning has two essential components, namely teachers as educators and students. The two parts ideally trigger intensive communication so that positive interactions occur. In education, the teacher acts as a moderator and a creator who provides equal opportunities for students to explore their abilities and intelligence (Syaharuddin & Mutiani, 2020). One of the main functions of the teacher as an educator is as a learning manager. In this role, the teacher is in charge of planning, implementing, and evaluating learning. Of course, a good adaptation is needed for educators to respond to technological developments and utilize them in education (Abbas, 2020).

This assumption can be used to develop innovative learning resources based on the students' needs. The selection of learning resources must, of course, be found on the principle

of relevance and consistency between learning objectives, subject matter, and the characteristics of the media concerned. Thus appears the suitability for students' needs and the learning objectives achieved. one subject taught in junior high schools is Social Studies (Mutiani, 2019).

Social studies is a subject that studies the necessary skills related to social life. Topics often reveal social problems in society by reviewing various aspects of life (ABBAS et al., 2018). Social studies learning requires direct experience to allow students to explore their abilities and intelligence more actively. Still, in reality, social studies learning cannot always be done directly in the field (Mutiani & Faisal, 2019). Therefore, learning that is carried out in the classroom needs to be supported by technological developments and technological advances that can be applied to today's world, especially audiovisual video as a video-based learning resource on social studies.

Learning resources in the form of videos help students better understand learning material because students will receive information or knowledge through sight and hearing (Abbas, 2013). Learning using two senses will provide more experience for students. The understanding obtained will be more than presented by only making students see or listen to the material (Lestari et al., 2020). Dale (1969) estimates that learning outcomes using the sense of sight (eyes) are around 75%, with the purpose of hearing (ears) around 13% and using other purposes approximately 12% (Arsyad, 2011; Syaharuddin & Mutiani, 2020). This article aims to describe the use of video processed based on the *galam* wood seller business in Pengayuan Village as a learning resource on social studies. Making a video of the *Galam* wood seller business in Pengayuan Village is based on accommodating social studies learning resources, specifically production, distribution, and consumption in Grade VII.

## RESEARCH METHODS

In this study, qualitative methods were used to describe the use of video *Galam* wood business in Pengayuan Village as a learning resource on social studies. Data collection was carried out by observation, interviews, and documentation (Suryabrata, 2018). Researchers conducted this research by direct observation of meeting several *Galam* wood sellers in Pengayuan Village. Interviews were carried out orally in an unorganized manner to be freer about the activities at the interview Pengayuan Village (Mustari & Rahman, 2012). Furthermore, all observations and interviews were processed into simple videos to be used in social studies learning. Social studies learning was carried out at SMP Negeri 6 Banjarmasin class VII F and VII D.

Data analysis techniques followed by Miles and Huberman's (1984) model said qualitative data analysis activities were carried out in-depth and continued until completion (Bungin, 2007). Activities in data analysis, namely *Data Reduction, Data Display,* and *Verification* (Afifuddin & Saebani, 2009). The data collected then reduced according to the research objectives, namely business and video sales of *Galam* wood in Pengayuan Village. The presentation of data is based on what has been obtained, namely that there are economic activities in it in the form of production, distribution, and consumption, which can be used as a source of social studies learning by displaying videos of *Galam* wood seller business activities in Pengayuan Village (Creswell, 2010). This study's concluding was carried out by observation and interviews to conclude selling *Galam* wood in the timber village. The data's validity was carried out using source triangulation, technical triangulation, and time triangulation (Deddy, 2004; Nasution, 2003).

## RESULTS AND DISCUSSION

Using video was carried out in class VII F and class VII D with plan practice the 2013 Curriculum (RPP). Learning model *Discovery learning*, methods in the form of questions and answers, group discussions and assignments that have been given by the teacher from social studies material about economic activities, with learning resources in the form of videos of community economic activities in Pengayuan Village.

Class VII social studies material used in this study discusses economic activities, namely activities to fulfill daily life, including production activities, distribution activities, and consumption activities. The teacher's classroom's learning process teaches using media in contextual videos, namely from the surrounding community's economic actions, namely in Pengayuan Village. The implementation of social studies learning is divided into three stages of learning: preliminary activities, core activities, and closing activities, and time allocation of 1 x meeting (2x40 minutes). The application of Pengayuan Village people's video economic activities was carried out on Tuesday and Wednesday, 22-23 October 2019.

Implementation at VII F, 22 October 2019 Class VII F at the 1st and 2nd hours; in this class, 31 students consisted of 15 men and 16 women. The implementation of the use of videos makes the learning climate conducive. It was not optimal at the previous meeting because it was a noisy and challenging class to manage. Students were enthusiastic when screening the video and paid more attention to the material displayed—this is evident when researchers teach using videos. Many students are curious and increase the number of questions compared to when researchers use learning resources in books only. This is because the video is an

audiovisual that can be heard and seen, attracting students' attention.

Male students with the names Daud Saputra Sutrisno and Muhammad Dhiya Ulhaq, who had never asked questions before, wanted to ask questions regarding the material presented in the video form, and female students who were less active also asked questions. After showing the video and explanation, the students were given the assignment. Everyone worked on and joined the discussion. Until the class ends, this class's condition improves due to the increased motivation and enthusiasm for students' learning. According to Grace Eunike Rehuel Jozef (13 years) class VII F, learning using the video can be easily understood about Pengayuan. According to a male student named Marcelino Nugroho (13 years) class VII F, social studies learning using videos is very fun and can create focus because you have to observe what is in the video so that learning is easy to understand.

Implementation at VII D, 23 October 2019 at the 5th and 6th hours, 31 students consisted of 14 boys and 17 girls in this class. Videos focus more on students and have a positive impact on learning. Video media is said to focus more on students because it has its advantages. Video as a learning resource is a very efficient or effective medium in helping the educational process, whether during group, mass, or individual learning (Daryanto, 2015). Video has an interactive nature that guides students in understanding a material through visualization (Yuhdi, 2013). These explanations concluded that video is a very efficient and interactive medium in delivering information, explaining a process, and explaining complex concepts in the group, mass, and individual learning.

The use of video in learning is more efficient and strengthened through the advantages of video media. The benefits of learning in the form of the video include: 1) video is a medium for motion between images and sound; 2) can display images, diagrams, and graphics; 3) can be used repeatedly and can be slowed down; 4) can display material that physically can't be displayed in the class; 5) can display objects in detail; and 6) can be used for feedback (Agustiningsih, 2015).

The results of interviews with social studies teachers at SMP Negeri 6 Banjarmasin, according to Mrs. Marhimah, S.Pd, the use of video in learning is beneficial, and students are more interested than just lectures in delivering the material. Meanwhile, according to mother Hj. Antung Hamsiah, S.Pd, the use of video in social studies learning provides real experiences, can present exciting things, provide objective information, and stimulate students' participation and creativity. Learning with video media turned out to make students accept the learning given (Nadya, 2012). Learning with video media also raises students' enthusiasm and enthusiasm because they have never previously used media in this video. Students are not bored and bored

while in class and are also not sleepy when learning takes place. This media is excellent in the learning atmosphere in the classroom.

## CONCLUSION

Utilization of the video about the *galam* wood seller business in Pengayuan Village was carried out at SMPN 6 Banjarmasin in class VII F, and VII D. Learning using video learning sources has benefits such as the motivation of students from being enthusiastic when viewing the video, learning is easier to understand because it is contextual, learning becomes fun because the audiovisual media is the video that combines images and sound. For students, the use of instructional videos designed for social studies learning resources increases concentration and motivation during learning, because the material presented by the teacher needs to be digested and understood. Because the video provides an interactive space in delivering information, explains a process, and explains complex concepts in the group, mass, and individual learning.

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