



The Implementation of Simple *Vlog* Media to Improve Self-Confidence Characters of Primary School Students During the Covid-19 Pandemic

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Abstract: Self-confidence is a character that human beings should have and develop in their life. Through character, we can express our opinions smoothly, do things calmly, and can also become leaders for those who lack confidence. Lack of self-confidence in students can hinder the achievement of the learning process. The lack of self-confidence is based on many factors, one of which is an inaccurate learning strategy. During the Covid 19 pandemic, students carried out the full learning process from their respective homes. This makes the teacher have to determine the appropriate learning strategy to increase the character of students' confidence. One of the strategies is the scientific approach in which the learning stages have aspects presenting the learning results. This is the successful key to build a confident character in students with positive support from their parents. This study was aimed to foster students' self-confidence through simple *vlog* media where students continuously trained to perform in front of the camera with high self-confidence. The study was conducted on primary school students in West Bandung. The method used in the study was the descriptive qualitative with interactive analysis technique. The findings showed that primary school students were able to perform confidently through simple *vlog* media that they uploaded to social media. Over time, the students' confident character significantly improved visibility in the *vlog*.

Keywords: *Vlog* Media, Confidence, Scientific Approach, Covid-19 Pandemic

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INTRODUCTION

According to the regulation of the minister of education and culture regarding strengthening character education in the formal education number 20 of 2018 contained in article 1, stated that Strengthening Character Education (PPK) is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, feeling, thinking, and motion by involving and working together between educational units, families, and communities as part of the National Movement for the Mental Revolution (GNRM). Formal Education Units hereinafter referred to as Schools, are education service groups that provide formal, structured, and tiered education, consisting of kindergartens (TK), primary education units, and secondary education units organized by the central government, regional government, and communities.

Based on the minister of education, the importance of character education is the responsibility of all of us, especially the teaching profession who is the parent of students while they are in schools. After they return to their homes, those who play a role in shaping their character are their parents and the environment

in which they live. Character education is best implemented since childhood. However, formal education can be applied in the early days of formal schooling because at that time students imitate and absorb all the information they see and feel. So, it is appropriate for adults around him to show good examples, such as attitudes, speech, and deeds.

According to Fereira, a consultant from Delitte & Touche Consulting said that someone who has self-confidence, not only being able to control and maintain self-confidence, but also be able to make changes in his environment. People who have a strong self-confidence character, they are usually able to control the situation in which they are in and can lead a group in their environment. In creating this character, it takes a long time and consistency of actions that lead to the emergence of this, and what is equally important is the environment that supports us to appear confident in any situation. In line with what Ginanjar (2001) states, self-confidence is very important for one's growth and development. Self-confidence is a belief in a person to be able to respond to everything well according to the abilities someone has. Self-confidence is also something that should be believed by someone. Because with this belief someone can build a strong character foundation that someone can later use in any situation and condition that



requires him to appear and behave with confidence. A person's confidence will grow if there is something someone is proud of or something he or she likes. Like a student who feels she is beautiful, then she will be confident to be friends with anyone because she has the thought that all her friends will like her because she sees her beautiful face. Besides, if there are students who feel smart academically, they will be confident to become peer tutors to their friends and direct their friends to understand and understand what they are learning. But if he lacks confidence in himself then he will withdraw from the associations in the surrounding environment, he will become a quiet, introverted person, and may have a different personality.

According to Sullivan (2005), self-confidence can give us the ability to overcome various conditions that are less likely, such as the fear of trying and thinking about the future that we must face. According to him, several factors can affect a person's self-confidence, including physical condition, upbringing, and education. Based on the factors he described, I think parenting plays a very important role in the development of a person's character because in this parenting many supporting aspects influence it, such as communication, touch, and appreciation. But this confident attitude is two different blades that can be misused. On the one hand, if we can use it, we can be an inspiration for many things. Be a good example and can be useful for others too. But on the other hand, if we cannot control our self-confidence, then the effect that will happen is that we will seem to understand something, but in reality, we are only pursuing public sympathy. Besides, excessive self-confidence can trigger new things, namely an arrogant attitude. After all, you feel that you are the most correct because you can speak in public fluently.

Learning during the COVID 19 is different from learning as usual. The most different point is that as teachers, they cannot directly control students learning activities, but those who control the activities are the parents of each student because the learning is online at the student's home. This online learning requires a teacher as an education practitioner to think creatively in creating interesting learning strategies even with existing limitations. Not infrequently, because of the length of learning online, many complaints have come from students and their parents. Such as the bored feeling, because learning activities that seem monotonous and doing tasks only, sitting too long and using cellphones makes the body feel sore quickly, and the context of

communication between students and parents often heats up because there are misunderstandings between them. These things the teachers need to solve and think about how to make a good solution in creating interesting learning as students usually do in the classroom. Examples of learning strategies that we can use are by using a scientific-based approach. Because in this approach students learn directly, actively explore information, and are active in conveying what they have learned and done. In this approach, students will also be trained in self-confidence and responsibility, because in it there are aspects to communicate the results of the work. Media or tools that can be used in this aspect of communicating by utilizing social media related to video sharing. This media can be said to be a simple *vlog* media, where later we can upload our video and the video can be accessed by many people. *Vlog* media are commonly used by people who have creative thoughts so that they can tell the fruits of these thoughts to everyone easily and quickly. This media can also be a place for everyone to learn, a place for everyone to look for information, both light information, and even complex information.

According to Sadiman (2002) media is anything that can be used in delivering messages from sender to recipient to stimulate thoughts, attention, feelings, and interests, especially student ignorance properly so that the learning process occurs. Therefore, learning media is a tool that contains messages with specific aims and objectives. So far, *vlog* media have often been used by technology-literate generations. Usually, the use is in the form of an exchange of information in all respects, whether the information is useful or casual. In the educational context, students and teachers can use *vlog* media as a learning tool. Especially during the COVID 19 pandemic, which demands all things should without being face to face and optimize technological advances. In making this *vlog*, it is no different as if we present it face to face. There are opening, main topics, and closing parts. But it takes the ability to take good pictures that pay attention to light intensity, sound clarity, and background of interesting places. Besides, the ability to operate the social media where we will upload the *vlog*. But now, we do not need to be worried, because there are already many videos that discuss and guide us in terms of operating *vlog* media and how to use them.

Based on the explanation above, the writers have a problem formulation such as how to describe the student's self-confidence, what factors affect

student self-confidence so that it is at different levels, and how to increase student self-confidence after the learning strategies offered are carried out. In line with the formulation of the problem, the study is aimed to describe students' self-confidence so far, the factors that build students' self-confidence at each level, as well as how to describe students' self-confidence after learning strategies through simple *vlog* media.

METHOD

Bogdan and Tailor, as quoted by Moeleong, define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words or from the form of policy action (Moeleong, Lexy J. 2002: 112). Besides, Sugiono (2012, 9) also suggests qualitative research as a research method based on the philosophy of post-positivism, used to examine the conditions of natural objects, where the researcher is a key instrument, data collection techniques are triangulated, data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

Based on the information from some of the experts above, it can be concluded that qualitative descriptive research is a series of activities to obtain data that is as it is without being in certain conditions where the results emphasize meaning. In this study, the writers employed the qualitative descriptive research method because this research explored the phenomenon of the process of character-building students through the activity of making simple *vlogs*. The study was applied at the 6th grade level in West Bandung and learning was carried out during the COVID 19 pandemic. This media was chosen because the learning process during the Covid 19 pandemic was carried out at home with direction from teachers and parents who played a role in guiding their children.

Data Collection

Observation is making clarifications of the object of research. Observation can be done in two ways, direct observation, and indirect observation. Indirect observation, the researcher observes the object directly and be there at the place. Indirect observations can be made through video recordings. In this study, the writers made indirect observations, observing videos that students uploaded to social media. This was done because when the writers were being carried out learning from home, considering that learning

was carried out during the Covid 19 pandemic. To further clarify the data collection was carried out by interview. In collecting interview data, the writers involved students' parents. Because learning during the Covid 19 pandemic parents played a full role in guiding students. The teacher was only a facilitator and designer of the learning program. In a qualitative study, the role of documentation is important, data from the documentation is useful to help display some data that may not have been obtained. The documentation data collection in this study was in the form of videos that students uploaded to social media.

In this study, the validity of the data used source triangulation, which means comparing and checking back the degree of confidence of information obtained through different time and tools by:

1. Comparing the observed data with the interview data
2. Comparing what people say in public with what is said in private
3. Comparing one's state and perception with sharing opinions and views

Data Analysis

The analysis technique used in this study was the Interactive Analysis model. In this model, three components were consisting of data reduction, data presentation, and drawing conclusions or verification. The interactive model in data analysis is shown in the figure as follow:

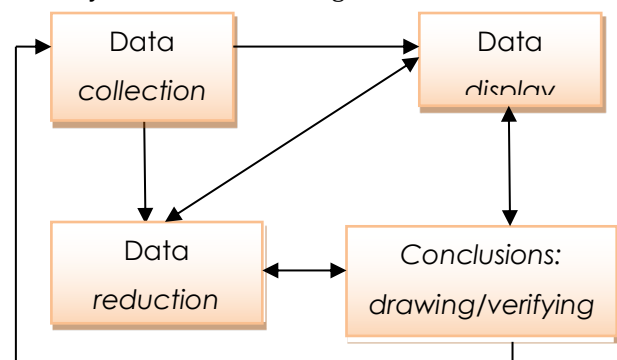


Figure 1. Components in data analysis (interactive model)

The picture above shows the steps taken in data analysis according to Matthew B. Miles and A. Michael Huberman (2009: 16-21), are as follows:

1. Data Reduction is a process of selecting, concentrating, paying attention, simplifying, abstracting, and transforming rough data that

- emerge from field notes, so that the data provides a clearer picture of the results of observations, interviews, and documentation.
2. Data Display (presentation of data), is a set of structured information that gives the possibility of drawing conclusions and taking action. In qualitative research, data presentation is carried out in the form of brief descriptions, charts, tables, graphs, pictograms, and the like. Through the presentation of the data, the data is organized so that it will be easier to understand; Data collection, Data reduction, Data display, Conclusions: drawing/ verifying.
 3. Conclusion Drawing or Verification (Conclusion or verification), researchers make conclusions based on data that has been processed through data reduction and display. The conclusions put forward are temporary and will change if there is no strong supporting evidence found at the next data collection stage. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions presented are credible.

RESULT AND DISCUSSION

The study was conducted through 4 times of collecting videos uploaded on social media. Each of the videos is uploaded every 7 days, so the period of the study was one month. Each video that was uploaded was accompanied by each parent as the facilitator of the child in operating the gadget. Based on the results of the video observations, the writers observed and assessed the students' performance through the videos that were uploaded 4 times, and the following data were obtained:

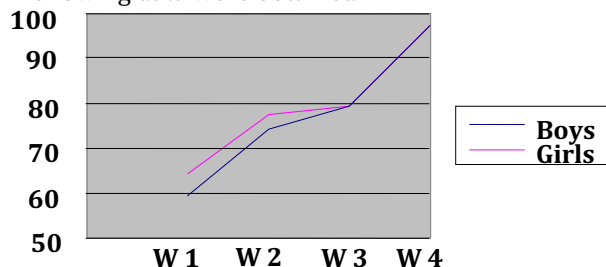


Figure 2. Observation Result

Based on Chart 1, it can be concluded that in general, boy students' self-confidence was better than girl students'. Many factors affected the mental development of each student such as parenting styles, social environment that was

around them. In the second week, the confidence of boy and girl students gradually improved as seen from their average score. In the third and fourth weeks, the average score of boys and girls's self-confidence was balanced and could be said to be the same. In the fourth week, the self-confidence of both boys and girls has improved considerably compared to the first week. This was influenced by the support of the surrounding environment, habits, and understanding of something. After further analysis, it turned out that the parenting style in the family environment initially did not facilitate to build self-confidence. Besides, the cooperation between teachers and parents of students could be overcome. Creating new situations that were more conducive was the successful key in building this moral character. However, this conducive situation should be consistent and in the long term so that the character became entrenched in the students.

Besides watching videos, the writers also conducted a direct interview system with each parent that facilitated the students in the learning process. Based on the data, in the beginning, many students felt embarrassed and awkward when they were asked to present something in front of the camera. This was natural because this was something new for them, but along with intense training, good communication between parents and children, and more motivation to make children more confident. Even in certain situations, students felt addicted to uploading their videos to social media and wanted their videos to be seen by others. This situation showed that their self-confidence has been built. However, the teacher and parents should guide the students so that they were still under control and not excessive because if it was too much, it will impact on their personality who were too confident and led to be arrogant.

CONCLUSION

The conclusion of this study was the importance of guiding and motivating students to improve their self-confidence. Any activity that aimed to improve the character needed consistency as well as good evaluation to maintain the quality of the character. In terms of building the character of self-confidence, presenting in public, either directly or through social media, was a great way to cultivate students' confidence. The writers suggested that the teacher and parents guide students in doing things they liked or were interested in because it was a comfort zone for students to cultivate their self-confidence.



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