

# The Influence of Teacher Professionalism in the Use of Video Media on the Development of Character Values and Learning Activities of Kindergarten Children

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**Abstract :** This research was conducted to find out whether the influence of teacher professionalism in the use of video media on the development of character values and learning activities of group A children at Dharma Bakti Pegundang Kindergarten Glenmore in the even semester of the 2022-2023 school year. Variable X (Teacher Professional in Using Video Media) with 32 indicators. Variable Y1 (Development of Character Values) includes 18 indicators and Variable Y2 (Learning Activities) with 8 indicators. The research design uses causal quantitative. With the method of determining the area purposive sampling area. The population research population research technique consisted of 31 children in group A. Data collection techniques: observation, interviews, documentaries. The interview results are then tested by validity and reliability tests, then the classic assumption test includes the normality test, homogeneity test, autocorrelation test, and heteroscedasticity test, and finally is the hypothesis test which includes the t test and F test. The results of the t X test against Y1 sig <0.05 (0.000<0.05), X against Y2 sig<0.05(0.001<0.05), the results of the F X test against Y1 and Y2 sig<0.05 (0.000<0.05). So it can be concluded that teacher professionalism in the use of video media influences the development of character values and learning activities.

**Keywords:** Professional Teachers in the Use of Video Media, Development of Character Values, Learning Activities

## Introduction

The criteria of a professional teacher are stipulated in Articles 1, 2, and 3 of Law Number 74 of 2008 concerning Teachers<sup>1</sup>. Digital technology has offered various communication avenues, including voice and SMS, as well as platforms like Facebook, WhatsApp, YouTube, Instagram, and YouTube<sup>2</sup>. The professionalism of teachers in the utilization of Video Media is

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<sup>1</sup> RI UU No 14 Tahun 2005, "Undang-Undang Guru Dan Dosen," *Produk Hukum* (2005).

<sup>2</sup> Krzysztof Bartczak, "Digital Technology Platforms as an Innovative Tool for the Implementation of Renewable Energy Sources," *Energies* (2021); Krzysztof Bartczak, "Changes in Business Models Implied by the Use of Digital Technology Platforms," *Entrepreneurship and Sustainability Issues* (2022); Sai Englert, Jamie Woodcock, and Callum Cant, "Digital Workerism: Technology, Platforms, and the Circulation of Workers' Struggles," *TripleC* (2020).

executed as a means to transmit knowledge to students<sup>3</sup>. The use of Video Media is crucial in facilitating education, as it enables rapid comprehension and assimilation by learners. Teachers find it easier to convey subject matter through video media. Inadequate presentation of instructional material may lead to passive student engagement. This underscores the professional attitude of teachers when employing video media<sup>4</sup>.

Through instruction, teachers can guide and tap into students' inherent potential and character traits. Teachers are expected to understand four competencies: pedagogical, personality, professional, and social. Recognizing students' characteristics is essential for tailoring the curriculum content to be delivered. The learning activity itself is a pivotal aspect of education, emphasizing meaningful learning experiences that captivate students' involvement. This approach stimulates active participation in learning and encourages critical thinking and problem-solving skills. Therefore, students become active participants in the learning process. In early childhood education institutions, many teachers exhibit low levels of professionalism, adversely affecting the development of students' character. This study aims to ascertain the extent of the implications of Teacher Professionalism in Video Media Usage on the development of character values in relation to children's learning activities. Thus, the researcher is motivated to conduct an investigation at TK Dharma Bakti Pegundangan Glenmore during the Second Semester of the 2022-2023 Academic Year.

## Method

This study employs a Quantitative Causality research design, aimed at examining the influence of specific independent variables on other dependent variables<sup>5</sup>. The research area was determined using purposive sampling area method. The research took place at TK Dharma Bakti in Pegundangan Hamlet, Karangharjo Village, Glenmore Sub-district, Banyuwangi Regency. Purposive area selection involved choosing the research location and the respondents were students from Group A, totaling 31 students. The respondent selection method employed the Population Research approach, which encompasses the entire units or individuals whose characteristics are to be investigated, referred to as the analysis units.

Data collection is paramount in research; without adhering to established standards, the obtained data may lack validity. This study's data collection technique is based on self-reports or personal knowledge and beliefs. Esterberg<sup>6</sup> identifies three interview types: Structured Interview,

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<sup>3</sup> José Manuel García-Vandewalle García et al., "Analysis of Digital Competence of Educators (DigCompEdu) in Teacher Trainees: The Context of Melilla, Spain," *Technology, Knowledge and Learning* (2023); Finnian M.M. Gerety, "Digital Guru," *Asian Ethnology* (2018); Iqra Asim and Dr. Muhammad Shahid Farooq, "Teaching Early Years Children during COVID-19 through Digital Technologies," *Journal of Early Childhood Care and Education (JECCE)* (2021).

<sup>4</sup> Konstantinos Chorianopoulos, "A Taxonomy of Asynchronous Instructional Video Styles," *International Review of Research in Open and Distance Learning* (2018); Luthfi Alif and Dinar Choirunnisa, "Using YouTube Content as A Supplementary Instructional Media for Economics Subject of Senior High School," *Classroom Action Research Journal* (2019).

<sup>5</sup> Metode Penelitian Pendidikan Sugiyono, "Pendekatan Kuantitatif," *Kualitatif, dan R&D*, Bandung: Alfabeta (2007).

<sup>6</sup> Kristin G Esterberg, "Qualitative Methods in Social Research," (*No Title*) (2002).

Semi-structured Interview, and Unstructured Interview. Documentation serves as a tool to gather data that complements the overall study findings . Data analysis methods encompass comprehensive testing. The tests conducted include: Validity Test to assess the validity of the employed instruments. An instrument's results are deemed valid when the gathered data aligns with the actual occurrences in the studied objects. A questionnaire is considered valid if the calculated r-value > the critical r-value. Instrument testing was conducted on a sample of 31 students. The obtained r-value was compared to the critical r-value, where the latter is determined by finding the degrees of freedom (df = N-2) with a 5% significance level and 95% confidence level, utilizing a one-tailed test. Validity tests were performed on each variable in the study. To measure Construct variables, the correlation between questions and total scores was calculated using the Pearson product-moment correlation formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Explanation:

- **r**: Pearson Correlation Coefficient of Validity.
- **x**: Respondents' scores for each question.
- **y**: Respondents' total scores for all questions.
- **n**: Total number of respondent subjects.

## Result and Discussion

Instrument is considered reliable if it demonstrates consistency, both internally and externally. In this research, the valid interview questions for Professionalism of Teachers in Using Video Media consist of 32 items, 18 items for Character Value Development, and 8 items for Learning Activities.

Table 1. Interview Reliability Test Results for Variable X

Case Processing Summary				Reliability Statistic	
<b>Case Processing Summary</b>				Cronbach's Alpha	N of Items
		N	%		
Ca ses	Valid	35	100,0		
	Exclude d <sup>a</sup>	0	0,0		
	Total	35	100,0		
				0,999	32
Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	

V1	232.29	444894.328	1.000	0.999
V2	232.57	445987.193	1.000	0.999
V3	233.26	448632.491	0.999	0.999
V4	233.60	449939.129	0.999	0.999
V5	231.60	442282.129	0.999	0.999
V6	233.14	448186.714	0.999	0.999
V7	232.74	446647.726	0.999	0.999
V8	233.09	447959.728	1.000	0.999
V9	232.23	444675.829	1.000	0.999
V10	231.83	443150.323	1.000	0.999
V11	232.00	443802.529	0.999	0.999
V12	232.97	447525.734	0.999	0.999
V13	232.11	444240.281	1.000	0.999
V14	232.57	445991.193	1.000	0.999
V15	234.63	453906.711	0.997	0.999
V16	232.86	447087.597	0.999	0.999
V17	233.37	449062.887	0.999	0.999
V18	233.09	447957.787	0.999	0.999
V19	231.83	443145.205	1.000	0.999
V20	232.51	445765.022	1.000	0.999
V21	233.20	448403.459	0.999	0.999
V22	232.80	446868.929	0.999	0.999
V23	231.31	441185.987	1.000	0.999
V24	236.80	462350.812	0.988	0.999
V25	235.66	457893.703	0.997	0.999
V26	234.80	454576.341	0.998	0.999
V27	233.26	448617.432	0.999	0.999
V28	232.74	446646.314	1.000	0.999
V29	233.37	449078.887	0.998	0.999
V30	234.97	455241.382	0.997	0.999
V31	231.66	442490.350	1.000	0.999
V32	232.86	447084.538	1.000	0.999

Table 2. Interview Reliability Test Results for Variable Y1

Case Processing Summary

		N	%
Cases	Valid	35	100,0
	Excluded <sup>a</sup>	0	0,0
	Total	35	100,0

Reliability Statistic

Cronbach's Alpha	N of Items
0,999	18

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V1	132.51	144799.963	0.999	0.999
V2	132.51	144797.434	1.000	0.999
V3	133.09	146049.728	1.000	0.999
V4	131.94	143554.820	1.000	0.999
V5	131.71	143054.387	1.000	0.999
V6	132.86	145550.597	1.000	0.999
V7	131.94	143551.820	0.999	0.999
V8	132.69	145174.222	0.999	0.999
V9	133.71	147431.798	0.999	1.000
V10	131.43	142435.723	1.000	0.999
V11	131.14	141820.303	1.000	1.000
V12	133.09	146050.375	1.000	0.999
V13	131.37	142314.182	1.000	0.999
V14	132.80	145422.871	0.999	0.999
V15	132.69	145176.045	1.000	0.999
V16	132.34	144423.408	1.000	0.999
V17	133.09	146051.787	0.999	0.999
V18	132.97	145799.793	0.999	0.999

Table 3. Interview Reliability Test Results for Variable Y2

### Case Processing Summary

		N	%
Cases	Valid	27	100,0
	Excluded <sup>a</sup>	0	0,0
	Total	27	100,0

### Reliability Statistic

Cronbach's Alpha	N of Items
0,998	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V1	52.69	22888.751	1.000	0.999
V2	53.71	23792.387	0.999	0.999
V3	53.37	23487.711	0.999	0.999
V4	52.69	22888.163	0.999	0.999

V5	53.49	23590.375	1.000	0.999
V6	53.77	23841.534	1.000	0.999
V7	52.17	22444.205	1.000	0.999
V8	52.11	22397.692	0.999	0.999

Table 4. Homogeneity Test Results

Group Data Variance	Levene's Statistic	Sig	Notes	COncI
Professionalism of Teachers in Using Video Media and Character Value Development and Learning Activities	55.543	1.000	Sig>0,05	Homogen

From the analysis results, the Levene's statistic value for the three groups is 55.543 with a significance of 1.000. Since the significance value is greater than 0.05, it can be concluded that the data is homogenous. Autocorrelation test is a statistical analysis conducted to determine whether there is a correlation between variables in a predictive model with changes over time. If autocorrelation assumptions occur in a predictive model, the paired disturbance values are autocorrelated.

Table 5. Autocorrelation Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.614 <sup>a</sup>	.377	.333	9.209	2.012

According to the criteria in the Durbin Watson test (Sujarweni, 2016: 232), the Autocorrelation Test using the Durbin-Watson test resulted in a DW value of 2.012. Based on the Durbin Watson value,  $1.6500 < 2.012$ , indicating that the regression model is free from autocorrelation issues.

The formula to find the t-table value is  $= (\alpha/2 : n-k-1)$

$\alpha$  = alpha, n= number of respondents, k= number of variables, t tabel=

$(0,05/2:31-2-1)$ , t tabel=  $(0,025:28)$ , t tabel= 0,68335

Table 6. Linear Regression: Influence of Variable X on Y1

Coefficients <sup>a</sup>
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Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	51.833	19.436		2.667	.012
Development of Character Values	1.067	.262	.604	4.078	.000

a. Dependent Variable: Professionalism of Teachers in Using Video Media

Table 7. Linear Regression Effect of Variable X on Y2

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	63.663	24.524		2.596	.015
Learning Activities	2.086	.760	.454	2.746	.010

a. Dependent Variable: Professionalism of Teachers in Using Video Media

F tabel:  $(k:n-k)$ ,  $k$ =independent variables,  $n$ = number of respondents

F tabel =  $(2:31-2)$ , F tabel =  $(2:29)$ , F tabel = 3,33

Persamaan regresi diatas memperlihatkan hubungan antara variabel Profesional guru Dalam The regression equation above shows the relationship between the variable "Professionalism of Teachers in the Use of Video Media" and the variable "Learning Activities." The significance value is less than 0.05, sig 0.01 < 0.05, and the t value is higher than the t table value ( $2.746 > 2.052$ ), indicating that variable X has a significant partial effect on Y2.

Table 8. Results of F Test

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1438.525	2	719.263	8.482	.001 <sup>b</sup>
Residual	2374.313	28	84.797		
Total	3812.839	30			

a. Dependent Variable: Professionalism of Teachers in the Use of Video Media

b. Predictors: (Constant), Development of Character Values, Learning Activities

Based on the results of the interview method, the research consists of 58 items, with a sample size of 31 children. From the interview results, it is known that for variable X

(Professionalism of Teachers in the Use of Video Media), the tabulated value is 4055, for variable Y1 (Development of Character Values) with a value of 2294, and for variable Y2 (Learning Activities) with a value of 998. The obtained data indicate that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, meaning that there is an influence of Professionalism of Teachers in the Use of Video Media on the development of character values and learning activities of children. Through hypothesis testing, it is found that the development of character values has significant influencing results.

The regression equation demonstrates the relationship between the development of character values and learning activities of children, showing that the significance level is less than 0.05, sig 0.00 < 0.05, and the t-value is higher than the t-table value (11.829 > 2.048), indicating that the variable X significantly affects Y1. The regression equation also shows the relationship between the professionalism of teachers in the use of video media and the development of character values, with a significance level less than 0.05, sig 0.01 < 0.05, and the t-value higher than the t-table value (6.667 > 2.048), indicating that the variable X significantly affects Y2.

Based on the analysis of the data, it is concluded that the significance level is 0.00 or smaller than 0.05. Therefore, H<sub>0</sub> is rejected, and it can be concluded that the independent variables have a significant influence on the dependent variables. This means that there is a significant influence of Professionalism of Teachers in the Use of Video Media (variable X) on the development of Character Values (variable Y1) and learning activities (variable Y2) collectively among Group A children at TK Dharma Bakti Pegundangan Glenmore in the even semester of the academic year 2022/2023. The results of the third hypothesis test simultaneously become findings in this study, indicating a simultaneous interaction between the dependent variables and the independent variable.

## Conclusion

Based on the hypotheses and the discussion of the research results, it can be concluded that there is an influence of Professionalism of Teachers in the Use of Video Media on the development of character values in Group A. Furthermore, there is an influence of Professionalism of Teachers in the Use of Video Media on the learning activities of children in Group A. Moreover, there is a combined influence of the use of Professionalism of Teachers in the Use of Video Media on the development of Character Values and Learning Activities among Group A children at TK Dharma Bakti Pegundangan Glenmore in the even semester of the academic year 2022/2023.

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