Student's Perception Of Using Virtual Tour As Learning Media For Elementary Students In Sukodono

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Abstract
Since the COVID-19 pandemic spread in the world especially Indonesia,, people have to adapt with the new condition. When all of the activities must be done in online, including the learning process. There are so many schools and teacher that look for the most suitable media in learning pocess. From then on, researchers make a research, in a collaboration with PKM team, to help teacher and students get a suitable media in learning process. This research discusses about student's perception on virtual tour as the learning media. The mix method is used in collect the data, by using some questionnaires and interviews, researchers process the data until get a conclusion. From the result data can be conclude that using virtual tour can help teacher serve a new media in teaching their students.

Sejak merebaknya pandemi COVID-19 di dunia khususnya Indonesia, masyarakat harus beradaptasi dengan kondisi baru. Ketika semua kegiatan harus dilakukan secara online, termasuk proses pembelajaran. Ada begitu banyak sekolah dan guru yang mencari media yang paling cocok dalam proses pembelajaran. Sejak saat itu, peneliti melakukan penelitian, bekerjasama dengan tim PKM, untuk membantu guru dan siswa mendapatkan media yang sesuai dalam proses pembelajaran. Penelitian ini membahas tentang persepsi siswa terhadap virtual tour sebagai media pembelajaran. Metode campuran digunakan dalam mengumpulkan data, dengan menggunakan beberapa kuesioner dan wawancara, peneliti mengolah data sampai mendapatkan suatu kesimpulan. Dari data hasil dapat disimpulkan bahwa dengan menggunakan virtual tour dapat membantu guru menyajikan media baru dalam mengajar siswanya.

Keywords: Student's perception, virtual tour, learning media, Students Creativity Program (PKM).

INTRODUCTION

The COVID-19 pandemic has had a tremendous impact on all of us, not only in Indonesia, but also throughout the world as well. The education sector apart from the

economic sector is one of the most affected in this regard. Loss learning has occurred during the COVID-19 pandemic, which has been running for almost three years. The world of education has experienced a leap for the next 20 years in adapting to existing conditions and situations. This is actually very good, but an unexpected effect also arises, namely the education world is not prepared for this sudden and very fast leap. Something that is still a discourse in the next 20 years, must be urgently implemented in the present during the COVID pandemic. A whole of educational stakeholders are competing and chasing with time to implement online learning in the existing learning system.

Utilization of online learning can improve students' ability in the learning process. Some of the benefits of this online learning, among others, according to Hartanto (2016) is that it can form a more effective and efficient teaching and learning process because it takes less time. In addition, online learning also makes it easier for students to access learning materials using various learning resources. The process of interaction between fellow students can be better established by utilizing various application systems that can further strengthen students on the material provided both inside and outside the classroom. Thus it can be said that in the online learning process, knowledge development becomes wider where the process can occur anywhere and at any time as long as the support of equipment and infrastructure is available properly.

Few years ago, online learning process only used for help teacher in collect student's assignment. However, through this COVID-19 pandemic, online learning process is the main media for learning and teaching. The epidemic necessitates a complete shift, with widespread use of online learning and a shift in teacher-student contact (Onyema, Ogechukwu & Anthonia, 2019).

Teachers have to be upgraded quickly, and so do the students. They have to adapt a new ways in their learning process which are sometimes not in accordance with the existing stages of development. This is caused the loss learning through the COVID-19 pandemic. Teachers try their best to find creative, innovative and fun ways to continue carrying out the teaching and learning process for their students. Sometimes this has a significant impact on the psychological abilities of these teachers. One important component in education, especially in the development of online learning, is an experienced and knowledgeable

teacher. These experienced and knowledgeable teachers are required to have good Information and Computer Technology (ICT) skills and be able to apply them in the teaching and learning process (Darmadi, 2016). Teachers are expected to be able to create digital classes that are interactive, creative and innovative, so that communication between teachers and students can still connected eventhough it is done by network. However in reality, during this pandemic, most teachers complained about the difficulty of the online learning process (Wahyono et al, 2020). Some of these teachers then choose to use social media applications to deliver teaching materials from the subjects taught to students.

Through the statements before, researchers are trying to contribute the teaching and learning process that the teacher never thought of yet. Namely providing a various of creative, innovative and fun learning media for students, especially elementary school students. Commonly students at this elementary school age who according to the science of child development, at this time the character and concentration and abilities of students are still very limited , which is highly depend on their age. Students at this age are easily get bored and need more effort to be able to get their attention, so it is become a challenge for all parties to reduce the loss learning at this age.

The Student Creativity Program (PKM) is one of the government programs for students throughout Indonesia to be able to participate and contribute as much as possible to solve various kinds of problems and provide solutions to the community in their role as community members. Students as academic thinkers and agents of change are highly expected to contribute to assisting the government in solving various problems in society, where there are so many problems and problems in this country that it is impossible for the government to intervene directly in it. For this reason, the participation of the community, especially students, is highly expected in this regard. In PKM there are various kinds of forums that can be used for this, one of which is the Community Service Community Creativity Program (PKM-PM). This PKM-PM requires students to solve all problems and provide solutions to the community. Creative and innovative solutions that can be applied in the wider community.

One of the PKM-PM that has been well implemented is the Online Education Tour (Taring) as an Out-of-Class Educational Activity during the Covid-19 Pandemic, where this

PKM-PM has passed funding from the Ministry of Education and Culture and Technology in 2021. In this PKM-PM Taring the mission is The main objective is to provide solutions to problems from the online learning system implemented at TPQ and Course Amanah, Suko Sukodono, Sidoarjo, East Java, Indonesia. Various learning media are needed by TPQ and Course Amanah for the continuity of their learning process in this TPQ and Course, as well as supporting their learning process at school. One of the media offered is virtual roaming video media for students. In this video presented various kinds of knowledge needed for students in helping the learning process as well as knowledge outside of learning.

The results of the implementation and the data from viewing this virtual video are then taken and processed in such a way as to obtain the desired data so that the implementation of PKM-PM Taring is truly beneficial for all students who are members of this TPQ and Course, as well as teachers who teach at this TPQ and Course.

RESEARCH METHOD

This study analyzes the perceptions of students and teachers of TPQ and Course Amanah on the implementation of virtual roaming video learning media. This study uses mixed methods, namely using quantitative and qualitative approaches. The quantitative approach used is descriptive statistical analysis to measure the level of tendency of respondents' answers through a frequency distribution. A qualitative approach was carried out as a strategy to collect and utilize all information related to the impact of the implementation of virtual roaming video learning media in terms of the perception analysis of students and teachers. This research is descriptive in nature which aims to analyze the extent of the perceptions of students and teachers on the impact of the implementation of the virtual roaming video learning media.

The data is collected by giving some questionnaires and interviews to students and teachers of TPQ and Course Amanah. Where this questionnaire contains questions to measure the perceptions of students and teachers after watching this virtual roaming video. The questions in the questionnaire are arranged based on indicators making it easier to measure student and teacher perceptions of the videos that have been watched.

The questions in the questionnaire are used to explore the views of each prospective research subject, so that after filling out the questionnaire it can be seen the perceptions formed from students and teachers after watching the video. The questionnaire was distributed to prospective research subjects. In addition to using a perception questionnaire, this study also used interviews.

The satisfaction questionnaire will be distributed to research subjects via google form. This questionnaire consists of 1 perception questionnaire. Furthermore, interviews were conducted and documented with notes. Mix method technique with mixed method strategy is used to combine the data found from one method with another method. The first thing to do is to analyze the perception questionnaire first to get quantitative data, then interview to get qualitative data. Perception questionnaire analysis was carried out by analyzing each question item by following the existing guidelines, then adding up the scores obtained. Obtaining the highest score will be used as a reference in determining the level of perception of TPQ and Course Amanah Suko Sukodono students.

Interviews in this study are for make a confirmation from students regarding the reality of the field implementation of using this virtual roaming video media. Interviews were conducted as an effort to increase the validity of the data by using triangulation of sources and techniques. The type of interview used in this study is an unstructured interview with the questions asked not predetermined, but spontaneous. Although spontaneous, the questions asked did not deviate from the research objectives. Therefore, the interview guide was compiled in outline the main points of the research topic. The interview subjects were students and teachers who had watched the virtual roaming video. The interview guide was developed according to the results of the questionnaire which were deemed necessary to be explored more deeply.

This research was conducted to provide an overview of the application of virtual video which is realized in the form of community service activities. This service activity is in the form of playing and providing virtual roaming videos to students and teachers of TPQ and Course Amanah.

RESULTS AND DISCUSSION

In accordance with the research method that has been described, data collection was carried out in two stages, namely the distribution of online questionnaires and offline interviews with strict health protocols as recommended by the government.

Questionnaire perceptions of students and teachers

From 30 students and 1 teacher who filled out the questionnaire, the distribution of answer choices is presented in the table. Based on the answers given by students and teachers, it can be seen that 80.8% of the responses of students and teachers answered "very well" regarding the indicator of watching videos as a learning tool. These results indicate that students and teachers are satisfied with the students' ability to process the images presented in the video. Regarding the indicators of internet use, 80.8% of the responses of students and teachers gave the answer "very well". These results indicate that students and teachers always use the internet in their teaching and learning process. Likewise, the answers of students and teachers to questions related to indicators when watching online educational outing videos, 85% of the responses answered "very good". Students and teachers feel happy when watching online educational outing videos. Based on the answers given by students and teachers, it can be seen that, 86.7% of the responses of students and teachers answered "very well" regarding online sightseeing video indicators that can make students and teachers know more new things. These results indicate that students and teachers can increase their insight into new things after watching this online educational outing video. Regarding the indicators, watching online educational outing videos makes it easier to learn and do assignments, 82.5% of the responses of students and teachers gave an "very good" answer. These results indicate that students and teachers can use this online educational outing video as a means to support the tasks and materials that have been and will be given by the teacher. Likewise, the answers of students and teachers to questions related to online educational outing video indicators make them not bored while at home, 82.5% of the responses answered "very good". Students and teachers feel that they get entertainment while at home and are not bored. Based on the answers given by students and teachers, it can be seen that, 85% of the responses of students and teachers answered "very well" regarding indicators of being more enthusiastic about learning after watching this online educational outing video. These results indicate that

students and teachers become more motivated in learning and gain wider knowledge and insight in various matters after watching this online educational outing video, and are inspired to watch other educational videos that are useful on various existing platforms at the moment. Regarding the online sightseeing video indicator providing insight into educational tourism, 85.8% of the responses of students and teachers gave an "very good" answer. These results indicate that students and teachers can find out new places they have never visited or new things related to anything presented in the online educational outing video. Likewise, the answers of students and teachers to questions related to video indicators online educational outings are the best solution as a substitute for tourism activities during the Covid-19 pandemic, 90% of the responses answered "very good". Students and teachers during the Covid-19 pandemic who cannot go anywhere really benefit greatly from the presence of this online educational outing video, where this can replace the usual sightseeing activities to relieve daily fatigue. With this online educational outing video, there is no need to leave the house far and spend a lot of money just to visit the desired places. Enough with an internet package, you can walk properly in the real place. Because in this online educational outing video, very real pictures are presented like we are walking in the original place, the comfort and enjoyment of watching this online educational outing video is made as real as possible for the satisfaction of the audience. Based on the answers given by students and teachers, it can be seen that, 91.7% of the responses of students and teachers answered "very well" regarding the video display indicator giving a very interesting impression. These results indicate that students and teachers become curious about the external display presented and will then click on it and then will watch it. This can increase the rating in the number of shows that have been watched which will then become the favorite shows of students and teachers on all online platforms that exist today. Based on the student and teacher perception questionnaire on the 10 (ten) indicators of the questionnaire's perception, it can be said that in general students and teachers are satisfied with the virtual roaming video program. The distribution of student and teacher answer choices for the perception questionnaire can be seen in Table 1.

Table 1. Results of Questionnaire Responses of Students and Teachers to Online Educational Sightseeing Videos

No	Indikator	Persentase	Kategori
1	Saya lebih suka menonton video sebagai sarana belajar	80,8%	Sangat baik
2	Saya sering menggunakan internet untuk belajar	80,8%	Sangat baik
3	Saya senang menonton video tamasya daring	85%	Sangat baik
4	Video tamasya daring dapat membuat saya mengetahui lebih banyak hal baru	86,7%	Sangat baik
5	Dengan menonton video tamasya daring saya menjadi lebih mudah untuk belajar dan mengerjakan tugas	82,5%	Sangat baik
6	Video tamasya daring membuat saya menjadi tidak bosan selama di rumah	82,5%	Sangat baik
7	Saya menjadi lebih semangat belajar setelah menonton video tamasya daring	85%	Sangat baik
8	Video tamasya daring memberi wawasan tentang wisata edukasi	85,8%	Sangat baik
9	Video tamasya daring menjadi solusi terbaik sebagai pengganti kegiatan wisata siswa di saat pandemi covid 19	90%	Sangat baik
10	Tampilan video memberi kesan yang menarik	91,7%	Sangat baik

Interview of student and teacher perceptions

Interviews were conducted to further explore the level of perception actually felt by the research subjects. So that the results of the questionnaire can be truly accounted for the truth and accuracy of the answers. From the results of interviews with students and teachers, students and teachers really like watching videos for the learning process. In this case, online educational outing videos, as well as other videos on the You Tube Channel and educational channels or others. Students and teachers always use the internet as a means for and in learning. Where the need for this is the main need at this time. Research subjects are very happy to watch online educational outing videos because the point of view taken has never been seen in other videos of the same type. Online educational outing videos can make students and teachers know and get to know new things because the pictures in the online educational outing videos in detail shoot various things that have never been seen by students

or teachers. Online educational outing videos help students in doing the tasks given by the teacher, such as being able to answer questions in the LKS, namely the names of animals and the names of educational recreation areas. Online educational outing videos make students and teachers not bored while at home where school learning is carried out online. Learners have a variety of viewing alternatives that are also educational. Students become more enthusiastic in learning after watching this online educational outing video because they can take a lot of knowledge from the video and this is very supportive in their learning process. Students after watching online educational outing videos become more knowledgeable and knowledgeable about various tourist attractions that are also educational tours. During the Covid-19 pandemic, online educational outing videos are an alternative solution for not being able to leave the house due to the pandemic and government regulations. Even at home, students and teachers can take walks and travel like normal conditions. By watching this online educational outing video, the plot in the video is made as if we were directly in that place. The display of online educational outing videos is very interesting for students and teachers because the pictures presented are very curious about the content in the video, so students and teachers want to immediately watch the video.

Table 2. Online Educational Sightseeing Video Link

No	Lokasi	Tautan Video
1	Jatim Park 2	https://youtu.be/UFtBbeV2sss
2	Batu Love Garden	https://youtu.be/Q5C2tZNS3Xg
3	Museum Angkut	https://youtu.be/pEdlIvE8Mew
4	Alun-Alun Sidoarjo, Masjid Agung Surabaya, Candi Pari,Candi Sumur, dan Rumah Pintar Cendekia	https://youtu.be/tXQb1LaNUKc

Table.2. Presenting links that can be accessed by students and teachers to be able to view online educational outing videos as a medium that can be explored and supported in the learning process as well as increasing the insight and knowledge of students and teachers.

CONCLUSION

The implementation of the PKM program, Community Service, Online Educational Sightseeing as an activity outside the classroom during the Covid-19 pandemic, is one of the programs implemented in order to improve the quality of the learning system in elementary schools. The program provides options through virtual roaming videos that can be easily accessed by students. The perceptions of students and teachers with the virtual roaming video of this online educational outing are very good and need to be continued to produce similar videos in other places to support the learning process, especially in elementary schools which are very necessary and need variety in media and the existing means so that what we all aspire to can be achieved. That is the formation of a qualified character and personality.

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