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***Trends and Challenges
toward Asian Economic Community***

PROCEEDING

December 5th, 2015

**Auditorium
Prof. Slamet Dajono
Gedung D1 Lt.3 FMIPA**

Kampus Unesa Ketintang
Jl. Ketintang, Surabaya
Jawa Timur 60231

<http://icerd.unesa.ac.id>



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Preface

Dear all ICERD participants, welcome to Surabaya, Indonesia. Welcome also to Universitas Negeri Surabaya. We are very glad to have you all, to participate in this conference.

In celebrating its 51st anniversary, The State University of Surabaya/Universitas Negeri Surabaya, proudly presents "The 2015 Internasional Conference on Educational Research and Development". The conference is conducted to bring together diversified ideas of researchers, educators, lecturers, teachers, students, and those who have interests in research on education and its development as well as on science and technology.

We are very honored to have Prof. Dr. Muhammad Nuh, DEA (former Republic of Indonesia Minister of Education and Culture, 2009 – 2014), Prof. Dr. Muchlas Samani (Universitas Negeri Surabaya, Indonesia), Prof. Dr. Fou-Lai Lin (National Taiwan Normal University), Prof. Dr. Bill Atweh (Adjunct Professor of Curtin University, Australia, and visiting Professor at Philippines Normal University), and Prof. Dato' Abdul Rahman B. Abdul Aziz, Ph.D (Universiti Utara Malaysia), and Dr. Zeny Reyes (Philippines Normal University) as keynote and plenary speakers.

To all our sponsors for this conference, Bank Tabungan Negara (Universitas Negeri Surabaya branch) and Telkom Divre 5 Surabaya, our thanks are also for you.

On behalf of the Organizing Committee and Steering Committee, I wish you all a blessed and productive time in our ICERD conference. God bless you all.

December 1, 2015
Surabaya

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Short Movie as tools for Learning Sociology

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Abstracts

Sociology is one of subject taught in high school level under the field of social science. Learning sociology in high school is intended to properly equip students with knowledge and understanding on social life and society. Sociology teaches how to place oneself and becomes part of society. Sociology as science provides analysis tools to help investigating the phenomena arise in the society. In the process, teaching sociology is not as easy as falling of a log. The characteristics of sociology as a dynamic science, sometimes generates confusion for learners to understand the materials being taught. A variety of sociology teaching media then further developed to make learning sociology becomes simpler and easier to understand. Movie or film is taken into account as the simplest mean to convey information. Through movie, a complete picture of society can be presented without needing to directly see the actual condition. Therefore, movie is often used primarily to make the atmosphere of the class in accordance with reality. Movie is a representative form of media in showing the fictional example of a teaching material without having to go directly into the field. Nevertheless, a movie with a long duration often ineffective, for it was a short film with duration of ± 5 min then developed. Short film with compact duration can be used to deliver the material in the learning process for limited times. The article then discusses the implementation of using short movie in sociology on high school learning activities. The article then discuss about the effectiveness of short films in sociology on high school learning activities. This article is the result of research and development studies, and used an experimental design to compare learning outcomes between control class and experimental class. The result of the difference between the experimental class (using short film) with a control class that does not use the short film looks no significant differences were tested by independent t-test (independent sample t-test). In tests performed showed that there are differences in learning outcomes between experimental class and control class ($t = -2.91$; $p < 0.05$). Test results of the experimental class differences before and after using the short film also showed a significant difference in learning outcomes ($t = 7.69$; $p < 0.05$). That is the use of short films in teaching sociology at the school is able to significantly improve learning outcomes.

Keywords: Learning Sociology, Short Movie, Learning Media

Abstrak

Sosiologi merupakan salah satu mata pelajaran yang diajarkan di tingkat sekolah menengah atas untuk bidang ilmu social. Pembelajaran sosiologi di SMA ditujukan untuk memberikan bekal kepada peserta didik terkait dengan kehidupan social kemasyarakatan. Sosiologi mengajarkan bagaimana bersikap dan menjadi bagian dari masyarakat. Sebagai ilmu, sosiologi memberikan alat analisis untuk melakukan analisa terhadap fenomena yang muncul di masyarakat. Dalam prosesnya, mengajarkan sosiologi bukan sesuatu yang

mudah. Karakteristik sosiologi sebagai ilmu yang dinamis terkadang membuat peserta didik kebingungan dalam memahami materi yang diajarkan. Untuk mengajarkan sosiologi, kemudian dikembangkan beragam media/alat untuk membuat pembelajaran sosiologi menjadi lebih sederhana dan mudah dipahami. Film sering dianggap sebagai sarana paling sederhana untuk memberikan informasi. Melalui film gambaran utuh kehidupan bisa disajikan dan diskenario tanpa perlu langsung melihat kondisi sebenarnya. Dalam pembelajaran penggunaan film sering digunakan terutama untuk membawa suasana kelas sesuai dengan realita. Film merupakan bentuk media yang representatif dalam menunjukkan contoh rekaan dari sebuah materi ajar yang disampaikan tanpa harus terjun langsung ke lapangan. Hanya saja penggunaan film dengan durasi yang panjang sering tidak efektif, sehingga kemudian dikembangkan film pendek dengan durasi ± 5 menit. Dengan durasi yang pendek, film pendek dapat digunakan untuk menjelaskan materi dalam proses pembelajaran. Artikel ini kemudian akan membahas tentang efektifitas penerapan film pendek dalam kegiatan pembelajaran sosiologi di SMA. Artikel ini merupakan hasil penelitian *research and development*, dimana untuk mengetahui efektifitas digunakan desain eksperimen dengan membandingkan hasil belajar kelas kontrol dan kelas eksperimen. Hasil uji perbedaan antara kelas eksperimen (menggunakan film pendek) dengan kelas kontrol yang tidak menggunakan film pendek tampak ada perbedaan signifikan yang diuji dengan uji t independen (*independent sample t-test*). Dalam pengujian yang dilakukan didapatkan hasil bahwa ada perbedaan hasil belajar antara kelas eksperimen dan kelas kontrol ($t=-2.91$; $p<0.05$). Hasil uji perbedaan dikelas eksperimen sebelum dan sesudah menggunakan film pendek juga menunjukkan adanya perbedaan hasil belajar yang signifikan ($t=7.69$; $p<0.05$). Artinya penggunaan film pendek dalam pembelajaran sosiologi di sekolah mampu meningkatkan hasil belajar secara signifikan.

Kata Kunci: Pembelajaran Sosiologi, Film Pendek, Media Pembelajaran

INTRODUCTION

The world of education is not a stagnant world where only a straight line that never change, but education is a world that is always moving forward dynamically. Through the learning process, students learn a wide variety of teaching materials that will increase students' knowledge of the subject taught learning. The learning process is defined as a combination of elements arrayed includes human, material, facilities, and procedures that influence each other in achieving the goal (Hamalik, 2004). Each of the learning process adapted to the development of science and technology, which has been brought rapid changes in aspects of human life. These developments have changed the paradigm of man in seeking and getting information. One area that received significant impact in the development of science and technology is the field of education. Global changes in the development of knowledge and technology, especially those

related to education in the school system require changes in the attitudes of teachers in implementing teaching in the classroom. The attitude of teachers in implementing teaching in the classroom to be able to align themselves and leave the less effective way of learning since the absence of media learning or the lack of teaching materials.

Sociology, as an abstract and non-ethical social science can not be taught with delivery of theory and finding answers only, but it is important for use a variety of media that can make students more easily understand the concepts of sociology in real time with attractive casting. The material studied in sociology are abstract. It can makes students less interested and less familiar with the content material they get. Furthermore, the amount of material to be studied often make students feel difficult. In addition, subjects Sociology was often overlooked because many thought that the subjects Sociology can be understood with logic and reason. Whereas Sociology is a subject that train social sensitivity and has a grip material that could be analyzing social problems that often arise in the community (Hendrastomo, 2014).

Ability to analyze also depends on the direction and methods of learning from a teacher of sociology itself. We know that the ability of each learner is different. That's why the lecturer or teacher must also have a creative skill and efficiently. Therefore, to develop teaching and learning activities required for the development of the media that is able to attract learners and create an atmosphere conducive to learning more in getting the attention of students. One of the learning media is audio visual media with short duration under 30 minutes by compacting the core story of the short films that includes symptoms and social phenomena that exist in society, in harmony with subjects Sociology. However not many films are produced specifically for one particular subject and sociology teacher used film rarely. Almost teachers prefer to use the film media that boring and do not make the students provoked in understanding the content of the film, and in the end result that emerged from the activities of learners is less satisfactory. Whereas the use of audio visual media in the form of the film has been widely applied in the world, especially for subjects Sociology, short film is a form of media that is representative in showing the fictional example of a teaching material delivered without having to go directly to the street and

waited for a similar incident. However, the effectiveness of learning is also influenced by internal and external factors, namely the motivation to learn and certainly appropriate learning aids.

Dimensions of learning effectiveness in this study included three cases, the characteristics of instructional media, teacher characteristics and student characteristics. Media characteristics for effective learning in the learning process is the accurate media targets and able to help students understand the material, the characteristics of an effective teacher in the learning process that teachers are creative in developing curriculum and application of media technology, and the characteristics of students who are effective in the learning process are active, responsive, and flexible in approach and take advantage of the ease of learning models. According to Oscar Jayanegara (2013: 194-195), in the United States, a video work called Sesame Street is used as a means for learning, a means to educate the public.

With short film which have relatively short duration, the learning time can be adjusted with the allocation of time in learning and has a light storyline that expected to serve as an effective medium to study sociology in the classroom, for example material social phenomena, social studies, etc. Using short film, the enthusiasm of the students would be lifted in the following study. Student learning activities become more conducive and understand the real examples of teaching materials depicted through the medium of short films and student learning outcomes increased significantly.

METHOD

Research design

This study used research and development approach. Research and development is a methods used to produce a particular product and test the effectiveness of the product. (Sugiyono, 2009: 297). Experiment design used to test the reliability of the products. In this design model some treatment like pretest and posttest given (Nana, 2005). Experimental design that was developed by comparing the experimental group with the control group and compared between pre to post test.

Population and Sampling

This study was conducted in two high schools in Yogyakarta, SMA N 1 Kasihan Bantul and SMA N 4 Yogyakarta. Schools were chosen for experimental and control, were selected based on several categories, one of which is based on quality and student achievement in the learning process. Each school selected a control and an experimental class. Selection of control and experimental classes at the school based on the same attribute and characteristics of students, so if there is a difference it will be visible in the learning process with a short film. Class control and experimental chosen randomly.

The study population includes students of class X specialization in social sciences. For each school, two classes were randomly selected to be set as a control class and experimental class. In this research, period used for two classes (groups) is 6 hours of lessons for one hour lesson where time allocation of 45 minutes. Scheme usage hours of lessons, to post test 1 hour lessons, 4 hours of lessons learning and 1 hour lesson for the post test. Strategies and models of learning to use a control class lectures and discussions, while the experimental class using short films.

SOCIOLOGY IN HIGH SCHOOL

Sociology is one of the compulsory subjects for high school students, focusing in in social sciences programme. Sociology are one of social science subjects beside economics, geography and history. Compared to other subjects, sociology regarded as one of the subjects that are less important, although in reality it is not easy to understand sociology. Characteristics of sociology is looking the fact in community and do the analysis, requires students to understand not only the material provided but also its use in the realities of society. Therefore, the lesson of sociology, as an abstract and non-ethical social science, is just not enough to delivery theory and finding answers only. It is important to use variation learning process that can make students more easily understand the concepts of sociology actually by pouring attractive.

The abstract sociology material makes students less interested and less familiar with the content material they get. Whereas Sociology is a subject that

train social sensitivity and has a grip material that could be students in analyzing social problems that often arise in the community (Hendrastomo, 2014). In other words, sociology can not be analyzed or understood only by logic alone. On the other hand, the use of media in teaching sociology rarely developed and was limited to changes in the learning model. Of course the ability to analyze social problems should be owned by every individual in this world. In addition to social interaction and tolerance, understanding of social phenomena also need to exist in learners to social sensitivity and critical phenomena that exist in the neighborhood grow from youth where adolescence is a phase of growth that are starving for information and curiosity.

Sociology also has an important role in the formation of character. Teaching sociology strongly encourages students to look at the environment of life from all sides. Sociology is the study of social facts and does not look right or wrong phenomenon, so the power of analysis of learners in determining which ones are good and which are bad materialized from teaching sociology in high school of teaching materials were presented. In the subject matter contained in the subject Sociology, students are directed to understand the problems that exist in society and analyze sociological and logical.

Based on the competencies and learning objectives on subjects Sociology in high school level that has been arranged, subject matter requires learners to use the power of analysis and understanding of the case rather than rote theory. While the ability to analyze it also depends on the direction and methods of learning from a teacher of sociology itself. We know that the ability of each learner is different. That's why the lecturer or teacher must also have a creative skill and efficiently.

SOCIOLOGY LEARNING MEDIA

Learning activities required the development of the media that is able to attract learners, create a conducive atmosphere and getting the attention of students. Lack of awareness of social phenomena is one of the obstacles in implementing independent learning which lead students to use the analysis capabilities. To produce a correct and sharp analysis, learners must often practice and given the things that stimulate and trigger analysis capabilities, so

that the activities and outcomes of learning is also changing towards more active. Media plays an important factor in learning sociology. With proper and appropriate media, learners can capture and stimulated.

According to Gerlach and Ely cited by Azhar Arsyad (2011), media consist of human, material, and events that build a capable students which acquire the knowledge, skills or attitudes. In this sense, teachers, textbooks, and school environment is a medium. Based on an understanding of the media, it can be concluded that the media in learning is a means of delivering instructional messages directly related to the learning model, in other words the way teachers act as a transmitter of information must use a variety of appropriate media. The appropriate media must have the accuracy and use of a flexible material such as one impact of technological developments and the current communication, the use of computerized technology in various fields, including in the world of education is a computerized learning media. The emergence of a wide variety of instructional media were attractive and innovative computerized increase the stimulation of learners in learning activities. Ali (2005) states that the use of computerized learning media has a significant influence on the attractiveness of the student to learn the competencies taught. The use of instructional media can increase the motivation of learners and assist learners in understanding the explanation given by the teacher.

The use of instructional media can be applied in various subjects at the high school level, either Biology, Mathematics or Physics. At Natural Sciences programme in High School, media development is limited to simple learning model. However, in Social Sciences programme, the application of innovative learning media more developed because the subjects in Social Sciences programme is more abstract and complex. The medium used is very different in shape and different ways of use.

One of the learning media is a short duration films under 30 minutes by compacting the core story of the short films that includes symptoms and social phenomena that exist in society, in harmony with subjects Sociology. But not many films are produced specifically for one particular subject and the use of the films are easily available now, rarely used by teachers of sociology itself. Not many teacher use short films for learning activities. Teachers prefer to choose

the film media that boring and do not make the students provoked in understanding the content of the film, and in the end result that emerged is less satisfactory. Whereas the use of audio visual media in the form of the film has been widely applied in the world, especially for subjects Sociology own short film is a form of media that is representative in showing the fictional example of a teaching material delivered without having to go directly to the street and waited for a similar incident.

The use of audio-visual media such as a short film to be one way to teach the abstract sociology. Film is a moving picture which can stimulate students to easily remember and encourage the increased participation of students (MacKenzie, Eraut & Jones in Pescosolido, 1990). However, the effectiveness of learning is also influenced by internal and external factors, namely the motivation to learn and certainly appropriate learning aids. Dimensions learning effectiveness in this study included three cases, the characteristics of instructional media, teacher characteristics and student characteristics. Media characteristics for effective learning in the learning process is the accurate media targets and able to help students understand the material, the characteristics of an effective teacher in the learning process that teachers are creative in developing curriculum and application of media technology, and the characteristics of students who are effective in the learning process are an active, responsive, and flexible in approach and take advantage of the ease of learning models.

With the audio-visual media such as short film with a relatively short duration, the learning time can be adjusted with the allocation of time in learning and has a light storyline is expected to serve as an effective medium to study sociology in the classroom, for material social phenomena, social studies, etc. Film is one of the popular culture products usually consumed, close to the students and intellectually accessible to students. Films can bridge everyday life with activities in the classroom. Effective use of the film in the learning process is obtained by using the film as a picture etched and test case for sociological theory offered by the story in the film (Pescosolido, 1990).

There are at least three advantages of using films in teaching sociology (Pescosolido, 1990: 339), first, the film can be used as case studies of individuals,

communities, institutions to apply and test the sociological approach. Second, the film can be presented as a guide and provide field experience as preparation for students directly involved in making observations. Thirdly, the film can present data documents in the past. Film can show how changes in the institutions of society or culture show idea affect our understanding of the world. By looking at the short film, the enthusiasm of the students would be lifted in the following study. Student learning activities become more conducive and understand the real examples of teaching materials depicted through the medium of short films and student learning outcomes in sociology increased significantly.

FINDINGS AND DISCUSSION

Learning sociology in high school, leaving some of the materials that are difficult to understand only through face-to-face learning. One material that is often considered to be easy but it is difficult to understand is the matter of values and social norms that became one of the subjects in the study sociology class X social science programme. This material is always there in the subjects of sociology, both in the curriculum KTSP (2006) and the curriculum 2013. Values and norms is associated with the material being students and become a part of people's lives. Values and norms associated with rules and regulations in force in society when delivered face to face / lecture irrelevant. But it would be very relevant to what is there and become part of the community. Unease pushed chosen for teaching this material to be used in the case of sociology learning by using short film. To teach the material values and norms then we made a short film that tells the story of everyday life of young people in their social environment. Short film developed entitled 'tapi' which takes the idea associated with the culture of honesty among young people. Takes place in the classroom to tell about how the attitudes and behavior of students when carrying out the test. Make a cheat sheet, look at the answers of other students is a reflection of students that are relevant to materials related to values and norms. The short film is used to test the effectiveness of the film in the learning process.

The effectiveness of the learning process by using the medium of film is done to test the difference between the experimental classes (teaching the short film) with a control class (teaching by natural conditions) and to test the

difference between the condition before and after the use of short films in the learning process. In general, to conduct this research begins by conducting a pre-test to determine the basic knowledge of students. Pre test performed well in the experimental class and control class by giving the 15 question. After pre-test, learning activities ends with post test which also gives about 15 question. Problem between pre and post test has been tested and is equivalent to ensure that the problem does not affect the test instrument. Pre and post test results are presented as follows:

Table 1. Assessment Comparison of Experiment and Control Class Experiment

School	Class	Indicator	Pre test	Post test
SMA N 1 Kasihan Bantul	Control Classes	Maximum	11	12
		Minimum	5	5
		Mean	8.59	8.31
	Experiment Classes	Maximum	11	13
		Minimum	4	6
		Mean	8.89	10.07
SMA N 4 Yogyakarta	Control Classes	Maximum	12	13
		Minimum	8	6
		Mean	10.03	10.55
	Experiment Classes	Maximum	13	13
		Minimum	5	8
		Mean	8.16	10.75

The table shows that pretest scores between control and experimental classes are same. This indicates that the characteristics of the students before the study under the same conditions. Data from homogeneity test showed the same thing where the value of $F=0.535$; $sig=0.466$; $p> 0.05$.

The next test is performed to determine whether there is any difference in learning outcomes before and after the learning activities. In the control class where the teacher make the learning process with a natural model. In this case the teachers using student worksheets and provide materials with varying lecture, showed no significant change in learning outcomes between before and after the learning process. By using a paired t-test produces a value of $t = 0.497$ with 0.612 meaning significance ($p>0.05$) which showed no significant difference between before and after the learning process.

Table 2. Differences between pretest and posttest in Control Class

	Paired Differences					t	df	Sig. (2tailed)
	mean	Std. Dev	Std. error mean	Lower	Upper			
Posttest-	.1333	2.078	.268	-.403	.670	.497	59	.621

pretest

The absence of differences in learning outcomes between before and after study shows that students already have knowledge of the subject matter presented and learning activities in class are less able to stimulate students to improve their knowledge that has been owned. It could be due to lack of student motivation in following the lesson or learning strategies have been less appropriate teachers to promote students' knowledge.

Different results appear in the experimental class, a class where the teacher in the learning process using the short film as a medium to convey the material. In the experimental class using paired t test obtained value of $t=7.690$ with significance 0.00 ($p < 0.05$), which means there is a significant difference between before and after the learning process.

Table 3. Differences between pretest and posttest in Experiment Classes

	Paired Differences					t	df	Sig. (2tailed)
	mean	Std. Dev	Std. error mean	95% confidence				
				Lower	Upper			
Posttest-pretest	1.933	1.947	.251	1.430	2.436	7.690	59	.000

The difference between before and after the learning process in the classroom experiments showed that the use of the short film students are excited so that the material encourage student curiosity and ultimately enhance the student's knowledge of the material presented. This is consistent with research conducted by Fails, Smith (Tipton & Tiemann, 1993) which showed a high satisfaction of the students after using film in learning activities. Complacency will encourage the students to follow the lessons with joy resulting increased level of active participation of students. In the activities carried out, the teacher uses a short film combined with a discussion of activities to provide opportunities for students to understand the material in their own way.

When compared to the results of studying between control classes and experiment classes, also showed different results. Results of independent samples t-test result of -2.914 with significance at 0.004 ($t = -2.914$; $p < 0.05$) in which there is a difference between the experimental class and control class.

Table 4. Differences between Control and Experiment Classes on Post Test

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig. (2 tailed)	Mean Diff.	Std. Error Diff.	95% confidence Interval	
								Lower	Upper
Equal variances assumed	5.977	.016	-2.914	118	.004	-.966	.331	-1.623	-.309
Equal variances not assumed			-2.914	108.96	.004	-.966	.331	-1.624	-.309

It is strengthened by an average of correct answers out of 15 items were higher in the experimental class (mean=9.950) than the control class (mean=8.916). The results showed that the experimental class learning outcomes better than a control class, so that the short film used as a medium for the delivery of the material showed a good contribution in improving student understanding.

CONCLUSION

Sociology in high school is one of the important lessons that teach students how to be and interact with the community. These subjects have characteristics that are difficult to study because it is an abstract science. However because of the importance, understanding the materials delivered to students is part of the way students understand the community. The material submitted must be able to bridge the social reality with the theory that there is relevance of subjects taught. The short film is one way to bridge the material with a social reality with a different approach in its delivery to students. The short film which is expected to become a popular medium that fit to teach sociology with more fun.

Short film is a live picture story that tells a case/life story in brief. Short films in the learning process become case studies for students closer to the

actual reality. Short film <5 minutte that provide audio visual experience to the students. Building a real experience to be part of the sociological imagination to better deliver real fantasy dive students in sociology as part of the knowledge that exists in society.

The use of short films in the learning process encourage increased student learning outcomes. An average of correct answers students in the experimental class (which uses a short film) higher than in class control (mean=9.950> mean=8.916). Using independent samples t-test between the experimental class and control class, which concluded there was a difference between the experimental class and control class ($t=-2914$; $p < 0.05$). Pre and post test results also showed an increase in learning outcomes. Paired t-test showed that there are differences between the experimental class before and after the learning with short film ($t=7.690$; $p < 0.05$). Short film became one of the factor to drive student to enjoy the learning activities so that learning motivation, understanding students can be improved which leads to good learning outcomes and joyfull learning activities.

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**KEYNOTE
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