

Improving Pedagogic Skills and Professional Skills of Elementary School Teacher Education Study Program Students at Nusantara PGRI Kediri University through Project-Based Learning: Interactive Video

Eunike Rose Mita Lukiani

Fakultas Ekonomi dan Bisnis, Nusantara PGRI Kediri, Indonesia, Jawa Timur

DOI: <https://doi.org/10.52403/ijrr.20230828>

ABSTRACT

In the midst of the growing need for and demand for Elementary school teachers, researchers see that the professional and pedagogical competence of PGSD students at Nusantara PGRI University as prospective Elementary school teachers needs to be improved. This can be seen from the lack of self-confidence of students when practicing teaching, lack of creativity of students in developing learning models and designing audio-visual based teaching materials. In line with these problems, research was carried out with the title Improving Pedagogic Skills and Professional Skills of Students of the Elementary School Teacher Education Study Program, Nusantara University PGRI Kediri through Project-Based Learning: Interactive Video. The aim of this research is that Nusantara University PGRI Kediri can produce Elementary school teacher graduates who have pedagogical and professional competence according to the demands of the times so as to advance Indonesia's human resources.

Keywords: Elementary School Teacher Education Department Students, Project Based Learning, Interactive Learning Videos, Pedagogic Competence, Professional Competence

INTRODUCTION

In line with the impact of the covid-19 pandemic, students have become

accustomed to online-based learning. Elementary school students are no exception. Even though they are still children, Elementary school students are good at gadgets and are now used to using gadget applications for learning activities. The online learning media that are commonly used in Elementary schools include Google Classroom, Whats App Group, Zoom, Google doc, and Google forms.¹

Now learning has returned to normal with full class meetings. However, in reality students again need adaptation to return to full onsite learning in class. The results of the observations of the researchers found that students felt bored in class, students felt bored paying attention to the teacher's explanation. This is because the routine during the pandemic made students free to study and do activities in their respective homes. Apparently one of the reasons for students' boredom during onsite learning in class is the form of media and learning resources used by the teacher. Usually in onsite learning, teachers use media and learning resources in the form of books in the school library. While in line with the impact of the Covid 19 pandemic, students are now accustomed to accessing learning resources from gadget applications. The majority of students prefer application-based teaching materials because they are

accompanied by animation, bright colors, and upbeat songs².

It is important to get attention, including for students of the Elementary School Teacher Education Study Program (PGSD). PGSD students are students who are prepared to become elementary school teacher candidates³. As prospective elementary school teachers, PGSD students must be able to meet the challenges of the times, including in terms of innovation in the development of learning media. Precisely as the younger generation who are close to the use of technology, PGSD students must have the creativity to develop teaching materials to be more varied and innovative. Moreover, education in elementary schools has its own uniqueness. Elementary school teachers must be able to manage classes with low grade students who tend to have difficulty concentrating. Besides that, elementary school teachers must also be able to describe understanding according to the understanding of the age of the children. Therefore, the development of teaching materials is very important for learning at the elementary school level.

Nusantara University PGRI Kediri gained Very Good accreditation from the Higher Education National Accreditation Board (BAN PT) number 671/SK/BAN/Accredited/PT/VII/2021⁴ and is the best university in the Kediri region. In 2021 and 2022⁵ and in 2022⁶ Universitas Nusantara PGRI Kediri won the Excellent Campus Award from the Higher Education Service Institute (LLDIKTI) Region VII, East Java Province. And is ranked 16th out of 323 private tertiary institutions in the East Java Province version of LLDIKTI Region VII.

Nusantara University PGRI Kediri is the only teaching university in the city of Kediri. The Elementary School Teacher Education Study Program is a favorite major at Nusantara University PGRI Kediri. Prospective new students who will register for the PGSD Study Program at Nusantara University PGRI Kediri must go through rigorous tests such as interviews and

practical teaching tests. However, based on the observations of the researchers found that students of the PGSD study program at Nusantara University PGRI Kediri: (1) need to increase their self-confidence when practicing teaching which is called apprentice 1 and apprentice II, (2) need to increase mastery of the depth of the material, 3) lack knowledge in designing audio-visual based learning media.

Answering the problems above, researchers conducted a study entitled "Development of Interactive Video Learning Media to Improve Professional and Pedagogical Skills of Students of the Elementary School Teacher Education Study Program, Nusantara University PGRI Kediri". This research is in response to the urgency that is currently happening in the field. Namely: (1) Research output can produce products in the form of interactive video teaching materials. Interactive videos are seen as creative and innovative learning media because so far the forms of learning media used by elementary school teachers in Kediri are generally only in the form of books and power point slides. (2) Through interactive learning video products, students of the Teacher Education study program at the Nusantara PGRI Kediri Elementary School become a means of training pedagogic skills. (3) and indirectly also improve professional skills.

LITERATURE REVIEW

1. Project Based Learning for Elementary School Teacher Education Study Program students

Project Based Learning is a learning method that requires students to play an active role in building their understanding by completing a particular project⁷. Projects can be done individually or in groups⁸. The results of the project are works. Students will not be able to produce good work if they do not play an active, serious and wholehearted role. In this research, the project is in the form of interactive learning videos for elementary school level

education. PGSD Study Program students at Nusantara University PGRI work on interactive video projects in groups. The lecturer guides each group to express ideas and bring out creative power as creativity or novelty in the video. The results of the project in the form of interactive learning videos will be evaluated as an instrument to measure the increase in pedagogical and professional skills of PGSD study program students.

2. Interactive learning videos for elementary school students.

Interactive learning videos are learning media in the form of audio-visual⁹ and use multimedia¹⁰. In this study, interactive learning videos for elementary school students took the form of real and interactive video shows containing material for elementary school students. By seeing the material in the form of a real show, students will have a clearer understanding than just imagining the teacher's explanation. Elementary school materials developed in the form of learning videos in this study include: 1) Energy changes, 2) Heat transfer, 3) Various styles, 4) Buying and selling, 5) Living and non-living things, 6) Ecosystems, 7) Natural environment and built environment, 8) Addition and subtraction, 9) Drawings of the Pancasila precepts, 10) I am a rule-abiding child, 11) Solar System, 12) Recognizing geometrical objects.

3. Pedagogic Competence

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students at every level of education¹¹. Therefore, the teacher must have competence according to his area of expertise. Pedagogic competence is a unique competency characteristic of the teaching profession because it contains the teacher's ability to design, implement and assess learning outcomes, understand student characteristics and utilize technology in

learning¹². The interactive learning video project in this study contains the delivery of material in a team-teaching setting in the classroom (indoor) and also outside the classroom (outdoor). Submission of material as much as possible is shown in the actual situation. It is intended that elementary school children have a clear and precise understanding of the material presented. Through interactive learning video projects, students can practice teaching in the form of video recordings. Of course, to produce a good recording, you need to take the video many times. This is where students of the PGSD Study Program at Nusantara University PGRI Kediri are trained to develop their pedagogical skills through proper intonation and self-attitude, paying attention to the settings of each video take location.

4. Professional Competence

Professional competence is demonstrated by being able to master and develop scientific material taught both theoretically and practically in a sustainable and reflective manner¹³. Included in professional competence is being able to develop learning technology according to the development of Science and Technology (IPTEK)¹⁴. In this study, PGSD Study Program students practiced developing professional competence through interactive learning video products. Interactive learning video products must be equipped with subtitles so that elementary school students can more easily digest the contents of the video. Besides that, PGSD students also present other innovative shows such as apperceptions in the form of introductory songs, assignments and other creativity as a reflection of PGSD students' theoretical and practical mastery.

MATERIALS & METHODS

This research is a qualitative research in accordance with the results of the data to be analyzed, namely the research results are not obtained from statistical procedures¹⁵.

The type of qualitative approach used in this research is a case study. The researcher presents the findings of increasing pedagogical and professional competence of PGSD students at the Nusantara University of PGRI in accordance with the actual situation so that the reader seems as if they are together in the research and see the results of the research for themselves¹⁶. The instruments used to measure the increase in

pedagogical competence and professional competence of PGSD Study Program students at Nusantara University PGRI include: 1) Interactive Learning Video Product Product Assessment Sheets for Elementary School level students, 2) Pedagogic Skills Assessment Sheets, 3) Professional Skills Assessment Sheets, 4) Interview Sheets. The activity steps in this study are shown in Figure 1

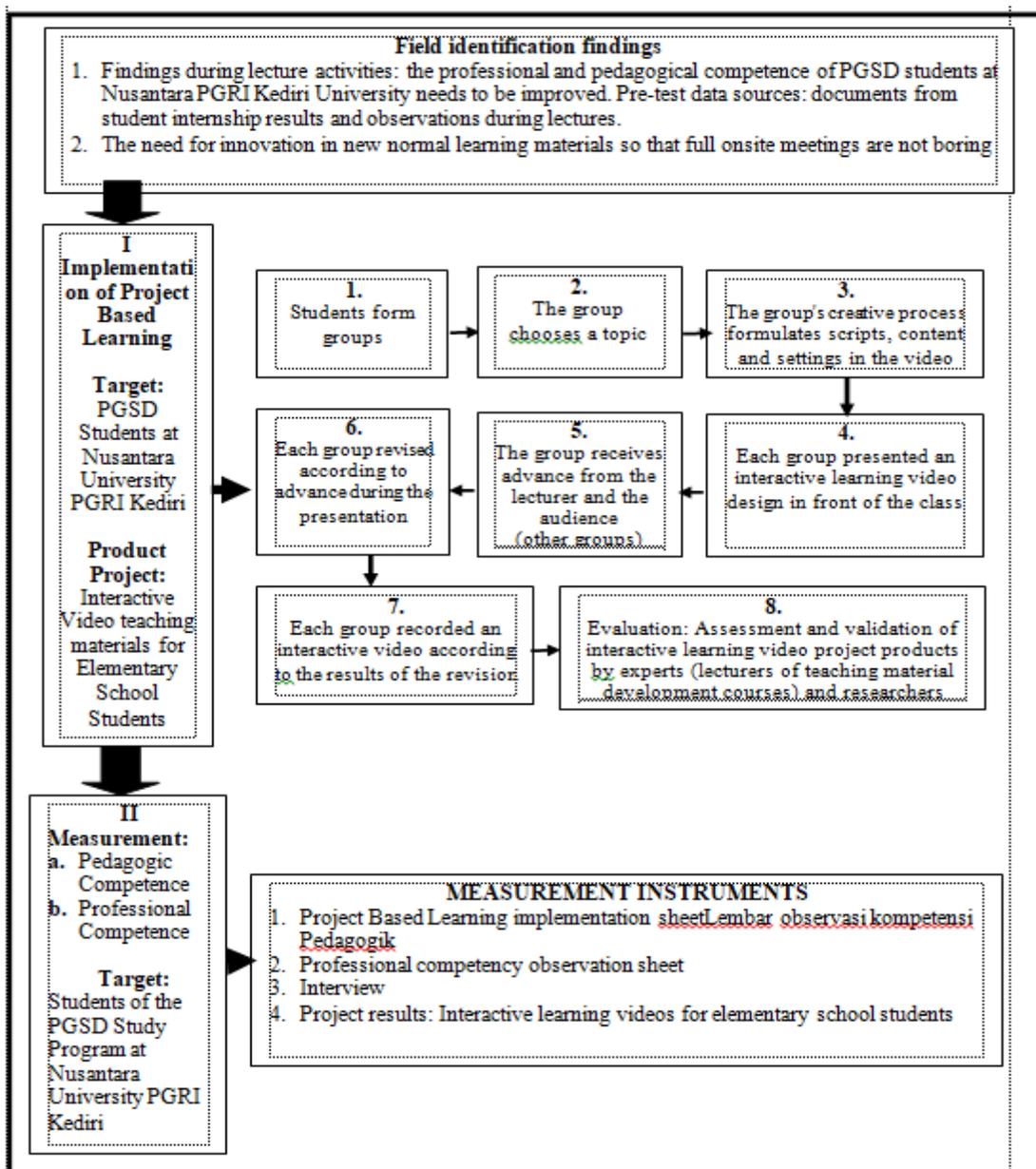


Figure 1. Research Flowchart
Source: Research documents

The researcher conducted research in class 2F, namely students in semester 4, offering F of the PGSD Study Program at Nusantara University PGRI Kediri. The researcher chose class 2F students because they already knew the characteristics of students in that class well. The number of students in class 2F is 46 students. Researchers who are also lecturers in teaching material development

lectures guide students to form groups with 3 to 4 members. Lecturers give students the opportunity to choose their group members and discuss what material is chosen as an interactive learning video project. Through deliberation and class consensus, it was concluded that there were 12 groups with details of the material and the results of the grades shown in Figure 3 as follows.

Group	Material	Members	Student ID Number	Scores	Likert scale interpretation	The score category is based on the value criteria of Nusantara PGRI Kediri University
1	Energy change	a. Eka Wahyu b. Lisa Deviana c. Resty Yulia Pratiwi d. Della Rhadha Theng-Ulatary	a. 2114060194 b. 2114060217 c. 2114060241 d. 2114060297	98	Very Good	A
2	beatmanife	a. Della Eka Mahesari b. Anam Tara Alfina c. Amalia Prasetya d. Rendi Fauzan	a. 2114060214 b. 2114060236 c. 2114060229 d. 2114060290	94	Very Good	A
3	Various styles	a. Jifa Erika Dominant b. Alena c. Dhea Aniska Putri Ningsih d. Anan Wisakarna	a. 2114060218 b. 2114060239 c. 2114060247 d. 2114060278	90	Very Good	A
4	Buy and sell	a. Betta Hanby Fauziah b. Rizka Wahyu Nofaly c. Dhea Anam Nisa d. Husni Ulumika	a. 2114060238 b. 2114060232 c. 2114060282 d. 2114060288	90	Very Good	A
5	Living and non-living things	a. Intan Khairina Wati b. Rizka Darmayanti c. Raisa Zaherwan d. Muhammad Hadi Prasetya	a. 2114060220 b. 2114060223 c. 2114060222 d. 2114060284	78	Very Good	B-
6	Ecosystem	a. Deska Aniska Idris b. Della Yula c. Fani Kusuma Wijaya d. Ragh. Satria	a. 2114060231 b. 2114060219 c. 2114060289 d. 2114060294	93	Very Good	A
7	Natural Environment and Built Environment	a. Pato Nuring Rahmana b. Dedy Maya Pratiwi c. Della Nuradla d. Iham Sukah Tetti	a. 2114060222 b. 2114060232 c. 2114060231 d. 2114060218	100	Very Good	A
8	Addition and Subtraction	a. Inna Miralika b. Eka Nur c. Vinesa d. Nurca Rizka	a. 2114060240 b. 2114060234 c. 2114060234 d. 2114060234	78	Very Good	B-
9	Image of the Pancasila	a. Nurca Rizka b. Agilian Prasasti Hadi c. Widi Wahyu Kartikasari d. Aguiliana Mubandah Imanah	a. 2114060236 b. 2114060291 c. 2114060258 d. 2114060293	78	Very Good	B-
10	The child-student child	a. Della Mahesari b. Nis Eka Tiliwi M c. Patricia Nur-tani Kurnia-Rani d. Patricia Mahardika M	a. 2114060195 b. 2114060193 c. 2114060203 d. 2114060207	100	Very Good	A
11	Solar System	a. Anam Fikri Hidayat b. Clara Mangasta c. Gendis Tiliwi d. Nurca Rizka	a. 2114060209 b. 2114060219 c. 2114060213 d. 2114060213	78	Very Good	B-
12	Recognize the shape of geometrical objects	a. Dedy Prasetya b. Rizka Nurca Fauzi c. Rizka Nurca Fauzi d. Agilla Nur	a. 2114060280 b. 2114060283 c. 2114060280 d. 2114060245	78	Very Good	B-

Figure 3. Group data, material and results of interactive learning video project score
Sources: Research Data https://drive.google.com/drive/folders/1HV9PIInkyC_HNGaGlrca4Pr-uKqFrXy

Based on the Likert scale, all video project results are in the very good category. Furthermore, the value data is converted into the Nusantara PGRI University assessment standard, with the categories shown in Figure 4. Which is then briefly shown in Figure 5.

Score in Letter	Score Range
A	85 – 100
A-	80 – 84
B+	75 – 79
B	70 – 74
B-	65 – 69
C+	60 – 64
C	55 – 59
D	40 – 54
E	0 – 39

Figure 4. Criteria for the score according to the assessment of Nusantara University PGRI Kediri

Source: Research documents

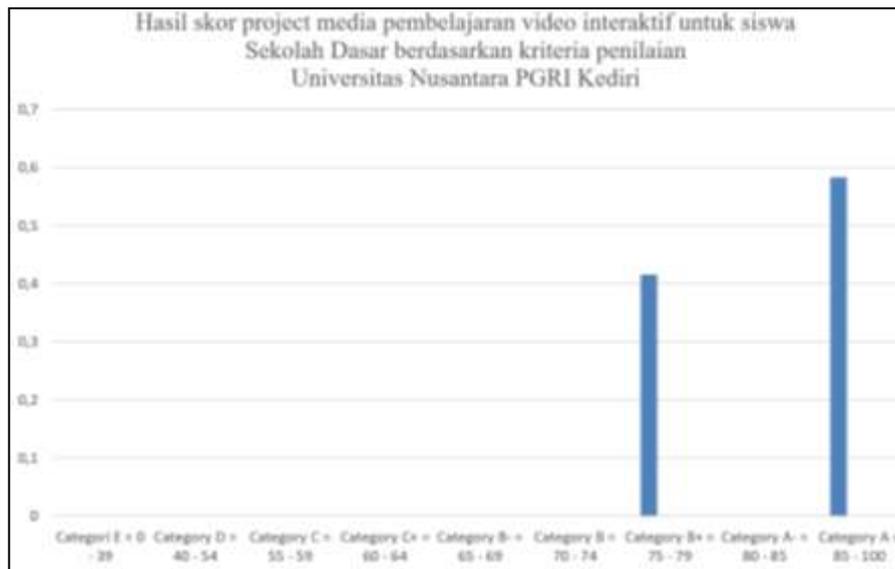


Figure 5. The percentage of student project results based on the criteria for the score of Nusantara University PGRI Kediri
Source: Research documents

2. Professional Ability of Elementary School Teacher Education Study Program Students at Nusantara PGRI Kediri University

Student professional ability is measured by group creativity in developing interactive

learning videos. The professional competence assessment aspect is shown in Figure 6. The score results are then measured according to the Likert scale criteria and assessment standards at Nusantara University PGRI Kediri

NUSANTARA PGRI UNIVERSITY KEDIRI		PROFESSIONAL SKILL ASSESSMENT FORM			
Number Group	:				
Name Studen & ID	1.	_____	NPM	_____	_____
	2.	_____	NPM	_____	_____
	3.	_____	NPM	_____	_____
	4.	_____	NPM	_____	_____
Fill in the score according to the results of the interactive learning video project that the group has worked on					
Score Guide:					
4 = Very Good,					
3 = Good,					
2 = Fair,					
1 = Low					
No	COMPONENT	SCORE (✓)			
		1	2	3	4
1	Able to develop indicators for clarity and range of material				
2	Be able to choose learning methods that produce meaningful experiences				
3	Able to develop indoor and outdoor settings to clarify the material in the video				
4	Able to develop various tools as media to support material in interactive videos				
5	Able to develop constructive and contextual assignment forms				
6	Able to develop process and outcome assessments				
7	The range of reference sources				
Jumlah skor perolehan = $\frac{\text{jumlah skor}}{28} \times 100$					
		28			
The score criteria are based on the Likert scale					
Scale	Achievement Level	Interpretation			
4	76 - 100	Very Good (SB)			
3	51 - 75	Good (B)			
2	26 - 50	Fair (C)			
1	0 - 25	Low (K)			
Kediri,					
Dr. Eunike Rose Mita L, M.Pd Researcher					

Figure 6. Professional ability assessment sheet

The acquisition of professional skill scores for each group is shown in Figure 8. Based on the Likert scale measurements shown in Figure 9, 58.3% were obtained in the very good category, and the remaining 41.6% were included in the good category. Based

on the interpretation of the PGRI Nusantara University assessment, shown in Figure 10, as many as 8.3% fall into criteria B, 41.6 fall into category B+ and 50% fall into category A. These findings are corroborated by triangulation of the interview instrument.

Number group	Material	Score	Score Interpretation	
			Likert Score	Universitas Nusantara PGRI Kediri
1	Energy change	90	Very Good	A
2	heat transfer	90	Very Good	A
3	Various styles	98	Very Good	A
4	Buy and sell	80	Very Good	A-
5	Living and non-living things	70	Good	B
6	Ecosystem	90	Very Good	A
7	Natural Environment and Built Environment	95	Very Good	A
8	Addition and Subtraction	70	Good	B
9	Image of the Pancasila Precepts	70	Good	B
10	I'm a rule-abiding child	98	Very Good	A
11	Solar System	70	Good	B
12	Recognize the shape of geometrical objects	70	Good	B

Figure 8. Professional Skill score
Source: Research documents

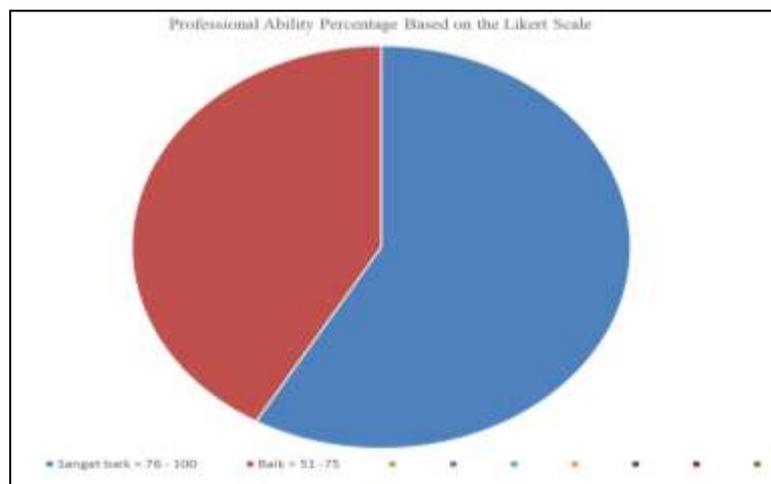


Figure 9. Percentage of professional skills based on Likert scale criteria
Source: Research documents

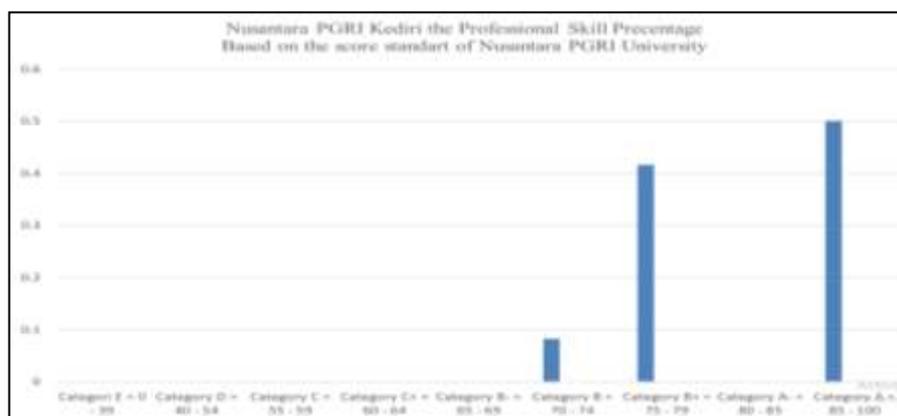


Figure 10. Presentation of professional skills based on the value standards of Nusantara PGRI Kediri University
Source: Research documents

3. Pedagogical Ability of Students of the Teacher Education Study Program at Nusantara University PGRI Kediri Elementary School

In this study, the pedagogical abilities of the students of the Teacher Education Study Program at the Nusantara University PGRI Elementary School were measured by

observation. The observation sheet is shown in Figure 11 below. There are 14 question items in the observation form which are assessed based on team teaching in interactive learning videos. Researchers act as research observers. The results of pedagogic skills are shown in Figure 12. (15)

UNIVERSITAS NUSANTARA PGRI KEDIRI
PEDAGOGIC ASSESSMENT FORM

Number Group : _____
 Name Studen & ID : 1. _____ NPM _____
 2. _____ NPM _____
 3. _____ NPM _____
 4. _____ NPM _____

Fill in the score according to the results of the interactive learning video project that the group has worked on
Score Guide:
 4 = Very Good,
 3 = Good,
 2 = Fair,
 1 = Low

NO	RATED ASPECT	SCORE (✓)			
		1	2	3	4
1	Lesson Opening Skills				
2	Interaction Skills in Communication Process				
3	Skills in applying illustrations/examples				
4	Skills in Using Teaching Media				
5	Questioning Skills				
6	Systematic delivery of material				
7	Material mastery				
8	Voice and intonation.				
9	Cohesiveness and flexibility of team teaching				
10	Ability to deliver assignments				
11	Skills in giving feedback				
12	Inference skills				
13	Skills provide reinforcement and motivation to learn				
14	Skills Closing the lesson				
Total score obtained = (total score) X 100					
		56			

The score criteria are based on the Likert scale
 Kediri

Scale	Achievement Level	Interpretation
4	76 – 100	Very Good (SB)
3	51 – 75	Good (B)
2	26 – 50	Fair (C)
1	0 – 25	Low (K)

Dr. Eunike Rose Mita L, M Pd
 Researcher

Figure 11. Pedagogic skills assessment form
 Source: Research documents

Number group	Material	Score	Score Interpretation	
			Likert Score	Likert Score
1	Energy change	90	Very Good	A
2	heat transfer	90	Very Good	A
3	Various styles	92	Very Good	A
4	Buy and sell	80	Very Good	A-
5	Living and non-living things	70	Good	B
6	Ecosystem	82	Very Good	A-
7	Natural Environment and Built Environment	95	Very Good	A
8	Addition and Subtraction	70	Good	B
9	Image of the Pancasila Precepts	70	Good	B
10	I'm a rule-abiding child	92	Very Good	A
11	Solar System	70	Good	B
12	Recognize the shape of geometrical objects	70	Good	B

Figure 12. Results of pedagogic skills scores
 Source: Research documents

The data findings were processed according to the Likert scale interpretation criteria shown in Figure 13 as much as 58.3% were in the very good category and the remaining 41.6% were in the good category. As for the interpretation of values according to the PGRI Nusantara University assessment standards, it is shown in Figure 13. More diverse values were obtained, namely 41.6% were in category B, 16.6% were in category A- and the remaining 41.6% were in category A. Cognitive skill scores varied more than professional skills. This is because researchers can observe in more

detail one by one the teaching styles and the cohesiveness of the teaching team in interactive learning video shows. It seems that even though students are given the freedom to choose their group members, certain groups do not fully guarantee the quality of cooperation in team teaching. There are other things that need to be studied so that there are findings that team teaching in interactive videos is not maximized. The interpretation of pedagogic abilities according to the assessment of the Nusantara PGRI Kediri University is shown in Figure 14. (16)

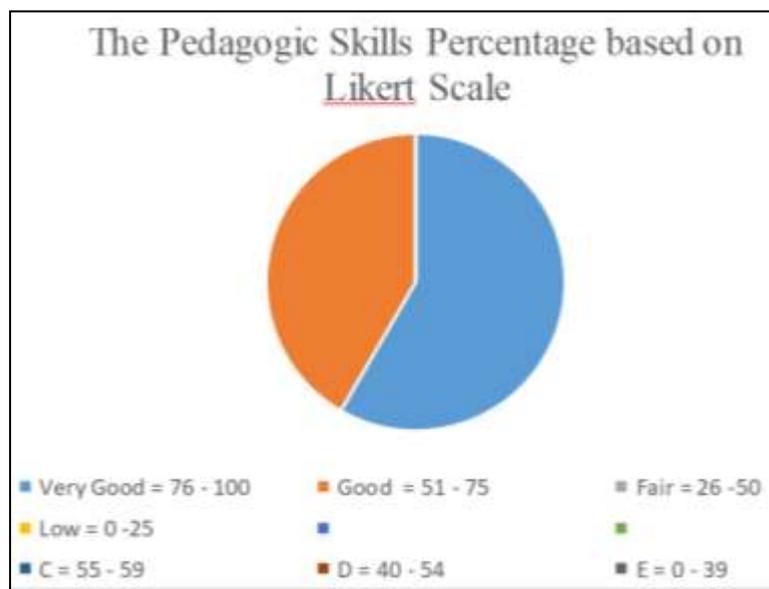


Figure 13. Percentage of pedagogic skills based on the Likert scale
Source: Research documents

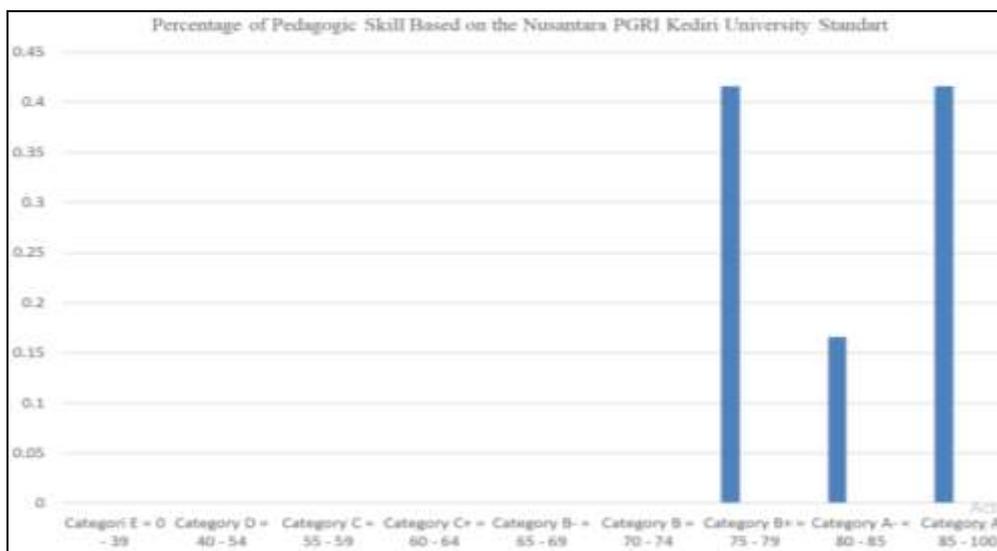


Figure 14. Percentage of pedagogic skills based on the score standards of Nusantara PGRI Kediri University
Source: Research documents

DISCUSSION

The research findings above are validated by the results of in-depth interviews. Researchers conducted interviews with 30 students in groups. Some of the findings from the interview activities include:

1. Project based learning is very challenging and complex. I am not only required to be able to complete projects but also have to work together in groups. That means I have to restrain my self-interest, and have a lot of patience in communicating with group members. Because if we are not united, it will definitely be seen in our video project later
2. Learning video project is not as easy as it seems. There is a very long process behind the duration of several minutes in the video. The key is careful planning. If the dialogue script has not been validated by the lecturer, don't rush to take the video. Because all of the lecturer's input is very precise, which will really help us deepen the subject matter and settings in the video. Thank you Mrs. Mita for carefully guiding us, you are the best.
3. The challenge was that our group had to take videos over and over again. Sometimes because we laugh because it's awkward, nervous, embarrassed, wrong intonation and pronunciation and so on. Apart from that, it is also because the outdoor location is not yet conducive, such as: strong winds, lots of people passing by and so on. People passing by wanted to know what we were doing, especially when we took a video in a city park. Moreover, we are seen being recorded and using the university alma mater. We try to enjoy the process. My group mutually reinforces one another and is convinced that this project must be completed properly. After the video was played, I didn't even think I could be this brave and confident to speak in front of so many people.
4. Initially our group developed indicators according to the syllabus. This makes our material very small and it feels like there

is nothing special about our script. However, after we discussed with Mrs. Mita, we were shown various ideas that were very relevant to the needs of our video project. From here I can learn to be more observant if I see an indicator of a material.

5. I was inspired to develop interactive learning videos for my thesis final project. I hope Mrs. Mita will be my supervisor, amen...amen...

The interview findings above strengthen the characteristics of project-based learning as student-centered learning where students must be actively involved from planning to achieving results in the form of projects according to learning objectives. Besides that, interactive video learning projects can improve pedagogic abilities because students are able to practice teaching. And professional competence, where students practice developing learning materials.

CONCLUSION

Project Based Learning interactive learning videos for elementary school children are proven to be able to improve the pedagogic skills and professional competence of students at Nusantara University PGRI Kediri. In terms of developing pedagogical competence, interactive learning video projects are a place for students to practice developing teaching skills, such as: 1) skills in opening lessons, 2) skills in asking questions, 3) skills in using illustrations, 4) voice and intonation, 5) skills in conveying assignments, 6) skills in making conclusions, 7) skills in conveying reinforcement and motivation to learn, 8) skills in closing lessons. And in terms of professional skills, interactive learning videos bridge students to 1) develop materials, 2) develop teaching methods, 3) develop evaluations, 4) develop media.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Aji, Wahyu, Fatma Dewi, Universitas Kristen, and Satya Wacana, 'DAMPAK COVID-19 TERHADAP IMPLEMENTASI PEMBELAJARAN DARING DI', 2.1 (2020), 55–61
2. Akbar, Aulia, 'Pentingnya Kompetensi Pedagogik Guru', 2.1 (2021), 23–30
3. Fadli, Muhammad Rijal, 'Memahami Desain Metode Penelitian Kualitatif', *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21.1 (2021), 33–54 <<https://doi.org/10.21831/hum.v21i1.1>>
4. Hairunisa, Arif Rahman Hakim, and Nurjumati, 'Studi Pengaruh Model Pembelajaran Berbasis Proyek (Project Based Learning) Terhadap Kreativitas Mahasiswa Program Studi Pgsd Pada Mata Kuliah Konsep Dasar Ipa', 9.2 (2019), 93–96
5. Hartini, Sri, 'Kompetensi Profesional Guru Dalam Meningkatkan Motif Berprestasi Peserta Didik : Studi Di SDN Karangpucung 04 Dan SDN Karangpucung 05 Kabupaten Cilacap', *Indonesian Journal of Education Management & Administration Review*, 3.1 (2019), 1–6 <<https://doi.org/http://dx.doi.org/10.4321/ije.mar.v3i1.2949>>
6. Ilmudinulloh, Rafiud, and Ahmad Bustomi, 'Model Pembelajaran Berbasis Proyek Untuk Mengembangkan Kemampuan Berpikir Kritis Mahasiswa', 2.2 (2022), 121–28 <<https://doi.org/https://doi.org/10.29313/jrjmd.v2i2.1366121/128>>
7. Ilyas, 'Strategi Peningkatan Kompetensi Profesional Guru', (*JIEPP*) *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran*, 2.1 (2022), 34–40
8. Lembaga Layanan Pendidikan Tinggi LLDIKTI Wilayah VII, 'Anugerah Kampus 2021.Pdf' (Surabaya, 2021), p. 1
9. 'Anugerah Kampus Unggulan Tahun 2022.Pdf' (Surabaya), p. 2022
10. Pasalbessy, Chyntia, Johannes Nathalia Y, and Elsinora Mahanangingtyas, 'Pengaruh Media Pembelajaran Quizziz Terhadap Motivasi Belajar Dan Karakter Mahasiswa PGSD Universitas Pattimura Ambon', *Pedagogika: Jurnal Pedagogik Dan Dinamika Pendidikan*, 10.2 (2022), 299–310 <<https://doi.org/https://doi.org/10.30598/pedagogikavol10issue2year2022> <<https://ojs3.unpatti.ac.id/index.php/pedagogika>>
11. Ratnathatmaja, I Made, and I Wayan Sujana, 'Video Pembelajaran Interaktif Problem Based Learning Dalam Pembelajaran IPS', 5.1 (2022), 127–35
12. Romlah, Listiyani Siti, Nadiyah Nur Azizah, Rahmad Purnama, and Alfatus Sholihah, 'Vol 3 No 1 Tahun 2022', 3.1 (2022)
13. Salsaabila, Unik Hanifah, Maulida Nur Sofia, Hilda Putri Seviarica, and Maulida Nurul Hikmah, 'URGENSI PENGGUNAAN MEDIA AUDIOVISUAL DALAM MENINGKATKAN MOTIVASI PEMBELAJARAN DARING', *Insania*, 25.2 (2020), 284–304
14. Setyaningsih, Dewi, Pendidikan Guru, Sekolah Dasar, Fakultas Ilmu Pendidikan, and Universitas Muhammadiyah, 'Peran Etika Dan Profesi Kependidikan Dalam Membangun Nilai-Nilai Karakter Mahasiswa Calon Guru Sd', *HOLISTIKA Jurnal Ilmiah PGSD*, IV.1 (2020), 27–36
15. Tinggi, Badan Akreditasi Nasional Perguruan, *Akreditasi Baik Sekali* (Indonesia, 2021), p. 1
16. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (Indonesia, 2003), pp. 1–57 <<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjWxrKeif7eAhVYfy sKHcHWAOWQFjAAegQICRAC&url=http s%3A%2F%2Fwww.ojk.go.id%2Fid%2Fka nal%2Fpasar-modal%2Fregulasi%2Fundang-undang%2FDocuments%2FPages%2Fundang-undang-nomo>>
17. VII, LLDIKTI Wilayah, 'Anugerah Kampus Unggulan Universitas Nusantara PGRI Kediri Tahun 2021 Dari LLDIKTI Wilayah VII' (Indonesia, 2021), p. 1 <<https://doi.org/doi.org/10.21009/JIV.1502.5Volume>>
18. Wisada, Putu Darma, I Komang Sudarma, and Adr I Wayan Ilia Yuda S,

‘PENGEMBANGAN MEDIA VIDEO PEMBELAJARAN BERORIENTASI PENDIDIKAN KARAKTER’, 3.20 (2019), 140–46

19. Yusanto, Yoki, ‘Ragam Pendekatan Penelitian Kualitatif’, *Journal of Scientific Communication*, 1.1 (2019), 1–13
20. Zulvira, Riri, Neviyarni, and Irdamurni, ‘Karakteristik Siswa Kelas Rendah Sekolah Dasar’, *Jurnal Pendidikan Tambusai*, 5.1 (2021), 1846–51

How to cite this article: Eunike Rose Mita Lukiani. Improving pedagogic skills and professional skills of elementary school teacher education study program students at Nusantara PGRI Kediri University through project-based learning: interactive video. *International Journal of Research and Review*. 2023; 10(8): 215-227. <https://doi.org/10.52403/ijrr.20230828>
