How the Content of Learning Videos Should Be Made? (A Study on Prospective Primary School Teacher Students During COVID-19 Pandemic)

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Abstrak

Selama masa pandemi covid-19 kegiatan pembelajaran dilakukan secara dalam jaringan (daring) yang melibatkan video konferensi, video pembelajaran, serta berbagai materi perkuliahan lainnya yang berfungsi sebagai media dalam menyampaikan berbagai materi perkuliahan kepada peserta didik. Penggunaan video pembelajaran dalam menyampaikan materi tentunya harus disesuaikan dengan kemampuan akses video tersebut oleh peserta didik. Oleh karena itu, penelitian ini bertujuan untuk menganalisis bagaimana seharusnya video pembelajaran dibuat agar materi yang terdapat dalam video pembelajaran dapat tersampaikan dengan baik kepada peserta didik dilihat dari aspek konten video, durasi video, serta berbagai kendala yang dihadapi mahasiswa calon guru dalam memperoleh bahan ajar baik berupa sumber belajar maupun video pembelajaran yang disajikan oleh pendidik. Data pada penelitian ini dikumpulkan dengan angket yang disebar dengan *Google Form*. Angket disebar kepada mahasiswa calon guru sekolah dasar pada program studi di salah satu perguruan tinggi negeri di kota Mataram. Data hasil angket dianalisis secara persentase data kuantitatif. Hasil penelitian menunjukkan bahwa 51% responden lebih menyukai video pembelajaran dengan durasi 5 hingga 10 menit, sebanyak 60,5% mahasiswa calon guru lebih suka video pembelajaran yang berisi penjelasan materi dari suatu topik bahasan daripada video tutorial, serta hambatan utama bagi para mahasiswa calon guru dalam memperoleh bahan belajar dikarenakan terbatasnya kuota paket data dan jaringan internet *(signal)* yang kurang mendukung.

Kata kunci: covid-19; konten; mahasiswa; pembelajaran; video

Abstract

The pandemic period resulted in students having to learn from home by relying on a distance learning platform with most of the media used by educators in the form of learning videos or video conferences. This study aims to analyze how learning videos should be made so that the material contained in the learning videos can be conveyed properly to students in terms of video content, video duration, and various obstacles faced by prospective teacher students in obtaining good teaching materials in the form of learning resources and learning videos presented by educators. The data in this study were collected by means of a questionnaire distributed with Google Form. The questionnaire was distributed randomly to prospective elementary school teacher students in a study program at one of the state universities in Mataram. The questionnaire results were analyzed as a percentage of quantitative data. The results showed that 51% of respondents prefer learning videos with a duration of 5 to 10 minutes, as many as 60.5% of prospective teacher students prefer learning videos that contain material explanations of a topic of discussion than video tutorials, as well as the main obstacles for prospective teacher students in obtaining learning materials due to the limited quota of data packages and the internet network (signal) which is less supportive.

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INTRODUCTION

COVID-19 (which is a disease caused by a virus that is spread very quickly, first appeared at the end of 2019 in Wuhan China (Putria dkk., 2020). It is undeniable that the existence of this pandemic has made many countries set a lock down status and other anticipations in an effort to break the chain of spreading this virus such as the application of social distancing for their citizens. The policies taken with regard to preventing the spread of COVID-19 certainly have an impact on various sectors, especially in the economic sector and also in the field of education. Data from UNESCO records that approximately 1.5 billion school-age children are affected by COVID-19 from 188 countries, of which around 60 million are in Indonesia. The existence of this pandemic has resulted in schools being closed and the teaching and learning process is prioritized to be carried out online without exception the teaching and learning process in higher education.

The solution currently being offered during the pandemic and related to social distancing is online learning (Argaheni, 2020; Damayanthi, 2020; Firman, 2020; Handarini & Wulandari, 2020; Pratiwi, 2020; Sadikin & Hamidah, 2020; Ulfa & Mikdar, 2020; Wijayanti dkk., 2020). Lecturers as one of the main components in the teaching and learning process in higher education must be able to facilitate students to continue their learning activities by delivering teaching materials, and evaluate teaching and learning activities in the process of teaching and learning in higher education (Gunawan dkk., 2020).

Online learning, which is learning that utilizes technology that uses various platforms such as various applications, websites, social networks or online learning processes that use a learning management system (LMS) connected to the internet network (Aswasulasikin, 2020). The use of these various platforms also adjusts to the concepts and teaching materials that will be conveyed to students. During the pandemic, teaching material delivery activities that contain a lot of basic concepts are presented with video conferences and materials that hone procedural skills using video tutorials, all of which can be integrated with various online learning platforms.

Both video conferencing and video tutorials have their advantages and disadvantages. The advantages of video conferencing include its interactive nature because it can be witnessed live, the message in this case is teaching material that is delivered quickly, and involves participants in learning activities (Pribadi, 2014). Presentation of teaching material in a video conference, of course, only takes a long time for a detailed material or when explaining a concept that is many or complicated, so generally after giving teaching material in a video conference it is followed by discussion activities afterwards.

Video tutorials are of course different from video conferences where video tutorials can replace educators when students want to repeat the material they have learned in class, and can be a tool that is able to save every important thing that is conveyed by educators to students and one of the features The main part of the video tutorial is that the video tutorial can be repeated at any time by students (Baharuddin, 2014). In addition to improving understanding and learning outcomes, video tutorials can also improve students' procedural understanding (Musthofa & Murdani, 2018). However, there are a number of things that need to be considered in designing video tutorials such as application capabilities, video tutorial content and duration about how long the video would be presented. The duration of the video tutorial should adjust to various aspects such as the level of complexity of the message/ conveyed, the concentration level of the video audience, and the amount of data package required to access the video. If the

duration of the video is too long it would make students bored and it also causes the internet quota of students who access the video to run out quickly (Mulyono dkk., 2017).

Based on the description that has been explained, in this study a survey was conducted to find out what kind of content that the students like on instructional videos, and the ideal duration of learning videos for students. In addition, the information obtained from the survey also includes what obstacles students face in online learning activities which include how to deliver the material, the number of meetings and the ideal number of assignments for students each week.

RESEARCH METHOD

This research is a survey research. In this study, the researcher did not give treatment to the respondents being studied and the research was carried out in natural conditions without any engineering. Actions taken in this study are limited to data collection and not to seek the influence of the treatment. The stages taken in this research are preliminary studies, determining problems, determining research models, compiling instruments, collecting data, tabulating data, presenting data, describing data, interpreting data and finally concluding. The data in this study were collected by means of a questionnaire distributed with Google Form. The questions in the questionnaire contained learning videos containing aspects of video content, video duration, and various obstacles faced by prospective teacher students in obtaining teaching materials in the form of learning resources and instructional videos presented by educators. The sample in this study were 365 prospective elementary school teachers in a study program at one of the state universities in Mataram City, Indonesia. The questionnaire result data were analyzed as a percentage of quantitative data and presented in diagrams which were then analyzed descriptively.

FINDINGS AND DISCUSSION

Research conducted at a State University in Mataram, West Nusa Tenggara, Indonesia and in the second week of April 2020 where the COVID-19 pandemic case is still a hot issue. In this study, the things that were asked of respondents included: the main means used by respondents (students) during the implementation of online lectures, the tendency of online learning platforms that respondents generally use, the content of online learning content that respondents prefer, be it video conferences or video tutorial content. The ideal duration of the learning video for responding to the respondent, additional components such as background music whether the respondent considers it important, the respondents' complaints related to the implementation of online lectures carried out during the pandemic which includes the number of assignments given by the lecturer, as well as the constraints felt by respondents during lectures online takes place.
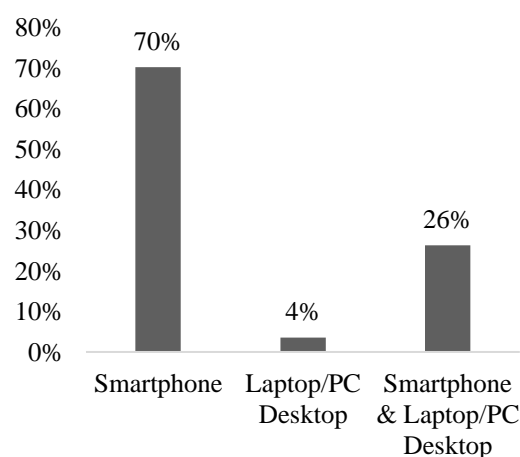

Figure 1. Major equipment used by students during online learning

Based on Figure 1, it can be seen that the main equipment used by students to take lectures on the network are mostly using smartphones. Smartphones is used as the main means of online learning activities because they have advantages, one of which is not bound by time and space in the sense that media and learning resources can be accessed anytime and anywhere (Pangondian dkk.,

2019). In addition, the ability of smartphones and laptops that can access content from the internet can help students participate in online learning activities (Chan dkk., 2015; Gikas & Grant, 2013; Gökçearslan dkk., 2016; Kay & Lauricella, 2011; Sadikin & Hamidah, 2020).
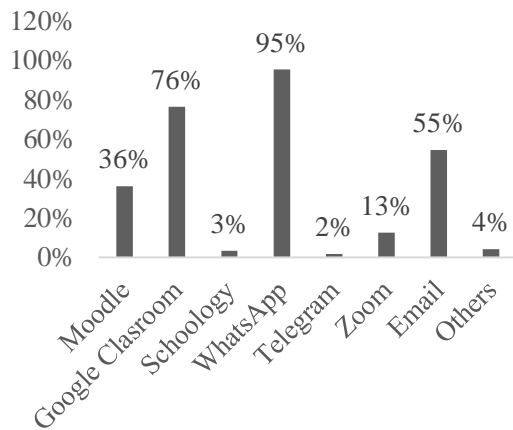

Figure 2. Online learning platform used by students during online learning

Based on Figure 2, it can be seen that most lecturers and students use the WhatsApp application in online learning activities. As it is known that WhatsApp is a smartphone-based communication application that also features a multi-person chat room or commonly known as the WhatsApp Group (WAG). The use of the WhatsApp application in the online learning process is more because the use of WAG makes it easier for users to convey information quickly, for example information about lecture assignments, exam schedules, or other information (Afnibar & Fajhriani, 2020).
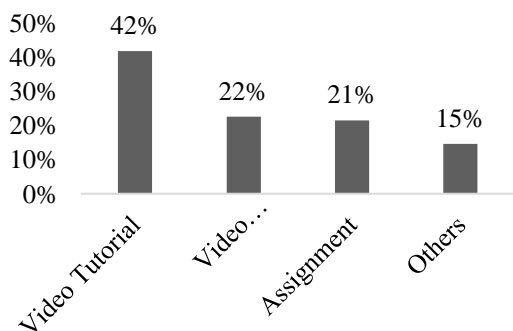

Figure 3. The content of online learning preferred by students

Based on Figure 3, it can be seen that most students (42%) like the material presented in online lectures in the form of instructional videos. Supported by the platform most used by students in online lectures, namely WhatsApp, on the WhatsApp application, in addition to students being able to ask questions via the chat feature, students can also communicate and describe their understanding through the send video feature on the WhatsApp application (Aswan, 2020; Daheri dkk., 2020; Dwijo dkk., 2020; Hutami & Nugraheni, 2020; Kristina dkk., 2020; Laelasari & Dewi, 2020; Putra, 2020; Suriyani Djamdjuri & Kamilah, 2020; Susilawati & Supriyatno, 2020; Susilowati, 2020). In addition to learning videos that can be opened on a smartphone in the sense that learning videos have advantages in terms of portability, learning videos can also be repeated so that students who do not understand a learning material can cash back with instructional video rocks that have been given by the lecturer. One of the WhatsApp features that can help students with quota and telecommunication network issues, downloading learning videos can be arranged at any time according to the situation and condition of the student at that time. When the telecommunication network is still experiencing disruption or students do not have the cost to buy a data package quota, downloading the learning video can be postponed. One of the telecommunications network constraints that can be overcome by the strategy of delaying the downloading of learning videos makes educators or lecturers have to be extra supervising the collection of assignments or bills of understanding given to students. Regarding the problem of collecting these assignments, it can also be circumvented by using an LMS (Learning Management System) which on average is equipped with reminders when assignments are given, and when the deadline for students to collect these assignments.

Of the 365 respondents, only 22% preferred lecture material presented via video conferencing. Video conferences can connect

directly (live) between educators and students, motivate students to learn, and can strengthen the role of educators in learning activities. In addition, the weaknesses of video conferencing have several shortcomings, including limited interaction between educators and students, unstable telecommunication networks causing unclear material exposure in video conferences, delays in video conferences, and the presence of background noise that may interfere the process of delivering material on video conferences (Permatasari, 2018).
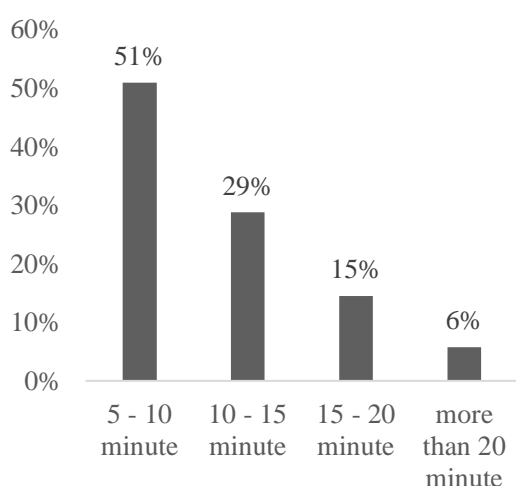

Figure 4. The ideal duration of the learning video according to students

Figure 4 shows that 51% of students prefer the duration of the ideal learning video according to students, which is between 5 and 10 minutes. The duration in the learning video is one of the important factors that need to be considered considering the duration of the learning video besides affecting the memory size of the learning video and affecting the amount of quota needed to access the learning video, the length of the learning video that is too long will also affect the concentration power of students in observing. concepts and materials conveyed in the learning video. The video duration that is not too long is proven to increase the information absorption score (Arsyad dkk., 2015).
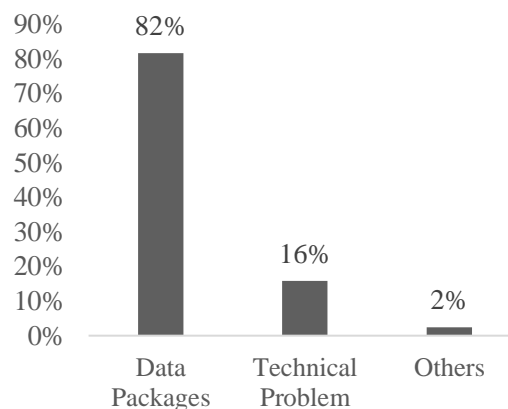

Figure 5. Major Obstacles encountered by students during online learning activities

Based on Figure 5, it can be seen that the main obstacle faced by students in online lectures is the problem of data packages or internet quotas and communication networks. Based on questionnaire data regarding data package providers used by students, 51% of respondents used data package providers from XL followed by 31% of respondents who used Telkomsel. The average internet data package usage used by 27% of respondents is mostly in the range of more than 20GB (Gigabyte).

CONCLUSION

Based on the results of research and discussion, it can be concluded that the ideal duration of learning videos according to students is learning videos with a duration of 5 to 10 minutes, students prefer learning videos that contain material descriptions rather than video tutorials, as well as the main obstacles and obstacles that students experience in online learning. are limited internet data packet quota and technical constraints such as inadequate communication network (signal). Based on the results of this study, educators (lecturers) are expected to pay attention to the duration and description of the material topics in developing instructional videos in online lectures.

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