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Unpaid Application-Based Learning Video Production with Teachers

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Abstract

Students at SMA Negeri 1 Subah, Batang Regency, Central Java, in the post-pandemic era, need auxiliary media that can be widely accessed, are timeless, and are needed to support face-to-face learning in class, such as learning videos. Auxiliary media This can developed and produced alone by the teacher without must relying on digital platforms such as YouTube. However, only a small number of teachers at SMA Negeri I Subah have been able to develop and produce learning videos. Because yes, activities This aim For accompany all the teachers subjects at SMA Negeri 1 Subah for develop and produce learning videos through systematic and comprehensive steps. This activity includes several important stages, namely: (1) recognizing and compiling learning video scripts, (2) practicing the basics of Open Broadcaster Software (OBS), (3) producing videos based on scripts, (4) modifying learning videos into interactive videos using H5P, and (5) dissemination of results. This activity ends with an assessment and evaluation of the learning videos produced at the end of the activity and the overall implementation of the activity. The results of this activity show that the number of teachers is capable develop and produce learning videos experience improvement, though Not yet significant. Learning videos produced by teachers have been fulfil terms, though Still need improved the quality. Motivation and support from schools and parties related need improved so that teachers continue enthusiastic produce quality learning video products.

Keywords: learning media ; tutorial video ; open broadcaster system

INTRODUCTION

The Covid-19 pandemic is driving changes in various fields, including education. SMA Negeri I Subah Batang Regency, Central Java Province is one of the secondary education level units which is of course affected by the Covid-19 pandemic. The learning process carried out in schools (including SMA Negeri I Subah) and higher education is experiencing a shift in mode ; from face-to-face mode (face-to-face meetings in class) to distance mode (using various widely available platforms) (Alchamdani , et al ., 2020) . Distance learning that is generally implemented is the provision of learning materials (in the form of text, images) on learning platforms to support asynchronous learning (Fabrizz , et al ., 2021) and synchronous meetings using various *video meeting/video conference applications* (Marhami , et al ., 2020) .

Since the beginning of 2022, the government has allowed face-to-face offline learning directly in the classroom for all levels of education (primary, secondary and tertiary) by implementing strict health protocols recommended by the *World Health Organization* (WHO) (<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance-publications>) . . This offline learning is not a perfect solution. Students must re-adapt to the learning environment and atmosphere that has not greeted them for at least the last two years. Meetings in class require high concentration, no longer as free as before the Covid-19 pandemic (Amir et al., 2020) . Teachers teach using masks with limited learning duration,

causing students to have difficulty listening to the material being discussed in class. Students need the teacher's "extending hand" in learning in this *post-pandemic period*. Learning media that can be accessed widely by students and is *timeless* is really needed to support face-to-face learning in the classroom in *the post-pandemic period*.

The provision of learning media must consider aspects of *trends*, *interests*, and the level of assistance that can be provided to students in learning. Learning media in the form of videos is reported to be able to help students understand difficult concepts (Ho, et al., 2021) and can be used to encourage student *engagement* regarding the concepts being studied (Liu, et al., 2022). In addition, learning media in the form of videos has been reported to be effective as a *learning aid* compared to image and text media which are *text-based* and *paper-based* (Van der Meij & Van Der Meij, 2014).

Apart from its ability to act as an aid for students in learning, video content in learning media is more popular than text content (Veerasingam, 2010). Video content in learning media is also reported to be able to motivate students to learn (Pujiani, et al., 2022). This is partly due to the humanistic side of video content which can provide emotional attachment so that it is more acceptable to students.

On the other hand, negative video content is growing rapidly on social media such as Facebook, Instagram, YouTube and TikTok (Tankovska 2021). It is very important to balance the rapid growth of negative video content with videos with positive content. The interesting thing is that the negative content in videos circulating in cyberspace is often well prepared because it brings financial benefits. Ironically, videos with positive and educational content (including videos used for the learning process in schools) are only prepared at a low level. This also happened at SMA Negeri I Subah, Batang Regency.

SMA Negeri I Subah has 55 teachers, all of whom have at least a Bachelor's qualification. Based on questionnaire data collection of 54 responses, data was obtained that 76% of teachers had been certified as professional educators. Of the 54 teachers at SMA Negeri I Subah, they are spread across 24 classes with a total of 36 students per class.

Face-to-face learning will be more effective if the teacher provides assistance to students in the form of videos with interesting content and adapted to the concepts being studied. Usually teachers simply take learning content from other *online platforms* such as YouTube as a medium to accompany students' learning. In fact, teachers can produce their own learning videos related to the concepts they want to teach students. By producing their own learning videos for students, teachers indirectly contribute to directing students in consuming videos towards positive content through the production of positive content. Teachers can use unpaid applications to develop learning videos (Sablic, et al., 2021). That way, teachers can freely and easily direct students in the independent learning process after face-to-face meetings in class as a *follow-up* to the ongoing learning process. Apart from that, developing learning videos is one aspect of professionalism that certified teachers are required to have as professional educators. However, not many (around 32%) teachers at SMA Negeri I Subah have been able to develop learning videos. Teachers believe that developing and producing learning videos is a complicated task, apart from requiring a lot of time, money and effort. Teachers feel they need assistance to develop and produce their own learning videos containing learning content as a medium to help students in the learning process. Through this community service activity, teachers are accompanied by a team of implementers who are experienced in developing learning media in the form of videos. Apart from that, the implementation team also consists of education experts who can provide input not only related to the video but also related to the concept and learning process itself.

METHOD

Activity devotion to public form assistance to develop and produce learning videos for teachers at SMA Negeri I Subah, Batang Regency This consists on three stage big that is (1) Assistance in preparing learning video scripts, (2) Assistance in training in the basics of *open broadcaster software* (OBS), and (3) Workshop on the Importance of Learning Media. Activities are carried out systematically and comprehensively. It is important to remember that the initial stage of this activity (partner needs analysis) has already taken place and is used as the basis for

implementing this community service activity.

Recognize and compose learning video scripts

This stage is the initial stage of developing and producing learning videos. Teachers are trained to prepare learning video scripts that contain the scientific concepts to be studied and the competencies that must be achieved by students. Participants are then asked to prepare a learning video script according to the scientific discipline and learning competencies to be achieved. The implementation team will provide *feedback* to participants regarding the learning video script that has been prepared. Participants can make improvements to the manuscript that has received *feedback* from the implementing team.

Know open broadcaster software (OBS)

This stage equips participants with the basics of *open broadcaster software* (OBS). That way, participants can find out which *software* can support and assist them in developing and producing learning videos. Discussion and *feedback* by the implementing team will be carried out both offline at SMA Negeri I Subah (by implementing strict health protocols) and online through various discussion platforms. Participants' knowledge and skills regarding the basics of *open broadcaster software* (OBS) were *assessed* using an electronic questionnaire based on Google forms.

Script based video production

This stage is carried out after participants can compile a learning video script and know the basics of *open broadcaster software* (OBS). Difficulties faced by participants will be responded to quickly and appropriate solutions provided.

Dissemination of Results

This stage is intended for *sharing* and *assessing* learning videos that have been developed and produced by activity participants. Constructive input, suggestions and comments from fellow participants and the implementation team can be valuable notes for the development and production of further learning videos.

Evaluation stage

The entire series of implementation of community service activities will be evaluated thoroughly and comprehensively. The evaluation in question includes the implementation of each stage of the activity (measured with a questionnaire) and the significance of the impact caused by this activity (evaluated through the results of observations and assessments of the quality of the learning scripts and videos that have been made and with a questionnaire). At this evaluation stage, the implementing team also identified new needs that needed to be carried out as follow-up activities to community service activities in the coming period.



Figure 1. Workshop atmosphere in implementing community service activities at SMA Negeri I Subah Batang.



Figure 2. Group photo of the team implementing community service activities at Semarang State University with teachers from SMA Negeri I Subah Batang as activity participants.

RESULTS AND DISCUSSION

Workshop on the Importance of Learning Media

The *workshop* was successfully carried out face to face at SMAN 1 Subah Batang. The event was attended by 22 teachers from SMA Negeri 1 Subah Batang (Figures 1 and 2). The material presented includes the importance of media in learning. In of the *workshop*, the participants were teachers with various subjects taught and background behind formal education is invited For return see more near what is the learning media? can give impact significant impact on classroom learning. Started from definitions, characteristics and types of known learning media until moment This. With So, the teacher can choose learning media best For subjects taught, with consider characteristics topic which is being discussed with students, style Study students, the desired *output* achieved and allocated time required.

The participants were very enthusiastic in follow activity *workshop* on the importance of learning media This. Many questions arise so that discussion taking place exciting and exciting Spirit. One thing is appropriate noted during discussion in this *workshop* is that the teacher has role central in learning. Teacher indeed facilitator, no dictator. However, teachers need to even must do confirmation to every concepts studied student during Study independent using learning videos available in various *digital platforms*.

Workshop on Procedures for Producing Learning Videos Using OBS

Apart from being invited For return ponder essence of learning media in help student during the teaching and learning process In progress, participants also received training in compiling scripts and producing learning videos based on the scripts that had been prepared. This stage is accompanied directly by the implementation team with qualified expertise in the field of information technology. Activity participants with various scientific backgrounds and knowledge and abilities in the field of technology were accompanied intensively. This makes it easier for activity participants to participate in the implementation of activities with good results. The obstacles faced include when activities coincide with school activities which is scheduled, so not all teachers can follow. Apart from that, some of the devices owned by teachers, in this case *laptops*, have inadequate specifications, because video production requires at least 8GB of RAM for a duration of more than 20 minutes. Meanwhile, the average *laptop* owned by teachers has 4GB RAM or lower.

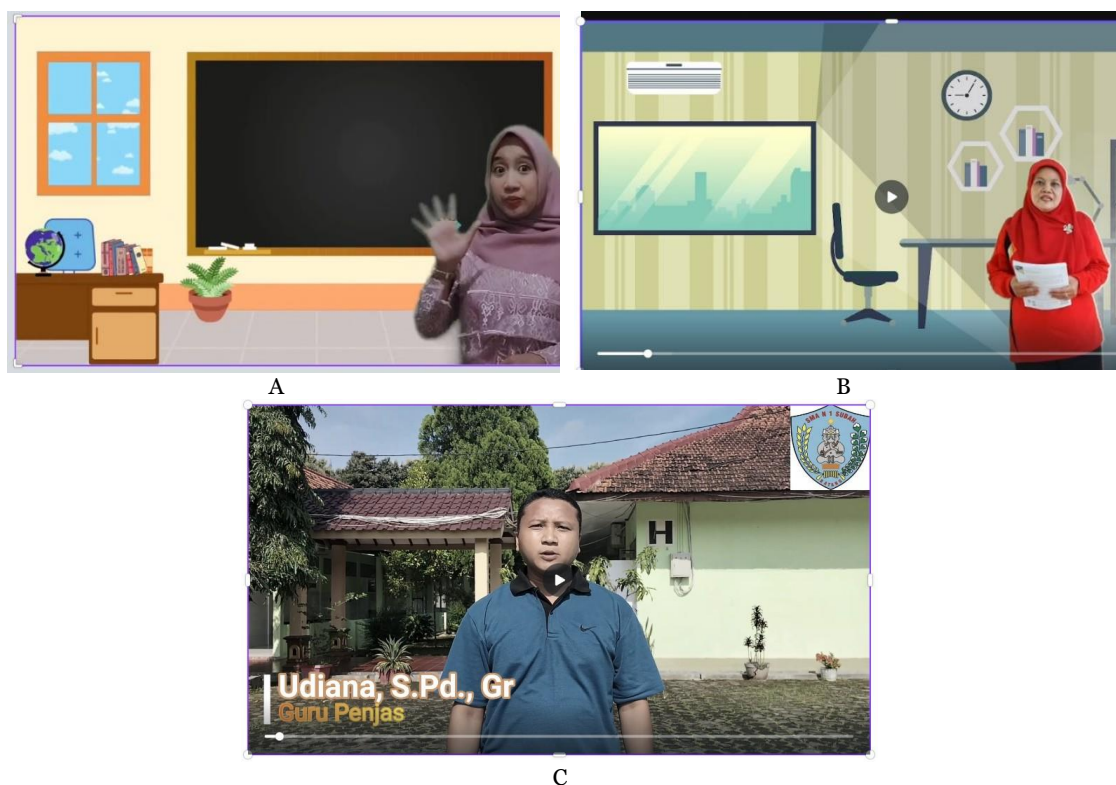


Figure 3. Screenshot of a learning video created by high school teachers Negeri I Subah Batang with the titles (A) Fun Mathematics, (B) Reading Poetry, and (C) Long Jump Technique.

The results achieved

Assistance in the production of learning videos was carried out online for two months. During the mentoring process three were produced videos made by participants in the good category (figure 3) , and one work in the poor category .

The three videos by participants (teachers) in the good category were consecutively successful detailed as follows. (1) Videos with header Fun Mathematics, the work of a group of science teachers. A 3 minute 26 second video explaining the concept of solving equations in mathematics (Figure 3A). (2) Videos with title Reading Poetry, the work of a group of Indonesian Language teachers. The 44 minute 46 second video explains and demonstrates poetry reading (Figure 3B). (3) Videos with header Long Jump Technique, a work by a group of Sports and Health teachers with a duration of 6 minutes 58 seconds, explaining the technique for jumping to get as far as possible (Figure 3C).

Apart from the three videos that have been detailed above, there is a video with category less (no is displayed in article This is because does not meet the requirements as a good learning video ; Besides its duration being too short, its contents are also not very clear at all. It can be seen that the video was made without adequate preparation.

Evaluation

Activity devotion to public This followed by just not enough from 50% of teachers (22 people) in stage I, from a target of 54 people . Teachers are busy reason main , so election time activity dissemination results activity attempted offline can attended at least by teachers who have follow stage I. However , reasons teachers are busy constraint main implementation activity . In fact , activities in stages dissemination results only followed by less than 30% of teachers.

Teachers are also busy then become teacher's obstacles in develop and produce learning videos as *output* activity This . The teacher admitted that given two months feels very fast passed . As a result , time dissemination results implemented , the teacher feels presented work not optimal.

As initial work, the three videos have met the criteria for learning videos. However, it is not yet possible to use it as a teacher's portfolio because the video is less than 30 minutes long. Further guidance is needed to improve the quality of the video so that it is suitable as a reference source in

learning as well as a teacher portfolio.

CONCLUSION

This activity has been carried out well with several things that need to be underlined, namely in terms of content, in general the teacher's video work meets the criteria as a learning video. However, better script writing is needed to support the teacher's portfolio. Assistance in the production of unpaid application-based learning videos for teachers is not optimal, because not all teachers can take part in the activities. The devices owned by teachers are less supportive in increasing natural productivity in relation to the production of learning videos.

Apart from the things above, stimuli that can stimulate teacher motivation in increasing competence, especially in the production of learning media, seem to be very necessary. Apart from that, motivation for teachers to set aside part of the certification allowance to improve the quality of the devices used in learning is also very necessary.

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