

UTILIZATION OF LEARNING VIDEOS TO SHAPE STUDENTS' INDEPENDENCE IN LEARNING

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Abstract

Learning videos are one of the media that can be used by teachers in the learning process. So far, teachers have focused more on face-to-face learning in the classroom, students who do not understand the teacher's explanation in class cannot repeat. Through video learning, students who do not understand the teacher's explanation in class are expected to be able to repeat and review lessons by learning independently from home. This study aims to describe students' responses to learning videos and students' independence in learning. Student response data was collected using a questionnaire distributed using google form. The collected data were analyzed using descriptive statistical data analysis. The results showed that students had a good response to learning videos and students could study independently.

Keywords: video, learning, independent

1 INTRODUCTION

Media is a tool to convey messages from teachers to students. This tool can be in the form of media that utilizes simple technology to technological media that utilize computers in its manufacture. Media that teachers use in learning can be in the form of media that are deliberately designed for learning and media that are used for learning. Media designed for learning is deliberately designed beforehand by the teacher, such as slides, CD rooms, learning videos, and so forth. The media used in learning previously existed; the teacher just needs to use it in learning. For example, ATM for accounting lessons, vehicles for vocational school children's learning, animals for biology lessons, and so on.

Learning videos are media that are deliberately designed for learning. A good learning video is a video that is designed according to the learning objectives written in the Learning Implementation Plan. Video learning is a type of audio-visual media. In learning videos, students can use the senses of hearing and sight (Hadi, 2017). Research results related to learning videos have proven effective when used as media in learning (Yunita & Wijayanti, 2017). In his research, it showed that there were significant differences between students who were taught using learning videos and those who did not use learning videos.

Learning activities using learning videos will provide a pleasant learning atmosphere for students, learning videos can display objects that cannot be presented in class, and learning videos can facilitate different characteristics of students.

Video learning is very interesting to use in learning because the video contains several media such as text, images, sound, and graphics. Many computer programs can be used to create learning videos, for example, Microsoft PowerPoint, Kinemaster, Explee, Filmora, Powtoon, etc. At present, technological developments are increasingly sophisticated and rapid, so learning video media is easy to utilize. Teachers who want to utilize learning video media in their learning can look for tutorials via YouTube about video-making programs or applications.

The same research results were carried out by those conducted by (Priani et al., 2019) al., 2019) & (Supryadi et al., 2013), which have proven that using learning videos can improve student learning outcomes. Thus learning videos are very suitable to be applied in learning both at the elementary school level to the secondary level.

Through video learning media, students will no longer experience difficulties approaching exams, starting from daily exams, midterm exams, and final semester exams. In general, students study more actively when they want to face exams. This is because the exam can determine whether or not students pass. For students whose parents have middle to upper economic ability, they will not experience problems, and they can enter their children through private tutoring, both online and private tutoring, which are within reach of home. However, parents with middle to lower incomes or those who do not have time to take their children to private tutoring places will find it difficult to study.

Students do various ways at the time before the exam. Some study independently by searching for material that has been studied via YouTube and the internet; there are also those who study in groups with their friends. This indicates that students' enthusiasm to achieve their competence needs to be appreciated.

Teachers can use learning videos as alternative media to solve students' problems when facing exams. Suppose the teacher uses learning videos designed according to the principles of media preparation. In that case, students will no longer be confused and without the need to pay for private lessons.

Another benefit of using learning videos is that they can improve teacher skills in making instructional media. In addition, learning videos can train students' independence in learning. Students can study independently from home; when there is a material that needs to be understood, students can ask the teacher. So, the teacher can ask students what they have yet to understand while learning through learning videos. Learning videos teachers have designed should be

uploaded to the YouTube Channel so that students can access learning materials without limitations of place and time.

This study aims to describe students' responses when learning to use video learning media and to describe students' independence when learning to use videos. This research aims to analyze whether students learn well when studying independently without teacher supervision.

2 METHODOLOGY

This research was conducted in a private school in Surakarta City. The subjects of this research were students of Class XI. This study uses combination research. Combination research is research that combines quantitative research and qualitative research (Sugiyono, 2015). Learning videos that have been designed are then uploaded on the YouTube channel. The YouTube channel used is <https://www.youtube.com/@srimulyanibiology>. Students are asked to watch learning videos that have been uploaded, and after watching the learning videos, are asked to take formative tests and fill out a questionnaire in the form of a Google form. The questionnaire aims to find students' responses to learning videos. The questionnaires distributed contained questions with alternative answers using a Likert scale. Instruments used to measure independence include honesty, responsibility, and discipline.

3 FINDINGS AND DISCUSSION

3.1 Finding Research

This study aims to describe students' responses to learn videos and to measure students' independence when learning to use learning videos. Students are asked to learn through learning videos on the subject matter of the circulation system. The learning video link can be seen on the page https://www.youtube.com/watch?v=2RKky_4CXAs&t=452s.

3.1.1 Student Response

Aspects assessed to determine students' responses to learning videos include 1) sound clarity, 2) image clarity, 3) text clarity, 4) student responses and 5) learning video assistance.

The first aspect concerns the clarity of the sound in the learning video. Sound is very important. If the sound in the learning video cannot be heard clearly, the contents of the learning material delivered cannot be fully understood by students. Figure 1 below is the result of students' responses to sound clarity.

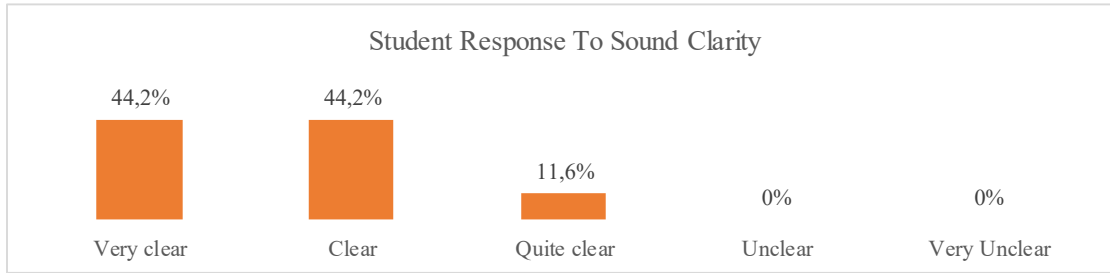


Figure 1. Voice clarity

The clarity of sound in Figure 1 can be described from 43 respondents stating that 44.2% of students stated that the sound in the learning videos could be heard very clearly. 44.2% of respondents stated that the sounds contained in the learning videos could be heard clearly, and 11.6 % of respondents stated that the sound contained in the learning videos could be heard quite clearly. It can be concluded that the clarity of the sound in the learning video can be heard properly.

In the second aspect, students were asked about the clarity of the picture. The image's clarity in question is visible and in accordance with the material presented. Figure 2 below is the student's response to the clarity of the images used in the learning video

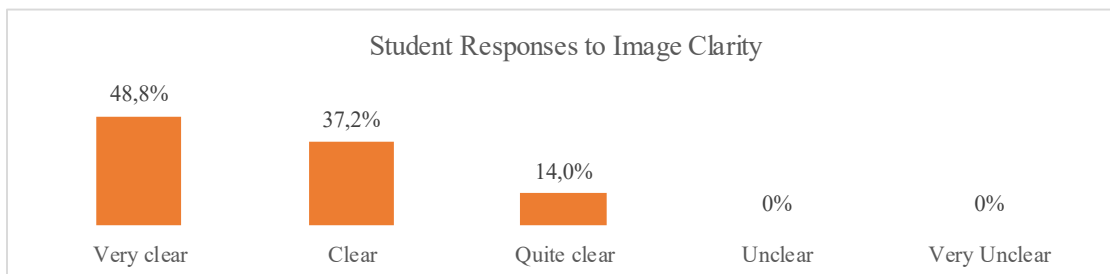


Figure 2. Image clarity

43 respondents can describe the clarity of the images in Figure 2 48.8% said the images in the learning video could be seen clearly, 37.2% of respondents said the images could be seen clearly, 14% of respondents said the images could be seen quite clearly. Respondents answered that the picture could not be seen clearly. Thus, the quality of the images contained in the learning videos can be seen properly.

In the third aspect, students were asked about the text in the learning video. This text is important, and clear text will help clarify the information conveyed. Student responses to the clarity of the text used can be seen in Figure 3.

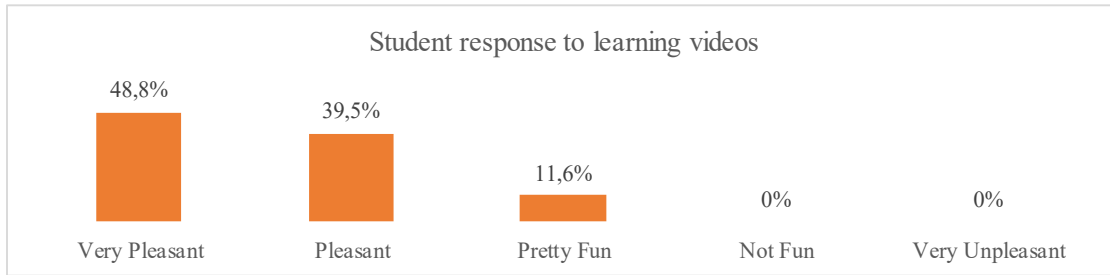


Figure 3. Text clarity

The clarity of the text in the learning videos shows that out of 43 respondents, 48.8% said the text contained in the learning videos could be seen very clearly, 39.5% said the text in the learning videos could be seen clearly, 11.6% of respondents. The clarity of the text in the learning videos based on the students' responses can be concluded that the text in the learning videos can be seen clearly.

The fourth aspect concerns the respondents' responses when learning through learning videos uploaded to the YouTube channel. Figure 4 below is the result of students' responses when learning through learning videos.

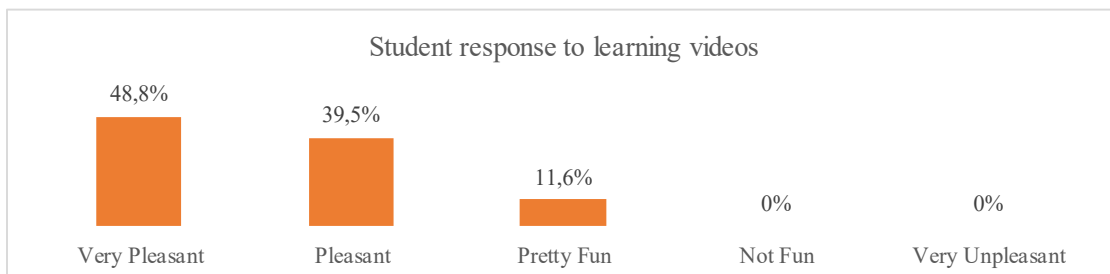


Figure 4. Student responses

The responses of students when learning to use learning videos in Figure 4 can be described by 14% of respondents saying they were very happy when learning to use learning videos. While 44.2% of respondents said learning to use learning videos was fun, and 41.9% of respondents said they were quite happy learning to use tutorial videos. None of the respondents stated that they were unhappy; thus, the students' responses when learning to use learning videos were good.

The fifth aspect asked of students was related to the assistance of learning videos in understanding biology learning material. 43 respondents can describe the assistance of learning videos 37.2% said learning using learning videos could help them understand lessons. While 37.2% of respondents said learning through learning videos could help understand learning material, and

25.6% said learning through learning videos was sufficient to help understand the learning material delivered by the teacher.

Overall, learning to use learning videos can help students understand learning material. The results of student responses with the help of video media are shown in Figure 5 below.

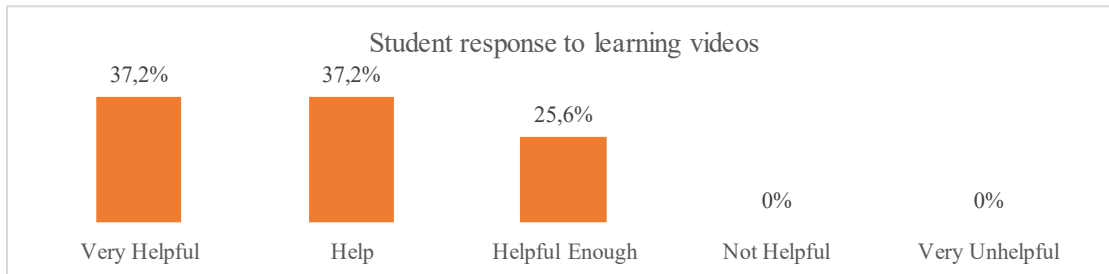


Figure 5. The use of video media

3.1.2 Independence Aspect

This study's student independence indicators include 1) honesty, 2) responsibility, and 3) discipline.

Aspect of Honesty

The honesty assessed in this study is about students' honesty in watching learning videos. The aspect of honesty that is assessed is how honest students watch the learning videos that have been shared before. Two aspects are measured to determine the honesty of students. First, students are asked to assess according to what they do. Second, students are asked to respond according to what they think. The results of student's answers can be seen in Table 1 below

Table 1. Aspects of Honesty

The First Answer	The Second Answer
1.2% of students stated that they had watched the video from beginning to end	60.5% of students stated that they strongly agreed that videos watched from start to finish would help understand learning material
37.2% of students stated that they had watched the video, only some parts that I had not watched	39.5% of students agreed that watching videos from start to finish would help them understand the learning materia
11.6% of students stated that they watched only 50%	

The honesty aspect was assessed in the first question asked to students, namely "have you watched the learning video from start to finish?". The second question "do you agree if the learning material

contained in the learning video is watched from beginning to end more understandable"?. The answers from the students listed in Table 1 can be described as the majority of students agreeing that learning material should be watched from beginning to end so that the content of the learning videos can be understood. This can be seen in 51.2% of students, increasing to 60.5% and 37.2% of students, increasing to 39.5%. However, there is a difference that what students do is not the same as what they think because 11.6% of students have not watched the learning video from start to finish but agree that the content of the learning video will be understood if watched from start to finish.

The second aspect assessed is related to student independence, namely responsibility. The question posed to students was "do you record the contents of the learning material presented in the learning videos?". While the second question, "do you agree, students who record learning material both in class and outside the classroom will help you understand the lesson well?". Answers from students can be seen in Table 2 below

Table 2. Aspects of Responsibility

The First Answer	The Second Answer
44.2% of students stated that they had recorded all the material contained in the video	69.8% of students stated that they strongly agreed that if the subject matter was recorded properly they would understand the content of the subject matter
32.6% of students stated that they had recorded the material contained in the video	27.9% of students agreed that if the subject matter was recorded properly they would understand the content of the subject matter
18.6% of students noted some of the material contained in the video	2.3% of students stated that they did not agree that by noting the material they would understand the subject matter
4.7% of students have not recorded the material contained in the video	

The aspect of responsibility shown in Table 2 is the same as the previous aspect of honesty, where students agree that taking notes on the subject matter will help them understand the lesson's content. However, what students do is lower than what students think. Students agree that well-recorded material will help them understand the lesson's content. However, not all students do what they think.

The third aspect related to student independence is the seriousness of students participating in learning through learning videos. The results of student responses to the seriousness of learning through learning videos can be seen in Table 3 below

Table 3. Seriousness Aspect

The First Answer	The Second Answer
46.5% of students stated that they really paid attention to learning through learning videos such as studying in the classroom	69.8% of students strongly agree that good students are students who keep learning even without teacher supervision
30.2% of students stated that they really pay attention to learning through learning videos such as studying in the classroom	37.2% of students agreed that good students are students who continue to study even without teacher supervision
18.6% stated that they really pay attention to learning through learning videos such as studying in the classroom	7% of students stated that they quite agreed that good students were students who continued to study even without teacher supervision
4.7% of students have not recorded the material contained in the video	2.3% of students stated that they did not agree that good students were students who continued to study even without teacher supervision

Student answers from the honesty aspect in Table 3 show that students have learned through learning videos even without teacher supervision. The students' answers show this as 46.5% said they were very concerned, and 30.2% said they paid attention to learning videos like they were studying in class. In the second question relating to aspects that students think about, the percentage has increased, namely as many as 69.8% of students strongly agree that good students are students who study even without the presence of a teacher. 37.2% of students agreed that students need to learn even without the help of a teacher. This shows that students have independence in learning.

3.2 Discussion

Learning video media in the current era is necessary because most students already have tools to watch videos, such as computers and cell phones. Instructional videos that have been designed can be uploaded on the YouTube page so that students can see the learning video products that the teacher has developed.

Making learning videos must certainly pay attention to the principles of learning. In general, learning consists of preliminary activities, core activities, and closing activities. Teachers who want to use video media in learning should have a video containing three learning components.

In addition, making learning videos also need to pay attention to the principles of developing learning media. Learning video media contains sound, text, images, and graphic elements. The elements need to ask for an assessment from experts and practitioners and then need to be tested on students in small groups. This aims to produce quality learning videos. Quality learning videos are videos whose contents are easily understood by students and are precise from the elements of the media used.

(Hafizah, 2020) His research stated that learning videos could improve learning outcomes and encourage students to participate actively in learning. The same opinion was expressed by (Azis et al., 2018) in their research, which stated that learning videos positively influenced learning outcomes. If a school or teacher wants to improve learning outcomes, learning videos can be used as alternative media to overcome the problem of low learning outcomes.

The results in this study strengthen the results of previous research, where most students stated that they really enjoyed learning using learning videos. If students enjoy participating in learning, it will certainly impact student learning outcomes. Besides improving learning outcomes, learning videos can also improve students' critical thinking skills (Harling, 2021).

The learning videos used in this study received positive responses from students. They start from voice clarity, image clarity, text clarity, and media assistance in supporting student learning activities. This shows that the developed learning videos have fulfilled the principles of preparing instructional media.

Independence in learning is needed because students who can learn independently will more easily succeed than students who only depend on the teacher. One way for students to learn independently is through the use of media in learning. According to (Suardana, 2012) his research, students who can learn independently have increased their learning activities and outcomes.

In research using learning videos aims to describe student independence in learning. The results prove that students have honesty, responsibility, and seriousness in learning. Thus, the use of learning videos can increase student independence in learning.

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4 CONCLUSION

Based on the results of the research and discussion that have been presented, it can be concluded that 1) students have a good response when learning to use learning videos. Most of them stated that they were happy when learning using learning videos, and 2) students could study independently even without teacher supervision. Most have independent characters, such as being honest, responsible, and earnest in learning.

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