INTERNATIONAL JOURNA L OF EDUCATION, INFORMATION TECHNOLOGY AND OTHERS (IJEIT)
https://jurnal.unibrah.ac.id/index.php/IJEIT
Vol. 2, No.2, December 2019

TRAINING IN MAKING LEARNING VIDEOS FOR TEACHERS IN CLINCING DISTRICT, NORTH JAKARTA

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Article Info
Article History:
Received: November 25, 2019
Revised: November 28, 2019
Published: December 1, 2019
e-ISSN: 2623-2324
p-ISSN: 2654-2528
DOI: 10.5281/zenodo.3558890

Abstract:

Purpose of this research is training in making video learning that can be used by teachers in the learning process. The targets in this study were all teachers in junior high schools in Clincing sub-district, North Jakarta. Considering this training is in the form of making learning videos, the research method used is research and development (R&D). The teachers in Clincing sub-district, North Jakarta were very enthusiastic in participating in this training. They are very grateful because with this training they can make learning videos that are used in the learning process

Keyword: Training, videos, learning

INTRODUCTION

World of education is currently growing, various kinds of renewals are carried out in order to improve the quality and quantity of education. To improve the quality of education, various breakthroughs are needed both in curriculum development, learning innovation, and fulfillment of educational facilities and infrastructure. To improve the learning process, the teacher is required to make learning more innovative which encourages students to learn optimally both in independent learning and in classroom learning.

Conventional learning methods applied by teachers in the teaching and learning process are not able to attract the attention of students, with this method the teacher tends not to involve students to be active in learning. The assistive media used by the teacher during learning are only limited to text books or power points and are not able to attract students' attention. As for productive learning itself, media that are feasible and fulfilling to be able to deliver material are those that contain elements of motion so that the cooking process can be considered properly. Lack of motivation and attention of students as well as low learning achievement shows that there are obstacles in the learning process that cause disruption of information that should be received by students.

Learning video media are media or teaching aids that contain learning messages. Video as an audio visual media and has an element of motion will be able to attract the attention and motivation of

students in carrying out learning activities. According to the Big Indonesian Dictionary (1995: 1119) interpret video with: 1) the part that emits images on television sets; 2) recorded live images to be shown on television sets. Video can summarize many events in a long time become shorter and clearer with images and sounds that can be repeated in the process of use. Video has the advantage of being able to help understand learning messages more meaningfully without being bound by other teaching materials. With the elements of motion and animation possessed by the video, the video is able to attract the attention of students longer when compared to other learning media. But in a learning media there will certainly be a shortage of these media. In the process of making the video requires a lot of cost and time, the supporting material of the video requires projection tools to be able to display the images in it, and in taking pictures that are incorrect can cause the viewer doubts the interpretation of the images seen.

Based on the background above, we will provide solutions to bridge the above problems by conducting community service activities as follows:

1. Making the development of instructional video media that is feasible to be applied as a learning medium (functioning properly) as a learning resource.
2. Knowing the feasibility of instructional video media is feasible to be applied as a learning medium (functioning as it should be) as a source of learning

This learning video making training is expected to be useful both theoretically and practically:

1. Theoretically

   this research is expected to be useful and can facilitate students in absorbing lessons and contribute to the development of science, especially regarding the use of media.
2. Practically

   Increases student motivation to be more active in learning because of the convenience gained in learning the material.
3. As a teaching aid in PKM in Clincing sub-district.
4. Stimulating teacher creativity in developing learning multimedia.

Advantages of Video Media

advantages of using video media according to Daryanto (2010: 90) include: the size of the video display is very flexible and can be arranged as needed, video is a non-printed teaching material that is rich in information and is straightforward because it can reach students directly, and the video adds a new dimension to learning.

METHODS

This research was conducted at PKM Clincing District, North Jakarta, located at Jl. Jl. Cilincing Bakti IX, North Jakarta. The implementation of this service is conducted in June 2019 - August 2019. This research is a type of research and development known as Research and Development (R&D). Understanding research and development focused on the process, research does not produce objects, while development produces objects that can be seen and touched. Development is an engineering process of a series of elements arranged together to form a product (Ranberg, 1974).

Research and Development Methods are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2009: 407). According to Puslitjaknov (2008) the development model is the basis for developing products to be produced. Development models can be in the form of procedural models, conceptual models, and theoretical models. In this research, the procedural model is used because it is considered suitable with the development objectives to be achieved, namely to produce a product and test the feasibility of the products produced, in order to achieve these objectives must go through certain steps that must be followed to produce certain products. A preosedural model is a descriptive model, showing the steps that must be followed to produce a product. In this research development will produce a learning video media product.

This training makes learning videos using a development model according to Alessi & Trollip. Stephen M. Alessi & Stanley R. Trollip (2001) with the steps taken, namely:

1. Planning (planning)
   a. Determine the needs and goals, needs and objectives include what will be known or can be done by students after completing learning.

b. Gather sources, intended sources such as textbooks, reference books, original source materials, films and knowledge from other people in the field who support the making of the program.
c. Generating ideas, this stage is brainstorming to produce creative ideas in development.

2. Design (goal)
   a. Making flowcharts, making flowcharts to facilitate the running of programs, especially the operation of the computer.
   b. Make a storyboard in writing, this stage includes planning (drafting), writing and revising the storyboard along with the display, animation, graphics, and music, then validating it.
   c. Preparing the script, this stage includes narrative planning, instruments, animation on the video.

3. Development (development)
   a. Producing video and audio, in this stage making display, animation, graphics, music, narration, and instruments that can support development.
   b. Programming material, this stage is the stage of combining all material that is developed including the application program to be used.
   c. Prepare supporting components.
   d. Evaluate and review (testing and validation).

RESULTS AND DISCUSSION

Environmental Scanning (ES)

Study Program of the Postgraduate Educational Technology Program at UNJ helped make a decision in knowing the potential changes that occurred in the Clincing District of North Jakarta, so that the types of knowledge and skills needed by PKM teachers in the Clincing District of North Jakarta. Through environmental scanning, strategic investigations that are useful in the selection of strategic decisions in community service have an impact on changes in teachers, help predict, and bring hope to good change in decision making.

Sharing Session (SS)

This activity includes sharing sessions in the form of reviews and presentations of Lecturers and Students of the Postgraduate Doctoral Program in UNJ in accordance with the topics set for each discussion. This community service sharing session was held on August 31, 2019 at the Kali Baru Kelurahan Office in Clincing District, North Jakarta, attended by 20 participants. For a full day from 9:00 to 16:00 WIB. Before the start of the mentoring activities Developing a learning video, this community service activity was opened by the TP Doctor's Study Program Coordinator Dr. Robinson Situmorang, M.Pd.

Long before the service activity was carried out, the service team had carefully planned this activity plan so that the activity could run smoothly and be successful. This was done so that what was expected or the purpose of this community service activity could be achieved. The planning plan begins by conducting a study based on a needs analysis.

After the service activity was opened, as an initial stage the mentoring participants were given a pre-test problem to find out the initial abilities of each participant.

During the implementation of the assistance, what had been planned beforehand went well. All materials have been delivered by each member of the dedication team. Each material is delivered using the demonstration method, question and answer, discussion and practice. Assistance participants seemed very active in the activity. All material presented attracted the attention of the mentoring participants. This can be seen from the many questions asked by participants to the material presenters. In addition to evaluating the results of assistance, the success of this activity can also be assessed from the process that occurs during the assistance activities. The results of the assessment of the mentoring participants obtained information as follows.

Attention of participants is very well marked by seriousness when participating in the development of instructional video development and visible from the activeness of participants during the question and answer.

Generally the participants showed a great desire to make a learning video, as seen from the many frequently asked questions related to the making of a learning video.

Generally the participants could make a learning video quite well but still needed guidance. After all the accompanying material is delivered, before the service activity is closed the participants are given an average rating of the learning vedio products they have developed with the following details:

Table 4.2 Average appraisal of the Product

No	Acquisition of Final product (%)	Initial Product	Initial Product Presentation (%)	Final Product	Final Product Presentation Interpretation of Success
1	80-100	3	10	16	20 VeryGood
	70-79	1	3	11	37 Good
2	60-69	21	70	8	27 Fair
3	<59	5	17	5	17 Less
Amount			100		

After working on the Product, the mentoring participant Post test questions were given, to measure the extent of the participant's understanding of the material that had been delivered. Following is the recapitulation of the post test results.

To see the effectiveness of the mentoring activities, the average pre-test and post-test were calculated. To calculate the average rise, researchers using the following formula:
(The final value-initial value) / (initial value) X 100%

Table 4.4 average pre-test and post-test

stage	Overall Value
Pre Test	43.08
Post Test	58.98
Improvement	37.2%

Based on the pre-test results obtained an average of 43.08 and an average score of post-test results of 58.98. An average increase of 37.2%. These results state that the understanding of the participants increased after attending the Mentoring Workshop.

Zielobjective Oriented Project Planning (ZOPP)

After the mentoring activity development of the learning video is delivered, several participatory planning can be formulated which aims to develop a follow-up program design after the community service activities are completed. So that through the ZOPP method it is hoped that cooperation between the two parties will be more smooth and productive in various aspects of scientific development between the doctoral program of TP Pascarasjana UNJ and PKM teachers in Clincing District, North Jakarta. Some follow-up plans include:

Assistance activities for developing similar learning videos can always be organized regularly and continuously for teaching staff on other material.

The UNJ campus and the North Jakarta Education Office established an ongoing collaboration to jointly develop a learning video

Assessment

Assessment for participants during the mentoring process of developing the learning video took place showing that the enthusiasm of the mentoring participants was very good. From direct conversations with several participants it was found that most participants had long wanted to make their own learning

videos. Previously they only got the learning videos that were already available, so once the video development assistance was held, they were very interested.

Analysis of Acquisition Value Assistance for Development of CTL RPP

Regarding product evaluation The learning video conducted obtained results as presented in the table above the initial product value acquisition listed in the table shows unsatisfactory results. The mentoring participants considered their ability in making learning videos with lack of interpretation were very large, 5 people (17%). Of course this result is very alarming and needs to get the attention of the devotion team. These results indicate that the initial ability of the mentoring participants was very weak. Therefore the mentoring activities carried out are appropriate to improve the ability of participants in making learning videos.

Assistance participants with the initial ability to make interpretation learning videos very well were only 3 people (10%) while participants who had good initial abilities were 1 person (3%) and participants with sufficient abilities were 11 people (70%) of the total number of participants 20 people . Thus, the participants whose initial ability in developing learning videos were good enough or only amounted to 1 person or around 3% of the total number of participants.

The results of the final product assessment shown in table 4.1 above show that there were 5 participants who were deemed unable to make learning videos with interpretations or around 17%. This shows that there is a decrease compared to the results of the initial product which was 17%. Participants with good interpretation also increased to 6 people (20%). Pserta with good interpretation increased to 11 people (37%). In addition, participants whose interpretation was sufficient in preparing the final product also experienced an increase in the final product yield of 8 people (27%).

From this table it can be seen that the ability of the mentoring participants with good, good, and quite good interpretations has increased the final product yield compared to the initial product results developed. Meanwhile, the interpretation is not good decreased in the final product results when compared with the results of the initial product developed.

Supporting and Inhibiting Factors

success of these service activities is inseparable from various factors that are supportive. Supporting factors for the implementation of this development assistance include the following:

a. Participants' willingness to make learning videos Good
b. cooperation between the service team and PKM teachers in Clincing District, North Jakarta
c. The available time is sufficient for the ongoing development of instructional video development
d. that is responsive to the course assistance in the development oflearning videos
e. environmentaland physical conditions that meet and the existence of a shared commitment that is maintained.

Meanwhile, the limiting factor in this activity is the short amount of time spent in assisting the development of learning videos. However, this did not reduce the asking of teachers to participate in this development assistance activity. To be more ideally this activity, it would take more time so that participants and resource persons could revise it well even though the mentoring activity development of learning videos had been completed.

CONCLUSION

Conclusions obtained from community service activities for PKM Teachers are as follows:

The mentoring activity development of this learning video is felt to be very beneficial for teachers who are carried out in the Clincing Kelurahan building in addition to providing new experience and knowledge for them as well as increasing the ability to develop learning videos well and can improve the quality of the learning process.

The assistance activities of the development of the learning video succeeded in increasing the ability of the teacher in developing the learning video, seen by an increase in product results before and after the mentoring of the development of the learning video took place.

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