

Application of Multimodal Presentation on Reports Of Observations With Vlog: Case Study of Class X SMKN 4 Malang

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Abstract. Abstract The Merdeka Curriculum purpose is to catch up with Indonesia's education globally. One of the efforts is in the form of language learning by conducting multimodal presentations. The case study was conducted on students of class X Mechatronics Engineering A, SMK Negeri 4 Malang. The implementation of multimodal presentations is carried out by students in text lessons on observation reports after the Covid-19 pandemic and is carried out using vlog in groups. Data collection techniques using observation and interview. This research method was carried out with qualitative descriptive research. The research tool is in the form of an evaluation case study research theory. The results showed that the difficulty in presenting creative ideas was more influenced by internal factors, namely students' difficulties in expressing their feelings. With vlog, students find learning more enjoyable because they can visualize the text of the observation report and increase self-confidence in their social environment.

Keywords: multimodal presentation , curriculum independence , report results observation , study case evaluation

1 Introduction

The independent curriculum is a government program as an effort to restore learning and education in Indonesia. Nadiem Anwar Makarim as Minister of Education, Culture, Research and Technology (Mendikbudristek) at the launch of the online independence curriculum said that one of the goals of the independent curriculum was to catch up with Indonesia's education globally. The effects of the Covid-19 pandemic have also become the focus of the government to create programs that support learning loss recovery . In line with this in a press release from the Ministry of Education and Culture on February 11, 2022, the independent curriculum is much more concise, simple, and flexible in developing the uniqueness of each child to the fullest [1].

Intracurricular activities are part of the independent curriculum which contains theoretical learning. Indonesian language is one of the compulsory intracurricular learning in schools. So that in practice students are expected to be able to master language skills. There are four components in language skills, namely listening, speaking, reading, and writing [2]. In implementing an independent curriculum, teachers are expected to be able to play a role in matching changes. So that to be able to fulfill the four components of language skills in the independent curriculum, teachers need to prepare good and appropriate Indonesian language learning strategies and media.

One of the vocational schools that has implemented an independent curriculum in East Java is SMKN 4 Malang. The independent curriculum has been implemented at the 10th grade level or in terms of the independent curriculum referred to as phase E. [3] write that learning Indonesian in the tenth grade includes all activities to facilitate students in communicating and understanding spoken and written language. The learning outcomes of phase E consist of listening, reading and viewing, speaking and presenting, and writing activities.

One of the learning outcomes of phase E of the observational report text material, namely speaking and presenting, expects students to be able to process and present ideas creatively. The desired learning objective is to present a report on the results of multimodal observations. Multimodal itself can be interpreted as the concept of understanding language using a variety of media. Spoken and written texts are involved in communication modes that affect multimodal communication [4].

In communication there is three element important, namely verbal, sound or voice (language verbal) or graph (written language), and visuals [5]. Statement the in tune with multimodal which understand draft language could combine element text, audio, and visuals. Based on In the program, independent curriculum learning takes place with the help of learning media in the form of audio, visual, and audiovisual. The media serves as a support in achieving learning objectives.

The case study was conducted on class X Mechatronic Engineering (TM) A, SMKN 4 Malang. The difficulties that arise in the achievement of learning to speak and present are problems in processing and presenting ideas creatively. In learning Indonesian, the material for the text of the observation report, the learning objective of presenting the report on the results of multimodal observations is applied using vlog media (video blog). The use of vlog media creates interesting learning, add interest and interest students, and improve perception student to learned material. In achievements learning speaking and presenting, students serve idea by creative vlog form [6].

2 Method

The type of research used is qualitative research with a case study approach. The researcher chose the following research method to study and describe the narrative intensively about what happened to the use of vlogs as a medium to creatively present ideas on the text of the observation report in a multimodal presentation. Case studies reveal much about processes and outcomes in particular places and the ways in which things are interrelated [7]. The subjects of this study were students of class X TM-A, SMKN 4 Malang, totaling 33 people. Purposive technique sampling is used in sampling. Determination of the sample is based on

various considerations in line with the objectives and needs of the research. The sample was chosen because at that time it was taking the achievement of learning to speak and presenting the text material of the observation report.

Obtaining research data in the form of planning, constraints, and evaluation of the application of multimodal presentations on the observation report with vlog. The research data collection techniques used were observation, interviews, and documentation techniques. The researcher used data analysis techniques using the Miles and Huberman model with the stages of data reduction, data presentation, and data conclusion [8].

3 Results and Discussion

3.1 Planning for Implementation of Multimodal Presentations on Observation Results Reports with Vlog

Multimodal presentation can be classified into an information processing learning model. Mirdad (2020) explains that the learning model of information processing is how individuals provide responses that come from their environment. The way to respond is in the form of organizing data, formulating problems, building concepts and solving plans problem as well as use verbal and non-verbal symbols. Theory this coined by Robert M. Gagne (1985) in Mirdad (2022) mentioned that the assumption is acceptance process takes place processed information (input) so that produce results learn (output). In the process of producing results study there is interaction Among internal state (state) individuals, cognitive processes and conditions external (stimulus) from environment. There are eight phase in the learning process, there are motivation , understanding, acquisition, retention, memory return, generalization, treatment, and feedback back [9].

In phase beginning that is motivation, teacher start learning with give encouragement to students for to do something action with destination certain. In phase this teacher gives motivation intrinsic as well as extrinsic. Motivation this given to activities beginning learning in the form of apperception or lighters and gifts information about materials, objectives, and activities that will studied in achievements learning talk and listen theory text report results observation. After student accept information, then the teacher will explain about steps activities that will conducted for present report results multimodal observation with vlog. Giving information this conducted for prevent student experience deviation during learning take place. Motivation in phase early to give review return from understanding information activity before. In this process the teacher reviews return about activity student in write text report results observation.

Phase understanding, every student entitled for accept and understand information obtained from learning. Understanding this obtained with activity notice by carefully. For capable present report results multimodal observation with vlog, there are series understanding about text report results observation that alone. Before, it's important for teachers to give

information about structure and language, accuracy information, and systematics report results observation. So that students capable understand information with ok, teacher can using supportive learning strategies and media. Learning strategy with shape group study as well as to do observation object by direct could stimulate student in face problem understanding information.

Besides understanding information in activity intracurricular, curriculum independence also organizes project strengthening profile Pancasila students. Profile Pancasila students who need achieved in represent report results multimodal observation with vlog that is independent, reasoning critical, creative, and cooperative. Profile independent expect student for have initiative in develop himself. Reason critical means student capable consider based on aspects and data for solve problem. Creative expect students to be able produce original and flexible ideas, works and actions think in look for alternative solution. Last, profile mutual cooperation which means student capable to do collaboration, have concern height, and share with fellow. According to this situation, the teacher needs prepare learning strategies and media by ripe.

Next there is phase acquisition and phase detention. Phase acquisition is activity where every student give meaning or perception to all information received so that storage process takes place in memory students. Whereas phase detention is activity in withhold information or results learn to get used for period long. This thing is a process of remembering in period long. Based on definition the could concluded that phase acquisition and detention each other need one with the others. Assessment is series activities carried out for evaluate development students. Student give meaning or perception to information received with evaluate understanding student to material that has been taught. Evaluation useful for knowing results study student so that could used in period long.

During the presentation process report results multimodal observation with vlog in it there is activities that are not miss of the discussion process. Stimulus in the form of question in discussion will presenting phase memory back. Student could secrete return information that has been saved. Power remember information owned every student of course different. Up to phase this could help each student for each other complete deficiency that and expected student could build work same in group. Then phase generalization which is use results learning for necessity certain. Necessities certain this can so in the form of problem or difficulties faced good in the form of internal and external. Usage results study beneficial for student in solve and search solution on problem that.

Treatment is phase embodiment change from behavior student as results learning. As has been explained that the curriculum program independent no only focus on payload eye lesson course. However, curriculum independence also prepares student for have and apply profile Pancasila students so that have competence for compete globally. Presenting report results multimodal observation with vlog being one activity contextual and relevant projects with achievements purpose. Because it has been capable pass phase others, students then get phase bait come back where student get feedback from behavior that has did. Student given opportunity for ask and answer based on the experience during the learning process.

3.2 Constraints in the Implementation of Multimodal Presentations in Observation Reports with Vlog

Recovery learning with curriculum independent focuses on essential materials and development competence students in each phase. Deep, meaningful, and fun learning Becomes superiority curriculum independent. Well students, teachers and schools have independence for choose appropriate learning. Learning is created and running with relevant and interactive. With advantages, problems still appears often due to the transition process from curriculum before. The problems and difficulties that focus main study this is difficulty student in serve idea by creative. See from case before, generally presentation idea in text report results observation only shaped text narrative. The strategies and learning media used are still very conventional. Teacher only based on the book lessons and old ways.

In serve idea by creative problems with students could influenced by internal and external factors. Based on interview data from each group, researchers get information about problems that are influenced by internal factors. The difficulties of each student experience finally impact on the group study them. Problem from internal factors are difficulty student in disclose her feelings . Problem this finally have two side, there is groups in the process of discussion student reluctant convey opinion and there group whose students keep going argue. This thing can just caused because previous covid-19 pandemic student study online and less to do interaction .

Difficulty student in disclose feelings also affect understanding student to learning. One of them related with assessment, the teacher has give instructions about activity must learn done. However, sometimes there is a number of students who haven't understand reluctant for ask to perceived instructions not enough clear. Not seldom students are also lazy to read instructions written, so result in miscommunication. Besides that problem This also has an impact on students in arrange text report results observation.

Factor external based on observation researcher are strategies and learning media used by teachers. From acquisition research information meet in the field, there are teachers who have difficulty in using digital learning media. So that the learning strategy used still based on the book course and way conventional other. Factor this hinder student in serve idea by creative, especially on text report results observation.

Report text results observation is revealing text fact and character objective. For capable present and present report results observation that, moreover before student must capable write text report results observation. Strategies that can support learning student that's one of them is observation object by straight away. On achievement learning write text report results observation student apply observation strategy object by directly in the environment school. Theme text report results written observations class X TM-A is introduction environment school.

Besides that use of selected vlog media because support from definition multimodal presentation. Multimodal use for support student with give opportunity for they demonstrate knowledge and understanding as well as advantages use various modes. At least multimodal consisting of from from one other mode besides read and write like listening, speaking, viewing and presenting. In application, text report results observations that have been written

by students next becomes reference or script in vlog creation. Vlog contains videos of yourself student give explanation about part or object at school. Just like vlogs in general students can also add visual effects, pictures and sound by creative. There are pros and cons from vlogs. Pros of our vlog could record return, repeat, or edit the part according to our less, and the audience no watch it by straight away. Whereas contra is by aware watching or listen self they alone in videos and often our need knowledge about video editing [10].

Of the whole amount 33 students, they shared to in seven group, five groups contains five students and two group contains four each students. The most obvious obstacle seen in the group six consisting of of five students one among them is girls and the rest men. Group this experience constraint in gather duty vlog form, so collected assignments only shaped power point presentation (PPT). After explore more direct, group this watching difficulty in communicate so that cause lack of understanding and work same in group.

3.3 Evaluation of the Implementation of Multimodal Presentations in Observation Results Reports with Vlog

The assessment instrument on the results of presenting reports on students' multimodal observations has five assessment qualities as follows.

Table 1 . Multimodal presentation scoring rubric with vlog.

Quality	4	3	2	1
Authenticity, Ability to attract listeners to achieve presentation goals	Very good	Well	Enough	Not enough
The accuracy of the content of the information, Ability to analyze and interpret topics, important information and main ideas in the observation report	Very good	Well	Enough	Not enough
Vocabulary, use of good vocabulary and attract listeners' attention	Very good	Well	Enough	Not enough
The use of formal language variety and style of speech, Clarity in speaking and no mistakes in using formal language vocabulary	Very good	Well	Enough	Not enough
Delivery, Readiness of presenters in presenting presentations appropriately and effectively	Very good	Well	Enough	Not enough

Based on the assessment rubric, the learning outcomes of class X TM-A students are as follows.

Table 2 . EL score 4 = Speaking and Presenting

Quality	Score
Group 1	85
Group 2	80
Group 3	85
Group 4	80
Group 5	95
Group 6	75
7th Group	90

Learning evaluation is carried out in each group. According to the students, there are advantages and disadvantages of using vlogs to present reports on the results of multimodal observations. Its advantages include being seen from its effectiveness for readers, they can see the visualization of the report text from the observations. So apart from being readers, we can also be viewers or listeners. Lessons become more fun because students can express their creativity so that the observation report text lesson is not only about writing and explaining. Another advantage of using vlog media is that in addition to students thinking creatively, students are also able to develop courage within themselves. Such as the difficulty of expressing feelings due to self-confidence problems. The vlog media is considered to be able to help students to have speaking skills and show their own uniqueness.

Disadvantages of using vlog media such as the cons described by D'Netto (2021) are students may need knowledge of video editing [10]. This lack of knowledge can also be caused by the lack of facilities and infrastructure owned by students. In addition, students who are not used to speaking in front of the camera have difficulty explaining what they want to convey.

4 Conclusion

In study this application of vlog media in present report results multimodal observation has been implemented in class X TM-A SMKN 4 Malang. Change curriculum previously Becomes curriculum independent is an educational program designed by the government in skeleton chase lag education in Indonesia from other countries and also supports effort learning loss recovery due to the covid-19 pandemic. Learning planning needs to be prepared based on the material and ability of the phase level in education. The application of multimodal presentations with vlogs is applied to phase E or tenth grade according to the material, namely the text of the observation report.

During implementation planning, the teacher plays an important role in preparing appropriate learning strategies and media. Before learning takes place, teachers need to prepare teaching modules as a guide in the learning process. The material in the text of the observation report can be adapted to the needs and conditions of students at school. The learning process is included in the information learning model in the form of a process of receiving information (input) which then produces learning outcomes (output). This planning process uses a learning

model according to Robert M. Gagne who owns eight phase that is motivation , understanding, acquisition, retention, memory return, generalization, treatment, and feedback come back.

Constraint in application multimodal presentation on reports results observation with the vlog in class X TM-A SMKN 4 Malang shows existence two factor cause . Factor first is internal factors that come from student that alone. Problem main that is often experienced student is difficulty in disclose her feelings. This thing influence the learning process like discussion in group and presentation idea by creative. Then, there factor other that is external. Factor external originated of the strategies and learning media used so that influence atmosphere condition classroom learning. For example is lack of means supporting infrastructure making vlogs by students.

Then in the evaluation process, students confess that present report results multimodal observation with more vlogs fun. Because as long as this learning Indonesian by students is synonymous with activity read and write course. Whereas multimodal use can be play a role in increase skills speak students and development self in environment social. Learning not Indonesian either only glued to the text but with multimodal students could visualize text report results observation. So that could stimulate students and improve ability student in serve idea by creative.

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