

Feasibility Study of Audiovisual Learning Media in Case Method and Team Based Project Models in Creative Writing Courses

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Abstract The systematic sequence of presentation of learning materials in the developed teaching media is what determines the feasibility of presentation. The feasibility of audiovisual learning media that has been prepared is determined by this study. The method used is descriptive qualitative and descriptive. The outcomes revealed that the instructional media developed received a positive response from material specialists regarding the practicality of presentation. A team of experts, comprising material specialists and design specialists, validated the feasibility of presenting this material. The results of the validation of a team of experts, consisting of two material experts and one learning design expert, who is a lecturer at the Unimed Faculty of Language and Arts, show that the teaching video media developed is in the "very good" category, with a percentage of 96.78% in the material aspect and 87% in the media design aspect. The next research steps in this development research series can be mapped out based on these findings.

Keywords: learning video, case method, team based project, creative writing

1 Introduction

The case method learning model is a learning model that uses cases and is forced to occur today. It is used as a medium for students to play a role with the aim that students can solve and be free from the problems/cases experienced [1]. [2] According to his research, the case method can develop analytical, critical, creative, practical, communication, social, and reflexive skills. According to the research conducted by [3], the application of the case method in learning can be categorized as learning activities that aim to enhance student engagement through independent learning, foster self-improvement through case-based learning, and foster the ability to critically analyze a given case.

Furthermore, team-based projects are one of the most common active learning methods used in lectures. This approach emphasizes student-centered learning, which is characterized by presenting problems or cases for thorough analysis [4] According to their research, [5] has demonstrated that the implementation of Team Based Project has a significant impact on

students' critical thinking abilities. [6] In their research, they explained that the application of team-based project and case method strategies is a strategy for developing learning skills..

The case method and team-based project integrated lecture model takes up a lot of time in lectures, which is why in mastering the skills of creative writing courses efficiency and effectiveness are needed. To fulfill the achievements of creative writing courses, learning resource media that can be used effectively and efficiently such as learning videos are needed. The learning video in question is a medium that contains moving audio and visuals with pedagogical characters in education. Learning resources based on video in the future will support innovation in learning models, teaching styles, lecturer communication with students and learning videos replace most of the functions of text evidence, and it seems that the existence of learning videos in lectures is responded by students as something interesting with a positive impact with applications on various platforms [7]

Delivery techniques in learning videos can be categorized from the functions and benefits provided, basically learning videos are used to assist learning and help develop skills from students [8], to obtain these skills, of course, various techniques and supporting components are needed, providing informative learning videos provide conceptual knowledge [9] Learning videos are able to provide learning motivation to students who watch them. This is possible if the video is created showing the benefits of the material in the video and accompanied by appropriate communication in the video, or by applying an explanation style that initiates students to act, displaying effective and efficient strategies to achieve success. The results of the feasibility test of presenting teaching video media with case method and team-based project learning models in creative writing courses will be described.

2 Method

The define stage, design stage, develop stage, and dissemination stage are included in this research [10]. The feasibility test results of teaching videos with case method and team-based project learning models developed in creative writing courses are the focus of this research. This study used questionnaires to collect data from expert subjects, including two material experts and one design expert. Test results. Data about evaluation in the form of input, comments, criticisms and suggestions from experts is collected by the form of questionnaire for each expert. In this study, the data analysis technique used in this study was descriptive statistical analysis. Data collection employs a Likert scale for measurement. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2015). Below is a percentage range table.

Table 1. Percentage Interval

| Value | Percentage Interval | Score |
|-------|-----------------------|-------------|
| A | $81\% \leq X < 100\%$ | Very good |
| B | $61\% \leq X < 80\%$ | Good |
| C | $41\% \leq X < 60\%$ | Medium |
| D | $21\% \leq X < 40\%$ | Not so good |
| E | $0\% \leq X < 20\%$ | Very Poor |

3 Results and Discussion

How a teaching media is packaged, valuable, and attractive depends on the planned order of presenting learning materials in the teaching media. The teaching media developed in this study received a positive response on the presentation feasibility aspect from a team of experts, namely material experts and design experts. The feasibility assessment is described below.

3.1 Data from Material Expert Validation Results

Two experts, namely Lecturers from the Faculty of Language and Arts, Universitas Negeri Medan, conducted the validation by material experts. The material expert will evaluate the content, presentation, and language of the learning video integrated in the implementation of the case method and team-based project learning models developed in creative writing courses. This validation is carried out to obtain effective, quality and systematic learning media in order to meet the achievements of creative writing courses. Table 2 contains data on the results of material expert validation.

Table 2. Data on Material Feasibility Validation Results in Learning Media

| No | Assessment Indicator | Resp. | | Total Score | Ave. (%) | Criteria |
|---------------------|---|-------|---|-------------|----------|-----------|
| | | 1 | 2 | | | |
| a. Relevance | | | | | | |
| 1 | The material is relevant to the competencies that students must master. | 4 | 3 | 7 | 87,5% | very good |
| 2 | The tasks given are relevant to the competencies to be mastered. | 4 | 3 | 7 | 87,5% | very good |
| 3 | Examples are relevant to the competencies to be mastered. | 3 | 4 | 7 | 87,5% | very good |
| 4 | Questions are relevant to the creative writing competencies to be mastered. | 4 | 4 | 8 | 100 % | very good |
| 5 | The depth of the description is appropriate to the developmental level of the students. | 4 | 4 | 8 | 100% | very good |
| 6 | The completeness of the description is in accordance with the developmental level of the students. | 4 | 4 | 8 | 100% | very good |
| 7 | The explanation of the material adequately meets the demands of the curriculum. | 4 | 4 | 8 | 100% | very good |
| 8 | The number of questions is sufficient based on the RPS of the creative writing course that has been prepared. | 4 | 3 | 7 | 87,5% | very good |
| 9 | The number of assignments is sufficient based on the RPS of the creative writing course. | 3 | 4 | 7 | 87,5% | very good |
| b. Accuracy | | | | | | |

| | | | | | | |
|--|---|---|---|---|-------|-----------|
| 10 | The material presented is in accordance with scientific truths and creative writing course materials. | 4 | 4 | 8 | 100% | very good |
| 11 | The material presented is in line with the latest developments. | 4 | 4 | 8 | 100% | very good |
| 12 | The material presented is relevant to everyday life. | 4 | 4 | 8 | 100% | very good |
| 13 | Packaging material in accordance with scientific development. | 3 | 4 | 7 | 87,5% | very good |
| c. completeness of presentation | | | | | | |
| 14 | Presents the competencies that students must master. | 4 | 4 | 8 | 100% | very good |
| 15 | Present the benefits and importance of mastering competencies for life. | 4 | 4 | 8 | 100% | very good |
| 16 | Present the reference source/reference for the explanation. | 4 | 3 | 7 | 87,5% | very good |
| d. Systematization of presentation | | | | | | |
| 17 | The descriptions follow the flow of thought from simple to complex. | 4 | 4 | 8 | 100% | very good |
| e. compliance with student-centered learning | | | | | | |
| 18 | Encourage student curiosity. | 4 | 4 | 8 | 100% | very good |
| 19 | Encourage interaction. | 3 | 4 | 7 | 100% | very good |
| 20 | Encourage students to build their own knowledge. | 4 | 4 | 8 | 100% | very good |
| 21 | Encourage students to learn in groups. | 4 | 4 | 8 | 100% | very good |
| f. How to serve | | | | | | |
| 22 | Supporting Piety to God Almighty. | 4 | 4 | 8 | 100% | very good |
| 23 | Supporting awareness of the plurality of society. | 4 | 4 | 8 | 100% | very good |
| 24 | Supporting the growth of nationalism | 4 | 4 | 8 | 100% | very good |
| 25 | Support the emergence of local wisdom. | 4 | 4 | 8 | 100% | very good |
| 26 | Supports logical thinking. | 4 | 4 | 8 | 100% | very good |
| g. Language conformity with eyd rules | | | | | | |
| 27 | Correct use of spelling. | 4 | 4 | 8 | 100% | very good |
| 28 | Accuracy of term selection. | 4 | 4 | 8 | 100% | very good |
| 29 | Accuracy of sentence usage. | 4 | 4 | 8 | 100% | very good |
| h. Communicativeness | | | | | | |

| | | | | | | |
|----------------|--|---|---|-----|---------|-----------|
| 30 | The length of sentences in the material in the media is in accordance with the level of understanding of students. | 4 | 4 | 8 | 100% | very good |
| 31 | The sentence structure is appropriate for the student's level of understanding. | 4 | 4 | 8 | 100% | very good |
| 32 | The language used is not too rigid (semi-formal). | 4 | 4 | 8 | 100% | very good |
| Average Number | | | | 248 | 96,87 % | very good |

The results of the questionnaire on the material in the learning video showed that the material in the learning video was considered “very good” with a percentage of 96.87%.

3.2. Data from Learning Design Expert Validation Results

One design expert, a lecturer at the Faculty of Language and Arts at Universitas Negeri Medan, validated the design experts. This design is assessed to improve teaching video media with case method and team-based project learning models in creative writing courses. The results of design expert validation are shown in the table below.

Table 3. Assessment Score of Learning Design Expert Validation Results

| Learning Implementation Plan Components | Resp. | Max. score | Ave. | Criteria |
|--|-------|------------|------|-----------|
| A. Creative writing course identity | | | | |
| There are education units, semester classes, skill programs, courses, or lesson themes. | 4 | 4 | 100% | very good |
| B. Indicator formulation | | | | |
| The suitability of study program competencies and graduate competencies, as well as course competencies. | 4 | 4 | 100% | very good |
| Appropriateness of the use of operational words (KKO). | 3 | 4 | 75% | good |
| Compliance with aspects of attitude, knowledge, and Skills. | 3 | 4 | 75% | good |
| C. Formulation of learning objectives | | | | |
| Appropriateness to the process and learning outcomes expected to be achieved. | 4 | 4 | 100% | very good |
| Suitability to the indicators of achieving the learning objectives of the course. | 4 | 4 | 100% | very good |
| D. Selection of teaching materials | | | | |
| Compliance with learning objectives. | 4 | 4 | 100% | very good |
| Suitability with learner characteristics. | 3 | 4 | 75% | good |
| Compliance with time allocation. | 3 | 4 | 75% | good |
| E. Selection of learning resources | | | | |
| Compatibility with the competencies taught in the course | 4 | 4 | 100% | very good |

| | | | | |
|---|---|---|------|-----------|
| Suitability of learning materials with the learning model | 4 | 4 | 100% | very good |
| Suitability with student characteristics. | 3 | 4 | 75% | good |
| F. Learning media selection | | | | |
| Compliance with learning objectives. | 4 | 4 | 100% | very good |
| Suitability of teaching videos with <i>case method</i> and <i>team based</i> project models | 4 | 4 | 100% | very good |
| Suitability with learner characteristics. | 3 | 4 | 75% | good |
| g. Case method aspect | | | | |
| A. Encourage students to: | | | | |
| 1. Finding new ideas | 4 | 4 | 100% | very good |
| 2. Motivating | 3 | 4 | 75% | good |
| B. Case Presentation | | | | |
| 1. Communication skills | 4 | 4 | 100% | very good |
| 2. Material mastery | 4 | 3 | 75% | good |
| 3. Ability to deal with inquiry | 4 | 3 | 75% | good |
| C. Case solving | | | | |
| 1. Skillful in solving cases | 3 | 4 | 75% | good |
| 2. Interesting | 4 | 4 | 100% | very good |
| h. Aspects of team based project | | | | |
| A. Encourage students to | | | | |
| 1. Finding New Ideas | 4 | 4 | 100% | very good |
| 2. Motivating | 4 | 3 | 75% | good |
| B. Work together in groups on project assignments | | | | |
| 1. Cooperate | 3 | 4 | 75% | good |
| 2. Have an opinion | 4 | 3 | 75% | good |
| C. Problem solving | | | | |
| Total Average | | | 87% | very good |

The survey results show that learning design in learning media combined with case methods and team-based project learning models is considered very good, with an average of 87%. Based on the results of testing, it's suggested to test the learning media in a small test and in a larger test with students.

3.3. The Feasibility Test of Audio Visual Learning Video in Creative Writing Course

The individual trials were done on three students who had high, medium, and low abilities. The trials were done to see if the learning videos had any problems and to see how students responded. Small group trials were conducted on nine respondents. This trial was conducted to determine students' perceptions of the developed learning and to revise the weaknesses found. Data on student responses to the individual and small group trial stages can be seen in the following table.

Table 4. Data on Individual Trial and Small Grou Results

| No | Assessment Indicator | subject | | Criteria |
|----------------|---|---------|-------------|-----------|
| | | Ind. | Small group | |
| 1 | The learning video developed for the creative writing course makes me happy to learn it. | 83,3% | 75% | good |
| 2 | The learning video developed for this creative writing course is easy to understand. | 83,3% | 75% | good |
| 3 | The learning video developed for the creative writing course encourages questions to be raised. | 83,3% | 83,3% | very good |
| 4 | Presentation of material with learning videos in creative writing courses starts from easy to difficult and from concrete to abstract. | 75% | 75% | good |
| 5 | The presentation of material in the learning video developed in this creative writing course encourages me to discuss with other friends. | 83,3% | 83,3% | very good |
| 6 | With the videos developed in this creative writing course, my curiosity is stimulated. | 75% | 91,6% | very good |
| 7 | Learning videos developed for creative writing courses helped me to solve the problem. | 75% | 83,3% | very good |
| 8 | The language and font used are simple, easy to understand and easy to read | 75% | 91,6% | very good |
| 9 | Using the learning video developed for this creative writing course makes me learn more directed, systematic, and coherent. | 83,3% | 83,3% | very good |
| 10 | By using the developed teaching and learning videos in creative writing courses this can increase the desire to learn | 75% | 91,6% | very good |
| 11 | By using the developed teaching and learning videos in creative writing courses this can make me actively ask questions | 83,3% | 83,3% | very good |
| 12 | By using the developed learning video in creative writing course this made me look for other reference sources | 100% | 91,6% | very good |
| 13 | By using the developed learning video in creative writing course This can make learning less boring | 100% | 100% | very good |
| Average | | 83% | 85% | |

The results of the questionnaire showed that individual trials of learning videos developed in creative writing courses were considered "very good" with an average percentage of 83% The results of the questionnaire showed that small group trials of learning developed in creative writing courses were said to be "very good," with an average percentage of 85%.

4 Conclusion

The teaching media developed received a positive response from material experts on the presentation feasibility aspect of the teaching media developed. The results of the validation of a team of experts, consisting of two material experts and one learning design expert, who is a lecturer at the Unimed Faculty of Language and Arts, show that the teaching video media developed is in the "very good" category, with a percentage of 96.78% in the material aspect and 87% in the media design aspect. Furthermore, the outcomes of the tests conducted led to the designation of the "Very Good" category for the audio-visual instructional videos that have been produced.

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