

Student Responses and Obstacles in Making Learning Video to Fulfill Project Task at the Faculty of Education Universitas Negeri Medan

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Abstract. This research is to looking for obstacles and student responses in complete project task at the Faculty of Education, Universitas Negeri Medan. Using a survey method which is conducted online in quantitative descriptive study. The results of this study show that 80% of students are interested in making videos on project assignments, but there are a few percent who are quite interested and about 1% who have no interest. The obstacles experienced by students when making videos were not too many, each respondent's indicator that filled in was very lacking, only under 3%. This shows that editing skills and device limitations are only experienced by a few students.

Keywords: learning videos, responses, projects

1 Introduction

Curriculum is a group of tutorial packages and problem furnished by means of an academic group to contains lesson plans to given individuals in a single length of schooling stage. One of the national curricula implemented in tertiary institutions is based on curriculum. The Indonesian national qualifications Framework (KKNI) is one of the national references for improving the nice and competitiveness the Indonesian kingdom within the human resources region via accomplishing the qualifications of Indonesian human sources produced by means of the schooling system and national activity training gadget as well as the studying fulfillment equivalence evaluation gadget. The Indonesian countrywide qualifications Framework (KKNI) is a qualification framework for Indonesian human sources that juxtaposes, equalizes, and integrates the schooling zone with the schooling and working experience sectors in a work functionality recognition scheme this is tailored to the shape in diverse paintings sectors.

A good way to meet the requirements for tertiary education graduates in Indonesia, the authorities issued a criminal foundation regarding the Indonesian countrywide Qualification Framework (KKNI) and its attachments as a reference in preparing learning outcome for graduates from every single level of higher education at the national level, namely Presidential Decree No. VIII of 2012 says: Paragraph (1) Recognition and inclusion of qualifications in the IQF with other countries' qualification frameworks or vice versa, both bilaterally and multilaterally are carried out based on mutual recognition cooperation agreements regulated in accordance with statutory provisions, paragraph (2) cooperation agreement Mutual recognition

as referred to in paragraph (1) is regulated by an institution authorized to issue notifications and cooperation agreements on mutual recognition. Technical guidelines for this Perpres Permendikbud No. Seventy three of 2013 concerning Implementation of KKNi in Higher of Education. The issuance of Presidential Decree No. VIII of the year two thousand and twelve and the Law on PT. No. XII of the year two thousand and twelve Article twenty nine paragraph (1), (2), and (3) regarding the KKNi.

Universitas Negeri Medan has implemented a curriculum based *KKNi (Kualifikasi Nasional Indonesia)* in the odd semester lecture process for new students for the 2016/2017 academic year. Lecture standards that are compiled must relate to aspects of knowledge, skills, and attitudes. Medan State University makes six ways to foster student competency through 6 assignments, namely; routine assignments, , critical journal reports, idea engineering, critical book review, projects and mini research. These six assignments are a new pattern in the lecture process which is applied in odd semesters of the 2016/2017 academic year until now.

Routine tasks are carried out at each meeting. Meanwhile, the critical book review is reviewing book based on theories learned in a course to determine the critical position of the person conducting the study. Critical journal review is to seriously evaluation the components of a research report or article with the point of interest is locating the strengths and weaknesses of a studies. In engineering ideas students discuss and determine the range of ideas that can be engineered. Mini research is research conducted by students by setting relevant research topics, while this mini research includes Hypothesis questions, theories, units, records series, facts analysis, and conclusions. Finally, the project task is that Universitas Negeri Medan students must be able to create projects that produce models or products that have ethical, social aesthetic, cultural and economic values.

In the course of the Covid-19 pandemic, the government has set up a look at from home policy or typically abbreviated as BDR through the Letter of the Minister of schooling and way of life wide variety 36962/MPK.A/HK/ the year thousand and twenty which states that gaining knowledge of have to be done on line so that the spread of Corona virus (Covid-19) can be prevented [3]. So that making learning videos the lecturer's choice as a form of project assignments given to fulfill the *KKNi* assignments so that they are useful for the community in finding learning resources. Learning videos have become one of the main learning tools in distance learning systems. Video learning is a media that uses audio visual which includes studying fabric that mixes ideas, several ideas, theories and approaches that observe information to help understand studying fabric. Generally the idea of studying motion pictures is made consistent with the desires of teachers and students as well as studying citizens. Making learning video project assignments can certainly increase student creativity in creating, as much as possible to do it for good learning video results. Research from [4] video media is the material for conveying material that is the most efficient and suitable for presenting messages and will greatly support the explanation of the material. By viewing a learning video it will be more fun and understand the video being played that students can repeat again if they have not understood the content of the material. Sound, text, animation, and graphics are features in the video. Cognitive (brain mental activity), affective (attitude), psychomotor (skills) and self-improvement can be achieved through video media.

But in fact there are still many students experiencing problems in making learning videos, many students make learning videos carelessly without paying attention to the quality of the video content. besides that, for several course assignments taken by students, most lecturers always give assignments to make videos so that there are some students who criticize that the type of project could be varied even moreBased on the background of these problems, the authors are interested in researching student responses and obstacles in making learning

videos to complete project assignment at the Faculty Education Universitas Negeri Medan

1.1 Indonesian National Qualifications Framework (KKNI)

KKNI is a hierarchy of competency qualifications which could juxtapose equalize, and combine between the training sectors and the activity schooling area in accordance with the job structure in diverse area (Presidential Decree No. Eight of the 12 months two thousand and twelve Article 1 Paragraph (1)). There are three strategies for improvement the KKNI. 1) the KKNI adheres to a method of equalizing one's qualification acquired from the world of formal, non-formal education, work experience and informal training. 2, the KKNI apprehend the qualification of degree holders who will work or hold their training abroad, move-border alternate of expert and pupil or diploma from overseas who paintings in Indonesia. 3, the KKNI apprehend equality of qualifications for studying effects in various scientific fields at the higher training level, both the ones in the vocational, educational, expert education pathways, as well as thru career improvement that occur at work strata, professional or industry associations.

The KKNI includes nine qualification stages. Description of KKNI qualification degree are:

- a. Level one to three are occupied by graduates of senior high school, junior high school and elementary school.
- b. Stage four to six are grouped into analyst positions or technician, occupied through Bachelor graduates, D1, D2, D3, D4.
- c. Level seven is grouped in to expert position, occupied via graduate of professional schooling.
- d. Stage eight grouped in professional positions is occupied via graduates of specialist or masters.
- e. Degree nine is grouped in professional positions occupied with the aid of r professionals 2 or doctoral graduates.

Conceptually, each qualification stage within the KKNI consists of four parameters are:

- a. work competencies,
- b. information or scientific coverage
- c. degree of capacity to use know-how and strategies
- d. managerial ability

The buildup and internalization of the 4 parameters that ought to be accomplished through a based academic technique/through paintings experience is called learning getting to know results or consequences.

The implementation of KKNI via 8 tiers are thru establishing a graduation Profile, Formulating learning consequences, Formulating Lecture Plans, Mapping look at substances, Packaged courses, Compiling Curriculum Frameworks Formulated observe fabric Competency. To improve the pleasant of university graduates. Symptoms that should be met at every degree need in an effort to distinguish:

- a. Range of credit
- b. Getting to know effects
- c. Scholar-centered mastering procedure
- d. Minimal study time four.
- e. Obligatory topics: to acquire mastering outcomes with trendy competence

- f. The need for a degree supplement (a certificate finishing touch of a diploma and
- g. transcript).
- h. Evaluation responsibility

1.2 Learning Video Media

One shape of utilising records generation inside the training is by using making mastering media. Gaining knowledge of media in line with Ekayani is a physical method for conveying content/mastering substances along with: films, books, movies, and so on. Aqib added that studying media is assisting instructors in teaching that conveys data or messages from getting to know sources to students. Meanwhile, Umar discovered that gaining knowledge of media is a way of communication in print and audio and visible form, such as hardware generation. So it can be concluded that the media is the whole thing that connects students and mastering resources. On this on line gaining knowledge of length, studying media that still combines elements of statistics technology is audio-visible media. One of the audio-visual media is manifested within the form of studying video media.

Learning video is a media that presents audio and visible that is carries gaining knowledge of materials which includes a idea, theory of utility of knowledge, procedural standards, to assist scholar to understanding of getting to know fabric. Video has several advantages, including that the materials presented can be received equally by student; overcoming the limitations of space and time; good at explaining a proces, more realistic, and influence student attitudes by giving deep impressions and can be repeated and stopped as needed.

There are several advantages of using video-based media, including the following.

- a. Able to explain the material in more detail.
- b. Load text and images that will clarify the material that has been presented.
- c. The video media can be used and viewed again when we want to understand the material
- d. provided.
- e. More helpful in explaining in detail, especially about the behavioral or psychomotor domain.
- f. Compared to text media, video media is much easier.
- g. Completion of a fabric may be without problems understood and understood due to the fact it's miles defined in detail.

Video media is the maximum efficient fabric for conveying cloth and is suitable for imparting messages and could substantially support the rationale of the fabric. By viewing a getting to know video it will be greater amusing and apprehend the video being performed that scholars can repeat again in the event that they don't apprehend the content of the material. Sound, text, animation, and images are capabilities in the video. Cognitive (mind intellectual pastime), affective (mindset), psychomotor (abilities) and self-improvement can be done via video media.

2 Research Method

This studies is a quantitative descriptive the use of survey approach doing by online. Quantitative descriptive studies is research carrying out to decide fee of an independent, both one or extra variables with out making comparisons or connecting with others [5]. The result process for this method is to explain the modern state of studies based at the information as they're after which to research and interpret the variable in the form of a survey.

The studies variable is the trouble beneath examine. A research variable is an attribute or feature or value of a person, object or pastime that has sure variables set to be studied and conclusions drawn [5]. The research variable studied turned into the manner of making mastering motion pictures as a achievement of Universitas Negeri Medan scholar undertaking assignments. The measuring factors tested on this look at included the limitations faced by way of students, student responses to the assignment of creating movies and the effectiveness of making learning movies in pleasurable project assignments.

According to Ridwan and Akdon [1] "Population is the whole of the characteristics or units of measurement results that are the object of research". The determination of the population must begin with a clear determination of the population that is the target of the research. Based on the understanding of the population according to experts, the population in this study is FIP Unimed students for the 2021/2022 academic year consisting of the 2019, 2020 and 2021 batches. The total population is 1912 students consisting of primary school teacher education majors, guidance and counseling, community education and early childhood education teacher education study programs and the sample is 180 students. On this study, the sampling technique became primarily based on using Proportionate Stratified Random Sampling [2]. This technique is used whilst the populace has participants or elements that aren't stratified and homogeneous [6].

Ridwan [1] shows that statistics collection strategies are techniques that may be utilized by a researchers to acquire information. The technique designates a phrase this is summary and isn't embodied in gadgets, however can only be seen using it via questionnaires, interviews, observations, tests (checks), documentation, and others. The data sources in this study were collected by the authors using a questionnaire technique (questionnaire). The questionnaire used in this study was given to Universitas Negeri Medan faculty of education students as research subjects to obtain data regarding the online learning process of univeristas negeri medan faculty of education students. In this study, the questionnaire was closed. The answers to the questions or statements in the questionnaire are already available, the respondents choose the answers that have been provided according to their respective conditions.

The dimension method used in this study is a scale. The scale is a statistics series method this is completed by giving a fixed of written statements or questions to the respondent to answer. The net getting to know manner is analyzed the use of a rating Scale. Rating scales may be used to measure respondents' perceptions of socio-economic fame, establishments, understanding of capabilities, process activities and others [5]. In this observe it become used to degree the effectiveness of creating mastering films to complete venture assignments.

This scale was developed to measure the effectiveness of making learning video to complete Project assignments through 3 aspects are the obstacles experienced by students when making learning videos, student responses to making learning videos and the effectiveness of making learning videos as a fulfillment of project assignments. The arrangement of the scales is sorted based on the smallest score, namely 1 to the largest score, namely 4.

2.1 Instruments for student responses and obstacles in making learning videos to fulfill project assignments

- a. Interest
 - 1) Students are interested in doing the task of making a video
 - 2) Students are excited about the task of making a video
 - 3) Students always want to finish video assignments immediately
 - 4) Students really like making video assignments
- b. Curiosity
 - 1) Students want to know about how to make a good video
 - 2) Students ask the lecturer about how to make a good video
 - 3) students find out how to make videos from youtube
 - 4) Students find out how to make videos from various online sites
 - 5) Students care about video assignments given by lecturers
- c. Implement
 - 1) Students are serious in making videos
 - 2) Students do their own video assignments
 - 3) Students make videos according to the rules of the assignment submitted by the lecturer
 - 4) Students practice how to make videos that are viewed on other online sites
 - 5) Students are able to use appropriate language and typography in the video
 - 6) Students are able to use the visual aspects of the video
 - 7) Students are able to use audio aspects of videos
 - 8) Students complete video assignments on time

2.2 Instrument about the obstacles experienced by students when making learning videos

- a. Students are able to use the application to make videos well
- b. Students have devices to make videos
- c. Students feel that the time given by the lecturer in making the video is sufficient
- d. Students can choose the content to be included in the video

3 Result and Discussion

Based totally on a questionnaire disbursed via the Google shape, concerning the effectiveness of making video to satisfy assignment venture, the author will analyze primarily based on a predetermined trouble formula.

3.1 Student responses about making videos on project assignments

3.1.1 Students are interested in doing the task of making a video

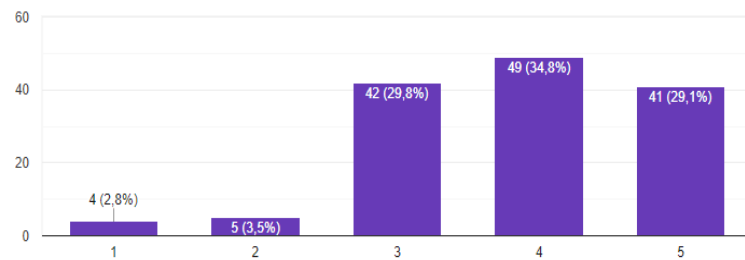


Fig. 1. Students are interested in doing the task of making a video

Based on the results of the diagram above, it's far concluded that around 90% are interested in making studying movies to meet undertaking assignments given by academics. These consequences suggest that the hobby in doing venture assignments is excellent.

3.1.2 Students are excited about the task of making a video

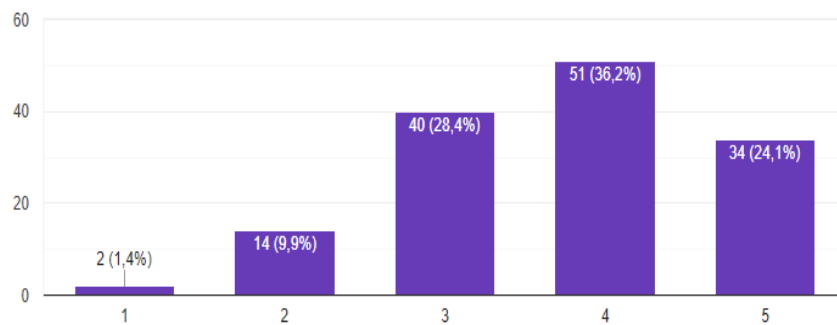


Fig. 2. Students are excited about the task of making a video

Based on the diagram above, around 88% of students are enthusiastic about doing the task of making a video that has been given by students. This shows that the enthusiasm shown by students is very good.

3.1.3 Students always want to finish video assignments immediately

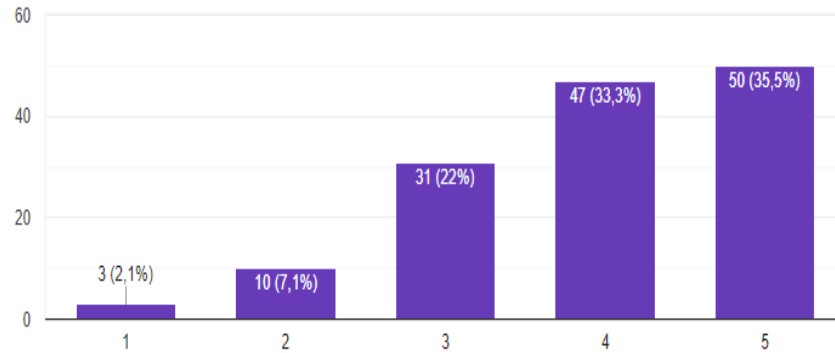


Fig. 3. Students always want to finish video assignments immediately

Based on the results of the diagram above, it shows that around 87% of students want to immediately complete video assignments that have been given by lecturers. This shows that the desire of students in completing assignments is very good.

3.1.4 Students really like making video assignments

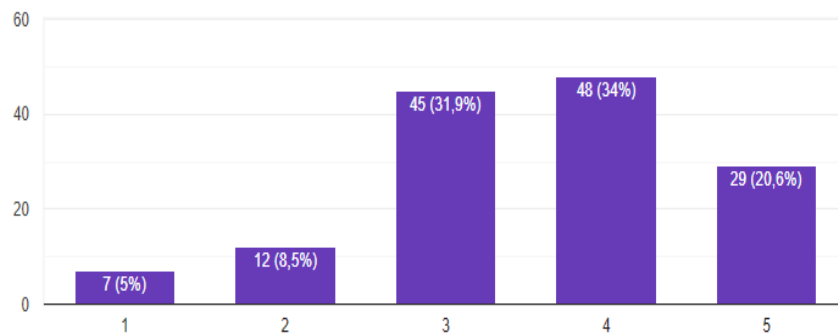


Fig. 4. Students really like making video assignments

Based on the diagram above around 85% of students like when making learning videos as a fulfillment of project assignments. Based on the results of the questionnaire, high student interest in making videos as project assignments. This can be seen in the tendency of respondents to choose very good, good and sufficient options, more than 80%.

3.1.5 Students want to know about how to make a good video

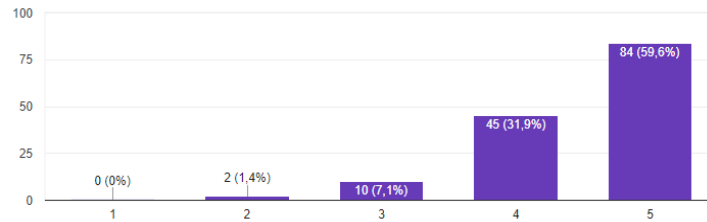


Fig. 5. Students want to know about how to make a good video

Based on the diagram above, it can be concluded that 90% of students want to know how to make a good video. This shows that students' curiosity is very high to know how to make a good video

3.1.6 Students ask the lecturer about how to make a good video

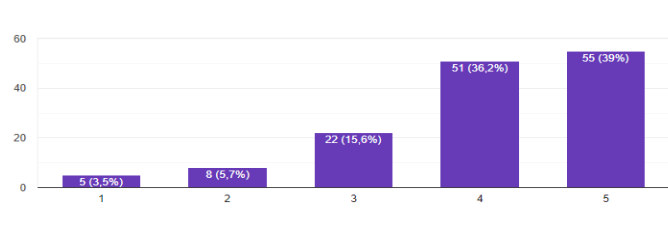


Fig. 6. Students ask the lecturer about how to make a good video

Based on the diagram above, it can be concluded that more than 80% of students ask lecturers about how to make good videos. This shows that curiosity is high for the student.

3.1.7 Students find out how to make videos from youtube

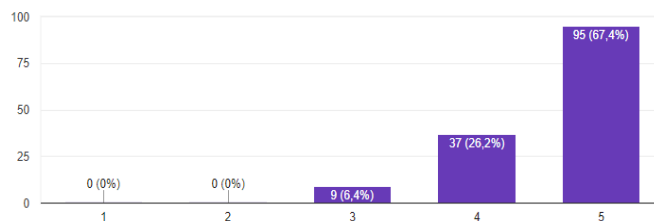


Fig. 7. Students find out how to make videos from youtube

Based on the diagram above that more than 90% of students find out how to make good videos through youtube. This shows that the curiosity of students is very high.

3.1.8 Students care about video assignments given by lecturers

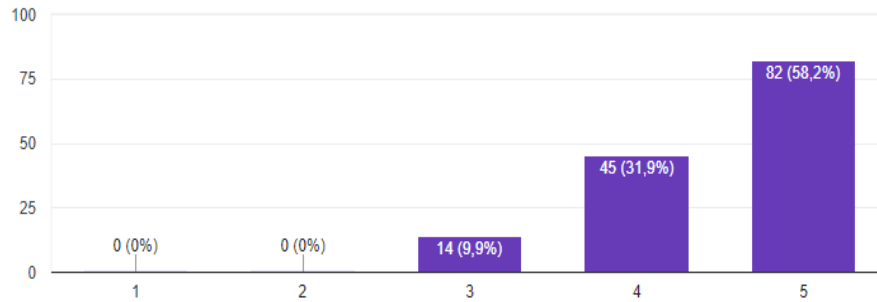


Fig. 8. Students care about video assignments given by lecturers

Based on the diagram above, almost 100% really care about the task of making a video that has been given by the lecturer.

Based on the results of a student curiosity questionnaire about video assignments given by high lecturers. This can be seen in the tendency of students to choose very good, good and sufficient choices ranging from 80-90%.

3.1.9 Students are serious about making videos

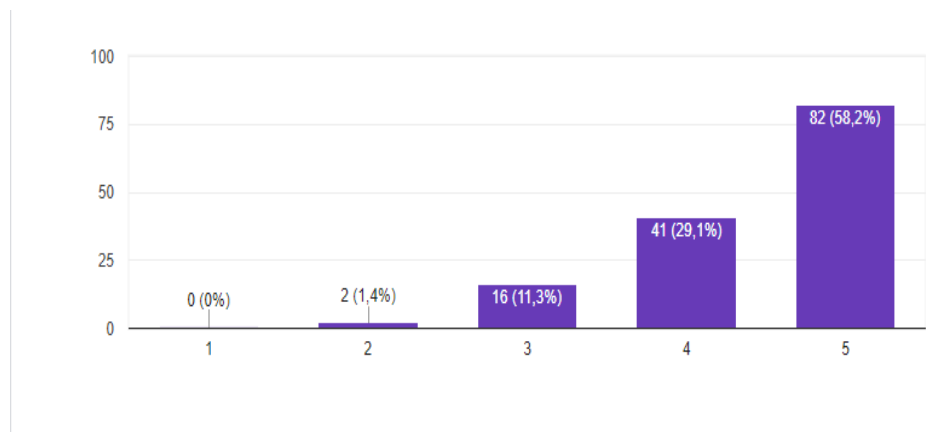


Fig. 9. Students are serious about making videos

Based on the diagram above, only about 1.4% of students were not serious about working on video assignments given by lecturers. It can be concluded that students are very serious in completing the video.

3.1.10 Students do their own video assignments

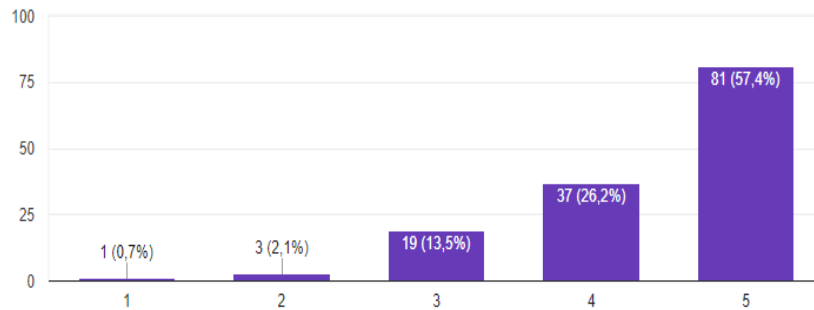


Fig. 10. Students do their own video assignments The diagram above shows that almost all students do their own work.

3.1.11 Students make videos according to the rules of the assignment submitted by the lecturer

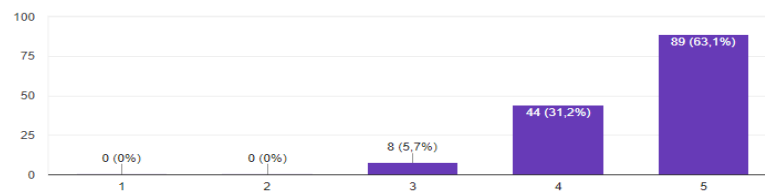


Fig. 11. Students make videos according to the rules of the assignment submitted by the lecturer

Based on the diagram above, all students carry out assignments according to the rules that have been conveyed by the teacher.

3.1.12 Students make videos according to the rules of the assignment submitted by the lecturer

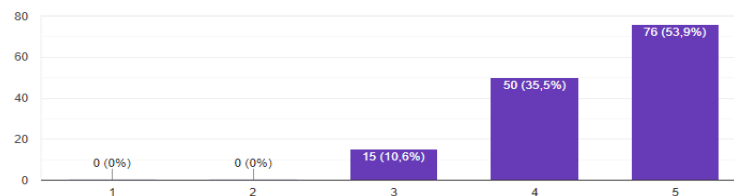


Fig. 12. Students make videos according to the rules of the assignment submitted by the lecturer

Based on the diagram above, all students practice how to make videos they see on YouTube. This shows that students' ability to learn on their own via YouTube is very high.

3.1.13 Students practice how to make videos that are viewed on other online sites

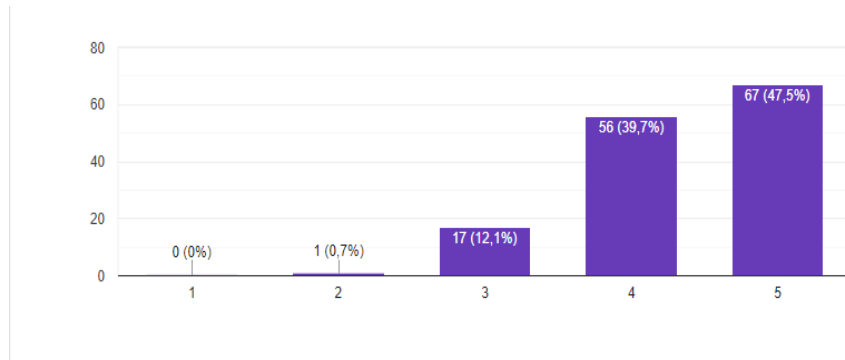


Fig. 13. Students practice how to make videos that are viewed on other online sites

Based on the diagram above, all students practice how to make videos that they see on online sites other than YouTube. This shows that students' ability to learn on their own is very high.

3.1.14 Students are able to use appropriate language and typography in making videos

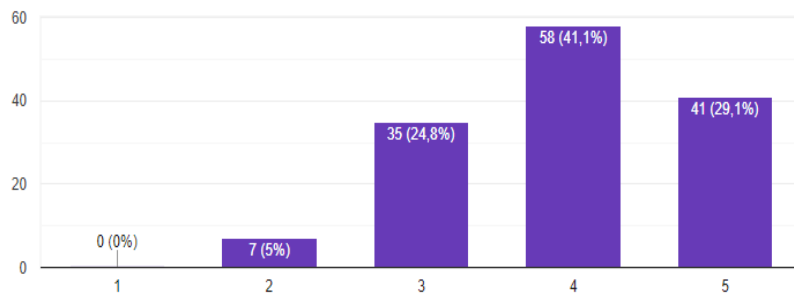


Fig.14. Students are able to use appropriate language and typography in making videos

Based on the diagram above, more than 80% of students can make videos by paying attention to the appropriate language and typography.

3.1.15 Students are able to use the visual aspects of the video

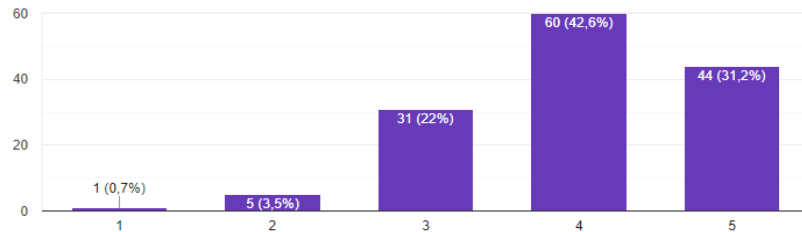


Fig. 15. Students are able to use the visual aspects of the video

Based on the diagram above, more than 80% of students can make videos by paying attention to the appropriate visuals.

3.1.16 Students are able to use audio aspects of videos

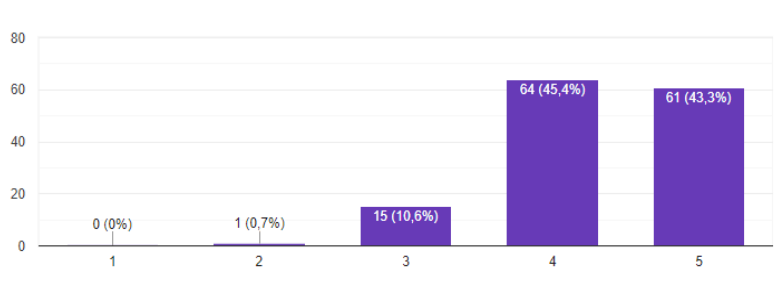


Fig. 16. Students are able to use audio aspects of videos

Based on the diagram above, more than 80% of students can make videos by paying attention to the appropriate visuals.

3.1.17 Students work on video assignments on time

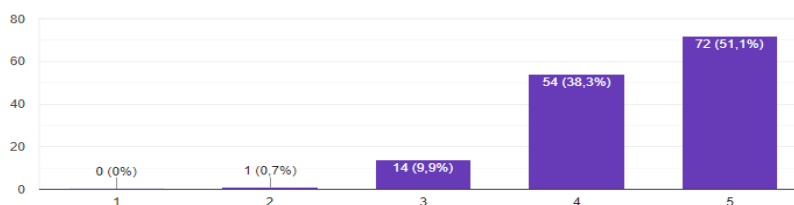


Fig. 17. Students work on video assignments on time

Primarily based on the consequences of the respondents regarding the video work accomplished by means of students, the consequences were superb, meaning that students finished the video assignments given by using their lecturers seriously and in step with the commands from the lecturer. This end may be visible in the tendency of respondents to choose excellent, exact and enough options with a percent of extra than 80%.

3.1.8 Ability to use applications to create videos

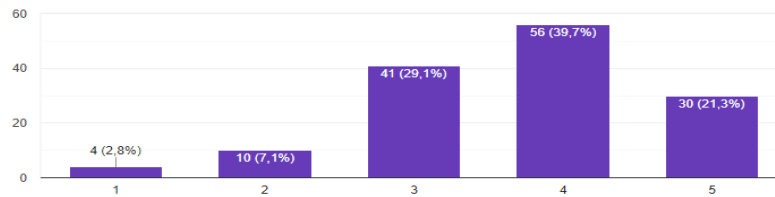


Fig. 18. Ability to use applications to create videos

The diagram above shows that only about 14% chose poorly on the ability to use video-making applications. This shows that 86% of students already have good skills in using video-making applications.

3.2 Obstacles experienced by students when making learning videos

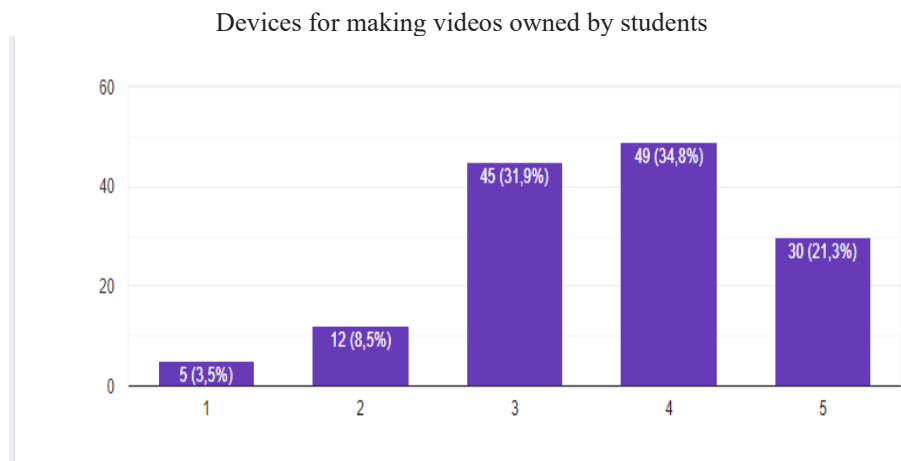


Fig. 19. Devices for making videos owned by students

Based on the diagram above, around 86% of students already have video-making devices, such as laptops or cellphones.

3.2.1 Possess video editing skills

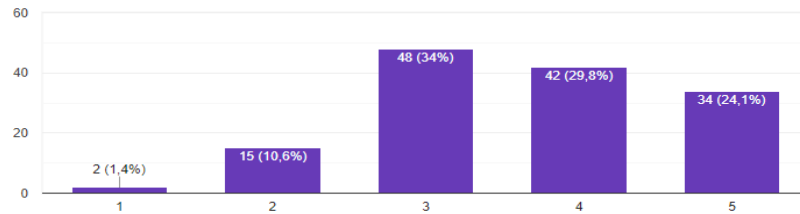


Fig. 20. Possess video editing skills

Based on the diagram above, students' video editing skills are good, this is indicated by 88% of students having very good video editing skills.

3.2.2 The time given by the lecturer when working on the video

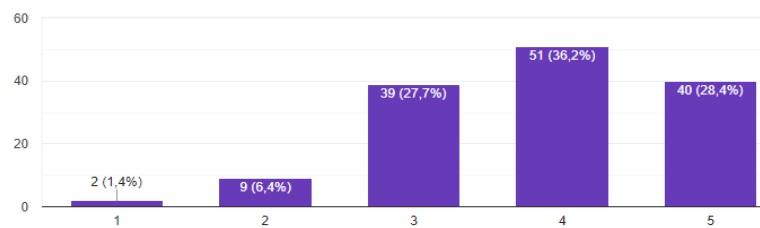


Fig. 21. The time given by the lecturer when working on the video

Based on the diagram above, it shows that the time allotted by the lecturers to make the video is sufficient, it can be concluded that almost 90% of the students chose the correct answer.

3.2.3 Ability to choose suitable content for videos

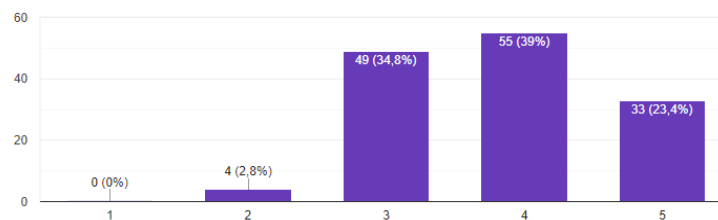


Fig.22. Ability to choose suitable content for videos

Based totally on the diagram above, it is able to be concluded that round ninety seven% of college students are capable of choose the proper content for the video to be made. The barriers skilled by using students based totally at the results of the respondents indicated that the video work did no longer experience too many issues. This may be visible from the consequences of the questionnaire that handiest underneath 2% of each indicator was decided on by means of college students.

4 Conclusion

Based on the results of the research conducted, it can be concluded that more than 80% of students are interested in making videos on project assignments, but there are a few percent who are quite interested and about 1% who have no interest. So making learning videos can be an alternative to making project assignments. However, lecturers must also be creative in determining other types of assignments so that students can develop their creativity properly.

The obstacles experienced by students when making videos were not too many, each respondent's indicator that filled in was very lacking, only under 3%. This shows that editing skills and device limitations are only experienced by a few students.

Acknowledgement

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