

Students' Perspective Toward Educational Videos on Pancasila Asynchronous Class

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Abstract. During online learning of Pancasila, XYZ university uses learning videos to help students learn, especially in self-paced and asynchronous. This paper aims to find out students' views regarding learning videos developed to help them learn during distance learning. Several reasons can be found that cause students in this class to have low watching time of Pancasila learning videos in their classes. The research question to be answered is how do students view the learning videos developed to help them learn during distance learning? Students' perspectives on learning videos in the asynchronous class of Pancasila courses can be divided into two. Students see that the Pancasila learning video can add to their insight regarding Pancasila. Second, students view the learning videos as systematic and increase their understanding of the material. The unique phenomenon found in this study is that the elements of adding insight, understanding, and systematic learning videos do not increase the time watching. It is because the video has no interaction part that can promote active learning for students.

Keywords: video-based learning, asynchronous, learning media

1 Introduction

The Covid-19 pandemic has brought Education to situations and conditions that are increasingly familiar with the technology. Traditional teaching methods are starting to be abandoned not only in schools but also in universities. Research shows that this shift has not only occurred since the beginning of the COVID-19 pandemic but several years before that. Video-based learning in online learning has become increasingly common following the development of online learning with self-paced methods [1]. Learning videos are the main content and material in distance lecture sessions. The widespread use of learning videos is supported by the flexible nature of the learning videos themselves and their effectiveness in loading explanations with exciting characteristics. In a learning situation, lecturers can easily express their intentions via audio and visually, including providing important information students need.

Research shows that educators and learning media developers observe the use of video and continue to add interactive features to the videos they develop [2]. Video is one of the most frequently used media in the classroom. Production is getting easier and cheaper, and editing

platforms that are cheap and creative make video a possible medium to use. Teachers and students can feel the benefits of learning videos. For example, in a history lesson that discusses past events and their meanings which are often difficult to visualize, learning videos take on two important roles, namely as historical sources to provide insight for those who are listening. Second, contemporary features in historical videos can allow the audience to analyze the situation of society at that time [3]. Thus, learning videos can give students a more comprehensive, meaningful, and fun learning experience.

As one of the diverse technologies, video offers opportunities and possibilities to develop effective learning according to the learning context discussed. Recent findings show that video has been widely used in many blended classrooms and fully online learning environments.

During online learning of Pancasila, XYZ university uses learning videos to help students learn, especially independently and asynchronously online. The video is developed in a mini talk show format with a few lighter questions. The answers to these questions explain the learning topic and provide students with insight. The answers to these questions also cover each session's learning objectives. The level of resilience of students watching the video is different than expected. In the music class, Pancasila learning videos are only accessed for an average of 3-5 minutes. This raises curiosity about the cause of this phenomenon. This paper aims to discover students' views regarding learning videos developed to help them learn during distance learning. Several reasons can be found that cause students in this class to have low retention of Pancasila learning videos in their classes. The research question to be answered is how do students view the learning videos developed to help them learn during distance learning? It is hoped that further video development can consider students' views as users so that the created videos can be helpful to learning media for students pursuing higher education.

2 Theory

Related study about learning video development

The use of video as a medium of learning is familiar in the world of education. Three considerations can be used in designing and implementing learning videos: cognitive load, student involvement, and active learning. Together, these elements provide a solid foundation for developing and using video as a practical education [4]. Video lectures occur when alternative study resources with the same topic content are always available [5]. Several kinds of learning videos have been developed to support learning in the form of animated videos, video games, and even video conferences through available platforms and can be accessed online via students' smartphones, laptops, or tablets such as Zoom and Google Meet applications, making it easier to meet face to face. Learning videos have been widely used by communities that run online-based activities engaged in informal education to increase students' knowledge outside of school hours, such as the Ruang Guru, Zenius, TED Talks, Khan Academy, and Learning House communities. The many examples of the use of available learning can be used as a reference by teachers so that they can adapt more quickly to developments that occur and carry out effective learning.

Learning media in the form of videos can increase students' learning motivation for several reasons:

1. Video is a fun medium for students so that it can arouse curiosity and enthusiasm for learning.
2. The video has sound in the form of music, explanatory illustrations, and sounds taken from actual conditions so that the video has its charm for students.
3. Videos can explain something abstract to seem real. That's why videos are very effective [6].

The development of effective learning video media in helping to learn, especially distance learning, needs to be prepared with the proper planning. The photo table below describes an example of a video design based on active learning.

Table 1 Public Policy Video Design Based on Active Learning Dimensions

Design of learning videos in terms of active learning	Reason rationally	Form of use in video
Making videos with interactive questions	Increase germane cognitive load. Improve memory through testing effect, and improve student self-assessment	Provide interactive question in videos. For example: Do you remember who are the actors involved in policy formulation?
Make the video part a task	Increase motivation, increase germane cognitive load, and student self-assessment	Giving assignments via video

Source adapted from Brame (2016) according to research needs (2017)

Susanti and the team suggested the elements contained in the learning video so that it would be effective in increasing student understanding, including:

1. The material expected to be contained in the video is only in the form of important points, concise, dense, and systematic. Some of the keywords in the material can be given different color affirmations.
2. The use of color influences students' understanding of the material. The use of contrasting colors can be done in the keywords of the material. The use of contrasting and different colors can also be done to show differences in the theme of the discussion to help students remember the material.
3. The duration of the learning video is 5-10 minutes. In addition to considering that students can stay focused, this time is also regarded as ideal so that the presenter could be faster in delivering the material.
4. The use of music helps students to be more enthusiastic, but students prefer music with a moderate tempo (not too slow or too fast with an irregular tone).
5. Avoid using illustrations/pictures unrelated to the material.
6. A more understandable form of media is that there is text and audio (music and presenter's voice) along with the presenter. The presenter can be in some of the show. The use applications such as PowToon (in the form of text and music audio only) can be used for simple cases but needs to be complemented by examples in everyday life.

7. Presenters in the video are expected to be neat, polite, energetic, attractive, smart, and master the material.
8. The use of language in the video is formal, simple, and easy to understand. It is better to use something other than regional/foreign languages. The tempo of speech should not be fast and with precise intonation.
9. There are illustrations in the form of daily real-life videos. It begins with the presentation of the problem to be solved, which is then coherently analyzed step by step to solve the problem.
10. Provide interactive questions in the video, with the aim that students can remember the material better.
11. Giving assignments via video, both independent projects and programmed tasks [7]

2 Method

The research method is the entire scientific step used to find a solution to a problem [8]. The research was conducted at the Conservatory of Music Study Program at XYZ University. This study uses a qualitative approach to understand the phenomena experienced by the research subjects, especially regarding students' views on learning videos in the Pancasila class. The results are described in words [9]. This study uses a survey to collect data and involves 19 students from various major. All respondents have taken 2 credits of Pancasila courses, so they are considered to have sufficient experience to become respondents. Questions given to respondents include:

1. How can the videos on session 4 & session 10 of the Pancasila class in our moodle help you to learn?
2. What are your views regarding the learning videos sessions 4 & 10 in Pancasila class?
3. Do you have any suggestions regarding the Pancasila class learning videos sessions 4 & 10 in this moodle?

The data type chosen is an opinion because respondents are asked about their thoughts on an issue. Sources of data used are primary data sources obtained directly from informants.

The data was then analyzed by performing three steps: data reduction, data presentation, and conclusion. Data reduction is made by classifying and discarding unnecessary ones. The data is then tested for validity by applying triangulation. This triangulation method is carried out by comparing the observational data with interview data. The data is then presented in the form of a description, equipped with a table containing the data needed to conclude.

3 Discussion

Asynchronous learning at XYZ University, especially in the Pancasila subject, uses video as one of the learning media. Lecturers compile video content in learning videos by going through several stages, including:

1. Analysis of learning objectives

2. Designing a video concept, in this paper, the concept chosen is the concept of a talk show
3. Drafting video content regarding learning objectives
4. The division of tasks for each lecturer in the video
5. Video recording and editing process
6. The resulting video is embedded in the LMS
7. Students are welcome to access the video to help asynchronous learning sessions

Respondents gave various answers, from taking opinions to seeing students' views. The first question is: How do the videos in session 4 and 10 of the Pancasila class in our moodle help you learn? Some of the answers that emerged include,

1. Videos add insight.
2. The material is well presented.
3. The content of the video can be easily understood
4. Information from videos is important for the younger generation

The second question is related to students' opinions about your views regarding the learning videos of session 4 and session 10 in the Pancasila class. Some of the answers that often come up include,

1. The videos that have been compiled are clear and detailed
2. Systematic videos discussing topics
3. Videos provide insight into the topic
4. Learning videos are helpful for the younger generation

In the third question, do you have any suggestions regarding the Pancasila class learning videos session 4 and session 10 in this moodle? Answers dominate the data. There appears to be no suggestion from the respondents, and the video tends to be good. The student's perspective is described in detail as follows.

3.1 Helping students gain insight into Pancasila

Video session 4 discusses the issue of Pancasila, which is widely discussed by the public, namely Pancasila as the unifier of this diverse nation. In video session 4 there is some information students may have never heard of when studying Pancasila in school. Information such as national identity, the Pancasila symbol's history, and the Bhinneka Tunggal Ika's concept is presented in depth.

Video session 9 discusses issues that are more exciting for students because the issues discussed are about ideology. Pancasila as an ideology continues to be a debate even among community leaders. Some community leaders still think Pancasila cannot be used as the nation's ideology. This video explains the issue of the conflict, thereby opening students' insight into why this conflict arose and the facts about it.

3.2 Systematic learning videos improve student understanding

The preparation of the fourth video session begins with a focus group discussion between lecturers to choose the presentation format. Referring to the nature of the material in session 4, which discussed the differences in togetherness towards a united state, the talkshow format was chosen by providing an opportunity for each lecturer to express their opinions and insights regarding this issue. After selecting the display format, a question item is determined, which will be presented as a trigger during the talk show. The questions raised refer to the learning objectives with the hope that students will listen to videos supporting learning objectives.

After the format and content have been compiled, proceed to tape the video. The presentation of the video is designed in such a way that it is varied. The lighter questions are presented in a casual yet serious manner. The answers from the lecturers are also not delivered in a hurry so that the listeners can absorb the information maximally. Similar stages were also applied to session 10, which raised the topic of Pancasila as the nation's ideology. All information presented still pays attention to the latest information and theory, then communicates systematically.

The perspective of students who participated in this course's asynchronous sessions tended to view the learning videos used positively. The unique thing to discuss is the perspective of students who tend to be positive, inversely proportional to the duration of their watching each video. This learning video insight shows that the duration of watching students tends to be low. Each student only watched the video for the first 3 to 5 minutes.

Basically, the nature of interesting learning videos needs to be accompanied by interaction. Interaction can maintain student focus and resilience in listening to the material in the video. If the interaction in the video can provide positive feedback on student learning outcomes, the listening duration will be longer.

From the data obtained, students view that the learning videos presented in class can add insight to students. This means that the knowledge in the video with a maximum duration of 15 to 17 minutes is sufficient for students. The videos have been arranged systematically and in detail, meaning that nothing needs to be revised in the learning video flow. Students feel the benefits of learning videos that are presented to them. This means that the purpose of making the video has been achieved. Disadvantages arise in its implementation in the classroom or LMS, namely the relatively low viewing duration.

4 Conclusion

Students' perspectives on learning videos in the asynchronous class of Pancasila courses can be divided into two. Students see that the Pancasila learning video can add to their insight regarding Pancasila. Second, students view the learning videos as systematic and increase their understanding of the material. The unique phenomenon found in this study is that the elements of adding insight, understanding, and systematic learning videos do not increase the duration of student watching. Students only watch the videos for the first 3 to 5 minutes. One of the reasons is that the compiled videos need to include elements of interaction, making it difficult for students to stay focused and persist in listening to the learning videos. Suggestions for developing Pancasila learning video media in the future are to increase interaction. If there is

no interaction element in the video, it needs to be made. The form of interaction can be made such as including short-answer or multiple-choice questions related to the content of the video.

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