

The “Power Director” Application as a Media for Indonesian Language Teaching Using “Ruang Guru” Style at PGRI Wiranegara University

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ABSTRACT

Universities and public/ private tertiary institutions are places and processors for prospective educators who have good quality in order to achieve the goals of national education. As a form of responsibility, educators at universities and public / private colleges fully contribute to creating students in terms of teaching. Our teaching and learning systems must also be able to adapt and serve the needs of students and society as their potential educators. The current condition of the Covid-19 pandemic does not allow students to be able to learn face-to-face. So, online learning is needed, but it is still interactive and fun, so that students are still maximized in the learning process. The Power Director application is one of the applications that can be developed in packaging learning to be effective and fun in the style of a teacher room application that can be used without having to spend money like the teacher room application. The result and process of developing this application is that Indonesian language teaching is developed from the basic competencies that have been determined by each student in the Teaching and Learning Interaction course at the PGRI Wiranegara University which was formerly STKIP PGRI Pasuruan City, then developed again through the Power Director application with virtual / animation / sound displays which contains learning material aka the teacher's room. The results of the development of Indonesian language teaching media are published via YouTube or other social media, so that they can be used by students as an effective and fun online learning medium.

Keywords: *Power Director, Indonesian Language Teaching, Ruang Guru, Uniwara*

1. INTRODUCTION

Indonesia is always improving itself, especially in terms of education. This is also stated in the national education system law No.20 of 2003, where education is a conscious and planned effort to create a learning process and a learning atmosphere. So that students can actively develop their potential to gain skill, noble character, intelligence, personality, self-control, and religious /spiritual strengthen needed by themselves and societies. Thus, the nation's development from the quality generations will be achieved. From these quality generations, Indonesia will be able to compete with other developed countries. A qualified generation will have come out from the educators' hands who also have good quality and ways in educating. Prospective educators are expected to have high competence and creativity, so that their students also have the same motivation. In addition,

educators must be sensitive to students' needs for the challenges of this era. These challenges mean that for learning's need does not only rely on the conventional learning, but also our sensitivity in using technology which we often call the industrial revolution 4.0 today.

In addition to the demands of era, another factor that requires prospective educators / teachers today is the condition of the Covid-19 pandemic which requires us to limit the face-to-face space/ meeting class between teacher and students. Currently, learning is required online to suppress the development of this rife virus. For this reason, as teachers we are also required to innovate by developing online learning media, but it is not an expensive nominal.

Many previous studies have discussed various forms of learning media with the same media. However, researchers want to do the same research, but in a

different context, such as the following research. Kamhar & Lestari (2019) "Use of Youtube Social Media as a Media for Learning Indonesian Language in Higher Education" found that learning media through YouTube was very effective and made students more happy and excited about learning, because students in this era could not be separated from social media activities. Mustikawati, F. E. (2019) with the research title "The Function of Kahoot Application as a Learning Media for Indonesian Language", the results of her research describe the function of kahoot as a learning medium. Andarwati, M. (2019) with research "Contextual, creative, fun history learning in class with power directors" produced research by operating the power director application. From the results of the three previous studies that have been described above, there is a research gap, namely, the research only stops at the results of the effectiveness of learning media for students and how to operate the use of the power director application, but does not explain the stages of the material creation process based on basic competencies in educational units. So, research is needed that suggests how to implement and how to use it in optimizing learning media directly on the content of Indonesian language learning material by paying attention to high locality values, as well as the process of making material obtained from basic competencies (KD) in educational units.

It is hoped that teaching Indonesian in "ruang guru" through the *power director* application media can be used by students as a means of teaching Indonesian that has a high sense of locality. Where the mentor in the video of tutorial on you tube social media is the teachers self. We can create a sense of pride to form respect and enthusiasm for students in learning. The learning content is also arranged in accordance with the curriculum and teaching plans previously designed by students before they produce and broadcast interactive teaching on you tube social media.

1.1. Teaching and Learning Interaction

Teaching and learning interactions are a conscious communication effort to achieve a goal with norms or rules (Sardiman, 2011: 7). students, there are teachers, there are methods, there are situations, there are assessments.

The meaning of learning is a change in a person's behavior or appearance with the activities of paying attention, imitating, listening, reading, and so on. Based on the learning theory, learning is a process of interaction between the id, ego, and superego with their environment, which is in the form of personality, theory, facts, or concepts (Sardiman, 2011: 22)

Teaching is an effort to create conditions and an environment that allow for a learning process to be

carried out. Teaching is an activity carried out by the teacher or educator to convey knowledge, as a facilitator, and so on. An interaction is said to be a teaching and learning process if it has the following characteristics: interaction objectives, planning, material, the existence of student activities, the teacher as a teacher, behavior patterns (learning procedures), time.

1.2. Learning Media

Mahnun, N. (2012) learning media is a communication medium which includes tools that are physically used to convey the content of the subject matter, as a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. Educational media according to (Arsyad, 2013) has a non-physical definition known as software (software), which is the message content contained in the hardware which is the content to be conveyed to students.

Daryanto (2010) media are all physical tools that can present messages and stimulate students to learn. Books, videos, texts, and more. Meanwhile, according to the National Education Association (NEA), media are forms of printed and audiovisual communication and their equipment. Media should be readable, heard, seen and manipulated. Learning media is a learning resource in which a combination of teaching materials and teaching tools (Muchson, 2010) Whatever the limits are given to the media, there are similarities between them that the media is anything that can be used to transmit messages from sender to receiver so that it can stimulate the thoughts, feelings and interests and attention of students in such a way that the learning process occurs. Thus, the use of media aims to facilitate learning activities.

Initially, learning media was only considered as a teaching aid for teachers (teaching aids), meaning that the existence of media was only to facilitate teachers in conveying their material. However, in subsequent developments, thanks to the development of new learning concepts, the use of media is an integral part of the learning program (Daryanto, 2010).

1.3. Application "Ruang Guru"

The "Ruang Guru" application is a learning application that can help with all learning difficulties. This online learning application can be accessed by smartphone and laptop. The *ruang guru* application provides a learning management system that can be used by children to gain knowledge in the form of audio, visual and audio visual (Ramdani, 2019). The *Ruang Guru* is a paid application, with various and creative features, making students more motivated and interesting to listen to. The tutors who are provided are also selected tutors who are obtained from a rigorous selection result. This indicates why the *Ruang Guru* is a learning application

that is quite popular with many groups, especially students as consumers of the teacher room application. In addition to a creative appearance, the presentation of the material presented was quite easy to understand.

1.4. Power Director

Andarwati (2019). Power Director is an application for video editing that is useful for assisting in the production of digital video films so that they look professional with slide backgrounds, photos, videos, text, sound, and others. Power Director is obtained by downloading it on the play store page on Android, or on the desktop. Power director is an application that is very light and simple compared to similar applications, such as kinemaster and others. The operation method is quite easy for beginners, so the application is suitable for use as a learning medium. Teachers can easily use it because the tools used in the application are very simple. Wulandari (2013) students who have carried out the learning process using the power director application media are better than students with the learning process using teaching aids.

1.5. YouTube Social Media

Saraswati (2017) *YouTube* is a communication interaction that relies on video as content. In the form of *YouTube* videographic interaction, it is one of the social media that is often used by many people today. Likewise, academic practitioners during the current pandemic also use the *YouTube* social media account as a medium of learning media because it has been proven to be effective in learning. Kamhar & Lestari (2019) The ways to use social media as teaching media are as follows:

1. Teachers create a *YouTube* account;
2. The teacher uploads the previously made learning videos, then shares the youtube link;
3. Students are asked to take part in the Indonesian language learning *YouTube*;
4. Students listen to material from learning via *YouTube* and at the same time can interact directly by asking the comments column on the *YouTube* account.

2. METHOD

The method used in this research is a development model. The development is designed in accordance with the needs analysis which is then developed according to the development procedures in this study. This development model was adapted from the development of the Dick and Carey model (in Setyosari, 2016). The stages we can observe in this research development method are as follows: 1) Preparation stage: preparation of lecture materials and activities; 2) Development stage: (1) determining learning content, starting from the

selection of KI / KD, (2) learning objectives, (3) material, (4) learning media, and so on. The first, teaching content goes through a blurring process, namely making a comprehensive lesson plan draft which is consulted by several teaching and learning experts, then followed by the process of making teaching content that has been agreed upon in the lecture; and the last step is publication of learning content through social media you tube.

3. RESULTS AND DISCUSSION

3.1. Results of Data Findings

Based on the development research entitled " *The Power Director Application As A Media For Indonesian Language Teaching Using "Ruang Guru " Style" at PGRI Wiranegara University d.h. STKIP PGRI Pasuruan* "there are 29 videos and 29 lesson plans from Indonesian language teachers developed by students, with a variety of interesting animation designs. The following is one of the basic competencies and the results of the learning videos developed through the Power Director application contained in the Indonesian language teaching curriculum.

Table 1 Basic Competencies of Indonesian Language Learning

Basic Competency	Competency Achievement Indicators
(3.2) Analyzing the structure and language of the heard or read experimental report text (simple experiments to detect hazardous substances in food, the presence of vitamins in food, etc.)	3.2.1) Identifying the information of experimental report text 3.2.2) Knowing and observing the structure of the experimental report text. 3.2.3) Identifying the characteristics language of the experimental report text
(4.2) Presenting the objectives, materials / tools, steps, and results in written and oral trial reports by taking into account the completeness of data, structure, linguistic aspects and oral aspects.	4.2.1) Presenting and discussing the results of examining the experimental report model. 4.2.2) Knowing the purpose and function of the experimental report.



Figure 1. Display of learning videos through the power director application



Figure 2. Display of learning videos through the power director application

3.2. Discussion

After a series of expositing processes from KD into Learning Implementation Plan is made, the most important stage in this study is developing teaching through the Power Director Application based on the RPP. The following are the steps for the results of the development carried out.

1. Download the *Power Director* application
2. Open the *Power Director* application and select New Project

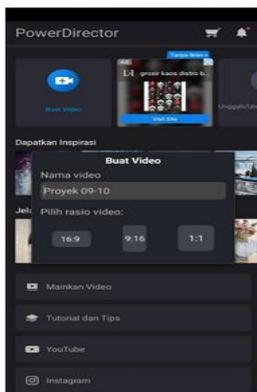


Figure 3. Display of the power director application

3. Add video or photos and audio in the form of music files, sound and audio recordings on each timeline.

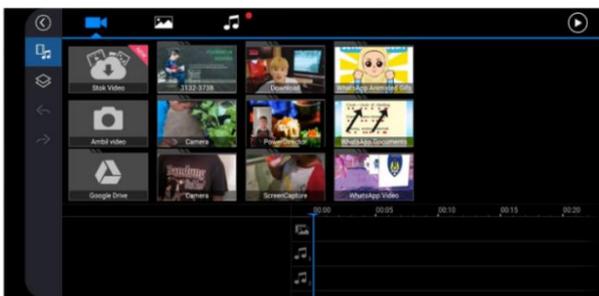


Figure 4. Timeline view

4. The features provided by the Power Director are quite complete and automatically all the videos on our smart phones will appear, there is also

Google Drive if your video file is there, as well as video capture to take video directly using smart phone camera, and there is also a color board for basic appearance with custom color.

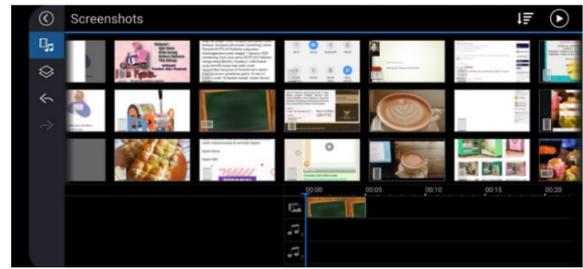


Figure 5. A basic view of the power director

5. Take videos that have been made / recorded previously in accordance with the learning material

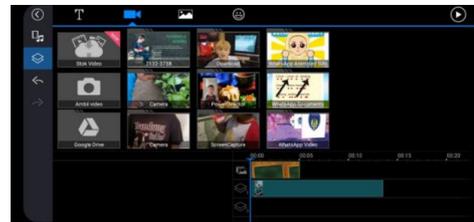


Figure 6. The display of the power director combines basic views and learning videos

6. The next step is entering the material by editing the text as shown below

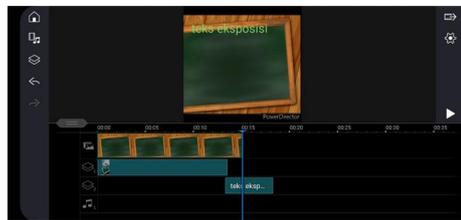


Figure 7. Display of the power director of the text editing process (learning material)

7. Select one of the videos to be edited and developed into a medium for learning Indonesian.



Figure 8. Results of learning development with the power director application

8. Select Save to Gallery to save it on your smart phone or you can also upload it directly to Face book and You tube.

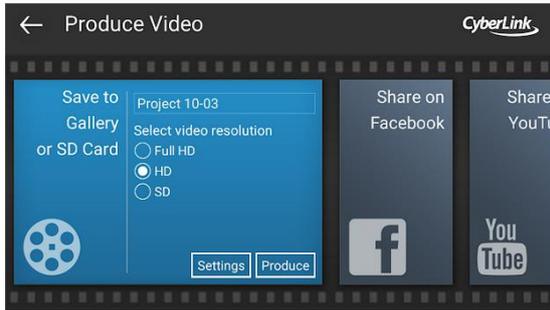


Figure 9. Display of the produce video of the power director application

9. Choose one of the formats from SD, HD or Full HD. for the free version the Full HD option should be in the Premium version.
10. Wait for the process to finish.
11. After completing the making of learning media through the Power director application, the next step is to upload the learning video via the YouTube account. The results of these uploads can be used by students as material for learning during the current pandemic.
12. Each student uploads the results of the learning video that has been made through the power director application by paying attention to the basic competencies and existing curriculum.

4. CONCLUSION

From the results of the discussion, the power director application is able to be one of the solutions to the problems of learning Indonesian in the current epidemic period. Online learning that is developed through this application presents interesting learning aka teacher rooms with high locality values. Where the presenter or tutor who explains is their own teacher. Not only that, through this application, language learning is no longer expensive. Because they can enjoy and observe the learning on the YouTube account of their respective teachers. From this research, there are 29 learning media learning videos made through the power director application.

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