

The Design of Vlogs as Ethnochemical Learning Media by Project Based Learning

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ABSTRACT

This study aims to design a vlog as a project-based ethnochemistry learning medium and maintain its validity. This type of research is qualitative research. The designs produced at this research stage have gone through planning based on the results of preliminary studies, which contain activities; identification, formulation of objectives, determining the sequence of learning media (storyboard), and expert validation. Data obtained through various data collection techniques, such as interviews, questionnaires, and documentation. Based on the results of vlog validation based on material content is 94% and IT content is 98%. The overall vlog percentage was 96%, with excellent validity. In conclusion, the vlog design as a project-based ethnochemistry learning medium has very good validity.

Keywords: vlog, ethnochemistry, learning media, project base learning.

1. INTRODUCTION

The government has a telework policy. This is an attempt by the community to complete homework. Education in Indonesia is also one of the covid19 areas affected. In addition to these sanctions, the Indonesian Ministry of Education has also dropped out of school and set a goal of replacing teaching and learning activities with the use of the Internet [1]. With this online curriculum, teachers can address a variety of issues facing students and teachers, including subject issues. Not finished, the teacher replaced it with another activity. This is a dissatisfaction with the students as the teacher did more work.

Various methods of distance learning are tested. Features that can be used as online learning media include learning curves, zoom applications, Google classes, YouTube, WhatsApp social networks, and more. These elements can be used to the fullest as a learning management tool, just like in the classroom. By using this online platform, students and faculty have gained the ability to use technology directly and indirectly [2]. Using technology to carry out student projects can lead to creativity to improve student knowledge. Because teachers learn differently, you can create positive learning patterns that can enhance your thinking through self-study without leaving the teacher [3].

The student nature of Z is a factor in choosing the means to use in the history of learning. Social media is the medium that people use to spread and convey information [4]. History is not always an interesting topic, so you need to promote the media to attract students about learning history. We need media that can encourage motivated students, as good reasons can have a positive impact on their learning history. According to Sanjaya [5] media, it may increase interest and interest in reading.

Using social media for learning can increase students' interest in learning and improve their learning experience. Learning and motivational learning can help increase the value of learning. Learning outcomes can affect learning disabilities. Therefore, the more motivated you are, the better your learning outcomes may be. Depending on the learning outcomes of Jihad [6], students have the ability to learn after experiencing a learning activity. In learning activities, teachers usually prioritize learning. Successful students are those who are able to achieve their goals and objectives.

Vlogs are a solution for the generation of smart devices, a generation that can't erase devices from their daily lives. Vlog (video video) is a column in video format. Vlogs are videos that contain ideas, news, or daily activities commonly found on websites. By developing an evolving environment, everyone can have

their own goals and ways of expressing themselves. One is to create a pop-up video clip. That is, make a video or shorten it like a Vlog. The Vlog service is an audio and video recording service managed by vlogger as a vlog developer.

There are many reasons why every vlogger interested in success may be interested in running a vlog. Another reason is that Vlog broadcasts are used to provide more conversations than just blog posts. One of the most popular vlogs posted on social media is YouTube, a social networking site that provides services for sharing and watching videos. YouTube is a innovation in new media, divided into many organizations in the production of video shows and advertising services. YouTube is an online television channel platform that manages video clip viewing and advertising activities individually, in groups, and directly through the distribution channels of various organizations. YouTube is an online television channel platform that manages video clip viewing and advertising activities individually, in groups, and directly through the distribution channels of various organizations. YouTube is an online TV channel with live and group management [7].

If the teacher can create a Vlog all the time by providing the material, the teacher can use the student to create a Vlog as the teaching method used to create the assignment. This study explores the potential of Vlog as a learning pathway in biology through a process-based learning approach.

2. RESEARCH DESIGN

The purpose of this study was to assess the impact of Vlog as an intermediate learning curve. The study was conducted from February to March 2020 at the Faculty of Training and Education, Musamus University. This type of research is qualitative research. The items developed at this research level are based on the results of the initial research that included activities. Identify, create policies, define a list of learning support (fiction), and expert expertise. Data obtained through various data collection methods such as discussions, interviews, and documentation. The material is designed for discussion questions and information. Questions are provided in the device system with open questions to answer free of charge. This tool is intended to determine the quality of the product below. In contrast, the written method provides a queue to record some of the information you need. Effective data is retrieved through a process system, and data that is frequently displayed while describing various sources of information using triangulation techniques is considered efficient.

The data analysis method used is the comparative analysis method [8]. The computational analysis techniques used to quantify the final analysis from expert

evaluation / confirmation data are the points in the following table.

Table 1. Criteria for interpretation of scores

Information	Score
Very imprecise, appropriate, clear, attractive, easy	1
Imprecise, appropriate, clear, attractive, easy	2
Quite precise, appropriate, clear, attractive, easy	3
Precise, appropriate, clear, attractive, easy	4
Very precise, appropriate, clear, attractive, easy	5

The eligibility criteria for vlog media are shown in table 2.

Table 2. The results of the material expert validation

Qualification	Level of attainment
Very valid	84% ≤ score ≤ 100%
Valid	68% ≤ score ≤ 84%
Quite valid	52% ≤ score ≤ 68%
Less valid	36% ≤ score ≤ 52%
Invalid	20% ≤ score ≤ 36%

3. RESEARCH RESULT AND DISCUSSION

Instructor as an administrator in the use of Vlog is very important. Teachers need to be able to manage student activities from the beginning [9]. Below are the learning stages of the project by creating a Vlog for chemistry students.

- 1) The teacher has a problem with public chemistry. Students are divided into groups. Assume it with a kavalactone compound. Students are assigned to collect research reports based on historical research standards.
- 2) After asking a question, the student will be instructed to return to the research topic they are investigating and create a Vlog plan or purpose. For example, students explore the use of Watt leaves in traditional ceremonies. Students create a search system and a Vlog system.
- 3) Students are collecting preliminary results for research processes and Vlog purposes. The teacher evaluates the initial result of the student and contributes to the improvement so that the result can be improved. Teachers evaluate the sources of information used by students, the time required, and the impact of student activities.
- 4) Students initiate the survey and record the activities conducted in the survey. Students create a Vlog focused on the ideas presented. After recording, the

student prepares the video and adds dance to the student's style. After completing the Vlog for historical studies, students uploaded the Vlog to YouTube.

- 5) Each group presents the result of the Vlog loaded in class using the projector.
- 6) The teacher evaluates the Vlog created by the student. This assessment can be seen from the results of the historical research conducted by the students. From the results of user interviews, we will use the monthly sheet presented in the video to explain or communicate materials, student statements, and student-provided Vlog creation. The facilitator also evaluates the activities of each group.
- 7) After the teacher completes the evaluation, other students will also evaluate (they will evaluate their peers). This is done so that students can provide assessments and evidence of their learning outcomes.

The student-created Vlog was developed by two professionals: a teacher as a teaching material expert and a teacher as a media expert. The vlog checking account contains 10 search areas. Quality was run twice. To interpret the variables, the results obtained from the two validators were modified as segments, resulting in the data as shown in Table 3.

Table 3. The results of the material expert's validation

Aspect of study	Validation 1	Validation 2	Average score	Level of validity	Inf
Suitability of material with core competencies and basic competencies	4	5	4.5	90	Very valid
The accuracy of material coverage	4	5	4.5	90	Very valid
Systematics of material presentation	5	5	5	100	Very valid
Truth and clarity of material description	5	5	5	100	Very valid
The accuracy of choosing vocabulary in the material	4	5	4.5	90	Very valid
Depth of material	4	5	5	100	Very valid

					valid
The accuracy of using the language rules used	5	5	5	100	Very valid
The variety of media forms makes it easier for students to understand the material	5	4	4.5	90	Very valid
Ease of use	5	5	5	100	Very valid
The suitability of writing variations makes it easier to understand the material	5	4	4.5	90	Very valid
Amount	46	48	47	94	
Average	4.6	4.8	4.7	94	Very valid

Table 3 shows that the first level optimization expert showed an average score of 4.6, while the second test increased it to 4.8. If the percentage is 94%, the average quality of professional equipment technicians is 4.7. Based on the translation table shown in Table 2, consumer experts conclude that modern media has developed standards.

Based on Amalliah's research, teachers can create Vlogs as student social media through learning activities aimed at increasing student involvement in learning. The process of teaching and learning through Vlog can raise student interest. In addition to explaining teacher creativity as a learning method, Vlog also allows students to convey creative ideas on the Vlog presentation platform based on learning objectives that affect individuals or groups [10].

The results of the media expert validation are shown in table 4.

Table 4. The results of the media expert validation

Aspect of study	Validation 1	Validation 2	Average score	Level of validity	Inf
Media display	4	5	4.5	100	Very valid
Serving order	4	5	5	100	Very valid

Completeness of information	5	5	5	100	Very valid
Ease of use	5	5	5	100	Very valid
Selection of the right and interesting typeface	4	5	5	100	Very valid
Readability of words or letters in the video	5	5	5	100	Very valid
Clarity of sound on video	5	5	5	100	Very valid
Image clarity in video	4	5	5	100	Very valid
The compatibility of colors, text, images, and animation on the video	5	4	5	80	Very valid
The compatibility of the accompanying music with the narration in the video	5	5	5	100	Very valid
Amount	46	49	47.5	95	
Average	4.6	4.9	4.75	95	Very valid

Table 4 shows that the first media expert gave an average of 4.6%, while the second media expert increased to 4.9. If the percentage is 95%, the average experience is 4.7. Based on the translation table shown in Table 2, media analysts agree that modern media has improved significantly.

The Internet has emerged as a new form of social media (new social media) to facilitate communication between individuals and groups, or between groups with other groups or parts of an organization. In addition to being used as an online platform, it is also used as a public relations platform and can be called a non-paper library. In its development, the Internet has been used as

a learning tool or e-learning that we are familiar with through the use of online tools in online marketing and online marketing [11].

While some of the Vlog making tutorials obtained by Google and other search engines make it easier to create Vlogs, there are a number of things that need to be considered when learning media:

- 1) Inspiration is the beginning of vlog storytelling, which is used as a learning tool.
- 2) The title of the article is the description of the story or what will be included in future videos.
- 3) Stories should be organized in an orderly and detailed manner so that each story fits together.
- 4) Before recording the video, you must prepare the site as a video source.
- 5) Electricity to create improved videos
- 6) Everything should be placed in position and section, not frequent photographs.
- 7) To shoot, you need to find the appropriate definition of lighting.
- 8) If you have a bad image, check the results and all you have to do is delete or report.
- 9) Edit the captured image and re-select the appropriate image to upload. Use your creativity while editing the created video.
- 10) Review the prepared video.
- 11) Post via your personal site or YouTube channel after being verified by an expert and media expert.

From the results of this confirmation, it can be concluded that the vlog has improved as a learning medium for humanities science through practical learning methods that can be used and published.

4. CONCLUSION

Vlog validation is based on 94% material content and 98% TI content. The overall vlog percentage was 96%, with excellent validity. In conclusion, the vlog design as a project-based ethnochemistry learning medium has very good validity

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