

Development of Learning Videos for New Student Planning Materials in Student Management Courses

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ABSTRACT

Learning media is an important aspect to support the success of the learning process. The development of learning media needs to be done to improve the learning process to be of higher quality. This study aims to develop learning videos in student management courses. This research method uses development research methods. The research subjects are students who take student management lectures at the A2020 offering with a total of 35 students. The results of this development research are in the form of learning videos for new student planning materials in student management courses. The results of the trial show that the development of learning videos can improve understanding of new student planning materials, increase student activity and collaboration in student management courses.

Keywords: *learning media, learning videos, student management*

1. INTRODUCTION

Learning activities have an important role in improving the quality of students. Therefore, it is very important for teachers to design quality learning processes. In addition, quality learning will also have an impact on increasing student motivation to take part in learning well. So that by increasing students' learning motivation, it will directly have an impact on increasing students' understanding of the material provided.

Efforts to improve the quality of learning during the COVID-19 pandemic are a challenge for teachers. The learning conditions carried out remotely influence changing the way of learning [1]. Learning has changed from face-to-face learning in the classroom to online learning. With changing conditions like this, teachers must be able to adjust and choose the most appropriate learning strategies to use. The Covid-19 pandemic, which is currently felt to require new adaptations in the learning process so that learning can continue to be carried out effectively [2].

Online learning requires special strategies that must be prepared by the teacher. The selection of the right strategy and the use of appropriate learning media will affect the effectiveness of online learning [3]. The results of research conducted by Prestiadi explain that the use of learning media has an important role in the success of online learning, from the results of a meta-analysis of the use of learning media during the covid-19 pandemic, it

shows that learning media greatly influences the effectiveness and interest of students to take part in online learning [4].

Learning media that can be used during online learning have various forms. Teachers can choose various kinds of learning media to make online learning activities successful [5] [6]. The learning media used by the teacher can be adapted to the material and characteristics of the students. Various kinds of media that can be used by teachers can also be separated based on their function. Teachers can take advantage of the conference platform to conduct synchronous learning. In addition, teachers can also choose media platforms as communication during online learning. Based on the results of research conducted by Wiyono explained that during online learning, teachers prefer to use the Whatsapp media platform as a communication medium, while conference platforms such as Zoom and Google Meet are most often used by teachers to carry out synchronous online learning [7].

In addition to these media, teachers can also take advantage of the Learning Management System (LMS) as another alternative that can be used to carry out distance learning. LMS can be used as a digital learning space that can be accessed by teachers and students in distance learning. The utilization of LMS as a tool that can be used by teachers as a digital classroom is more attractive because teachers can add various activities and

learning media. LMS can be a solution for teachers to carry out distance learning or online learning amid the covid-19 pandemic [8] [9] [10].

In connection with this background, online learning carried out during the covid-19 pandemic carried out in student management courses was carried out through LMS. LMS used during student management learning is implemented through SIPEJAR. SIPEJAR is an LMS developed by the State University of Malang to support the distance learning process. Through SIPEJAR teachers can design distance learning activities with various strategies and media according to needs [8].

In the management course, students are designed through project-based learning and active learning strategies. Students are allowed to design learning videos as lecture projects. This video learning media is then used as study material for learning materials. The lecture process is also designed to provide opportunities for students to be able to discuss with each other the results of the video material that has been uploaded into SIPEJAR. This study seeks to develop video-based learning media. The learning videos developed are adapted to the planning material for new students in the student management course.

2. METHOD

The research method used in this research is to wait for development research according to Borg and Gall which has been simplified into six steps, namely: 1) problem analysis; (2) product development (draft 1); (3) product test (draft 1); (4) product revision (draft 1); (5) product validation (draft 2); and (6) the final product (Final). This research was carried out on student management courses conducted in class A2020 with a total of 35 students. The focus of the development carried out in this development research is in the form of learning videos for planning material for new students.

3. RESULT AND DISCUSSION

3.1 Student Management

Student management is one of the substances of education management. Student management is an important aspect in educational management activities. The success of educational institutions can be achieved if schools can make arrangements for aspects of students. Students become the main focus because it has a direct impact on the quality of graduates [11]. Successful graduates can be seen from the quality of their students who have competencies that can be seen from the cognitive, affective and psychomotor aspects.

According to Nasihin and Susuri, student management is an effort to regulate students starting

from students entering school until they graduate from school [12]. The purpose of student management is to regulate activities related to student aspects so that these activities can run effectively and efficiently and can support the learning process in schools. The function of student management is as an effort for students to develop themselves as much as possible related to cognitive, social, and skill aspects so that the potential of students can be achieved optimally [13].

The activities carried out by student management include analysis of student needs, student recruitment, student selection, student orientation, student development and coaching, student organization, evaluation of student learning outcomes, and graduation. These student activities are carried out as an effort to regulate students which are carried out from the beginning of acceptance until students graduate from school. This arrangement for students is an important aspect so that students can develop when following the educational process [14] [15].

3.2 Development of Student Planning Material Videos

One of the media that can be used by lecturers in improving the quality of online learning is by utilizing learning videos. Learning videos are digital-based media that can be used by lecturers to fill in content or materials on online learning platforms or on the LMS menu. Lecturers can develop various learning media through videos according to the characteristics of the course. Through this video, students will find it easy to learn the material presented by the lecturer because the video can be played according to student needs. By utilizing this video media, students can also easily see the lecturer's explanation and can be done repeatedly by students.

The utilization of learning videos in student management courses is done by making videos containing lecture materials. The learning video that has been made is then pasted on the LMS Sipejar. The making of this learning video is done through a team-based project where students in groups are allowed to discuss and develop their abilities to design discussion materials according to the study theme in the student management course.

The learning videos that have been made are then used as discussion material in student management courses. Each group is allowed to provide feedback on video presentations that have been made by other groups. By attaching learning videos in Sipejar, each group provides comments and discusses with each other about the lecture topics that have been presented in the video.

The results of research on the development of learning videos to improve students' management analysis skills. Video 1 with the theme of material on planning for new student admissions as teaching material for student management courses was then carried out by an expert trial conducted by two experts to assess the video feasibility component. The first expert assessed the video content feasibility component, and the second expert assessed the video quality of student management teaching materials.

The assessments from experts for the draft video product.1 regarding planning for new student admissions for learning student management courses are shown in Table 1. Furthermore, after the assessment process by experts and providing inputs about student management learning videos, revisions are made. or video repair according to expert advice. The results of the assessment by the expert team can be seen in Table.1.

Table.1 Expert Rating for video 1

| No | Video Drafts.1 | Expert 1 | Expert 2 |
|----------------|---|--|---|
| 1 | Eligibility of Video Content/Material.1 planning for new student admissions | The material is sorted according to the RPS at each meeting. | Video quality improvement. Video duration added |
| 2 | Eligibility Video quality.1 planning for new student admissions | Add introductory material | |
| Recommendation | | Video revision | |

Based on input from experts in the draft video.1 regarding planning for new student admissions, revisions are made according to the notes of media experts and material/content experts. In video.1 the material/content expert provides input on adjustments between the material provided in the lecture process and videos made for lecture activities, besides that it is also necessary to add material to the video as an introduction. Meanwhile, the second expert is assessing the quality of the learning videos developed. From the results of the assessment by learning media experts, they provide suggestions for improving the quality or resolution of the video so that the quality is better. In addition, the duration of the video also needs to be added.

Based on the inputs of the experts mentioned above, further improvements were made according to the notes by the experts. The results of the improvement or revision of the video.1 are then ready to be reassessed by a team of experts. Furthermore, analysis was carried out through a video media assessment questionnaire of teaching materials for student management courses from experts for video revision.1 each consisted of 20 question items with a

scale of 5, with a minimum score of $20 \times 1 = 20$ and a maximum value of $20 \times 5 = 100$. The results of the assessment on the product revision video.1 regarding planning for new student admissions shows that the revision of video.1 is GOOD this is based on the results of the assessment carried out by the two experts, namely the video expert who gave an assessment score of 86, while the material/content expert gave an assessment score of 80.

Meanwhile, the results of the written assessment by the expert on the revision of video.1 can be seen in Table 2 below:

Table.2 Expert Assessment for video revision 1

| No | Video Drafts.1 | Expert 1 | Expert 2 |
|----------------|---|---|--|
| 1 | Eligibility of Video Content/Material.1 planning for new student admissions | The video has been revised according to input. | The video quality is still not full HD but it's clear enough |
| 2 | Eligibility Video quality.1 planning for new student admissions | Sufficient introductory material to add to the video. | |
| Recommendation | | Ready to be tested | |

Based on input from experts following Table. 2, it shows that if the revision in video.1 has been carried out, then from the results of the assessment by the expert team on the revision of video.1 concludes that video.1 about planning for new student admissions is ready to be tested on students. Furthermore, according to the direction of the expert team, the revision of video.1 is ready to be tested on the student management course. At this trial stage, user satisfaction mapping was carried out on the revised video.1, the assessment process was carried out by students as users through an instrument developed by the team. The instrument developed using a Likert scale is: Very not good: 1, Poor: 2, Fair: 3, Good: 4, Very good: 5. The results of the user's assessment of the video revision.1 are shown in Figure 1 below:

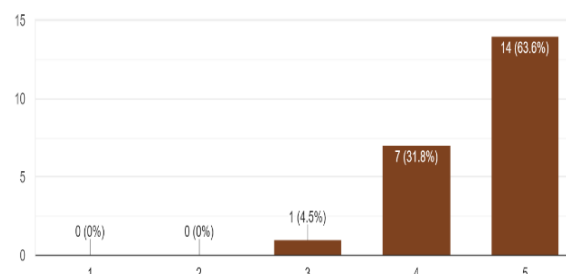


Figure.1 Video quality

Figure 1 shows that from a total of 22 respondents who assessed video.1 as many as 14 students (63.6%) stated that video.1 as material about planning for new

student admissions was considered very good, while a number of 7 students (31, 8% rated it good, and 1 student (4.5%) considered it sufficient. Based on the analysis of the results of the assessment on the quality of the video.1 shown to students, it can be concluded that it is in a good category.

Video quality is an important aspect to support online learning that is carried out through video media. The provision of quality video learning media will increase the ease for students to watch every material displayed in the video. By providing quality learning videos, students will also be more motivated to listen to the material displayed [8].

Meanwhile, in other aspects, apart from the quality aspect, measurements were also taken of the material aspects shown in the video. From the results of student assessments, it can be shown in Figure 2 below:

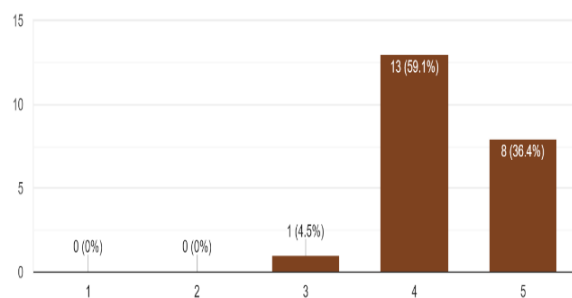


Figure.2 Material in Video

Based on Figure 2, it can be seen that this learning video media can make it easier for students to master the material displayed. The results of collecting scores on this material from a total of 22 students as respondents showed that 8 students (36.4%) said they were very good, while 13 students (59.1%) said they were good and 1 student (4.5%) said they were quite. It can be concluded that the use of this learning video is considered good by students in terms of the ease of mastering the planning material for new student admissions in the student management course.

Learning material is an important aspect in the learning process. The material is the substance of what the teacher will convey to students. effectiveness in delivering material needs to be considered by the teacher. The provision of material also needs to be adjusted to the learning media developed by the teacher. The material presented should be relevant to the discussion in the subject [16] [17] [18].

In addition to the two aspects regarding the quality and material shown in the video.1 regarding the planning material for new student admissions, from the results of the implementation of learning videos

in the student management course, aspects of the influence on student activity to discuss this theme were measured. From the results of measurements of lecture activities, it can be seen in Figure 3 below.

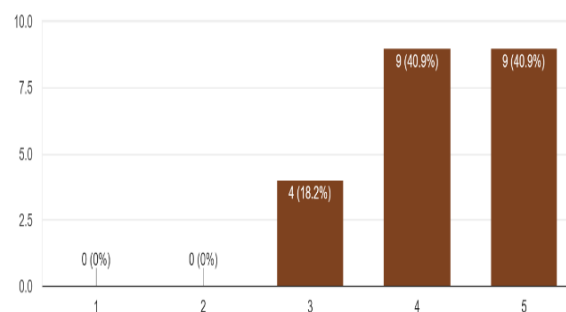


Figure.3 The effect of learning videos on the learning process

Based on Figure 3 above, it can be explained that the use of learning video media in student management courses influences lecture activities. This can be seen from the respondents' answers about active collaboration and smooth discussion. From the results of data collection on students, 9 students (40.9%) rated very good, 9 students (40.9%) rated good and 4 students (18.2%) rated quite good. So it can be concluded that the use of learning videos in student management courses in the material about planning for new student admissions can affect increasing collaboration and discussion.

Learning videos as learning media during the covid-19 pandemic influence student learning activities. This shows that the use of online learning media has a positive impact on the effectiveness of distance learning. The use of learning media through video can also increase students' participation in distance learning. By designing learning media in the form of more interactive videos, it will provide stimulation for students to listen to every material given by the teacher. This is better when compared to just giving lectures during online learning [19] [20] [21].

4. CONCLUSIONS

Based on the results of the development of learning video products in the planning material of new students for student management courses, the results of material development in the form of videos can be used as one of the learning media for student management courses. The results of trials of learning video products on new student planning materials for students show that the use of learning media through new student planning videos can increase understanding of new student planning materials and increase student activity in carrying out student management lectures.

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