Implementation of Enriched Virtual Learning Model Through Online Guidance to Create Film Production in Videography Class

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Abstract. Enriched Virtual Learning is a learning model that has been using virtual technology that is implemented in learning with various approaches. This study aims to implement the Enriched Virtual Learning Model through online guidance to create films in the Videography class at the State University of Jakarta. This research method uses case studies. Enriched virtual learning was implemented in the videography class in semester 5 with a sample of 22 art education students and 1 lecturer, as well as 3 judges as curators of the film, works at the Jakarta State University Fine Arts Education. Data collection techniques were carried out through observation of each virtual meeting, during the final examination of the work create a short film, interviews were carried out with subject students, lecturers, and judges, as well as focus group discussions about the enriched virtual learning model on the results of the creation of short film visual works. The results of the study prove that the enriched virtual learning model implemented in the videography class has several limitations, especially in creating film works, and further research is needed to obtain film works.

Keywords: Enriched Virtual Learning Model · Videography · Film Production

1 Introduction

As a learning resource has been implemented in lecture activities that focus on theorist, including videography courses as part of courses in fine arts education that does not escape virtual learning. When changes occur in the world of art education, especially fine arts, it must recognize that it is part of the response and technological changes that must be predicted, regardless of the various media used [1]. Internet technology gives humans space to stay engaged [2].

Development of *an enriched virtual learning model in which it applies five functions of utilizing the internet as a learning resource, namely: (a) media as technology, (b) media as tutor or teacher, (c) media as socializing agents, (d) media as motivators for learning, and (e) media as problem-solving* [3].

The use of technology as a means of teaching is new by packaging educational content in an interactive format virtually [4]. Through inquiry and cooperation, students solve problems to learn implicit knowledge. Then the ability to solve problems and

self-study is formed [5]. Needs analysis has been carried out to analyze the intensity of students' interaction, learning, and social using the internet and social media. The questionnaire used was aimed at students of art education and visual communication of 180 students active in the collection of information on the intensity of students working with the help of the internet. Internet use of 78.3 percent of students showed that the level of ability to work assisted by the internet was impressive, but some results showed that work innovation and media formation were still far from good.

There are three main platforms used in the process of learning virtually (online) using the internet, namely *Google Classroom, instant messaging Whatsapp Group, and Zoom video conferencing*. Although various platforms have supported virtual learning activities, of course, various obstacles are faced by the students and lecturers. The problems faced when studying synchronously are the internet connection problem and high internet bills cost, unsupportive devices, and incapability in mastering the use of technology, both students and lecturers. To pursue online learning to students, the impact of material that is not conveyed well to students is because of the vagueness of the learning process delivered by the lecturer and the number of lecturers replacing lectures with assignments instead of providing teaching materials to students [6] which causes the learning objectives do not reach. This problem is certainly based on the use of the internet as a new medium that community organizations are still in the process of learning how to fully utilize the potential of the internet as a new medium [7]. In this *enriched virtual learning* model, virtual learning (online) is combined with face-to-face as part of emphasizing the material to students, real tasks are designed, and the learning content is organized into complex and meaningful project situations.

Blended learning strategies are evolving with the emergence of new models, namely (1) the rotation model, which is a combination of online learning with face-to-face rotation, (2) *the flex model*, a model with the delivery of material and learning via the internet, but with the supervision of learners in the classroom, (3) *self-blend model*, with learners choosing their learning independently, but carried out in the same learning environment, (4) *enriched virtual model* [8].

1.1 Enriched Virtual Learning

The enriched virtual learning model is part of this study because it is by the needs and characteristics that exist in universities. Virtual learning is a learning process carried out by utilizing information and communication technology. *Model Enriched Virtual* (Fig. 1) is done in a blended manner in contrast to the 'full school experience, not like the Á La Carte [9].

From the results of previous needs analysis research, in this study, the implementation of the *Enriched Virtual Learning Model* was carried out by paying attention to the results of the needs analysis about the application of a virtual learning model. In this step of developing the model, each meeting is carried out virtually, both providing material and discussions between students and groups centered on student center learning. The provision of material is also carried out with practitioner speakers who understand the concept of script writing which will be developed by students by looking for practical references from the internet and social media such as YouTube. The assignments and
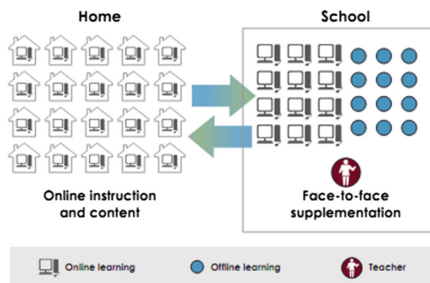
Fig. 1. *Enriched Virtual Learning* Albuquerque eCADEMY

project-based tasks are very intensively carried out with breakout rooms, face-to-face are carried out to solve problems before the project is carried out.

Several previous studies encouraged the enriched virtual learning model research to be developed, including Siyamta's research [10] with the title Implementation of *Enriched Virtual Model* Strategies in Computer Courses and Learning Media for Elementary School Teacher Education Students (PGSD) Unit of the Open University Distance Learning Program (UPBJJ-UT) Malang [10]. Through questionnaires from respondents, 54% expressed strong agreement, and 46% agreed with the effectiveness and efficiency of *Enriched Virtual* learning. The development of learning technology, especially by utilizing information technology (IT), is not monotonous and can be abandoned by students or students. In his research *Enriched, Virtual Model* was implemented into practical courses and got using this model in lectures.

Enriched Virtual Learning is a learning model that has been using virtual technology that is implemented in learning with various approaches. This study aims to implement the Enriched Virtual Learning Model through online guidance to create films in the Videography class at the State University of Jakarta. This research method uses case studies. Enriched virtual learning was implemented in the videography class in semester 5 with a sample of 22 art education students and 1 lecturer, as well as 3 judges as curators of the film, works at the Jakarta State University Fine Arts Education. Data collection techniques were carried out through observation of each virtual meeting, during the final examination of the work create a short film, interviews were carried out with subject students, lecturers, and judges, as well as focus group discussions about the enriched virtual learning model on the results of the creation of short film visual works. The results of the study prove that the enriched virtual learning model implemented in the videography class has several limitations, especially in creating film works, and further research is needed to obtain film works.

The research of Jamal concluded that:

"Teachers' Accountability for Adaptive Project-Based Learning Project Base Learning has been found to improve the use of technology, the ability to reach consensual decisions, critical thinking, problem-solving, effective communication, collaboration, negotiation skills, and independent learning" [11].

From the research above, it can be understood that the use of technology in the *Enriched Virtual Learning* model contributes to the provision of projects in the material so that students' ability to reach consensual decisions, critical thinking, problem-solving,

effective communication, teamwork collaboration, negotiation skills, and independent learning, as well as face-to-face implementation procedures in problem-solving is part of the research. Enriched Virtual Learning Model is implemented into videography lectures, where videography is an art practice course that has the potential to get problems in the learning process with this model, Fine Arts Education Students of Jakarta State University get videography courses in semester 5 which produce audio-visual works in the form of films from the given project. Virtual Learning implemented with formula model *Enriched Virtual Learning. Virtual Learning,* whose teaching is student-centered and based on the developed theory of constructivism and constructionism. The purpose of this study is to understand the implementation of *the Enriched Virtual Learning Model* into learning and the role of face-to-face in problem-solving as part of videography to create short film works.

2 Methods

This study uses qualitative research with a case study method.

Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time [8] in Creswell [15]. So in essence, research using a case study approach is more able to provide insight into the implementation of the model and its implications so as to be able to produce short films on videography learning. The participants of this study were 22 students in semester 5 of fine arts education and 1 supporting lecturer, 3 judges as curatorials.

This research was carried out at the Department of Fine Arts Education, Jakarta State University in the 2021/2022 academic year. Data collection techniques were carried out by interviews, observations, documentation studies, and focused discussions (Focus Group Discussions). Observations were made in the virtual learning process up to the results of short film projects. Documentation studies are carried out on short film works. FGDs were conducted with videography course lecturers when implementing virtual learning. The data analysis technique is carried out by reducing the data obtained from the implementation of the enriched virtual learning model, displaying data, summarizing data.

3 Results and Discussion

Research in the virtual realm is a scientific concept of sampling, inference, coding, and testing to understand the relationship between online society and the wider population [12]. This research uses qualitative research methods with a case study approach. Qualitative research is carried out by identifying problems, tracing literature, collecting data, and analyzing and interpreting data [13]. Proximity case studies were conducted on specific social units in depth [14]. Another notion of case studies is explained by Stake [13] who says that:

"Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by

time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period" [15].

This research using a case study approach is more able to provide a deepening of the implementation of the model and its implications to be able to produce short film work on videography learning. The participants of this study were 5th-semester students as many as 22 students of Fine Arts Education and 1 lecturer, 3 judges as curators. This research was carried out at the Department of Fine Arts Education, the State University of Jakarta in the 2021/2022 academic year. Data collection techniques are carried out with interviews, observations, documentation studies, and focus *group discussions.* Interviews are conducted in a semi-structured manner. Semi-structured interviews are conducted to get a picture of what happens that is experienced by a person and interpret the meaning of the phenomenon [16]. Observations are carried out in the process of virtual learning to the results of short film work projects. FGD is carried out with lecturers who teach videography courses when implementing *virtual* learning. Data analysis techniques are carried out by reducing data obtained from the implementation of enriched virtual learning models, display data, and inferring data.

3.1 Results

Virtual Learning Process Learning. *The enriched Virtual learning* Model refers to a virtual classroom that resides in *cyberspace* over the Internet [17] network (Fig. 2). The application of enriched *virtual learning* in videography lectures is aimed at overcoming the problem of the separation of space and time between students and teachers, but still presents the final work in the form of a short film. In this study, the implementation of *Enriched Virtual Learning* to create film works through several stages of providing material from pre-production, and production to post-production was carried out through video conference, as well as face-to-face meetings for brainstorming. The learning procedure is carried out in a lecture consisting of 16 meetings including giving material, assignments, and the final results of *projects* given in the middle of the semester.

In learning, students can get learning materials provided online as well as those available on google classroom, YouTube, and internet sites. Students can study learning materials on their own or if needed students ask for help in the form of interaction and consultation facilitated by the course lecturer. Videography learning related to the project
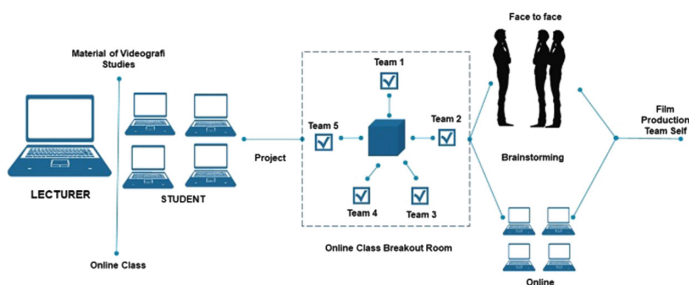
Fig. 2. Implementation of the Enriched Virtual Learning Model without film production assistance.

of film works begins in the middle of the semester from meeting 8 to meeting 14, the final exam of the semester. From meeting 8 to meeting 10, the pre-production material is the initial stage in the making of a short film consisting of story ideas, story concepts, and plot twists. Consultations on scenarios, talents and even the shooting process are carried out virtually with lecturers to get good work designs. Students in one group take pictures directly (offline). The problems of each group in making short films are very diverse, both teamwork, concept, and technical issues. To overcome the problems that occur, the solution to the problem of making story ideas is assisted by the lecturer in a virtual conference or face-to-face meeting. Meeting 11 to 12 stages of Production which is a stage for students to shoot, shooting is carried out in each group without assistance by the lecturer, and only online reports on the process of shooting/film production. The meeting of 13 to 14 post-production stages which is the closing stage is the editing stage and the provision of visual effects in the appearance of short films. After the short film is completed, curation is carried out by the lecturer who teaches the course.

Curation and assessment of short films were carried out at meeting 15, at the end of meeting 16, the final semester exam was held along with the screening of the Visual Art Awards film which was held virtually. Curation is carried out to assess the quality of the work produced so that it is worthy of the final stage, namely the screening of the Visual Art Awards film. Assessment criteria include: 1) Reality Criteria 2) Morals 3) Complexity The film can be packaged simply to present its complex story. 4) Originality/Innovativeness 5) Entertainment Value 6) Issues and Themes 7) Target Audience 8) Narrative Motivation 9) Logic and Reality 10) Intertextual 11) Aesthetic/Cinematic. After curating and assessing with the specified criteria, 22 students produced 5 short film works.

Evaluation of the results of this learning was carried out by screening a virtual film in the form of a *Visual Art Award (VAA).* This virtual event featured the final work which was then assessed by three external judges who acted also as curators of films that had the professions of Lecturer, Film Director, and Film Story Writer. The jury also determined several categories of short film works with several nominations The assessment category is based on 11 short film assessment criteria such as Table 1.

In general, the VAA Jury formulated a category that given a question about the work of short films oriented towards violence and revenge, "was the idea of this film obtained from their references via the internet which is an alternative learning medium?" (Source: Jury). The lecturers really appreciate the students involved because they can produce short film works in the videography course of the Education study program which is only 2 credits and is carried out virtually by *Visual Art Awards* (VAA). This activity provided enthusiasm for students to organize this event and produce film works.

Short Film Works. The short film works as part of the End of Semester Exams have very diverse film results and characters, and have film genres from comedy, Thriller, and Science. This provides an overview of the diversity of students' creative abilities in the learning process. There are 5 short film works produced by 22 students in 5 groups.

Virtual Learning evaluation is carried out through the form of *event* assessment which is carried out remotely through virtual. Through the implementation of an open scoring system, learners can take part in the assessment, because the assessment is carried out with *a virtual movie award*. In learning that applies the concept of *virtual learning*, there

Table 1. Categories in the judges' assessment.

No	Nomination
1	Nomination for Best Short Film *Visual Art Awards*
2	Nomination for Best Artistic Arranger *visual art awards*
3	Best Picture Poster Nomination
4	Best Director Nomination
5	Best Supporting Actor Nomination
6	Best Actor and Actress Nominations
7	Best Cameraman Nomination
8	Best Picture Editor nomination
9	Best Film Script Nomination

is a separation between educators at a distance, but the interaction between learners and educators can be improved by this evaluation and an open learning system where learners can access learning resources from the internet and external speakers (Fig. 3).

From the data of the *Virtual* Learning Research Feedback Assessment phase without the assistance of lecturers at the time of the production of this film, it can be seen that learning with the number of students as many as2 2 students who took part in videography *lectures*, the best work of students as a source of reference 91% agreed, Project Base Virtual Learning produced film works 86% agreed, however, only 25% agreed to fully virtual learning without assistance or face-to-face especially at the time of film production.

Fig. 3. Short film posters.

According to the Lecturer who teaches videography courses, the strength of this virtual learning is giving more time for students to learn about several stages of videography, get references from work and related theories, have references to editing learning media, and have longer discussion sessions between lecturers, students, group friends and even with external speakers. The weakness of the virtual learning procedure that is currently implemented, lecturers do not have direct experience, cannot be directly observed learning activities, cannot feel directly whether the students enjoy the production process, and do not feel the rhythm as well as can't involve directly in building the ideas along with the students.

3.2   Discussion

Enriched Virtual practice is pretty exciting, it has the potential to be beneficial to increase the number of today's students: without Enriched Virtual's disruptive blended-learning structure, scheduling flexibility, off-campus learning experiences, opportunities to explore emerging passions, and more, wouldn't be feasible for schools to provide. www.christenseninstitute.org. Videography learning in which there is a production stage allows this model to be implemented because lecturers can carry out learning activities virtually and collaborate face-to-face, but face-to-face is not necessarily in school but in a place that is part of the learning material. This model allows the creation of project works into it so that enriched virtual learning can be enriched with a variety of approaches and methods, both project bases that can later stimulate the results of student short film work. Virtual learning has its advantages.

Short films project as a result of student work produces 5 short film titles that consist of 5 groups. Each group has 4–5 members who have different roles, but group members are not allowed to be cast in the group's films. The jury or external assessment team on short film works consists of practitioners, professional directors, and the creative industry, the three judges reviewed and recommended that three film titles met the standard criteria for short films with several aspects of assessment. According to the Montage Community (in Sri 2019; 50–56), Reviewing a film is often used as a criterion in comparing the quality of a film with other films so that a more objective assessment is achieved18. The criteria used became the basic substance of the assessment so that out of the 5 titles of the selected works 3 film works met these criteria. The resulting film works and only 3 works were selected that met the category, from case studies conducted through observation, interviews, and FGD (Forum Group Discussion) found several things that could affect the results of short film works.

Face-to-face mentoring is only carried out during the pre-production and brainstorming stages before production, and face-to-face is carried out due to student requests. The work of The Enriched Virtual Learning Model in the form of short film works has a variety of genres from comedy, Thriller, and Science. This shows their ability to absorb the material given even though it is virtual, in this model, an appropriate mechanism is needed, especially face-to-face and virtual determination so that the results of the short films produced can meet the quality of the story and visuals. The interpretation of the results of the film technically produced is very diverse, this is because the absence of assistance at the time of production or shooting has an impact on the work, this can

be seen in the quality of the image, the selection of roles in the film, until the angle of shooting is not following the film produced.

4 Conclusion

The conclusions of this study show that *Enriched Virtual Learning* can be implemented in videography courses. Students have great intensity in interacting with the internet so that virtual-based learning is not an obstacle, especially in mastering technology, but it will be an obstacle when the internet facilities of each student experience virtual technical problems, in this study face-to-face assistance is only carried out in the pre-production and brainstorming stages before production. The work of Enriched *Virtual Learning* in the form of short film works has various genres from comedy, Thriller, and Science. This shows their ability to absorb the material provided even though virtually*,* Group Discussions are part of being able to accommodate student difficulties in project production. From the results of the FGD, it is known that Enriched Virtual learning can be enriched by face-to-face assistance in film work production activities to obtain film results with visual quality that meets assessment standards.

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