

Video-Based Learning Media Development Training (Learning Videos and Video Assignment Recordings) Flipped Learning Model For Teachers at SMAN 2 Madapangga

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Abstract

Learning methods and media are very influential for successful learning. Many teachers at SMAN 2 Madapangga do not apply technology to participate in learning. Lack of skills in the use of technological devices to support the teaching and learning process. Lack of utilization of adequate school facilities and infrastructure to support the learning process. One of the efforts offered is to conduct training on the development of flipped learning model video-based learning media for teachers of SMAN 2 Madapangga. Training on the development of learning media based on learning videos and training on the application of assignments based on video task recordings. The aim of the dedication is to increase the potential of teachers in developing learning media based on learning videos and training in the application of assignments based on video task recordings with a flipped learning model approach. This program is carried out in three stages. The preparation stage is conducting initial observations and designing various conceptual and administrative matters. Implementation is a learning model training (flipped learning) and video-based learning media. Finally, the evaluation stage is evaluating the implementation of the beginner community service program. The training and mentoring programs for teachers at SMAN 2 Madapangga ran smoothly and achieved the set objectives. This is indicated by an increase in teacher understanding of the learning model (Flipped Learning) by 55%, an increase in skills in making learning media with MC. Power Point, Canva and KineMaster applications by 66%, and an increase in the ability to develop learning media by 77%.

Keywords: Video Learning; Video Recording Task

INTRODUCTION

SMAN 2 Madapangga is an educational unit under the Ministry of Education and Culture which is located at Jl. Education No. 20 Tonda Village, Tonda, Madapangga District, Bima Regency, West Nusa Tenggara, with postal code 84161. This school has 18 study groups with a total of 233 of them, 118 male students and 115 female students. This school has implemented the 2013 Curriculum and the Merdeka – Learning Curriculum. SMAN 2 Madapangga has 49 teachers in its daily operations.



Figure 1. School Conditions

Learning conditions at SMAN 2 Madapangga are in the same category as other schools in the Madapangga District, Bima Regency, West Nusa Tenggara Province. The learning methods are conversational and the media used are still standard. Conversational methods are not a problem as long as learning indicators are

achieved. However, it is necessary to pay careful attention that differences in time from time to time require the development of the learning process. Learning methods and media are very influential for learning success. Changes in times have an impact on changes in students. Educators who are sensitive to this will certainly think of new things as a solution to this condition. Not many teachers at SMAN 2 Madapangga apply technology to participate in learning. [1] This is due to their lack of knowledge and skills regarding learning media, especially technology-based ones. By default, the WhatsApp application is only used to confirm attendance and assignments. [2] WhatsApp tends to make learning unidirectional.

During online learning during the pandemic and the new normal, there are still many teachers who complain that the process of making videos is tiring. Many teachers don't have the confidence to record their faces and voices for inclusion in videos. As a result, until now teachers only use the Power Point application in online learning. However, on the other hand, there are many computer units with online access in schools which are only used when carrying out

school exams or are used only for teacher tests. Thus, the big question is why not utilize school facilities for more effective and interesting learning. Meanwhile, the use of technology-based/online learning media requires teachers to act creatively[3], because technology can improve students' learning processes[4]. Technology-based learning still involves interactions so that the process of transferring knowledge from teachers to students becomes more optimal.

[5]Technological advances enable teachers to prepare teaching materials in the form of learning videos, even though they are simple. However, most of the teachers at SMAN 2 Madapangga still carry out learning by giving assignments during the learning process. The teaching materials prepared by teachers are mostly in the form of manuscripts in student books which are usually used in regular learning as well as other teaching materials in the form of PDF or PPT. Seeing the current learning situation at SMAN 2 Madapangga, the proposer thought of an effort to help the teachers of SMAN 2 Madapangga in preparing better lessons during the learning process and implementing creative and fun assignments for students. One of the efforts offered is conducting training in developing video-based learning media using the flipped learning model for teachers at SMAN 2 Madapangga. Training on the development of video-based learning media and training on the application of assignments based on video assignment recordings.

The aim of the service is to increase the potential of teachers in developing video-based learning media and training in the application of assignments based on recorded video assignments using a flipped learning model approach. This service can be related to MBKM, namely lecturers as teaching assistants in educational units and as a form of implementation of service for lecturers. Then this service can achieve Main Performance Indicators for lecturers and students. This activity makes lecturers reach IKU point 3, namely lecturers who carry out activities outside campus. Meanwhile, students reach IKU point 2, namely students gain experience outside campus. This service focuses on providing training related to

video-based learning media and implementing recorded video assignments using a flipped learning model approach for teachers at SMAN 2 Madapangga.

IMPLEMENTATION METHOD (12pt)

The method for implementing this service activity is technical guidance through training in developing video-based learning media for the flipped learning model. The description of the problem, the solutions offered, and the resulting output are shown in the following image.

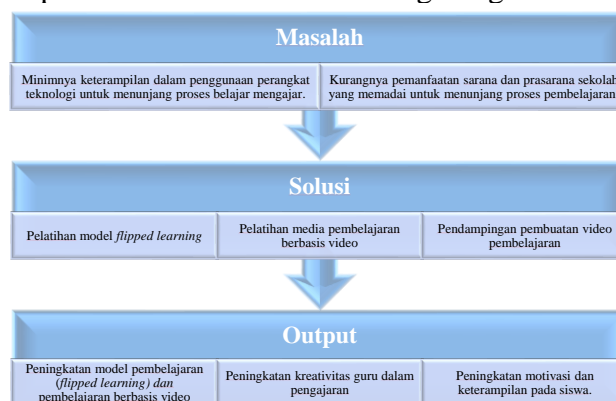


Figure 2. Description of problems, solutions and output from service activities

Service activities carried out in collaboration with SMAN 2 Madapangga, Madapangga District, Bima Regency, West Nusa Tenggara Province. This activity involved all 49 teachers at SMAN 2 Madapangga. Training activities were carried out over three meetings.

This service activity is carried out in three stages. The overall stages of the beginner community service program activities can be seen in the following picture.

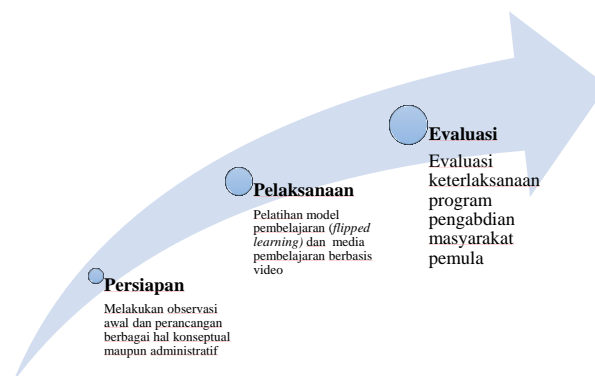


Figure 2. Program Implementation Stages Beginner Community Service

1. Preparation phase

The preparation stage consists of planning and designing various conceptual and administrative matters. Conceptual service planning consists of situation and problem analysis, service objectives, previous service research, and literature study. Apart from that, this service also designs service designs, service methods, as well as the flow and structure of service activities. In administrative terms, service planning includes designing service proposals, requesting letters of assignment, as well as administrative coordination with prospective service participants through school leaders.

This planning stage also includes the preparation of documents supporting activities, such as training materials, overall activity schedule, daily schedule, rules and regulations, as well as logistical requirements such as virtual backgrounds and attendance forms. Then, the final planning stage is to solidify the task scenarios and technical sessions during the training.

The students involved in this service are A and B. These students served as note takers, operators, documentation, and contributed to the creation of journal articles.

The preparation stage consists of planning and designing various conceptual and administrative matters.

- a. Correspondence and permits.
- b. The briefing committee consists of 2 students who serve as note takers and documentation.
- c. Preparation of related documents, such as materials, complete schedule, daily schedule, rules and logistics (virtual background, attendance formula).
- d. Letter of invitation
- e. Task scenarios and technical teaching sessions

2. Implementation Stage

The implementation of this service activity is divided into two activities, namely online and offline activities. Meanwhile, online activities are carried out via Zoom Meeting in one meeting for the final

evaluation stage of the implementation of service activities. Offline activities are carried out in one week with three meetings at SMKN 2 Madapangga. The first meeting was an introduction to flipped learning. The second meeting is an introduction to learning videos and recorded video assignments. The third meeting is the practice of making learning videos by the teacher. Before carrying out training activities, training participants fill out a pre-training questionnaire using Google Form.

There are several committees on duty at this event. There are those who serve as emcee, moderator, host and co-host, note taker, as well as design and documentation. On the day of implementation, the committee provides an online attendance list and questionnaire which is delivered to the participants at the end of the event. The questionnaire distributed to participants is a questionnaire whose results will be used to find out several things from the participants after participating in this training activity.

3. Evaluation Stage

Evaluation is carried out online. The evaluation stage is carried out one month after the training is implemented. The evaluation was carried out to determine the results, benefits and impacts after teachers implemented flipped learning based on learning videos and recorded video assignments in class. The evaluation takes the form of a questionnaire filled out by the teacher.

Meanwhile, the overall evaluation of activities by the service implementing committee was carried out after all participants filled out the post-training questionnaire. The evaluation relates to points of deficiencies in this service both in technical and administrative terms, points for improvement, as well as points that need to be improved in the next service.

The evaluation stage of this service is also outlined in a service logbook in the form of a progress report and final report. Online evaluation. Post-training questionnaire evaluation. After the training activity ended, the service team held an online meeting to

evaluate the progress of the event. Evaluation is carried out based on observations of the course of the event and responses given by participants to the final participant questionnaire.

Partners in implementing the program participate both in kind by providing facilities and infrastructure to support the running of activities. Partners help provide school NGOs that do not yet exist. Partners encourage teachers to be enthusiastic about participating in service programs to increase teachers' personal potential.

The stage for evaluating the implementation of the sustainability program after the activities have been completed is holding a meeting during to discuss and provide feedback regarding the progress of the implementation of the service. Teachers were created a consultation room in the WHATSAPP group so they could share all information and experiences related to learning. The proposing PT will also go to school classes to provide public lectures or lessons for students.

RESULTS AND DISCUSSION

The Beginner Community Service (PMP) program activities are carried out through three (3) stages, namely preparation, implementation and evaluation. In the preparation stage, the team carried out all kinds of preparations and made initial observations by communicating directly with the Principal of SMAN 2 Madapangga regarding the difficulties faced by teachers in implementing the online learning process. The problems found in the field are the lack of use of technology-based learning media and the lack of teacher understanding regarding creating interactive learning media using technology in the form of smartphones and computers. After knowing the problems in the field, the team carried out follow-up planning (preparatory activities) in the form of creating material regarding the steps in creating video-based learning media (learning videos and video assignment recordings) for the flipped learning model.

Before carrying out training activities, the team first carried out outreach activities.

Socialization is carried out by providing explanations about the importance of using technology in the learning process. One way that can be done is to create video-based learning media. After the socialization was carried out, training activities were held to develop video-based learning media (learning videos and video assignment recordings) using the flipped learning model using Microsoft Power Point, Canva and KineMaster applications as an alternative for creating technology-based learning media.

The team presented material ranging from the flipped learning model to using this application in creating learning media. The team's presentation of the material is presented in the following picture.



Figure 3.

Presentation of Material by the PMP Team

At the mentoring stage, SMAN 2 Madapangga teachers were given the opportunity to practice the steps for making learning videos using the Mc application themselves. Power Point, Canva and KineMaster accompanied by the team. The material provided for each beginner community service training activity is shown in the following table.

Table 1.Material in Activities Beginner Community Service

Implementation Stage	Material
Socialization	Socialize the importance of using technology in the learning process, namely by creating video-based learning media
Training	Session I: ○ <i>Flipped Learning Model</i>

	Session II:
	○ Tutorial video
	Session III:
	○ Video Recording Tasks
Accompaniment	○ Practice making Tutorial videousing Microsoft Power Point, Canva and KineMaster applications
	○ Question and answer
	○ Evaluation of the implementation of a beginner community service program

In the final stage of mentoring activities, an evaluation is carried out to determine the achievements of the implementation of the community partnership program. Implementation achievements can be seen from several indicators: (1) understanding of the learning model (flipped learning); (2) skills in creating video-based learning media using the Mc application. Power Point, Canva and KineMaster; (3) ability to develop learning media, with an increase of more than 60%.

From the results of the questionnaire analysis, it can be concluded that there is an increase in teachers' understanding of the importance of using technology in learning by 55%, an increase in skills in making learning media with the KineMaster application by 66%, and an increase in the ability to make learning tools by 77%. This is in accordance with the goal to be achieved, namely an increase of more than 60%.

Apart from that, the team also provided a questionnaire on the level of teacher satisfaction with the implementation of the training. The questionnaire contains 6 closed questions using 4 Likert scales, namely disagree, agree, neutral and strongly agree. The results of the teacher satisfaction level questionnaire regarding the implementation of the training showed that 70% of teachers agreed that the material was easy to understand, 15% said they strongly agreed, 10% said they were neutral, and 5% disagreed. Some teachers are new to it and know how to use *Canva* And *KineMaster*. This. Meanwhile, 75%

agreed that they wanted to apply the results of this training to learning, 20% said they strongly agreed, and 10% were neutral.

Overall, based on the results of the questionnaire, it can be seen that the material presented in the training is in accordance with the objectives to be achieved, the delivery of the material is clear, the material provided is very useful, and after attending the training the teachers want to apply it in learning. Regarding the time allocation given, 20% of teachers answered that the time given for mentoring was not enough. This can be interpreted as meaning that the teacher hopes for further training and is very enthusiastic about making learning videos. Meanwhile, regarding the level of difficulty of the material presented, 10% of teachers answered that the practice of creating learning media using the Canva and KineMaster applications was difficult to master quickly because they were not used to it. To be able to understand and be skilled in creating learning media using the Canva and KineMaster applications requires continuous practice.

Overall, the training and mentoring provided by the novice community service program team can increase teachers' understanding of video-based learning media because teachers are given the opportunity and assistance in exploring the creation of learning media. Teachers become more familiar with various kinds of learning media creation applications that can be used to support the online learning process in all subjects and all levels of education. Based on the results of the questionnaire and the success indicators that have been determined, it can be concluded that the community partnership program activities have been implemented as expected.

CONCLUSION

Training and mentoring activities for teachers at SMAN 2 Madapangga ran smoothly and achieved the set goals. This is indicated by an increase in teacher understanding regarding learning models (*Flipped Learning*) by 55%, increased skills in making learning media with the MC application. Power Point, Canva and KineMaster by 66%, and increased ability to develop learning media by 77%. With this

activity, it is hoped that teachers will always follow developments in science and technology because science and technology will continue to develop. Apart from that, it is hoped that teachers will continuously train their motor skills and soft skills in creating various interesting, interactive and up to date learning media.

THANK-YOU NOTE

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