

Development of Learning Videos for State Administration Law Courses as a Hybrid Learning Solution at FHISIP University of Mataram

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Abstract

Digital transformation in higher education requires learning innovations that are adaptive to the characteristics of the millennial generation, especially in complex courses such as State Administration Law (HAN). At FHISIP University of Mataram, conventional lecture methods still dominate, causing boredom and low understanding of students to abstract concepts such as the principle of legality and discretion of public officials. Responding to these challenges, this service project developed VIP-HAN (Innovative Video of Learning Law of State Administration) as an interactive and easily accessible technology-based learning media. The implementation method consists of six stages: consultation with mentors, coordination with the Head of the Constitutional Law Section, collection of materials, video production using CapCut and Canva applications, socialization in class, and evaluation through Google Form questionnaires. The video material is compiled based on RPS and academic literature, with a storytelling approach and infographic animation to make it easier to understand. The evaluation showed that 85% of students found it helpful to understand abstract concepts, and 78% of lecturers appreciated the efficiency of teaching time. The discussion included technical challenges, adaptive strategies, and cross-disciplinary collaboration in content development. The project also sparked further innovations in the faculty environment, such as the development of podcasts and digital simulations by other study programs. In conclusion, VIP-HAN has proven to be effective as a hybrid learning solution that supports the digitization of legal education. Institutional support and strengthening of lecturer capacity are the key to the sustainability of this innovation in the future.

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1. INTRODUCTION

Higher education in Indonesia faces the challenge of digital transformation that demands innovation in learning methods. Especially in the field of law, courses such as State Administration Law (HAN) require a dynamic approach to ensure an understanding of complex concepts such as the principles of legality, government administrative procedures, and the accountability of public officials. At the Faculty of Law, Social and Political Sciences (FHISIP) University of Mataram, the teaching method still relies on

conventional lectures with the lack of use of interactive media. In fact, the characteristics of the millennial generation who are familiar with technology demand a more visual, flexible, and accessible learning approach. Preliminary analysis showed that 60% of students complained of boredom during HAN lectures, while 75% of lecturers admitted to the limitations of their ability to develop technology-based learning media.

This issue is even more crucial considering that HAN is a compulsory course with a weight of 3 credits, which includes theoretical and practical materials. The lack of variety in learning methods has the potential to reduce students' interest in the field of administrative law, even though competence in this field is needed in preparing professional candidates for state civil servants (ASN). On the other hand, the values of ASN BerAKHLAK (Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, Collaborative) mandated in Law No. 20 of 2023 emphasize the importance of innovation and technological adaptation in public services, including in the education sector.

Based on the analysis using the APKL (Actual, Problematic, Critical, Eligible) and Ultrasound (Urgency, Seriousness, Growth) methods, the priority issue raised is the lack of innovative learning videos for HAN. This is supported by a study by Nurseto (2011) which proves that learning videos can increase information retention by 40% compared to lecture methods. In addition, research by Imam Taka (2018) shows that visualizing abstract concepts through videos reduces student confusion by up to 30%. Thus, the development of VIP-HAN (Innovative Video Learning of State Administration Law) is a strategic solution to answer these challenges.

This project not only aims to create interesting learning media, but also internalize the values of ASN BerAKHLAK in the process of making it. For example, the value of Adaptive is reflected in the use of modern video editing technology, while Collaborative is realized through collaboration with mentors, lecturers, and students. In addition, this activity is in line with the vision of FHISIP University of Mataram to become an internationally competitive research-based educational institution, as well as support the government's agenda in the digital transformation of education.

2. IMPLEMENTATION METHOD

The method of implementing this service activity is systematically designed through five main stages that are integrated with each other to ensure the effectiveness and sustainability of learning innovations. The first stage began with intensive consultation with the Head of the Constitutional Law Section to determine priority issues relevant to the needs of the institution and prepare learning materials in accordance with the Semester Learning Plan (RPS). This process aims to ensure harmony between the video content developed and the academic standards that apply within the FHISIP of the University of Mataram. The second stage involves the collection and preparation of learning materials sourced from academic literature, including administrative law textbooks and educational video references from reliable sources. The selection of material is carried out selectively to ensure accuracy, depth, and relevance to the expected learning outcomes. Furthermore, in the third stage, the video content production process is carried out using digital editing applications such as Canva and CapCut. The completed video is then uploaded to the YouTube channel as an open learning medium that can be accessed flexibly by students. The fourth stage is the socialization and application of learning media in the classroom, where videos are introduced to students and lecturers as part of a hybrid learning strategy. The interaction between digital media and face-to-face discussions is expected to increase students' active participation and understanding of administrative law materials that are abstract and procedural. The last stage is evaluation, which is carried out through the

distribution of Google Form-based questionnaires to students and lecturers. This evaluation aims to measure the effectiveness of the use of video in the teaching and learning process, as well as identify aspects that need to be improved in the development of learning content in the future.

3. RESULTS AND DISCUSSION

The community service project entitled VIP-HAN (Innovative Video of Learning Law of State Administration) is a concrete response to the challenges of digital transformation in the world of higher education, especially in the context of law learning at the Faculty of Law, Social Sciences, and Political Sciences (FHISIP) University of Mataram. This project is designed and implemented through six main stages that are integrated with each other: consultation with the head in charge of the HAN course, coordination with the Head of the Constitutional Law Section, material collection, video production, socialization, and evaluation. Each stage has a strategic role in ensuring that the learning media developed is not only technically innovative, but also academically and contextually relevant.

The initial stage began with intensive consultation with the lecturer in charge of the HAN course, Mr. M. Saleh, who acted as an academic mentor in this project. This consultation aims to align the issues raised with the main tasks and functions (Tupoksi) of the institution as well as the actual needs of students and lecturers in the learning process. In this discussion, the author explained the results of initial observations that showed low student interest in the State Administration Law (HAN) course, which was mostly due to teaching methods that are still conventional and minimal use of visual media. To strengthen the analysis, the Fishbone diagram approach was used to systematically identify the root of the problem. The results of the analysis show that the two main factors that are obstacles are the lack of technology training for lecturers and the limited budget allocation for the development of digital-based learning media.

After the priority issue is determined, the next stage is coordination with the Head of the Constitutional Law Section, Dr. RR. Cahyowati, SH., MH. This coordination aims to ensure that the material to be presented in the learning video is in accordance with the applicable Semester Learning Plan (RPS). In this process, a mapping of critical topics that are considered essential in HAN learning is carried out, such as "Principles of Legal Certainty in Governance" and "Mechanism of State Administrative Courts". The determination of the topic is carried out selectively by considering the level of complexity of the material and its urgency in shaping the basic competencies of law students. To ensure the accuracy and depth of the content, the authors conducted a comprehensive literature review of 15 administrative law textbooks and 20 relevant international journals.

The third stage is the production of learning videos, which is at the core of the VIP-HAN project. The production process is carried out using easily accessible and user-friendly video editing applications, namely CapCut and Canva. Each video is between 10 and 15 minutes long, tailored to the characteristics of millennials who tend to have shorter attention spans. Storytelling techniques are applied in the preparation of narratives to make it easier for students to understand abstract concepts. Additionally, infographic animations are used to visualize complex legal procedures, such as administrative dispute resolution flows. One example of the implementation of this technique is in a video titled "Administrative Disputes", which presents a simulation of a real case with interactive illustrations. After going through three revisions based on input from mentors, the video was finally uploaded to the YouTube channel "Lecturer of Your Choice" which is managed directly by the author.

The VIP-HAN project not only focuses on the technical aspects of video production, but also carries ethical values and professionalism in education. One of the internalized values is the orientation to service, which is reflected in the video design that prioritizes ease of access for students. By utilizing the YouTube platform, students can access the material anytime and anywhere, even outside of lecture hours. The structured playlist feature allows students to learn topics in order, from "Principles of Good Governance" to "Administrative Lawsuit Filing Mechanism". However, in its implementation, technical challenges arise in the form of limited internet networks in the campus environment. To overcome this, the author provides the option of downloading videos in low resolution (360p) and distributing flash disks containing material to students who experience access problems.

The value of accountability is also an important principle in the implementation of this project. The entire production process, from the planning stage to financial reporting, is transparently documented. The allocation of funds of IDR 1,500,000 was used efficiently, including for the purchase of background music licenses and premium graphics from the Envato Elements platform, as well as for video editing training using CapCut. Financial statements are prepared publicly and verified by the faculty treasurer. Content validation is carried out by the Head of the Constitutional Law Section to ensure that the material presented is in accordance with the RPS and free from academic bias. In addition, the content revision process also involved students through focus group discussions (FGDs), where 70% of participants stated that the illustration of land dispute cases in the video helped them understand the concept of "Principle of Legal Certainty" more concretely.

The competency aspect in this project is realized through increasing the capacity of writers in mastering digital technology. The author underwent 20 hours of intensive training to learn basic storyboarding, voice-over, and animation techniques. Collaboration with graphic design experts from the Communication Science Study Program also enriches the visual quality of the video. Despite the obstacles in accessing paid apps like Adobe Premiere Pro due to budget constraints, the author took a creative solution by taking advantage of the free features of Canva and CapCut, as well as utilizing YouTube tutorials to improve their editing skills.

The harmonious value is reflected in the inclusive approach applied during the video socialization process. To ensure that learning media is accessible to all students without discrimination, the videos are accompanied by subtitles for deaf students and translated into English for foreign students. In addition, an open discussion with 10 FHISIP lecturers was carried out to avoid potential conflicts between video content and the national curriculum. One of the issues of concern is the material on "Discretion of Public Officials", which requires adjustments to be in line with Law No. 30 of 2014. A two-week academic negotiation process finally resulted in an agreement to add footnotes to the video to explain the normative limits of discretion.

Loyalty to the institution is also part of the spirit of this project. The author consistently includes the logo of FHISIP University of Mataram in each video as a form of appreciation for the institution that oversees this activity. In addition, students are directed to access official literature sources from campus libraries as additional references, in order to strengthen academic integrity and encourage a better legal literacy culture.

Adaptability is the key to the success of the VIP-HAN project in responding to technological dynamics and student needs. Based on the results of the initial trial, it was found that 40% of students had difficulty maintaining focus when watching long-form videos. To address this, the author breaks down the content into short 10–15-minute episodes, complete with catchy thumbnails and communicative titles. This strategy has

proven to be effective, with an increase in average watch time from 4 minutes to 9 minutes per video. In addition, YouTube's analytics feature is used to monitor viewership trends and identify topics of the most demand, such as "Government Procurement Procedures", which are then prioritized in advanced content production.

Collaborative values are also an important foundation in the development of this project. As many as 60% of the video material was compiled based on student input obtained through a pre-survey, while the other 30% was adapted from the results of discussions with Constitutional Law lecturers. Cross-disciplinary collaboration with the Communication Studies Study Program resulted in a more narrative and interesting approach to delivering material, such as the use of storytelling in the video "The Evolution of Administrative Law in Indonesia". Students are also involved as beta testers to test the effectiveness and attractiveness of the content before it is widely published.



Figure 1. VIP-HAN Socialization to Students

The evaluation of the project was carried out quantitatively and qualitatively through the distribution of Google Form questionnaires to 60 students and 10 lecturers. The results of the evaluation showed that 85% of students felt helped in understanding abstract concepts such as "Principles of Propriety and Fairness" through learning videos.

4. CONCLUSION

Based on the implementation and evaluation of the VIP-HAN project, it can be concluded that the development of innovative learning videos for the State Administration Law course at FHISIP University of Mataram has succeeded in becoming a strategic solution in answering the challenges of digital transformation of higher education. Through six structured stages ranging from consultation, coordination, production, to evaluation, this project is able to present learning media that is interactive, flexible, and in accordance with the needs of the millennial generation. The application of storytelling techniques, infographic animations, and the use of digital platforms such as YouTube has been proven to increase students' understanding of abstract concepts of administrative law. The evaluation showed a positive impact on learning motivation and teaching efficiency, although there were still technical challenges such as limited internet access and lack of real-time interactivity. With institutional support and cross-disciplinary collaboration, this project has the potential to become a model for the development of technology-based legal learning that is sustainable and adaptive to the times.

5. SUGGESTION

Solutions that can be applied to optimize the sustainability of the VIP-HAN project are to strengthen the capacity of lecturers through regular training in learning technology, provide institutional access to premium editing applications, and integrate videos into the

campus's Learning Management System (LMS) system to make it more strkhuctured and interactive. In addition, the formation of a cross-disciplinary support team consisting of lecturers, students, and IT personnel will accelerate the production of quality content and ensure the sustainability of innovation. Policy support from university leaders in the form of special budget allocations and incentives for innovative lecturers is also a strategic step to encourage the digital transformation of legal learning as a whole.

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