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RESPON MAHASISWA TERHADAP MEDIA PEMBELAJARAN DENGAN MENGGUNAKAN VIDIO

Students' Response on Learning Media by Using Videos

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan respon siswa terhadap media pembelajaran dengan menggunakan vidio. Penelitian menggunakan metoda kualitatif. Penelitian ini menggunakan teknik sampling random yaitu quota sampling. Penelitian ini menggunakan instrument berupa angket dan wawancara. Responden dalam penelitian ini adalah 27 orang mahasiswa jurusan pendidikan bahasa inggris angkatan 2020 di Universitas PGRI Sumatera Barat. Wawancara dilakukan kepada 10 orang mahasiswa jurusan pendidikan bahasa inggris angkatan 2020. Dari angket yang disebarkan oleh peneliti, mendapatkan hasil bahwa kebanyakan mahasiswa memilih sangat setuju terhadap setiap pernyataan yang diberikan. Maka peneliti menyimpulkan bahwa respon mahasiswa terhadap media pembelajaran menggunakan vidio mendapatkan respon yang baik atau positif. Hal ini di dukung oleh hasil wawancara yang dilakukan oleh peneliti, mahasiswa memberikan respon yang baik terhadap pembelajaran menggunakan vidio. Karena menurut mahasiswa belajar menggunakan vidio dapat meningkatkan kemauan yang tinggi dalam belajar, belajar menggunakan vidio sangat menarik serta pembelajaran menggunanakn vidio dapat meningkatkan kemampuan berfikit kritis dan keberanian dalam mengemukakan pendapat.

Kata Kunci:
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Keywords:
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Abstract

This study aims to describe students responses to learning media by using videos. This research used qualitative research methods. This research used random sampling technique, namely quota sampling. This research used instruments in the form of questionnaire and interviews. Respondents in this study were 27 students in English Education class of 2020 at University of PGRI Sumatera Barat. Interviews were conducted with 10 students in English Education class of 2020. From the questionnaire distributed by researcher, it was found that mostly students chose to strongly agree with each statement given. Thus, researcher concluded that the students response on learning media by using videos received good response or a positive response. This is supported by the result of interviews conducted by researcher, students gave a good response to learning using videos. Because according to the students, learning using videos can increase their high willingness to learn, learning using videos is very interesting and learning using videos can improve critical thinking skills and the truth in expressing opinions.

INTRODUCTION

In education, online media can be used by the teachers or lecturers to provide learning material their students. At university online learning is done through media that can support online learning. According to (Ichsanda et al., 2021), media is a means of chanelling messages or learning information that the message source wants to convey the target or recipient of the message. Based on the experience of the researcher as students, in university online learning using several media, among others, there was several leacturers use E-laening. In E-learning the lucturer can provide material in the form of videos, words, power point. In this study, the researcher found several problems in learning using videos. Such as students having internet packages to view videos given by lectures.

This study wants to see students' response on learning media by usidng videos. Respons is a response to something positive or negative, (ahmad). It menas that response can also be given by students in the form

of opinion or example according to the problem that occur. According to (Paulina, 2020) in (Sumilia et al., 2019) response is behavioral act, response comes as a result of the entry of stimulus into the same mind with the sense of someone.

According to (Harsanto, 2007) as cite in (Husaini, 2020) students respond is describe as the active role of students in learning activities, both in terms of question and answers and discussion. Students response to use of media using video teaching students gave a good response, because students could focus more on learning. And there are some students can focus when learning using visual media such as images or text. (Muhlisin, 2018) state that students' response can be improved by teaching and learning process inside or outside class.

In this study, researcher used two indicator response, according to (Muhlisin, 2018) there are two response indicator namely, happy (positive). Some give positif response will tend like something. And negative response, the negative response will certainly avoid and dislike something. Students response to use of media using videos teaching students gave a good response, because students could focus more learning (Naksabandi & Haryudin, 2022). And there are some students can focus when learning using visual media such as images or text.

According to azwar (2012) in (Rahmawati, 2014) there are three components of attitude in respon, namly cognitive response, affective response, and conative response. Cognitive response this component can be identified by representation of what does someone beliefs or thought toward something. Affective response which is defined as emotional feeling toward something. Conative response, it refers to someone tedenly to act in a particular manner that is congruous. (Skinner & Pizer, 2012) in (Karpin & Mahmudatussa'adah, 2020) state students response to types of instruction are conceptualized into three forms: cognitive involvement (pyshicological investment in classroom activities), affective emotional involvement (social and emotional connections to the classroom), and begaavior engagement (students' behvior in the classroom).

In this study, researcher aim to see students response to learning media by using videos. Learning media is a tool used by teachers to help delivering learning material (Arizona, 2020) in (Widahyu, 2021). Media are vaarious objects, images, and other things that can be used as learning media to present and manipulate language and involve students in learning activities, so they can help make learning more afective and interesting (Hamer, 2007) in (Rusmadi, Ventje Kalukar, 2021). Researcher found that there many media that can be used by teachers during the learning process such as books, pictures, song, and others. According to Kosbia in (Resti & Rachmijati, 2020) there are three type of media, first aydio media, visual media, and audio visual media.

The researcher found at the University of PGRI Sumatera Barat students used learning media such as videos, which are sent through whatsapp group, E-laearning or youtube links. Accroding to (Hulukati et al., 2019) video is interesting medium where it can display moving images that looks realistic to provide information or other message. (Vrapi & Zekaj, 2015) state videos as a medium that combines modality, such as word, imagesm sound and music, there are respresented by feature film, cartoons, YouTube clips, documentaries, commercials, TV shows, sitcom (situational comedis).

Researcher found taht three types of videos. First video in YouTube, according to (Kousha et al., 2012) youtube is video sharing for public use and the third most visited website after google and facebook. Youtube is a popular video sharing website where users can upload, view, and share video clips. Youtube has become enormosly popular form of web 2.0 new media

(Duffy, n.d.). Second, vidio in Rusng Guru, according to (Chirmi Marta, 2020) in (Rusmadi, Ventje Kalukar, 2021) ruang guru is a walking platform for an education-based system that engages students' needs to learn through virtual tools. And last , video in the powtoon aplication. (Bunga Indri Pertiwi et al., 2023) state the powtoon aplication is on online service-based animation software application that can make it easier for user to create animated vidios. With a variety of features easy to use which are accessed online and can be used in the learning process.

Based on the explanation above, researcher are interested in seing how students response on learning media by using videos. Because based on previous research, namely " Students Response toward animation vidio in speaking class" shows more attractive, enjoyment, interest and confidence after learning to use videos.

METHODOLOGY

In this study, the researcher used qualitative approach in analyzing the research and descriptive as a research method. Qualitative research is a means for exploring and understanding the meaning individuals or grupos ascribe to a social or human problem (Creswell, 2020). Respnden in this study is 27 students in English Education at University of PGRI Sumatera Barat. And researcher conducted interviews with 10 resource person. In this study reseacher used non-random sampling techniques. Types of non-random sampling is quota sampling. In collecting data, there were several step that the researcher taken. First, the researcher was asked permission from the university to conduct research at the university. Second, the researcher were explained to the participants what the purpose of this research. Third, the researcher distributed a questionnaire as research instrument. And last, researcher conducted interview with responden. The researcher was taken the final step in this research. Accroding to (Miles et al., 2014) there steps in anlyzing the data, first data condensation. Second is data display, data display. Last is conclusion verification

FINDING AND DISCUSSION

The finding of this research from the distributing questionnires regarding students respon on learning media by using videos at University of PGRI Sumatera barat in the 2020 class. Researcher analyzed the two responses contained in it, namely positive response and negaativ response. The researcher gave 10 statements to respondents, from these 10 statements got the results in statement 1: "Teaching and learning activities using videos make you have a high willlingness to take part in learning". In statement 1 students gave response as strongly agree (SA) : 51,9%,, agree (A) : 33,3%, disagree (D): 11,1% and strongly agree (SD): 3,7%. This means that respondents gave a postitve response to teaching and learning activities that used vide. Satetment 2 : "teaching and learning activities using video eliminate misunderstanding about the material you are studying". From thr result of the questionnaire gave to respondents, in statement 2 students gave respon as strongly agreed (SA) : 29,6%, agreed(A): 48,1%, disagreed (D): 18,5% and strongly disagreed (SD): 3,7%. This means that students give an agreed response to learning using videos can reduce misunderstanding about the material being studied.

Statement 3: " teaching and learning activities using videos give you a clear understanding and make the material easier to learn. From the result of the questionnaire distributed to respondents, satetment 3 receive a strongly agree (SA): 48,1 %, agreed (A): 44,4%, disagreed (D): 3,7% and strongly disagreed (SD): 3,7%. It's means that in statement 3 students strongly agree or give a positive response that teaching and learning activities using videos provide a clear understanding and make it easier to learn. Satetment 4 : " teaching and

learning activities using videos make it easier for you to understand the material being taught". From the result of the questionnaire distributed to respondents, in statement 4 received answer of strongly agree (SA): 40,7%, agree (A): 51,9%, disagree (D): 3,7% and strongly disagree (SD) : 3,7%. Means that students gave an agreed response to the statement that learning by using videos was made it easier for students to understand the material being taught.

Statement 5 : "teaching and learning activities using video are interesting, fun, and not boring". In the statement 5, the respondents give response strongly agree (SA) : 63%, agree (A): 22,2%, disagreed (D): 7,4% and strongly disagreed (SD): 7,4%. It means that learning to use video waas very effective because students can be more enthusiastic and focused on the material provided. Statement 6: " learning using video shortens the time used to understand the material being studied". In statement 6 students gave response as strongly agreed (SA): 40,7%, agree (A): 44,4%, disagreed (D): 11,1%, strongly disagreed (SD): 3,7%. This means that respondents gave a good response because they felt learning using video could shorten the time to understand the material.

Statement 7 : "you are motivated to get achievements if you learn to use videos". From the result of the questionnaire given to respondents, the result were strongly agree (SA): 37%, agreed (A): 48,1%, disagreed (D): 11,1%, and strongly disagree (SD): 3,7%. It was respondents agrred that learning using video provide achievement for students. Statement 8: "teaching and learning activities using videos improve your critical thinking". The result were strongly agreed (SA): 44,4%, agreed (A): 40,7%, disagreed (D): 11,1% and strongly agreed (SD): 3,7%. Respondents strongly agreed that learning using video can improve critical thinking skills.

Statement 9: "you feel valed when expressing opinions in teaching and learning activities after you understand the material using video". In statement 9 the result were strongly agreed (SA): 33,3%, agreed (A): 59,3%, disagreed (D): 3,7% and strongly disagreed (SD): 3,7%. Respondents agreeably that teaching and learning activities using video can provide a sense of respect and courage in expresing opinions. Statement 10: "you feel more courageous to express your opinion during teaching and learning activities after you understand the material using videos" the result obtained for statement 10 were strongly agree (SA): 40,7%, agreed (A): 44,4%, disagreed (D): 7,4 %and strongly disagreed (SD): 7,4%. The students responded in agreement that learning through videos made students braver in expressing their opinions.

From the questionnaire distributed by researcher, the result showed that mostly students chosed to strongly agree with each statement given. Thus researcher condected that students' response to learning media by using videos recevied a good response or positive response. This is supported by of interview conducted by researcher, students response gave a good resonse to learning videos. Because according the students, learning media by using videos cn increase their willingness to learn, learning by using videos is very interesting and learning by usng videos can imorove critical thinking skills and correctness in expression opinion.

CONCLUSION

Conclusion of this research, Students respon on learning media by using videos at University of PGRI Sumatera Barat mostly gave stongly agree and agree responses. In this study, researcher provided two response indicators, namely positive respon and negative reson. Positive respon will tend like something. It means if these students like the learning. And negative response, the negative response will certainly avoid and

dislike something. From the result of questionnaires and interview, students' response that they strongly agreed or like learning by using videos, because using videos makes learning more interesting and make it easier to understand the material.

The researcher offer some sugesstion with regad to the result of the research, first for lecturers must provide more interesting learning videos to increase students' interest in learning. Secondly, it was recommended for students to focus more on watching learning videos during the video. Thus, it was made it easier to understand the material and braver in expressing opinions after learning to use videos. Third for other researchers, it was recommended that futher researcher who have an intereset in this research carry put related research in broas scope.

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