

## THE EFFECTIVENESS OF MAKING VIDEO TUTORIALS IN IMPROVING STRENGTHENING LURING LEARNING IN VOCATIONAL HIGH SCHOOL OF GELORA PANCASILA PENGAJAHAN IN ACADEMIC YEAR 2020/2021

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### ABSTRACT

*This research is for: 1) to determine the effectiveness of making video tutorials at SMK Gelora Pancasila Pengajahan TA 2020/2021, 2) to determine the enhancement of offline learning at SMK Gelora Pancasila Pengajahan TA. 2020/2021. This type of research is field research (field research) because naturalistic research is carried out in natural conditions (natural setting). The results of this study are: 1) The effectiveness of making video tutorials to support student learning in schools has actually increased from the previous teacher only 1 person made learning videos, but with the appeal and encouragement given there was a fairly good increase, namely there were 13 teachers in the field of study who trying to make video tutorials to support learning. 2) Increasing the strengthening of offline learning at SMK Gelora Pancasila has been helped by the existence of video tutorials made by teachers in one school channel with all fields of study in SMK which shows 85% student success.*

*Keywords: Video Tutorials, Offline Learning*

### I. INTRODUCTION

The occurrence of the COVID-19 pandemic, preceded by a report from China Wuhan, Hubei Province, China, occurred on the last day of 2019, China. (Handayani, 2020). The spread occurred rapidly and created a new pandemic threat. As a result, it has an impact on education, economy, social and religion in Indonesia. The education that had the most impact with the corona virus was at level of early childhood education programs to university. All activities in education had been temporarily stopped so that they do not always meet face to face because the spread of the virus was very rapid.

With the rapid spread of the virus, some of steps had been taken by the education authorities to make policies that are useful for education from primary to secondary levels, so that they should not stop to carry out learning activities in all educational institutions. Furthermore, the related education authorities issued a policy for education that would continue to run, but it must be done with 3 learning models, namely: 1) online, 2) offline, 3) home visits. All of these models were carried out by educational institutions that handle education levels without any exceptions. Online learning activities were carried out using zoom meetings, google classroom, whatsapp and others. (Jamaluddin et al., 2020). All learning was carried out by schools on the orders of the Education authorities through a regulation of the Minister of Education.

Facts which were found in doing online learning for elementary to high school education level, was still implemented even though according to information from parents, they objected to online learning, but they must follow the rules that applied in school. And for vocational students, they used two learning models, namely online, which was still implemented but offline learning activities are carried out by the school. The offline activities

carried out by the school were actually to hone and sharpen the skills of the intended department or complete competence. According to Hamalik (2001: 24) vocational education was a form of talent development, basic education skills and habits that lead to the world of work which was seen as skills training.

The skills would not be achieved if schools did not do offline / face-to-face learning which was useful for achieving student competence at the Vocational High School level. Practical learning in theory could not only be given a lecture but must be a real work simulation. The fact was that Vocational High School students were basically prepared to be a reliable workforce when they had finished their school, the school must really prepare and facilitate so that students can carry out practical work.

There were private vocational schools in one Pengajahan sub-district. One of them was Vocational High School Gelora Pancasila, located in Pengajahan Village which was not far from the District Office. They continued to implement teaching and learning activities by referring to the health protocol rules that applied to offline learning activities. Empirical facts found that vocational students taking offline learning started at 8.00 am to 11.00 am. Even though they met face to face with health protocol procedures, students of Vocational High School of Gelora Pancasila were still enthusiastic about following the practice to achieve the minimum competency standard. To be able to achieve the minimum competency standard, it required high perseverance and seriousness of Vocational High School students, especially with the current conditions. In spite of this condition, it is hoped that teachers and parents of Vocational High School students should be able to understand and implement their knowledge after they finished school.

On the other hand, when the supervisor supervised the implementation of standard processes in schools, then evaluated by the supervisor, the supervisor found facts about the implementation of learning that is bold for certain subjects. But most of the teachers said that online learning was done using the WhatsApp group and zoom meetings in several times. The WhatsApp group became fun to carry out learning activities at school even though the implementation also has weaknesses.

So as a supervisor, they coordinated invited several teachers and school principals to discuss about online and offline learning activities carried out in schools. The school principal said that teaching and learning activities using the online model had many problems, among others: there were students who did not participate in teaching and learning activities, bad internet networks, quickly ran out of packages for learning, and many others. Then the school principal took alternative policies for doing offline or doing face to face meeting for all fields of study and practice skills according to the department taken by students.

Likewise, the principal felt that there were many weakness in running offline, for instance presenting students who had been online so far they did not know where they were. The information obtained from the teachers and homeroom teachers of the students worked more than they did online and offline. Offline learning was only 3 hours of lessons. To explain one material, the teacher only had 20 minutes to explain to students. However, when analyzed from the actual time estimation, it was not sufficient for students' understanding with the time division. It became a problem for teachers and students between effective time in the offline and the time available. For this reason, schools were advised to make innovative learning videos related to the material presented to students. According to the supervisor, the school supervisor should prepare an idea that there must be additional material that was not conveyed through making video tutorials for school learning to be discussed at students' homes. Making video tutorials as a learning aid media needed,

especially students of Vocational high School of Gelora Pancasila as a guide in guiding and understanding the subject matter that is not conveyed.

According to AA Ketut Jelantik (2012: 12), guiding and managing, caring for, developing and using educational media and learning facilities / guidance for each field of development or subjects. From the above opinion, the teachers could develop learning media through making video tutorials for each subject in this school. Then the supervisor provided encouragement and direction and suggestions to teachers and school principals to immediately make tutorial videos / reinforcing learning related to student assignments given by the teacher to students. Video tutorials were made to increase student understanding to help answer assignments given by the teacher with explanations via video. (Nurseto, 2012) According to Cecep (2013: 04) video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes.

With video tutorials made by the teacher, it was actually very helpful in completing assignments, for example mathematics, physics. According to KBBI (2012: 907), tutorials are: 1) Class guided by a teacher (tutor) for one or a small group of students, 2) Additional teaching through tutors. So it could be said that a tutorial was a teaching done by an expert to a group of people (Adhi & Dianna, 2018). With the video tutorials, the students would be helpful in answering questions given by the teacher through assignments. Making tutorial videos or often called youtube was useful for reducing face-to-face meetings, increasing the quality of learning, school promotion, as material for improvement of supervisory supervision in schools.

The study concluded that there was an effect of using video-based learning media on learning outcomes (Hutapea, 2014), student learning outcomes were influenced by the presentation of subject matter in computer-based learning with a more detailed tutorial model, making it easier for students to understand extended material (Yuliana, 2015) and learning using multimedia tutorial models is effective to improve student learning outcomes (Dian Rudiawan, 2015).

Based on these results, it could be concluded that the effect of video learning on learning outcomes and computer-based learning tutorial models and using multimedia tutorial models effectively improves student learning. Therefore Vocational High School of Gelora Pancasila Pengajaran strived to make video tutorials because of the direction of the supervisor supervisor and the school immediately that follows up on making video tutorial material on each subject that must be supported by the principal as a facilitator. According to Dimiyati and Mudjiono (2006: 42-49), the tutorial model of computer-based learning adheres to several principles in behaviorism learning that emphasizes the role of the environment and training and the learning process.

It is understood that video tutorials could be interpreted as intentionally created to add material due to time constraints in offline learning based on objectives. As for making video tutorials, it refers to the lesson plans which delivered using learning support media. As an evaluation of the video tutorial, each student could comment on the video tutorial displayed by the teacher which contains material descriptions, practice questions, and evaluation. After students watched video tutorials, the teacher accidentally applied the material that was not understood to be more understanding and meaningful. Furthermore, after the video tutorial was made by the teacher, the next step was that the teacher must make questions that are published on google form which is useful for making it easier for teachers to analyze the achievement of the material that has been delivered. And to answer questions submitted by the teacher, students could answer questions by opening a google form or better known as

<https://docs.google.com/forms/d/e> and so students just need to click to answer questions or assignments given by the teacher.

From the description above, it could be understood that basically how was the effectiveness of making video tutorials in increasing the strength of offline learning at Vocational High School of Gelora Pancasila Pengajaran?

## II. LITERATURE REVIEW

### *Basic Concepts of Video Tutorials*

#### *A. Definition of Video Tutorial*

Video tutorial consists of two words, namely video and tutorial. Video can depict an object moving together with the sound that has been adjusted and with an image that has been designed as attractive as possible. The ability of a video to paint one or several footprint images such as live images will give the viewer its own appeal. The video that has been made can be used as a source of information and communication, and can explain the desired concepts. In addition, through videos can teach skills and influence audience attitudes.

According to Hanson (Fatkhiyati, 2015: 15), the video gives the following meaning: "video is a unique form of visual communication that has been influenced by historical factors, technical development, and criticism given to other form of media. Defining video is difficult because we have been introduced to the medium through a number of related technologies –most of which grew from the development of other form of media. The term „video“ relates to a process, and can denote either the actual visual image."

In Hanson's explanation above, it means that video is a unique form of visual communication that is influenced by historical factors, technical development, and criticism given to other forms of media. The term "video" is closely related to process, and can best represent true visual imagery. Meanwhile, in the Big Indonesian Dictionary (2001: 1230), tutorials have the meaning, namely first, class guidance by a teacher (tutor) for a student or a small group of students, second, additional teaching through a tutor.

Meanwhile, according to Wind (2014: 1), tutorials are a method of transferring knowledge that is more effective than books and teachers. In tutorials, we always include direct examples, or like real cases, so that the understanding process will get better.

#### *B. Characteristics of the Video Tutorial Model*

The tutorial model has concepts that are presented such as text, still images or moving images, even graphics. This tutorial model can use software programmed on a computer. This tutorial model has several characteristics (Kustandi, 2013: 70-71), as follows:

1. Teaching materials are programmed on a regular computer using a CD or through an internet site
2. Learners can respond in learning material
3. The learner's answers are evaluated by the learning program on the computer
4. Every learning activity, learners need to repeat or continue the next learning activity

#### *C. Strengths and Weaknesses of Video Tutorials*

Video tutorials have advantages that can provide benefits for students such as:

1. Things that the teacher finds difficult can be prepared and recorded beforehand, so that during the learning process the teacher only focuses on focusing on the students.

2. Recordings can be played back at any time by students, so that in terms of time it will be more efficient.
3. Attracts students' attention for a long time so that they are not affected by outside stimuli
4. By using laptops, students can observe objects more closely
5. The volume can be adjusted and adjusted by looking at the situation and conditions, so that all students can hear it
6. Using a recording device enables students to obtain important information
7. The room does not need to be darkened when serving
8. Control is fully in the hands of the teacher, the teacher can control where to stop the movement of images and so on (Sadiman, 2011)

In addition, Arsyad (2013: 50-51) also reveals the advantages of using video tutorials in learning, among others;

1. Films and videos can complement the basic experiences of students when they read, discuss, practice, and so on.
2. Video can describe a process precisely which can be watched repeatedly if deemed necessary. For example, the steps and the correct way of doing wudlu
3. Besides encouraging and increasing motivation, videos impart attitudes and other affective aspects.
4. Videos that contain positive values can invite thoughts and discussion in groups of students.
5. Videos can present events that are dangerous when viewed directly such as volcanic lava or wild animal behavior.
6. Videos can be shown to large groups or small groups, heterogeneous groups, or individuals
7. With frame-by-frame shooting capabilities and techniques, a video that would normally take one week to display in a minute or two.

The weaknesses (Arsyad, 2013: 51) in using video tutorials include:

1. Video uploading is generally expensive and time consuming
2. When the video is shown, the pictures continue to move so that not all students are able to follow the information to be conveyed through the film
3. The available videos do not always match the needs and learning goals desired; unless the video is designed and produced specifically for your own needs.
4. Video can be classified into two types, namely video based on the production standards and based on the purpose of the production, namely analog video and digital video (Penta, 2013: 6-7).

#### *D. Benefits of Using Video Tutorial Media*

The benefits of using video media in learning according to Andi Prastowo (2012: 302) are:

1. Providing unexpected experiences to students
2. Shows something that could not be seen at first
3. Analyze changes over a period of time
4. Providing experiences for students to feel a certain situation
5. Present a case study presentation about real life that can trigger discussion of students

Basic Concepts of Offline Learning Offline is an acronym for "outside the network" where during the Covid-19 pandemic, it is bumbing to replace the word offline. Offline is the opposite of online. It can be interpreted that offline means the activities that someone does without using internet access or internet network. According to Sunendar (2020) in KBBI, it is stated that offline is the acronym for 'outside the network', being disconnected from the computer network. For example learning through student handbooks or in person meetings. There are types of offline activities, such as watching TVRI as learning, collecting works in the form of documents, because offline activities do not use internet and computer networks, but other media.

The offline learning system is a learning system that requires face-to-face learning. In practice, offline learning does not necessarily go well and according to plan. The phenomenon of offline learning shows various positive and negative impacts for both teachers and students. Offline learning places students as if they are enjoying private learning so that they can fully receive the material with the focus they have, and can ask and answer face-to-face with the teacher of the subject concerned. Offline learning is quite helpful for parents who have difficulty buying smartphones and internet package quotas.

Offline learning is one of the educational service solutions carried out by educators in several areas, especially in the 3T area to continue to provide knowledge to students. In its implementation, offline learning must stick with standard health protocols and refer to government policies that have been established.

### III. RESEARCH METHODOLOGY

The research method used in this study used a qualitative research methodology. Qualitative research methods are methods based on philosophy, postpositivism. Qualitative research is used to examine the conditions of natural objects (as opposed to experiments) where qualitative research uses inductive / qualitative data analysis techniques and the results of qualitative research emphasize the meaning rather than generalization.

This type of research was field research because the data taken was naturalistic. This research was conducted in natural conditions (natural setting). In this study, the authors described how the effectiveness of making video tutorials in increasing the strengthen of offline learning at Vocational High School of Gelora Pancasila Pengajahan in academic year 2020/2021.

This research was a research that produced descriptive data in the form of written or spoken words from the people and actors being observed. The research location was conducted at SMK Gelora Pancasila, Pengajahan Village, Pengajahan District, with the research subjects were the Principal, Teachers and Students.

The data collection techniques through observation, interviews and documentation study. The observation instrument was in the form of an observation guide, usually used in systematic observation where the observer worked in accordance with the guidelines that had been made. The guideline contained a list of types of activities that might occur or activities to be observed (Sugiono, 2015). While the interview technique (interview), the researcher dealt directly with the respondent or subject under study. Researchers asked something that had been planned to the respondent. The interviews were carried out directly to related parties such as the principal, teachers of Vocational High School of Gelora Pancasila Pengajahan, homeroom teachers and students. Meanwhile, the documentation study was to obtain data

from respondents. The documentation obtained was in the form of notes, transcripts, archives, and others in the Gelora Pancasila Pengajaran Vocational School, Serdang Bedagai Regency. In this research, the stages in data analysis were data collection, data reduction and data display.

#### IV. RESULTS AND DISCUSSION

Based on the results of observations, through interviews and review of documents that the author has carried out at Vocational High School o Gelora Pancasila Pengajaran, Pengajaran District, so that this research found the Effectiveness of Making Video Tutorials in increasing the strengthening of offline learning at Vocational High School of Gelora Pancasila Pengajaran, namely:

1. *Effectiveness of Making Video Tutorials at Vocational High School of Gelora Pancasila Pengajaran.*

*a. Results of interviews with the Principal about Making Video Tutorials*

The Principal supported the production of video tutorials that will be made by all subject teachers who teach in grades X, XI, and XII. The principal encouraged all teachers to make video tutorials in accordance with the field of study they were teaching. When referring to the lesson plans of teachers who make video tutorials, it would be better, especially when added with the supporting media needed from the material to be delivered to students.

*b. The results of the interview with the teacher about making video tutorials*

Making video tutorials was not easy, it required habituation because it was related to the camera as a recording medium, so we as a teacher felt nervous at first but eventually needed to get used to it. Making a video even though it has been designed based on the lesson plan teaching the teacher turned out to be different ways of conveying it, the language must be arranged so that it was neat.

*c. Results of Interviews with Teachers about Making Video Tutorials*

Teachers in Accounting were excited to make video tutorials designed and took place at the teacher's home. Although initially I made a video, it had to be re-edited to add variations using power points and arranging it so that the sound was clear.

*d. Results of Interviews with Students about Video Tutorials*

According to students, there was actually a teacher making video tutorials even though only one person was making it, namely the Class XI Accounting teacher. But there were no more tutorial videos after the video. In the first week of February 2021, many teachers made instructional videos for students and they felt helped and happy.

Vocational High School of Gelora Pancasila, Pengajaran District, Serdang Bedagai Regency is an educational institution that is under the auspices of the North Sumatra Provincial Education Ministry, precisely in the branch o Sei Rampah Service, which was known with the current pandemic conditions, this school was trying to make instructional video tutorials as reinforcement of learning offline that's

been done. Offline learning was carried out by students who were given assignments, but with limited meeting time, there was an adjustment of the teacher's work hours, namely making video tutorials as a complement to the shortcomings of a meeting from the teacher with the current conditions for students. Making video tutorials has had a lot of success using video as a support for teaching and learning activities at school.

Based on this, according to Dwyer (Sadiman, 1996) video is able to seize 94% of the entry channels of messages or information into the human soul through the eyes and ears and is able to make people in general remember 50% of what they see and hear from program broadcasts. Messages conveyed through videos can influence strong emotions and can also achieve quick results that others do not have (Ratnawaty and Rifda Nur). Video tutorials are actually very helpful in terms of understanding and motivating the students regarding the type of audio visual meaning seeing and hearing and finally being able to implement it.

## *2. Increasing the strength of offline learning at Vocational High School of Gelora Pancasila Pengajaran*

### *a. Results of interviews with the principal about improving the strength of offline learning.*

According to the Principal, offline learning carried out in school was a change from online learning where at the time of online learning, the number of students attendance did not fulfill all. It means that there were students who did not participate in online learning. After being called by the student, it turned out that the student worked to fill his time even though there were online learning activities. For this reason, the principal and the teacher discussed to overcome online learning and replace it with offline learning.

### *b. The results of interviews with teachers about improving the strength of offline learning*

There was a report submitted by the field teacher to the homeroom teacher that there were students who were not present every day when learning was offline. The class teacher made notes to call students who were not present, assisted by the counseling teacher to help solve problems experienced by students. The homeroom teacher also asked all subject teachers who teach the subject to record students who were active in offline learning.

### *c. Results of Interviews with Teachers about improving the strengthening of offline learning*

According to one of teachers in the field of Accounting, offline learning was actually quite difficult to bring all students to attend, but the teacher continued to strive to motivate students who were present to take part in offline learning.

### *d. Results of interviews with students about improving the strength of offline learning*



According to students, offline learning started at 8.00 to 11.00 WIB. After offline learning they were given assignments to do at home, but not all teachers gave assignments. The assignments were collected on Saturdays after one week they studied offline at school.

In principle, offline learning was not sufficient for the time needed to provide learning material because of the limited time scheduled at school. Offline learning was also a substitute for online learning that has been carried out at the Vocational High School of Gelora Pancasila Pengajahan. According to Law No.20 of 2003 Article 39 paragraph 2 concerning the national education system states, educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in universities (Andasia Malyana, 2020). From the description of the law above, it could be interpreted that there was a word to assess the learning outcomes that must be done by the teacher, so the teacher concluded that with the consequence of a little time, it was hampered by the assessment of learning outcomes.

## V. CONCLUSION

Based on the results of the Qualitative Research, it can be concluded as follows:

1. The effectiveness of making video tutorials to support student learning in schools had actually increased from the previous teacher only 1 person made instructional videos but with the appeal and encouragement given there was a pretty good increase, namely there were 13 teachers in the field of study who tried to make video tutorials learning support.
2. Increasing the strength of offline learning at Vocational High School of Gelora Pancasila had been helped by the existence of video tutorials made by teachers in one school channel with all fields of study in the school which showed 85% student success.

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