

Students' Views on Germany Literature Class by Video Assignment Projects During Pandemic Covid-19

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Abstract

Online learning during the COVID-19 pandemic requires technological media that can be used to achieve learning goals. The use of learning media should also be adapted to the needs of students and the current learning environment. This study aimed to obtain student views on the German Literature class through a video assignment project. Students' views regarding the video assignment project are related to student attitudes during the learning process, the accuracy of the video project with learning objectives, and student participation during online classes. Thus, students can explore their speaking skills in presenting literary works in videos. This study used a qualitative approach to examine the phenomena that occur in the field. Data were collected through questionnaires, observations, documents, and interviews. The data analysis technique used by Miles and Huberman has three steps, i.e., data reduction, data presentation, and concluding. The study results concluded that students showed a positive attitude towards using video assignments for the Literature class. Students have a high and stable concentration level, and students can improve communication skills because the learning process can be done out of online classes. It gave implications for educators' understanding of the appropriate technological media used for each course by their background and learning environment.

Abstrak

Kata kunci:
Bahasa Jerman;
Sastra;
Video;
Pandemi Covid-19

Pembelajaran daring di masa pandemic covid-19 membutuhkan media teknologi yang bisa digunakan untuk mencapai tujuan pembelajaran. Penggunaan media belajar juga harus disesuaikan dengan kebutuhan mahasiswa dan lingkungan belajar saat ini. Tujuan penelitian ini adalah untuk mendapatkan pandangan mahasiswa pada kelas Sastra Bahasa Jerman melalui proyek penugasan video. Pandangan mahasiswa terkait proyek penugasan video tersebut berhubungan dengan sikap mahasiswa selama proses belajar, ketepatan proyek video dengan tujuan pembelajaran, dan partisipasi mahasiswa selama kelas daring. Dengan demikian, mahasiswa mampu menggali kemampuan berbicara mereka dalam menyajikan karya sastra dalam video. Penelitian ini menggunakan pendekatan kualitatif untuk mengkaji fenomena yang terjadi di lapangan. Data dikumpulkan melalui kuesioner, observasi, dokumen, dan wawancara. Teknik analisis data merujuk pada teori dari Miles dan Huberman yang terdiri dari tiga langkah yaitu reduksi data, penyajian data dan penarikan simpulan. Hasil penelitian menyimpulkan bahwa mahasiswa menunjukkan sikap positif terhadap penggunaan penugasan video untuk kelas Literature, mahasiswa memiliki tingkat konsentrasi tinggi dan stabil, dan mahasiswa mampu meningkatkan keterampilan berkomunikasi karena proses belajar bisa dilakukan diluar kelas daring. Hasil

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penelitian berimplikasi pada pemahaman tenaga pengajar tentang media teknologi yang tepat digunakan untuk setiap mata kuliah yang sesuai dengan latar belakang mahasiswa dan lingkungan belajar.

INTRODUCTION

In March 2020, the World Health Organization officially declared the COVID-19 outbreak a global pandemic (Ahmad et al., 2020). Indonesia also issued policies related to the adjustment of educational activities (Abidah et al., 2020). Tutors or educators must be able to adapt to these changes (Moorhouse, 2020). The COVID-19 pandemic has directed learning activities to be carried out online. Teaching and learning activities that took place during the COVID-19 pandemic were also directed at developing the relationship between the change management process and the online teaching and learning process in the education system so that all problems that arose in the education process due to the COVID-10 pandemic could be resolved (Mishra et al., 2020). All educational institutions provide multimedia facilities related to digital technology, such as WhatsApp, Opensimka, Google Classroom, Google Meet, YouTube, Video, etc. The benefits of implementing e-learning during the COVID-19 pandemic are significant for students, but they require sufficient assistance and supporting digital devices (Mulyani et al., 2021)

From these conditions, educators should understand what digital devices or technological media are by the needs of the learning concept. For Literature class students, understanding literary texts or completing literary assignments in online classes is not easy. Learning outcomes in the even semester of the 2019-2020 academic year (study period March-July 2020) show that digital media (Google Classroom, WhatsApp Group) has not positively impacted learning outcomes. From the final value obtained, there are still 55% which is below the standard value. The interviews in the preliminary study also showed that students could not complete the literature class project. Assignments completed by students only get feedback from lecturers, and other students are not involved in conducting peer assessments. Even though this is very important to testing students' abilities on literary work assignments, that must be done. As it is known that Google Classroom has limitations, namely, students cannot see or provide feedback on their colleagues' assignments. In addition, the tasks carried out were only limited to understanding the text and did not utilize the presentation of student skills through videos. From the results of the evaluation of the learning process at the end of the 2019-2020 academic year through interviews with students, it was concluded that video and zoom cloud meetings (60%) were preferred by students, Google Classroom (35%) and Telegram or WhatsApp (5%). Therefore, from this assumption, it is concluded that the need for video project assignments can improve the quality of student assignments in literature classes.

Video facilitates limited class time and media that can be used outside the classroom to increase student learning time that is lacking in class (Horbal, 2018). Videos are an essential component of most Massive Open Online Courses (MOOCs) and other forms of online learning (Hansch et al., 2015). Video is also considered a form of material that can increase student interest in learning and be more active, motivated, and confident related to communicative language (Bajrami & Ismaili, 2016). In addition, videos can also be used as learning strategies that present content and how teachers present learning practices in the classroom (Norton & Hathaway, 2010). Video screencasts are a promising tool for teachers to create a social presence while providing feedback on students' writing in the context of online learning (Cheng & Li, 2020). It can help students who are embarrassed to speak in explaining their project in class (Lee & Liang, 2012).

The researcher assumes that online learning for the Literature class can add different assignment technology media from these problems. Therefore, this study presents the concept of video assignments that explore speaking skills to present literary works. In this case, some of the gaps presented in this study are 1) the assignment of the video project related to their attitudes and behavior in showing all their speaking skills in presenting literary work assignments, 2) student participation during online

classes in giving and paying attention to the assessment of project results, and 3) the impact of the accuracy of video assignments made with learning objectives. A video can help students to improve their speaking skills (Riswandi, 2016). However, the concept of video assignments should be under students' perceptions and needs so that learning objectives can be achieved. Another reason that underlies this research is the current trend of vlogs and YouTubers among college students. They are comfortable and have fun designing videos. Students who make videos (YouTube) find it much more enjoyable than those who write articles and gain further educational benefits: developing public engagement and presentation skills and increasing their creativity. The highly interactive nature of YouTube, where users can comment, and vote for viewers (Smith, 2014)

Thus, this study aimed to obtain students' views regarding the use of video project assignments for the German Literature class. This research is expected to impact understanding the needs of learning media both involving technology according to the student's background and learning environment.

METHODS

This research uses a qualitative case study. In qualitative studies, researchers identify causes, impacts, or phenomena that occur to be interpreted according to field findings and researchers' understanding (Merriam, 2015). This study identifies students' views on using video assignments for German literature classes during the covid-19 pandemic. Learning during a pandemic that is done online requires a lot of media. Thus, the context of this research is a case study because it investigates more deeply the implementation of video assignments for German Literature learning.

The participants in this study were odd-semester students for the 2020-2021 academic year. The number of participants involved was 65 people (M=35 and F=30). Participants were taken randomly with the criteria that they had received German Literature subject in the previous semester—data collection techniques using questionnaires, documents, interviews, and observations. The questionnaire collected to know students' view on video project assignment, the document is taken from the result of German Literature subject to support questionnaire data, the interview is done after the German Literature learning finished to get their perception of learning process using video project assignment, and observation is done to know the process of learning. The data analysis technique consists of three stages, namely data reduction, data presentation, and concluding.

FINDINGS AND DISCUSSION

The data obtained in this study are related to students' views on video assignments that explore speaking skills to present literary works. In this case, some of the sections presented from the results of distributing questionnaires and interviews consist of three parts, namely 1) video project assignments related to their attitudes and behavior in showing all their speaking skills in presenting literary work assignments, 2) student participation during online classes in giving and pay. Pay attention to the assessment of project results—videos, and 3) the impact of the accuracy of video assignments made with learning objectives. From the result of the questionnaire and interview data, it can be concluded that students have a positive view of the video project assignment in German Literature Class. It is the following data;

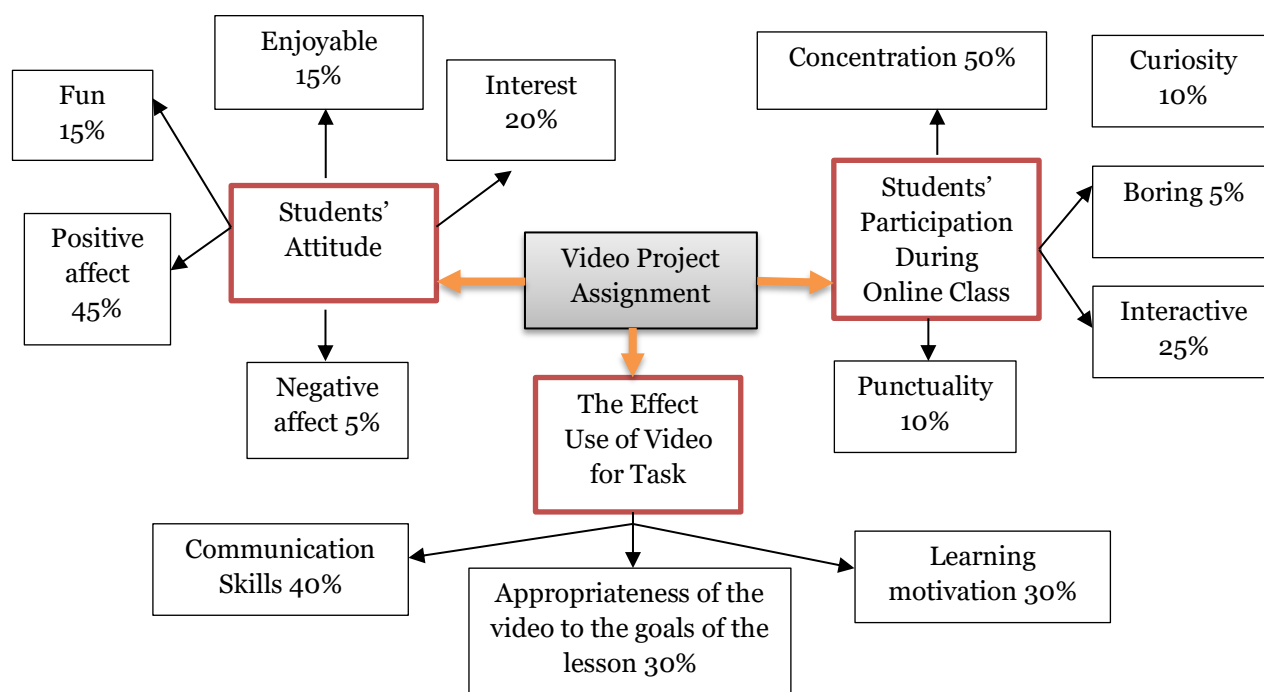


Figure 1. The Result of Student's View on Video Project Assignment in German Literature Class

Data figure 1 shows the results of the questionnaire data processing. The questionnaire that has been distributed to students consists of three components, namely student attitudes, student participation during the learning process in class, and the impact of using video for assignments. Each component has a different percentage and impact according to the student's condition.

Students' Attitude on Video Project Assignment

The first component, namely student attitudes, concluded that students gave a positive attitude (45%) towards the use of video projects for assignments. They also had a high interest (20%) in designing videos so that the images and sounds produced were exciting, and the learning process became more fun. So, video projects can increase students' interest in exploring the ability to present literary work assignments. Students can show an interest in learning and understanding the context of literary texts that have often been considered difficult.

Students' Participation During Online Class on Video Project Assignment

The second component is related to student participation during online classes. Students have a concentration level (50%) better than the literature class in the previous semester, and students also carry out interactive online learning activities (25%). The videos that have been made are submitted to YouTube so that colleagues can comment on the results of their friends' video projects. Each student also has punctuality in collecting assignments (10%) and high curiosity (10%) towards the content and grades of their friends' videos so that learning discussion activities become more exciting and not boring. Every student is motivated to do better and quality assignments. In this case, component three related to students' views on video projects shows that students can also improve their communication skills and complete their assignments according to the objectives to be achieved in each competency. Thus, it can be concluded that the students overall have a positive attitude towards using video assignment projects, and their communication or speaking skills are also getting better.

The results of interviews and observations also emphasize that students have a high level of concentration during the zoom process and are highly interested in assessing the video project of everyone who has been working on and shown via zoom or uploaded to YouTube. This ability improves students' speaking ability (Tugrul, 2012; Lee & Liang, 2012). Thus, the class becomes more active,

engaging, and fun with quality digital pictures and videos. Students can feel the class is more lively and challenged. Moreover, video projects are also one of the learning models that lead to problem-solving or project-based learning situations. Students can see how information in textbooks or other learning resources can help them complete assignments (Suduc et al., 2012).

The Effect Use of Video for Task on Video Project Assignment

Other practices in using video in the instruction process as a learning tool align with today's development of information and communication technology. This lesson utilizes video as a technological tool that supports learning. The data showed that this video could improve the students' communication skills in presenting the task (40%), learning motivation (30%), and the video is relevant to the lesson goals (30%). As a learning tool, videos support the learning process and are used in the professional development of teachers according to educational programs. Videos create opportunities for in-depth learning by bringing together various studied data such as images, motion, and sound. Online platforms are often used as an alternative environment for individuals to meet and engage in various activities. The interaction between technology efficacy and video manipulation predicts lower ratings of perceived learning, social presence, and video usability, especially for students with lower technology efficacy (Lyons et al., 2012).

From the data findings, it can be concluded that the assignment in the form of a video project is one of the media that can facilitate the needs of students in studying literary works from the learning objectives that have been set in this literature course. Video is not only suitable for online, mixed, or reverse classes (Brame, 2016) but can also be suitable for offline classes. Video projects provide several benefits for students by creating more dynamic and interactive classrooms together. Furthermore, preparing a video project encourages students to work together in a way that encourages peer teaching. In addition, video projects also provide a social context in which learners can interact with one another as well as experiment with various digital video technologies to create personally meaningful multimodal artifacts (Lee & Liang, 2012). Currently, video games have also been used as learning media that can be used to develop student's skills and competencies. Teaching with various video games can also build interaction between students and knowledge games. It has a positive perception from some students because they can enjoy the game and they got the knowledge (Barr, 2018)

From the results of this study, several recommendations that teachers can consider in the use of video project assignments include;

1. The videos that students must make are short and by the learning objectives that have been set.
2. Guide students to use quality audio and visual videos, but students can work on video projects easily.
3. Instruct students to use various ideas and use the appropriate language according to German grammar.

CONCLUSION

The findings conclude that students positively view video project assignments for the German Literature class. In addition, students also have a more interactive level of communication. It can be seen in the comments or ratings of each video that has been shown via zoom or YouTube. Students can also direct their concentration of learning during class. This is because the pictures and sounds are fascinating. However, this research is still limited to students' views related to the video assignment project through three perceptions, namely student attitudes, student participation during online classes, and the impact of using video assignments. This student perception has not entirely touched on student learning outcomes. Thus, the results of this study can still be developed through students' perceptions of learning outcomes and the relationship between learning strategies and technology media.

This research also benefits the quality of selecting technology media for online classes during the COVID-19 pandemic or offline classes. Because basically, media technology has entered the implementation of education. Moreover, many language classes use technological media such as audio-visual (Moreno & Vermeulen, 2015). It means that this research presents the development of video

concepts that have been used as a learning resource to become more creative and innovative through student creativity. Thus, the next researcher can develop this study related to the learning strategy appropriate to the video project.

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