



## ENGAGEMENT: Jurnal Pengabdian Masyarakat

Vol. 2 No. 2 (2023). ISSN : 2962-1186

Journal website: <https://engagement.pdfaii.org/>

### Research Article

# Learning Video Making Training In Pangkep Regency South Sulawesi

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Received : January 11, 2022

Revised : Februari 12, 2022

Accepted : February 20, 2023

Available online : March 22, 2023

**How to Cite:** Retyana Wahrini, & Hasbi. Learning Video Making Training In Pangkep Regency South Sulawesi. *ENGAGEMENT: Jurnal Pengabdian Masyarakat*, 2(2), 55-62. <https://doi.org/10.58355/engagement.v2i2.22>

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**Abstract.** In mid 2019 all countries in the world faced the Covid 19 pandemic caused by the Corona virus. Until now, in early 2022, this pandemic has not yet found a cure and is even continuing to expand and more and more people are infected with this virus. The outbreak of this virus caused the Indonesian government to impose large-scale social restrictions (PSBB), including the city of Makassar. One of the impacts of imposing restrictions in the world of education is causing schools and campuses to implement online learning. Based on these conditions, designing and preparing the learning process involves many components and activities that must be well planned, systematic and measurable using internet technology and interactive applications. However, most of the teachers who teach in education units in elementary schools in Pangkep Regency are still experiencing problems in preparing learning tools, especially audio-visual media which can be an alternative in delivering teaching material. In addition, teachers in general already have laptops and even schools in general have personal computers,

so understanding of computer operation is very good. Considering the many benefits, community service activities are carried out at SD Negeri 25 Pangkep Regency, effective for 2 (two) months.

**Keywords:** Interactive applications, learning media, training, mentoring.

## **INTRODUCTION:**

In mid-2019 all countries in the world faced the Covid-19 pandemic caused by the Corona virus. Until now, in early 2022, this pandemic has not yet found a cure and is even continuing to expand and more and more people are infected with this virus. The outbreak of this virus caused the Indonesian government to impose large-scale social restrictions (PSBB) and restrictions on community activities (PKM) level 3, level 2 and level 1 for areas affected by this disease, including the city of Makassar. One of the impacts of imposing restrictions in the world of education is causing schools and campuses to implement online learning or learning from home.

Based on these conditions, in designing and preparing the learning process involves many components and activities that must be well planned, systematic and measurable. Planning and designing the learning process is carried out by teachers (teachers and lecturers) by preparing learning tools consisting of lesson plans/RPS, teaching materials, learning media, and assessment instruments (Ali, S. M., Habashy, T. M. 1992: 38). Along with the development of technology and information, the use of technology as one of the innovations to develop creative and innovative learning materials is needed to make it easier for students to learn without being limited by space and time (Anderson, T. 2013: 98). Students can feel the ease of accessing learning materials and even following the learning process without being limited by space and time (Aminah Siti 2019: 47). Moreover, the data notes that some members of the youth community are inseparable from digital media at any time, which is a sign that our society is in the digital revolution era and influences student learning motivation (Ariesto. 2003: 56). The use of technology and internet networks is one of the effective communication bridges between teachers and students resulting in the delivery of information more quickly and effectively and efficiently (Arsyad, 2017: 15). Apart from the current global conditions, namely the Covid-19 pandemic which has not been resolved since 2019, apart from face-to-face activities in class, teachers also need to develop learning tools or learning materials in the network that can help students study independently at home, repeat return every material taught by the teacher, do assignments without being burdened with excessive use of paper, and there are many more conveniences that can be obtained by students. This will work well if the teacher masters the use of various technologies that support the learning process (Dick W, 2015: 78).

Online learning can be formulated as "a large collection of computers in networks that are tied together so that many users can share their vast resources'(England 2002: 89). The definition of online learning includes aspects of hardware (infrastructure) in the form of a set of computers that are interconnected with each other and have the ability to transmit data, whether in the form of text, messages, graphics, or sound (Gagne, 2011: 85).

Implied in the online survey Training in an Online World, that the concept of online learning is synonymous with e-learning (Bonk, 2017: 97). Meanwhile according to The Report of the Commission on Technology and Adult Learning (2001), defines e-learning as "instructional content or learning experiences delivered or enabled by electronic technology" (Heinrich, 2016: 46).

So according to the understanding he put forward, that students and teachers need interactive communication by utilizing information and communication technology. Like a word, a computer with its internet, a telephone with its fax machine.

Online learning or what is known as e-learning is a form of using technology to support the distance teaching and learning process (Laila, 2019: 15). This increases changes in learning styles which are increasingly rapid. Furthermore, online learning, both in the form of two-way or semi-two-way interactions, can run dynamically (Prayitno, 2015: 39).

One of the instruments in the online learning process is learning media. Technology or learning media as a scientific application of the learning process in humans in practical teaching and learning tasks (Seels, 2012: 79). Media are various types of components in the student environment that can provide stimulation for learning (Thiagarajan, 2003: 102). Media is any physical tool that can present messages and stimulate students to learn such as films, books and tapes (Ariesto, 2003: 43).

Several Screen Recorder applications can be selected as applications for making learning videos, including bandicam, OBS studio, Quicktime player for mac, VLC, Game Bar, screenpresso, and even zoom can be used to record layers specifically for powerpoint. While the Google Meet application was chosen as the video conferencing media application, this Google Meet application has many features that can be utilized for learning activities. The Google Meet feature can be accessed free of charge, that is, it can invite 100 participants, is not limited in time, is safe because users are required to log in to their Google account first.

## **RESEARCH METHODS**

The method for implementing science and technology activities for the Community (IbM), and the solutions offered consist of 3 stages as follows:

a. Preparation.

Service activities are activities in the internet network so that they can reach all training participants. Information about this activity was distributed using brochures by utilizing social media such as Facebook, WhatsApp groups, telegram groups and others. Registration activities were opened one month before the activity started online with Google Form.

b. Training

Making Learning Videos Using a Screen Recording Application. This activity was carried out online using the zoom application and broadcast live via YouTube. Training is given in the form of interactive lectures from presenters. The presenter explained the use of the screen recording application. The media used is PowerPoint with a simulation of using the screen recording application. After listening to the

material, participants were given the opportunity to ask questions and discuss the use of applications and the process of making creative, innovative and interesting learning videos.

**c. Accompaniment**

Assistance in making this learning video was carried out for 2 weeks. Participants make learning videos for one week. The videos that have been made are consulted and revised based on the notes from the service team. The revised videos are then uploaded on their respective YouTube channels and used for online learning in class.

Science and Technology Evaluation for the Community (IbM) is carried out after completing the training which consists of two types of evaluation, namely:

1. Evaluation of knowledge about practical and economical screen recording applications, carried out after finishing the lecture, conducting discussions, and asking questions.
2. Evaluate how to make learning videos with practical and economical screen recordings, using the demonstration method.
3. Evaluate how to edit learning videos with practical and economical screen recordings, using the demonstration method.
4. Evaluation of practical and economical way of displaying learning videos with screen recordings, using the demonstration method.
5. Evaluation of entrepreneurial knowledge in making learning videos with practical and economical screen recordings, carried out after the lecture, conducting discussions, and asking questions.

Science and Technology for Society (IbM) is considered successful if:

1. Training participants (partners) have insight into learning videos with practical and economical screen recordings.
2. Training participants (partners) will apply knowledge, experience, and learning video technology with practical and economical screen recording.

Participation of training participants (partners) in the implementation of the Science and Technology Implementation Program for the Community (IbM), namely the process of making learning videos with practical and economical screen recordings is as follows:

1. Training participants (partners) provide a place for counseling and training on making learning videos with practical and economical screen recordings.
2. Training participants (partners) help arrange permits for training to make learning videos with practical and economical screen recordings.
3. Training participants (partners) actively participate in counseling and training on ways to make learning videos with practical and economical screen recordings.
4. Training participants (partners) actively participate in training on making learning videos with practical and economical layer recording.
5. Training participants (partners) help provide materials and tools and actively participate in demonstrating the making of learning videos with practical and economical screen recordings
6. The training participants (partners) help provide materials and tools and participate

actively in demonstrating how to make practical and economical learning videos with screen recording at predetermined locations.

7. Training participants (partners) help provide materials and tools and actively participate in providing counseling about entrepreneurship making learning videos with practical and economical screen recordings at predetermined locations..

## **RESULTS AND DISCUSSION**

### **Results Achieved**

Assistance in making learning videos was carried out effectively for (two) months at SDN 25 Taraweang, Labakkang District, Pangkep Regency. The training participants consisted of elementary school teachers. The stages of this activity are as follows:

- a) Determine the concept or theme of the learning video.  
Here the participants choose a Basic Competency (KD) for the subject being cared for, then formulate indicators and learning objectives. Then consult the progress report via the WhatsApp group. Once correct proceed to the following activity and if not asked to repair. Here it was found that there were still participants formulating learning objectives that did not match the indicators of achieving competence and also had difficulty formulating learning objectives regarding the characteristics of students and the competencies to be achieved. Due to the lack of knowledge and mastery of the material of the participants. These findings become material for the study of making storyboards or scripts in the design of instructional videos.
- b) Designing powerpoint presentation media.  
Participants design presentation media as learning video media as audio-visual teaching materials or interactive learning media. Here the participants already know and use PowerPoint media well, although there are still those who pay less attention to artistic art or the appearance of presentation media such as the harmony of color selection, font size, animation time and the use of images that do not match the theme of the presentation.
- c) Make learning videos using the Screen Recorder and Video Conference applications.  
Participants make learning videos with a Screen Recorder and Video Conference, which is new to them. The application used is very easy to use, does not require a recording device, only using a laptop. And the videos produced are directly given to students.
- d) Evaluation and revision of learning videos  
Participants sent a video that had been made in the form of a Google Drive link to the service team via the WhatsApp group for evaluation. The dedication team gives an assessment and asks participants to improve the video based on the notes from the dedication team. Then guided to upload the video to a YouTube account for use in online learning activities. Learning video products have ongoing benefits and can be used to reach all components that are needed and have a positive impact on students (Kisa & Stein, 2017). Making this learning video is a series of activities that teachers need to learn to face the transformation of the

world of education and to reform learning objectives in the classroom. Therefore, according to Easterbrook, Stephenson and Mertens (2006) teachers need to be consistent with these efforts in planning and developing professional learning videos.

Interesting findings from the stages of this activity include:

- a) There are participants who use a cultural approach in the learning process
- b) There were participants who made learning videos as interesting interactive media.

In addition to the interesting findings above, the participants' difficulties included:

- a) For mathematics subjects it is difficult for teachers to present material in contextual problems
- b) Teachers find it difficult to determine illustrations that are appropriate to the conditions of students and adopt more illustrations in textbooks, or learning resources from the internet.
- c) In general, presentation of material using the lecture method without prioritizing students' critical thinking processes

Supporting factors include:

- a. In addition to participants gaining interesting knowledge and experience in making learning videos, participants also learned to make presentation material using powerpoint
- b. The service team obtained an overview of the abilities of teachers throughout the Pangkajene Islands Regency related to the ability to implement online learning and use classroom learning technology. This became input for the service team to carry out community service activities and further research based on

Inhibiting factors include:

- a. Participants were not equipped with how to edit videos so that the recording process was done many times for one learning video.
- b. Activities relying on a poor internet network resulted in the activity process being often interrupted or participants having difficulty communicating with the community service team.
- c. The number of participants at the start of the webinar activity was very low, namely 15 people.
- d. The evaluation of the learning videos was not carried out using a quantitative method, only carried out qualitatively to see things that were not in line with expectations so that participants could improve.
- e. There was no evaluation regarding the use of videos produced by participants in their respective classes.



## CONCLUSION

Based on the results of the activities and discussion above, it can be concluded that:

- a. The results of training on making learning videos using the Bandicam, Zoom and Screen Recorder applications increase teachers' knowledge about the use of these applications, get to know the application features in making learning videos, the weaknesses and strengths of each application, and knowledge about the stages of making learning videos.
- b. The results of assisting in making learning videos using the Bandicam, Zoom and Screen Recorder applications improve teacher skills in making learning videos. This is indicated by the existence of learning videos made by teachers using the application.

Another result of this activity is increasing teachers' skills in using PowerPoint as presentation material and interesting learning media by paying attention to color harmony, image layout, letter layout, background color, font color, making animation according to the theme, using pictures, icons, illustrations and others. Participants also gain additional knowledge regarding compiling content, sequencing material and establishing key points in a presentation..

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