

Development of Learning Materials Making Virtual Learning-Based Videos Community Local Wisdom Through Learning Experience for Students

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Abstract

The effectiveness of learning through virtual media is increasingly achieving its goals if lecturers and students can develop instructional video media as virtual learning materials. The use of instructional videos in the learning process needs to be systematically designed so that learning media can be used effectively, experience learning-based learning videos so that they are more contextual about the local wisdom of the community. The research objective was to produce a learning model and learning materials for the development of virtual learning video media based on local wisdom of the community through learning experience for students of the Department Non-Formal Education, Faculty of Education, State University of Malang. The research method used is the development (research development) development research model is an attempt to develop and validate educational products. The research design is systematic as follows: (1) the stage of analyzing, (2) the writing stage, (3) the stage of expert assessment and revising, and (4) the stage of the limited trial of the readability of the contents of learning materials related to understanding the content. The conclusion is based on the data analysis of the results of the content assessment on the development of learning materials for making virtual learning video media based on local wisdom of the community through a learning experience in the subject of learning resources and learning media department non-formal educations obtained valid results.

Keywords

media; instructional videos; local chips; learning experience

INTRODUCTION

Virtual-based learning media is one of the media designed to streamline and streamline learning methods via the internet. The effectiveness of learning through virtual media is increasingly achieving its goals if lecturers and students can develop instructional video media as virtual learning materials. The use of learning videos in the learning process needs to be designed systematically so that the learning media is effectively used, experience learning-based learning videos make it more contextual to refer to the local wisdom of the community. Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Students of the Department of Out-of-School Education are expected to master and the procedure in making virtual learning videos based on local community skills. The development of this learning innovation is structured as a guide and preparation of learning materials for media courses and learning materials for out-of-school education that involve students to make learning video media by utilizing student experience learning to compile material based on local wisdom which is still strong in the community.

Virtual learning refers to the learning process that occurs in a virtual classroom be in cyberspace via the internet network (Pannen, 1999). Learning Information and Communication Technology (ICT) will be successful if the lecturer-oriented paradigm is changed to the student-oriented paradigm. Simonson, et al (2003) argued that by implementing ICT in learning, the lecturer who originally played the role of a sage on the stage became a guide on the side.

The effectiveness of learning through virtual media is increasingly achieving its goals if lecturers and students can develop instructional video media as virtual learning materials. The use of instructional video

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media in the learning process needs to be designed systematically so that the learning media is effectively used. According to Rosenber (2001), in the development of ICT there are five shifts in the learning process, namely: (1) from training to performance, (2) from classrooms to anywhere and anytime, (3) from paper to “online” or channels, (4) physical facilities to network facilities, (5) from cycle time to real-time.

Azhar (2013) explains that teaching through audio-visual is the production and use of material that is absorbed through sight and hearing and does not entirely depend on understanding words or similar symbols. The instructional video media used in virtual learning to make it more contextual to people’s lives must be based on learning experiences of local wisdom. Experience learning is a learning model based on a process where knowledge is constructed through the transformation of experiences. Learning from experience includes the link between doing (by doing) and thinking (the thinking). The activity of gaining experience (grasping experience) can occur directly, namely through the senses, and indirectly, namely in the form of symbolic forms, such as concepts. Activities to transform experiences (transforming experience) in the form of reflection and student involvement in scientific activity. Experience learning-based video learning to make it more contextual about local community wisdom.

Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom is usually passed down from generation to generation through stories from the mouth of the mouth. Local wisdom is a local idea that is wise, full of wisdom, and good value which is organized in the community and followed by the community. Learning using experience-based learning videos of community local wisdom is implemented in undergraduate students in the media and learning materials of the PLS FIP UM Department. The research objective was to produce a learning model guide and learning materials for the development of virtual learning video media based on local wisdom of the community through learning experience for students of the Department Nonformal Education (PNF), Faculty of Education, State University of Malang.

METHOD

The research method used is the development (research development) model Borg and Gall (1989). According to Borg and Gall, development research is an attempt to develop and validate educational products. The research design is systematic as follows: (1) The analysis stage includes: (a) analyzing the values of local traditions that are still carried out by the village community, (b) analyzing the subject matter of local traditional behavior, and (c) analyzing students (learning citizens), (2) writing stage , writing the main material of learning materials, the program designer must adapt to the principles of compiling a learning program and be guided by the main material that has been determined and using words and sentences that can be understood by learning citizens, (3) the expert assessment stage and revising, at the stage revising, the program designer provides an assessment to experts of the resulting study material products, (4) Limited trial of the readability of the content of learning materials related to content understanding, the attractiveness of images after the product has been compiled verified by instructional media experts and experts in the field of Non-formal Education.

RESULTS

The Design of Virtual Learning-Based Video Media Development Community Local Wisdom Through Learning Experience

The stages in the drawing scheme can be explained in detail as follows. The first step, Analyzing. At this stage the program designer carries out activities (a) analyzing the learning process, developing virtual learning media based on community local wisdom through the Learning Experience course of Learning Resources and Nonformal Education Learning Media, (b) systematically analyzing the contents of the learning guide, and (c) analyzing the material in the virtual learning video media module based on community local wisdom through the Learning Experience course of Learning Resources and Learning Media for Nonformal Education. The second step, Writing. In writing the subject matter of learning, the program designer must adapt to the principles of preparing a learning program. The writing is done by referring to the predetermined subject matter and using words and sentences that students can understand.

The third step, Revise. At the revising stage, the program designer provides an expert assessment of the product guide and module making Virtual Learning Video Media Based on Community Local Wisdom Through Learning Experience Subject Learning Resources and Learning Media for nonformal education produced, and conducting trials of the revised guidelines and modules students of the Department Nonformal Education. From the process of the development stages of the learning program that is described, it is a process of development activities that is very important and becomes a development model that is always applied, especially for students in Nonformal education.

The fourth step, Product Trial. Product development research trials are carried out after the research design done. Product trials are included in formative evaluations. Product testing aims to determine whether the product being developed is suitable for use or not, and to find out whether the product is made according to the goals and objectives. The following describes the product trial. The product trial design in this development research goes through two stages, namely expert testing and limited user testing for students of the Department of Education nonformal education. Input and suggestions from experts on the design written on the validation sheet as revision material to find out whether the design that has been developed needs to be revised or not. It is known the feasibility level of the product in each stage of the trial by taking the following steps: (a) review of experts in the field of learning media experts and experts in the field of nonformal Education studies on the products developed, namely the Development of Virtual Learning Video Media Based on Community Local Wisdom through Learning Experience in Source Subject Learning and Learning Media for Nonformal Education.

Data on Results of Assessment of Model Contents and Learning Materials from Learning Media Experts

The results of the learning media expert's assessment of the Model and Learning Materials for Learning Video Media Based on Local Wisdom through Learning Experience are presented in the Table 1. Based on Table 1, the assessment of the instructional media experts above, it is known that 8 statements obtained a score of 4 which states very appropriate /very complete /very legible /very feasible applied and 14 statements obtained a score of 3 which means that it is appropriate/complete/legible/suitable for the application.

Based on Table 2, the results of the overall data analysis from content analysis and implementation obtained from experts in the field of learning media presented in the table above, a percentage value of 84.09% is obtained which means that it is valid and the interpretation does not need revision. To know more deeply about the validity of each statement variable listed on the instrument, it is presented in the data analysis table and the interpretation of the variable statements regarding the contents of the model and learning materials.

After analyzing the data and interpretation of each statement variable based on Table 3, it is known that the suitability variable gets 87.5%; the applied eligibility variable gets 85%; the completeness variable got 83.3% and the legibility variable got 85%. The four variables analyzed obtained valid qualifications, which means that the interpretation does not need to be revised.

Data from the Assessment of Model Contents and Learning Materials from Nonformal Education Experts

The results of the external education expert's assessment of the developed learning materials are presented in the following Table 4. Based on the assessment of outside education experts, it is known that 12 statements obtained a score of 4 which stated that they were very suitable/very complete /very suitable for application, and 10 statements received a score of 3 which meant that they were appropriate/ complete/legible/suitable for application. Analysis of data from the results of the assessment of the developed model interpreted with criteria. The criteria used for the assessment of products produced in this development research are following the criteria listed in the following table. The results of the qualifications and interpretations of the learning model experts regarding model construction are presented in the following Table 5.

Based on the results of data analysis from analysis and interpretation related to model construction obtained from the learning model experts presented in the table above, a percentage value of 88.63% was obtained, which means that it is validated and the interpretation does not need to be revised. Knowing more deeply about the validity of each statement variable listed on the instrument, it is presented in the data analysis table and interpretation of the evaluation variables related to the construction of the learning model that is made. After analyzing the data and the interpretation of each statement variable based on table 6 above, it is known that the suitability variable gets 93.75%; the applied feasibility variable got 93.75%; the completeness variable got 100% and the legibility variable got 92.5%. The four variables analyzed obtained valid qualifications, which means that the interpretation does not need to be revised.

DISCUSSIONS

The Design of Virtual Learning-Based Video Media Development Community Local Wisdom Through Learning Experience

The stages in the drawing scheme can be explained in detail as follows folding: (1) analyzing; (2) writing, (3) revising, and (4) testing the product. This development uses the research development method (research development) model Borg and Gall (1989). According to Borg and Gall, development research is an attempt to develop and validate educational products. This method was chosen to achieve the research objectives, namely to facilitate students in developing innovative learning models by optimizing students as learning centers to improve learning outcomes in field studies in several subjects using practical or observational studies to the community.

Table 1. Results of the Learning Media Expert's Assessment

No	Statement	Score
1.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a suitable and relevant theory	4
2.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience which is developed has benefits that are suitable for use	3
3.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a suitable / relevant theory.	3
4.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a suitable learning process to be implemented as a learning guide	4
5.	The learning materials developed have a worthy goal to be applied	3
6.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience that has been developed has benefits that deserve to be applied	3
7.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed is feasible to be applied to users.	4
8.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a feasible learning process applied to be implemented as a learning guide	4
9.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a feasible learning construction applied to be implemented as a learning guide	3
10.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed the completeness of the learning components.	4
11.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a complete learning stage	4
12.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has completeness in the learning process	3
13.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a learning component that is easy to understand	3
14.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an interesting learning component	3
15.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience which is developed has easy-to-understand learning stages.	3
16.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an interesting learning stage	4
17.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a distinctive learning stage	3
18.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a learning process that is easy to understand to be implemented as a learning guide	4
19.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an interesting learning process to be implemented as a learning guide	3
20.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a unique learning process to be implemented as a learning guide	3

Table 1. (Continued)

No	Statement	Score
21.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a learning construction that is easy to understand to be implemented as a learning guide	3
22.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an innovative value as a learning guide	3

Table 2. Overall Data Analysis and Interpretation

The number of Question items	Frequency with a Scale of Four				Amount	%	Qualifications and Interpretation
	1	2	3	4			
22	1	2	3	4	75	85,23%	Valid (Not Revised)
	-	-	14	8			

$$\text{Calculation: } \frac{(3 \times 14) + (4 \times 8)}{(22 \times 4)} \times 100\% = \frac{(42 + 32)}{88} \times 100\% = 84,09\%$$

Table 3. Data Analysis and Interpretation of Statement Variables

Variabel	Item No Statement	Frequency with a Scale of Four				Amount	%	Qualifications and Interpretation
		1	2	3	4			
Conformity	1-4			2	2	$\frac{(2 \times 3) + (4 \times 3)}{4 \times 4} = \frac{14}{16} \times 100\%$	87,5%	Valid (Not Revised)
Appropriateness applied	5-9			3	2	$\frac{(3 \times 3) + (2 \times 4)}{5 \times 4} = \frac{17}{20} \times 100\%$	85%	Valid (Not Revised)
Completeness	10-12			2	1	$\frac{(2 \times 3) + (1 \times 4)}{3 \times 4} = \frac{10}{12} \times 100\%$	83,3%	Valid (Not Revised)
Legibility	13-22			6	4	$\frac{(6 \times 3) + (4 \times 4)}{10 \times 4} = \frac{34}{40} \times 100\%$	85%	Valid (Not Revised)

The use of instructional videos is an effective strategy because it can provide modeling examples of how to do a task (Hoogerheide, 2016). Meanwhile, Nugent (1991) explained that “teachers are using digital video in the classroom to introduce and reinforce course content through short video segments known as learning objects”. The excerpt from the statement explains how educators or lecturers use video in learning to strengthen the content being studied.

The advantages and disadvantages of virtual learning, the application of virtual learning in learning, contributes to efforts to improve the quality of learning. Simonson, et al. (2003) suggested several advantages of using the Internet in learning as follows: (1) Students can study anywhere according to their learning speed and conditions because subjects will always be available on computer networks and the Internet; (2) Provide opportunities for students to interact with other students, lecturers, and/or with the learning community and learning resources; (3) students can use a uniform and appropriate way to access the many resources on the Internet; (4) The material presented online is easy to update and modify; (5) the Internet encourages active learning and facilitates the involvement of students intellectually with learning materials; (6) The use of Asynchronous Learning Networks provides a variety of learning experiences and accommodates different learning styles of learners; (7) Economically, students can remain at home without having to pay for transportation and accommodation.

Anderson (2006) suggests that by providing opportunities for students to interact with various learning resources available through the Internet, students’ skills in lifelong learning will increase, and through online discussion, students will master responsible and professional communication skills. Meanwhile, the results of research conducted by Jerram (2006) show that students who are quiet in class are more likely to feel comfortable contributing thoughts in discussions conducted online.

Table 4. Results of Expert Assessment of Nonformal Education Education

No	Statement	Score
1.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a suitable and relevant theory	4
2.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience which is developed has benefits that are suitable for use	4
3.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a suitable / relevant theory.	4
4.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a suitable learning process to be implemented as a learning guide	3
5.	The learning materials developed have a worthy goal to be applied	4
6.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience that has been developed has benefits that deserve to be applied	3
7.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed is feasible to be applied to users.	4
8.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a feasible learning process applied to be implemented as a learning guide	4
9.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a feasible learning construction applied to be implemented as a learning guide	4
10.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed the completeness of the learning components.	4
11.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a complete learning stage	4
12.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has completeness in the learning process	3
13.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a learning component that is easy to understand	4
14.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an interesting learning component	4
15.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience which is developed has easy-to-understand learning stages.	4
16.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an interesting learning stage	4
17.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a distinctive learning stage	4
18.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a learning process that is easy to understand to be implemented as a learning guide	3
19.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an interesting learning process to be implemented as a learning guide	3

Table 4. (Continued)

No	Statement	Score
20.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a unique learning process to be implemented as a learning guide	3
21.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has a learning construction that is easy to understand to be implemented as a learning guide	3
22.	Contents of Video-Based Virtual Learning Media Learning Materials Community Local Wisdom Through Learning Experience developed has an innovative value as a learning guide	3

Table 5. Overall Data Analysis and Interpretation

The number of Question items	Frequency with a Scale of Four				Amount	%	Qualifications and Interpretation
	1	2	3	4			
22	1	2	3	4	71	93,42%	Valid (Not Revised)
	-	-	10	12			

$$\text{Calculation: } \frac{(3 \times 10) + (4 \times 12)}{(22 \times 4)} \times 100\% = \frac{(30 + 48)}{88} \times 100\% = 88,63\%$$

Table 6. Data Analysis and Interpretation of Statement Variables and Model Construction

Variabel	Item No Statement	Frequency with a Scale of Four				Amount	%	Qualifications and Interpretation
		1	2	3	4			
Conformity	1-4			1	3	$\frac{(1 \times 3) + (3 \times 4)}{4 \times 4} = \frac{15}{16} \times 100\%$	93,75%	Valid (Not Revised)
Appropriateness applied	5-9			1	3	$\frac{(1 \times 3) + (3 \times 4)}{4 \times 4} = \frac{15}{16} \times 100\%$	93,75%	Valid (Not Revised)
Completeness	10-12				1	$\frac{(1 \times 3)}{1 \times 4} = \frac{4}{4} \times 100\%$	100%	Valid (Not Revised)
Legibility	13-22			3	7	$\frac{(3 \times 3) + (7 \times 4)}{10 \times 4} = \frac{37}{40} \times 100\%$	92,5%	Valid (Not Revised)

Assessment of Model Contents and Learning Materials from Learning Media Experts on Virtual Video Learning Media Based on Community Local Wisdom through Learning Experience

Based on data analysis and interpretation of the suitability variable, it is known that according to the learning of the equivalence learning package C, related to the feasibility of completeness, a valid qualification is obtained, which means that the interpretation does not need to be revised. Philosophically virtual learning is the delivery of information, communication, education, online training, but virtual learning does not mean that it is a substitute for conventional learning models in the classroom but strengthens the learning model through content enrichment and educational technology development.

This learning program can include aspects of presenting lecture material, practice and practice, tutorials, simulations, and games that students can learn anytime and anywhere without using an internet network. The concept of virtual learning was developed not to replace face-to-face learning, but to combine and communicate face-to-face virtual learning which allows for an increase in the quality of learning, in addition to increasing the effectiveness and efficiency of education. So that virtual learning is a means to support face-to-face learning or direct learning.

Experience-based learning (experience) emphasizes the role of experience in the learning process, the importance of the involvement of students or students, and intelligence as an impression of the interaction between students and their environment. According to Sharlanova (2004) there are 4 stages of the experience-based learning model, namely: (1) Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation.

Experience learning is recorded in instructional video media to be observed and the stages of experience-based learning, so that students or students must have the ability to identify events in the field, obtain data in the form of documentation and statistics, and other data.

So that the stages in the process of developing instructional video media based on direct field study learning experiences go through the following processes: (1) Existing products; (2) field studies; (3) literature study; (4) development design; (5) making instructional video media products; (6) Products that have been prepared are subjected to expert testing, including media content experts and subject matter experts; (7) Revision of the draft product development from the input of experts; (8) Limited field testing; (9) Revision again after the operational field test with input from respondents or informants; (10) Operational field test, and Product Development Results.

Assessment of Model Contents and Learning Materials from Nonformal Education Experts

Based on data analysis and interpretation, it is known that the variable suitability variable is the completeness variable, and the readability variable obtains a valid qualification, which means that the interpretation does not need to be revised. Learning sources and learning media, in general, are the sources used and media used as a tool in the learning process. Everything that can be used to stimulate thoughts, feelings, attention, and learning abilities or skills to encourage the learning process. This definition is broad and deep enough to include the understanding of sources, environment, humans, and methods used for learning purposes.

The benefits of learning resource media and Nonformal Education (PNF) learning media are as follows: (1) learning activities will attract the attention of students or students so that it can foster student or student motivation; (2) The learning material will be clearer and more meaningful so that it is easier for students to understand and makes it possible to master the learning objectives better; (3) Teaching methods will be more varied, not only verbal communication through a speech by the teacher or lecturer, so that students or students are not bored; (4) Students or students do more learning activities because they do not only listen to lecturers 'or lecturers' descriptions but also other activities, such as observing, doing, and demonstrating and others; (5) The level of learners or students will increase according to the stage of cognitive development that starts and concrete thinking goes to abstract, starting from a simple level of thinking to complex thinking.

The characteristics of Nonformal Education learning media have various types and kinds. To make the use of Nonformal Education learning media more effective, it is necessary to make an effort to classify and group it based on the aims and objectives. Grouping the media based on their characteristics is based on: (a) according to their economic characteristics (cheap and easy to obtain); (b) the scope of the objectives that can be covered; and (c) Easy to use. In addition, these characteristics can be seen from the ability to generate senses of sight, hearing, touch, taste, and smell. According to Kemp, 1975 (Susilana, et al, 2007).

CONCLUSION

Based on the discussion of the results of the research that has been done, it can be concluded. 1) Learning materials through the making of virtual video learning media based on local wisdom of the community through a learning experience in the learning resources course and nonformal education learning media have gone through the following process: (a) Analyzing student learning needs in the learning resources course and nonformal education learning materials, (b) Writing an initial draft of learning materials through making virtual video learning media based on local wisdom of the community through learning experience on the subject of learning resources and learning media PLS, (c) Validation of 2 (two) experts, namely learning media experts and Nonformal education experts, (d) Revise input and suggestions from instructional media experts and outside education experts. 2) Based on the data analysis of the results of the content assessment and implementation of the use of models and learning materials from instructional media experts and outside education experts on learning products through the making of virtual video learning media based on community local wisdom through a learning experience in the subject of learning resources and PLS learning media, the results are obtained.

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