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Evaluation of Implementing the Video in University for Online Learning Amid Covid-19 Pandemic

Lia Amalia [1],

[1] Universitas Banten Jaya; liaamalia@unbaja.ac.id

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ABSTRACT

This study aims to determine the results of the evaluation of the implementation of video at universities related to online learning during the Covid-19 pandemic. This study uses a qualitative approach with the evaluation method of the Stufflebeam model, namely CIPP (Context, Input, Process, Product). Data were collected through documentation, observation, and interviews. The data were analyzed through data reduction, data presentation, and concluding stages. The results of the study concluded that the use of videos at universities during online learning activities was good. The shortcomings found were in the input aspect to improve the digital competence of lecturers in mastering the latest technology as a learning medium. The learning process must be improved again to stimulate students to be more active during discussions. Meanwhile, the product aspect related to learning outcomes also shows a decrease in student achievement and attitudes in motivating themselves to learn. The results of this study have implications for the understanding of lecturers and universities about the readiness of facilities and technology for online learning activities.

Corresponding Author:
Lia Amalia

Universitas Banten Jaya; liaamalia@unbaja.ac.id

1. INTRODUCTION

The entire education system, from elementary to college-level, collapsed during the new coronavirus disease 2019 (COVID-19) lockdown period around the world. Indonesia has begun changing face-to-face teaching activities to distance learning (online) since March 2020. Universities build linkages between change management processes and online teaching and learning processes in the education system amid the COVID-19 outbreak so that they can overcome these problems (Mishra, Gupta, & Shree, 2020). Thus, teaching activities in the era of the COVID-19 pandemic require the cooperation of all parties, such as collaboration between parents and teachers (Hakim, 2020). The parents have a big role in guiding their children during the learning process so that spiritual and material needs are met (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2020). So far, the online

learning process is still getting a positive response from all parties involved (Tartavulea, Albu, Albu, Dieaconescu, & Petre, 2020). This means that the success of the implementation of education is influenced by all parties involved in the educational process in higher education, both by lecturers, students, administrative staff, parents and also other stakeholders.

Moreover, face-to-face learning activities, which suddenly turned into online learning due to the COVID-19 pandemic, are not easy. Universities must prepare the right human resources and technological facilities so that online teaching and learning activities can run successfully. Although, in essence, online learning activities provide comfort and flexibility for students. After two years of online teaching and learning activities, many problems were found. Therefore, evaluation activities must be carried out periodically every academic year so that the implementation of education can be improved.

The results of the analysis of online learning during the even period of the 2019-2020 academic year and the odd 2020-2021 academic year found in online learning in English study programs at one of the private universities in Banten are the use of technological devices, internet networks or video calls in online classes. The findings of this problem have also been expressed by many previous researchers. In today's blended learning, students prefer it even though there are some obstacles and limitations in learning from the use of technology (Mali & Lim, 2021). During the online learning period, interaction factors in the classroom, student motivation, course structure, instructor knowledge, and technological facilitation have a positive influence on perceptions of student learning outcomes and student satisfaction (Baber, 2020). This means that students feel comfortable learning if there are no obstacles encountered. Universities should be ready with internal IT infrastructure because online activities have various challenges (Carutasu, Cotet, & Carutasu, 2021)

In addition, lecturers must also understand the structure of technological devices and technology applications used in online learning activities. They are required to have the skills and abilities to work with the current digital education space (Vasiljanovna, 2021). Because their digital skills are a resource in implementing online learning activities (Almås, Bueie, & Aagaard, 2021). One of the applications of digital technology is video conferencing or video learning. Even videos have been widely used as a learning resource for students (Kopaneva & Pervil, 2021). The material in the video can make students interested and involved in activities, and become more active, motivated and confident in their communicative language competence (Bajrami & Ismaili, 2016). Videos can also provide increased motivation to learn (Bravo, Amante, Simo, Enache, & Fernandez, 2011).

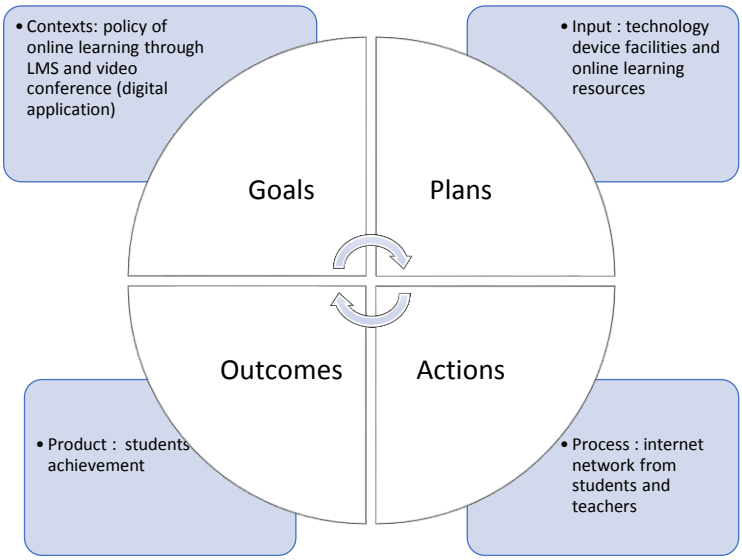
Thus, from previous research, it can be concluded that video is part of a technology application that has been widely used in learning today, especially during the COVID-19 pandemic. The video should also have a positive impact on learning outcomes. Therefore, the gap in this study was raised in the concept of evaluating the use of video conferencing through the CIPP model in online classes. The news that this research wants to highlight is a comprehensive evaluation of the application of video conferencing in online classes.

Thus, the purpose of this study was to find out the results of the evaluation of the implementation of video at universities related to online learning during the Covid-19 pandemic. The results of this study are expected to be useful for universities as input or input in the provision of online classroom technology facilities for both the COVID-19 pandemic and offline learning. Lecturers can also understand the advantages and disadvantages of using video for online classes and can stimulate the level of awareness and motivation to learn during online classes.

2. METHODS

Qualitative research used the evaluation method of the Stufflebeam model, namely the CIPP evaluation model (context, input, process, and product) (Stufflebeam, 2003). The CIPP concept is related to providing information that results from the evaluation as input as performance feedback and improvement. A set of beliefs about the concept and structure of evaluation work that provides guidelines for arriving at defensible descriptions, ratings, and recommendations (Ruhe & Zumbo,

2009). This research was conducted at a private university in Banten. The following is the research design format;



Picture 1. A framework of CIPP for evaluation of the implementation of the video

A procedure is a sequence of ways that must be followed to obtain the desired recognition. Qualitative research procedures reveal three stages in qualitative research, namely 1) pre-field work, 2) field activities, and 3) intensive analysis (Moleong, 2007). So, the procedure of this research is:

1. Pre-field work: researchers analyze distance learning policies (online) during the covid-19 pandemic and teaching readiness documents such as curriculum, learning facilities, and learning resources.
2. Field activities are carried out to collect research data through documentation, observation, and interviews.
3. Intensive analysis was carried out to analyze the research data that had been obtained related to the application of learning videos during the online learning process.

The process of collecting data is;

1. Interview conducted on sources of information (informants). The informants are students (M = 33 and F = 27), lecturers (M = 8, F= 12), and program study head.
2. Observations were made to analyze online learning activities taken from 2 classes in the odd semester of 2021-2022.
3. Documentation is taken from learning outcomes (student scores) from four subjects in English skills, teacher analysis results from learning activities and teaching reports.

Data analysis in this study consisted of three stages, namely data reduction, data presentation, discussion and conclusion (Miles & Huberman, 1994). Data reduction is made by selecting, sorting, simplifying, abstracting and transforming data in field notes. This process is carried out during the research. Data presentation is data reduction at a sharper level that is presented regularly. Short information is more structured to make it easier to conclude. The data that has been analyzed then, the researcher concludes by answering the research questions

3. FINDINGS AND DISCUSSION

The results of data analysis from observations, documents and interviews are presented in the findings table through the following CIPP model.

Table 1. Finding of analysis for implementation video in online learning

	Component CIPP	Aspect	Data	Finding
1	Contexts: policy of online learning through LMS and video conference (digital application)	Goals	Document: Decree of the Four Ministries, namely the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia	1. Universities make curriculum adjustments for online learning activities during the pandemic 2. Circulars issued by the Minister of Education and Culture Number 3 of 2020 regarding the prevention of Covid-19 in Education Units and Number 36926/MPK.A/HK/2020 concerning online learning, educators at a private university in Banten have created the concept of fun learning. 3. The university complies with all the provisions in the regulations regarding online learning according to the direction of the Covid-19 Task Force 4. The university follows government policies related to learning facilities, both from the need for technological devices or other aspects
2	Input: technology device facilities and online learning resources	Plan	Interview with lecturers and program study head.	1. The university has provided flexibility to lecturers in using videos or other online learning resources 2. The university has not provided training facilities for making learning videos 3. The university has not provided qualified technology tools for online learning activities so there are many obstacles in the LMS that is made 4. The server provided has not been able to accommodate assignment data from students, so the assignment videos are shared on YouTube Lecturers can only share learning video links on the LMS provided by the university 5. Lecturers use YouTube videos more as a learning resource 6. Lecturers use zoom cloud meetings more in online classes
3	Process: internet network from students and teachers	Action	Observation: Learning Process Interview: students	Of the 2 classes observed during online classes, students preferred zoom cloud meetings; students often close the video camera, students tend to just listen to the lecturer and wait for instructions, lecturers use PPT more than video

				The results of the interviews concluded that: 1. Students prefer discussion in small groups 2. Students prefer material using videos 3. Students have high creativity in making video assignments
4	Product: students' achievement	Outcomes	Document: learning result	Of the four English courses taken from the odd semester of 2021-2022 for the 2 classes that are the object of the study, it shows that there are 40% of students experience a decline in values in aspects of attitude and knowledge.

Table 1 for the context aspect shows that the university carries out online teaching and learning by a circular letter from the Ministry of Education and Culture. In addition, the use of video has been suggested to lecturers for online learning activities. The input aspect shows several shortcomings, namely the limitations of lecturers in designing videos for learning, limitations in the learning management system in accommodating material and exercises using videos. However, lecturers have tried to build learning innovations by utilizing YouTube as a learning resource and also zooming as a video conference when online learning takes place. Therefore, the findings of this study provide an understanding for universities to design programs to increase lecturer competence related to the competence of mastering digital technology by current technological developments. Moreover, today's students quickly master various technological advances such as digital media. Digital media include video games, streaming, social media, and augmented and virtual reality and are used by youth for communication, education, and entertainment. The use of digital media is an integral part of Generation Z's life, iGen; most have smartphones and use the internet all the time (Chassiakos & Stager, 2020).

The process aspect shows that the actions of students are less active during online class discussion activities, and students are more passive because they tend to wait for instructions from the lecturer in doing exercises and understanding the material. The various video assignments produced by students are diverse and creative. The product aspect is analyzed through learning outcomes in four courses: writing, listening, reading, and speaking. The learning outcomes of the four subjects as the object of this observation were taken from 2 classes. Overall, students experience a decrease in knowledge and attitudes to learning. The conclusions from the learning outcomes for the four English language skills courses are 1) students' writing learning outcomes are less diverse and do not have a cohesive story context, 2) listening learning outcomes show a decrease in vocabulary capture and stories from the audio that is played, 3) reading learning outcomes experience a decrease related to reading meaning comprehension, and 4) speaking learning outcomes showed a decrease in vocabulary mastery and proper pronunciation because they lacked practice in class.

The use of technology in language learning has grown rapidly in line with advances in technology itself. However, investigations into the implementation of video conferencing, learning management systems, and mobile applications, especially during the remote teaching emergency/Covid-19 pandemic, are still lacking. A survey in Indonesia of foreign language class students shows the use of three different digital learning platforms: Cisco WebEx Meeting video conferencing, the Google Classroom (LMS) learning management system, and the mobile messenger application WhatsApp (Amin & Sundari, 2020). Educational videos have become an essential part of higher education, providing an essential content delivery tool in many reverse, mixed, and online classrooms. The effective use of video as an educational tool is enhanced when the instructor considers three elements:

how to manage the cognitive content of the video; how to maximize student engagement with videos; and how to promote active learning from videos (Brame, 2016)

4. CONCLUSION

The results of the data analysis concluded that the use of video in online learning that had been evaluated using the CIPP model comprehensively was good. From the data, the findings illustrate that the context aspect used has achieved the goals of changing online learning during the Covid-19 pandemic. The university has followed government policy in implementing online learning. In the input aspect, the university has tried to provide technology tools and technology applications as online learning media. However, the lack of input for online learning activities is training to increase lecturers' digital competencies so that they still have difficulty making learning videos that match the needs of the course and learning objectives. In the process aspect, lecturers have tried to utilize various videos or online learning resources like material and stimulate students to complete the task of learning activities using videos. However, in the product aspect, it is known that there is a decrease in student achievement from the components of knowledge and attitudes of interest in learning. The results of this study have implications for the understanding of lecturers and universities about the readiness of facilities and technology for online learning activities. Therefore, this research can still be developed by subsequent researchers, such as designing online learning media that is in accordance with the needs of the course or the characteristics of the university environment and relevant to the skills needs of the 21st century

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