

THE IMPORTANCE OF VIDEO AS LEARNING MEDIA ACCORDING TO PRINCIPLE OF MEDIA PRODUCTION “VISUALS”

¹Heru Chakra Setiawan, ²Widyo Nugroho,

³Habib Abdur Rofi

^{1,3}IAIN Syekh Nurjati Cirebon, ²Universitas Gunadarma Depok
heruchakra@mail.syekhnurjati.ac.id, widyo@staff.gunadarma.ac.id, habibabdurroffi513@gmail.com

Abstract

Video is an electronic medium that capable of combining audio technology and visually together. This research aim to video as learning media as media production of visual. The selection of video can also be packaged in various forms, for example combining face-to-face with group communication, using text, audio and music. Therefore, the educator must be efficiently master how to product the video as learning media, the principle of media production using VISUALS (Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured) is used to produce a video, as the result, the video media which is the product of VISUAL, This principle helps educators to better understand the essence of making video by paying attention to the visibility side, so that, it can be viewed by many levels of student, as well as attracting the attention of students, simple videos while still providing significant understanding to students, accurate in delivering material, and also remind video educators to pay attention in terms of structure so that the resulting video product is a video that can take the attention of students to the fullest. This paper is a qualitative type with library research whereas the main data is obtained from various journal articles with a content analysis approach.

Keywords : *Video; Learning; Media; Visual*

INTRODUCTION

Video is an electronic medium that capable of combining audio technology and visually together so as to produce a dynamic and engaging show, according to (Arsyad, 2002) the video has some function are; the attention function, the affective function, the cognitive function and the compensatory function. The attention function of video media can attract attention and direct concentration of the audience on the video material. The affective function is that video media is able to arouse the emotions and attitudes of the audience. Cognitive function can be accelerating the achievement of learning objectives to understand and remember the message or information contained in the image or symbol. While the compensatory function is providing context to an audience whose ability is weak in organizing and recalling the information that has been obtained. The selection of video as a medium for disseminating innovation in addition to being able to combine visuals with audio can also be packaged in various forms, for example combining face-to-face communication with group communication, using text, audio and music. According to (Rosyid, Sa'diyah, & Septiana, 2021) the benefits of video media are: (1) it can foster motivation; (2) the meaning of the message will become clearer so that it can be understood by students and allows mastery and achievement of delivery goals. Learning activities are essential "a two-way interaction process that involves communication between teachers and students". In delivering learning materials, (Yulisa, 2018). Learning videos aimed at making it easier for students to understand the subject matter are not always in accordance with the needs and desires of learners. In some systems, learning videos are only used as complementary materials for handout materials, not professionally prepared for presenting the

material thoroughly (Hauff & Laaser, 1996). VISUALS learning media development is a principle formulated by (Firmantika & Mukminan, 2014) in his article entitled "development of learning media", where VISUAL itself is an acronym for Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured. From some of the above divinations the video media is very important in everyday life, because it can provide more reliable and fast information. According to Dictionary of Education, media is a form of intermediaries in various types of communication activities. Learning media in teaching and learning (Hermawan & Arifin, 2015) is the key for success in education (Hermawan & Arifin, 2015). Videos in addition to providing information and entertainment can also be used as a learning medium. The goal is that the learning process will be more quickly captured and understood by students. So in this article will be discussed and analyze the importance of video applications as a learning medium using the VISUALS principle to product the learning medium in the form of video.

METHOD RESEARCH

Research methods (Nazir, 1988) used qualitative types (Pertwi, Cahyani, Diana, & Gunawan, 2018) through literature study (Cawelti, 1969). The question of whether a study needs to use an inductive or directed approach can be answered in both methods by matching the specific research purpose and the state of science in the area of interest to the appropriate analysis technique (Hsieh & Shannon, 2005).

RESULT AND DISCUSSION

In this section, we will review the application of video media as learning, including; the meaning of media, elements of video media, the benefits of video and the importance of media in the learning process using the VISUALS principle:

1. The Meaning of Media

The word "Media" comes from Latin which is the plural form of "medium", literally meaning intermediate or introductory. The Association for Education and Communication Technology (AECT), defines the word "media" as any form and channel used for the process of information. While (Heinich, Molenda, & Russell, 1989) interpret media terms as "the term refers to anything that carries information between a source and a receiver."

It should also be stated that learning activities are a process of communication. In other words, learning activities through the media occur when there is communication between the recipient of the message (P) and the source (S) through the media (M). However, the communication process itself only occurs after there is a backlash (feedback). Based on the description above, it can be briefly stated that the learning media is a vehicle for distributing messages or learning information.

2. Elements of Video Media

a. Text

The text consists of language units in its use. These language units are grammatical units such as clauses or sentences but are not defined based on the size of the sentence length. The text is sometimes also described as a kind of super sentence, which is a grammatical unit that is longer than a sentence that is mutually interlocking relate to each other. So a text consists of several sentences so that the thing that's what distinguishes it from the notion of a single sentence. In addition, the text is considered a semantic unit that is, a unit of language that relates to the form of its meaning. Thus the text is in its realization relates to the clause, which is a unit of language consisting of the subject and the predicate and when given the final intonation it will become a sentence. (Hassan, El-Kady, Rofail, & El-Farrash, 1976).

b. Image

Images can summarize and present complex data in new ways and more useful. It is often said that an image is capable of conveying a thousand but said, it only applies when we can display the desired image when we need it. Images can also function as icons, which when combined with text, show various options that can be selected or the image can appear full-screen in place of the text, but still have certain parts that serve as triggers that when clicked will display other multimedia objects or events (Suyanto, 2003).

c. Audio

The definition of sound (audio) according to (Suyanto, 2003) is something caused by a change in air pressure that reaches the human eardrum. Audio consists of several types namely Waveform Audio, DAT Format, MIDI Format, Audio CD, MP3.

d. Animation

The use of animation in computers has begun with the discovery of computer software that can be used in various purposes such as doing illustrations on a computer, as well as make changes between one image and the next so that a whole join can be formed.

3. Video Benefits

The benefits of video media according to (Prastowo, 2018), thus are:

- a. Providing learners with unexpected experiences
- b. Show something in real life which at first was unlikely to be able to views
- c. Analyzing changes in period specific time
- d. Providing experiences to learners to feel a certain circumstance
- e. Presents case study presentations about actual lives that can spark learner discussions.

4. The Principle of media Production using VISUALS (Mukminan & Herminarto, 2008), they are:

- a. Visible
- b. Interesting
- c. Simple
- d. Useful
- e. Accurate
- f. Legitimate
- g. Structured

5. The Importance of Media in the Learning Process using the VISUALS principle

The teaching and learning process is often faced with abstract material and in beyond the daily experience of learners so that the subject matter becomes difficult to teach by teachers and also difficult for learners to understand. Media is one way that can be done to concretize something abstract. So it is importance to product the visible video to all circles and acceptable to all levels of education.

It is undeniable that multi-media technology is able to make a big impression in the field of learning media. This is because it can integrate text, graphics, animation, audio, and video. Multimedia media has developed a teaching process and learning in a more dynamic direction. But more important is the understanding on how to use the technology more effectively and can produce ideas for teaching and learning.

In the past, when information technology, was not yet develop, learning process usually takes place at a certain place and time. The learning process is a process of communication between teachers and students through Verbal language as the main medium in delivering the subject matter. Process learning depends on the teacher as a learning resource. In such conditions there will be a learning process when there is a teacher; without the presence of the master inside. Classes as a learning resource then there can be no learning process. Teacher attendance in the classroom really determines the occurrence of the learning process.

Nowadays when science and technology are developing very rapidly, participants Students can learn anywhere and anytime according to their interests and learning style. Under these conditions the teacher no longer acts as the only source of learning, however, it acts as a learning designer. Teacher it is required to be able to design learning by utilizing various types of media and appropriate learning resources so that the learning process can take place effectively and Efficient. As a designer, the teacher plays a role in designing so that students get learning experiences.

The message abstraction rate will be higher when the message is poured into emblems such as charts, graphs or words. If the message is contained in such a symbol, the senses involved in interpreting it are increasingly limited, i.e. sense of sight or sense of hearing. Although the physical participation rate is reduced, Imaginative engagement is growing. Truly the concrete and abstract experiences experienced one after another, learning outcomes and hands-on experience changing and expanding the range of one's abstraction and vice versa, ability Interpretation of word symbols helps a person to understand the experience. Thus, when going to teach the teacher no longer asks about what material should be delivered to students, but the learning experience what the learners should have.

That experience can be both direct experience and indirect experience. Direct experience is gained through one's own activity on a situation the truth. Such hands-on experience is certainly a learning process that very useful, because by experiencing directly the possibility of errors perception will be avoidable. However, in reality not all ingredients Lessons can be presented live. To learn how creatures live Living on the bottom of the sea, it is impossible for the teacher to guide the learners directly dive into seabed, or splitting the human chest just to study how organs work human. To provide such a learning experience, teachers need tools others such as movies, or photographs, and so on. Tools that can help the learning process. This is what is meant by media or learning props.

The knowledge gained by learners, indicates that knowledge will it is even more abstract if it is only conveyed through verbal language. This allows the occurrence of verbalism, the learners only know about the word without understanding and understand the meaning contained in the word. This kind of thing can be creating misperceptions for learners. Therefore, efforts should be made, so that, the student experience becomes more concrete where the message to be conveyed can actually achieve the goals and objectives that can be done through activities that bring learners closer to the actual condition.

Another thing, the delivery of information that must go through verbal language in addition to being able to gives rise to verbalism and misperceptions as well as the passion and motivation of learners to capturing the message is getting less and less, this is because students are less invited think and live up to the message conveyed. Therefore, the role of learning media indispensable in an activity / teaching and learning process.

According to the discussion above, video media as a learning medium is very important, especially in terms of providing a concrete learning experience, therefore a teacher must be able to present his teaching materials well, one of which is by producing interesting videos by following the principles of making videos that have been explained by (Mukminan & Herminarto, 2008), namely Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured.

CONCLUSION

In the learning process, there is an important element. The selection of video media provides great benefits in conveying messages in learning. Video is the most learning media

precise and accurate in conveying the message and will greatly help the understanding of learners. With video as learning media, students will be more familiar with the material presented by educators through the show of a film that rotated. Elements contained in video media such as sound, text, animation, and graphics. With the existence of video media, participants are able to achieve abilities in the cognitive, affective, psychomotor realms and improve interpersonal abilities. By using the principle of VISUALS (Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured) teachers as educators are able to create interesting and efficient videos, videos that are easy to understand by their students. This principle helps educators to better understand the essence of video making by paying attention to the visibility side so that, it can be understood by many levels of education, as well as attracting the attention of students by making interesting videos, simple videos while still providing significant understanding to students, accurate in delivering material, and also remind video educators to pay attention in terms of structure so that the resulting video product is a video that can take the attention of students to the fullest. The use of VISUALS as the principle to products a video is a tool for teachers in the process learning, using visual media in the learning process is possible for learners to eliminate boredom when compared to the process merely verbal learning, so that, students it becomes easier to receive material delivered by the teacher, during the learning process thus bringing out the spirit of learning, creativity, critical thinking, motivation, and achievement His learning has also improved. Based on the conclusions that have been obtained, suggestions can be put forward related with utilization, dissemination and further product development. (1) Media products Learning can be used as a resource learn independently, and where possible can be used in groups or classically. Students can learn learning media at school as well as at home. (2) Development needs to be pursued further from the aspect of learning objectives, so that more material can be developed as a self-study resource student. (3) The development of further learning media is more contextual and follows Technological developments to keep attracting attention and providing learning motivation to student.

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