

FEASIBILITY ANALYSIS OF LEARNING VIDEOS FOR GRADE 10th SENIOR HIGH SCHOOL ON SELF-INTRODUCTION MATERIALS ON YOUTUBE CHANNELS

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Abstract

The main objectives of this study is to find out the quality of the feasibility of the 10th grade high school self-introduction learning video on Youtube. This research used qualitative content analysis as its research method. The data was taken from 5 samples from 15 instructional videos about self-introduction material at the high school level found on the Youtube channel, 3 from institutional channel, and 2 from personal channel. The data were taken from data source and entered to the Learning Media Evaluation Instrument indicator by Uwes Anis Chaeruman which has been adapted to the needs of researchers. The assessment aspects used is material analysis, instructional design analysis, and implementability & user acceptance analysis. The result of this study showed that the learning video about Self-introduction materials for grade 10th that have found on YouTube got the average results of a very feasible category. From the first and second videos from the Quipper Indonesia and Belajar Online Official Institutional channels, where the two categories are of very feasible quality and instructional design aspect got feasible category. The third video from and also the GIA Academy which is still within the scope of the Institutional channel also shows a very feasible quality in all aspects of the assessment. The fourth and fifth videos come from Personal channels, namely Butterfly English and Handayani Studio which still provide very feasible quality in terms of material and user aspects, while in learning design they are only feasible.

Keyword: feasibility analysis, learning videos, videos on youtube

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui kualitas kelayakan video pembelajaran pengenalan diri siswa kelas X di Youtube. Penelitian ini menggunakan analisis isi kualitatif sebagai metode penelitiannya. Data diambil dari 5 sampel dari 15 video pembelajaran materi pengenalan diri di tingkat SMA yang terdapat di channel Youtube, 3 dari channel institusi, dan 2 dari channel pribadi. Data diambil dari sumber data dan dimasukkan ke dalam Instrumen Evaluasi Media Pembelajaran oleh Uwes Anis Chaeruman yang sudah disesuaikan dengan kebutuhan peneliti. Aspek penilaian yang digunakan adalah analisis materi, analisis desain pembelajaran, dan analisis implementabilitas & penerimaan pengguna. Hasil penelitian ini menunjukkan bahwa video pembelajaran materi pengenalan diri untuk kelas 10 yang terdapat di youtube mendapatkan hasil rata-rata dengan kategori sangat layak. Dari video pertama dan

kedua dari channel Institutional Quipper Indonesia dan Belajar Online Official, dimana kedua kategori kualitas sangat layak dan aspek desain pembelajaran mendapat kategori layak. Video ketiga dari dan juga GIA Academy yang masih dalam lingkup saluran Kelembagaan juga menunjukkan kualitas yang sangat layak di semua aspek penilaian. Video keempat dan kelima berasal dari saluran Personal yaitu Butterfly English dan Handayani Studio yang masih memberikan kualitas sangat layak dari segi materi dan aspek pengguna, sedangkan dalam desain pembelajaran hanya layak.

Kata Kunci: analisis kelayakan, video pembelajaran, video di youtube

INTRODUCTION

English has become an international language which requires one to learn it. In language teaching, teachers should pay attention to several aspects of language learning that can improve the quality of learning. Kitao (Nunuk, 2013:1) states that the language of instruction has five components; they are students, teachers, teaching methods, evaluation and materials. They are well integrated in the teaching and learning process to achieve language learning goals. As a language learning program, learning materials are an important part of a language teaching program. The main role of the material as the main complement to teacher teaching, provides an overview of learning activities, motivates students by providing content that can be achieved and provides references for independent learning outside the classroom. The material contains guidelines for practicing language based on the experiences of students, encouraging them to find out about the language and the use of the language in everyday life. However, interaction at school alone is not enough. Students need to explore more what they have learned at school. This is helped by the existence of technology that continues to evolve with the times.

In the era of revolution 4.0, there have been many technological trends that continue to develop, even for the world of education. Students can now play and see exciting shows or access information related to education through their cellphones. Now there are many digital-based education channels in Indonesia that contain videos of learning materials, which are often found on YouTube. With the emergence of these learning videos, it will certainly be a means for students to learn in accordance with the times. In certain conditions, video learning material can be a substitute for the teacher in conveying information in a clear, interesting, and in-depth manner. The basic consideration for choosing video learning material is very simple, that is, it can meet the needs or achieve the desired goals. Learning materials in the form of videos and books must be appropriate for students' learning resources. Because under certain conditions, video learning materials can be a substitute for teachers in conveying information clearly, interestingly, and deeply. The basic consideration for choosing a video learning material is very simple, namely, it can meet the needs or achieve the desired goals. So analysis is needed regarding the feasibility of learning material videos, such as in the research conducted by Cahyana & Kosasih (2020: 12-20) to discuss the analysis of learning videos for elementary school on the Ruangguru and Labedu Channel YouTube channels. The analysis was carried out by analyzing content, presentation, language, and graphics.

The learning video that will be analyzed is material about self-introduction at the 10th-grade high school level, where the researcher adapt the Learning Media Evaluation Instrument by Uwes Anis Chaeruman (2015) in assessment aspects; material analysis, instructional design analysis, and implementability & user acceptance analysis as reference to analyze the feasibility of learning videos. The purpose of this study was to know the quality of the feasibility of the 10th grade high school self-introduction learning video on YouTube. Researchers will analyze 5 samples from 15 instructional videos about self-introduction material at the high school level found on the YouTube channel. The researcher took the topic because this self-introduction material was the basic and initial material when new students were at the high school level, therefore this material should be presented in an interesting and informative manner. researchers hope this research can help teachers and students in choosing good learning videos, while for content creators, this research can be used to help and motivate them to make better learning video.

METHOD

The researcher uses qualitative design as the research design. In particular, the researcher uses content analysis in this study because the researcher will analyze the feasibility of several aspects of the learning video. Ary (2008:457) defines content analysis as a method of written or visual material with the aim of identifying the specific characteristics of the material. There are five samples from the fifhteen videos found, which is sourced from 3 Institutional channel and 2 personal channel. This videos will be analyzed for feasibility as a source of learning material based on adapted Learning Media Evaluation Instrument indicator by Uwes Anis Chaeruman, Center for Educational Information and Communication Technology, Ministry of Education and Culture. The assessment aspects are; material analysis, instructional design analysis, and implementability & user acceptance analysis. Data collection techniques used include documentation and observation studies. According to Ary (2002:435), the documentation is the method used in scientific research in order to collect data by using the document. In this study, the researcher used the documentation method to collect data about the feasibility of analyzing the instructional videos on self-introduction material in grade 10th senior high school on YouTube.

Table 1. Adapted Instrument from the Learning Media Evaluation Instrument by Uwes Anis Chaeruman.

A. Instrument for Materials (Content)

No.	Aspek Penilaian	Skala Penilaian				
		YA	TIDAK			
1.	Kebenaran Isi Materi					
2.	Bebas dari Kesalahan Konsep					
	Total Score					
		1	2	3	4	5
3.	Kekinian dan ke-up-to-date-an Materi					
4.	Kecakupan dan kedalaman materi					
5.	Kememadaian acuan (referensi) yang digunakan					
	Total Point					

B. Instrumen for Instructional Design

No.	Aspek Penilaian	Skala Penilaian				
		1	2	3	4	5
1.	Kesesuaian strategi penyampaian media dengan karakteristik audiens (siswa) terkait					
2.	Ketepatan strategi penyampaian media sehingga memungkinkan kemudahan dan kecepatan pemahaman dan penguasaan materi, konsep atau keterampilan					
3.	Tingkat kemungkinan mendorong kemampuan siswa berpikir kritis dan memecahkan masalah					
4.	Tingkat kontekstualitas dengan penerapan/aplikasi dalam kehidupan nyata yang sesuai dengan karakteristik audiens (siswa) terkait					
5.	Relative advantage, ketepatan pemilihan media dibandingkan dengan media lain					
	Total Point					

C. Instrument for Implementability & User Acceptance

No.	Aspek Penilaian	Skala Penilaian				
		1	2	3	4	5
1.	Kemudahan penggunaan					
2.	Tingkat kemungkinan minat dan motivasi siswa ketika digunakan dalam pembelajaran baik individu maupun di dalam kelas					
3.	Kemungkinan dapat digunakan untuk belajar individu oleh siswa dan atau alat bantu mengajar bagi guru					
4.	Tingkat kemungkinan mendorong kemampuan siswa berpikir kritis dan memecahkan masalah					
5.	Tingkat kontekstualitas dengan penerapan/aplikasi dalam kehidupan nyata yang sesuai dengan karakteristik audiens (siswa) terkait					
	Total Point					

Keterangan:

5 = Very Good

4 = Good

3 = Average

2 = Not Bad

1 = Bad

Table 3. Feasibility category

Percentage	Feasibility Status
>80%	Very Feasible
60% – 79%	Feasible
50% – 59%	Quite Feasible
<50%	Not Feasible

How to determine feasibility percentage

$$\frac{\text{Total Point} \times 4}{100} = \dots\%$$

100

FINDINGS

Researchers found at least 15 learning videos about self-introduction material on YouTube, but only 5 videos were sampled. The eight videos were taken from 3 Institutional channel (Quipper Indonesia/Self Introduction I- Bahasa Inggris Kelas 10-Kurikulum 2013), (Belajar Online Official/Materi Bahasa Inggris Kelas 10-Talking About Self), (GIA Academy/ Bahasa Inggris Kelas 10 - Introducing Oneself and Others) and 2 personal channel (Batterfly English/Self Introduction/Perkenalan Diri), (Handayani Studio/ Talking About Self | Bahasa Inggris Kelas 10). This five videos have been analyzed (material analysis, instructional design analysis, and implementability & user acceptance) and for each analysis the feasibility criteria are known.

Table 4. The results of the feasibility analysis of the five learning videos

Assessment Aspect Channel	Material Analysis	Instructional Design Analysis	Implementability & User Acceptance Analysis
Institutional Channel			
Quipper Indonesia	92% Very Feasible	76% Feasible	88% Very Feasible
Belajar Online Official	96% Very Feasible	72% Feasible	88% Very Feasible
GIA Academy	96% Very Feasible	96% Very Feasible	92% Very Feasible
Personal Channel			
Batterfly English	96% Very Feasible	76% Feasible	92% Very Feasible
Handayani Studio	92% Very Feasible	76% Feasible	84% Very Feasible

In conclusion, learning videos from institutional and personal channels on the assessment aspect of material all videos get a percentage above 90%, which shows a very feasible category. While in the Instructional Design assessment aspect, only learning videos from the GIA Academy channel show a very feasible category with a percentage of 96%, for the other four videos it only shows a percentage in the range of 70% which only gets a feasible category. For the last assessment

aspect, namely Implementability & User Acceptance Analysis, the five videos in the table above show the very feasible category with an average percentage above 80%.

DISCUSSION

From the results of the analysis that has been found by researchers, it shows that learning videos from the Quipper Indonesia and Belajar Online Official channels in conveying material in addition to using an attractive appearance also seem to have direct social interaction with the audience, it can be seen from body language, gestures, and also eye contact. In addition to linguistic elements such as tone, stress, and intonation, non-linguistic elements are also needed in conveying a material, this is supported by Brown's theory (2007: 237) states that social contact in interactive language functions is an important key and where it is not what you say that counts but how you say it what you say with body language, gestures, eye contact, physical distance and other nonverbal messages.

While the learning videos on the other three channels, GIA Academy, Batterfly English, and also Handayani Studio did not show any social interaction to their audience. Basically, students at the high school level must be able to get used to focusing and concentrating on certain material at a specified time, as stated by Spratt (2005: 53), the characteristics of high school students: able to be silent for long periods of time , able to concentrate for longer periods of time, learn more abstractly, usually able to control and plan their own behavior, not so willing to make decisions. Roblyer et al (2010) add that media such as slides and films convey information in a more concrete and therefore more effective way than lectures and books. Media in the form of video is also easy to access anytime and anywhere, either through smartphones or notebooks. The benefits of video media in the learning process include being able to provide messages and information easily and evenly to students, being able to overcome the limitations of time and space because it is more realistic and can be repeated as needed, and can complement the experiences for students when they are learning, discuss, read or practice as expressed by Febriana (2018:34).

The results of the analysis in findings show that the five learning videos about self-introduction materials in the aspect of material assessment all show a very feasible quality, by showing that the material presented is correct and appropriate. We found a few notes on videos on the Quipper Indonesia, Batterfly English, and Handayani Studio channels where the way the material was delivered still tends to focus too much on the presenter (presented in one direction), so it will feel a little boring.

In the aspect of the Instructional Design assessment, only one video from the GIA Academy channel received the predicate of very feasible quality. This is because in the videos on the Quipper Indonesia channel, Belajar Online Official, Batterfly English, and Handayani Studio, there are still some shortcomings, such as the time given by the presenter to the audience to answer practice questions is too short, there are still some examples that are not suitable for students' conditions, and also there are still many translations of each word made by the presenter, which should not really need translation in the self-introduction material. In the two videos on the Belajar Online Official and Handayani Studio, there are no practice questions that invite students to think at a

higher level. Higher order thinking ability is a thinking ability that not only requires the ability to remember, but requires other higher abilities, such as creative and critical thinking skills such as answering innovative questions (Ariesta, 2018).

The conclusion that can be drawn from the finding and discussion shows that learning videos from institutional and personal channels on the assessment aspect of material all videos show a very feasible category. While in the Instructional Design assessment aspect, only learning videos from the GIA Academy channel show a very feasible category, for the other four videos it only shows feasible category. For the last assessment aspect, namely Implementability & User Acceptance Analysis, the five videos in the table above show the very feasible category. Because all videos that have been analyzed by researchers and investigators show a very decent average quality, then the video can of course be used as a source of learning material or additional material from the teacher's explanation. Additional from Smaldino et al (2007), namely the use of videos in learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, videos can make students motivated and attracted to the learning process.

CONCLUSION AND SUGGESTION

Based on the finding and discussion above this research conclude that, The quality of the five learning videos about self-introduction materials found on YouTube all show the average results of a very feasible category, it can be seen From the first and second videos from the Quipper Indonesia and Belajar Online Official Institutional channels, where the two categories are of very feasible quality and instructional design aspect got feasible category. The third video from and also the GIA Academy which is still within the scope of the Institutional channel also shows a very feasible quality in all aspects of the assessment. The fourth and fifth videos come from Personal channels, namely Batterfly English and Handayani Studio which still provide very feasible quality in terms of material and user aspects, while in instructional design they are only feasible. So it can also be concluded that both the video comes from institutional and personal channels, still trying to provide the best quality to the audience.

The researcher knows that this article cannot be said to be perfect, therefore the researcher expects criticism and suggestions so that this article can be better and more useful. The researcher hopes that this article can be useful to increase knowledge for English students who are interested in feasibility analysis of learning materials. Based on the findings above, the author would like to provide some suggestions as important considerations for teacher or students, YouTube content creators and future researchers. For teacher or students, this research is expected to help students and teachers in Indonesia in choosing the right source of learning material in the form of videos from YouTube. The videos that have been analyzed by the researcher can also be used as a supplement to the teacher's explanation. For Content creators on the YouTube channel in making good learning videos should pay attention to the material points presented to the audience, and remain creative in developing and creating informative and appropriate learning videos to be used as learning resources for students/audiences. The material should still be presented in a coherent

order so that it is easy for students to understand, applicable examples can also be provided with explanations, learning should not be too focused on the teacher. So as to encourage students' ability to think critically. At the end of the video, content creators can add an invitation to practice by responding via the comments column which will then be given feedback. For the learning design, presenter should be able to provide different functions with different colors, then add time to work on practice questions so that students have time to think. It should also be noted that when presenting the text, it must be large enough so that it can be read clearly by the audience. In presenting a material, it must be varied and not monotonous, and it is also not necessary to translate every sentence that is displayed. For future researcher should have more complete research on feasibility analysis so they can develop this research especially in terms of the feasibility analysis on learning videos.

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