Pros and Cons of Video for Learning Interest in Online Learning Amid Pandemic Covid-19 in University

by Yudin Citriadin

Pros and Cons of Video for Learning Interest in Online Learning Amid Pandemic Covid-19 in University

Yudin Citriadin

Universitas Islam Negeri Mataram; yudin.citriadin@uinmataram.ac.id

ARTICLE INFO

ABSTRACT

The purpose of this study was to determine the advantages and disadvantages of video for the level of student interest in learning during the covid-19 pandemic. The COVID-19 pandemic has presented many challenges for lecturers in conducting online learning processes. This means that educators must be able to provide appropriate technology applications so that they can build student interest in learning. The research method uses descriptive qualitative. Data were collected through observation, documents, and interviews. The participants involved are lecturers and students. Data analysis consists of data reduction, data presentation, conclusion drawing and triangulation. The results of the study concluded that video has many advantages in online learning so that it can affect student learning interest in understanding the material compared to without video. Students feel they can study the material anytime at home. However, the shortcomings found are internet network constraints and the creativity of the lecturer in designing videos has not been maximized.

Corresponding Author:
Yudin Citriadin
Universitas Islam Negeri Mataram; yudin.citriadin@uinmataram.ac.id

1. INTRODUCTION

Technology devices or technology applications have a very important role in supporting the implementation of bold learning. Video as one of the results of technological advances can build interest in learning and build high interaction with the learning process (Hampel, 2012). The interaction between people (efficacy) and media (image of instructor in video vs no image) predicted greater perceived learning through the mediators of perceived usefulness of video, class interactivity, and perceived comfort in class, according to mediation-moderation analysis (Lyons, Reysen, & Pierce, 2012). To obtain these conditions, lecturers and higher education institutions also need cooperation in facilitating the need for technological devices to provide online education. Moreover, the learning process for students in universities during the Covid-19 pandemic is not an easy thing. In this case, universities, lecturers and parents can collaborate in building learning activities for students. Parents should be more motivated to take a proactive role in the child's learning process through collaboration-

based online learning between parents and educators (Hakim, 2020). Yulianingsih et al. (2020) show that parents have roles as learners of children, meeting children's needs, spiritual understanding, supervision, motivation, and providers of child facilities. They assist students in completing difficult tasks during the online school process. So far, the online learning process is still getting a positive response from all parties involved (Tartavulea, Albu, Albu, Dieaconescu, & Petre, 2020) because the situation is forcing everyone to be ready to face this situation. However, online learning during the Covid-19 pandemic is not a learning activity that is carried out without obstacles or limitations. Online learning activities do provide a level of comfort and flexibility for students. While the limitations arise in the inefficiency and difficulty for students in integrating academics (Mukhtar, Javed, Arooj, & Sethi, 2020). In addition, the results of other studies show that the shift in the education system so quickly and suddenly can cause intense stress on students (Moawad, 2020).

According to the findings of observations and interviews with students, several issues arise during the online learning process during the 2020-2021 school year: 1) students still have difficulty understanding the material presented by lecturers via Google-meet, 2) time online learning with the application of technology is lacking, 3) students are bored with online learning activities, 4) the material provided by lecturers in the form of student worksheets is less appealing and reduces interest in learning, 5) students appear to lose motivation to learn, and 6) lecturers fail to maximize the use of currently developing multimedia technology.

During the covid-19 pandemic, many studies on online learning or blended learning were conducted. Even though there are some obstacles and limitations to learning in today's blended learning, students prefer it (Mali & Lim, 2021). Factors such as in-class interaction, student motivation, course structure, instructor knowledge, and facilitation have a positive effect on perceptions of student learning outcomes and student satisfaction during the online learning period (Baber, 2020). The Covid-19 pandemic has caused humans to change their behavior, particularly in the field of education. The transition from a face-to-face system to an online system has a significant impact on student psychology, particularly interest in learning (Ru'iya, Kistoro, Sutarman, & Maulana, 2021). However, Fajri et al. demonstrated that interest and motivation to learn remained high throughout the learning process via Zoom cloud meetings (Fajri et al., 2021). Meanwhile, studies on the level of interest in reading during the COVID-19 pandemic have found that people with a reading capacity of 15-30 minutes are more likely to read (Utami & Nur, 2021).

Students' interest in learning can also increase with the use of appropriate learning strategies or media, such as discovery learning that can provide students with interest in learning (Irawan, Ruslan, & Simare mare, 2019). The strategy used by the educators to increase student interest in learning is to provide students with an understanding of the importance of learning, make short, clear, and interesting learning materials, use simple and interesting media, and conduct periodic and continuous evaluations (Sutarto, Sari, & Fathurrochman, 2020). Interest is a powerful motivator that energizes learning, directs academic and career paths, and is essential for academic success. Interest is a psychological state of attention and influence on a specific object or topic, as well as a long-term proclivity to re-engage over time (Harackiewicz, Smith, & Priniski, 2016).

From previous studies, it is known that video is one of the concepts that play a very important role in learning and it can improve students' interest. This interest raises motivation in learning and can improve learning outcomes. Previous research has focused on students' interest in learning through various learning strategies. Therefore, this study focused on the pros and cons of video in online learning during pandemic covid-19 that can influence the students' learning interests. Moreover, research related to evaluating video media so the study can get the pros and cons of video and it can analyze too to know the impact on students' interest in online learning. This is what makes it different from previous research. It is well known that the use of audio-visual media in learning media is quite effective in increasing interest in learning. Because students understand the material better when it is presented in the form of videos, and because this Quizizz media is not only simple to use but also

enjoyable, similar to playing games (Fadillah & Maryanti, 2021). A video is a tool that is familiar to students and is used every day.

As a result, the goal of this study was to determine the benefits and drawbacks of videos for students' interest in online learning during pandemic covid-19 at university. The findings of this study are expected to benefit the development of the concept of learning videos that can meet the needs of students, thereby increasing motivation and interest in student learning and achieving learning goals during the Covid-19 pandemic.

2.   METHODS

This study uses a qualitative approach through descriptive. The phenomenon that wants to be studied more deeply is the pros and cons of video. Can it increase students' interest in learning during pandemic covid-19? What happens in the field is understood as the context of the phenomenon being studied for scientific analysis (Creswell, 2012). The research was conducted at Islamic University at Mataram. The process of collecting data was conducted from September – to December 2021. Participants were taken from 3 classes of Education Management subjects as many as 100 students (M=55 and F=44).

Data was gathered through observation, documents, questionnaires, and interviews. For two weeks, observation activities were carried out by observing the teaching activities. The document is based on the learning outcomes. The outcomes of the exercises given to students by lecturers become analytical data to sharpen the outcomes of observing student interests. Interviews with students were conducted. Students were interviewed about the video's application so that they could learn about its benefits and drawbacks. The analysis of data using the Miles and Huberman model, including data reduction, data presentation, drawing conclusions, and triangulation (Miles & Huberman, 1994). In the reduction process, researchers take data according to the needs of the research problem and sort it according to data categories. Then proceed with the process of presenting data by the results of data analysis in the form of graphs and narratives. Furthermore, the results of data analysis present conclusions as a form of answers to research problems

3.   FINDINGS AND DISCUSSION

The results of data analysis about implementing the videos in online learning concluded that it has more pros than cons. It can influence students' interest in online learning. Here is the conclusion of the data analysis;

Graph 1 shows that overall, it can be concluded that students have a higher interest in learning because it can be seen in answer to question number one by 100%. Students have high enthusiasm. According to the students, videos can be played repeatedly and at any time and there are different experiences in understanding the material. Videos can provide a sense of fun for elementary school students during online learning, although during the learning process, each student can feel a lack of togetherness with friends (Sutarto et al., 2020). Another study also showed that video was able to increase students' motivation to learn (Bravo, Amante, Simo, Enache, & Fernandez, 2011). Currently, video is a learning resource that many elementary school teachers choose as material that can be studied outside the classroom (Horbal, 2018). Students today are digital natives. They develop digital literacy on their own and are proficient in the use of various Information and Communication Technology (ICT) tools to enhance their daily recreational lives. Although previous research has discussed this phenomenon and its relationship to learning in schools, the emphasis has largely been on students' adoption of ICT tools and tools to aid their learning (Ting, 2015).
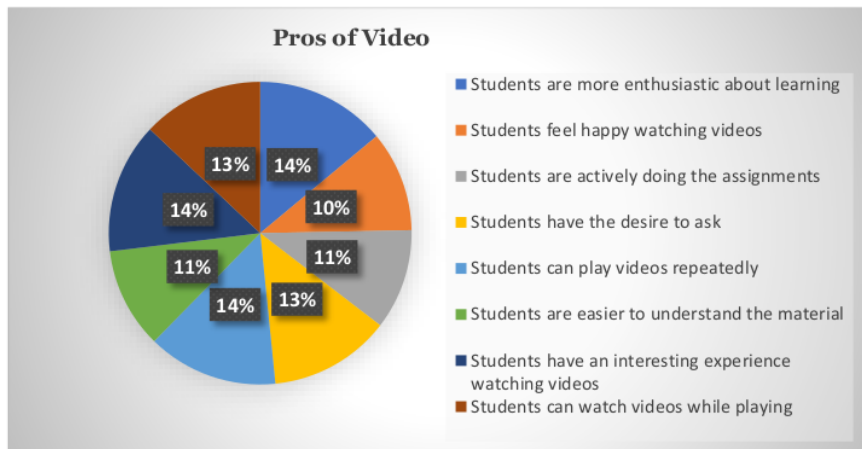
Graph 1. Pros of Video for Students
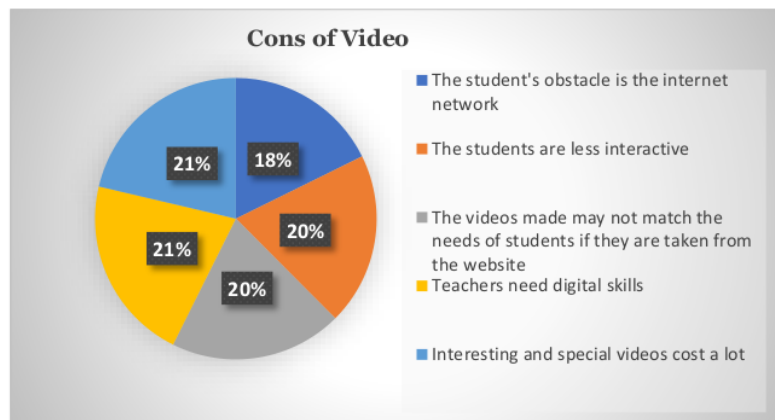
Graph 2. Cons of Video for Students

From the results of interviews, it was concluded that the Covid-19 pandemic condition has provided a very big challenge for lecturers and students in building student interest in learning. In addition to lecturers must be able to take various steps to build an understanding of students learning, lecturers must also be able to prepare interesting material. The learning process for 1 year during this pandemic experienced many obstacles for learning media or the use of technology applications. One of the factors that support this problem is the background of parents who are not all able to provide quotas for the internet network when lecturers provide links or videos taken from YouTube. Another problem found is that the interactive communication process is still low. Students tend to prefer to work on student worksheets rather than listen to the material given in the form of voice recordings that are shared in the parents' WhatsApp group. The lecturers also had problems making videos that were interesting for students.

This finding illustrates that digital teacher competencies have a very important role in assisting the teaching and learning process, especially to provide teaching materials designed using videos. Moreover, this condition cannot be avoided at this time due to the demands on the quality of learning

content. So, educational institutions must provide digital literacy improvement programs for teachers. The results of the study reveal that digital literacy is not a reality that supports the teaching and learning process and that training programs are indispensable for teachers to achieve optimal levels of digital skills so that they experience a true paradigm shift, which ultimately combines methodology and education (Sánchez-Cruzado, Santiago Campión, & Sánchez-Compaña, 2021; Gudmundsdottir & Hatlevik, 2018). It means that an educator must pay attention to their professional competence and pedagogic competence in teaching and learning performance. Because the most important element in the process of delivering knowledge is their professionalism (Murkatik, Harapan, & Wardiah, 2020). Digital literacy is an inseparable part of their professional and pedagogical performance. This condition has an impact on the provision of videos as one of the teaching materials that maximize teaching and learning activities. The input from this finding is that the school must be able to carry out various activities to increase digital competence. Moreover, the need for mastery of technology is a very important part of the global era and the covid-19 pandemic.

The results of interviews with lecturers were clarified by the results of student responses for a low percentage of students, indicating that the level of student activity in doing assignments and understanding of the material was not maximized. However, these two factors remain at a relatively high percentage level. The weakness that arises from the use of video, especially for videos on YouTube, is that the internet network and interactive communication are not well developed. This finding concludes that during class should use videos that can be accessed without an internet network or the use of YouTube. So, lecturers should be able to make their videos and share them with WhatsApp groups. This makes it easier because students can download only once. WhatsApp media is very easy to use in online learning during the COVID-19 pandemic. Almost 75% more, online learning activities use WhatsApp as a digital learning medium (Djamdjuri & Kamilah, 2020). Moreover, WhatsApp provides more convenience in transferring learning content information. The findings of the analysis of the results of the interview illustrate that social media is a medium for disseminating learning videos. Social media has also played a role as a supporting tool for learning communication activities. This is because social media is considered easy to use and can be accessed by students individually or in groups to post information (Saud, Mashud, & Ida, 2020).

From the overall results, these findings explain that video is one of the media for the implementation of education that functions not only as a digital learning medium but also as an authentic teaching material that can meet the needs of students. This condition provides an understanding that video is a digital media transformation tool. The impact of digital transformation on how and what we teach is significant. Technology as a teaching tool and as a source of instruction (Guggemos & Seufert, 2021). Teachers actively seek to resolve difficult situations by expanding their current Professional Digital Competencies through participation in various forms of digital transformative agency (Brevik, Gudmundsdottir, Lund, & Strømme, 2019). Digital competency development, whether in primary schools, other forms of early education, or even higher education, is aimed at the respective educational impact entities and appropriate levels of digital literacy (Rambousek, Štípek, & Vaňková, 2016). This means that elementary school lecturers must master digital competencies as part of their professional competence. If lecturers already have a high level of professional competence, they can improve classroom management in any situation by incorporating a level of innovation or creativity through the use of multimedia and achieving learning objectives. This has the potential to increase student interest in learning.

While the results of the analysis of the learning outcomes document conclude that the students have increased the value of the exercises that have been given during the learning process using videos. Moreover, video as a medium that has audio-video becomes an attraction for students to learn the material. Even a study proves that video projects provide an increase in students' critical thinking skills. They think that digital literacy is currently the main support for their future careers. Moreover, one of the demands for 21st-century skills is built through the involvement of digital literacy and critical

thinking (Rohayati & Rachmawati, 2021). The findings of this study have implications for universities in developing various forms of technology-related competency improvement activities for lecturers. Because increasing the role of qualified lecturers during the teaching and learning process is part of improving the quality of learning. Moreover, global challenges with advances in science and technology require every lecturer to be able to develop the potential or ability to master technology. So, educators can understand that currently digital media can be used as one of the authentic material to improve the quality of learning.

4. CONCLUSION

The results of the study concluded that the advantages of videos used in online learning had an impact on increasing student interest in learning. In addition, videos also influence the level of understanding of the material taught by the lecturers. Students feel that the video is easier to understand because the display moves through the audiovisual. In addition, it also makes it easier for students to learn the material by repeatedly watching videos at home whenever and wherever. They can also watch videos while playing with friends. Though the core of the problem faced is the internet network. Some videos taken from YouTube are often difficult to watch due to quota and network limitations. While the videos made by the lecturers are easier to watch even though the videos are simple and there are not many moving animations that are more interesting. However, it still has a positive impact on students' learning desires.

This research is still limited to one university and also focuses on the pros and cons of video and its impact on student interest in learning which is carried out through the process of observation, documentation and interviews. Thus, the results of this study can be redeveloped by subsequent researchers by analyzing other aspects, such as their effect on final learning outcomes scores or the level of academic loss during the online learning process. The results of this study also provide suggestions for universities to improve the digital or technological competence of each lecturer.

Conflicts of Interest: no conflict of interest

REFERENCES

Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID19. *Journal of Education and E-Learning Research*, *7*(3), 285–292. https://doi.org/10.20448/JOURNAL.509.2020.73.285.292

Brevik, L. M., Gudmundsdottir, G. B., Lund, A., & Strømme, T. A. (2019). Transformative agency in teacher education: Fostering professional digital competence. *Teaching and Teacher Education, 86*, 102875. https://doi.org/10.1016/j.tate.2019.07.005

Creswell, J. W. (2012). *Research, educational planning, conducting, and evaluating quantitative and qualitative research*. London & New York: Pearson Education.

Djamdjuri, D. S., & Kamilah, A. (2020). Whatsapp media in online learning during covid-19 pandemic. *ENGLISH JOURNAL*, Vol. 14, p. 69. LPPM Universitas Ibn Khaldun Bogor. https://doi.org/10.32832/english.v14i2.3792

Fadillah, I. N., & Maryanti, R. (2021). Application of Learning Videos and Quizizz in Increasing Students Interest in Learning English in Middle Schools. *Indonesian Journal of Multidiciplinary Research*, *1*(2), 329–336. Retrieved from https://ejournal.upi.edu/index.php/IJOMR/article/view/37853

Fajri, Z., Baharun, H., Muali, C., Shofiatun, Farida, L., & Wahyuningtiyas, Y. (2021). Student's Learning

Motivation and Interest; The Effectiveness of Online Learning during COVID-19 Pandemic. *Journal of Physics: Conference Series*, *1899*(1), 012178. https://doi.org/10.1088/1742-6596/1899/1/012178

Gudmundsdottir, G. B., & Hatlevik, O. E. (2018). Newly qualified teachers' professional digital competence: implications for teacher education. *European Journal of Teacher Education*, *41*(2), 214–231. https://doi.org/10.1080/02619768.2017.1416085

Guggemos, J., & Seufert, S. (2021). Teaching with and teaching about technology – Evidence for professional development of in-service teachers. *Computers in Human Behavior*, *115*, 106613. https://doi.org/10.1016/j.chb.2020.106613

Hakim, M. S. H. I. (2020). Implementasi Kolaborasi Orang Tua dan Guru Dalam Pelaksanaan Pembelajaran Daring pada PAUD. *JIEES : Journal of Islamic Education at Elementary School*, *1*(1), 26–33. https://doi.org/10.47400/JIEES.V1I1.8

Hampel, R. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, *24*(2), 116–137. https://doi.org/10.1017/S095834401200002X

Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The Importance of Promoting Interest in Education. *Policy Insights from the Behavioral and Brain Sciences*, *3*(2), 220–227. https://doi.org/10.1177/2372732216655542

Irawan, A., Ruslan, D., & Simare mare, A. (2019). The Effects of Learning Models of Discovery Learning and Learning Interest on Social Science Learning Outcomes in Grade VII of Junior High School of Al-Azhar Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *2*(3), 74–85. https://doi.org/10.33258/birle.v2i3.356

Lyons, A., Reysen, S., & Pierce, L. (2012). Video lecture format, student technological efficacy, and social presence in online courses. *Computers in Human Behavior*, *28*(1), 181–186. https://doi.org/10.1016/J.CHB.2011.08.025

Mali, D., & Lim, H. (2021). How do students perceive face-to-face/blended learning as a result of the Covid-19 pandemic? *The International Journal of Management Education*, *19*(3), 100552. https://doi.org/10.1016/J.IJME.2021.100552

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis; An Expanded Sourcebook*. New Delhi: Sage Publication.

Moawad, R. A. (2020). Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students. *Revista Romaneasca Pentru Educatie Multidimensionala*, *12*(1Sup2), 100–107. https://doi.org/10.18662/RREM/12.1SUP2/252

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations and recommendations for online learning during covid-19 pandemic era. *Pakistan Journal of Medical Sciences*, *36*(COVID19-S4), S27–S31. https://doi.org/10.12669/PJMS.36.COVID19-S4.2785

Murkatik, K., Harapan, E., & Wardiah, D. (2020). The Influence of Professional and Pedagogic Competence on Teacher's Performance. *Journal of Social Work and Science Education*, *1*(1), 2020. Retrieved from http://ejournal.karinosseff.org/index.php/jswse/article/view/10

Rambousek, V., Štípek, J., & Vaňková, P. (2016). Contents of Digital Literacy from the Perspective of Teachers and Pupils. *Procedia - Social and Behavioral Sciences*, *217*, 354–362. https://doi.org/10.1016/j.sbspro.2016.02.101

Rohayati, D., & Rachmawati, E. (2021). The impacts of creating youtube video project to facilitate students' critical thinking. *English Review: Journal of English Education*, *9*(2), 323–332. https://doi.org/10.25134/ERJEE.V9I2.4360

Ru'iya, S., Kistoro, H. C. A., Sutarman, S., & Maulana, L. A. (2021). The effort to increase the students' interest in learning during the Covid-19 pandemic through comic media. *Community Empowerment*, *6*(6), 1021–1028. https://doi.org/10.31603/CE.4914

Sánchez-Cruzado, C., Santiago Campión, R., & Sánchez-Compaña, M. T. (2021). Teacher Digital Literacy: The Indisputable Challenge after COVID-19. *Sustainability 2021, Vol. 13, Page 1858*, *13*(4), 1858. https://doi.org/10.3390/SU13041858

Saud, M., Mashud, M., & Ida, R. (2020). Usage of social media during the pandemic: Seeking support and awareness about COVID-19 through social media platforms. *Journal of Public Affairs*, *20*(4). https://doi.org/10.1002/PA.2417

Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling Dan Pendidikan*, *8*(3), 129–137. https://doi.org/10.29210/147800

Tartavulea, C. V., Albu, C. N., Albu, N., Dieaconescu, R. I., & Petre, S. (2020). Online teaching practices and the effectiveness of the educational process in the wake of the Covid-19 pandemic. *Amfiteatru Economic*, *22*(55), 920–936. https://doi.org/10.24818/EA/2020/55/920

Utami, S., & Nur, J. (2021). An Analysis of Students' Reading Interest during Learning From Home amidst the Covid-19 Pandemic. *IJEE (Indonesian Journal of English Education)*, *1*(1), 140–155. https://doi.org/10.15408/IJEE.V1I1.17157

Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1138–1150. https://doi.org/10.31004/OBSESI.V5I2.740

Pros and Cons of Video for Learning Interest in Online Learning Amid Pandemic Covid-19 in University

19%
SIMILARITY INDEX

4%
INTERNET SOURCES

17%
PUBLICATIONS

2%
STUDENT PAPERS

PRIMARY SOURCES

1 Lia Amalia. "Evaluation of Implementing the Video in University for Online Learning Amid Covid-19 Pandemic", AL-ISHLAH: Jurnal Pendidikan, 2022
Publication
3%

2 Yudin Citriadin, Mohammad Viktor Farid Hakim. "Elementary School Teachers' Training Needs: Innovating Digital Competence", AL-ISHLAH: Jurnal Pendidikan, 2021
Publication
3%

3 repositori.uhnp.ac.id
Internet Source
3%

4 Sutarto Sutarto, Dewi Purnama Sari, Irwan Fathurrochman. "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic", Jurnal Konseling dan Pendidikan, 2020
Publication
3%

5 Lukman Hakim. "Controlling Role in Collaborative and Consultative Community
2%

Participation in Education Implementation of Primary School", AL-ISHLAH: Jurnal Pendidikan, 2022
Publication

6   Yuni Anggraeni Muharam, Suryadi Suryadi, Sarkadi Sarkadi. "Vocational Teachers' Interest in Participating in Competency Certification Program from National Professional Certification Board", AL-ISHLAH: Jurnal Pendidikan, 2022   2%
Publication

7   Supardi Supardi, Mohammad Viktor Farid Hakim. "Investigation the Digital Competence of Madrasah Teachers During the Covid-19 Pandemic", AL-ISHLAH: Jurnal Pendidikan, 2021   2%
Publication

Exclude quotes	On	Exclude matches	< 2%
Exclude bibliography	On		