

## EXPLORING PERCEPTION OF POST GRADUATE STUDENTS TOWARDS VIDEO BASE LEARNING

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### ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pandangan mahasiswa di tingkat strata dua tentang pembelajaran yang menggunakan video based learning. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan di program Master of Management di Universitas Bina Nusantara yang berlokasi di Jakarta. Penelitian ini dilakukan diantara tahun ajaran 2019-2020 dan masuk situasi pandemic Covid-19, yakni antara Februari 2020 hingga Juni 2020. Subyek penelitian ini adalah mahasiswa tingkat pertama di program strata dua, dan dari 25 orang yang ada di dalam kelas ada tiga orang yang bersukarela berpartisipasi dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa kemungkinan keberhasilan pembelajaran berbasis video, dan hasil yang diperoleh berpeluang untuk memberikan dampak positif untuk pembelajaran di tingkat strata dua, hanya dengan catatan perlu diperhatikan masukan dari peserta, diantaranya berkaitan dengan durasi dan tampilan video base learning.

**Kata kunci:** Pandangan, Mahasiswa, Video-Based, Penelitian Tindakan Kelas

### ABSTRACT

*This study aimed to find out the views of students at the undergraduate level about learning using video-based learning. The method used in this research is classroom action research, and this research was conducted in the Master of Management program, Bina Nusantara University, located in Jakarta. This research was done between the 2019 – 2020 academic year and the Covid-19 pandemic between February 2020 and June 2020. The subjects within the study were first-year students in the second-level program, and of the 25 people in the class, three volunteers participated in this research. The results of this study indicate that the possibility of successful video-based learning and the results obtained have the opportunity to have a positive impact on learning at the second-level level, only with a note that input from participants needs to be considered, including those related to the duration and appearance of video-based learning.*

**Keywords:** *Perspectives, Student, Video-Based, Classroom Action Research*

### INTRODUCTION

Why people enter postgraduate study?, one of many reasons was because of Influences from friends, family, and coworkers; personal motivations, i.e. a feeling of accomplishment; and professional concerns, i.e. entrance into academia (Brailsford, 2010). With so many online survey tools now accessible, practitioners may easily poll their students, even those who may be off-campus/outside the country. Using online tools may save time and money, and some sites even provide a free service. Professional practice may need to be reviewed and perhaps

modified as a result of unanticipated high learning preferences among a cohort, as in the current research. As previously said, matching learning and teaching styles is unlikely to be effective, but identifying strong preferences may force practitioners to reconsider their content and delivery methods. The most successful teaching style is balanced across the parameters of a selected learning style instrument (Felder & Brent, 2005). No major modifications in teaching style are required; frequent use of a few extra teaching techniques should be adequate to meet the requirements of all students. Providing real-life examples

while teaching algebraic content (sensing/intuitive dimension) has been discussed (Felder, 1993).

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Considering that intrinsic reasons were the most significant research motivations in this study, course designers and promoters may want to take note. More than any other reason, postgraduates on comparable courses are motivated to enhance their intellectual skills and expand their knowledge in a specific area. The findings corroborate earlier research showing older students are more likely to be driven by intrinsic objectives and take a deeper approach to learning than recent school-leavers (Fazey & Fazey, 2001; Richardson, 1994). Those teaching courses with a mix of older and recent school-leavers have a difficulty in promoting deep learning to both groups.

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Aims of this paper is to describe the activities that have been completed for the Teaching Grant at Binus Business School in 2019. Teaching Grant's background is to encourage teachers to actively create creative teaching methods that are appropriate to the needs and needs of current students. For the 2019 Teaching Grant theme, organizers who are part of the Bina Nusantara University Academic Resource Center (ARC) encourage participants who in this case are lecturers to produce one of the schemes: digital pedagogy, mini-class experience and Indoped Sustainability (mentoring scheme). Teachers who are interested in participating in this funding are asked to produce outputs from one of the schemes and are assessed based on the consideration of the ARC to obtain funding to support activities that take place over 11 months (ended in December 2019).

In order to improve the quality of teaching in the University environment. We put forward a Teaching Grant proposal that focuses on digital pedagogical schemes. We chose video-based learning as the output of this scheme, with the background of our work units under Binus Business School who routinely get problems from students who are writing research assignments, both for assignments in class and finally for writing final assignments in the form of a thesis. In the curriculum, research is introduced to students when students take research methodology courses.

Referring to the syllabus that supports research methodology courses, students are actually given directions to learn about philosophy, to the research approach. This direction is in the form of an assignment approach that is collaborative (because it is done in groups), and even has the appointment of a coach chosen by the Study Program and comes from among the lecturers. The appointment of this coach, interestingly, adjusts to the interests of students. However, even so, it seems that research obstacles remain. Based on internal data from the Study Program, students who take research methodology courses still have difficulty understanding and conducting research, because the absorption of material is highly dependent on the time of student's readiness to study (Source: Study Program Internal Data, 2020).

This short paper was carried out based on teaching method project as part of our effort in improve our education practice in Binus Business School. The project was to develop tool, that we expect to complement Research Methodology course. However, this course was thought between July 2019 – October 2019 (one semester) and attended by all master's program students as individual learning methods outside the classroom. We seek the possibility of formulating a method that can be carried out to accommodate even to help students learn and understand how to write a research, since by the end of the program students must take thesis writing (as mandatory to finish the whole study program).

We propose video-based learning (VBL), based on a general phenomenon, majority of our students are millennials. Millennials are those people who gets more usual YouTube. From Google research published in thinkwithgoogle.com (accessed on 4<sup>th</sup> February, 2020) of total 1901 US Respondents ages 21-36 , it was found that almost 80 % of millennial's YouTube users utilize YouTube to 1) learn on how do to something new or learn more about

something interesting, 2) replace the habit of reading a book. As we go back to the case, more that 70 % of total students taking their study in Master Program in BBS are millennials. And Master Program in BBS itself has six specialization streaming, one of those six was Master Management Blended Learning (MMBL) that was first established in 2014, to cater people that would like to take further study but unable to attend regular session, it was designed as flexible method of learning in a regular basis. At first there are lots of interest from the people, to study in MMBL, but then in 2017, the Government released regulations that must followed by any students taking post graduate program, that students must publish their research in a peer-reviewed journal to be able to graduate. For MMBL students, the regulations surely put them into a hard situation. One statement found as we quoted from interviewing one of student late December 2019 was "I never realized that study would be this hard, I need more that 13 meetings if not I will never able to understand to do research well".

On the other hand, Master Program designed courses to facilitate students need on understanding research. But, still according to the results found from student's mean of final grading found that students still unable to have a deep understanding on doing and writing research paper. Therefore, as we learn that other option that can be conducted to help students may be through VBL, and it is hoped that it may affect and contribute to academic students success in general and students writing in particular.

Related with this project, we have seen students in Master Program, struggling on their research, since we observed through periods within semesters. Their struggle would be, as follows: 1) how to define a research problem, 2) what is the differences between research and "concept paper", 3) why should a research use quantitative or qualitative, 4) how to elaborate writings from several sources, 5) how to translate statistical/verbatim in to a meaningful

information, 6) how to relate findings with concepts, 7) how to write a conclusion and what is managerial implications.

We state our problem statement as follow. Student in MM Program have to write publication prior to thesis period. The readiness of students to write research in early period of semester still need help aside of coach that has been assigned to help students. Therefore, it's not surprising, when only less than 50 % of student successfully publish their research article to reputable journal. As this is the era of self-learning, we found that students need assistance in form of video-based learning, to help them understand how to write research.

The learning from moving pictures started from World War II (Hovland et al, 1949). Film or video to mass-communication about war message was considered effective because the audience could feel and learn something from the movie at the same time. This experiment was carried out to soldiers during the World War, and they were trained by the army by using combination of audio visual, and the experiment was success since all the soldiers that follows the experiment were able to increase their skills, and on the other their saving their time on learning without having physical pressure.

Then, as methods of learning that more popular as video-based learning, in 1960's, there was also a program from television station that aired educational program and used as other tool to equip classroom need in teaching Mathematics in low performing schools (Santagata, 2009). As we found from several studies, there are many modifications of using both audio visual to enhance learners in better understanding of particular topics. VBL is presenting knowledge in a consistent manner an also in an attractive manner that would made VBL application success (Yousef et al, 2015).

There are key elements of VBL, as follows, 1) the use of auditory and visual as critical attribute of video, 2) learning will be considered as effective when dependent with the length of the learning

chunks, 3) VBL able to provide attributes as attention, relevance, confidence and satisfaction in developing an effective learning, 4) if VBL provides control of content selection, then it would be effective to larger number of learners for instance for corporate learning. Also, there are three top benefits of using VBL, 1) it is inexpensive, 2) it is quite easy to create, even with a non-sophisticated handheld devices, like mobile phone and 3) it is easy to launch it online (with appropriate platform) (Majumdar, 2017). Durations in VBL is really important as we may learn from table below (Pew Research Center, 2012).

**Table 1.** Video Length

Length of Most Popular News Video (based on percentage of top five videos each week, between January to March, 2012, N=260)	
One minute or less	28,8 %
1:01 to 2 minutes	20,8
2:01 to 5 minutes	32,7
5,01 to 10 minutes	12,3
10:01 to 15 minutes	2,7
Longer than 15 minutes	2,7

As stated in Giannakos (2013), video-based learning has increased in the publication with the focus of empirical quantitative and mixed studies. This method also showing a shifting from social science domains to more applied and technological domains, the VBL can be a good reference to future VBL learning in the university.

Other practices on other institutions is Workshop on VBL and the potential benefits of Analytics or WAVE held by oleh Ginnakos, Chorinaopoulos, Ronchetti, Szegedi, Teasley (2013). This workshop is acknowledged in ERCIM "Alain Bensoussan" Fellowship programme and funded by European Union Seventh Framework Programme

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## METHOD

We develop the video-based learning on 6 episodes based on the syllabus of course Research Methodology. We set the duration of maximum 5 minutes, following Table 1., that shows the highest percentage is for the video length less than five minutes. The VBL itself will consist of content that covers 1) knowing how to find research phenomena and research problems and pouring them into research backgrounds, 2) searching for literature, and prior research in order to make conceptual framework, 3) formulate research methods relevant to the research to be carried out, 4) pour out relevant results with the formulation of the problem, 5) write down the research conclusions, 6) techniques for writing bibliography, attachments. As an evaluation method of learning, in each episode, although it's not mandatory but in the end of session there will always be a "reflection session". Illustration of the feasibility of the proposed project. Evidence might include learning and teaching literature, results of a test-run or pilot, practice at other institutions etc.

The learning outcomes (LO) of Research Methodology course are:

1. LO 1. Ability to critically identify problems or issues in management,
2. LO2: Ability to create innovative solutions using relevant information and multidisciplinary research,
3. LO3: Ability to create effective communication in writing using appropriate ICT tools.

Furthermore, the Learning Outcomes would be as follows:

1. Apply critical thinking in research in the organizational setting
2. Address and reflect on a range of views

3. Design appropriate data collection techniques and analysis methods in research
4. Communicate research in academic style

## RESULTS AND DISCUSSIONS

Other steps of this project will be on how to conduct evaluation of learning using VBL through respondents. However, before approaching to discussion on what is the method of evaluation of learning, we might need to state that evaluation is, something that has a concern with assessing teaching effectiveness, strategies, also methods and what kind of techniques that is best used. However, with evaluation, lecturers will be able to understand about learner's expectancy, and therefore lecturers will be able to improve their method of teaching. According to Ganyaupfu (2013) a conventional classroom with a teacher presentation and a lecture does not encourage student involvement or develop critical thinking skills. Students learn more efficiently when they are challenged to solve issues during class activities.

After conducting experiment, then the result of this project can be disseminated throughout any program in the University, and it is expected to increase the interest on research and student's publication. According to Parr et al (2010) research, they found a significant link between instructor capacity to provide excellent feedback and student development. The evaluation will be based on formative assessment in the research writing project. The key indicators of success will be based on rubric assessment on good proficiency level which is the students will have comprehensive explanation on the rationale and justification of the chosen sampling methods, backed by extant literature.

### Evaluation of method piloted

This section contains feedback from students/stakeholders on the new

piloted method. We have four respondents that voluntarily help our experiment. The method of experiment, at first, we ask Lecture Service to blast email invitation to participate in this experiment, approximately 27 students of MMBLended Batch 21 that in process of taking Research Methodology. From there, six students responded, and agreed to participate, then they were asked to watch all of seven VBL attached in the system (we attach it into one separate folder in Research Methodology e-learning module), all of six respondents were given an opportunity to respond questions after finished watching VBL. However, we apply suggestion from research on the ideal length of video, in this case we decided to apply five minutes of taping.

Our respondents age ranges from 25 to 40, but more than one person that age more than 45 years. Meaning that our experiment assessed a wide range of age, although it was only limited in number. Our respondents, five of them are male, while one is women. Therefore, although we are not intended to assess differentiation between gender, but there is a possibility that gender composition during experiment may affect our experiment. Although it was mentioned that there are seven VBL that needs respond, but eventually our respondent, choose only one VBL, and those are VBL number 1, 7, 2 and 3. This happened since they only watch VBL that offers an interesting subject title. To all respondents, VBL are all interesting, and some insight resulted from this experiment:

1. First respondent viewed that VBL is fine
2. Second respondent viewed that VBL provide insights related to issues in a research
3. Third respondent viewed that VBL was easy to understand and provide new insight
4. Fourth respondent viewed that the instructor in VBL gives a detail explanation
5. Fifth respondent viewed that the explanation in VBL was concise and

clear, and therefore it is easy to understand, although the duration is short

6. Sixth respondent viewed that the content was quite clear, the voice of the instructor was clear, the delivery system was also doing fine, and it was easy to understand.

Besides of their insights, all respondent also asked to give feedbacks in order to help us improve our VBL.

1. First respondent replies nothing
2. Second respondent suggested that in the future it might be best if VBL is equipped with animation and examples
3. Third respondent suggested that it might be best equipped VBL with case study
4. Fourth respondent share his feeling on the possibility of this VBL becoming benchmark to other VBL's
5. Fifth respondent suggested that the VBL should also employ examples although she didn't argue on the topic detail
6. Sixth respondent suggested that the VBL can be developed even better by adding text according to what is conveyed, because of the course, the respondent think that he considers increasing his knowledge on research by joining e-course offered in Udemy. And this respondent also suggests us to make a benchmark to one link, <https://www.youtube.com/playlist?list=PLZDZwPWTxRmFHK1ak8xK1dRowlv1pm3tS>

This research aims to test video-based learning for students taking research methodology courses. Six students are willing to become participants in the experiment and responded the survey. And literatures also showed that video-based learning can help learners to get understanding better and easier, when compared to learning that does not use video-based learning. Those respondents show the positive responses on the video-based learning they've seen. However, the

participants gave feedback and indicated participants the needs to have some examples, such as animation, animated design, graphs, tables, videos, and so on. However we also believe that students feedback need to get more exploration, since Berk (2013) suggest from his research findings that student feedback is just one piece of the puzzle. But that's about it in most places. Those evaluations alone will be incomplete and prejudiced when utilized to make decisions. Student evaluations alone may lead to erroneous and unjust career judgments regarding professors, affecting contract renewal, yearly pay increases, promotion, and tenure.

As we mention earlier in the chapter, that there are learning objectives and learning outcomes of Research Methodology course, that would become the goal of this course and incorporated with journal publication, where most of students failed in publishing their research to respective journal, therefore they need other tools besides of usual activity of learning, that we assume will work, that is by applying VBL. Although we agree with statement from Hartel et al (2004), a course's learning goals may take various forms. This study suggests that learning incorporating video-based learning will enhance the chievement of learning objectives.

## CONCLUSION

For this experiment, the respondent's response was indeed positive, but it still cannot be generalized about whether the use of VBL for this course really can improve students' writing skills, therefore there is a need to conduct future trials, and compare between subjects proportionally.

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