

Student's Perception of Teaching Materials Based on Short Film (A Preliminary Finding)

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6 Student's Perception of Teaching Materials Based on Short Film (A Preliminary Finding)

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Abstract. Various ways are done by educators, including using short films as teaching material. However, there has not been much research on this topic. This research investigates student perceptions to determine the feasibility of developing short film-based teaching materials as an alternative to conventional ones. A total of 78 respondents answered questionnaires distributed using an online questionnaire platform. Research findings found that the development of short film-based teaching materials has a high urgency to increase student interest and learning outcomes for research methodology courses.

Keywords: Short film, Teaching material.

1 Introduction

When students see, hear, and do something, they are more likely to remember and understand it. When students see, hear, and produce material while learning, their understanding of a subject or course is higher (75%) than when they only see during learning (20%) or only see and hear during learning (40%) [1]. Multimedia elements, such as videos, have been shown to be effective for learning activities [2]. Learners can see, hear and produce the behavior or learning outcomes needed from these subjects/courses.

There are various kinds of online media, including videos, that allow the availability of these elements. YouTube, TeacherTube, and Vimeo are video repositories where you can find a variety of videos. [3]. Video clips from movies, television shows, music and instructional videos, vlogs or video blogs, and amateur videos can all be downloaded, viewed, and shared. YouTube is currently the most popular social media to be created and shared, besides providing comments as a form of interaction on specific youtube channels that are being watched.

Learning has been proven to be effective using social media. Students can use social media to develop higher-order thinking skills such as decision-making and problem-solving, as well as communicate and collaborate. [4] [5]. In addition, videos can be designed as they learn in class [4] and learning becomes more interesting [5]. As a result, YouTube has the potential to be used as a teaching medium, both as a video with audio and visual elements and as a social media platform. 5

Multimedia, including videos, has been shown to be effective for learning in studies. Multimedia has been shown to increase knowledge when used in the teaching and learning process [3]. Furthermore, videos are effective for learning while reducing the amount of time spent listening to lectures [6]. In problem-solving tasks, videos aid students' cognitive and

social development [2]. When videos are shown at the right times during the teaching process, it improves the effectiveness of the lesson [7].

There hasn't been a lot of research done on how YouTube can be used in education. However, studies in academic fields such as medicine [8] and architecture [9] have used YouTube for teaching. Videos are used for out-of-class teaching in academic subjects in Salman Khan's Flipped Classroom, while face-to-face training with instructors takes place in the classroom [3].

Experts agree that studies on YouTube for teaching are necessary [10]. The potential use of YouTube in transforming classroom education is an exciting and essential study [10]. However, the teacher's role remains essential in monitoring access to these social media sites [11] [3]. In addition, the selection of video as a learning medium is still minimal, because currently more popular videos are uploaded, especially on Youtube [3].

This research will later be expected to help academics understand student perceptions to determine the feasibility of developing short film-based teaching materials as alternative learning that can be done. In addition, schools and other higher education institutions can also benefit from this study because it will determine whether innovative and creative ways to achieve academic achievement can be carried out using instructional video media.

2 Research Method

The purpose of this survey is to find out what people think about something [12], [13]. Because the information it wants to know is the perception of students who have taken research methodology courses, this study uses stratified random sampling [13] to select the sample. Researchers used online questionnaires to collect data because they are currently the most effective and efficient method of capturing respondents' responses through a questionnaire instrument [13]. The descriptive statistical analysis was used in the data analysis.

3 Result and Discussion

A total of 78 respondents answered questionnaires distributed by researchers using an online questionnaire platform. In table 1, it can be seen that the majority of students are quite satisfied with the study of the research methodology courses they have received, which can be reflected in questions 2 and 3. those who are satisfied and dissatisfied with the learning they receive are still relatively thin. From the 2nd question (Is the lecture process for the research methodology courses that you have been living by your expectations?), respondents who answered that the lectures had not met expectations were 46.2%.

From the 3rd question (Is the lecture process The research methodology courses that you have taken so far are easy to understand and packaged attractively?), respondents who answered that the lecture process was still not packaged attractively were also not less numerous, namely as many as 48.7%. This, of course, cannot be ignored, lest students' learning satisfaction be based solely on "chance," which is based on who the lecturers they study with are.

Regarding whether respondents know short film-based teaching materials, the majority of respondents answered that they already knew about this (65.4%), but more respondents had never been taught this type of teaching material (52.6%). When asked if they felt the need to accept learning using short Film-based teaching materials, 78.2% answered they needed to accept short filmbased learning. In addition, 83.3 respondents have the

perception that if the research methodology courses are taught using short film-based teaching materials, the teaching materials will be able to increase their interest in learning, and 84.6% of respondents have the perception that these teaching materials will be able to improve their learning outcomes.

Table 1. Descriptive statistics on the answers to the questionnaire

		Frequency	Percentage
Is the process of studying research methodology courses that you have been living by your expectations?	No	36	46.2
	Yes	42	53.8
Is the lecture process for the research methodology courses you have been going through easy to understand and attractively packaged?	No	38	48.7
	Yes	40	51.3
Do you know about short filmbased teaching materials?	No	27	34.6
	Yes	51	65.4
Has the research methodology lecture process you have been going through used short filmbased teaching materials?	No	41	52.6
	Yes	37	47.4
Do you feel that you have the maximum competence for the research methodology courses you are taking?	No	41	52.6
	Yes	37	47.4
Do you feel the need for short film-based teaching materials for research methodology courses?	No	17	21.8
	Yes	61	78.2
Do you feel that research methodology courses taught with short film-based teaching materials will increase your interest in learning as a student?	No	13	16.7
	Yes	65	83.8
Do you feel that research methodology courses taught with short film-based teaching materials will improve your learning outcomes as a student?	No	12	15.4
	Yes	66	84.6

4 Conclusion

Based on the development stages that have been developed, it can be concluded that the development of short film-based teaching materials has a high urgency to increase student interest and learning outcomes for research methodology courses. Furthermore, implementing the video production is also continuously carried out to cover as much material as needed. Thus, the researcher suggests that lecturers participate in developing short film-based teaching materials, given the high student interest in this type of teaching material.

2

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