

DEVELOPING INSTRUCTIONAL VIDEO USING *WONDERSHARE FILMORA 9* IN THE CRITICAL READING COURSE FOR STUDENTS OF ENGLISH LANGUAGE EDUCATION DWIJENDRA UNIVERSITY

Ni Made Yuniari^{1*}, I Gusti Ayu Indah Triana Juliari², I Putu Yudi Sudarmawan³

^{1,2,3}Universitas Dwijendra, Denpasar - Indonesia

ARTICLE INFO

Article history:

Received: 16th July 2022

Accepted: 31st July 2022

Available online: 31st July 2022

Kata Kunci:

Pengembangan Video Pembelajaran, Wondershare Filmora 9, dan Mata Kuliah Membaca Kritis.

Keywords:

Developing Instructional Video, Wondershare Filmora 9, and Critical Reading Course.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan video pembelajaran menggunakan Wondershare Filmora 9 pada mata kuliah Critical Reading untuk mahasiswa semester IV Pendidikan Bahasa Inggris Universitas Dwijendra. Desain penelitian yang digunakan dalam penelitian ini adalah metode R&D dengan menggunakan model ADDIE. Model ini memiliki lima tahap pengembangan, yaitu: analisis, desain, pengembangan, implementasi, dan evaluasi. Penelitian ini menggunakan kuesioner sebagai instrumen penelitian. Kuesioner digunakan untuk mengetahui tingkat kelayakan video pembelajaran. Dalam menganalisis data, penelitian ini mengikuti beberapa prosedur, seperti: menganalisis kebutuhan, menganalisis materi, menentukan kompetensi dasar dan indikator. Penelitian ini menggunakan dua validator untuk pengecekan materi dan dua validator untuk ahli media pembelajaran. Berdasarkan hasil penelitian menunjukkan persentase ahli materi I sebesar 91%, dan hasil validasi ahli materi 2 sebesar 94%. Kemudian rata-rata dari kedua ahli materi adalah 92,31%. Artinya kategori kualitatif sangat baik berdasarkan kriteria pendidikan. Sedangkan persentase validasi ahli media I sebesar 88,24%, sedangkan hasil validasi ahli media II sebesar 84,71%. Rata-rata ahli media adalah 93,84%. Hal tersebut dapat dikatakan bagus menurut review para ahli konten pembelajaran. Oleh karena itu, dapat disimpulkan bahwa video instruksional yang dibuat dengan Wondershare Filmora's 9 menjadi pilihan yang sangat baik untuk digunakan dalam pembelajaran membaca kritis.

ABSTRACT

This study aimed at developing instructional video using Wondershare Filmora 9 in the Critical Reading course for forth semester students of English Language Education Dwijendra University. This study used two validators for checking the materials and others two validators were for learning media expert. Then, the average from the two materials experts were 92,31%. Therefore, it could be concluded that the instructional videos that were created with Wondershare Filmora's 9 becomes an excellent choice to be used for critical reading course.

¹ Corresponding author.
E-mail : yuniari6868@gmail.com (Ni Made Yuniari)

1. Introduction

At the beginning of 2020 the World Health Organization (WHO) announced the status of a COVID-19 pandemic. With this announcement, the ministry of education and culture in Indonesia responded by restricting teaching and learning activities in schools and universities by issuing online learning from home policies. However, currently the spread of Covid-19 has decreased so that the government through the ministry of education and culture has issued a new policy regarding face-to-face procedures (Noval, Ahmad, 2021). With this policy, it is possible for face-to-face learning to begin by keeping an eye on the development of the situation and conditions for the transmission of the Covid-19 virus and by implementing very strict health protocols (Oce Payung Limbong, Witarsa Tambunan, 2021).

The policy to reopen face-to-face classes at universities still has pros and cons, there are students who want to return to campus with strict procedures, but there are also some students who are reluctant to take face-to-face classes. Not a few of the students are still too comfortable with the online learning system. There are several reasons why students prefer online lectures rather than face-to-face, such as: 1) Easy access, online lectures can be accessed from anywhere and anytime and students do not need to go to campus every day. This ease of access applies to all aspects of learning such as meeting agendas with lecturers, finding sources of learning materials, collecting assignments, and group discussions with fellow students. 2) More Flexible Study Time, flexibility in study time is one of the advantages of online lectures. Especially if there are students who study while working, the flexible online class schedule makes it easier for them to balance work and study time. Lecture activities and office assignments can run simultaneously without conflicting with each other. 3) Save time and effort, the time spent by online lectures is less than face-to-face lectures. This is because changing hours between courses and other courses sometimes have long breaks, thus requiring students to wait on campus.

Based on the reasons above, the English Language Education study program at Dwijendra University still has not held 100% face-to-face lectures. This is because there were still many students who still feel comfortable with online lectures. Besides that there were some students outside Bali. So that hybrid learning is the only option that can be applied today (Auma & Achieng, 2020). Hybrid learning is a combination of face-to-face learning and online learning (Muchsini, 2020). Currently, the hybrid program that is developing is an amalgamation of one or more dimensions. 1) Face to Face Lectures. This lecture is held in the form of lecture activities in the classroom, practical activities in the laboratory, mentoring or on-the-job training. Lecture activities in the classroom include the delivery of material through face-to-face lectures, discussions, presentations, exercises, and exams. 2) Synchronous virtual collaboration. This lecture is a collaborative teaching format that involves interaction between lecturers and students delivered at the same time. This collaboration activity is carried out by utilizing online meeting applications such as Google Hangouts Meet and Zoom. This app helps students and lecturers stay connected during distance learning. 3) Asynchronous virtual collaboration. This is a collaborative teaching format that involves interaction between lecturers and students delivered at different times. The facilities used in this activity are online discussion boards or discussion forums and email. 4) Self-Pace Asynchronous. This is an independent learning model at different times where students can study the material provided by the lecturer in the form of a module of teaching materials or do assignments and exercises online. In addition, through asynchronous self-pace students can learn lecture materials by linking to other teaching resources.

The learning process in the classroom always involves teachers and students. In this case the teacher really needs an intermediary in conveying material in the form of knowledge, skills and inculcation of attitude values to students. One of the intermediaries that are needed by teachers in delivering material is learning media. Learning media can be interpreted as an intermediary or introductory message source to the recipient of the message which aims to stimulate thoughts, feelings, attention, and willingness, thus encouraging the emergence of a desire to be involved in the learning process (Lusiana & Maryanti, 2020). Learning media is a tool used to channel information about subject matter, learning media can help students experience the learning process for themselves to achieve learning goals (Ayuningsih et al., 2017). The use of learning media can help generate students' motivation and interest to improve student understanding (Falloon, 2020). The use of learning media in the learning process is very important to be systematically designed so that the learning media is effective for use. Learning media can optimize the learning process of students in learning that is expected to optimize the learning outcomes achieved (Komikesari et al., 2020). Some reasons why learning media can optimize the learning process of students, namely teaching will attract more attention of students. So that it can add motivation to learning, teaching materials will be clearer meaning so that it can be better understood by students and allow students to be able to achieve learning purposes better (Bajrami & Ismaili, 2016). Learning methods will be more varied not only verbal communication through speech by teachers so that students do not get bored and teachers do not run out of energy especially if the teacher teaches for every

hour of learning (Andriyani, 2021). Students do more learning activities because not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, and others.

In this case, the right learning media is chosen to suit the needs of the hybrid program. At the beginning of the pandemic, educators still did not dare to use their own Instructional videos because they lacked experience and lacked knowledge in designing their own instructional video (Jundu et al., 2020). They still used Instructional videos that already exist on YouTube and send the video link to their students. But over time, educators began to try to make their own Instructional videos by using video editing applications. There are various kinds of video editing applications that have sprung up. These applications are quite easy to use or operate, especially if used by beginners. One video editing application that is quite easy to operate is Wondershare Filmora 9. Besides being easy to operate, this application also has other advantages such as being quite light, the editing process can be faster, many effects and designs available. Based on the explanation above, the researcher is interested in developing instructional video using Wondershare Filmora 9. This is because learning through instructional videos using Wondershare Filmora is considered quite effective and very functional, especially during the Covid-19 pandemic, which still exists today. There are many benefits that can be obtained by students such as students being able to study independently, student study time is more flexible because instructional video can be watched anytime and anywhere, and students can watch instructional video repeatedly until they understand (Ni Made Yuniari et al., 2021). Therefore, the author decided to conduct a research entitled The Development of Instructional Video using Wondershare Filmora 9 in Interpretive Reading Courses for Third Semester Students of English Language Education Study Program Dwijendra University. This study aims to develop an instructional video using Wondershare Filmora 9 in the Interpretive Reading course for third semester students of English Language Education Study Program Dwijendra University and to determine the feasibility of a instructional video using Wondershare Filmora in 9 the Critical Reading course.

2. Method

This type of research is development. This development research model uses the ADDIE model, consists of five steps, namely: analyze, design, development, implementation, and evaluation (Alnajdi, 2018). Analysis is conducted to obtain information related to everything needed in the research. The analysis procedure in this development includes several stages, namely analyzing the needs, analyzing materials, determining Basic Competencies and Indicators, the stage of planning is carried out to facilitate the process of making products so that the products produced have a definite design. The design procedure includes several things such as data collection, video scripts and storyboards, this stage of development is carried out the production of instructional video with a predetermined design. Learning content creation, learning design is done in Microsoft PowerPoint and dubbing, back sound and editing are done in application. The video is saved in MP4 format by adjusting the video resolution quality to make the image look clearer but has a size that is not too large so it is easy to share and save, the implementation stage at this stage after the product is validated by experts and produce products in a viable category then the product is ready to be implemented on the test subject. However, it cannot be implemented because covid-19 should not be crowded, this evaluation stage is done after the data at the implementation stage is collected. Evaluation is done in the form of summative evaluation. Summative evaluations are conducted to measure or assess learning products that include expert validation, individual trials, and small group trials.

The instrument used to collect data was a questionnaire. Questionnaires were used to determine the feasibility level of instructional video. From the questionnaire validation above each item on it classified in 5 scale and each scale have a certain score, they are very good that will give score 5, good will give score 4, fair will give score 3, poor will give score 2, and very poor will give score 1. Furthermore, the indicator category for each item called high (H) if the score greater-than or equal to 3 (≥ 3) and called low (L) if the score less-than 3 (< 3). After that, the data transform into qualitative data with high percentage is 100% and low percentage is 0%. Next, the data will describe qualitatively. Range is maximal score minus minimal score, and the result is 100%, also large of interval (100% divided 5 scale) equal 20%. Thus, based on the count up, range percentage and the qualitative category can be seen in the table 1.

Table 1. Range Percentage and Qualitative Criteria

Percentage	Category
81% < score < 100%	Very good
61% < score < 80%	Good
41% < score < 60%	Fair
21% < score < 40%	Poor
0% < score < 20%	Very Poor

3. Finding and Discussion

This research produces a final product in the form of a critical reading instructional video that can be used in lectures. The instructional video development process was carried out using the ADDIE development model. The stages carried out in this research and development consist of 5 stages, namely (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The process of developing this instructional video began with the analysis stage. At this stage of analysis, information was obtained through interviews with lecturers who taught critical reading courses. The interview contained about how the learning process takes place, what media is used when teaching, and what materials are in the lesson plans. In the second stage, namely design, at this stage the initial design of the instructional video was made which begins with preparing the material, background, back sound, flowchart and storyboard design, as well as the Wondershare Filmora application.

The learning material adopted by the researcher were reading strategies where the materials were obtained from lesson plans and the rest of the material needs were obtained from various sources on the internet. In the third stage, namely development, the making of instructional video was carried out according to the designs that have been made at the design stage. At this stage, the Wondershare Filmora application was used. This process began with an opening that started with a brief review of the material that had been taught previously, then continued with a discussion, and the final provision via google form. The material would be presented on instructional videos that had been edited with the Wondershare Filmora program in the form of text, graphics, audio, and exercises. The speech recorder in the application was used by the researchers to record audio. Validation or assessment work was done in the fourth step, implementation, by media and material experts. Researchers carried out this stage's implementation by sending instructional videos questionnaires to media experts and material experts. The experts' comments, including suggestions and outcomes of validation, were then anticipated by the researchers. The instructional video was then improved using the results from the validation as a guide. The improvement process was carried out throughout the evaluation stage based on recommendations from media and material experts as well as the calculation of the validation data provided to given to determine the feasibility of the instructional video.

The feasibility of this Wondershare Filmora instructional video was carried out through assessment or validation by material experts and media experts. Aspects assessed by material experts include learning aspects, material aspects, and benefits aspects. Meanwhile, the aspects assessed by media experts include visual aspects, media aspects, and benefits aspects. Based on the results of the validation carried out by the material expert I, the percentage was 91%, while the validation results from the material expert 2 were 94%. Then from the results of the validation of the two experts, an average of 92,31% could be calculated. The validation result of material experts is presented in Table 2.

Table 2. Validation Result of Material Expert

Expert I				Expert II			
No.	Items	Scale	Category	No.	Items	Scale	Category
1	1	4	H	1	1	5	H
2	2	5	H	2	2	5	H
3	3	5	H	3	3	4	H
4	4	5	H	4	4	4	H
5	5	4	H	5	5	5	H
6	6	5	H	6	6	5	H
7	7	4	H	7	7	4	H
8	8	4	H	8	8	5	H
9	9	5	H	9	9	5	H

10	10	5	H	10	10	5	H
11	11	4	H	11	11	4	H
12	12	5	H	12	12	5	H
13	13	4	H	13	13	5	H
	n		59		n		61
	N		65		N		65
	%		91%		%		94%

According to average of percentage result of the material experts in Table 2, the category of qualitative is very good based on education criteria. So, the researchers can conclude that this instructional video was valid according to educational criteria and ready to implement in the class.

Based on the results of the validation carried out by the media expert I, the percentage was 88,24%, while the validation results from the media expert II were 84,71%. Then from the results of the validation of the two media experts, an average of 86, 47% could be calculated. The validation result of media experts is presented in Table 3.

Table 3. Validation result of Media Expert

Expert I				Expert II			
No.	Items	Scale	Category	No.	Items	Scale	Category
1	1	3	H	1	1	4	H
2	2	4	H	2	2	4	H
3	3	5	H	3	3	5	H
4	4	5	H	4	4	5	H
5	5	4	H	5	5	4	H
6	6	4	H	6	6	4	H
7	7	5	H	7	7	4	H
8	8	5	H	8	8	4	H
9	9	4	H	9	9	4	H
10	10	5	H	10	10	5	H
11	11	4	H	11	11	4	H
12	12	3	H	12	12	3	H
13	13	4	H	13	13	4	H
14	14	5	H	14	14	4	H
15	15	5	H	15	15	5	H
16	16	5	H	16	16	5	H
17	17	5	H	17	17	4	H
	n		75		n		72
	N		85		N		85
	%		88.24		%		84.71

The results of the calculation of the value are 93.84 percent, which is in very good qualities according to reviews from learning content experts. Many factors could contribute to the achievement of very good qualifications, including (1) the clarity of the mapping of basic competencies, indicators, and learning objectives contained in interactive multimedia, (2) the systematic suitability, material content, and depth of material presented in interactive multimedia, (3) the language aspect of the clarity of information could be conveyed well, the use of language, and the legibility of the text, and (4) the clarity of the formulation of the evaluation questions, and the level of difficulty of the questions are appropriate.

According to research, learning will be of higher quality when indicators and learning objectives are clear (Priscylio, 2019). Students will find it more engaging and simple to comprehend the material if it is presented coherently. This is demonstrated by the assessment results of learning content experts on instrument items related to the suitability of learning indicators with material in interactive multimedia, which received a percentage (100%) with very good criteria, and on instrument items related to the presentation of material in a coherent manner, which received a percentage (100%) with very good

criteria. This opinion is supported by the results of research which shows that the delivery of learning materials through the use of multimedia in which there are elements such as text, images, sound, video and animation in accordance with the material is effective for clarifying the material presented and can increase students' interest and motivation in the process of learning (Jundu et al., 2020); (Pratiwi et al., 2019). His opinion is supported by the results of research which shows that the delivery of learning materials through the use of multimedia in which there are elements such as text, images, sound, video and animation in accordance with the material is effective for clarifying the material presented and can increase students' interest and motivation in the learning process (Rante & Ihsan, 2013). This can be demonstrated by the findings of the evaluation of the learning media experts regarding the items of the suitability of the text type and the readability of the text, obtaining a percentage (100%) with very good criteria on the items of the image, video, audio, and animation resolution quality instruments, as well as on the consistency of the material presentation instrument items get a percentage.

In addition, the media experts made recommendations on the layout standards for the instructional video. They provided feedback that was used to improve this product, including suggestions that the instructional video's background color should be changed to a brighter shade, the animation and picture should be more vivid, and the typeface should be made more appealing. Meanwhile, the material experts recommended that the instructional video's runtime should be limited to 30 minutes in order to prevent students from losing focus due of the length of the video. Students often get bored when hearing lengthy explanations for this reason.

Additionally, the results of the earlier research might be compared with those of current one. The first research entitled Developing Instructional Video for Online Literal Reading Course (N M Yuniari, 2020). The finding of this research is the highest average percentage from all aspects was the practicability aspect (93%). This was because the Instructional Video was easy to operate. While, the lowest average percentage from all aspects was the content aspect (86,25%). It was because the relation between material and daily life was not related well. Another research entitled The Development of Instructional Video for Online English Subject at SD Dwijendra Denpasar (Juliari et al., 2021). The finding of this research are the highest average percentage from four aspects was pedagogical aspect. It was about 94% data were categorized valid. The content aspect, on the other hand, had the lowest average rating of 87,22 percent. One could draw the following conclusion: (1) Using instructional videos could increase students' motivation and focus when studying English. (2) The students have unlimited time at home to learn and practice English on their own. The children are able to employ English in their daily activities by doing this. They were able to develop their communication skills as a result. (3) Students in the third grade at SD Dwijendra Denpasar were taught effectively with instructional videos for their online English classes.

4. Conclusion

The instructional videos that were created with Wondershare Filmora's help were excellent choices for use in critical reading class. Experts made a number of revisions and recommendations, including that the instructional video's background should be brighter so that the color of the writing can be read clearly, the animation or image should be sharper or not cracked to make it to see, that the letters should be replaced with more attractive ones, and that the video's runtime should be no longer than 30 minutes to prevent students from losing focus because of the length.

References

- Alnajdi, S. M. (2018). *The Effectiveness of Designing and Using a Practical Interactive Lesson based on ADDIE Model to Enhance Students' Learning Performances in University of Tabuk*. 7(6), 212–221. <https://doi.org/10.5539/jel.v7n6p212>
- Andriyani, N. L. (2021). *Development of Learning Videos Based on Problem-Solving Characteristics of Animals and Their Habitats Contain in Ipa Subjects on 6th-Grade*. 5, 37–47.
- Auma, O. M., & Achieng, O. J. (2020). *Perception of Teachers on Effectiveness of Online Learning in the wake of COVID-19 Pandemic*. 25(6), 19–28. <https://doi.org/10.9790/0837-2506111928>
- Ayuningsih, K., Sidoarjo, M., Sidoarjo, J. M., & Timur, J. (2017). *DOI Link : <https://doi.org/10.21070/jicte.v1i1.11> Original Research Articles Pengaruh Video Animasi Terhadap Hasil Belajar Kognitif Pada Mata Pelajaran IPS Materi Menghargai Jasa Pahlawan di Kelas V SDN Sidokumpul Sidoarjo S1 Pendidikan Guru Sekolah Dasar*. 1(April), 1–7.

- Bajrami, L., & Ismaili, M. (2016). The Role of Video Materials in EFL Classrooms. *Procedia - Social and Behavioral Sciences*, 232(April), 502–506. <https://doi.org/10.1016/j.sbspro.2016.10.068>
- Falloon, G. (2020). From digital literacy to digital competence : the teacher digital competency (TDC) framework. *Educational Technology Research and Development*, 68(5), 2449–2472. <https://doi.org/10.1007/s11423-020-09767-4>
- Juliari, I. G. A. I. T., Yuniari, N. M., & Sudarmawan, I. P. Y. (2021). *THE DEVELOPMENT OF INSTRUCTIONAL VIDEO FOR ONLINE ENGLISH SUBJECT AT SD*. 4(2), 106–113.
- Jundu, R., Nendi, F., Kurnila, V. S., Mulu, H., Ningsi, G. P., & Ali, A. (2020). *PENGEMBANGAN VIDEO PEMBELAJARAN IPA BERBASIS KONTEKSTUAL DI MANGGARAI UNTUK BELAJAR SISWA PADA MASA PANDEMIC COVID-19*. 10, 63–73. <https://doi.org/10.24929/lensa.v10i2.112>
- Komikesari, H., Mutoharoh, M., Dewi, P. S., Utami, G. N., & Anggraini, W. (2020). *Development of e-module using flip pdf professional on temperature and heat material*. 1572, 1–11. <https://doi.org/10.1088/1742-6596/1572/1/012017>
- Lusiana, B., & Maryanti, R. (2020). *Media Pendidikan , Gizi , dan Kuliner The Effectiveness of Learning Media Used During Online Learning*. 9(2), 81–92.
- Muchsini, B. (2020). *Hybrid Learning Design to Minimize Academic Stress of Digital Natives ' Generation in Accounting Course*. 6(1), 1–8. <https://ojs.unm.ac.id/JEST/article/view/11045/7735>
- Noval, Ahmad, and L. K. N. (2021). Manajemen Pembelajaran Berbasis Blended Learning Pada Masa Pandemi Covid-19 (Studi Kasus Di MAS YPP Jamanis Parigi Dan MAN 1 Pangandaran). *Jurnal Isema: Islamic Educational Management*, 5(2). <http://digilib.uinsgd.ac.id/36075/>
- Oce Payung Limbong, Witarsa Tambunan, and M. L. (2021). Kesiapan Pelaksanaan Pembelajaran Tatap Muka Di SMK Negeri 2 Toraja Utara Pada Masa Pandemi. *Jurnal Manajemen Pendidikan*, 10(1), 38. <https://doi.org/https://doi.org/>
- Pratiwi, E. D., Latifah, S., & Mustari, M. (2019). *PENGEMBANGAN MEDIA PEMBELAJARAN FISIKA DEVELOPMENT OF PHYSICAL LEARNING MEDIA USING*. 02(3), 303–309.
- Priscylio, G. (2019). *PENGEMBANGAN BAHAN AJAR MANDIRI POKOK BAHASAN SUHU DAN*. January.
- Rante, P., & Ihsan, N. (2013). *Jurnal Pendidikan IPA Indonesia*. 2(2), 203–208.
- Yuniari, N M. (2020). *DEVELOPING INSTRUCTIONAL VIDEO FOR ONLINE*. 3(2), 39–46.
- Yuniari, Ni Made, Ayu, I. G., & Triana, I. (2021). *Instructional Video using Wondershare Filmora 9 in the Interpretive Reading Course for English Language Education Students*. 4, 550–557.