# Student Perception Toward the Effectiveness Using Video in Learning Process

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**Abstract**

The use of educational video not only to combines traditional learning sources but also provide specific learning resources that improve student's deep learning. This paper to investigate student perception the effectivieness use of video in learning process. This method using quantitative method research to find out the student perception about the effectiveness use of video in learning process. Video is visual multimedia source that combines a sequence of images to form a moving picture. The aim of this study to investigate student perspective toward the effectiveness use video in learning process.

**Key words**: Educational, Video , Learning Process.

## INTRODUCTION

Learning is a process of knowledge created by changes in experience in various aspects (Firmansyah et al., 2017), (Suprayogi et al., 2021), (Samanik, 2021). The first aspect is the emphasis on adaptation and learning processes that conflict with content or results (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). The second aspect is science in the form of a transformation process that is always created in a sustainable manner and that science is not something independent to obtain (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.), (Artikel, 2020). Third, changes in learning experience in objective and subjective aspects. Therefore, to understand learning, we must understand the nature of science (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020). Some students learn with visual images, others with verbal explanations, some tend to try to think first and see what happens, others tend to think before doing something, some think sequentially, others have a holistic orientation, some are comfortable with only information and others more interested in "the real world" and so on (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al., 2017).

Video is the most appropriate and very accurate means of delivering messages in audio-visual form (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018), (Sidiq & Manaf, 2020). The use of educational video not only to combines traditional learning sources but also provide specific learning resources that improve student's deep learning (Lestari & Wahyudin, 2020), (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020). Video can also be used for other purposes in learning. Educational videos can be used by lecturer for student (Yudha & Utami, 2022), (Prayoga & Utami, 2021), (Wahyuni et al., 2021). The use of video does not only combine traditional learning resources but also provides specific learning resources that can increase students' deep learning (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). Videos can also be used for other learning purposes including problem based learning (Wulandari, 2018), (Setri & Setiawan, 2020), (Mertania & Amelia, 2020). We can see a lot of learning resources (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021). Apart from the teacher or instructor, we have also learned from materials or materials such as books, radio,

magazines, film frames, videos with or without the help of tools such as projectors and radio / video planes (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). Materials and tools that we are familiar with are software and hardware, none other than educational media (Website & Cikarang, 2020), (Firmansyah M et al., 2017), (N. U. Putri et al., 2020). To achieve optimal learning goals it is necessary to use media as a tool in the learning process (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021). To achieve optimal learning goals it is necessary to use media as a tool in the learning process (Fithratullah, 2021), (Dakwah et al., 2021), (Robot, 2007).

## LITERATURE REVIEW

In an effort to use the media as a tool, a classification of experience according to the level of the most concrete to the most abstract (Samanik & Lianasari, 2018), (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017). The classification was then known as the cone of experience (Cone of Experience) and at that time was widely adhered to in determining what tools were most appropriate(E. Putri, 2022), (Ristiandika Arrahman, 2021). The advantages of the video is that it can stimulate motion effects, can be given sound or color, does not require special skills in its presentation, and does not require a dark room in its presentation. While the disadvantages or disadvantages are that the video requires special equipment in its presentation and requires electricity. After video can be as a tools for media learning process, how is the perception student toward the effectiveness video in learning process?

## METHOD

This research method using quantitative method. The object of this research are the student of University Teknokrat Indonesia. This research will use the questionnaire . the questionnaire consist of 20 questionnaire for 47 student . The questionnaire scale are : SL (very often/always), S (often) , KK (sometime) , TP (never). The questionnaire will be share to student after the last meeting of class writing in the afternoon via link on whatsapp.

## RESULTS AND DISCUSSION

The result yielded from the  obtained in questionnaire are the reflection of. This study reported the student perceptions toward the video as a tools in learning process. the result are presented in scale of perecentage from the three main consist of 20 statement questionnaire. The age of the participant divided into two groups ,  and (21-25 years old) are 63,8%. The three aspect are about video the first is the utilization video as the media learning process, the attitude student  towards video as the media learning process, and the function of video as the media in learning process.

### 1.1 The utilization video as the media learning process

| No | Question | SL | S | KK | TP |
|----|----------|-----|-----|------|------|
| 1 | Does the lecturer provide a variety of learning media in providing material? | 14,9% | 38,3% | 46,8% | 0% |
| 2 | Does the lecturers use media other than power point or books in providing material? | 17% | 36,2% | 42,6% | 0% |
| 3 | Does the lecturers use video media in providing material? | 2,1% | 27,7% | 68,1% | 2,1% |

| 4 | Does the lecturer use video media in accordance with the material? | 31,9% | 36,2% | 21,9% | 0% |
| 5 | Does the lecturer use video media out of the learning material? | 0% | 10,6% | 38,3% | 51,5% |

The questionnaire consist of 5 question of questionnaire. The first question of questionnaire is "Does the lecturer provide a variety of learning media in providing material?" the result on percentage from 47 students are SL(very often/always) 14,9%, S (often) 38,3% , KK(sometime) 46,8% and TP (never) 0%.According to the result it can seen that the lecturer sometime provide a variety of learning media in providing material.

The second question of questionnaire is "Does the lecturers use media other than power point or books in providing material?" the result on percentage from 47 students are SL(very often/always) 17%, S (often) 36,2% , KK(sometime) 42,6% and TP (never) 0%.According to the result it can seen that the lecturers sometime use media other than power point or books in providing material. The third question of questionnaire is "Does the lecturers use video media in providing material?" the result on percentage from 47 students are SL(very often/always) 2,1%, S (often) 27,7% , KK(sometime) 68,1% and TP (never) 2,1%.According to the result it can seen that the the lecturers sometime use video media in providing material.

The fourth question of questionnaire is "Does the lecturer use video media in accordance with the material?" the result on percentage from 47 students are SL(very often/always) 31,9%, S (often) 36,2% , KK(sometime) 21,9% and TP (never) 0%.According to the result it can seen that the lecturer often use video media in accordance with the material.

The fifth question of questionnaire is "Does the lecturer use video media out of the learning material?" the result on percentage from 47 students are SL(very often/always) 0%, S (often) 10,6% , KK(sometime) 38,3% and TP (never) 51,5%.According to the result it can seen that the lecturer never use video media out of the learning material.

### 1.2 The attitude student towards video as the media learning process

| No | Question | SL | S | KK | TP |
|----|----------|-----|-----|-----|-----|
| 1 | Do you feel better and understand the material after the lecturer gives it using video media? | 14,9% | 40,4% | 42,6% | 0% |
| 2 | Do you feel bored when the lecturer gives material using video media? | 0% | 0% | 34% | 55,3% |
| 3 | Are you more excited when the lecturer gives material using video media? | 36,2% | 31,9% | 31,9% | 0% |
| 4 | Does using video media in the learning process makes you happy? | 38,3% | 34% | 27,7% | 0% |

The questionnaire consist of 4 question of questionnaire. The first question of questionnaire is "Do you feel better and understand the material after the lecturer gives it using video media?" the result on percentage from 47 students are SL(very often/always) 14,9%, S (often) 40,4% , KK(sometime) 42,6% and TP (never) 0%.According to the result it can seen that student feel better and understand the material after the lecturer gives it using video media.

The second question of questionnaire is "Do you feel bored when the lecturer gives material using video media?" the result on percentage from 47 students are SL(very often/always) 0%, S (often) 0% , KK(sometime) 34% and TP (never) 55,3%.According to

the result it can seen that student feel bored when the lecturer gives material using video media.

The third question of questionnaire is "Are you more excited when the lecturer gives material using video media?" the result on percentage from 47 students are SL(very often/always) 36,2%, S (often) 31,9% , KK(sometime) 31,9% and TP (never) 0%.According to the result it can seen that student more excited when the lecturer gives material using video media.

The fourth question of questionnaire is "Does using video media in the learning process makes you happy?" the result on percentage from 47 students are SL(very often/always) 38,3%, S (often) 34% , KK(sometime) 29,7% and TP (never) 0%.According to the result it can seen that student using video media in the learning process makes them happy.

### 1.3 The function of video as the media in learning process.

| No | Question | SL | S | KK | TP |
|----|----------|-----|-----|-----|-----|
| 1 | can you feel the use of video media in the learning process? | 23,4% | 44,7% | 31,9% | 0% |
| 2 | Do you feel better and understand the material without using video in the learning process? | 2,1% | 23,4% | 68,1% | 2,1% |
| 3 | do you feel more helped understanding the material when the lecturer uses video media in the learning process? | 21,3% | 34% | 44,7% | 0% |
| 4 | Do you become more diligent in learning because using video media makes you better understand the material? | 12,8% | 19,1% | 12,8% | 12,8% |
| 5 | do you not feeling the benefits of video media in the learning process? | 2,1% | 14,9% | 29,8% | 53,2% |
| 6 | Do you understand the explanation of the lecturer using video media? | 19,1% | 42,6% | 38,3% | 0% |
| 7 | Are you asking for help from a friend who already understands when you feel confused about the material using the video? | 12,8% | 34% | 51,1% | 2,1% |
| 8 | Does the lecturer provide feedback after delivering material using video media? | 23,4% | 39% | 38,3% | 0% |
| 9 | Does the lecturer provide an opportunity to ask questions during the learning process using video media? | 44,7% | 29,8% | 25,5% | 0% |
| 10 | is the atmosphere become crowded when the learning process uses video media? | 12,8% | 31,9% | 42,6% | 12,8% |
| 11 | Are you having trouble to answering the questions when the material provided uses video media? | 2,1% | 12,8% | 74,5% | 10,6% |

The  questionnaire consist of 11 question of questionnaire. The first question of questionnaire is "can you feel the use of video media in the learning process?" the result

on percentage from 47 students are SL(very often/always) 23,4%, S (often) 44,7% , KK(sometime) 31,9% and TP (never) 0%.According to the result it can seen that student often feel the use of video media in the learning process.

The second question of questionnaire is "Do you feel better and understand the material without using video in the learning process?" the result on percentage from 47 students are SL(very often/always) 2,1%, S (often) 23,4% , KK(sometime) 68,1% and TP (never) 2,1%.According to the result it can seen that student sometime feel better and understand the material without using video in the learning process.

The third question of questionnaire is "do you feel more helped understanding the material when the lecturer uses video media in the learning process?" the result on percentage from 47 students are SL(very often/always) 21,3%, S (often) 34% , KK(sometime) 44,7% and TP (never) 0%.According to the result it can seen that student sometime feel more helped understanding the material when the lecturer uses video media in the learning process.

The fourth question of questionnaire is "Do you become more diligent in learning because using video media makes you better understand the material?" the result on percentage from 47 students are SL(very often/always) 12,8%, S (often) 19,1% , KK(sometime) 12,8% and TP (never) 12,8%.According to the result it can seen that student often become more diligent in learning because using video media makes you better understand the material.

The fifth question of questionnaire is "do you not feeling the benefits of video media in the learning process?" the result on percentage from 47 students are SL(very often/always) 2,1%, S (often) 14,9% , KK(sometime) 29,8% and TP (never) 53,2%.According to the result it can seen that student never not feeling the benefits of video media in the learning process.

The sixth question of questionnaire is "Do you understand the explanation of the lecturer using video media?" the result on percentage from 47 students are SL(very often/always) 19,1%, S (often) 42,6% , KK(sometime) 38,3% and TP (never) 0%.According to the result it c The seventh question of questionnaire is "Are you asking for help from a friend who already understands when you feel confused about the material using the video?" the result on percentage from 47 students are SL(very often/always) 12,8%, S (often) 34% , KK(sometime) 51,1% and TP (never) 2,1%.According to the result it can seen that student sometime asking for help from a friend who already understands when you feel confused about the material using the video.

The eigth question of questionnaire is "Does the lecturer provide feedback after delivering material using video media?" the result on percentage from 47 students are SL(very often/always) 23,4%, S (often) 39% , KK(sometime) 38,3% and TP (never) 0%.According to the result it can seen that lecturer often provide feedback after delivering material using video media.

The ninth question of questionnaire is "Does the lecturer provide an opportunity to ask questions during the learning process using video media?" the result on percentage from 47 students are SL(very often/always) 44,7%, S (often) 29,8% , KK(sometime) 25,5% and TP (never) 0%.According to the result it can seen that lecturer always provide an opportunity to ask questions during the learning process using video media.

The tenth question of questionnaire is "is the atmosphere become crowded when the learning process uses video media?" the result on percentage from 47 students are SL(very often/always) 12,8%, S (often) 31,9% , KK(sometime) 42,6% and TP (never) 12,8%.According to the result it can seen that student sometime feel the atmosphere become crowded when the learning process uses video media.

The eleventh question of questionnaire is "Are you having trouble to answering the questions when the material provided uses video media?" the result on percentage from 47 students are SL(very often/always) 2,1%, S (often) 12,8% , KK(sometime) 74,5% and TP (never) 10,6 %.According to the result it can seen that student sometime having trouble to answering the questions when the material provided uses video media.an seen that student often understand the explanation of the lecturer using video media.

## CONCLUSION

Video media is the most appropriate and accurate learning media in delivering messages and will greatly help students' understanding. With the presence of video media, students will be more aware of the material delivered by educators through the broadcast of a film screened. The elements contained in video media such as sound, text, animation, and graphics. With the presence of video media students are able to achieve abilities in the cognitive, affective, psychomotor fields and improve interpersonal skills. As a lecturer you should be able to provide or deliver material to students with good abilities. As well as being able to use several media that match the needs of students, to be more easily understood by students, and to condition the classroom atmosphere to be conducive so students become the focus of video as a medium for the learning process. The teacher is able to evaluate the abilities available to these students through questions and answers, quizzes, discussions, and so on.

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