LEARNING INNOVATION: TRAINING ON VIDEO-BASED LEARNING MEDIA DEVELOPMENT WITH FLIPPED LEARNING MODEL FOR TEACHERS OF SMAN 2 MADAPANGGA

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Artikel Info
Keywords:
Learning Innovation; Video-Based Learning Media; Flipped Learning Model

Abstract
This training initiative aims to enhance the teaching skills of educators at SMAN 2 Madapangga by introducing innovative video-based learning methods and incorporating the Flipped Learning model into their teaching practices. This program addresses the urgent need for user-friendly, technologically advanced teaching approaches in response to the rapidly evolving technological landscape. The training focuses on developing learning videos and video-recorded assignments, providing educators with practical skills in creating engaging and effective educational content. The methodology provides intensive training sessions, tool demonstrations, and personalized mentoring. The training is designed to equip educators with the necessary skills to effectively create, integrate, and assess video-based learning media. Results indicate successful implementation, with participants demonstrating a deep understanding of video creation concepts. Learning videos produced by participants received positive responses, improving students' engagement and understanding. Evaluation results highlight the effectiveness of the training, with suggestions for future improvements. In conclusion, this training program contributes to developing innovative teaching methods and fostering a dynamic and technology-enhanced learning environment for educators and students at SMAN 2 Madapangga. Future recommendations include advanced training, collaborative initiatives, regular evaluations, and exploration of additional technologies for an enriched learning experience.

Riwayat Artikel: Diterima; 02 Feb 2024**,** Direvisi; 25 Feb 2024, Dipublikasi; 15 Juli 2024

INTRODUCTION

Education is the foundation for the intellectual development and abilities of learners. Amid the rapid advancement of information and communication technologies, innovative learning approaches are becoming an urgent necessity. Gorokhova & Kubyshko (2021) highlight the widespread introduction of ICT in modern educational processes at all levels, emphasizing its relevance in shaping innovative learning environments. SMAN 2 Madapangga, as a quality educational institution, faces the challenge of ensuring optimal teaching methods according to students' learning needs. It aligns with the urgent need for innovative, technologically advanced, user-friendly approaches to facilitate practical learning experiences. In addition, Peschl (2022) emphasizes learning from future potential as a source of continuous innovation, highlighting the need for a forward-looking educational paradigm that leverages ICT to drive innovative learning processes.

In this context, using video-based learning media, consisting of learning videos and videotaped assignments, becomes an attractive and effective alternative to improve teaching quality. Hannifa et al. (2022) emphasized the analysis of student needs for video media materials, underscoring the benefits of video media in providing more experiential learning and presenting material in a visually engaging manner. Learning videos have the potential to provide dynamic learning experiences, motivate students, and support a better understanding of concepts. Puspitarini et al. (2018) and Umury et al. (2020) emphasized developing and assessing video-based learning media, showcasing its potential to support independent and efficient learning processes. The flipped learning model

becomes relevant in a learning context that allows students to gain fundamental understanding through previewing material outside of class. At the same time, in-class time can be utilized for more in-depth discussion and application of concepts. The implementation of this model can optimize students' learning time. Research has shown that the implementation of the Flipped Learning model can optimize students' learning time by allowing them to gain fundamental understanding through preview material outside of class, while in-class time is utilized for more in-depth discussion and application of concepts (Nouri, 2016; Zain & Sailin, 2020; Cho & Kim, 2019; Husain & Al-Shayeb, 2023; Harmini et al., 2022; Lumamuly et al., 2021; Almisad, 2019; Fauzi, 2019). Therefore, special training is needed for educators at SMAN 2 Madapangga to develop and integrate this learning media into their curriculum.

Recognizing that the success of the learning process depends not only on the subject matter but also on innovative teaching approaches, this training aims to enrich the skills of SMAN 2 Madapangga teachers in designing, creating, and implementing video-based learning media. Through the application of this technology, it is expected that teaching in schools can become more attractive, relevant, and responsive to students' learning needs. This training initiative aligns with the school's mission to continue to grow and provide quality education in an era of changing times.

This program aims to improve the quality of teaching at SMAN 2 Madapangga through two main focuses. First, the training will provide teachers with the skills to make learning videos, covering technical aspects such as shooting, editing, and presenting exciting material. Second, the service will lead to integrating the Flipped Learning model into teaching, providing teachers with an in-depth understanding of optimizing classroom time for in-depth discussion and application of concepts. In addition, this development also aims to increase student learning motivation through the application of dynamic learning video strategies. Visually presented learning materials are expected to motivate students to be more active and engaged in the learning process. In addition, through giving students video recording assignments, another goal is to encourage active participation, improve concept understanding, and build critical thinking skills through self-expression in learning. Thus, this program is designed to create a more innovative learning environment, utilizing the potential of video-based learning media and the Flipped Learning model to improve teaching effectiveness and student motivation at SMAN 2 Madapangga.

METHODS

The method for implementing this service activity is technical guidance through training in developing video-based learning media for the flipped learning model (Oya et al., 2023). Implementing video-based learning media development training (learning videos and video recording assignments) for the flipped learning model for teachers of SMAN 2 Madapangga can be designed by presenting three presenters and one keynote speaker to enrich participants' experience. The opening of the training session will be given by a keynote speaker who has expertise in the use of technology in education and teaching innovation. The keynote speaker will provide inspiring insights into the importance of video-based learning media development and the implementation of the Flipped Learning model in the context of modern education.

The stages of implementation of this training are as follows:

Intensive Training Session

The first presenter will cover the basics of video-based teaching, introduce key concepts, and provide an in-depth understanding of technology mastery related to video creation and effective material presentation strategies. Hands-on practice will include video-making demos to provide participants with practical insights. They will also be given guidance on integrating videotaped assignments into the curriculum, providing participants with valuable insights to apply the concepts in everyday teaching contexts. This session will also cover the application of the flipped learning model in teaching in detail, including the concepts and strategies of flipped teaching. Participants will be invited to design and plan their teaching with this approach, ensuring in-depth understanding.

Demonstration on the Use of Tools and Software

The second presenter will lead this session, demonstrating using fundamental tools such as Canva, Microsoft PowerPoint, and Kindmaster to create learning videos. Participants will get a step-by-step guide to maximize these features. In addition, the presenters will introduce effective platforms for implementing the flipped learning model. It includes demonstrations of using the platforms and how to integrate them into daily teaching.

Personalized Mentoring and Guidance

The fifth presenter will lead a group discussion session to guide participants in designing their teaching projects. The discussion will focus on applying the concepts learned in their teaching contexts. The presenters will also discuss classroom management concepts in video-based learning, presenting effective strategies and techniques to maintain student engagement and overcome potential obstacles. The session will also cover practical assessment skills to ensure quality learning and then provide in-depth feedback on the teaching projects developed by participants. Constructive corrections and suggestions will be provided to help participants refine and develop their teaching approaches.

RESULTS AND DISCUSSION

Training Implementation

After an intensive training session covering the theory and practice of video-making, participants successfully understood the essential steps in creating video-based learning materials. The hands-on practice provided a hands-on experience that allowed participants to apply the concepts learned, ensuring they could actively implement video creation in their teaching context. Research has shown that hands-on experiences, such as simulation learning experiences, can significantly improve students' perceived ability to apply practical skills (Mori et al., 2015).

Demonstrations using essential tools and software such as Canva, Microsoft PowerPoint, and Kindmaster provide a practical understanding of optimizing these technologies. Participants could creatively apply these features in developing learning videos, enhancing their expertise using modern tools to support learning.

Personalized mentoring and guidance after the intensive training sessions help participants overcome the challenges and difficulties in applying video creation concepts. Video learning project discussions with mentors provide direction and targeted feedback, ensuring participants can effectively implement the skills they have acquired in their school context.

Collecting feedback from participants provided valuable insights into the effectiveness of the training. This information can be used to make adjustments and improvements in future training content, thus ensuring that the training remains relevant and can positively support teachers of SMAN 2 Madapangga in the development of video-based teaching skills. Overall, the results of her

service delivery reflected an increased understanding, skills, and application of video-based learning concepts among participants.

Evaluation

After observing the learning video projects created by the participants, it was found that most of the participants have successfully integrated video-making concepts into their learning materials. The clarity of information in the video, creativity in the delivery of the material, and technical ability in using tools and software reached a satisfactory level. Some participants demonstrated a deep understanding of using visual and auditive elements to enhance the appeal of learning videos.

The learning media produced by the participants received positive responses from students who used it. Evaluation of the effectiveness of this media shows that visualization of learning concepts through videos improves students' understanding. The visual appeal and clarity of information delivery in the learning media successfully motivated students to engage more actively in the learning process. Although some areas could be improved, this learning media is considered successful in achieving its objectives.

The training had several strengths, particularly in the thorough, intensive training sessions and the personalized mentoring that provided meaningful support to participants. The training materials were considered relevant and applicable in the teaching context. However, as a potential improvement, some participants desired more direct feedback and concrete examples of using the tools and software. Therefore, future training may focus on specific case studies and applicable examples.

With a deeper understanding of the participants' achievements, the effectiveness of the learning media, and the identification of the strengths and potential improvements of the training, the following steps will be geared towards enhancing the training program to have a more significant impact in supporting the development of video-based teaching skills for teachers of SMAN 2 Madapangga.

Dissemination of Results

The training results will be disseminated through a presentation at an education forum. Participants will be invited to share their learning experiences and video projects in a local or regional education forum event. It will involve presenting participants' learning outcomes, improved skills, and the positive impact of video-based learning media in teaching contexts. Thus, the broader education community can access the training's information and benefits.

The training materials and the resulting learning videos will be distributed to all teachers at SMAN 2 Madapangga. This distribution aims to enable each teacher to utilize and adopt video-based learning concepts in their teaching activities. This process ensures that the benefits of the training are not limited to the direct participants but can touch the entire learning environment in the school.

The training results will be publicized through various media, such as articles or training reports, to inform the education community and stakeholders. The publication will cover the successes and challenges during the training, as well as highlight the participants' contributions and the positive impacts that have been made. These publications can be published online or in print, allowing the information to be more easily accessed by the broader education community, education partners, and other relevant institutions.

With this dissemination strategy, the training results are expected to have a more comprehensive and sustainable impact, creating an innovative and supportive learning environment at SMAN 2 Madapangga and in the surrounding educational environment.

CONCLUSIONS

In summarizing the training results, participants successfully understood and implemented the concepts of video-based learning well. The learning video projects reflect creativity, clarity, and effectiveness in delivering learning materials. Evaluation of participants' learning outcomes showed an improved understanding and application of video-making concepts. The learning media produced also proved effective in increasing student participation and understanding.

The implication of this training is the improvement of video-based teaching skills among teachers of SMAN 2 Madapangga. Recommendations for further development include:

1. Conduct further training to explore advanced concepts in video-based learning.
2. Encourage collaboration among teachers to exchange experiences and teaching strategies.
3. Conduct regular evaluations of the use of learning media to adjust to the changing needs of students.
4. Explore the potential application of additional technologies to enrich the learning experience further.

By combining an in-depth understanding of the training outcomes and recommendations for further development, the program will provide momentary benefits and a strong foundation for continued growth in innovative teaching approaches at SMAN 2 Madapangga.

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