THE NEED TO DEVELOP LEARNING VIDEOS TO SUPPORT INDONESIA’S 2013 CURRICULUM-BASED VOCATIONAL OFFICE ADMINISTRATION SUBJECTS

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ABSTRACT

Teachers are expected to improve their professionalism by developing learning media that are able to facilitate students in learning according to their own abilities and in improving their competency. This research aims to describe the use of learning videos in teaching Office Administration subjects, especially mail competency and archiving. Direct interviews, observations, and a survey questionnaire provided data on the use of learning videos. The result showed that 1) learning videos are under-utilized as sources in learning the archiving process: textbooks and lectures are the most common forms today, and 2) learning video should be developed to learn about archiving and out basic mail competency.

Keywords: learning video, archiving, vocational school, 2013 curriculum

INTRODUCTION

The development of science and technology is very influential in the world of education. The influence is seen from the means and learning media that are implemented directly in the teaching and learning process in schools. This makes the motivation and enthusiasm of the teacher as a professional educator to continue to innovate and stimulate creating learning media that is used as a tool so that it can facilitate students' understanding of the material presented, both theory and practice. In addition to facilitating student learning media understanding, it can also increase motivation and enthusiasm for activeness in the learning process.

The 2013 curriculum aimed to prepare Indonesian people to have the ability to live as faithful, productive, creative, innovative, and affective persons and citizens who could contribute to society, the state, the nation, and the world civilization (Permendikbud No.70 of 2013). Permendikbud No.70 of 2013, published by the National Education Standards Agency, (Badan Standar Nasional Pendidikan or BSNP), changed in the structure of Vocational School (Sekolah Menengah Kejuruan or SMK) curricula. The terms normative, adaptive, and productive subject group are now removed. The general structure of SMK/MAK is now as same as that of Senior High School/Islamic Senior High School (Indonesian: SMA/MA), consisting of three subject groups: A, B, and C.

In the learning process, educators do not implement instructional media as visual aids in classroom learning activities, so that the effectiveness of students in learning is affected, thus giving rise to student learning outcomes that are low and not optimal. The implementation of the 2013 curriculum is expected to increase student competency through a scientific approach. In the Discussion of Subject Teachers (Indonesian: Musyawarah Guru Mata Pelajaran or MGMP), especially the Office Administration subjects in the Solo Raya region in the MGMP Public Schools have implemented the 2013
curriculum since 2014; however 2013 curriculum-based learning media are still not available in the field.

Teachers are expected to improve their professionalism by developing learning media themselves, to facilitate students in learning independently, so that the students can learn according to their ability and can master the subject. Several studies of government policies to fulfill students’ right to get and to use digital media include Letchumanan, Malathi and Tarmizi (2010, p. 580); Karman (2016, p. 4); and Menin, et al. (2016, p.10).

Media is a component of communication; it serves as the message bearer from to communicator to receiver (Cristicos, 1996). Media is an intermediary in the communication process and can play many parts in the learning process. When the learning process is centered on the teacher, then learning media is used to support the delivery of learning material. Whereas when centered on students, students use technology and media to receive learning material. Some scholars think that technology and the use of media are intended primarily to provide additional support in the state of teacher-centered learning (Smaldino et al., 2009, p.7).

Learning media, according to Rusman et al., (2012, p. 60), is a stimulus in delivering a learning message. In the presence of learning media, a learning objective can be achieved more effectively. To improve users’ motivation and effectiveness, the video development should consider the subject’s characteristics and criteria (Cheppy 2007, p. 8-11). Competency includes knowledge, skills, and attitudes acquired in the learning process. Knowledge is understanding demonstrated by material mastery. Skill is proficiency (ability) that can be seen from practical material mastery. Attitude is the disposition while learning that can be assessed from observation of students. In particular, students’ competency in in-and out-mail basics and archiving has not yet been optimal.

Considering the problem background, this research is conducted as prior study on learning video development on in-and out-mail basic competency. The problem statements in this research are: 1) how are learning video used as sources in learning about the archiving process? and 2) what type of learning video should be developed to learn about archiving in in-and out-mail basic competency?

METHOD

This research employed a survey research design, using a descriptive method. This research took place in the Office Administration field of Vocational Schools in the Surakarta Ex-Residency area. Data was collected through the following techniques: in-depth interview with informants related to the Office Administration learning materials; passive observation of learning activities; and document analysis to analyze the teaching material documents and other supporting documents. A preliminary questionnaire was distributed to teachers and students to verify the survey. Later, the qualitative data was analyzed using an interactive model of analysis (Miles & Huberman, 1992, p. 20).

RESULT AND DISCUSSION

Considering the results of the of in-depth interviews concerning teachers’ knowledge of learning videos for the 2013 curriculum and our observations in the Vocational Schools in Surakarta Ex-Residence area, it was found that no or only a few learning videos are being used in the learning process. Thus, the learning process is still implemented by a lecture method without other learning media. This can reduce students’ interest in learning about the subject of archiving. Learning videos based on 2013 curriculum for the subject of archiving should be developed to improve students’ learning interest. In addition to lectures by teachers, students can learn archiving activities that can be used later in business apprenticeships following vocational school.
Figure 1 shows the proportion of different learning sources used by teachers in the subject of archiving. It shows that textbooks are still the major learning source. Internet is also used as a teaching material to complement the learning media used by teachers. Meanwhile, learning videos are used less optimally in Vocational Schools in Surakarta Ex-Residency. All of the respondent teachers stated that the material used is still abstract in nature and is not being absorbed by students. Considering this problem, appropriate learning videos are needed. A learning video on the subject of archiving can present visual objects, show the working process and demonstrate the in- and out-mail archiving system. For that reason, the students should be invited to utilize all of their senses and teachers should attempt to give stimulus that can be processed using many senses (Hariyanti, 2013). The more the senses used to receive and process information, the more is the information understood and retained in the memory (Arsyad, 2011).

Learning media is anything that can be used to channel the message from sender to receiver thereby stimulating the students’ mind, feeling, attention, and interest as well as willingness in such a way that the learning process occur in the attempt of achieving the learning objective effectively (Sukiman, 2012). It is in line with Santoso (2014) stating that media serves as an intermediary to confirm the learning material desirable to teachers to make their learning more attractive and not monotonous. Meanwhile, learning media, according to Rusman, et al., (2012, p. 60), is a stimulus aid serving to deliver learning message. In the presence of learning media, the learning objective will be achieved more effectively because learning media is an attempt of helping deliver teaching material from teachers to students.

Simulation videos are a way to present audiovisual media. Video is an audiovisual learning material that can be used to deliver learning messages and materials. According to Cheppy (2007), learning videos present audio and visual messages, including concepts, principles, procedures, theories, and knowledge application to help understand material. Many teachers use video to introduce a topic, to present content, to provide correction, or to improve enrichment. Learning videos are audio/visual aids that are usually stored in soft-file form.

Technology development leads to changes in learning media forms into electronic-based learning media (Pribadi, 2004, p. 52; Niken & Dany, 2010, p. 90). Learning media development in science and technology is conducted by providing attractive displays and varying topics to facilitate the application of a curriculum.

The 2013 curriculum-based learning videos could present the learning objectives concretely and the learning message realistically, in order to increase the learning experience. Videos can promote psychomotor learning, can reduce learning saturation when combined with lectures and discussion, and can increase students’ memory-retention. In addition videos are portable and easily distributable to students. Learning videos can also give students an unexpected experience during the learning process (Indriana, 2011, p. 47). Because the subject matter in the office administration productive specialty in Vocational School (SMK), emphasizes a scientific approach, video media play an even more important role in the learning process.
CONCLUSIONS

The process of fulfilling the competencies needed in the world of work / industry and increasing the breadth of students' insights, the 2013 curriculum-based video learning media is very precisely implemented in learning activities. Structured learning can make learning active, innovative, creative, effective, and fun (Indonesian: pembelajaran aktif, inovatif, kreatif, efektif, dan menyenangkan, or PAIKEM). Learning media in the form of instructional videos follow the era of existing technological developments, so that it is expected and targeted to help educators deliver teaching materials and make learning activities run in accordance with the objectives expected to create quality and optimal learning. With the existence of quality and optimal learning, the learning outcomes of students can be achieved in full as expected.

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References


