Video-Based Socialization Group Activity Therapy for Blended Learning; the Validity of Learning Media

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Abstract

The digital era and during the COVID-19 period, practicum activities are very constrained because they do not have supporting learning media. To support an effective learning process, one of them can be done using blended learning. The purpose of this research is to create a video-based learning media as a mental nursing practicum guide related to socialization group activity therapy and find out the results of expert validity tests related to video-based learning. this research is a descriptive study to test the validity of video-based learning media through a procedural development model. The validity test was carried out on material and media experts using a product development assessment instrument in the form of learning video learning media. The components of format, content, and language were declared valid by nine material experts and were declared to be highly qualified with an average score of 3.3. five components (simplicity, cohesiveness, balance, shape, and color) were declared valid and one component (emphasis) was declared quite valid by two media experts with an average score of 3.25 and highly qualified for use. Video-based socialization group activity therapy learning media is declared valid and very feasible to be used as blended learning.

I. Introduction

Learning media in the world of education is very important in a learning process, media is needed in the teaching and learning process where later the media will function to clarify or make it easier for students to understand the content of learning materials. There are many media used in the learning process for example like graphic media, audio, still projection media. The choice of media will determine the success or failure of a teaching and learning process in the classroom, because students have their respective weaknesses and shortcomings in studying and understanding a learning material, the media are grouped into two types, namely finished media and design media. Group activity therapy is one of the modalities of therapy for patients with mental disorders which is given when the patient is being treated in a mental hospital (Rosyad, 2020;Keliat & Pawirowiyono, 2014). One of the competency targets for nursing profession students is to be able to do modeling therapy (AIPNI, 2016). Therefore yet, only practicum in laboratories connected to TAK has been used to meet student learning objectives, so students are not yet ready to practice in the field. One of the causes for this is the traditional learning approach. Practicum activities are severely limited in this digital age and during the COVID-19 period due to a lack of accompanying learning resources. One of these may be done utilizing blended learning to assist an effective learning experience.

Blended learning is an ease of learning that combines various modes of delivery, teaching models, and learning styles, introducing a variety of media options for dialogue between the facilitator and the person being taught. Blended learning is also a combination of face-to-face teaching and online teaching, but more than that as an element of social interaction. The benefit of using e-learning as well as blended learning in today's world of education is that e-learning provides flexibility in choosing the time and place to access lessons. students do not need to travel to the place where the lesson is delivered, e-learning can be done from anywhere, whether they have access to the Internet or not. E-learning provides an opportunity for students to independently control the success of learning. Learners are free to decide when to start, when to finish, and which part of a module they want to study first. If, after repeated, there are still things that he does not understand, the learner can contact the instructor, resource persons via email, chat or participate in interactive dialogues at certain times. Blended Learning is learning that combines face-to-face and online. This learning has the advantage of increasing motivation and achievement (Al Aslamiyah, Setyosari, & Praherdhiono, 2019; Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018; Syarif, 2013; Wright, 2017; Zainuddin & Keumala, 2018). Blended learners are highly beneficial in lowering and avoiding the virus in the digital age and with Coronavirus illness (COVID-19). Aside from that, all students can participate in blended learning anywhere and whenever they choose. Distance learning has also been used to carry out bleaded learning on numerous campuses in Indonesia. The rising growth of learning media necessitates the ability of teaching staff and institutions to plan and enable it.

Nursing Practicum must be repeated in order to improve student comprehension. In reality, however, this repetition happens solely during sessions in the nursing laboratory. It is still confined to face-to-face encounters in the age of the COVID-19 epidemic, resulting in students being unable to complete practicum independently in the laboratory. As a result, learning media is required to assist students. Students have acquired the Psychiatric Nursing Practicum Module II on group activity treatment techniques for patients with mental illnesses. However, this is insufficient, especially during a pandemic, and further innovations are required to meet student competency requirements. The video tutorials are the source of the innovation. There is a contrast between learning from books and learning through video courses (Cooper, Higgins, & Beckmann, 2017; van der Meij, van der Meij, Voerman, & Duipmans, 2018). Video tutorials are more interesting than learning with books. Video learning media is an important e-learning component (Syahmaidi, 2015). With e-learning students can get material independently and apply it in the field or in practicum independently in the laboratory without being accompanied by a lecturer (Cooper et al., 2017; van der Meij & van der Meij, 2016; van der Meij et al., 2018; Wright, 2017). Validity is a standard or basic measure that shows appropriateness, usefulness and validity that leads to the accuracy of the interpretation of an evaluation procedure in accordance with the measurement objectives. So it is necessary to design a learning video as a guide for group activity therapy procedures. The purpose of this study was to create a video-based learning media as a guide for mental nursing practicum related to socialization group activity therapy and to find out the results of expert validity tests related to video-based learning.

II. Research Method

2.1 Development Style and Procedure

The development model used is a procedural development model. The procedural development model is a descriptive model, showing the steps that must be followed to produce a product. The designer of learning media goes through 6 stages of activities, namely: analyzing student needs; formulate learning objectives; formulate the details of the material; develop evaluation instruments; writing media scripts; carry out tests/evaluations. The expert validation stage is carried out on media scripts/prototypes that have been compiled, namely before field trials (Asyhar, 2011). The data obtained describes the level of validity of the feasibility group activity therapy video as a learning resource. Suggestions, inputs, and criticisms obtained are used as a basis for consideration in further improvement of animated videos. At the validation stage is completed, then the media that has been tested is then improved based on suggestions, criticisms, and inputs that have been presented by media experts and material experts.

2.2 Data Collection Instruments

In obtaining expert validation data, an open questionnaire was used. This instrument is intended to assess development products in the form of learning video learning media (Yamasari, 2010).

III. Results and Discussion

3.1 Characteristics of Experts

Table 1. Characteristics of experts n (11)

Characteristics	n	%
Gender		
Man	6	54.5
Woman	5	45.5
Total	11	100
Characteristics	n	%
Education		
S1	1	9.1
Profession	4	36.3
S2	3	27.3
Psychiatrist	3	27.3
Total	11	100

3.2 Expert Validation

Table 2. material expert validation n (9)

Variable	Aspect	Ki	Ai	Percentage eligibility
Use of learning video Format	Format	3.39		88.13%
	Contents	3.38	3.3	87,94%
	Language	3.13		82.68%

From table 2, we can see that all components were declared valid by nine meter experts and were stated to be highly qualified.

Table 3. media expert validation n (2)

Variable	Aspect	Ki	Ai	Percentage eligibility
Use of learning videos	Simplicity	3.75		95%
	Cohesiveness	3		80 %
	Emphasis	2	3.25	80 %
	Balance	3.5		90 %
	Shape	3.75		95 %
	Color	3.5		90 %

From table 3 we can see that five components (simplicity, cohesiveness, balance, shape, and color) are declared valid and one component (emphasis) is declared quite valid by two media experts with the average value declared valid and very qualified to be used.

3.3 Discussion

Validity is a standard or fundamental measure that demonstrates appropriateness, usefulness, and validity, which leads to the correctness of an assessment procedure's interpretation in line with the measuring objectives. The extent to which questions, tasks, or items in a test or instrument can represent the overall and proportionate behavior of the sample being examined is referred to as content validity. The degree of the test's capacity to measure, including the substance of the element to be assessed, is determined by content validity. The term "content validity" refers to the capacity to quantify learning ability, learning outcomes, or learning accomplishment. Validity is a concept that is concerned with how far the test items can measure what is really about to be measured in accordance with a specific concept or conceptual definition that has been set. Construct validity relates to events and objects that are abstract, but their symptoms can be observed and measured. Content validity is the basic capital of the questions being tested, because content validity will state the representativeness of the aspects measured in an assessment instrument. Content validity is often called curriculum validity, which means that a measuring instrument is considered valid if it is in accordance with the curriculum content to be measured. Content validity places more emphasis on the validity of the instrument, which is structured in a way that is linked to the domain to be measured. Content validity is validation that is carried out through testing the feasibility or relevance of the test content to competent (students) This type of validity is subjective to the assessor (teacher). Therefore, the extent to which teacher assessment agreements can support the measurement objectives of a validly functioning instrument One way to obtain content validity is to look at the questions that make up the test. If the entire item appears to measure what the test is supposed to use, there is no doubt that content validity has been met. In the world of education, a test is said to have content if it measures according to certain domains and specific objectives, which are the same as the content of the lesson and have been given in class. Mathematical problems are said to be valid if they only measure mathematical ability, not language skills. More specifically, there are two types of content validity, namely face validity and logical validity. Face validity is evidence of validity, which, although important, has the lowest significance. This is because the assessment is based on the format of the test instrument and the suitability of the context for the purpose of measuring the test instrument. If the appearance of the test has been convincing and gives the impression of being able to reveal what the goal is, it can be said that the validity of the appearance has been fulfilled. So, it cannot be said to be valid if the goal is believed to be a collection. Logical validity is sometimes referred to as sampling

validity because this validity refers to the extent to which the question can represent the characteristics of the attribute to be measured. The most important characteristic of this validity is the relevance of the content to the behavioral indicators for the purpose of measurement. To obtain high logical validity, a test must be designed in such a way that it really only contains relevant items as part of the overall test.

Construct validity can be used to measure attitudes, self-concept, interest, control focus, leadership style, achievement motivation, and others, or maximum performance, such as with instruments to measure talent (aptitude tests), intelligence (intellectual intelligence), emotional intelligence, and others. Criterion validity or empirical validity (Criterion-Related Validity) is determined by criteria, either internal criteria or external criteria. The validity of the criteria is obtained through the results of test trials of respondents who are equivalent to the respondents who will be evaluated or studied. Criterion validity is a measure of validity that is determined by comparing test scores with certain performances on external or other measures. An example of the use of criterion validity is the intelligence test, which is correlated with the average academic score. Assuming a person's intelligence is high, then what will happen is that he will get good academic grades. Face validity is the type of validity with the lowest significance because it is only based on a cursory assessment of the content of the measuring instrument. If the contents of the measuring instrument are seen in accordance with what you want to measure, it can be said that the advance validity has been met. Advance validity is also known as low validity or content validity (Creswell, 2016;Sugiono, 2016).

The validity of this media was measured by eleven experts consisting of nine material experts and two media experts. The level of education of the experts is S1, profession, S2, and specialist. The assessment of three validators consisting of two expert validators and one practitioner validator covers aspects, namely format, content, language, simplicity, coherence, balance, shape and color. Validity Criteria are 3 RTV 4 = valid, 2 RTV < 3 = quite valid, and 1 RTV < 2 = invalid (Firdaus & Asyhar, 2018; Yamasari, 2010). Content validity is determined through expert judgment. There is no mathematical formula to calculate and no way to show for sure. Experts closely observe all items in the validated test. Then they corrected the interpretation of the items that had been made and gave consideration to how the interpretation of the evaluation test described the scope of the content to be measured. The expert's consideration concerns whether all the aspects measured, have been covered through the interpretation of the question items in the test. Or in other words, a comparison is made between what should be included and what is to be measured which has been reflected in the purpose of the test.

The results of this analysis can be used to determine the validity because the eleven validators are competent people. Revision of multimedia-based learning media is carried out until a valid media is obtained. According to Sahid (2012), Everything that can be utilized to channel messages (learning materials) so that they can excite students' attention, interests, ideas, and feelings in learning activities to achieve learning goals is referred to as learning media. Because learning media is an intrinsic component of the learning system, it cannot be isolated from the learning process. E-learning allows students to freely regulate the success of their learning. Learners have complete control over when they begin, when they finish, and which parts of a module they study first. The teaching and learning process cannot take place without the use of learning material (Sahid, 2012).

Nine material experts evaluated the format, content, and language components to be genuine and well competent, with an average score of 3.3. Five components (simplicity, coherence, balance, form, and color) were certified legitimate, while one component (emphasis) was deemed fairly valid and extremely acceptable for usage by two media

experts with an average score of 3.25. The TAK socialization learning medium was certified legitimate and extremely viable to use based on the findings of the eleven material and media specialists. This judgment is consistent with the findings of numerous previous research, which state that if the average value of the validation results is three, the media employed is considered legitimate (Firdaus & Asyhar, 2018; Yamasari, 2010 ;Sahid, 2012).

IV. Conclusion

Learning media for video-based socialization group activity therapy is declared valid and very feasible to be used as blended learning. Researchers suggest conducting further research related to the use of this learning media.

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