Video Development of Learning to Write Short Text for Class Xi Students of Tahfizd Asy Syadzili Pakis Malang

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Abstract

Research on the development of learning videos on short story writing material for class XI SMA Tahfizd Asy Syadzili Pakis Malang, researchers used six data collection instruments, and data collection techniques with interviews and distributing questionnaires to students. The results obtained based on teacher interview assessments were 3.67%. And categorized as good and very worthy without comments from experts. Based on the student needs analysis table data, the average score of all aspects is 3.67% or good category. It can be concluded from the data that there is a need for students to get answers according to what is expected and the needs of students. So it can be said that this short story learning video is said to be very feasible to be applied in schools.

I. Introduction

Tahfizd Asy Syadzili High School is a boarding school or so-called overnight school, based on a pesantren. Based on a preliminary study conducted by researchers in class XI SMA Tahfizd Asy Syadzilri Pakis Malang, there was a problem regarding the limited time which lasted 30 minutes for one hour of subjects. The time allocation for Indonesian language lessons in class XI is; (30' x 2jp), besides that, there are also limited learning materials such as learning books. For student handbooks at SMA Tahfizd Asy Syadzilri Pakis Malang, only one package book entitled Smart Indonesian Language for SMA/MA class XI publishers Erlangga Curriculum 2013 revised edition provided independently by the institution, and the book is only used when learning activities take place in class. , not loaned to students. Development is a systematic and continuous effort made to realize something that is aspired. Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired. In addition, development is also very dependent on the availability of natural resource wealth. The availability of natural resources is one of the keys to economic growth in an area. (Shah, M. et al. 2020)

In the development activity on short story writing material at Tahfizd Asy Syadzili Pakis High School Malang, it was found that many students were less interested in learning to write short stories. The thing that causes students to be less interested in learning to write is because so far the delivery of material is still using conventional methods, short anthology books are not yet available, because at their school there is no library, and their study time at school is very short. These things make students less interested in learning activities in general and in particular learning Indonesian on the topic of writing short stories. Therefore, extra creative teachers are needed. Teachers who want to use and develop existing facilities to suit the needs of students.

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Short stories, as the name implies, short stories (short stories) are stories that according to their physical structure or form are short. Witha story read in ten minutes or half an hour. The number of words is around 500-5000 words. Therefore, short stories are often expressed as stories that can be read in one sitting (Kosasih, 2013: 96).

Short stories according to the KBBI are short stories that contain stories of no more than 10,000 words. In general, stories in short stories can give a dominant impression and concentrate on the problems of one character. According to him there is no story up to 100 pages. Meanwhile, according to (Sayuti, 2008) that short stories show qualities that are compression (compacting), consentration (concentration), and intensity (deepening) all related to the length of the story, the structural quality implied by the length of the story.

Based on the understanding of writing and the definition of short stories above, it can be concluded that writing short stories is a process of expressing ideas/ideas about an essay in the form of a short story that shows the qualities that are compression, consentration, and intensity related to the length of the story, and the structural qualities implied. by the length of the story.

On this basis, the development of media, especially video media, needs to be carried out in order to adjust to the situation of students, who in fact are Tahfizd Asy Syadzili High School students as a whole, where they have limited time to study at school. This is due to the dense activities in Islamic boarding schools. In addition, learning facilities in their schools are still very limited, this is because their schools are still under infrastructure development.

Video media has a function as a learning medium, namely the attention function, affective function, cognitive function and compensatory function (Arsyad, 2014). Attention function, namely video media can attract attention and direct the audience's concentration on video material. The affective function is that video media is able to arouse the emotions and attitudes of the audience. Cognitive function can accelerate the achievement of learning objectives to understand and remember messages or information contained in images or symbols. While the compensatory function is to provide context to the audience whose ability is weak in organizing and recalling the information that has been obtained. Thus, the use of learning videos in learning activities in the classroom is considered very good. Especially if the video is really able to stimulate the competencies contained in each individual student so that it can improve the quality or quality of the student.

The limitation of the development of this learning video is that it is only limited to high school/MA class XI students and is also limited to the material for writing short stories, and focuses on the steps/techniques of writing short stories. Learning videos are only validated by expert lecturers, Indonesian language teachers, and students as input. From the description above, the formulation of the problem is made, namely: How are the results of the analysis of the needs of learning videos on writing short stories for class XI students of SMA Tahfizd Asy Syadzili Pakis Malang on short story text material and the feasibility of the results of developing learning videos

II. Research Method

This type of development is the development with the development model used, namely the ADDIE model development theory (Analyzis, Design, Development, Implementation, Evaluation) Branch (2009), to develop or validate the products used in education and learning. This development developed a video product for learning to write short stories for class XI students of SMA Tahfizd Asy Syadzili Pakis Malang.

The product used in this development is a short story text writing learning video development product (ADDIE Model). Learning videos are expected to increase students' interest in learning, understanding short story writing material, and improving student learning outcomes, as well as creating independent students in learning activities. Development of ADDIE model learning video.
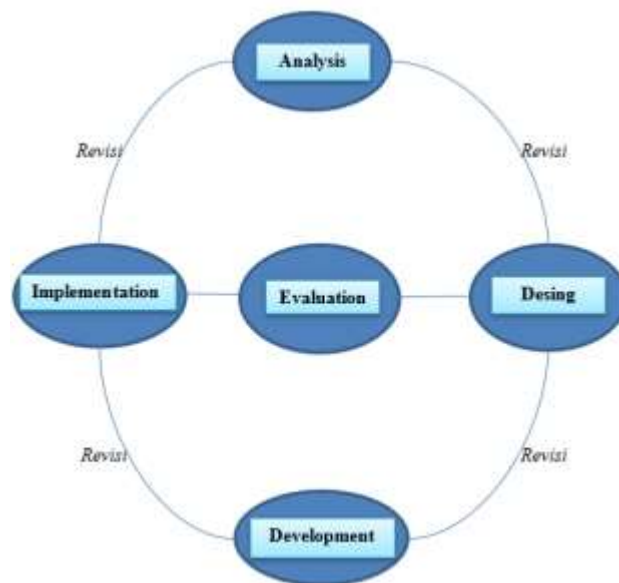

Figure1.Theory ADDIE Branch (2009)

Batubara (2021:277) in (Branch, 2009) developed an Instructional Design with the ADDIE model approach ((Analyzis, Design, Development, Implementation, Evaluation) with the following development steps.

2.1 Stage of Analysis
The first stage / analysis, which is the stage that underlies the other stages in the theory of the ADDIE model. At this stage the teacher must collect information related to the causes of student learning problems and the most appropriate type of media to support the student learning process.

2.2 Stage of Design
The design stage is the stage of writing ideas into formulations that describe the learning media in detail. The form of the media formulation varies, depending on what media you want to develop. For example, the formulation of video media design can be made in the form of scenario scripts, create concept maps, design flow charts (diagrams/flows) to provide clear directions for the product to be developed, access power, and level of user ability in using the media to be developed, Coal (2021: 178).

2.3 Development stage
The development stage includes the production stage of learning media and the stage of learning media development. At this stage, you must produce complete learning media. Furthermore, the development of learning media

2.4 Implementation Phase

This stage is the experimental stage of the video media that has been made on the subject and the learning environment. This trial phase can be carried out after the video media of the feasibility assessment process is complete.

2.5 Stage of Evaluation

The evaluation stage aims to analyze the user's response to the learning video media used and the effect of the video media. Both can be analyzed using qualitative data analysis and quantitative data analysis.

III. Result and Discussion

3.1 Population Policy During Turki Utsmani 1512-1566 M

In the research on the development of learning videos for writing short stories for class XI SMA Tahfizd Asy Syadzili Pakis Malang, researchers used six data collection instruments, and data collection techniques were conducted by interviewing and distributing questionnaires to students. The questionnaire/questionnaire instrument was distributed to 20 students of class XI SMA Tahfizd Asy Syadzili Pakis Malang and brought home. Questionnaires distributed to students to examine students' experiences in writing short stories and the benefits of video media.Through the provision of questionnaires and interviews, it is possible to obtain the state of knowledge and characteristics and needs of Tahfizd Asy Syadzili Pakis Malang High School students in Indonesian subjects about writing short stories.A similar instrument has also been applied in a previous study "Analysis of the Use of Interactive Audio Visual Media to Improve Short Story Text Learning" 2021. Naili Rohmawati, Fetro Mohammad, Haryadi Haryadi, Debby Luriawati M This research is motivated by the number of students who have not achieved the criteria for completeness in short story learning at school.

Based on the results of interviews with two Indonesian teachers at SMA Tahfizd Asy Syadzili Pakis Malang, Mrs. Ning Farida, S, Pd and Mrs. Erna, S.Pd. So it can be seen the needs of teachers related to learning Indonesian which has been carried out at SMA Tahfizd Asy Syadzili Pakis Malang. Giving questionnaires to students who took home. The questionnaire given is closed or taken home by students so that they are free to write down what they experienced or expected. Interviews on the part of the teacher were used to collect data on students and Indonesian language learning specifically for the topic of short story writing, also functioned as validation (triangulation) of the answers to the questionnaire, Wahyuni (2014).

Based on data from all aspects, the lowest score found in the ease of short story material is 3.67 or 64% or in the "good" category. The aspect that has the highest average in the table above is the actuality and suitability of the material in the video, an average of 4.67 or 84% in the very good category.

From the table above, it can be seen that students are able to master the material about short stories and the elements and rules that follow it. However, in practice, students' interest in writing short stories is still low before getting a learning video. It can be concluded that the expert lecturers said it was very good.

The assessment of the material/content lessons in this study, namely the development of learning videos for writing short stories in Class XI SAM Tahfidz Asy Syadzili Pakis Malang Students was presented on (5, March 2022). This assessment was carried out by Mr. Dr. Akhmad Tabarani, M.Pd lecturer in Indonesian Language and Literature Education at the Islamic University of Malang, Postgraduate.

From the results of the media expert test, it can be seen that students are able to master the material about short stories and the elements and rules that follow it. However, in the formulation of the question there are still values that are not quite right to say low. before getting the learning video. It can be concluded from expert lecturers that it is very good. In the assessment of the above questions regarding the media. Based on the data above regarding the average score of all aspects is. 3.41 or 61.38% with very good category. The average aspect that is carried out is that students need interesting, fun and updated learning media such as learning videos so that they can adapt to the latest curriculum and the needs that are required to be able to learn independently. So the score is considered "very good".

Based on the data above, it can be seen that the average score obtained by students is able to accept it easily due to learning to write short stories with learning video media. Because these students feel really need if the learning media is easy or exists in the lives of the students themselves. It can be concluded that students are able to accept writing short stories easily mastering the material because it is interesting and fun, and up-to-date so that the average score can be said to be the needs of students to write short stories using learning media that are in accordance with the needs / desires of students. Based on the assessment of learning design experts, the percentage results of 3.67% are presented. The percentage was obtained from 11 statements, 7 items stated very well, and 4 items stated quite well. The figure of 3.67% is categorized as very good and very decent without comments from experts. This assessment was carried out by Mr. Dr. Akhmad Tabarani, M.Pd lecturer in Indonesian Language and Literature Education at the Islamic University of Malang, Postgraduate. The following is an attachment to the assessment table:

The assessment of the subject matter in this study was the development of learning videos for writing short stories in Class XI SAM Tahfidz Asy Syadzili Pakis Malang students presented on (5, March 2022). This assessment was carried out by Mr. Dr. Akhmad Tabarani, M.Pd lecturer in Indonesian Language and Literature Education at the Islamic University of Malang, Postgraduate.

The data obtained from the item analysis validator consists of 11, knowing the learning design experts in the form of a questionnaire used for the chest linkerd scale assessment 1-4 quantitative data, namely the validator sheet for analyzing student needs and characteristics. Akhmad Tabrani, M.Pd. as a lecturer in Indonesian Language and Literature Education, at the Islamic University of Malang, (Unisma).

The results of the language aspect expert test revealed that the average score of all aspects was 3.67% or a good category with the "good" category. The aspect that has the highest average in the table above, namely the questions/statements according to the test given is 4.67 or very good category, while the aspect that has the lowest average score is 3.50 or is in the "good" category.

It can be seen based on the data above that students are able to master the material about short stories and the elements and rules that follow it. However, in the formulation of the statement there is still a value that is not quite right, it is said to be low. Before getting the learning video. Can sim. Based on the teacher interview assessment, the percentage results were presented at 3.67%. The percentage was obtained from 8 statements, 5 items stated very well, and 3 items stated quite well. The figure of 3.67% is categorized as good and very feasible without comments from experts.

Based on the student needs analysis table data, the average score of all aspects is 3.67% or a good category with the "good" category. The aspect that has the highest average in the table above, namely the questions/statements according to the test given is

3.50 or good category, while the aspect that has the lowest average score is 3.50 or is in the "very good" category.

That students are able to master the material about short stories and the elements and rules that follow it. However, in the formulation of the question there is still a value that is not appropriate to say low. before getting the learning video. It can be concluded that expert lecturers say "very good." Thus, the Development of Learning Videos for Writing Short Stories for Class XI Students of SAM Tahfidz Asy Syadzili Pakis Malang. Very suitable for use in learning.

Table 1. Trial of Short Story Writing Learning Videos from 3 Aspects

No	Assessment Aspect	Average Score	Category
1	**Presentation**	3.67	Well
2	**Content/Material;**		
	1) Eligibility Contents	4.39	Very good
	2) The main points are clearly formulated		
	3) Answering questions/statements	3.67	Very Well
	4) Communicative sentence formulation		
	5) The formulation of the sentence does not cause double interpretation	3.67	Very good
	6) The statement formulation does not contain words that can offend students' feelings	3.67	Very good
		4.67	Very good
		3.67	Very good
		3.50	Well
3	**Language**	4.67	Very good

The results of the analysis of the characteristics and needs of students show that there are needs and characteristics of students regarding learning to write short stories using learning videos. This analysis is contained in the results of the assessment given by the validator in measuring student needs, on 8 items that have been offered to the validator to students. it can be seen that the average score obtained by students is able to easily accept learning to write short stories with learning material in the video, because sources from outside the learning text are more numerous and easy to accept well and when checked again on the internet there is a match.

After finding an analysis of student needs and conducting an analysis, determine student identification, student learning motivation in getting an assessment of student interest in writing short stories with learning video media. So the following is about what is assessed.

IV. Conclusion

It can be concluded that students are able to easily master understanding and understanding according to their abilities. Class XI students of SMA Tahfizd Asy Syadzili Pakis Malang is a pesantren-based school or known as a boarding school, they only have 30x2JP time for each general subject. The material in this learning video is designed according to the needs and character of the students, and the teacher is only a facilitator. The learning materials produced are through research instruments that have been validated by experts. SMA Tahfizd Asy Syadzili Pakis Malang is a relatively new school, so the facilities and infrastructure are still in the procurement stage, this is one of the researchers' backgrounds to offer a solution to solving one of the problems at the school by holding it on learning video media. The resulting product is a video media for learning to write short stories. This learning video was developed as an alternative source of student learning to help them understand writing short stories and is one of the solutions to solving problems at SMA Tahfizd Asy Syadzili Pakis Malang.

Feasibility Conclusion Learning video products have been tested for feasibility by a team of experts and students, product trials are based on six aspects, namely, needs analysis and student characteristics, teacher and student interview guidelines, content/material aspects, language aspects, media aspects and learning design aspects . The results of the trial of learning video media products can be described as follows. In the development of learning videos to write short stories, questionnaires. That the average score obtained from expert lecturers is 3.67 in the "good" category, while the average score obtained from lecturers is 3.50 from a congregation of 19 children giving an assessment of this aspect of 4.00% with "very good" category. of the three values, obtained scores of 4.16 with a presentation of 84.00% thus, the development of a video learning text writing short stories on the lattice aspect is stated to be very feasible. It can be concluded that the results of the data show that there is a need for students. Get answers according to what is expected and the needs of students. So it can be said that this short story learning video is said to be very feasible to be applied in the high school.

Suggestions for using video products for learning to write short stories are as follows:

(1) Teachers can use learning videos to write short stories as a reference in short story writing learning, (2) students can use learning videos to write short stories wherever they are and at any time, (3) students are expected to do the exercises in the learning videos and students are expected to be willing to improve their literacy related to their learning material, so as to increase knowledge about the material being studied. This learning video was developed and researched to the product feasibility stage so that its effectiveness still needs to be tested. This is so that it can be empirically proven its effectiveness in classroom learning. In addition, the short story writing learning video that was developed only met the need for one of the basic skills or competencies, namely short story text. Therefore, it is still expected to continue the completeness of the next research so that it is more complex.

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