



## Improve Teacher Community Knowledge on Creating Instructional Video as Media Center based on Social-Network in SMPN 20 Jakarta

Rifiana Arief, Widyo Nugroho, Erlina

Universitas Gunadarma

Email: rifiana@staff.gunadarma.ac.id

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**Abstract:** Online learning requires a media that can maximize the delivery of material and students can understand independently. Teachers should improve their ability to create a good instructional video as Media Center for Active, Innovative, Creative, Fun, Joyful and Meaningful Learning based on Social-Network which is worthy accessed online and deserves copyright acknowledgment. The method to improve teacher ability to produce videos that are suitable being uploaded online and manage the copyright registration process using Participatory Learning and Action Approach for Teacher Community of SMPN 20 Jakarta. The steps are pre-implementation, implementation (through assistance for teachers, school administrators and schools) and evaluation. As a result, participants succeed in creating instructional video with various topics which can be uploaded online through Youtube and receive copyright acknowledgment. Thereafter, school can manage independently and continue to enrich content of school's YouTube channel and increase the number of copyright for teacher's video works.

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### Introduction

Online learning can use various media such as Google Classroom, Whatsapp, Email, Zoom, Moodle and others<sup>1</sup>. Other online media that can be used are websites, Youtube, Video.com, Webex, Google Forms, E-learning, Hangout, etc. There are three (3) for the most favorite media: WhatsApp Groups, Zoom and Google Classroom. WhatsApp Group is able to facilitate communication and quickly share learning information including Chat Group, photo, video, voice message, and document. Zoom also becomes favorite since it lets the users to see the material presentation and hear its explanation directly, hold discussions, and questions and answers are like face to face, and the users

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<sup>1</sup> Gunawan, Ni Made Yeni Suranti and Fathoroni. "Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period". Indonesian Journal of Teacher Education, Vol. 1 No.2 (June 2020):61-70. <https://journal.publication-center.com/index.php/ijte/article/view/95>.



can feel the presence of friends while learning. Google Classroom is effectively used to deliver additional material and assignments, as well as it is monitored in real time and intensely through WhatsApp group<sup>2</sup>.

Since the Covid-19 cases began to increase, the Indonesian government has implemented learning from home. The wisdom from this pandemic is that the learning method in Indonesia should truly start to implement online learning. The Ministry of Education and Culture provides a website [pditt.belajar.kemdikbud.go.id](http://pditt.belajar.kemdikbud.go.id) as a reference for students. In addition, the Ministry of Education and Culture with various service providers give free quota packages to ease students for the internet access on various learning platforms. The Ministry of Communications and Informatics is also expanding its network to make the internet easily accessible in remote areas. The education agency and school principal also help to find solutions for provision of adequate internet for students. Online education in the future can include unique material according to individual needs in order to increase students' enthusiasm and interest in receiving learning materials. In this case, teachers should be able to provide material that is complete, clear, systematic, interestingly presented & non-boring, can be studied repeatedly independently and easily accessed through online media<sup>3</sup>.

The effectiveness of integrated online learning in the era of education 4.0 requires right combination of teachers and technology to create an interactive learning<sup>4</sup>. The challenge in the preparation and implementation of online learning is that there are still numerous teachers who are not familiar with technology in educational field. Teachers are expected to be "Technological Literacy" in which teachers should have the ability to utilize the information technology to support the delivery of teaching materials for students in modern way by assisted-technology. Teachers also need to shape creativity in developing various learning models that are full of knowledge, uniqueness, and inspiration. The Ministry of Education and Culture (Kemendikbud) invites teachers, communities, and educational activists to collaborate through website *Guru Berbagi* (Teachers Sharing) about learning program designs, reading reference articles, sharing activities and learning online jointly by the community and fellow teachers aimed at other teachers to improve online learning skills<sup>5</sup>.

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<sup>2</sup> Putri Melania, Eka, "Pembelajaran Daring, Apakah Efektif Untuk Indonesia?", (May 24, 2020). <https://muda.kompas.id/baca/2020/04/06/pembelajaran-daring-apakah-efektif-untuk-indonesia>.

<sup>3</sup> Kemdikbud. "Laman Guru Berbagi, Dukungan Kemendikbud Tingkatkan Pemanfaatan Teknologi Pembelajaran". (April 1, 2020). <https://www.kemdikbud.go.id/main/blog/2020/04/laman-guru-berbagi-dukungan-kemdikbud-tingkatkan-pemanfaatan-teknologi-pembelajaran>.

<sup>4</sup> Oktavian, Risky and Riantina Fitra Aldya. "Efektivitas Pembelajaran Daring Terintegrasi di Era Pendidikan 4.0". Didaktis Jurnal Pendidikan dan Ilmu Pengetahuan. 20 No. 2 (June 2020):129-135. <http://journal.um-surabaya.ac.id/index.php/didaktis/article/view/4763/2824>.

<sup>5</sup> Kemdikbud. "Membangkitkan Semangat Belajar di Tengah Covid-19". (May 4, 2020). <https://www.kemdikbud.go.id/main/blog/2020/05/membangkitkan-semangat-belajar-di-tengah-covid19>.



A number of training programs to improve Indonesian teachers professionalism in exploring the use of information technology to create interactive learning media have been carried out, including Pelatihan Internet dan ELearning Sekolah<sup>6</sup>, Pelatihan Publikasi Materi Ajar Secara Online<sup>7</sup>, Pelatihan Pembuatan Media Pembelajaran Dengan Power Point<sup>8</sup>, Pelatihan Blog Sebagai Sarana Publikasi Guru<sup>9</sup>, Pelatihan HKI Karya Inovasi Guru dan Siswa<sup>10</sup>, Pelatihan Google Classroom<sup>11</sup>, Pelatihan Video Pembelajaran Dengan Camtasia Studio<sup>12</sup> and others. Currently, Ikatan Guru Indonesia frequently holds training for teachers online<sup>13</sup>. Kemdikbud also carries out ICT Competency Improvement program for teacher (PEMBATIK) which refers to the framework for improving the competence of Teachers with ICT competency standards by UNESCO consisting of 4 levels that are the level of literacy, implementation, creation, and sharing (4i leveling). This program applies to teachers of all levels from SD to SMA/SMK<sup>14</sup>.

Learning video is a form of learning media that has the advantage to describe concepts and discussions by combining audio and visual features, thus it can improve students' understanding of the material presented by the teacher. Actually, there are numerous learning videos in the community that are packaged in the form of CD accessed offline and learning video uploaded online, including blog and YouTube, but sometimes the content of the material is not matched our intention. The challenges are

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<sup>6</sup> Arief, Rifiana and Erlina. Usaha Peningkatan Profesionalisme Guru Melalui Pelatihan Internet dan ELearning Sekolah. Seminar Nasional Pendidikan Teknik Elektro (SNPTE) UNY Yogyakarta (September 22, 2012):139-150. <http://elektro.ft.uny.ac.id/sites/pendidikan-teknik-elektro.ft.uny.ac.id/files/SNPTE%202012.pdf>.

<sup>7</sup> Arief, Rifiana, Swelandiah Endah Pratiwi and Ary Bima Kurniawan. "Pengembangan Profesionalisme Guru Melalui Publikasi Materi Ajar Secara Online". Seminar Nasional Teknologi Informasi & Komunikasi Terapan 2013 (SEMANTIK 2013). 3 No 1. (November 16, 2013):472-477. <http://publikasi.dinus.ac.id/index.php/semantik/article/view/806%20diakses%2018>.

<sup>8</sup> Kanah Arieska, Permadina, Zainatul Mufarrikoh and Fajar Annas Susanto. "Pelatihan Pembuatan Media Pembelajaran Interaktif Dengan Microsoft Powerpoint Bagi Yayasan Ittaqu Surabaya". Community Development Journal, 1 No. 1 (June 2017):3-5. <http://elektro.ft.uny.ac.id/sites/pendidikan-teknik-elektro.ft.uny.ac.id/files/SNPTE%202012.pdf>.

<sup>9</sup> Maha Putra, Guntur, Novica Irawati and Adi Prijuna. "Pelatihan Blog Sebagai Sarana Publikasi Pembelajaran Guru Sma Negeri 2 Kisaran". JURDIMAS (Jurnal Pengabdian Kepada Masyarakat) Royal. 2 No.2 (July 2019):145-152. <https://jurnal.stmikroyal.ac.id/index.php/jurdimas/article/view/373>.

<sup>10</sup> Arifin, Zainul, Miftah Arifin and Purwo Adi Wibowo. "Pendampingan Hki Karya Inovasi Guru Dan Siswa Di Smk Lemuria Kudus". Journal Of Dedicators Community. 3 No.1 (January 2019):71-81. <https://ejournal.unisnu.ac.id/JDC/article/view/806>.

<sup>11</sup> Kurniawan, Bayu, Agus Purnomo and Idris. "Pelatihan Penggunaan Aplikasi Google Classroom Sebagai Upaya Peningkatan Pembelajaran Online". International Journal of Community Service Learning. Vol 4 No. 1 (February 2020): 1-9. <https://ejournal.undiksha.ac.id/index.php/IJCSL/article/view/22236>.

<sup>12</sup> Ariaji, Rizky., Nasirsah and Salih Angraini Siregar. "Pengembangan Video Pembelajaran Kimia SMA/MA Menggunakan Camtasia Studio 8". Eksakta Jurnal Penelitian dan Pembelajaran MIPA, 5 No.1 (February 2020):55-64. <http://jurnal.um-tapsel.ac.id/index.php/eksakta/article/view/1176>.

<sup>13</sup> Berita Republika. IGI Ajak Semua Guru Ikut Pelatihan Online. (May 20, 2020). <https://republika.co.id/berita/q9lg5r396/igi-ajak-semua-guru-ikut-pelatihan-emonlinee>.

<sup>14</sup> Artikel kemdikbud. "Apa itu Pematik". (May 20, 2020). [https://simpatik.belajar.kemdikbud.go.id//user/pematik\\_2020](https://simpatik.belajar.kemdikbud.go.id//user/pematik_2020).



that teachers need to improve their professionalism in developing the interesting teaching materials and completing the creative content packaged in the form of learning videos as well as to know how to protect the work from plagiarism. To support online learning, such videos need to be uploaded thus it can be accessed online. YouTube can also be used for learning media by watching videos of teacher's explanations through live streaming, it can be studied repeatedly and signal is not an obstacle, thus it is effective in motivating students to study. However, YouTube is also considered ineffective because sometimes students have difficulty to find content of learning material matching their intention because there are numerous video recommendations whose content turns out to be unrelated to the material being sought<sup>15</sup>.

The problem that occurs in the partners of SMPN 20 Jakarta is teachers are still limited in their knowledge of how to make learning videos, how to publish video online and how to register copyright for the work that has been made. The teachers must be motivated and willing to try to learn and actively participate to improve their knowledge to create and use instructional video as media center for active, innovative, creative, fun, joyful and meaningful learning based on social-network. The solution to this problem was resolved by the provision of assistance on creating the learning videos with the potential for intellectual property rights for junior high school teachers through grant funding of community service *Program Kemitraan Masyarakat* in 2020. After training had been provided by the speaker, intensive assistance was carried out with the aim to support and assist teachers in completing tasks given during the training, from the preparation of content (searching for references from internet media<sup>16</sup> and the creation of visual teaching media<sup>17</sup>, the creation of videos using PowerPoint, publication on YouTube and preparation of copyright registration files. The benefit from this assistance is the teachers are able to produce the output from the training. The output are the self-created learning videos uploaded to the school's YouTube channel to facilitate online learning for students, and teachers have the copyright of the resulted videos.

## Methods

In an effort to increase teacher professionalism in the use of ICT to support online learning by using videos produced by the teachers themselves and copyright

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<sup>15</sup> Ferdiana, Suci. "Persepsi Mahasiswa tentang Penggunaan Media Daring pada Program Studi S1 Ilmu Gizi Sekolah Tinggi Ilmu Kesehatan Surabaya selama Masa Pandemi Corona Virus Disease (COVID-19)". Indonesian Journal Of Science Learning. 1 No.1 (June 2020):5-12. <http://jurnalftk.uinsby.ac.id/index.php/IJSL/article/view/631>.

<sup>16</sup> Erlina. "Supermedia: Panduan Praktis Memanfaatkan Media Mengajar Dari Internet". Jakarta: Penerbit Erlangga. (2010).

<sup>17</sup> Erlina and Irma Murti. "Membuat Media Mengajar Visual". Jakarta: Penerbit Erlangga . (2013).



acknowledgment, The method used is to involve the teacher community directly through participatory learning and action approach to create instructional videos, publish video online and register copyright for the work that has been made. The steps are Pre-implementation, Implementation and Evaluation. The community service team from Gunadarma University assist the process participatory learning and action approach for teacher community in SMPN 20) which is located at Jalan Rantai Emas KPAD Bulak Rantai Kramat Jati Jakarta.

### ***Pre-implementation (Online Training)***

Training on Creation of Learning Video with the Potency of Intellectual Property Rights was provided to teachers of SMPN 20 Jakarta with a total of 30 people from various fields of study with the implementing team from Gunadarma University which was held through grant funding of community service *Program Kemitraan Masyarakat* in 2020. Due to the Covid-19 pandemic in the beginning of March 2020, training that was originally planned face-to-face at school, turned to be online. The online training took place on April 13-April 17, 2020. The training was carried out by providing 5 materials for 40 hours, including: searching for references of teaching materials using Google, creation of presentations for teaching materials using PowerPoint, creation of video scenario/script, creation of learning video, publication to Youtube and copyright registration of learning video.

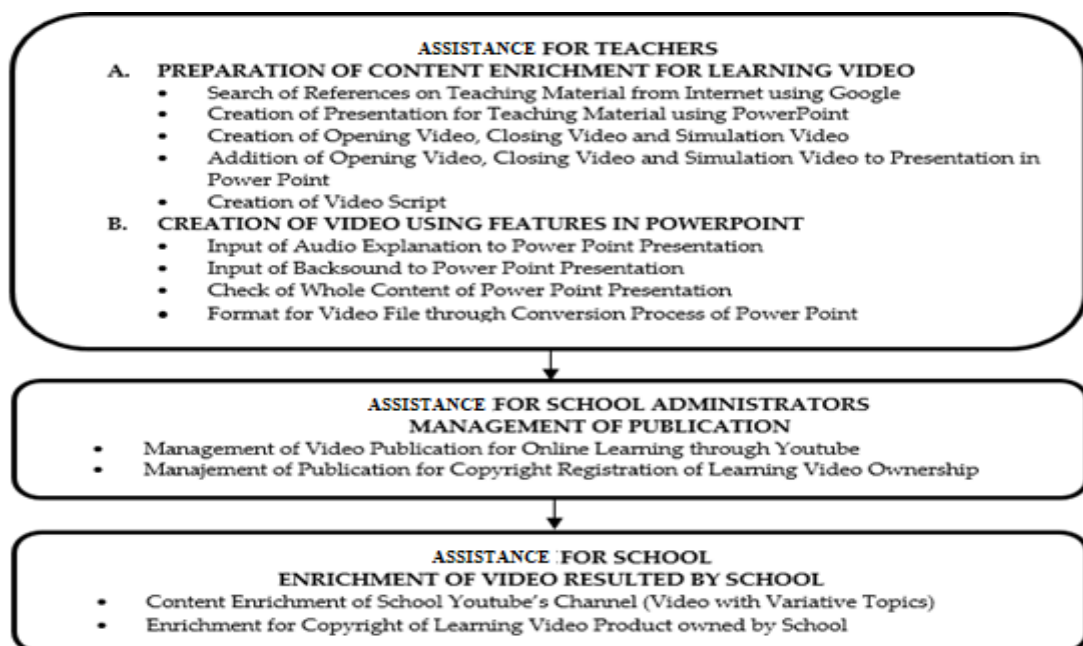
### ***Implementation***

After pre-implementation, the teachers have gained knowledge and understanding in the process to create instructional videos, publish video online and register copyright for the work that has been made. At this implementation stage, teachers are asked to practice and implement the knowledge and understanding of the material learned during online training. The implementation took place on April 13 – May 15, 2020 include practice to create instructional videos, publish video online and register copyright for the work that has been made. In doing practice, participants also received assistance so the teacher community do participatory learning and action directly. This assistance aims to help the participants in completing assignments and finding solutions to problems faced with the material presented in the training, thus at the end of the activity, participants were able to produce learning video that can be used as teaching materials to be submitted to students online via Youtube. The assistance strategy include: a) assistance for teachers, b) assistance for school administrators and c) assistance for schools. Assistance for teachers aims to help teachers complete the tasks given during training in producing learning video works including the preparation of video content and making videos with Power Point, assistance / assistance for school administration staff to help examine video content that will be published on Youtube



(free from the problem of ownership of other people's content / Copy Right) and examine the content of documents that will be attached to the copyright registration process as well as assistance to schools in general to help motivate and trigger the participation and creativity of teachers in realizing the enrichment of learning video content with various other topics and awareness to enrich the number of copyrighted learning video products by schools. An assistance strategy is presented in Figure 1.

Despite the state of the Covid19 pandemic, this program can still be run by shifting face-to-face training activities to online. The training material is delivered online followed by providing online assistance to teachers (by arranging a companion team, providing sufficient time for assistance and two-way communication (assistance team and teachers). This is done so that teachers complete the task step by step from from preparation to completion of making videos. With this assistance, participants can complete tasks as steps for making learning videos so that they eventually produce learning video products that are uploaded to the school's Youtube Channel and obtain the copyright of the resulting video recording works. Assistance to management admin staff publication of videos to YouTube, this is done so that the admin staff can understand the procedure for uploading videos to Youtube and the procedure for recording copyright independently. This program facilitates participants to produce learning videos, upload to school Youtube and to register copyright for the work to the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia (Kemenkumham RI).



*Figure 1.* Assistance Strategy to Support Teachers of SMPN 20 Jakarta using Participatory Learning and Action Approach



### ***Evaluation***

After the implementation, there will be an evaluation of the results of the participatory learning and action approach carried out by the participants (teacher community) and the results of the assistance that has been carried out by the community service team from Gunadarma University in an effort to make instructional videos, publish videos to social networks (online) and registration. copyright for the work that has been produced. In addition, the Impact Before and After Assistance and The Factors that hinder / Obstacle Implementation of Assistance and The Factors that Support the Implementation of Assistance will also be evaluated.

### **Result and Discussions**

In order to support the success and to achieve the expected output, that is, each participant is able to produce a learning video that can be used as teaching material to be submitted online to students via Youtube, the participants (teacher community ) do the participatory learning and action and the assistance for participant is carried out after each training material is delivered. With the implementation of assistance after training, the school can continue the sustainable development in terms of publication and enrichment of learning video products. The assistance provided includes: a). assistance for teachers (preparation of learning video and creating video using the power point features), b). assistance for school administrators (publication management) and c). assistance for school (enrichment of video produced by school).

#### ***Assistance for Teachers:***

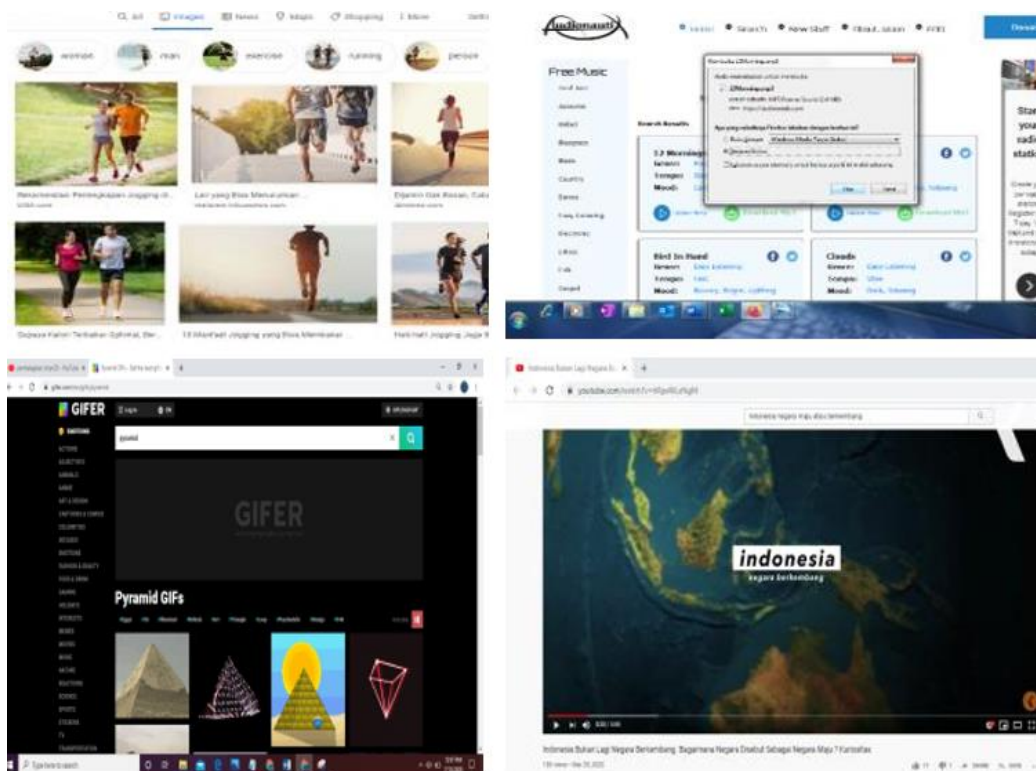
##### ***Preparation of content enrichment for learning video***

As the first step in the creation of learning video, it is necessary to prepare of content enrichment for learning video. As the time of training goes by, the implementing team provided assistance to help teachers search for references from the internet using Google, create a presentation on teaching materials using PowerPoint, create video for opening greeting, video for closing greetings and simulation video, addition of opening video, closing video and simulation video into a PowerPoint presentation and create scenario script of the video.

The first assistance is to assist teachers in the process and completion of assignments on the search for reference materials from the internet using Google, that are searching, downloading and storing text, images, sound (audio), animation and video according to the selected topic easily and effectively. The search can use a web browser such as Mozilla Firefox or Google Chrome, activate the search engine Google by typing [www.google.co.id](http://www.google.co.id) and entering keywords in Google's input box. References in the



form of text documents can be searched specifically for adding filetype:doc or filetype:pdf to keywords. Reference in the form of images can be searched by adding filetype:jpg or clicking the image category. Reference in the form of sound (audio) which will be used as the background for the presentation/learning video can be searched by adding filetype.mp3 and to ease the process a free sound can be selected by typing free music.mp3. There is also an internet page that provides free audio services, that is [www.audionautix.com](http://www.audionautix.com). Reference in the form of animation can be searched by typing free animated in the search keyword. Several internet pages provide animation, including: <http://www.animations.physics.unsw.edu.au>, <http://classroomclipart.com>, <http://science.pppst.com>, <https://gifer.com>, <http://giphy.com>, <http://digilib.gmu.edu>. References in the form of videos for simulations can be found by accessing Youtube page on [www.youtube.com](http://www.youtube.com) and you can download videos by entering the video link address using the page <https://en.savefrom.net/1-youtube-video-downloader-2/>. Sometimes, the downloaded video has copyright thus it cannot be used as content in the learning video that the teacher will create. The teacher should create the simulation video by himself/herself, thus there are no issue with copyright when it is uploaded to Youtube. Each source of the references obtained and downloaded from the internet should be noted in the bibliography. Examples of Search Results for Various Reference Material from the Internet (Picture, Audio, Animation and Video) are presented in Figure 2.

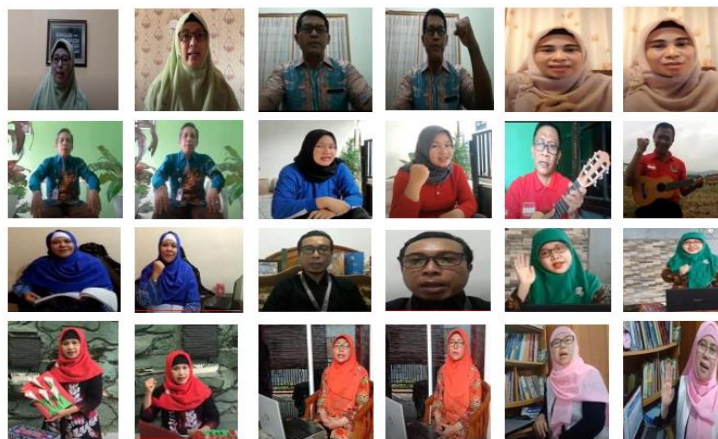


*Figure 2. Examples of Search Results for Various Reference Material From the Internet (Picture, Audio, Animation, Video)*



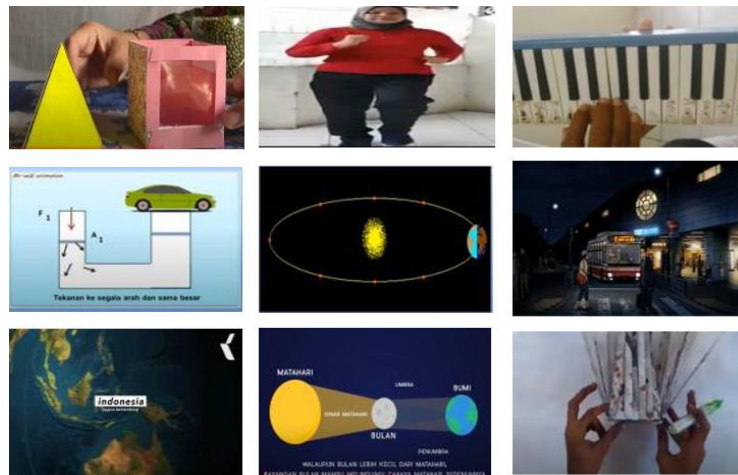
The second assistance is to assist teachers in the work and completion of assignments on the creation of teaching material presentations using Power Point. After the teachers had received the reference for the teaching materials that were based on the material to be taught, by using the Power Point application, all the teaching materials will be included in the Power Point template that has been prepared in advance thus it becomes an attractive and systematic learning media unit. Teaching material presentation consists of Main Page, Page of SK/KD or Indicator Page, Material Page and Library Page. Teachers can also add a video of the opening greetings and closing greetings as well as self-made simulation videos to enrich the explanatory content on Material Page.

The third assistance is to assist teachers in the work and completion of assignments on creation of video for the opening greetings and closing greetings. The teachers in this training participants were asked to create a video consisting an opening greeting to convey the introduction of material and a closing greeting to convey conclusions and enthusiasm for students. The duration of this video is around 30 seconds - 1 minute. An example of creation for an opening greeting and closing greeting video made by teachers is presented in Figure 3.



*Figure 3.* Example of Opening Greeting Video and Closing Greeting Video (Source: Learning Channel Youtube of SMPN 20 from various subjects)

To strengthen students' understanding of the material, the teacher can deliver the material of presentation using variations in the form of text, image, animation, simulation video. Teachers can also create videos of their own creations or use animation or video obtained via the internet which previously were confirmed to be free. An example of a Simulation Video is presented in Figure 4.



*Figure 4.* Example of Simulation Video (above: self-created video, middle: downloaded animation, bottom: from downloaded video). (Source: Learning Channel Youtube of SMPN 20 from various subjects)

The fourth assistance is ensuring the addition of the opening video, closing video, and simulation video to the PowerPoint presentation. The last page also includes thank you page. In the fourth assistance stage, teachers have finished creating PowerPoint-based (final) presentation of teaching materials and are ready to be packaged into a learning video.

The fifth assistance is to assist teachers in the process and completion of assignments on scenario scripts for learning videos. Scenario script contains visual and audio information. Visual information contains a page display of PowerPoint-based teaching materials that have been made and audio information consisting sound that will be displayed from the page. The audio can be music or an explanation of the material. Examples of a video scenario script is presented in Figure 5.

No.	VISUAL	AUDIO
1		musik
2		Selamat jumpa dengan saya, ibu Listiariati pada video pembelajaran Matematika SMP kelas 9. Hari ini kita akan belajar tentang Luas Permukaan dan Volume Limas
3		standar kompetensi pembelajaran kali ini adalah musik
4		Setelah selesai melihat tayangan ini, siswa diharapkan mampu : 1. memahami definisi bangun limas 2. memahami konsep luas permukaan limas dan menentukan rumusnya 3. menghitung luas permukaan limas dan menentukan rumusnya 4. memahami konsep volume limas dan menentukan rumusnya 5. menghitung volume limas musik
5		Dalam kehidupan sehari-hari, di sekitar kita banyak kita temukan benda-benda yang berbentuk Limas diantaranya ... mainan anak-anak piramid di Mesir puncak atap bangunan, piramida modern dan lain-lain Baik sound music

*Figure 5.* Example of video script (Mathematics about pyramid)



### ***Creation of Video using fitur in Power Point***

Assistance in the search for references of teaching materials, creation of teaching material presentations with PowerPoint, creation of opening, closing and simulation video as well as creation of video scenario scripts have been carried out. The next assistance for teachers is to assist teachers in completing assignments on creation of videos using the feature in power point. The teachers add the audio of accompaniment and explanation voice to the presentation in power point. Subsequently, it is sent to the mentor, and the mentor check on the entire content of the material in power point and should it be complete and appropriate, thus the formation of a video file is carried out through the process of power point conversion into video in Power Point. As the result of this assistance, teachers had succeeded in creation of learning videos. An example of the resulted learning video content is presented and the result of the learning videos made by the teachers on various material topics are presented in Figure 6.

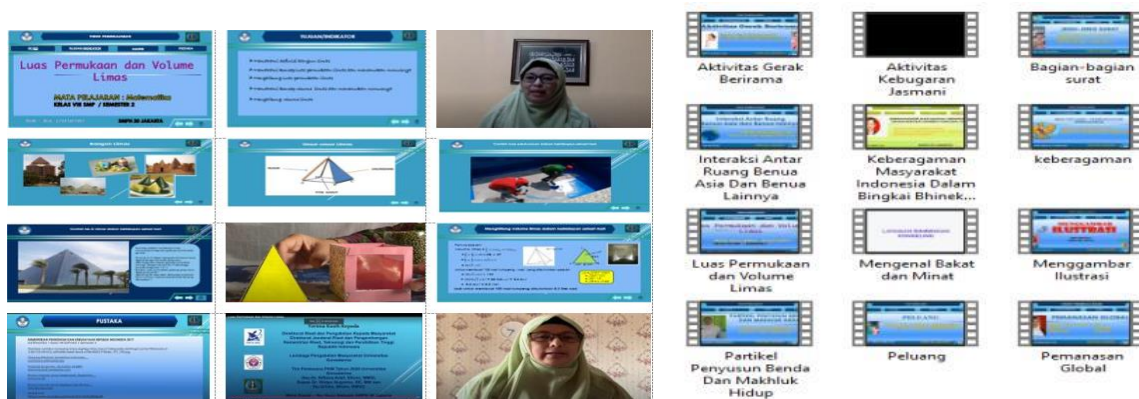


Figure 6. Example of Contents for Resulted Learning Video (Matemathics about Pyramid) (Left) and Learning Video resulted from Online Training and Assistance (Right)

### ***Assistance for School Administrators***

Assistance for school administrators includes management of video publications through YouTube and publication management of copyrights registration for the learning video ownership. The learning videos made by the teachers need to be uploaded to Youtube to facilitate the delivery of material for students through online learning. As an appreciation of the teachers' efforts in producing learning videos, the work also needs to be listed as an Intellectual Property Right in the form of copyright. All participants receive financial support for the copyright registration and the certificate contains the teacher's name as the creator and the school holds the copyright of the resulted video recording. This assistance was given to two teacher staff who were appointed to be the administrators of the publication management of video to YouTube

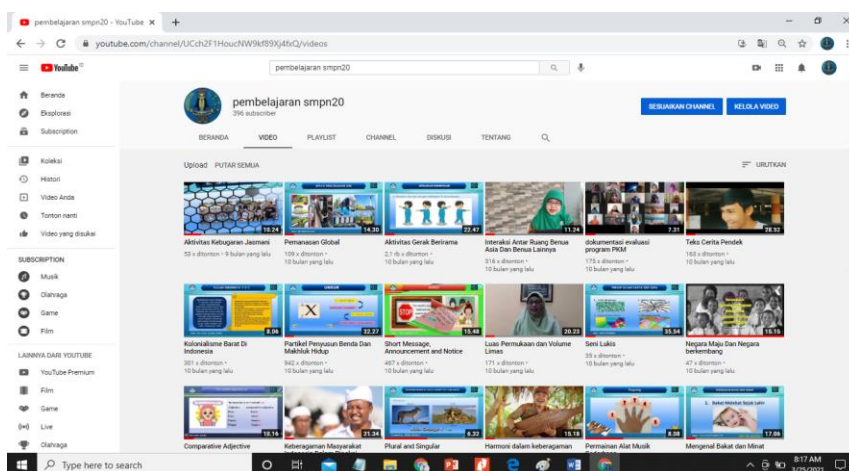


and the publication management of copyright registration. This assistance is presented in Figure 7.



*Figure 7. Assistance to School Administrators*

Assistance for administrator staff for the management of video publication to YouTube, the implementing team compiled an email to be used as the school's Youtube channel. The admin will receive videos made by the teachers who participate in the training, check the contents of the video, upload them to the school's Youtube channel. In the process of uploading, the admin double-checks should the video content still be involved in someone else's copyright. Should there be obstacles, the video will be returned to the teacher to be repaired and the admin will ensure that the video is no longer involved in someone else's copyright. Thereafter, the video is uploaded to YouTube and the video link address on Youtube is given to the teacher. Thus, the link can be informed to students. The school's Youtube channel consisting the videos is presented in Figure 8.



*Figure 8. Learning Video published in School Youtube's Channel*

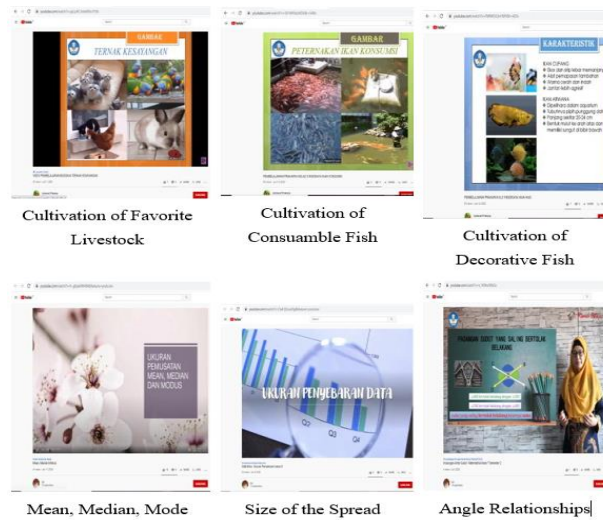


In regard to Assistance for school administrator on the publication management of copyright registration of learning video ownership, the implementing team creates an account to register the school's copyright on the website <https://e-hakcipta.dgip.go.id/>. The account will continue to be used, should the school want to register the teachers' work in order to receive recognition of copyright. Thereafter, the teachers need to prepare requirements, including application form of creation registration, statement letter, transfer letter of copyright, product display, and the creator's and the copyright holder's ID card. Then the admin will upload the requested file and make a payment. After the payment is confirmed, the file will be in the examination stage by the Directorate General of Intellectual Property, the Ministry of Law and Human Rights of the Republic of Indonesia. Should it be approved, the certificate will be issued. The school admin can download the certificate and provide the information to the school and teachers about the certificate that has been issued.

The closing of the activity was carried out offline (face-to-face) on June 22, 2020, located at Mushola of SMPN 20 Jakarta by following the health protocol. At the end of the training and assistance, the participants' certificate was handed over, and the Youtube's channel as well as Copyright Registration's account were handed over to the school.

### ***Assistance for School***

Youtube channel and copyright registration account were handed over. Furthermore, schools can manage independently for the work of other teachers. During these two (2) months (June - July 2020) after the implementation of the training, several teachers have taken the initiative to create learning videos with different themes. In the new school year 2020/2021, students still learn from home because the Covid-19 pandemic has not been end. The learning video made by the teachers can be used as teaching material for online learning which is shared via Youtube. However, there are very few videos available and do not cover all the subject materials, thus teachers are required to be creative in developing videos with other subject materials. Several teachers who produced learning videos in this assistance became motivated to participate in and deepen similar training, one of which is held by Kemdikbud Learning Center. Some additional videos that have been made by several teachers with various material topics are presented in Figure 13. The implementing team continues to support the school through assistance of development of other learning videos.



*Figure 13. Enrichment of School's Youtube Content (Video with Various Topics)*

**Evaluation**

The online training and assistance on how to make learning videos with intellectual property rights has a positive impact on the partners of the School of SMPN 20 Jakarta, both for teachers who participate in the training, school administrators, schools and students. The impact of this participatory learning and action effect of the participants is shown in Table 1.

*Tabel 1. Impact Before and After Assistance*

<b>Before</b>	<b>After</b>
<b>For Teachers</b>	
Not yet or still lacking insight about how to Search References for Teaching Materials Using Google, Making Presentations of Teaching Materials Using Power Points, Making Video Scenarios / Scripts, Making Learning Videos and Recording of Learning Video Work Copyrights, Do not have video learning media products and Not yet have the copyright for the work created	Has gained insight and is able to implement (Search References for Teaching Materials Using Google, Making Presentations of Teaching Materials Using Power Points, Making Video Scenarios / Scripts, Making Learning Videos and Recording of Learning Video Work Copyrights), Already have video learning media products and Already owns the copyright for the video recording work produced



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**For School Administrators**

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Not yet or still lacking insight about how to check videos before uploading to Youtube (related to copyright claims), how to upload videos to Youtube

and how to prepare documents and copyright records for teachers' video works

Has gained insight and is able to check Videos before uploading to youtube (related to copyright claims), uploading videos to Youtube and preparing documents and recording of teachers' video copyrights

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**For School**

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Do not have the instructional videos created by the teachers, Do not have a Youtube channel containing learning videos and The school does not yet have a copyright and has never registered the copyright of the teacher's work

Already have instructional videos created by teachers, Already have a Youtube channel, namely SMPN20 Learning and Has registered and owns copyrights of the instructional video recordings produced by the teacher, In the future, they will be able to manage the school's Youtube channel and manage the copyright records of other teachers' works

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**For Students**

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Conventional learning still uses books or video references that are not made by the teaching teacher.

Modern learning can use video references made by teachers who teach online via a Youtube link

The Factors that hinder / Obstacle Implementation of Assistance include:

1. Initially, the plan for the implementation of this training would be face-to-face at the school location, namely SMPN 20 Jakarta Mid-March 2020 every Saturday for 5 days (each meeting starts at 08.00-12.00 continued at 13.00-17.00) for a total of 40 hours. However, due to the Covid-19 pandemic, referring to the Minister of Education and Culture Circular Number 3 of 2020 concerning Prevention of COVID-19 in the Education Unit, and Number 36962 / MPK.A / HK / 2020 concerning Online Learning and Working from Home in the Context of Spread Prevention Corona Virus Disease (COVID-19), and the Circular of the Head of the Education Office Number 30 / SE / 2020 of DKI Jakarta Province, which appealed to teachers to carry out official duties by working at home / residence (work from home) and



still carrying out distance learning far to students by choosing a learning media platform that is already available (Bureau of Cooperation and Public Relations, Ministry of Education and Culture, 2020), then this training is transferred to online from their respective residences. The implementation team needs to change the training implementation strategy to be online so that the program can still be implemented and the expected objectives of this training can be achieved. The time for implementing this online training and assistance has also been longer (conducted for 1 month from mid-April to mid-May 2020).

2. The process of transferring knowledge or receiving training material from resource persons to participants is not easy to achieve because there is no face-to-face or intense question and answer or direct problem solving such as during offline training. The limited experience, abilities and skills of teachers in the use of different computers and information technology also result in understanding the material and completing assignments that are not the same / take longer / need special handling.
3. The Problem of Time. Even though the training is carried out from home, the teachers have busyness and responsibility in implementing online learning and also preparing for the final and graduation examinations (committee or teacher teaching grade 9). Some teachers sometimes cannot follow the material that is being delivered by the instructor and work is also delayed. Inadequate computer specification problems (not up to date) and internet usage problems. So that participants do not fall behind and continue to produce the desired product, assistance is still carried out more intensively, especially for participants who need special attention.

The Factors that Support the Implementation of Assistance include:

1. Availability of facilities and facilities can support the implementation of online training, including Google Classroom, Youtube, Email, Whatsapp Group and Zoom Meeting.
2. Preparation of digital form modules, assignments and videos that can be well prepared will greatly assist the implementation team in delivering material online so that participants can get a good understanding of the training material.
3. The flexibility of time during an intensive online training for almost 1 month (not limited to 5 days, such as offline training, provides leeway for participants to explore and complete the assignments given.
4. The implementation team (resource person / instructor, companion team and technical team) that work together solidly helps participants in understanding the material and completing assignments.



5. Participants who have creativity in preparing material content.

From the evaluation result, the involvement of partners determine the success of the implementation of the planned Community Partnership Program. The teachers are enthusiastic and enthusiastic about participating in a series of assistance activities in an orderly and responsible manner in completing the tasks given / directions given by the companion in preparing learning video content (looking for teaching material references from the internet, making presentations of teaching materials using Power Point, making opening videos and closing videos and simulation videos needed to support the delivery of learning materials, adding opening videos, closing videos, simulation videos to PowerPoint presentations, creating video scenarios), making videos using existing features in Power Point (inputting voice explanations into PowerPoint presentations), inputting video music, checking the entire content of the material to be made into a video, packaging Power Point presentations into videos). The administrative staff represented by 2 teachers were also enthusiastic and meticulous in following directions in the procedure for publishing videos that would be uploaded to Youtube and videos for which copyright would be registered at the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia (Kemenkumham RI).

In the future, assistance will continue to be carried out to schools, with the hope that schools can continue to develop enrichment of school YouTube content (videos with various material topics) and enrichment of copyrights for learning video products owned by schools, whether carried out by teachers who take part in training or other teachers (through transplanting from teachers who attended training). Later this work can be uploaded to the school's Youtube channel or registered with a copyright. Financing for the development of instructional videos and subsequent copyright registration can be done independently according to the policies of the school.

## **Conclusion**

Online assistance carried out by the implementing team of Community Service to support Online Training activities on Creating Learning Videos with the Potency of Intellectual Property Rights for 30 teachers of SMPN 20 Jakarta in the Covid 19 pandemic situation. Teachers should continue to improve their quality and ability to keep up with the current learning trend that starts to switch to online learning. Effort to improve the quality of human resources- teacher in utilizing technology for online learning media can be started by managing teacher groups based on subjects and compiling good themes or topics for the entire class to be packaged in the form of learning video. This online assistance is necessary, and greatly influences the achievement of online training outputs that is in the form of learning video made by



teachers as training participants. The process of knowledge transfers or training material acceptance from speaker to participant is not easily achieved because there is no face-to-face or intense question and answer or direct problem solving such as during offline training. Assistance for teacher that has been carried out (by managing an assistance team, providing sufficient time for assistance and two-way communication (assistance team and teachers) greatly assist teachers in completing tasks step by step from preparation to completion of video creation. Through this training and assistance, participants gain the understanding of how to create learning videos, produce learning video products that are uploaded to the school's Youtube channel and copyright of video recording. By the implementation of assistance for school's administrator staff, the staff has been prepared in the procedure for uploading videos to Youtube and registration procedures of copyright independently. All of these activities are carried out through Grant Funding of Community Service Program Kemitraan Masyarakat in 2020. In the future, assistance will remain for school, with the hope that schools can continue to develop the enrichment of school youtube content (videos with various material topics) and enrichment of copyrights for learning video products owned by schools both by teachers who participated in the training or by other teachers (through transplanting from teachers who participated in the training). At the later date, this work can be uploaded to the school's Youtube channel or registered with a copyright. The financing for the development of learning videos and subsequent copyright registration can be carried out independently according to school policy.

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