



Implementation of Independent Learning through Literacy by Learning Video Creation Based on Smartphone for *Komunitas Guru Mengajar untuk Nusantara (GUMUN)*

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Abstract: *The need for an effective, efficient, and creative teaching and learning process in a pandemic condition requires teachers and lecturers to improve their ability to use technology in the learning process. This encourages community service as a form of the teaching-teacher movement by empowering teachers in learning video creation. Universitas Kristen Maranatha in collaboration with Guru Mengajar untuk Nusantara (GUMUN) and STKIP PGRI initiated this activity to share with teachers in Indonesia. Increasing the capacity of teachers who are technology-literate is achieved through the implementation of independent learning using the service-learning method provided by selected instructors, complementing the strength of implementing community service activities. The service method was the foundation for literacy by learning video creation using a smartphone in the context of empowering teachers in Indonesia. The enthusiasm of the teachers who took part in the activity was shown by the majority expressing a desire for the activity to be held again, even though online learning was quite difficult for all participants to absorb due to various obstacles.*

Keywords: *Literacy, Smartphone, Service Learning, Video Creation*

Introduction

The education system underwent enormous changes due to the Covid-19 Pandemic¹. This pandemic has had an impact on changes in the education system in Indonesia. The learning system that was originally face-to-face, turning into a distance learning system².

The Minister of Education and Culture issued a circular letter on March 24, 2020, which regulated the implementation of education during the emergency period of the

¹ Unik Hanifah Salsabila et al., "Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19," *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan* 17, no. 2 (2020): 188–198.

² M H Assidiqi and W Sumarni, "Pemanfaatan Platform Digital Di Masa Pandemi Covid-19," in *Prosiding Seminar Nasional ...*, 2020, 298–303.

spread of the coronavirus. The teachers immediately moved the teaching and learning process to students' homes, so learning had to be done online³. Awareness for teachers was needed to immediately adapt to the situation, bearing in mind that students had to continue to learn even though conditions did not allow face-to-face meetings in the teaching and learning process.

Before the Covid-19 pandemic occurred, the use of cellular phones was no longer a secondary need, but a primary need that must have been owned by individuals⁴. Apart from being used for long-distance communication, mobile cellular smartphones are widely used for human pleasure such as listening to music, taking photos, playing games, and searching for information on social media⁵. This causes everyone to have a smartphone so quickly, even becoming a necessity in human life.

The learning process needs to be directed by utilizing a smartphone to dig up the information needed in the process of adding knowledge. The use of smartphones in a positive direction needs to be increased so that it is useful for educating the nation. Almost all students have smartphones and should be directed to positive things, but still attract the students' interest in completing school assignments⁶.

In the learning process, a method that can distribute the message by the sender to the recipient is needed. Communication must run smoothly so the message to be distributed by educators can be well received by students. However, interference often occurs in this process which results in learning messages not being received continuously by students⁷.

According to researchers, the use of learning videos is very effective and efficient in the learning process. Humans can remember 70% of what is seen, heard, and done. By using learning videos, students will be more active compared to teachers, because the current learning process prioritizes student activity. In addition, the use of learning videos makes teachers and students more creative⁸.

³ Nurhijrah and Syarifah Suryana, "Pengembangan Kompetensi Guru Menggunakan Aplikasi Google Classroom Pada Masa Pandemi Covid-19," *Jurnal MediaTIK* 3, no. 2 (2020): 32.

⁴ Usman Ependi and Nyimas Sopiah, "Pemanfaatan Teknologi Berbasis Android Sebagai Media Belajar Matematika Anak Sekolah Dasar," *Ilmiah MATRIK* 17 No 2, no. 3 (2015): 109–122.

⁵ Dani Gita Arfianto, "Pengaruh Penggunaan Hand Phone Sebagai Media Pembelajaran Pada Materi Keikhlasan Beribadah Dalam Al-Quran Surah Al-Bayyinah Ayat 5 Terhadap Hasil Belajar Pendidikan Agama Islam Siswa Kelas X Di SMK," 2017.

⁶ Barat Prakoso, "Pemanfaatan Handphone Android Sebagai Penunjang Belajar Pendidikan Agama Islam Siswa SMK Negeri 06 Bengkulu Utara," *Angewandte Chemie International Edition*, 6(11), 951–952., 1967.

⁷ Sonia Anggianita, Yusnira Yusnira, and Muhammad Syahrul Rizal, "Persepsi Guru Terhadap Pembelajaran Daring Di Sekolah Dasar Negeri 013 Kumantan," *Journal of Education Research* 1, no. 2 (2020): 177–182.

⁸ R Rikarno, "Pemanfaatan Handpone Android Sebagai Media Produksi Video Tutorial Pembelajaran Seni," *Melayu Arts and Performance Journal* 11, no. 1 (2018): 73–87.

YouTube is a social media platform that provides videos. Various kinds of videos are stored through YouTube so that videos can be accessed without being limited by space and time via the internet. Everyone can also upload videos for free by having a YouTube account⁹. YouTube can be used as a learning medium to create interesting, fun, and interactive learning conditions and atmospheres for both students and teachers¹⁰.

Guru Mengajar untuk Nusantara (GUMUN) is a community that emerged inspired by teachers' concern for the fate of education in Indonesia during the Covid-19 pandemic. Before the outbreak of the Covid-19 virus in Indonesia, as there was a hunch, online training video conference training activities were held which were facilitated by *Asosiasi Guru Sejarah Indonesia (AGSI)* in collaboration with Samisanov. At that time the pioneer of GUMUN became the single instructor of Online Training Video Conference with 465 participants. Then out of 465 people, 287 people successfully completed their assignments and were declared passed. This was where the forerunner of the GUMUN community was formed, from the participants of the Online Training Video Conference who graduated, an online teaching activity was formed with the scope throughout Nusantara (the Indonesian archipelago)¹¹.

The need to increase the capacity of technology-literate teachers to support effective, efficient, and creative teaching and learning processes encourages a community service in a form of teaching-teacher movement through empowering teachers in making learning videos using mobile smartphones that can be accessed by the public via YouTube. Increasing the ability of the whole community, especially teachers, is very important, particularly the ability to transfer knowledge to the community through digital learning.

The service method is the basis for carrying out activities for the community. The service is designed in the form of mentoring through services for participants, so this is the reason the method used is the service learning method. The service learning method is a process that integrates a combination of voluntary community service with active reflection to enrich and enhance learning material. This method is a scientific vessel that provides opportunities to apply caring, sharing, and helping others¹².

Based on the service learning method, this community service activity provided mentoring and teaching in making learning videos using the mobile cellular smartphone. Universitas Kristen Maranatha collaborated with GUMUN and STKIP PGRI Trenggalek was to capture this need which was perceived to be urgent to implement at the time. The

⁹ Karim Nazri Ririn Puspita Tutiasri, Niko Kurniawan Laminto, "Pemanfaatan Youtube Sebagai Media Pembelajaran Bagi Mahasiswa Di Tengah Pandemi Covid-19," *Jurnal Komunikasi, Masyarakat dan Keamanan (KOMASKAM)* 2, no. 2 (2020): 1-15.

¹⁰ Diah Retno Anggraini, *Pemanfaatan Youtube Sebagai Media Pembelajaran Dalam Meningkatkan Kreativitas Guru Bahasa Inggris Mts Al-Insan, Universitas Muhammadiyah Tangerang*, 2018.

¹¹ Dkk Yuyut Setyorini, *Eksistensi PJJ Di Tengah Pandemi Jilid 1*, 2021.

¹² Yohanes Budi Cahyono, "Persepsi Tentang Metode Service Learning, Konsep Diri Dan Perilaku Prososial Mahasiswa," *Persona: Jurnal Psikologi Indonesia* 5, no. 02 (2016): 115-125.

subject of the community service consists of three parts: flyer, video creation, and video uploading. Through this program, it is expected that participating teachers could increase their skills in creating learning videos using smartphones, and train their creativity in preparing interesting and easy-to-understand learning videos. In addition, this community service activity is intended to increase the number of teachers who are technologically literate so that they can promote digital learning in Indonesia.

Method

The need to increase the ability of educators, teachers, and lecturers to be able to create learning videos become the target of this community service activity. Observations were made based on the background of the service so that GUMUN Foundation which is an organization of teachers throughout the Indonesian Archipelago in collaboration with Universitas Kristen Maranatha and STKIP PGRI Trenggalek was to be the executor of the activity. The preparation process was through several steps as follows: (1) Collaboration of activity implementers; (2) selection of community service instructors; (3) recruitment of teachers and lecturers as participants; (4) Preparation of operational guidelines; (5) Workshop; and (6) Mentoring process.

This community service applied the service learning method, which was divided into three parts starting from the preparation stage, serving, and ending with reflection. At the preparatory stage, it was carried out through a process that was quite long. Preparations for implementation had been carried out since January 2021 by GUMUN. Instructor selection was carried out to ensure that instructors selected were those who have competence to assist participants. Learning was given through literature reference and YouTube videos which are the basis for learning. The purpose of literature reference study for participants was to enable them to perform video conferencing using the Free Conference Call (FCC) application, create creative learning videos, create a YouTube account, and upload learning videos. The participant recruitment process was carried out in such a way that they were divided into several groups, each of which was guided by an instructor, with the aim that participants could receive full attention from the instructor. The participants who took part were teachers and lecturers from all over Indonesia to increase their skills in creating learning videos. Activities were conducted online and discussed via WhatsApp online text messaging service in each instructor's group.

The community service consisted of several stages: the introduction stage (by literature reference) for creating a learning video using a smartphone, the training/mentoring stage, the implementation stage, and the evaluation stage to assess the results of the learning video. At the introduction stage, participants were given knowledge about the learning process through literature reference for training in the aspects of the basics of graphic design for opening, flyers, learning video thumbnails, basic techniques for taking a photo, and basics for making videos on the green screen

technique.

The training stage began with flyers making (thumbnails) via YouTube made by the instructor team, "An Easy Way to Make Flyer with a Smartphone" and "Tutorial Flyer". The next stage was creating a learning video using the Kinemaster application referring to YouTube's "Tutorial How to Create Learning Video using Smartphone" and "Basics of Video Making with the Green Screen Technique". This training stage could be carried out simultaneously with the implementation stage by immediately practicing installing and using video conferencing with the FCC, making a digital flyer (thumbnails), creating interesting teaching material, taking a video using a smartphone with a green layer, editing videos, creating YouTube account, and uploading the result video. This implementation stage was quite interesting and also forces participants to work on assignments that need to be submitted within a certain period (1-2 weeks) in the form of submitting assignment flyers (thumbnails) and YouTube video links for learning.

The important last stage of service learning was reflection, carried out by evaluating the following; result of standard flyer (thumbnail) assignment, opening videos followed by a flyer that has been made, video capture using a smartphone using the green screen technique, and a YouTube link for learning video that had been made. The service learning method was used as a method for carrying out an educational process that provides services to the community¹³ (in this case, the teachers) who are not (or less) skilled in using technology, particularly in creating learning videos using a smartphone.

The flowchart of the planning process and the service learning strategy or method used is shown in Figure 1 (a). The service learning method consists of 3 major stage: the preparation stage, the service stage, and the reflection stage. At the preparation stage, communication is carried out to build relationships with prospective service participants and synergize the needs of participants with the services that can be provided. The service stage consists of several parts: the literacy and training process, the implementation process, and the evaluation process. The reflection stage is a process to find out the results of the service as the final goal.

The flowchart of preparation stage is shown in Figure 1 (b). WhatsApp groups were created so that each instructor was aware of his/her group participants under his/her responsibility. About a small number of participants were inside each group so that participants could be properly mentored. The initial briefing was given in the form of literature reference with three main material topics by the main instructor. Information was shared in the WhatsApp group, starting with introductions to instructors and participants, tutorials on how to communicate through the FCC, distribution of training implementation instructions, and training session.

¹³ Cahyono, "Persepsi Tentang Metode Service Learning, Konsep Diri Dan Perilaku Prosocial Mahasiswa."

At the end of the activity, one best participant was announced from each mentoring group to motivate all other participants in order to complete the remaining activities at best. During the activity, there was an active discussion in the group, there were mutual assistance activities between participants in the group, and it appeared that some teachers were more prominent so that they had the potential to become leaders at school or in activity groups in their respective areas to share the knowledge they had gained from this activity. The courage to use various features available on he smartphones was honed during the mentoring process and it appeared that the abilities of all participants increased, although the increase varied according to the gender and age of the participants.

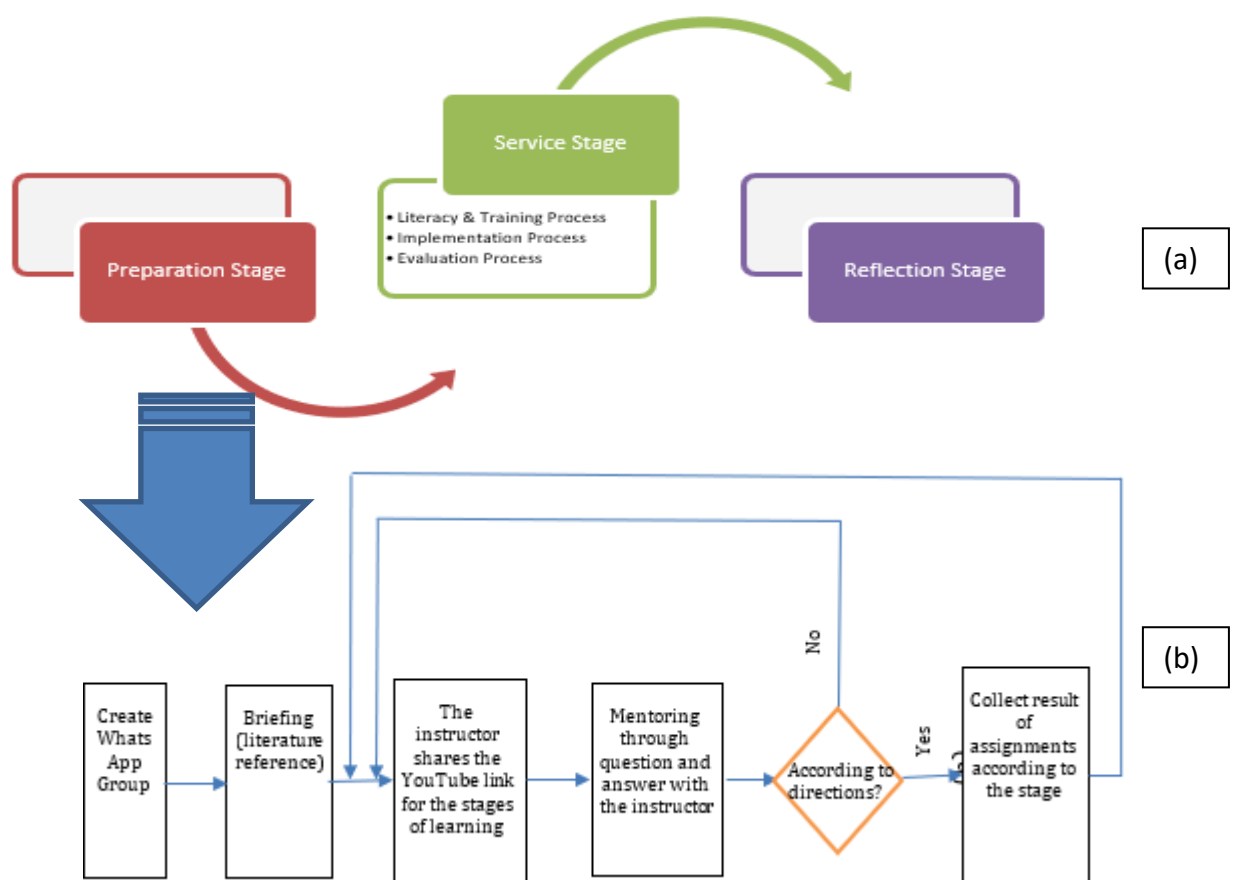


Figure 1. (a) Flowchart of Service-Learning Method - Mentoring Participants Process
(b) Flowchart of Preparation Stage

Result

In the preparation stage, one month before the activity began, a selection process was carried out to get instructors who would then be involved in community service activities. 30 instructors from all over Indonesia, including GUMUN members who were interested and able to become instructors, were recruited. In the opening ceremony of

the community service activities which were carried out online, there were a number of participants who registered to take part in the community service activities as many as 670 people. All participants took part in the opening activities and learned through preliminary literature which provided knowledge about flyer design, photo taking techniques, and green screen techniques for creating learning videos. Participants were active enough to ask questions to find out more about these three topics as an initial provision.

The activity continued with the division of 670 people into 30 groups (WA groups) with each being guided by an instructor who had passed the selection process. The instructor provided a service in the form of sharing YouTube video links step-by-step starting from a video on making thumbnail for opening a learning video. From the initial step, the participants responded quite enthusiastically, but in each group, on average, only 40%-60% of the participants submitted the results of their assignments. Instructors made every effort to contact participants, provided question-and-answer services, and motivated participants. Constraints arose generally due to the high level of daily routines for each participant and there was no time to respond to WhatsApp messages that had been sent.

Subsequent service activities were still being implemented through sharing YouTube video links regarding instructions for using the Kinemaster application to create learning videos and instructions for making video recordings using the green screen technique. This step was the most difficult part because the participants really needed intensive assistance. Interaction through WhatsApp groups and even direct contact needed to be done so that participants could be sure they understand how to create videos. At this stage, in general, participants who complete their tasks decreased to 30% -40%. Motivation for instructors was also given, to those who managed to keep the most participants active, they received appreciation from the committee. Apart from the instructors, the best participants from each WhatsApp group also received appreciation from the committee. The service lasted for about 3 months until finally the participants were able to complete assignments and were able to improve their independent learning via the YouTube link and discussions via WhatsApp messenger with the instructor.

At the reflection stage of this service, data was obtained that there were 329 participants out of a total of 670 people who answered the final questionnaire. The questionnaire was given using the Google Form which was given at the end of the activity. The questions given relate to the material that had been presented and the results show that the average correct answer was still only about 36.3%. Results for implementation questions were still slightly better than theoretical questions. For theoretical questions, between 24%-37% answered correctly, while for practical questions (often encountered when working on learning video creation) between 40% - 50% answered correctly.

In addition, the survey results show that the learning process for creating learning videos had not always run smoothly, including that there were obstacles for some

participants who had quite a lot of routine activities at school or university so they lacked time to do it. The editing process during the creation of learning video using a smartphone was a part that was considered quite difficult for some participants.

Figure 2 shows that the majority of 43.5% of participants said that the material for creating flyers was very understandable, although there were still 17.2% who said they did not understand. (In the histograms, designation number 1 is “very understandable”, 2 is “understandable”, 3 is “indecisive”, 4 is “less understandable”, and 5 is “not understandable”). This is a challenge for all instructors to improve service learning for all participants so that they are motivated to learn and implement flyer making for opening learning video.

Is the flyer creation material understandable?

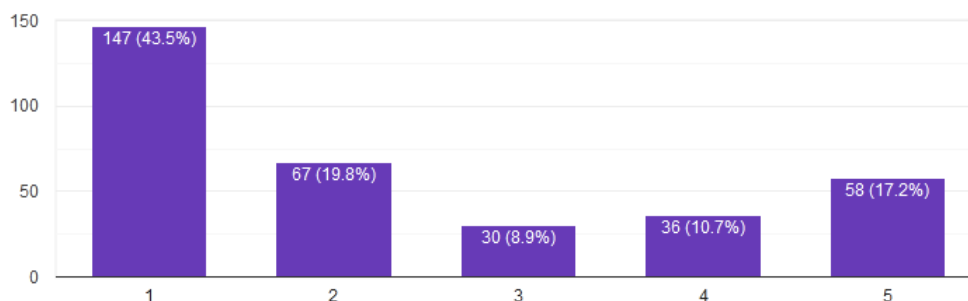


Figure 2. Histogram of Survey Results Regarding Flyer-Creation Material

Is the video-creation material understandable?

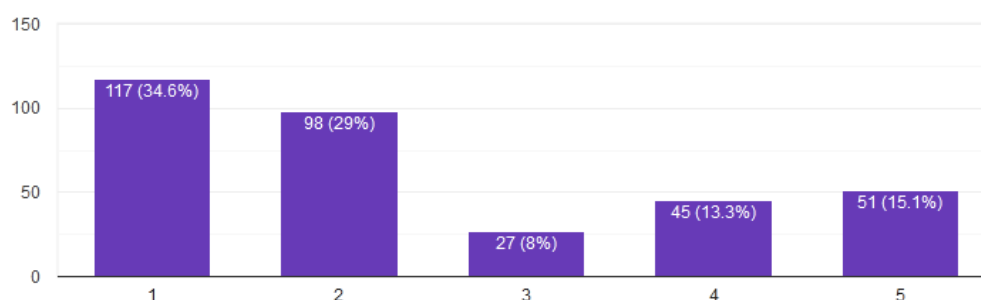


Figure 3. Histogram of Survey Results Regarding Video-Creation Material

Other survey results show that 34.6% participants said that the material for making videos was very understandable and other 29% said understandable. However, there were still 15.1% who said they did not understand the video-making material as shown in Figure 3. Meanwhile, 45.6% of recipients chose very understandable about the material for uploading videos to YouTube, other 19.5% said understandable, but another 19.5% said not understandable as shown in Figure 4. This is possibly due to the accumulation of problems such as utilization of substandard smartphone support

features and due to bad cellular signals, which greatly affected the learning process. The role of discussion and question and answer in the Whatsapp group was as a means that was expected to support this activity, but it is also expected that some aspects of survey results still needed to be optimized so that the number of people who do not understand is decreasing. Even so, a majority of 50.6% expected that the activity is to be held again.

Is the uploaded video to YouTube material understandable?

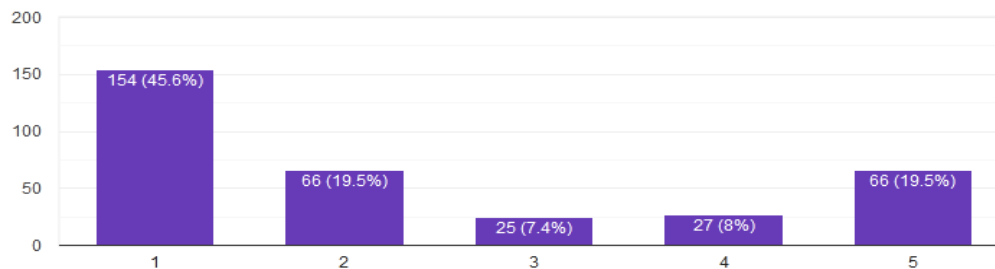


Figure 4. Histogram of Survey Results Regarding Uploading Video to YouTube Material

Overall, the instructors did their job very well, this was shown by the survey results with a percentage of 98.8%, and 97% of the recipients perceived that the scheduled time was considered sufficient for the participants to work on creating the learning video. This shows that the committee and activity design had been well prepared in carrying out the service-learning process.

Figure 5 shows an activity flyer ceremony for community service entitled “Creating Learning Video Using Smartphone”, as a collaboration of GUMUN, Universitas Kristen Maranatha, and STKIP PGRI Trenggalek. Meanwhile, Figure 6 shows one of the flyers created by the participant and screenshots of some participants, leaders, and instructors.. The YouTube video link of a learning video created by one of the participants is available at https://youtu.be/t-V_352GuBk, as a proof of result of this activity.



Figure 5. Activity Flyer Opening and Closing of Online Training “Creating Learning Video Using Smartphone”

The mentoring activities which lasted for 3 months starting from the recruitment of participants from January 2021 to coaching in February 2021 to March 2021, had an impact on getting to know each other between the instructors and the participants and building motivation so that the targets to be achieved can be met. During the activity, several participants have started to apply the knowledge gained to make flyers and posters for the needs of their respective schools. The need for schools to be able to design their own flyers and posters through the ability of the teachers was quite high, so that activities could run well and according to expectations.



Figure 6. Flyer Created by One of the Community Service Participants (left) and Screenshots of Some Participants, Leaders, and Instructors (right)

Discussion

Literature references for making smartphone-based learning video provide independent learning for the members of community of GUMUN who were the participants in this activity. Increasing the capacity of teachers to be "literate" in technology can be achieved after participating in the community service provided. Through the reference literature study stage, then training through videos on YouTube, then implementation with assistance from instructors, service activities have been carried out in an effort to achieve independent learning.

Through the service-learning method, the process of integrating a combination of voluntary community service with active reflection to enrich and enhance learning material¹⁴ is applied by participants directly at their schools. There have been changes from these teachers so that at every stage it is perceived useful to be implemented in schools, including there were teachers who immediately make their poster designs to meet the needs of their schools. Several teachers actively made effort from not knowing at all, to became more courageous and confident in using the required applications while participating in this activity. This was shown by active teachers asking via WhatsApp group until they succeeded in creating their own learning videos, and uploading them to

¹⁴ Cahyono, "Persepsi Tentang Metode Service Learning, Konsep Diri Dan Perilaku Prosocial Mahasiswa."

YouTube.

GUMUN as a community that emerged as a result of teachers' concerns about the fate of education in Indonesia during the Covid-19 pandemic¹⁵, provided motivation for instructors to strive even more so that participants become technology-literate through closeness with participants and looking for solutions to solve problems together with participants during the activity. The various characters of the participants provide experience in motivating the participants to continue participating in the activity until it is finished, in overcoming various obstacles, and increasing the participants' abilities so that they become more confident. Selection as an instructor in the early stages provides a lot of experience in the learning process that is passed, so that difficulties during learning have been felt by the instructor long beforehand, having a big impact on the process of overcoming difficulties for participants. Patience as an instructor is needed because the abilities of the participants are certainly different from one another. The biggest obstacle was the tendency of 100% of participants who registered, only 30-40% responded and completed their assignments¹⁶. Awareness to learn and providing time for consultations and listening to learning videos via YouTube played a major role in the success of this activity. Overall for those who were able to endure various obstacles during the activity, the increase in their ability become very significant. Design directions increased the creativity of the participants while doing their work.

Conclusion

Community service through literacy creating Learning Videos Using Smartphones has helped strengthen the capacity of 338 teachers who are members of Komunitas Guru Mengajar untuk Nusantara (GUMUN). Online literacy has the benefit of being more practical, more adaptable, available at any time, simple to use, quick to acquire information, and able to reach a large audience. They are already capable of creating interactive online learning on their own. The difficulty with online assistance is that only 50 percent of participants can fully participate, 33 percent are actively involved, while the remaining 17 percent are less active or don't take part in online learning.

¹⁵ Yuyut Setyorini, *Eksistensi PJJ Di Tengah Pandemi Jilid 1*.

¹⁶ Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 10, no. 3 (2020): 282–289. Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar."

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