



Implementation Of Youtube Channel in Distance Micro-Teaching Learning

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Articles Information

Abstrak

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Beberapa daerah di Indonesia masih masuk dalam kategori atas, terpencil, dan tertinggal. Untuk mendukung kualitas pembelajaran yang dapat menjangkau seluruh wilayah tersebut, maka digunakanlah video pembelajaran melalui kanal YouTube. Penelitian ini merupakan penelitian eksperimen dengan desain kuasi eksperimen dengan desain eksperimen match-ing-only pretest-posttest. Sampel penelitian terdiri dari 60 siswa, dengan 30 siswa sebagai kelas kontrol (kelompok siswa yang tidak diberikan produk) dan 30 siswa sebagai kelas perlakuan (kelompok siswa yang diberikan produk). Hasilnya adalah video YouTube masih efektif digunakan untuk meningkatkan kemampuan dasar mahasiswa. Disarankan agar dosen pengampu mata kuliah micro-teaching menggunakan video pembelajaran di kanal YouTube untuk mendukung peningkatan kemampuan micro-teaching mahasiswa.

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Abstact

Some regions in Indonesia are still in the top, remote, and underdeveloped categories. In order to support the quality of learning that can reach all re-gions, learning videos are used through the YouTube channel. This research is an experimental study with a quasi-experimental design with the match-ing-only pretest-posttest as the experimental design. The research sample consisted of 60 students, with 30 students as the control class (the group of students who were not given the product) and 30 students as the treatment class (the group of students who were given the product). The results are that YouTube videos are still effectively used to improve students' basic abilities. It is recommended that lecturers who teach micro-teaching courses use learning videos on the YouTube channel to support improving stu-dents' micro-teaching skills.



INTRODUCTION

Undeniably, education in Indonesia still needs to catch up compared to neighboring countries and must be evenly distributed in each region (Utomo Priyambodo, 2022; Wulandari, 2021). As quoted from (Koes, 2021; Putra, 2021), several factors cause education in Indonesia to be uneven, namely poverty, human resources (community resources), low teacher quality, low achievement, and school facilities and infrastructure. This is undoubtedly a severe concern to the Ministry of Education and Culture to address Indonesia's education gap in some areas.

One of Indonesia's efforts to overcome the education gap is to use technology (Hidajat, 2022; Saleh & Enaizan, 2022). With technology, technology can reach all regions, including even the most underdeveloped areas (Lai & Bower, 2019). Open University students are spread all over Indonesia and often live in remote areas. Of course, this is a concern for the Open University academic community on how to continue to improve the quality of learning even though Open University students are scattered throughout Indonesia.

In their learning, Open University students are required to master the understanding and practice in certain subjects. One course requiring cognitive and practical understanding is the micro-teaching course aimed at students from the Faculty of Education and Teacher Training at the Open University. Of course, this is one of the challenges for lecturers in teaching micro-teaching material to the students of the Faculty of Education and Teacher Training at the Open University.

One of the learning methods that may be applied and effective in supporting the understanding and skills of students of the Faculty of Education and Teacher Training at the Open University is to apply learning videos through the YouTube Channel. According to research conducted by (Lacey & Wall, 2021), the YouTube Channel application is an application that can effectively be used as material for distributing learning videos that can increase understanding for students. In addition, research conducted by (Pattier, 2021) by using videos from the YouTube channel, the videos can be used by teachers to support the process of learning activities to be more effective and exciting to increase student motivation for their learning.

As for several previous studies, many have developed learning videos through YouTube Channels to improve the activities of the learning process and also the learning outcomes. One of them is the research conducted by (Lacey & Wall, 2021), using videos on YouTube channels to support student learning in microbiology courses. In addition, the research conducted by (Brook; Jennifer, 2011) uses it for students to improve language practice. Based on this, no research has used learning videos through YouTube channels to support student microteaching learning practices. Therefore, research is needed on developing a YouTube channel-based micro teaching-learning model in distance learning to improve the basic teaching skills of Open University students.

METHOD

This research was conducted at the Faculty of Teacher Training and Education, Jakarta Open University. The sampling technique was purposive sampling. The sample of this study was Open University students majoring in education who were taking Micro teaching courses or Basic Teaching Competence with a total of 60 students, with 30 students as the control class (the group of students who were not given the product) and 30 students as the treatment class (the group of students who were not given the product). Given product). The research was conducted for one semester, from April to August 2022. The research design used in this study was a quasi-experimental design with the matching-only pretest-posttest with the following experimental design:

Control Group Design				
Treatment group	M	O	X	O
Control group	M	O	C	O

Figure 1. Research Experiment Design

The pretest and Posttest in measuring students' basic skills used the skills questionnaire measuring instrument listed in the appendix. The measurement is carried out by a microteaching course lecturer who has the right to assess it by observing students directly.

RESULT AND DISCUSSION

Previously, in the first year, the initial implementation was carried out. Learning videos through the YouTube channel can improve students' teaching skills in microteaching courses. In the second year, the effectiveness of YouTube Channel microteaching was re-tested to determine whether it could still improve the basic teaching practices of Open University students. Based on this, the following tests were carried out:

1. Pretest data for the group of students who listen to the product
2. Posttest data for the group of students who listened to the product
3. Student group pretest data as control
4. Student group post-test data as control

The research sample consisted of 60 students, with 30 students as the control class (the group of students who were not given the product) and 30 students as the treatment class (the group of students who were given the product). All research data are assumed to come from a standard and homogeneous population distribution. The test results are conveyed whether the difference in the mean of the four groups of data is significant or not:

T-test dependent pretest-posttest group of students who listened to the product (treatment group) and those who did not listen to the product (control group)

Table 1. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest Treatment – Pretest Treatment	6.7	9.07700	1.657	3.37726	10.1561	4.083	29	.000
Pair 2	Posttest Kontrol – Pretest Kontrol	1.8	3.47139	.6338	.57043	3.16291	2.945	29	.006

Based on the table above, the results obtained are $t_{count} = 4.083$ with $t_{table}(0.05;29) = 1.69$, so $t_{count} < t_{table}$. It means that there is a significant increase in the primary teaching ability of UT students in the treatment group who did the Posttest compared to before listening to the product (Pretest). Likewise, the results obtained in the pretest and Posttest from the control group. In the pretest and Posttest from the control group, $t_{count} = 2.945$ with $t_{table}(0.05;29) = 1.69$, which means that there is an increase in basic teaching skills in UT students (Posttest) compared to the pretest.

Independent t-test group of students who listen to the product and those who do not listen to the product

Table 2. Independent Samples Test Posttest 2 Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	16.264	.000	3.454	58	.001	4.3000	1.2449	6.7919	1.8081
	Equal variances not assumed			3.454	43.64	.001	4.3000	1.2449	6.8095	1.7905

The results obtained are $t_{count} = 3.454$ with $t_{table}(0.05;58) = 1.67$, so $t_{count} > 1.67$. This means that there is a significant difference in the basic teaching abilities of UT students who listen to the product compared to those who do not listen to the product significantly.

Uji-t independent Gain

Table 3. Independent Samples Test Gain 2 Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Gain	Equal variances assumed	32.60	.000	2.762	58	.008	4.900	1.774	8.452	1.348
	Equal variances not assumed			2.762	37.3	.009	4.900	1.774	8.494	1.306

The results obtained are $t_{count} = 2.762$ with $t_{table}(0.05;58) = 1.67$, so $t_{count} > 1.67$. This means that the product is proven to be effective in significantly improving the basic teaching skills of UT students. Based on the results obtained, micro-teaching learning videos are still effectively used in this second year compared to students who do not use learning videos on this YouTube Channel. Several other studies state that videos using YouTube Channels are effective learning media in increasing student understanding and students with cognitive roles and skills (Clifton & Mann, 2011; Lacey & Wall, 2021; Pattier, 2021).

It can improve students' understanding from both a cognitive and practical point of view and help teachers manage and develop learning effectively and interactively (Alobaid, 2020; Taşdelen, 2019). Nevertheless, there was an increase in the group of students who were not given this learning video during the pretest and Posttest. This is because several factors can improve student skills in microteaching, even in the absence of a given learning video. This factor could be due to the daily activities of some Open University students who have worked as teachers daily, considering that there is a 2-week gap between the pretest and the Posttest. This is explained in (Ariffin et al., 2022; Fraenkel et al., 2012), which states that one of the things that interfere with experimental research is the maturation that occurs in the experimental research sample.

CONCLUSION

Judging from the results obtained and the analysis, the effectiveness test of the use of micro-teaching learning videos on this YouTube channel is still effectively used in improving the teaching skills of Open University students. Therefore, it is recommended that Open University lecturers who teach micro-teaching courses use learning videos on this YouTube channel to support improving students' micro-teaching skills.

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