

## **Evaluation of Short Video Implementation in Learning**

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**Abstract:** This study aims to evaluate the implementation of short videos in learning. This research is evaluation research using the CIPP model by Stuffbleam. The subject of this study was a grade 4 student of SD Kelayan 1 Bangkalan Madura. The method used is a mix method with a Sequential Explanatory design model, namely the first data collection and analysis are carried out quantitatively and then collected and analyzed qualitatively. Data were collected by giving questionnaires, observations, document study and interviews. Qualitative data were analyzed using the Miles and Huberman analysis model. While quantitative data is analyzed by calculating percentages and categorizing. The results of this study show that in terms of context is very good, the input is very good, the process is very good and the product results are categorized as very good. Thus, it can be concluded that Short Video can be used as a learning medium that is useful and easy to use anywhere and anytime as long as supporting facilities are available so it can improve student's knowledge and skill. However, teachers also need to anticipate the weaknesses of using short videos in learning, including teacher getting permission from parents and principals, teachers must ensure the availability of facilities such as gadgets and also good internet access in classroom learning, especially for primary students.

**Keywords:** Learning Media, Learning Needs, Short Video

### **A. Introduction**

A learning is said to be successful if students are interested, happy, curious and enthusiastic in learning and the result of learning giving good or positive impact (Fahrezi et al., 2020; Falcon et al., 2023). Efforts that can be made by teachers include choosing learning media that suits the context and needs of students (Erita et al., 2022; Lase, 2019; Zhang, 2020). According to Vadia et al, 2023 states that learning media are all objects that can be seen, manipulated, heard, read, and used as a series of instruments used for learning activities. Educational media is a source of learning and can also be interpreted with people and objects or events that make the condition of students possible to acquire knowledge, skills or attitudes (Vadia et al., 2023). Another opinion by Darma Wisada, 2019 states that teaching aids are learning media that make it very easy for students in terms of learning because media is

abstract so that it can increase students' interest in learning psychologically. Designing learning media is a teaching aid to achieve the objectives of learning media effectively and efficiently (Darma Wisada et al., 2019). In order to create media effectiveness, you must have an understanding of the learning material that will be suitable for teaching, whatever the form of tools in delivering the material (Amalia et al., 2024; Sihotang et al., 2020; Stronge et al., 2007). Thus, the use of learning media also helps in supporting the success of a learning (Erita et al., 2022; Gustia et al., 2024). This certainly cannot be separated from the efforts made by teachers or teachers in the learning process (Falcon et al., 2023; Scott et al., 2022). Efforts that can be made by teachers include choosing learning media that suits the context and needs of students. According to Vadia et al, 2023 states that learning media are all objects that can be seen, manipulated, heard, read, and used as a series of instruments used for learning activities.

Educational media is a source of learning and can also be interpreted with people and objects or events that make the condition of students possible to acquire knowledge, skills or attitudes (Lase, 2019; Mawardi, 2018; Vadia et al., 2023). Another opinion by Darma Wisada, 2019 states that teaching aids are learning media that make it very easy for students in terms of learning because media is abstract so that it can increase students' interest in learning psychologically. Designing learning media is a teaching aid to achieve the objectives of learning media effectively and efficiently (Nirtha & Sulasmono, 2020; Rasul et al., 2011). In order to create media effectiveness, you must have an understanding of the learning material that will be suitable for teaching, whatever the form of tools in delivering the material (Jatmoko et al., 2021; Wenno et al., 2016).

Thus, the use of learning media also helps in supporting the success of a learning. There are so many learning media that educators can use to teach. One of them is learning media using Video (Septianti et al., 2020). Video is a medium that can display images, accompanied by sound and shown at the same time (Krissandi, 2018). If viewed in terms of duration, then there are videos that are long or long, and there are also videos that are short duration or commonly known as short videos or short videos. In research conducted by Kusumandaru, A. D., & Rahmawati, F. P. (2022) showed that when literary literacy classes are associated with learning Indonesian about fiction and nonfiction texts, students watch videos about fiction and nonfiction texts on the TikTok application, the result is that students are able to listen to videos that have been watched by telling information obtained from videos (Kusumandaru & Rahmawati, 2022). In line with research conducted by Sadewo, Y. D., & Purnasari, P. D. (2021) with the research title "Development of Local Culture-Oriented Mathematics Learning Videos in Elementary Schools" the research was conducted at SD Muhammadiyah 9 Surabaya. Students watched science learning videos and based on data from research conducted there were 93% of students stated that they were happy to participate in limited face-to-face learning compared to online, 95% felt motivated, 95% stated that the learning atmosphere was more

enjoyable, 90% stated that the material was easier to understand and 95% stated that learning time was more effective (Sadewo & Purnasari, 2021). Thus, it shows that indeed the use of videos in learning is indeed very helpful for teachers in the success of learning. However, the study did not explain in detail the type or length of time used in playing the video. So, in this study, researchers want to conduct research using a type of short video or known as Short Video.

Short video is a type of audio-visual video as a learning aid, by combining image and sound elements can seem more effective. Short video designation is a video that has a duration of about 30 seconds to a maximum of 1 minute this is used to convey knowledge, understanding and information faster. Short videos can help teachers when delivering learning both at school and anywhere (Dini et al., 2023; Zhang, 2020). Video short can be found on various social media platforms, including Tiktok, youtube, and so on (Zhang, 2020). However, in this study the use of short videos using YouTube social media. Further research on Short Videos is still very rare in Indonesia. Therefore, researchers conducted a study by analyzing the use of Short Video as a learning medium at SD Keleyan 1 Bangkalan Madura in grade 4.

In today's era of information technology sophistication, short videos are not new for children even grade 4 elementary school children already understand about short videos on various social media platforms. So, it would be very unfortunate if this technology or short video feature is not used as a learning medium. Because, when teachers only rely on and use books in learning, it is not enough to enrich students (Ikhlas, 2021).

Based on information from the initial interview with the principal of SD Keleyan 1 Bengkalan, Mr. SB stated that *"learning at SD Keleyan Bengkalan is returned to the authority of their respective class teachers, so that the principal only supports whatever the teacher does. Regarding the learning media used, the average Keleyan Elementary School teacher has been using various media in learning. But the most widely used learning media, as far as I can see, is printed learning books"*. Furthermore, an interview with a grade 4 elementary school teacher, Mr. US, stated that learning using video is rarely done and indeed never asks for feedback from students regarding the learning that has been done. However, as far as I can see, children do like to learn. *"However, a grade 4 student, DA stated that "teachers rarely use learning videos in learning. But if for example there is a learning video, we are even happier. Because it learns not only from books but also from other sources."* Based on these initial interviews, researchers need to conduct further studies on the use of short videos in learning.

Based on the researcher's initial observations, grade 4 students of SD Keleyan Bengkalan were given permission to bring mobile phones to school but with a number of requirements that must be met by students including students must follow all school rules and comply with applicable mobile phone usage rules. Thus, the use of mobile phones in learning has obtained permission for the playback of

short videos in learning or in other words, Mobile phones that will be used for short video playback with the knowledge of parents and teachers at school, considering that elementary school-age children are still under parental supervision. Thus, it is necessary to evaluate the implementation of the use of short videos in learning. Evaluation needs to be done to assess and measure the effectiveness of using short video in learning.

## Methods

This study used the CIPP model evaluation research method by Stuffbleam (Nirtha et al., 2023). The approach in this study is the Mix method with a sequential explanatory model, namely using a quantifiable approach first, then in the next stage using a qualitative approach. The research subjects in this study were grade 4 students of SD Kelayan 1 Bangkalan Madura totally 31 students. Data collection techniques use questionnaires, observations, document study and in-depth interviews. Researchers conducted interviews with resource persons, namely principals and homeroom teachers to obtain preliminary data. In-depth interviews and distributing questionnaires were conducted on research subjects, namely grade 4 students of SD Keleyan 1 Bangkalan Madura after the short video implementation process. The study documents, the researcher conducted before the implementation of the short video on learning. While the researchers' observations were made when the implementation of short videos took place in learning. The research procedure uses the CIPP evaluation model by Stuffbelam with 4 steps, namely: 1) context; 2) input; 3) process; 4) product.

## B. Results and Discussion

The result of this evaluation research that evaluate the implementation of short video in learning using CIPP model are presented in the table as the follows:

**Table 1. Aspect of Evaluation**

Aspects	Items Evaluated	Evaluation Results
Context	Learning Media	Class teachers never use short video in learning, researchers as interns in accompanying class teachers use short video media in learning.
Input	Students, Facilities, teachers	The students have facilities such as HP, the students have limited knowledge about the characteristics of the form of substances.
Process	Learning Process	Interactive discussion and audio-visual learning models.
Product	Students' Knowledge and new skill	There is new knowledge and skills that learners acquire.

**Table 2: Context Evaluation:**

Indicators	Items Evaluated	(%)	Category
Learning Media	Media Availability	84	Very good
	Media Utilization	100	Very good
	Media Application	100	Very good
	Media Adjustment	71	Good

Based on the context evaluation, the table showed that there are four items evaluated, consist of media availability, media utilization, media application and the last criteria media adjustment. Each criteria has their scores and categories that count by classical counting. The context that occurred at SD Keleyan 1 Bengkalan Madura was that all 31 grade 4 elementary school students had android or media needed to play short videos and most students had used short videos but not for learning just to watch videos passing on their social media homepage. This is certainly a good potential for teachers to provide learning materials on short videos because students already know how to play short videos almost every day. So based on the context table evaluation above for the availability of media getting 84%, with the category very good, the use of media 100% with the category very good, and media applications get 100% with the category very good means that it is no longer a problem for students and teachers. Only on the media adjustment part get 71% with the category good, they are not used to using short videos to study and learn, and bring androids to school requires the permission and consent of parents, teachers and principals. So, when learning to use short videos there are a number of adjustments that will be made.

**Table 3. Input Evaluation**

Indicators	Items Evaluated	(%)	Category
<b>Students, Facilities, teacher</b>	Input availability	93	Very good
	Performance of students	90	Very Good
	Class organizing Teacher's	97	Very Good
	performance	93	Very Good

The results of input evaluation can be seen based on the input evaluation table with input assessment indicators are students, facilities and teachers. With evaluation items are input availability, student performance, classroom management, and teacher performance display. In the aspect of input availability, 93% points are given in the very good category, because indeed all inputs, both facilities that will be used to apply short videos are available, teachers who will run short video applications and make short videos are also available and students as video users are also available. So that the availability of input gets a very good category. Then the performance of students who will use short videos can all use short videos and get 90% points in the excellent category. For class management, the class is very well

managed, the state of the class is clean and tidy. The grade 4 elementary school teacher as the class manager is a teacher who has been teaching for more than 5 years, so for class management there are no problems or no obstacles faced so that class management gets a score of 97% with a very good category, in the display section the teacher's performance gets 93% points with a very good category, because indeed the teacher who teaches is certified which means the teacher already has a certificate of professional competence and the teacher is able to carry out Classroom learning and proven by the evaluation results that received a score of 93% in the very good category.

**Table 4. Process Evaluation**

Indicators	Items Evaluated	(%)	Category
<b>Learning Process</b>	Learning model development	93	Very good
	Enthusiasm	97	Very good
	Interest	97	Very good
	Understanding	93	Very good

The result of the evaluation process, which includes the assessment indicators, is the learning process used to implement short videos in education. The learning model used during this process varied greatly, beginning with the teacher using questions and answers, followed by an explanation of the learning material using a short video, and concluding with learning together and reflection. The evaluation of the learning model received 93% points in the development category, which is categorized as very good. Additionally, the enthusiastic component of students who participated in the learning process received a score 97%, which is also categorized as very good. As for the component of student interest during learning activities, it received 97% with a very interested category. Lastly, the comprehension items showed that students understood what they were learning and received 93%, which is categorized as excellent at understanding learning.

**Table 5. Product Evaluation**

Indicators	Items Evaluated	(%)	Category
<b>Improvement Student Knowledge</b>	Formative 1	81	Good
	Formative 2	97	Very Good
	Formative 3	87	Very Good
	Summative 3	93	Very Good

The results of the product evaluation, which includes the improvement of students' knowledge and skills. However, to assess students' skills, researchers used observation sheets. Meanwhile, to assess knowledge, researchers use formative and summative tests. Based on the first formative test, students who passed the minimum graduation criteria standard as much as 81% with the good category, then

the second formative test as many as 97% students passed the minimum completeness criteria as much as 97% with the very good category, in the third formative test as many as 97% of students passed the minimum completeness criteria with the very good category and in the summative test there were 93% of students who passed the minimum completeness criteria with the very good category. Thus, it can be concluded that in the evaluation of the product, the components of student knowledge are on average very good so that there are no problems with student knowledge.

Based on the results of the observation table, the following data were obtained:

**Table 6. Observation Table During Learning Using Short Video**

No	Observation criteria	Number of Students on Meeting		
		P1	P2	Average (%)
1	Enthusiastic behavior	28	29	93%
2	Concept understanding	28	30	93,5%
3	Practicing examples of substances	31	31	100%
4	Practicing substance change	31	31	100%
<b>Average</b>				<b>96,6%</b>

Based on observational data, it can be concluded that 96.6% of students in grade 4 of SD Keleyan Bangkalan Madura are able to understand the use of short videos in learning, they are skilled in using short videos and also skilled in learning. This can be proven from parts three and four in the observation assessment criteria, namely that they were able to practice examples of substances and substance changes through watching short videos that each obtained a score of 100%. This can be seen from the results of the observation table. The students observed their behavior, then checked their concept understanding with interviews after viewing the short video. After that, the students were asked to do the same practice seen from the short video by mentioning examples of substances according to the teaching material made by the short video. Then students were asked to practice changing substances according to the short video watched. Based on the observation data of most students, on average 96.6% of students are able to carry out learning criteria. It also shows that short videos are beneficial in learning.

Furthermore, the results of interviews with 3 students, and a class teacher and one principal are as follows:

The results of interviews with AZ students stated that *"I understand sir about short videos that I watch during class learning. Short videos have often been watched but not about lessons. If it's just a recent lesson. I also like to use short videos, but if you don't have data, it's the same, you can't see the short videos."* Next interview with KP students: *"When it's a short video, I have often watched it at home. For lessons that use short videos this time, sir. I understand the content. For example, learning to use short videos is okay, sir. Because*

after school we can watch the short video again. If you are not in class, we are afraid that our phone will be lost, sir. But if you really have to use a short video, it's okay, sir, as long as there is free internet connection". Then the researcher conducted an interview with MA students "Yes, the short video played by the teacher I understand. Used for the study of the form of matter and its changes. I am happy when the teacher waits for the short video. Problems watching] short videos if you don't have data and parents usually can't use the phone. The teacher usually helps provide his internet hotspot." Based on the interviews, the interviews showed that the students understood what they learned from the short video.

Furthermore, the results of the document study, there are short videos and teaching modules used in learning. In the teaching module, it is written the use of short videos in learning, both learning 1 and learning 2. Here in figure 2 there is a display of teaching modules that show that learning uses short videos.

TEACHING MODULE CURRICULUM MERDEKA SOCIAL SCIENCE CLASS IV	
<b>GENERAL INFORMATION</b>	
<b>A. MODUL IDENTITY</b>	
Arranger	: Sandro Jodi Marsitna Nadeak
School	: UPTD Koleyon 1
Arrangement Year	: 2024
School Level	: SD
Lesson	: Social and Science
Page / Class	: B4
CHAPTER 2	: The Form of Substance and Its Changes
<b>A. Matter, What Creature is</b>	
<b>B. INITIAL COMPETENCE</b>	
<ul style="list-style-type: none"> <li>◆ Recognize substances and their characteristics.</li> <li>◆ Study the characteristics of matter.</li> <li>◆ Learn how substance transformation occurs</li> </ul>	
<b>C. PANCASILA STUDENT PROFILE</b>	
<ol style="list-style-type: none"> <li>1) Have faith, fear God Almighty and have a noble character,</li> <li>2) Global diversity,</li> <li>3) Cooperation,</li> <li>4) Independence,</li> <li>5) Critical reasoning, and</li> <li>6) Creative</li> </ol>	
<b>D. FACILITIES AND INFRASTRUCTURE</b>	
<ul style="list-style-type: none"> <li>◆ Learning Resources : (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2021 Natural and Social Sciences for Grade IV Elementary School, Author: <b>Amalia Fitri</b>, et al and Internet), Student worksheets</li> </ul>	
Topic A. Matter, What Creature Is It?	
A.1 What is mass? ◆ Equipment students need: 1. Acm balance or	
<b>F. LEARNING MODEL</b>	
◆ Face to face Learning	
<b>CORE COMPONENTS</b>	
<b>A. PURPOSE OF LEARNING ACTIVITIES</b>	
◆ Learning Outcomes	
Students identify the process of changing the form of substances and changing the form of energy in everyday life.	
◆ Learning Objectives	
<ol style="list-style-type: none"> <li>1. Recognize changes in the form of substances in objects</li> <li>2. Learning the form of substances</li> <li>3. Practicing substance transformation</li> </ol>	
◆ Learning Objective Flow Learning 1	
<ol style="list-style-type: none"> <li>1. By watching short videos, students can give examples of the characteristics of changing the form of substances on objects correctly in everyday life.</li> <li>2. After seeing a short video from the teacher, students are able to deduce the properties of substances in objects clearly. Learning 2</li> <li>3. By watching short videos, students are able to distinguish between changes in the form of substances in mass and occupying space / volume correctly in everyday life.</li> <li>4. After watching the short video, the learners together with the teacher decide to practice the change of substances in the mass and occupy the space-volume in the classroom properly.</li> </ol>	
<b>B. MEANINGFUL UNDERSTANDING</b>	
Topic A. Matter, What Is Being?	
◆ Improve students' ability to recognize the material and its characteristics. Studying the characteristics of the form of substances - matter i.	

**Figure 1. Teaching Module**  
 Source: Nadeak, Sandro M. 2023

Based on the results of the analysis using quantitative and qualitative approaches in this research, it is proven that the use of short videos in this context getting categorized as very good, input also categorized as very good, process categorized as very good and the last product also categorized very good. Whether there is one item in each context and also product get categorized good, consist of media adjustment ann formative 1. But over all the result of evaluation show that this media short video can be used in learning because this media helps teachers make it easier for students to learn and understand the lesson that they learned (Rokhim et al., 2020; Sihotang et al., 2020; Zhang, 2020). This can be proven by the results of questionnaires that have been filled out by students, including questionnaires to



check student understanding, which is 93% of students claim to understand very well about the short videos they watch. In addition, students are also enthusiastic in learning the subject matter they see and listen to through short videos (Darma Wisada et al., 2019; Vadia et al., 2023; Widjiningsih et al., 2014). Based on research conducted by Sulasmono, 2012 states that if students feel happy in learning, it will be easy to learn the material taught (Pamungkas & Koeswanti, 2022; Sulasmono & Dwikurnaningsih, 2012). Also based on the opinion of Sihotang et al, 2020 which states that students who have good learning motivation in learning will be easy to carry out the learning process (Sihotang et al., 2020). Therefore, teachers must be creative in creating learning media, for example in the form of short videos that can arouse students' enthusiasm in learning.

Thus, in addition to short videos useful for helping teachers in making it easier for students to learn, short videos also arouse student enthusiasm in learning. This is evidenced by the results of the observation table on the criteria for observing students' enthusiastic behavior in learning at meetings 1 and 2, there were 28 and 29 students at each meeting and the total percentage of both meetings got 93% of students behaving enthusiastically in learning. Then based on the results of interview with the students then they answer that they need video short in learning so they didn't bore to learn from manual book only. And the results of interviews with the three students stated that they were happy if learning using short videos in learning Thus, students behaved enthusiastically or enthusiastically in learning when learning using short videos. Based on research conducted by Dini et al 2023, stated that short videos help students in learning not only because short videos are easy to understand, according to the age of digital technology users but also short videos require less time in explaining learning and short video access can be done or learned again anytime and anywhere as long as internet access and the necessary devices are available (Dini et al., 2023). However, in addition to the advantages possessed by the short video, the short video also has a number of disadvantages including limited internet access that hinders the process of playing short videos, so to learn using short videos must be ensured the availability of the necessary tools. In addition to distractions to scroll through other short videos, it is also an obstacle in learning using short videos (Dini et al., 2023; Rokhim et al., 2020; Zhang, 2020).

Thus, learning by utilizing short videos is indeed very helpful for teachers in learning, therefore students were not boring in learning and giving effect to student knowledge and skill of student when they were happy in learning (Dini et al., 2023). But teachers also need to consider the limitations when using short videos in learning (Zhang, 2020).

### **C. Conclusions**

The use of short videos in learning is a good effort that can be done by a teacher to make learning not monotonous or prevent students from feeling bored in learning

and can also be a contemporary alternative learning media. In addition, students will also feel enthusiastic in learning even they are able to understand the material learned from short videos watched in learning. Thus, every teacher can develop short videos as a learning medium that is not only useful at school but outside school can be used, anytime and anywhere as long as internet access is good and the means to watch are available. Students not only easily understand learning, but also students will be very enthusiastic in learning and also students feel happy in learning so it can give effect to students' knowledge and skill. However, teachers also need to anticipate the weaknesses of using short videos in learning, including teacher getting permission from parents and principals, teachers must ensure the availability of facilities such as gadgets and also good internet access in classroom learning, especially for primary students.

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