

## **THE DEVELOPMENT OF VLOGGING AS LEARNING MEDIA TO IMPROVE STUDENT'S LEARNING ENTHUSIASM ON MYOB MANUFACTURE (DEBT CARD) MATERIAL**

### ***PENGEMBANGAN VLOGGING SEBAGAI MEDIA PEMBELAJARAN UNTUK MENINGKATKAN ANTUSIASME BELAJAR SISWA PADA MATA PELAJARAN MYOB MANUFAKTUR (KARTU UTANG)***

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#### **Abstract**

This research aims to: (1) Develop Educational Vlogging for class XII, (2) examine the feasibility Vlogging as learning media, and (3) know students' enthusiasm improvement before and after using Vlogging Detective. This research was a Research and Development (RnD). This research adapted from ADDIE development model which consist of five development stages: 1) analysis, 2) design, 3) develop, 4) implementation, and 5) evaluation. Validation stages was conducted with product validation by material experts, learning media experts, and accounting practitioner learning. Product was tested on 35 students of class XII AK 4 at SMK N Purworejo. Based on research results the Vlogging of learning media was Good to be used for class XII SMK N Purworejo. It was proved from 1) the assessment score by material experts obtained the average score 3,9 with the category "Good", 2) the assessment score by material experts obtained the average score 4,87 with the category "Very Good", 3) the assessment score by accounting practitioner learning obtained the average score 4,4 with the category "Very Good", 4) the assessment score by student obtained the average score 3,8 with the category "Good". In the field test, the Vlogging Detective was successful in improving students' enthusiasm obtained 9,24% from 76,95% to 86,19%., showed that there was a significant change between before and after the use of media.

Keywords: Learning media, Vlogging, Learning Enthusiasm.

#### **Abstrak**

*Penelitian Pengembangan ini bertujuan untuk: (1) mengembangkan Vlogging bagi siswa kelas XII SMK, (2) mengetahui kelayakan Vlogging yang dikembangkan sebagai media pembelajaran dengan penilaian dari para Ahli, (3) meningkatkan antusiasme belajar siswa sebelum dan sesudah penggunaan Vlogging. Penelitian ini merupakan Research and Development (RnD). Penelitian Pengembangan ini menggunakan model ADDIE yang berisi 5 tahap pengembangan yaitu: 1) analysis, 2) design, 3) develop, 4) implementation, dan 5) evaluation. Pada tahap pengembangan Vlogging dinilai kelayakannya sebagai media pembelajaran oleh Ahli Materi, Ahli Media, Praktisi Pembelajaran Akuntansi. Uji coba dilakukan pada 35 siswa kelas XII AK 4 SMK N Purworejo. Dari hasil penelitian menunjukkan bahwa Vlogging layak digunakan pada kelas XII AK 4 SMK N Purworejo. Dilihat dari hasil 1) Ahli Materi memberikan rata-rata skor 3,9 yang termasuk dalam kategori " Baik", 2) Ahli Media memberikan rata-rata skor 4,87 yang termasuk kategori "Sangat Baik", 3) Praktisi Pembelajaran Akuntansi memberikan rata-rata skor 4,4 yang termasuk kategori "Sangat Baik", 4) Siswa memberikan skor rata-rata 3,8 yang termasuk kategori "Baik". Pada Uji Lapangan menunjukkan peningkatan motivasi belajar siswa diperoleh peningkatan sebesar 9,24%, dengan skor sebesar 76,95% menjadi 86,19%. yang menunjukkan bahwa media Vlogging layak digunakan dan dapat meningkatkan antusiasme belajar siswa.*

*Kata Kunci: Media Pembelajaran Akuntansi, Vlogging, Antusias Belajar*

## INTRODUCTION

Education is an investment that must be possessed by any person. In the era of globalization as it is today, everyone is required to know information developed mainly in the field of technology. Education also experienced rapid progress. Many new technologies are popping up in a variety of fields. Therefore, everyone should be able to adapt to technological advances to print high-quality human resources.

Based on observations on Monday, August 3 2015 in SMK N 2 Purworejo, problems in learning activities, that Myob lesson still use the conventional learning media so that the learning process becomes ineffective and the students do not have the enthusiasm of learning in lessons. Conventional learning that, learning where teachers explain in front of the class, and the students just listen not actively and enthusiasm in learning, whereas in the already existing school facilities and infrastructure that can be used to assist teachers in teaching and learning activities but under-utilized by teachers in the process of teaching and learning activities (KBM).

The observation was done at the time of the practice field experience (PPL) that was held at SMK N 2 Purworejo in August to September 2015. Based on the observation of researcher during the PPL in Class XII majoring in accounting, students obstacles in the process of learning i.e. the delivery of

learning material so that ineffectiveness arises the lack of student's enthusiasm to the materials given. Of the 35 students, only 18 students or 56.25% who pay attention to the learning process, this is caused by the delivery of the material which was not interesting enough. One of the important standard of competence is understood in accounting expertise is the standard tax competencies.

The researcher choose Myob subject because this subject has a lot of materials to be memorized, especially the procedures that have to be implemented through application of Myob, so it's difficult for student to resolve the problem in Myob subject themselves. Therefore, the researcher provide the solution by developing Vlogging as learning media. Since it is very easy to access can be created by using the camera and is able to be uploaded into youtube. The student will be more enthusiastic in following the topics provided; they can also learn how to use technology in other subjects more actively and enthusiastically.

The above description encourages researcher to develop instructional media Vlogging. The media was chosen because it is relatively easy to make and can describe the financial record-keeping measures used to create financial statements in an accounting cycle in the subjects of Myob. In the subject of card debt in Myob manufacturing, media Vlogging can be used

to describe some of the steps and explanation of theories in Myob. The researcher is interested in conducting research with the title The development of Vlogging learning media to improve student's learning media in class XII on Myob manufacture (debt card) material SMK N 2 Purworejo Academic Year 2015/2016.

## **RESEARCH METHOD**

### **Research Types, Setting, and Subjects**

This reserach is a Research and Development (R&D). The research was conducted at SMK N 2 Purworejo, Kutoarjo, Central Java. The research was carried out in stages over a period of February 2016 – May 2016.

Subject of this research and development were the students of Class XII AK 4 of SMK N 2 Purworejo one Material expert (Department of Accounting Education Lecturer UNY), one Material expert (Electronics Engineering Education Lecturer UNY) and one 1 Accounting Practitioners of SMK N 2 Purworejo.

The development procedure adapted analysis, design, development, implementation, evaluation (ADDIE) development model, consists of five phases that include analysis, design, development, implementation and evaluation. But in this research is limited to the implementation phase only. ADDIE development model is developed by Dick and Carry for designing

learning systems analysis (Endang, 2011:200). Researchers modification in the development model is according to the needs. Here is an explanation of the stages of the model ADDIE:

#### a. Analysis Stage

- 1) Analysis of needs included problems and characteristics of the student as well as hardware and software.
- 2) Analysis of the competencies which include an analysis of the Competency Standards (CS) and the Basic Competency (BC) which will be contained in this media.

#### b. Design Stage

Based on the analysis, then performed the design stage or the design of products that includes the following three stages:

- 1) Preparation of the rules of vlogging, questions and answer. Instructional media product is shaped like a video just fill Materialal in it is present in the basic competencies that have been defined.
- 2) Making overall script, Script described the overall ties in the media section. Script is a picture of the sketch designs to be made on vlogging on a piece of paper.
- 3) Making an Interface. Interface in this case is the display interface

media game-based learning, vlogging would be developed

- 4) Preparation of questionnaire. Assessment instrument product of this research was a questionnaire checklist for matter experts, media experts, practitioners learning and student.

c. Development Stage

Once the design was made, all the components that had been prepared at the design phase were combined together into one product according to the design that had been designed. In this development stage, the activities carried out are:

- 1) Products Making. Based on product design, the product was printed. All components that have been prepared at the design stage assembled into a single entity with a unified product support tools in the Vlogging
- 2) Product Validation I. At this stage, the initial product is validated by Materialal expert and media expert. The results of the validation form of suggestions, comments, and feedback serve as the basic for revising the product of stage I of the products developed.
- 3) Product Validation II. At this stage, the product is validated by the Accounting learning practitioners using questionnaires that have been

made previously. The results of the validation form of suggestions, comments, and feedback serve as the basis for the revision of the product phase II products are developed.

- 4) Product Revision. At this stage, the product was revised based on suggestions, comments, and feedback given by the media expert, Materialal expert and Accounting learning practitioners.

d. Implementation Stage

In this stage the media was tested by grade XII Accounting student. A questionnaire was distributed to find out the opinion/student responses on the media that had been made. If it is necessary, revised phase III will be conducted based on the inputs and suggestions from students. However, in this revision phase the input and suggestions from the previous validator was not in conflict with previous improvements. Data which was obtained from the student questionnaire responses was analysed. In this stage Vlogging being analysed had been revised.

e. Evaluation Stage

In the evaluation stage, the activities undertaken include:

- 1) Analysis of data from the product validation. At this stage of the analysis, the data obtained from the results of the the product feasibility

assessment/validation by a Materialal experts, media experts, and Accounting learning practitioners.

- 2) Analysis of the students' research instrument. At this stage of the analysis of data obtained from the students to know the opinion/response to media students in Vlogging
- 3) The final product. At this stage, after the validation and revision of the previous stage, the final product form Vlogging is obtained.

**Data Collection Instrument**

Instrument that is used to gather data is questionnaire. Questionnaire is technic to gather data which is conducted by asking set of written question to respondent (Sugiyono, 2012: 199).

**Instrument Test**

a. Validity Test

A valid instrument means an instrument that can measure what you are going to be measured and if there are similarities between the data collected with the real data occurs on the object examined (Sugiyono, 2015:172).

**Data Analysis Techniques**

a. Feasibility Assessment Data of Media

- 1) Calculate the value of the mean score for each indicator by the formula :

$$\bar{x} = \frac{\sum x}{n}$$

Description:

$\bar{x}$  = average score

$\sum x$  = item score total

$n$  = assessor total

- 2) Change the qualitative to quantitative assessment with the following:

Table 1. Scoring rules

Classification	Score
Very Good	5
Good	4
Enough	3
Poor	2
Very poor	1

(Source: Sugiyono, 2015: 93)

Table 2. Score Conversion to 5 Scale

Interval Score	Score	Clasification
$\bar{x} \geq Xi + 1,8$	4,21 - 5,00	Very feasible
$Sbi < \bar{x} < Xi + 1,8$	3,41 - 4,20	Feasible
$Xi - 0,6 \leq Sbi < \bar{x} < Xi + 0,6$	2,61 - 3,40	Enough Feasible
$Xi - 1,8 \leq Sbi < \bar{x} < Xi - 0,6$	1,81 - 2,60	Not Feasible
$\bar{x} \leq Xi - 1,8$	0 - 1,80	Strongly Not Feasible

Source: Sugiyono, 2015: 93

b. Response Data Of Students

Response data of student opinion question form obtained from the students, his judgement in accordance with the conversion table (Sukardjo: 2012:98).

Table 3. Score Conversion to 5 Scale

Score	Clasification	Interval Score
4,21 - 5,00	Very good	$\bar{x} > Xi + 1,80 S_{bi}$
3,41 - 4,20	Good	$Xi + 0,60 S_{bi} < \bar{x} \leq Xi + 1,80 S_{bi}$
2,61 - 3,40	Enough	$Xi - 0,60 S_{bi} < \bar{x} \leq Xi + 0,60 S_{bi}$
1,81 - 2,60	Poor	$S_{bi} < \bar{x} \leq Xi - 0,60 S_{bi}$
0 - 1,80	Very poor	$\bar{x} \leq Xi - 1,80 S_{bi}$

Source: Sukardjo (2012: 98)

Description :

$X_i$  = Ideal mean =  $\frac{1}{2}$  (ideal maximum score+ ideal minimum score)

ISD = Ideal Standard Defiation =  $\frac{1}{6}$  (ideal maximum score+ ideal minimum score)

X = actual score

ideal maximum score = 5

ideal minimum score = 1

c. Increasing Data of Learning Enthusiasm

1) Change the qualitative to quantitative assessment (Suharsimi Arikunto, 2010: 195):

Table 4. The criteria for scoring the items on enthusiasm questionnaire

Criteria	Score	
	Positive	Negative
Always	4	1

Often	3	2
Sometimes	2	3
Never	1	4

Source: Suharsimi Arikunto (2010: 195)

2) Assessment increased the enthusiasm of learning

Paired t-test is generally to test the difference between the two observations. This kind of test done on the subject that was tested for the situation before and after the process, or pairing similar or subject (a type).

Hipotesis:

$$H_0 : \mu_A = \mu_B$$

$$H_0 : \mu_A \neq \mu_B$$

$\mu_A$  = average score after treatment

$\mu_B$  = average score before treatment

$$\text{Formula: } t_{\text{count}} = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

Description:

$d_1$  = the difference in score after with the score of each subject

$M_d$  = average from gain (d)

$x_d$  = deviation score gains against average ( $x_d = d - M_d$ )

$x^2_d$  = quadratic deviation score gains against average

n = samples (research subject) (Supardi, 2012)

In addition to using paired t-test test, determine the criteria for the assessment of an increase in the

enthusiasm to learn, every aspect of the student's enthusiasm after that calculate the value of each aspect of the enthusiasm of students with the formula:

$$\text{Percentage score of enthusiastic learning} = \frac{\text{student interest score each aspect}}{\text{total maximum score}} \times 100\%$$

Maximum score = total student x maximum score (scale 1 to 5)

The media can improve student learning enthusiasm if the enthusiasm of learning on the students improved before and after using the media.

After that, calculating the average Score increased enthusiasm using the conversion table Sukardjo (2012:98) below:

## RESEARCH RESULT AND DISCUSSIONS

### Description of Research Subject

The research was conducted on May 23, 2016 at SMK N 2 Purworejo in Semawungdaleman, Purworejo.

### Research Results

Vlogging development was based on take a picture by camera that followed the ADDIE development (Lee and Owen, 2000:3). The overall development of the procedures in this study in detail could be seen in the description as follows:

#### a. Analysis Stage

Student Needs Analysis, Analysis of Curriculum, Media Needs Analysis.

#### b. Design Stage

The creation of this vlogging development preparation of instruments was consisting of media feasibility questionnaire and students learning enthusiasm questionnaire.

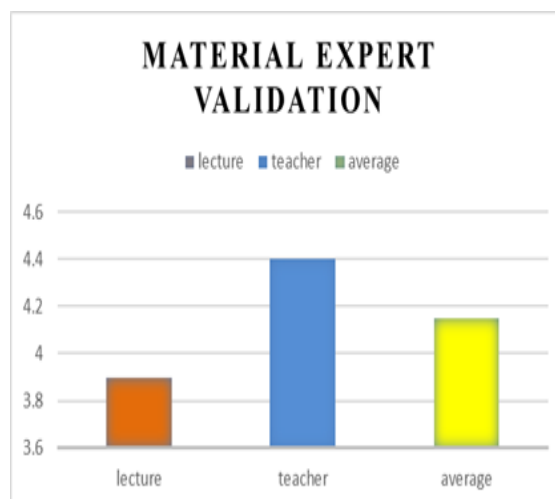
#### c. Development Stage

##### 1) The Making of Media

Media was created using camera dslr canon 1200. All of the components were strung together into a single entity in accordance with the script and edited by premiere software

##### 2) Validation of Products Feasibility

###### 1) Material Expert Validation



Picture 1. Chart of Validation Results Bay Material Expert

Based on chart regarding conversion of quantitative data (validation scores) to qualitative data (category values) it is

known that the average score (X) 4,15 in the range 3,14  $X > 4.20$  which means media developed gets the value of the "B" category with "Good". The results of the validation shows that Vlogging is developed based on an assessment of this aspect of the matter and instructional design .

Table 5. Media Expert Validation of Validation Results by Media Expert

No.	Aspek yang dinilai	Skor
1.	Font size	5,00
2.	Forms and typeface	4,00
3.	Font color	5,00
4.	The image quality	5,00
5.	The composition of color writing against the background color/background	5,00
6.	Foreground/background	5,00
7.	The clarity of the narrative	5,00
8.	The effectiveness of picture	5,00
9.	Easy to operation	5,00
10.	Systematics presentation	5,00
11.	Consistency of words, terms, and phrases	5,00
12.	Be in the form and size of letters	4,00
13.	Consistency of layout	5,00
14.	The layout of the	5,00
15.	Attention students	5,00
16.	Facilitate the teaching and learning activities	5,00
	Score Total	78,00
	Score Average	4,87

Based on table the analysis of the results of the validation of media experts, note that Vlogging developed reviewed aspects of media by media experts retrieved a total average score of each aspect of 4.87. Based on table 11 regarding the assessment criteria, it is known that the average score 4.87 in the interval score  $X > 4.20$  which means assessment of media experts on the feasibility of the product gets the value of the category "A" with a "very Good".

2) Vlogging



Picture 1. Opening vlog



Picture 2. Opening tutorial





Picture 6. Material Page

d. Implementatiom Stage

Table 6. Field Trial Assessment

Aspect	Score total	Average
Media	1812	3,75
Material	853	4,06
total	3204	3,85
category	Good	

Based table above regarding conversion of quantitative data (validation scores) to qualitative data (category values) it is known that the average score (X) 3,81 in the range of ,  $3.81 > 3.40$   $X \leq 4.20 <$  which means media developed gets the value of the "B" category with "Good". The results of the validation shows that Vlogging is developed based on the assessment of Visual display Media, Design, and Material aspects of learning.

e. Evaluation Stage

1) Learning Media Feasibility Data analysis

At this stage an analysis was carried out over the data which was obtained from the feasibility assessment /validation results from

media materials, media experts and practitioners study accounting. The results of the data analysis can be seen in Appendix.

2) Final Product

The final product of this research and development was in the form of Educational Games Tax Detective as learning media that had completed the validation and evaluation process on the previous stage. Vloging as learning media based on video. The material presented was Myob and in accordance with the syllabus in SMK N 2 Purworejo.

**Learning Enthusiasm**

No	Indicator of learning enthusiasm	Before		After	
		Total	Percentage	Total	Percentage
1	Focus on do the task	314	74,76%	361	85,95%
2	Relax to face the problem	307	73,09%	352	84,52%
3	There are simulation for study and some necessity	219	78,21%	239	85,35%
4	Happier to study by self	213	76,07%	244	87,14%

5	So bored with the many tasks	3	79,0	3	85,71
		3	4%	6	%
		2		0	
6	Can believe with the,ir own opinio n	1	81,4	1	90,00
		1	2%	2	%
		4		6	
7	So may hopef ull and ambiti on in their future	1	83,5	1	89,28
		1	7%	2	%
		7		5	
Total		1.6	76,9	1.8	86,19
		6	5%	8	%
		1		1	
		6		0	

Source: the development of research data being processed.

Scores of enthusiastic students before and after using media learning Vlogging can be known through the calculation as follows:

a. Score Enthusiast Studying Accountancy

Before Learning To Use Media: Vlogging

$$= (\text{Score of enthusiastic student learning Outcomes/maximum score}) \times 100\%$$

$$= 1616 / (15 \times 4 \times 35) \times 100\%$$

$$= 76.95\%$$

b. Scores Of Enthusiastic Learning

Accounting After Learning To Use

Media: Vlogging

$$= (\text{Score of enthusiastic student learning Outcomes/maximum score}) \times 100\%$$

$$= 1810 / (15 \times 4 \times 35) \times 100\%$$

$$= 86.19\%$$

The researchers also use a paired sample t-test. The following is the total score of each student's enthusiasm before and after the use of Vlogging :

Paired sample statistics tables showing the results of the calculation of the average score a total of enthusiastic early is 48.17 while enthusiastic end obtained a score of 51.71. Table of paired sample correlations show that the correlation between two variables is 0.872 with sig 0.000. That is, the correlation between the total score enthusiast before and after the use of the media is a powerful and significant.

If  $t \text{ count} \geq t \text{ table}$  then the hypothesis  $H_0$  is rejected, otherwise earned  $H_a$  hypothesis. On testing the test t obtained t count registration-19.650 with sig (p) = 0.000. Because t calculate > t table (2.042) and p 0.05 indicates that  $H_0 <$  rejected and accepted  $H_a$ . This shows the development of the learning Media Vlogging can increase the enthusiastic learning Accounting students. Media Learning Accounting be Vlogging affect score Enthusiastic student learning.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

Based on research and discussion, then it can be concluded that:

2. Media development learning material on Vlogging Myob Debt Card manufacturing company for students of SMK class XII are used as media of instruction and innovative as an alternative for students accounting for the lesser material shaped like reading the text as a whole. Development through the four stages of pictorial Vlogging IE (1) The step of analysis, (2) The step of design, (3) the step of development , (4) The step of implementation, (5) The step of evaluation.
3. The feasibility of Vlogging, developed on the basis of an assessment by experts of the material obtained an average score of material aspects 4.15 are included in the category Good. The assessment by media expert gained an average of 4.87 reviewed aspects of media included in Good category. Assessment of the feasibility of a trial based on Vlogging the students of SMK earns an average score of 3.8 reviewed aspects of the material and the media included in the Excellent category.
4. To test the effectiveness of dealing with increasing student learning Enthusiasm after using media Vlogging experience increased 9.24% from before the use of

the media the Vlogging his score 76.95% to 86.19% after using media Vlogging accounting. This is an Excellent category.

### **Suggestion**

Based on the research and development of Vlogging as a medium of learning still has many shortcomings, there are some suggestions that can be used as input:

1. The need for further development about the material contained on this material with Vlogging more complete for further study because researcher only limited material Manufacturing Myob card debt only.
2. The suitability of the material with the vlog should be improved again in order for the presentation of media more in line with scientific concepts. Researcher subsequently suggested to develop criteria for the assessment of the feasibility of the product.
3. Test the feasibility of vlogging should be done not only in one school alone so that the resulting product is better in the presentation.

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