

The Implementation of Peer Teaching Strategy to Assist Novice Students Coping with Practical Skill Problems in Video Production Course

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Abstract-Mastering some practical skills in video production course has been a challenging assignment to students since there are various skills required and there is no adequate time to learn it. So, there should be a constructive procedure to understand the conceptual materials and skills at the same time. To cope with, it is then managed a peer teaching strategy to assist students who have never experience learning the course, particularly the practical materials back then. A qualitative method applies in this research by observing 30 students who enrol in a video production course and interviewing three of them. Furthermore, the collected data are analyzed with qualitative descriptive. From the study, it is found that there are positive trends and increasing practical skills obtained during the learning process with the help of experienced students.

Keywords: Practical course, peer teaching, video production, practical skills

I. INTRODUCTION

Education is one of the important milestones in building a quality nation. Constructive education can be started from meaningful learning. In addition, the curriculum is prepared by considering the needs of students in general and specifically. Furthermore, the curriculum is actualized into the learning process by using a variety of strategies and methods which ultimately aim to reach the maximum learning objectives.

In the learning process, students are not only expected to understand theories and concepts from knowledge alone, but they are also required to have skills that can be useful to support their lives in the future. For this reason, the materials compiled in each level of education also combine theoretical material with practice material. This aims to help students recognize and develop the hidden potentials within them. The practice material, then, can be used as an opportunity to create employment both for themselves and others.

In the context of higher education, especially in the Department of Curriculum and Technology Education, Faculty of Education, Universitas Negeri Padang, has actively combined the two competencies in the learning process. Besides being equipped with concepts about what educational technology is, scope, curriculum and education theories, and other concepts, students are also provided with practical and project courses as part of a program to increase and enhance student skills in the field fields which are still relevant to the purpose of education in education curriculum and technology program. This concern is also related to the program launched by Universitas Negeri Padang to create entrepreneurial students in the future with the expectation that the courses learned in the campus can be applied as a mode to entrepreneurship.

One of the courses that require students to carry out practical tasks is the development of video and television media. In this course, after getting exposure to video and television theories, students are given the task of making learning videos both individually and in groups. Three-quarters of this course term is used to work on video-making projects, starting from designing and writing scripts, recording, and editing to being a good video.

As a course with more practical activities and demands more time to master video and television-related skills, the existing credit burden is not enough to meet learning needs. In this case, the lecturer arranges the syllabus in such a way as to divide the existing time allocation between the delivery of material with the mastery of basic directing skills, camera movement, and video editing.

Therefore, to maximize the achievement of the learning objectives of the course, the lecturers design a peer-teaching strategy among the students (Stigmar, 2016; Bowman-Perrott, et. al., 2013). This decision was taken after doing some analysis related to the skills possessed by students who took the course. From brief observations, it was found that there were some students who had studied videography in vocational high school, or had taught themselves autodidactly. With the implementation of this strategy into the learning process of this course, it is expected that students who are new to video-making can have better understanding and skills, after being taught by lecturers in the classroom and getting additional knowledge and practice from their classmates.

II. METHODS

This study uses qualitative methods by making observation and interviews to collect data. The population of this study was 30 students who took the Video and Television Media Development course in the semester of January - June 2019. Three students were asked randomly to participate in the interview session. In the initial stage, students are divided into six groups, wherein each group there is a student who has learned about video theory and practice. Then, each group is assigned to produce a learning video about culture in West Sumatra and shoot at locations that are in accordance with the topics discussed with a duration of 30 minutes. The video creation duration is four weeks. After that, each student was given an individual video production assignment to see the personal abilities of students in understanding camera movement, directing and editing. After that, a student who does not have experience with video shooting in each group is invited to take an interview session for 15-20 minutes per student. The data collected was then analyzed in a descriptive qualitative.

III. FINDINGS AND DISCUSSION

For a month, each group was given the opportunity to carry out video production activities in the field. This is intended as a means for novice students to interact and learn with experienced students. Every week, the development of each group is discussed with the lecturer, the extent of the progress of the project being worked on, and the extent to which knowledge and skills are transferred to classmates. From the results of the discussion with each group, information was obtained that each member had carried out a predetermined task, such as being a director, cameraman, video editing, etc. In addition, experienced students have the duty to coordinate and teach certain skills to novice students.

When carrying out individual practice exams about 5 minute video production, each student is asked to practice how to direct the player and become a videographer to take the right angle. From the observations it can be seen that there is a significant change in the attitude of students in practicing videography skills. Most students are more flexible and skilled in holding and operating recording devices, and are not rigid in moving the camera and choosing the direction that is suitable for shooting. Students also realize how to direct the actors to act in front of the camera.

The notion of peer-teaching gives an opportunity for students to develop their practical skills with the help of their classmates (El-Sayed, 2013; Diana, 2017). This strategy creates experiences among students who have the same basic knowledge, rather than with who have cognitively incongruent or have "cognitive distance" (Lockspeiser, et al., 2008). Through an individual interview, interviewee 1 said that peer-teaching is a good opportunity for him to learn from his friends. "I am more comfortable with my friends." He felt he did not need to feel stupid and afraid when asking his friends. It is also supported by the statement mentioned by students 2, who said that he was frequently embarrassed while asking simple questions to the lecturers. "I was better searching the information on Internet or asking my friends rather than give the questions to the lecturers." Learning with friends can improve students' self-confidence (Wamsley, et al. 2004; Hayati and Sitompul, 2017)

Meanwhile, a more flexible time to interact with their classmates is also a reason that makes them learn more and improve skills related to camera movement. "I sometimes come to his rented house to learn about the camera and how to edit videos" (Student 2). They usually spend more time outside the classroom than in the learning session. This also makes the relationship more familiar and intimate. The implementation of peer-teaching strategy can gradually construct positive relationship among students. Some students feels

more responsible to assist classmates understanding some knowledge and mastering several practical skills (Ali, Anwer, and Jaffar, 2015; Diana, 2017; Ten Cate and Durning, 2007).

IV. CONCLUSION

To sum up, the peer-teaching strategy applied to the development of video media and television course showed a positive trend in assisting students to improve their practical skills. This can be seen from the practical individual examination where each student had to perform as if she/ he was a producer, cameramen, and video editor. From the interview, the interviewee agrees that their more experienced classmates help them to deal with video-production skills. It will be easier to learn as they are more comfortable to ask about the skills needed for their classmates than their lecturers. Furthermore, having much time together is one of the reasons to learn about the skills. In addition, having experiences together in producing an educational video increase their good relationship among them and learn more directly in the field.

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