

**ANALYSIS READINESS OF PPG STUDENTS IN POSITION  
TO MAKE A LEARNING VIDEO MEDIA  
AS A PROFESSIONAL TEACHER**

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**ABSTRAK**

Bentuk pembelajaran PPG Dalam Jabatan terbagi ke dalam 3 (tiga) bentuk pembelajaran, yaitu kuliah teori (pendalaman materi), lokakarya, dan PPL serta diakhiri dengan kegiatan Uji Kompetensi Mahasiswa PPG (UKMPPG) yang terdiri dari Uji Kinerja dan Uji Pengetahuan. Bentuk-bentuk pembelajaran PPG tersebut memberi kesempatan mahasiswa untuk mengembangkan/menyusun Rencana Pelaksanaan Pembelajaran (RPP) dan perangkat pendukungnya termasuk pengembangan media video pembelajaran dan video praktik pembelajaran. Tujuan penelitian untuk mengetahui kesiapan mahasiswa PPG dalam menghasilkan produk media video pembelajaran. Metode penelitian menggunakan pendekatan kualitatif dengan metode survei. Teknik pengambilan sampel menggunakan sampel jenuh yaitu semua mahasiswa PPG Dalam Jabatan Tahun 2021 Tahap 2 sebanyak 189. Teknik pengumpulan data menggunakan wawancara, angket, dan dokumentasi dengan teknik analisis datanya yakni analisis kualitatif dan kuantitatif deskriptif. Adapun hasil penelitian dari kesiapan mahasiswa PPG dalam membuat video pembelajaran, antara lain: (1) kesiapan kompetensi pengetahuan sebesar 64%, (2) kesiapan kompetensi keterampilan sebesar 37%, (3) kesiapan kompetensi sikap dan motivasi sebesar 69%, dan (4) kesiapan perangkat sebesar 21%. Dari hasil ini, direkomendasikan LPTK dapat memaksimalkan kesadaran diri mahasiswa yang ingin menjadi guru profesional, dengan mewujudkan iklim belajar dan pembelajaran serta kerja sama yang positif antara dosen, pengelola, dan mahasiswa berupa bimbingan dan pelatihan pembuatan video pembelajaran yang baik dan mendidik menuju guru profesional. **Kata Kunci:** Pendidikan Profesi Guru, Video Pembelajaran, dan Guru Profesional.

**ABSTRACT**

*In-service PPG learning forms are divided into 3 (three) forms of learning, namely theoretical lectures (material deepening), workshops, and PPL and ending with PPG Student Competency Test (UKMPPG) activities which consist of Performance Test and Knowledge Test. These forms of PPG learning provide opportunities for students to develop/compile a Learning Implementation Plan (RPP) and its supporting devices including the development of learning video media and learning practice videos. The purpose of the study was to determine the*

*readiness of PPG students in producing learning video media products. The research method uses a qualitative approach with a survey method. The sampling technique used a saturated sample, namely all PPG students in the 2021 Phase 2 position as many as 189. The data collection technique used interviews, questionnaires, and documentation with data analysis techniques namely descriptive qualitative and quantitative analysis. The results of the research on the readiness of PPG students in making learning videos, among others: (1) readiness of knowledge competence by 64%, (2) readiness of skill competence by 37%, (3) readiness of attitude and motivation competence by 69%, and (4) device readiness by 21%. From these results, it is recommended that LPTKs can maximize the self-awareness of students who want to become professional teachers, by creating a learning and learning climate as well as positive collaboration between lecturers, managers, and students in the form of guidance and training in making good learning videos and educating towards professional teachers.*

**Keywords:***Teacher Professional Education, Learning Videos, and Professional Teachers*

## **INTRODUCTION**

The In-Position Teacher Professional Education Program, hereinafter abbreviated as PPG In Position, is an education program organized to prepare educators to fully master teacher competence in accordance with national education standards so that they can carry out their professional duties in a quality and competitive manner after obtaining an educator certificate.

PPG in Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework is included at level 7 (seven) so that the profile of PPG graduates listed in the Decree of the Minister of Religion Number 745 of 2020 concerning Guidelines for Implementing PPG Daljab at the Ministry of Religion is to become teachers who master teaching materials, Indonesian character and personality, inspires and becomes an example, has a charming appearance, is authoritative, firm, sincere, and disciplined who is able to educate, teach, guide, direct, train, assess, and evaluate students in accordance with the demands of the latest developments in information and communication technology and future.

In addition, PPG In Position is expected to be able to answer various educational problems, such as: qualifications below the standard (under qualification and low competence teachers), although in practice PPG is still seen as not fully capable of producing competent and professional teachers (Pangestika &

Alfarisa, 2015; Rozak, 2016; Sardjunani, 2015). It could be from the input element or the educational process in LPTKs that have not been able to prepare professional teachers (Juangsih, 2014).

In several research results that have been carried out, it is stated that various forms of competency constraints experienced by teachers include problems in the preparation of Learning Implementation Plans (RPP) that are in accordance with the demands of 21st century learning, development of innovative ICT-based materials and media, lack of interest in teachers to research and write CAR, many have the mentality to find it easy, and so on (Sennen, 2017). Even the quality of Indonesian teachers is ranked 14th out of 14 developing countries or the last rank in the Global Education Monitoring Report data from UNESCO (Hoesny & Rita Darmayanti., 2021).

Some of the problem analyzes that make teacher problems in improving their competence are caused by several obstacles, including: limited time, energy and costs of teachers, lack of interest and knowledge of teachers about their competencies (Taufikin, N. Z., Falah, A., Wijayanti, R., Manijo, M. E. M., Fadhilah, N., Zamroni, A. Z., & Nabawiyah, H., 2021).

High hopes for PPG and some of the problems mentioned above, become a challenge in implementing the PPG curriculum in positions, especially in 2021 PPG is carried out fully online and is believed to be not fully effective, both from student factors and from

lecturers in the PPG program. Daljab and factors of internet network limitations (Hanun, 2021; Kurniawan & Zarnita, 2020).

The PPG Daljab curriculum is broken down into two major groups, namely the recognition of work experience and the education process. In the aspect of the process, professional education is divided into 3 (three) forms of learning, namely theoretical lectures (material deepening), workshops, and PPL and ends with PPG Student Competency Test (UKMPPG) activities which consist of Performance Test and Knowledge Test.

These forms of PPG learning provide opportunities for students to prepare Learning Implementation Plans (RPP) and its supporting tools including the development of learning video media and learning practice videos. Learning video media (Wisada et al., 2019) are media that contain audio-visual display of ideas or ideas, messages and information that are used to stimulate students' thoughts, feelings, and wills (Fadhilah, N., 2016).

In another study (Ainina, 2014; Fujiyanto et al., 2016; Ridwan et al., 2021) it was explained that instructional video media is a medium that is often used and chosen because learning videos have several advantages compared to other media and can improve student learning outcomes. It is reasonable to calculate that all student assignments related to the making of learning videos during the PPG Daljab period are seven video products.

In this regard, based on the age distribution of PPG In-Position students at FTIK IAIN Pekalongan, a

small proportion are in the pre-millennial generation age and most of them are millennials born in 1981-1994 (Zaeni et al., 2018). With this age distribution, students are expected to have readiness. This readiness can be interpreted as a state of having competence by someone to do something (Sunaryo et al., 2020). In this case, it is the readiness of students to make learning videos with the Technological Pedagogical and Content Knowledge (TPACK) approach.

Therefore, the focus of this study is to determine the readiness of PPG Daljab students in making learning videos by applying the TPACK approach. Students' readiness is seen from the aspect of knowledge, skills, and attitudes related to the making of learning videos. In addition, it also wants to reveal the carrying capacity and obstacles of students in making learning videos and learning practice videos.

## **METHOD**

This research was conducted at the PPG FTIK Study Program IAIN Pekalongan in September-October 2021 with a descriptive qualitative approach that explains in detail the readiness of PPG students in making learning videos and learning practice videos. The subjects of this study were students of PPG FTIK IAIN Pekalongan Phase 2 in 2022. The determination of the research sample was carried out using a saturated sample of 189 students. Data collection techniques were carried out by means of interviews, questionnaires, and documentation. Data analysis used

descriptive qualitative and quantitative data analysis.

Assessment of student readiness in making learning videos and learning practice videos is carried out based on several indicators related to the readiness of learning video production theory and the facilities owned by students. The percentage calculation is done by dividing the amount of data (n) by the total data (N) (Arikunto, 2010).

Table 1. Classification of PPG Student Readiness in Making Learning Video Media

Level	Description
Yes	If the readiness of learning video production competencies and the facilities owned support the making of learning video media
Maybe	if the readiness of learning video production competencies and the facilities owned support the making of learning video media with few obstacles and can find solutions actively/independently
No	If students still have many obstacles in the competence of making learning video media and to overcome them, they depend on the help of others

## DISCUSSION

### Readiness Competence Knowledge Making Learning Videos

Knowledge competence in making learning videos is the ability of PPG students in mastering certain theories and technical skills obtained through experience or education. In this case the mastery of the theory in question is understanding the concepts, characteristics, advantages of learning videos as learning media. In addition, the knowledge

competence of making videos is closely related to things that must be considered in making learning videos, including: attracting attention, mentioning learning objectives, stimulating, presenting material, providing learning guidance, and providing feedback. Related to this description of the readiness of knowledge competencies, students generally say that students have the insight into making learning videos. Based on the questionnaire, the readiness of students' understanding of the concept of making learning videos can be seen in table 2.

Table 2. Readiness Competence Knowledge Making Learning Videos

No	Indicator	Response		
		Yes	Maybe	No
1	Students understand learning videos make it easier to deliver material to students	93%	6%	1%
2	Students understand the difference between video as a learning resource and learning practice videos	54%	23%	23%
3	Students understand the basic techniques of taking pictures with cellphone cameras for learning video production	44%	31%	25%
4	Students understand the concept of TPACK	31%	44%	25%

Amount	64%	20%	17%
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Berdasarkan tabel 2 dapat it is known that the overall condition of knowledge competency readiness for making learning videos is in the category most of them answered "Yes", meaning that most students have knowledge competence readiness that supports the making of learning videos and learning practice videos. From the results of the interview, according to the PPG class teacher, students have experience making learning videos while carrying out distance learning during the Covid-19 pandemic.

Students also have a common understanding that learning videos can help and facilitate the delivery of material to students. It is hoped that with this common understanding, students can make it happen in the practice of making learning videos that are tailored to the learning objectives. However, it is undeniable that there are still PPG students who are not well prepared, especially for PPG PAI students at the elementary level. The student's weakness lies in their understanding of making good and educational video media, especially regarding the systematic aspect of presenting material in learning videos with the TPACK concept approach.

Based on the data on the TPACK mastery of PPG Daljab students, the research (Dwijayanti et al., 2021) is very precise which states that the role of the LPTK is very much needed in preparing prospective professional teachers who have adequate TPACK mastery. Mastery of TPACK by the teacher will be very helpful for students in

understanding the material being taught.

### Readiness Competency Learning Video Making Skills

The competency of learning video making skills is the psychomotor ability of PPG Daljab students in using methods, materials, tools and instruments achieved through experience/education based on knowledge and understanding to produce products or performance. In this case, the product or performance in question is the skills of PPG students to produce learning videos. Regarding the description of the readiness of this skill competency, students generally said that students did not have good skills in producing learning videos. Based on the questionnaire, the readiness of students' competence in making learning videos can be seen in table 3.

Table 3.  
Readiness Competency Learning Video Making Skills

No	Indicator	Response		
		Yes	Mungkin	Tidak
1	Students are able to edit videos well	5%	24%	71%
2	Students are able to make simple ICT-based learning media (PPT)	51%	31%	17%
3	Students have produced simple learning videos and used them as learning media with students	54%	23%	23%
Amount		37%	26%	37%

Based on table 3, it can be seen that the overall condition of readiness for learning video making

skills is in the category of most answering "No", meaning that students still have many obstacles in the competence of making learning videos skills and to overcome them, they depend on the help of others.

From interviews, it is known that students need training and guidance programs from LPTKs in making learning videos. This is in line with research (Serdenciuc in Hoesny & Rita Darmayanti., 2021) which suggests the need for training in the use of digital technology for teachers so that they can be integrated in the learning process so that learning interactions increase and are interesting. Furthermore, (Taib & Mahmud, 2021) states that the lack of teacher skills in making learning videos is due to having never received training either from schools or from the office.

Therefore, learning video training is highly recommended and can be carried out systematically with stages, discussion of needs analysis, implementation of training and observation and evaluation (Sumanto & Sadewo, 2021). So that the skills of making learning videos by teachers can be used as a source of independent learning to support student learning in the classroom and at home (Fadhilah, N., Sophya, I. V., Muthohar, A., & Mufid, A., 2021)

Especially for training in making learning video media, the training materials can be directed at the stages of making learning video media. These stages can be divided into three stages, namely the preparation stage (pre-production, production stage, and final completion stage. Many students do not master these stages, especially

the final completion stage, including: image editing activities (editing), integrating images with sound and music (mixing), and dubbing activities, as well as adding text to images.

### **Attitude Competence Readiness and Motivation for Making Learning Videos**

Attitude competence and motivation for making learning videos are sensitivity and encouragement abilities that arise in PPG Daljab students from the values or views of life that students have which are manifested in actions or behavior.

In this case, the competence of attitude and motivation in question is attitude and motivation to understand problems and techniques to solve problems in making learning videos. Related to this description of the readiness of attitude and motivation competencies, students are generally ready to learn and produce learning videos. Based on the questionnaire, the students' attitude competence readiness and motivation to make learning videos can be seen in table 4.

Table 4.

**Attitude Competence Readiness and Motivation for Making Learning Videos**

No	Indicator	Response		
		Yes	Mungkin	Tidak
1	Students easily adapt to technological developments, especially for learning.	46%	36%	18%
2	Students are willing to take the time to make learning	93%	6%	1%

	video media and other media.			
3	Students are willing to spend a lot of money to learn to make learning media.	56%	36%	8%
4	Students are willing to pay to buy learning support devices (mobile phones, laptops, LCD projectors, etc.)	49%	37	14%
5	Students want to become professional teachers and will continue to learn to improve their 99% competence.	99%	0,5%	0,5%
Amount		68%	24%	8%

Based on table 4, it can be seen that the overall condition of attitude competency readiness and motivation for making learning videos is in the category of mostly stating "Yes", meaning that most students have attitude and motivational competency readiness that support the making of learning videos and learning practice videos. From the results of the interviews, it was shown that students had good attitudes and motivation to participate in the training if the LPTK held offline video-making training.

Students are ready to attend and prepare the best laptop devices when invited to training at the LPTK. The data also shows encouraging information because students are ready to adapt to technological

developments for learning. This means that students are ready to take part in any new material, both from teaching lecturers and from training activities organized by the PPG FTIK IAIN Pekalongan Study Program.

### Readiness of Learning Video Making Devices

Learning video creation tools are tools that must be provided in making learning videos. Learning video creation devices can be divided into: hardware (camera/HP, Tripod, lighting, Microphone, Laptop/PC) and software (Video Editing Software). Regarding the description of the readiness of this device, students generally said that the equipment they had was inadequate to produce learning videos. Based on the questionnaire, the readiness of students' learning video creation devices can be seen in table 5.

Table 5.  
Readiness of Learning Video Making Devices

No	Indicator	Response		
		Yes	Mungkin	Tidak
1	Devices (laptops, cellphones, etc.) owned by students in making learning videos are adequate	21%	19%	60%

Based on table 5, it can be seen that most of the students stated "No", meaning that students still had many obstacles in ownership of the device to make learning videos and to overcome them, they depended on the help of others. In other words, the equipment owned by students is inadequate.



From the results of interviews, some students claimed to have old laptops and cellphones and the specs were not very supportive. In such a situation, PPG students must pay attention to the quality of their cellphones seen from the quality of the lighting.

HP's lighting quality is expected to support the creation of technically good learning videos, although HP doesn't have to be new. The technical quality of a good learning video is to eliminate the dark and dotted image quality factor, as well as the noise factor in the audio.

Finally, paying attention to the problem of readiness of the equipment owned by students seems to be able to be overcome by the readiness of attitudes and motivations that students consciously have a desire to become professional teachers, one of which is marked by a willingness to attend training. These learning video trainings for teachers have proven to be able to improve their ability to make learning videos (Hartawan et al., 2018; Syahroni et al., 2020; Wahyujati, 2021)

The teacher's ability to make learning videos is ultimately a supporting factor to improve student performance and learning outcomes.

## **CONCLUSION**

Based on the findings of the data and the results of the discussion, it can be concluded that the competency readiness of PPG In-Position students to make learning videos generally shows that there are strong and weak sides of competence. The carrying capacity

of the competency readiness of PPG students in making learning videos can be seen from the readiness of knowledge competencies by 63.76%, attitude and motivation competencies by 68.48%. The weaknesses in student readiness are in skill competencies and device readiness to make learning videos. However, there are important notes related to the factors that build student readiness in making learning videos, including self-awareness of wanting to become a professional teacher, experience while being a teacher at their home school. This must be a record that must be followed up with the LPTK's efforts to create a conducive and effective online and offline learning and learning climate, as well as positive collaboration between lecturers, civil servants, managers, and students in the form of guidance and training to prepare professional teachers. who is able to make learning videos well.

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