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ASSESSMENT OF MARKETING LEARNING VIDEO BASED ON CREATIVE PROBLEM SOLVING FOR X GRADE STUDENTS IN VOCATIONAL SCHOOLS

Shinta Fadlilah Umury, Baedhowi and Kristiani
Sebelas Maret University, Surakarta, Indonesia

ABSTRACT

This study aims to determine the feasibility of using instructional videos marketing based Creative Problem Solving. The method used in this research is quantitative descriptive analysis. The subjects of this research are media experts, linguists, material experts, and practitioners. Data were collected using a product validation questionnaire by experts and practitioners. The data analysis technique used a Likert scale. The results showed that media experts got 97.27% (very good), material experts got 95.45% (very good), linguists got 100% (very good) and practitioners got 95.48% (very good). The conclusion is that the instructional video-based Marketing decent Creative Problem Solving is used as a media of learning marketing School SMK Negeri 1 Surakarta.

KEYWORDS: Feasibility, Video Learning, Creative Problem Solving, Marketing Learning

INTRODUCTION

Humans basically will continue to learn during their lives wherever and whenever so it can be said that learning has become a part of human beings and occurs along with human growth and development from birth to the end of life. Daryanto and Rahajo (2012: 211) and Kartadina (2002: 47) argues that learning is a process of behavior change caused by individual interactions with their environment. However, the times will certainly form different patterns of human behavior according to their time. Likewise with the development of the education system in Indonesia which is currently facing the era of the industrial revolution 4.0. Education in the era of the industrial revolution 4.0 was marked by the very fast development of technology and information. Education in the era of the industrial revolution 4.0 was marked by the very fast development of technology and information. Besides, industry 4.0 can be said to be a new era for humans and technology that can develop rapidly simultaneously (Bal & Erkan, 625: 2019). Industry 4.0 will certainly continue to dramatically impact many fields, so education must be aligned with the needs of the new industrial revolution, especially for jobs in the future (Catal & Tekinerdogan, 2019: 105).

Facing these challenges, teachers as educators are required to be able to change and adapt so that they can improve the quality of the learning process and can produce superior human resources according to global competencies. One of the supports to produce a quality learning process is the use of technology. According to Yun, Sam & Shiqi (2020: 395) argue that in the development of multimedia computing, communication, and display technology, many video applications have emerged and are widely used for various roles in human life such as in manufacturing, communication, national security, military, education, medicine, and entertainment.

The most important thing in the implementation of learning is the process of achieving learning objectives where many factors affect the achievement of learning objectives, including teachers, students, methods/models, and learning media. Every teacher should have learning media that can improve and direct students' attention in the learning process so that it can produce quality learning. Various kinds of learning media can be used, one of which is learning media in the form of audiovisual or video. Audio-visual based learning media is a media that can move and have a voice in projecting from an attractive image so that the audience is interested (Sulistyaningrum, 2017: 156). Exposito, Rivas, Calero & Romero (2020: 2) argue that technology can affect the learning process and the possibility of using instructional videos is an alternative in learning. Therefore, it is hoped that the use of learning media in the form of videos can support an independent and efficient learning process.

The ability to significantly improve information technology in accommodating multimedia content has encouraged the application of information technology in various learning activities such as independent learning combined with traditional instructor-guided learning (Sahasrabudhe & Kanungo, 2014: 237). Technological innovation in education is needed to support the learning process in the era of the industrial revolution 4.0 so that creative and innovative teachers are needed in learning. In generating p roses exciting learning can be one of them by developing media video learning are based on learning models Creative Problem Solving. The learning model Creative Problem Solving is a learning model in which there are several stages to encourage students to solve the problem either in the learning process as well as in real life.

Based on the preliminary study that has been conducted, it shows that the learning outcomes of students of SMK 1 Surakarta are still low, especially in the Marketing subject. The factors that cause low student learning outcomes, one of which is the less varied learning resources so that the learning process tends to take place monotonously. Referring to existing problems, it is necessary to have a solution to overcoming these problems, one of which focuses on developing interesting learning media. Therefore, in this study, researchers developed learning video media based on Creative Problem Solving to improve student learning outcomes, especially in Marketing subjects..

LITERATURE REVIEW

Marketing Learning Concept

The market, seen from the marketing concept, is both the target and objective of marketing activities. Marketing is an activity to identify and fulfill human and social needs (Kotler, 2010: 5). According to Puspitasari (2017: 4) argues that marketing is one of the activities that create economic value, especially in determining the prices of goods and services. The essence of marketing activities is an activity of how to smoothly distribute goods and services to consumers. Therefore, the company must be extra in marketing in the market. The real benefits of marketing, namely, can increase customer satisfaction, increase choices, and improve the quality of life (Ngadiman, 2008: 2). So

likened to product marketing in the market is the spearhead of the success of a company or it can be called the vanguard of progress in the business.

Views of Learning Videos

Learning videos are one of the supporting media that can be used to transfer information needed by students. This is by the opinion of Nasir & Bargstadt (2017: 1090) which states that apart from being entertainment, most videos are also used as a source of information for the audience. The delivery of messages or information about the material in the form of instructional videos becomes clearer because videos can be played repeatedly so that information can be conveyed properly.

Gonzalvesa, Verhaeghea, Boueta, Gillarda, Descampsa & Legendreab (2018: 7) stated that the addition of learning videos <3 minutes will allow a significant increase in the ability to remember (retention) knowledge. Besides, the learning process using video media can improve student learning outcomes as evidenced by several research results from experts, including Tasmalina and Prabowo (2018), Adittia (2017), and Setyawan and Kurniawan (2015). Thus, with the development of instructional videos, it is expected to improve student learning outcomes.

View Points on Creative Problem Solving Approaches

The Creative Problem Solving (CPS) learning model was first developed by Alex Osborn (1979), who is the founder of The Creative Education Foundation (CEF) and co-founder of the highly successful New York Advertising Agency. At first, the CPS model was used by companies with the aim that employees in the company have high creativity in every job responsibility, but in later developments, it began to be used in the world of education. CPS is a process of solving problems in stages systematically with fact-finding, problem identification, idea development, solutions, and acceptance (Kapoor, Bansal & Jain, 2019: 2).

The CPS stages of the Osborn-Parnes model in Huda (2017: 298) include: (1) objective finding, students discuss the problem situation as a group against all the goals or objectives to be achieved. (2) Fact-finding, students brainstormed possible facts related to the target. (3) Problem finding, redefining the problem so that it can produce a clear solution. (4) Idea finding, listing potential, or not. (5) Solution finding, evaluating the most potential solutions. (6) Acceptance finding, considering real issues and new ways of solving various problems creatively so that they can be used not only for problem-solving but as a way to achieve success.

METHOD

The research method used in this research is using quantitative descriptive analysis method. This study explains the results of the assessment of media experts, linguists, material experts, and practitioners about the use of Creative Problem Solving-based Marketing learning videos before they are implemented in the teaching and learning process. Subjects come from media experts, linguists, and material experts and practitioners. Data were collected using a product validation questionnaire

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from experts and practitioners, then analyzed using a likert scale with scores ranging from 1 to 5 on each item of the statement. Further analysis is by calculating the percentage of each statement item in which the assessment score is given by experts and practitioners.

The questionnaire assessment score table can be seen below:

Table 1. Rank Value by Likert Scale

No.	Question Criteria	Score Statement
1	Very good	5
2	Well	4
3	Enough	3
4	Not good	2
5	Not very good	1

(Source: Sugiono, 2011: 166)

Data which has been given a score from experts and practitioners then converted into a percentage by using the formula by Sudjana, (2010: 133) as follows:

$$\text{Persentase} = \frac{\sum(Obtain\ Score)}{\sum(Maximal\ Score)}\ x\ 100\%$$

The results of quantitative data analysis are then converted into qualitative data so that the results of the research are easy to understand. The percentage range and qualitative criteria can be determined based on the following table:

Table 2 Value Interpretation Criteria

Achievement of learning objectives	Qualification
90% - 100%	Very good
75% - 89%	Well
65% - 74%	Enough
55% - 64%	Not good
0% - 54%	Not very good

(Source: Riduwan, 2012: 13)

RESULTS AND DISCUSSION

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The assessment of the feasibility of the Creative Problem Solving -based Marketing learning video media was carried out using a questionnaire validated by media, material, language, and practitioner experts to assess the products developed. The assessment of media aspects was validated by the Lecturer of Technology Education at Sebelas Maret University using a media expert validation questionnaire. The assessment of material aspects was validated by the Lecturer of Economics and Business, Sebelas Maret University using a material expert validation questionnaire instrument. The assessment of language aspects was validated by Indonesian Language Lecturers at Sebelas Maret University using an expert linguist validation questionnaire instrument. The practitioner's assessment was validated by the Online Business and Marketing (BDP) teacher at SMK 1 Surakarta using a practitioner validation questionnaire instrument. The results of the expert validation are as follows:

Table 3. Recapitulation of Media Expert Validation Results

No.	Assessment Aspects	∑ni	∑N	%	Score	Conclusion
1)	Aspects of media quality	38	40	100	95	Very good
2)	Characteristics of instructional videos as media	69	70	100	98.57	Very good
Total Score		107	110	100	97.27	Very good

(Source: Data Processing Results for 2019)

Based on Table 3, it can be seen that the quality aspect of the media gets 95%, the characteristic aspects of the learning video as a media get 98.57%. Overall results obtained media expert validation 97. 2 7% is included in the category of "very good" so that product development has been deemed fit for use as a media of learning.

Table 4. Recapitulation of Material Expert Validation Results

No.	Assessment Aspects	∑ni	∑N	%	Score	Conclusion
1)	Content eligibility aspect	51	55	100	92.73	Very good
2)	Serving characteristics	54	55	100	98.18	Very good
Total Score		105	110	100	95.45	Very good

(Source: Data Processing Results for 2019)

Based on Table 4, it can be seen that the feasibility aspect of the content of the material is 92.73%, the characteristics of the presentation of the material get 98.18%. Overall, the results of the material expert validation obtained 95. 45 % which was included in the "very good" category so that the development product was considered suitable for use as a learning media.

Table 5. Recapitulation of Linguist Validation Results

No.	Assessment Aspects	∑ni	∑N	%	Score	Conclusion
1)	Content eligibility aspect	50	50	100	100	Very good
Total Score		50	50	100	100	Very good

(Source: Data Processing Results for 2019)

Based on Table 5, it can be seen that the content feasibility aspect is obtained by 100%. Overall the results of the linguist's validation get 100% which is included in the "very good" category so that the development product is considered suitable for use as a learning media.

Table 6. Recapitulation of Practitioner Validation Results

No.	Assessment Aspects	∑ni	∑N	%	Score	Conclusion
1)	Content eligibility aspect	40	40	100	100	Very good
2)	Serving eligibility	48	50	100	96	Very good
3)	Media functions and benefits	37	40	100	92.5	Very good
4)	Learning approaches	23	25	100	92	Very good
Total Score		148	155	100	95.48	Very good

(Source: Data Processing Results for 2019)

Based on Table 6, it can be seen that the content feasibility aspect obtained 100%, the presentation feasibility aspect obtained 96%, the media function, and benefits aspect obtained 92.5% and the learning approach aspect gained 92%. Overall the results of practitioner validation obtained 95.48% which is included in the "very good" category so that the development product is considered suitable for use as a learning media.

CONCLUSION

Based on the results of validation assessments carried out by experts and practitioners regarding creative problem solving-based marketing learning video products, the overall result is a decision that the product developed is worthy of being used as a learning media. The result of product development validation decisions by experts and practitioners obtained a percentage of 96.47 % and is included in the "very good" category. The details of the assessment are that media experts get 97.27% (very good), material experts get 95.45% (very good), linguists get 100% (very good) and practitioners get 95.48% (very good). Even though the product is in the feasible category, revisions to the product still have to be made to improve the quality of the product being developed.

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