

Development of Video Blogging Media (Vlog) in Geography Learning in Class XII Social Studies SMAN 1 Tilango Gorontalo Regency

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Abstract

In this modern era, learning media development must follow technological developments. The observations and interviews at the research location show that media utilization in the learning process is still very lacking. Audio-visual media and electronic media have not been intensively utilized in learning. This research aims to develop video blogging (vlog) learning media in geography learning on the material of spatial interaction of villages and cities. This development research applies the Research and Development (R&D) research method with the ADDIE approach. This research includes five stages, namely the analysis stage, design stage, development stage, implementation stage, and evaluation stage. The validation results from media experts get a score of 77% (valid), and material expert validation gets a percentage value of 92% (very good). In comparison, confirmation by learning experts receives a score of 92.5% (very valid). Student responses from limited scale trials get a percentage of 84.7%, while student responses from general scale tests get a rate of 89.6%. This research concludes that the developed blogging video-based learning media is suitable for use in the learning process.

Keywords: Video blogging media, Village and City Spatial Interaction, ADDIE

DOI: [10.20527/jpg.v10i2.14739](https://doi.org/10.20527/jpg.v10i2.14739)

Received: 14 November 2022; **Accepted:** 12 June 2023; **Published:** 28 September 2023

How to cite: Gani, N., Maryati, S., Yusuf, D. (2023). Development of Video Blogging Media (Vlog) in Geography Learning in Class XII Social Studies SMAN 1 Tilango Gorontalo Regency. *JPG (Jurnal Pendidikan Geografi)*, Vol. 10 No. 2. <http://dx.doi.org/10.20527/jpg.v10i2.14739>

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1. Introduction

The development of information and communication technology brings significant benefits to education. The internet can be an unlimited source of information and learning resources. The rapid growth of information and communication technology (ICT) allows many parties to utilize ICT in their fields. Hendriani (2019) states that technological developments require teachers to innovate and be creative to make the learning process relevant to products. Priana (2017) states that a shift must be made from conventional

learning with lecture and memorization methods to attractive and fun learning methods based on information and communication technology.

Technology that continues to develop in education is an opportunity and a challenge for teachers in using technology for the learning process. Ersöz et al. (2017) mentioned that developing technology and distance learning applications solve the education system's increasing and diverse problems in learning, practice, and testing. Puspitarini and Hanif (2019) stated that with the current technological advances, teachers are expected to be willing and able to utilize technology as a supporting medium in the learning process.

In this modern era, the development of learning media must be by technological developments. The characteristics of the current generation, who tend to be digital natives, are more fond of everything digital. Video media is easy to use in learning and makes it easier for students to understand material content. Kustyarini et al. (2020) mentioned that multimedia development allows educators to develop learning techniques to produce maximum results. Wakil et al. (2017) state that teachers are essential in integrating technology in schools. The results of Muhtar et al.'s research (2020) concluded that using technology-based learning media increases students' motivation and attractiveness to participate in learning. Agustin et al. (2022) stated that Geography learning using learning media in videos would be more contextualized because the material presented directly relates to everyday life.

Ananda and Mardiah (2020) state that video blogs (Vlogs) are digital media based on internet technology that can be utilized in learning. According to Rijali and Adrian (2021), vlog media is suitable for application in education because it is by the character of today's students who are more interested in audio and visual technology. Muthoharoh's research (2021) shows that narrative video media is an effective and practical solution for learning during the pandemic. Muzhaffar and Anistyasari's research (2020) concluded that using Vlog media in learning effectively increases self-regulated learning, and students are more independent and motivated to learn. Sukmanasa et al. (2019) stated that video learning media can make students more active, creative, and enthusiastic in the learning process. The increase in student learning outcomes is shown in the research of Nurhayati et al. (2018), which examines the effectiveness of video media in learning. Santosa et al.'s research (2021) concluded that video learning media could increase the energy and enthusiasm of student learning.

Based on the observations and interviews at SMA Negeri 1 Tilango, media utilization in the learning process is still lacking. The media often used by teachers in the research location is print media. Audio-visual media and electronic media have not been intensively utilized in learning. Teachers predominantly use the lecture method, so students struggle to understand the subject matter. Based on the problems at the research location, it is necessary to develop multimedia-based learning media. Referring to previous research that shows the advantages of video and vlog media in learning, this research develops video blogging (vlog) based learning media on the material of village and city interactions.

This research aims to develop video blogging (vlog) learning media in learning geography on the spatial interaction of villages and cities in class XII SMA Negeri 1 Tilango. The expected benefits of this research are adding variations of geography learning media, arousing students' enthusiasm for learning, and making it easier for students to understand geography learning. The advantages of the developed video blogging (vlog) media are learning media in the form of videos uploaded to the Youtube

video sharing site, which is very familiar among young people, showing the characteristics of villages and cities in Gorontalo so that students easily understand it, and also attracts students' enthusiasm to listen to the material. This video blogging (vlog) is also equipped with narration and writing about the video displayed so that students can easily listen to the video while linking to the material content.

2. Method

This research was conducted at SMA Negeri 1 Tilango, located at Jalan Ahmadi Hiola, Tilango District, Gorontalo Regency, Gorontalo Province. This learning media development trial was conducted in classes XII IPS 1 and XII IPS 2 SMA Negeri 1 Tilango, Gorontalo Regency. The research location map is shown in Figure 1.

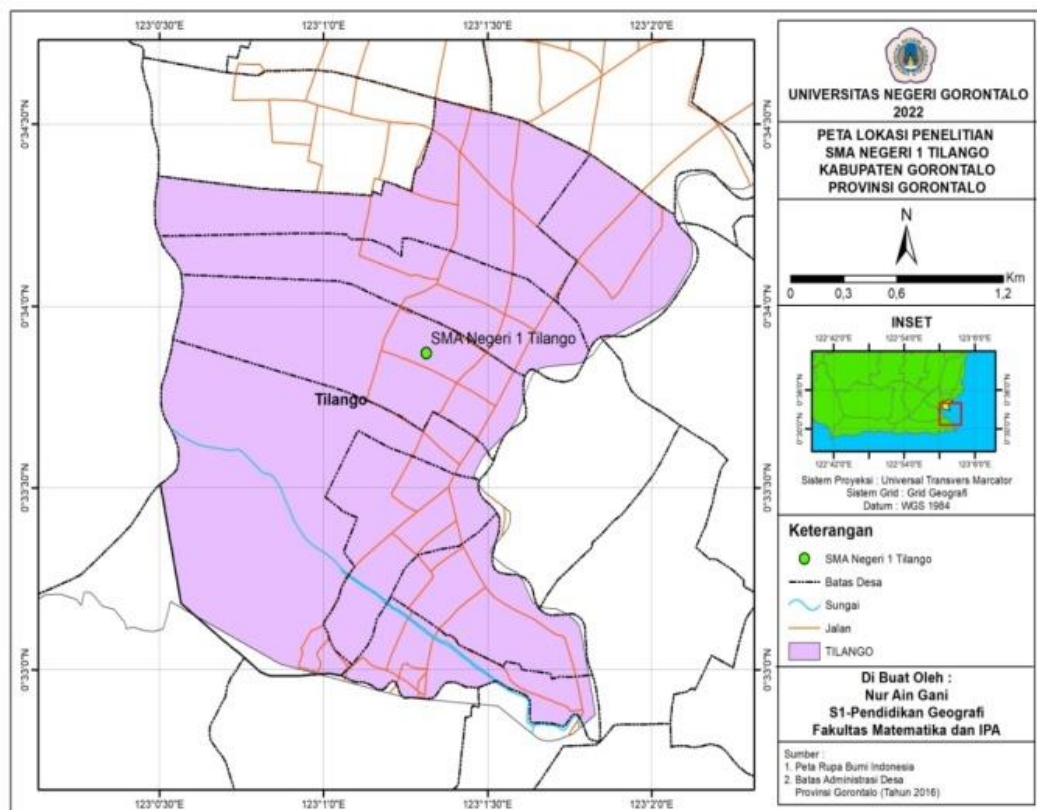


Figure 1. Map of Research Location

This development study applies the Research and Development (R&D) research method with the ADDIE approach. Referring to McGriff (2000), the ADDIE model is a systematic approach to analyzing, developing, implementing, and evaluating learning materials and activities. Referring to the ADDIE model, this research consists of five stages: the thesis stage, which includes information gathering; the planning (design) stage; the development stage; the implementation stage, which provides for donation and testing activities; and the evaluation stage.

The data used in this study consisted of qualitative data and quantitative data. Qualitative data is obtained from questionnaires or validation questionnaires from validators, including media, material, and learning experts. The results of the validation of the experts in the form of comments, suggestions, and revisions are analyzed qualitatively and descriptively. The analysis results become input in the development and

improvement of learning media. Quantitative data is data in the form of scores obtained from questionnaires or questionnaires filled in by media experts, material experts, learning experts, and SMA 1 Tilango students.

Data collection in this study was conducted through interviews, questionnaires, and documentation. Interviews were conducted with teachers at the school in the early stages of the research. The interview aims to explore information about using learning media, learning processes and methods, and learning facilities available at school. Questionnaires were collected to obtain responses from validators and students regarding the feasibility of video blogging (vlog) learning media. This study also collected data through image and video documentation in media development and during the feasibility testing of Video Blogging (vlog) learning media at SMA 1 Tilango.

This study used two data analysis techniques, namely quantitative data analysis techniques and qualitative descriptive data analysis. Quantitative data analysis techniques were applied in analyzing the assessment scores from validators and student responses regarding media feasibility. In contrast, qualitative descriptive analysis was used to analyze input and suggestions from validators regarding the feasibility of the media as a basis for consideration to make improvements to video blogging media (vlog). Scoring in the media feasibility validation questionnaire by the validator refers to the Likert Scale. Each indicator is given a score of 1-5 with the criteria, namely Score 5 (Very good / very feasible), Score 4 (Good/feasible), Score 3 (Quite good / quite possible), Score 2 (Not good / less viable), and Score 1 (None / not feasible).

The scores of the media feasibility assessment results by material experts, media experts, and geography teachers of SMA 1 Tilango were calculated by referring to the following formula (Ernawati and Sukardiyono, 2017):

$$Percentage = \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \quad (1)$$

After obtaining the percentage of validator assessment scores, the feasibility level of video blogging (vlog) development results is determined. Determining the media feasibility level refers to Sari (2016), shown in Table 1.

Table 1. Media Eligibility Level Qualification

Percentage	Eligibility Measures
84 – 100%	No Revision
68 - 84%	No Revision
52 - 68%	Needs Revision
36 - 52%	Revision
20 - 36%	Revision

Student responses to the feasibility of the developed learning media were analyzed to obtain the percentage of student responses. The formula used to calculate the rate of student responses is (Arikunto in Azahrah et al., 2021):

$$P = \frac{F}{N} \times 100\% \quad (2)$$

P = Percentage

F = Frequency of Answers

N = Number of Respondents

Referring to Siregar (in Fitriani, 2018), student response is positive if 80% of students or more have a positive response in each category.

3. Results and discussion

This research on developing video blogging (vlog) learning media in Geography subject matter of Village and City Spatial Interaction uses the ADDIE approach. The ADDIE approach includes five stages: analysis, design, development, implementation, and evaluation. The analysis stage includes needs analysis, learning processes and methods, and analysis of learning facilities. This stage was conducted through interviews with teachers and students at SMA Negeri 1 Tilango. Based on the needs analysis results, media use for the geography learning process at SMA Negeri 1 Tilango is needed. The learning process is still relatively monotonous using printed books as learning media. This makes students less interested and less enthusiastic about following the learning process.

Analyzing learning processes and methods shows that Geography learning in class XII IPS at SMA Negeri 1 Tilango is held twice weekly. The number of students in the social studies class is 64, divided into two classes. When the learning process occurs, the teacher conducts learning based on the lesson plan (RPP) guidelines, including opening, core activities, and closing. Learning begins with the teacher giving reinforcement and motivation to students and asking about the previous material. Geography learning uses the lecture method and textbooks. Students are also given the task of making a summary of the material from the book. This makes students less enthusiastic and bored in participating in learning.

The observation of learning facilities shows that the availability of learning media is quite adequate, namely geography printed books, LCDs, computers, and internet access via WIFI. The teaching and learning process at SMA Negeri 1 Tilango uses printed books due to the limited number of LCDs, so using them must often take turns with other teachers. Based on some of the problems above, there is a need for learning media that supports students in the learning process and achieves learning objectives well.

The design (planning) stage includes analyzing material coverage, determining evaluation tools, and planning concept maps. The scope of the material presented is the Spatial Interaction of Villages and Cities. This material is included in the odd semester material of SMA class XII IPS. The learning material analysis framework is shown in Figure 2. At the same time, the concept map of learning media planning is shown in Figure 3.

In the development stage, learning media are designed and packaged to produce video blogging (vlog) learning media with the subject matter of spatial interactions of villages and cities. The initial appearance of the video blogging media (vlog) uploaded on YouTube can be seen in Figure 4.

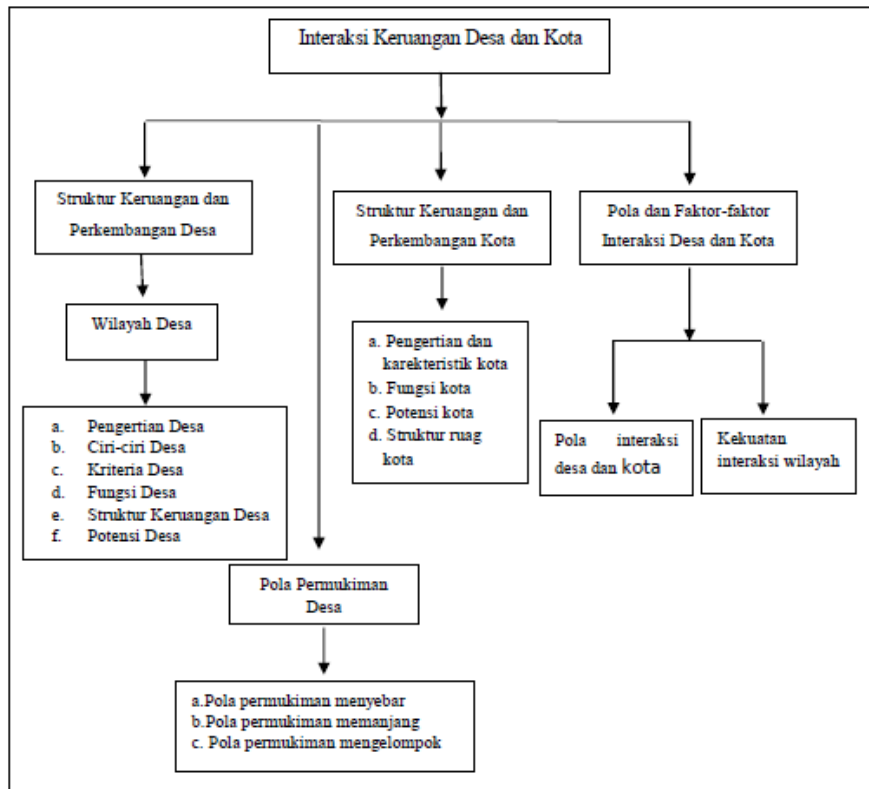


Figure 2. Learning Materials Framework Analysis

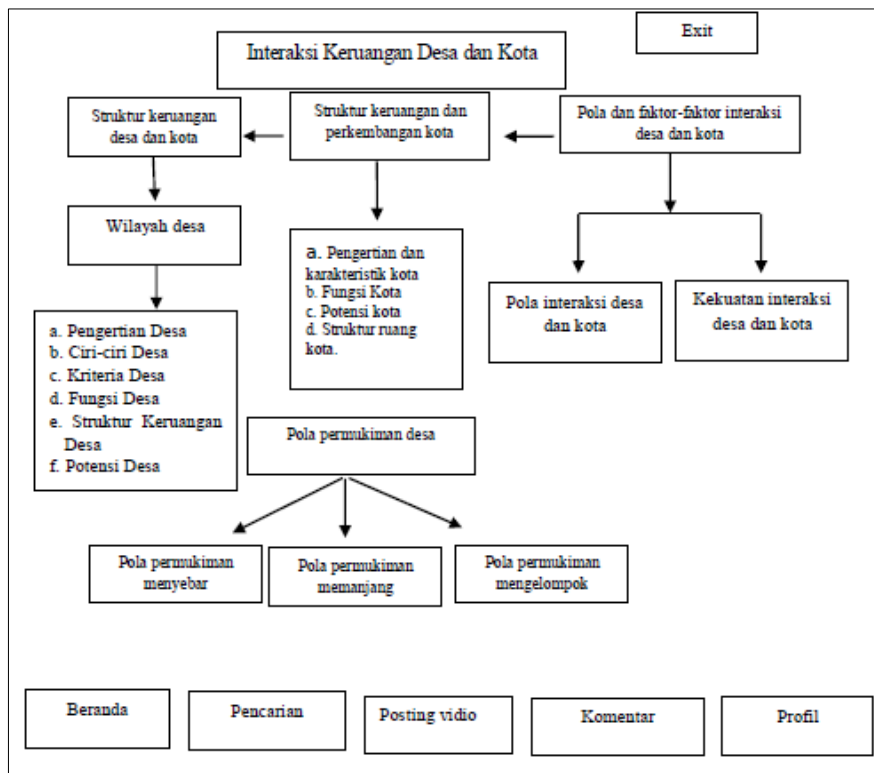


Figure 3. Video Blogging Media Planning Concept Map (Vlog)

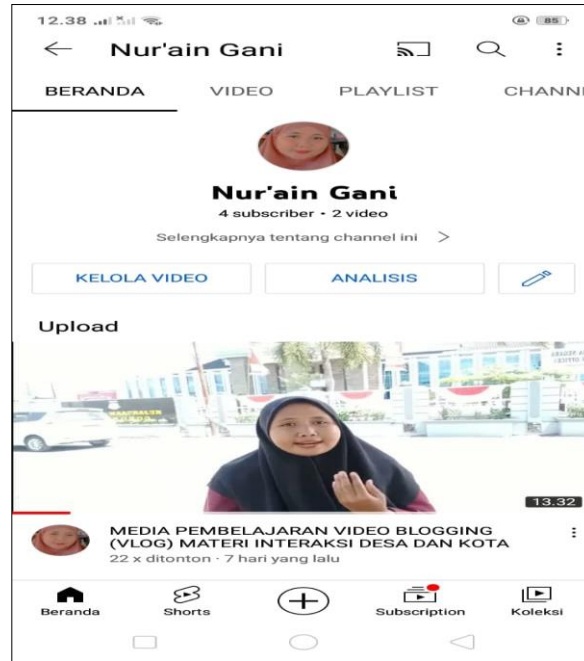


Figure 4. Initial Look of *Video Blogging* Media

Vlog media uploaded on YouTube is easy to use by students learning without having the expertise to operate it. This is because YouTube is a media-sharing site familiar to various groups and segments of society. The Vlog media developed in this study is uploaded on the Youtube site and can be accessed via the link https://www.youtube.com/watch?v=A_6ZEVqXPjQ. The initial appearance of this vlog media displays material packaged in the form of narrated videos, which can be seen in Figure 5.

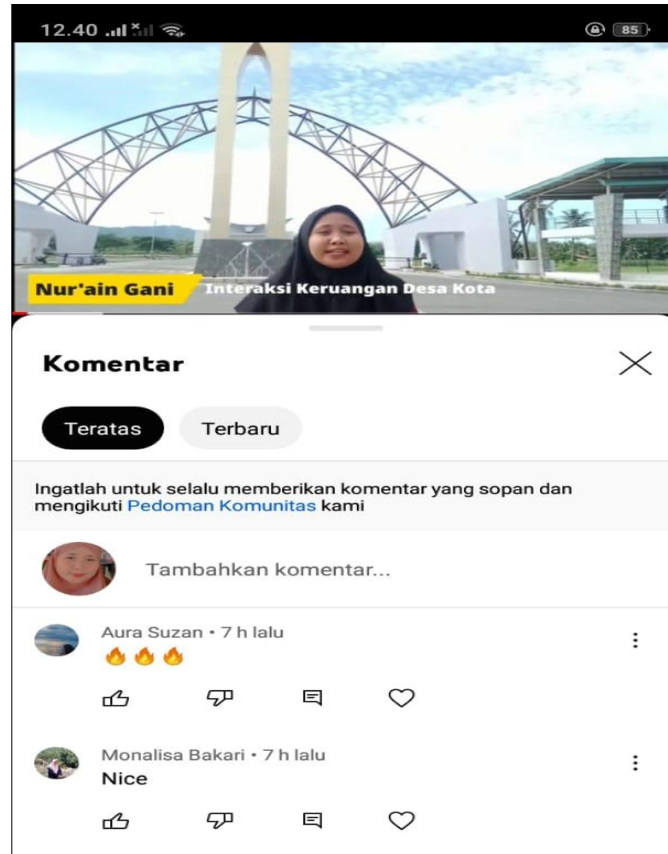


Figure 5. Initial Display of Material on *Video Blogging Media*

Figure 5 shows the material packaged attractively with the background of video shooting in the Gorontalo region so that students are interested in listening to and understanding the learning material. The material in the learning video is equipped with examples of images, text, and audio that support the material's content, as shown in Figure 6. This media provides a comment column so students can ask questions about learning material.

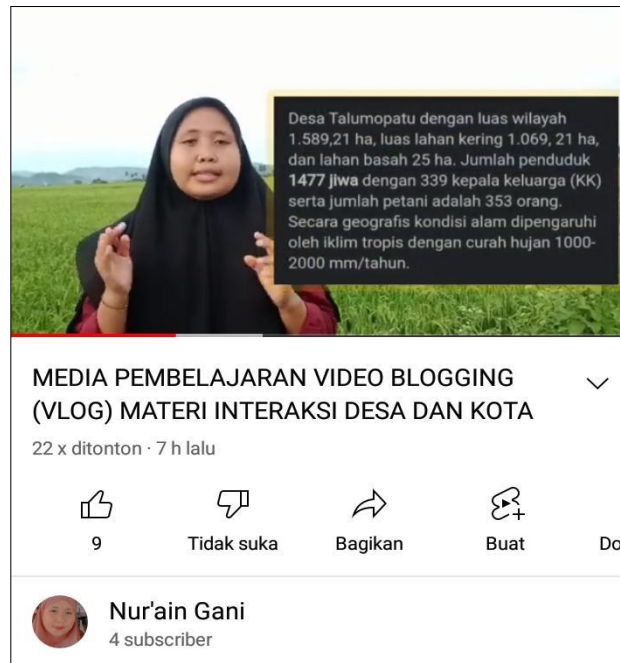


Figure 6. Material Pages with Images, Text and Audio

This video blogging-based learning media has gone through the validation stage to measure the feasibility of learning media. Media design experts, material experts, and Geography teachers have validated video blogging learning media. The results of validation and assessment from each validator can be seen in Table 2.

Table 2 Assessment and Validation Results by Validators

No	Validator	Validation Results	Description
1.	Material Expert	92%	Highly Valid
2.	Media Expert	77%	Valid
3.	Learning Experts	92%	Highly Valid

Table 2 shows that the assessment by media experts gets a percentage value of 77% with a valid category. Material expert validation obtained a percentage of 92% with a very valid category; the assessment by learning experts received a percentage value of 92.5%, so it was included in the very valid category. Revision of discovering media products is carried out by considering input from validators for improvements to the product so that based on information and suggestions from the validator, it produces a suitable product. This learning media has been revised and then began testing the use of media for class XII IPS 1 student at SMA Negeri 1 Tilango. The trial was conducted twice: limited scale and general scale trials. The problem aimed to determine each student's response to the Video Blogging (vlog-based learning media developed. Collecting student responses includes the ease of understanding the material in the media and the language used in this learning media. This trial was carried out by introducing the media to each student, which was carried out directly by the researcher. After presenting the material with video-blogging (Vlog) learning media, students were given a questionnaire to fill in to assess the feasibility of learning media.

The limited scale trial obtained student responses with a percentage of 84.7%. The general scale trial received a student response with a rate of 89.6%. After students use video blogging learning media, they get an excellent response from students. Referring to Siregar (in Fitriani, 2018), student responses obtained in limited and general trials are included in the positive category.

The material presented in Video Blogging-based learning media is one of the essential materials for students to learn. This material is taken because it can provide information about interactions in villages and cities with the circumstances around or in the student's environment. Therefore, teachers can develop subject matter by the characteristics or potential of the area where students live. Subject matter adapted to the surroundings of the residence will make it easier for students to understand. The final result of this research and development is a Video Blogging (Vlog)-based learning media product for high school Geography class XII. This Video Blogging (Vlog))-based learning media product can be accessed through the YouTube application or online web can be accessed by students anytime and anywhere while having an internet network so that to learn the material, students can more easily master and understand the contents of the material.

4. Conclusion

Based on the results of research and discussion, Video Blogging (Vlog) based learning media on the Geography subject matter of Spatial Interaction of Villages and Cities at SMA Negeri 1 Tilango is declared qualified (Good) or suitable for use. Validation results from media experts get a value of 77% (valid), and material expert validation gets a percentage value of 92% (very valid). In comparison, verification by learning experts receives a value of 92.5% (very valid). Student responses from limited scale trials get a percentage of 84.7%, while student responses from general scale tests get a rate of 89.6%. This Video Blogging (Vlog) based learning media is suitable for use in the learning process both offline and online. Future research can ultimately develop similar media on various geography learning materials that students are more interested in learning the material and increasing students' digital literacy.

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