

## ONLINE LEARNING DURING THE COVID 19 PANDEMIC THROUGH THE PRODUCTION BASED TRAINING (PBT) MODEL ASSISTED WITH YOUTUBE MEDIA ANIMATION MATERIALS IN CLASS XI MM 2 SMK NEGERI 1 MOJOANYAR (BEST PRACTICE)

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### Abstract

#### Article Info

Received: 12/08/2022

Revised: 20/09/2022

Accepted: 09/10/2022

21st century skills which include problem solving, critical thinking, collaboration and communication are important as students enter the workforce. This article is a report from best practice with the aim of providing a description of the implementation of learning by applying the production based training (PBT) model with the help of youtube media. This article is a best practice report so that the method of writing / research uses a one shot case study involving 34 students of class XI MM 1 SMK Negeri 1 Mojoanyar. The learning material is 2D animation technique. The implementation of this best practice is in August - September 2020. The data collection technique uses a questionnaire, the data analysis technique uses descriptive quantitative. The results of the study show that online learning by applying the production based training (PBT) model with YouTube media can increase students' motivation and learning outcomes. Students gave a positive response to the application of the model and the completeness of classical learning outcomes reached 88.24%.

Keywords: learning outcomes, PBT, youtube

### 1. Introduction

The quality of human resources (HR) greatly determines the progress and development of a nation. To get qualified and reliable human resources, it is necessary to have a qualified education quality. Education in Indonesia as Law no. 20 of 2003 has the goal of achieving quality, character, broad-minded people to realize the national ideals of the Indonesian nation and have the ability to adapt to an adequate environment.

To produce quality education, education also needs to be designed so that education personnel are able to compete with the times. This is important so that students can adapt to global developments that are growing rapidly. To produce students who are responsive to world developments, especially the development of information and communication technology, education needs to prioritize 21st century skills, namely problem solving, critical thinking, collaboration and communication (Daryanto et al, 2017).

Critical thinking skills mean that students are expected to be able to be critical of the knowledge received. Meanwhile, problem-solving skills mean that students are able to solve problems according to the context of real life, not just answering questions. To produce superior human beings, it is necessary to train collaboration skills, considering that humans are social creatures who always need others to interact. In addition, communication skills also need to be trained in order to provide provisions for students to be able to convey their ideas and thoughts so that they are useful for others.

Based on this, the learning model in the classroom should train 21st century skills. One of the learning models that can be applied is the production based training (PBT) model. The production based training (PBT) model is a learning process that combines education and training aspects in the production process with the mechanism of providing learning experiences with contextual / current situations by working procedures including planning, production implementation, and product evaluation to post-production / sales services. In the PBT learning model, the implementation of learning focuses on the potential of students so that they are able to actualize the subject matter to be



of economic value. In addition, PBT learning also supports the teaching factory program so as to provide students with preparations for the world of work, either as employees/employees or as entrepreneurs. Through the PBT model, students are also trained to work together and communicate so that students are equipped to navigate life after graduating from school. The implementation of the PBT model focuses on the school's superior products and competencies needed in the world of work.

2D and 3D Animation Engineering lessons on the material of making simple characters using animation applications are materials that allow students to carry out production-based learning. In this material, students can create animations whose results can be commercialized. However, the implementation of the learning material has not been maximized, this is due to limited learning due to the COVID-19 pandemic.

During the COVID-19 pandemic, the implementation of learning is no longer carried out face-to-face, but is carried out online. Due to the limitations of various resources, the implementation of online learning cannot be carried out optimally. Learning while online is still using Google Classroom (GC), WhatsApp Group (WA Group), Edmodo and sometimes Zoom Meeting media. Learning using GC and the like generally only occurs in one-way learning and is only an assignment, while learning through zoom meetings has the advantage of being able to carry out two-way learning, there is interaction between educators and students but the use of zoom meetings costs a lot because students spend large data quota.

To overcome these problems, the author provides a solution by applying the production based training (PBT) learning model with the help of youtube media. The help of youtube video media makes the subject matter accessible anytime, anywhere, it can increase student knowledge and student motivation. In this learning, students are facilitated to produce animation by learning through tutorials on YouTube. The purpose of this paper is to provide a description of the implementation of learning by applying the production based training (PBT) model assisted by youtube media.

## 2. Method

This paper is a best practice report so that the research method uses a one shot case study. In this method, the author acts as a teacher and researcher to carry out learning and learning outcomes are evaluated related to the process and student learning outcomes (Sugiyono, 2011). The material discussed is making simple characters using animation applications. The research subjects in question are students of class XI MM 2 SMK Negeri 1 Mojoanyar.

The research was conducted at SMK Negeri 1 Mojoanyar which is located on Jalan Wonoayu, Kepuhayar Village, Mojoanyar District, Mojokerto Regency. The location of SMK Negeri 1 Mojoanyar which is directly adjacent to the City of Mojokerto which makes the Mojoanyar area a red zone for the spread of Covid 19. The high mobility of residents of sub-urban areas such as Mojoanyar causes the development of the spread of Covid 19 to be very fast. This very fast spread makes learning impossible to do face-to-face and must be carried out online. Data collection techniques were carried out using learning outcomes tests both cognitively and practical results as well as student questionnaires. The test was conducted by filling out a google form to determine student learning outcomes, while student response questionnaires were used to obtain information about students' learning motivation. The data analysis technique used in the data research was carried out with descriptive statistics, namely presenting in the form of percentage values, graphs, charts, tables, and so on.

## 3. Results And Discussion

The first stage in this research is to carry out initial observations by giving an initial test / pre-test, and an online questionnaire with a google form related to knowledge about animation and student motivation during online learning. The pre-test and questionnaire were given on 27 August 2020. The results of the pre-test are as follows:



Table 1 Pre test results

No.	Aspect	Acquisition
1	Average	25
2	The highest score	35
3	Lowest value	0
4	Completeness (%)	0

The results of the pre-test as shown in Table 1 show that before learning, a pre-test was carried out by asking students to study independently without guidance from the teacher, obtained an average score of 25, the highest score was 35 and the lowest score was 0 and the completeness of learning outcomes was also 0%. These results indicate that there is a need for quality guidance in online learning so that learning outcomes are maximized.

The results of the student response questionnaire before learning using the production based training (PBT) learning model are as follows:

Table 2. Pre-study questionnaire results

No	Item Type	Response Form	Percentage
1	Student responses about the online learning atmosphere	Less Fun	93.94
2	Student responses to online learning with whatsapp media	Not interested	93.94
3	Student responses about online learning outcomes tests	Difficult	100

Based on the data from Table 2, it can be seen that the online learning atmosphere is not pleasant, the students' interest in online learning using WhatsApp is less interested, and this results in students' difficulties in answering online test questions.

To improve the quality of online learning so that learning outcomes are maximized / complete both cognitive and psychomotor aspects as well as the interest of students in carrying out online learning, learning improvements are made, in this case the researcher uses a youtube-assisted production based training (PBT) learning model. Through online learning in the production based training (PBT) learning model assisted by youtube, it is hoped that students will continue to carry out practical activities even though they are online with the help of a youtube link that explains the steps / tutorials for making simple characters using animation applications.

### Planning

The first step taken by the author was to discuss with the principal and vice principal of the curriculum related to the implementation of online learning using the YouTube-assisted production-based training (PBT) learning model as well as requesting permission that the learning outcomes would be written in the form of best practice scientific papers. The next step is to plan learning by compiling several learning tools, including one-sheet learning implementation plan (RPP), teaching materials, google forms, youtube links, quizzes, assignments, and questionnaires. The material that is the focus of learning is to make simple characters using animation applications. The next step is to provide guidance related to technical learning through the wa group forum for class XI MM 2.

### Action execution

The action implementation stage is the online learning application stage by applying learning support applications to making simple characters using an animation application, namely Google Classroom (GC). Furthermore, the author uses youtube media as a tutorial media assistance.

The next step is to apply learning by presenting subject matter in the form of a written explanation of the steps to make simple characters using animation applications. Furthermore, the author provides an alternative youtube link about tutorials on making simple characters using



animation applications. Furthermore, educators give assignments independently online as assignments for a week, namely the task of producing simple characters using animation applications. At the next meeting, a post-test was conducted to determine the students' cognitive abilities and to provide a student response questionnaire related to the learning process using. The test is carried out online using supporting media, namely google form so that students' answers can be directly recorded and the results are known.

### Observation

After carrying out the learning, the authors observed the learning outcomes of students. Researchers began to observe the use of learning models, learning methods and application media used to carry out learning in class XI MM 2 SMK Negeri 1 Mojoanyar, especially the material for making simple characters using animation applications.

The following is a presentation of the learning outcomes of students while participating in learning activities using the YouTube-assisted production-based training (PBT) model as shown in Table 3.

Table 3 Student learning outcomes

No	Aspect	Acquisition
1	Average	83
2	Lowest value	60
3	The highest score	90
4	Completeness (%)	88,24

of 83, with the lowest score of 60 and the highest score of 100 and classical completeness of 88.24%. Based on these data, it can be stated that classical completeness has been achieved. The results of the student response questionnaire are as follows: Table 3 data:

Table 3. The results of the questionnaire responses of students learning with the production based training (PBT) model with youtube media.

No.	Question	S (%)	KS (%)	TS (%)
1	I take part in online learning with a production based training (PBT) model with youtube media full of enthusiasm and enthusiasm	85,29	14,71	-
2	I like learning with the production based training (PBT) model using YouTube because it is easy to use	85,29	14,71	-
3	I feel satisfied in carrying out learning with the production based training (PBT) model with YouTube media	85,29	14,71	-
4	I better understand the subject matter by using the production based training (PBT) model with youtube media	75,53	26,47	-
5	I find it easy to answer questions given by educators	85,29	14,71	
6	I feel that the learning difficulties that I previously experienced have been overcome by learning through the production-based training (PBT) model with YouTube media	85,29	14,71	

Information :

S : Like

KS: Don't like it

TS : Don't like it



Based on the data in table 3, it can be seen that in general the students of class XI MM 2 SMK Negeri 1 Mojoanyar feel happy with learning the production based training (PBT) model with youtube media, students also feel more confident in answering the questions given by the educator and feel the problems what happened before can be solved.

### Reflection

Based on the data in Table 2, it was found that the learning outcomes of students in making simple characters using animation applications had been exceeded classically, namely the percentage of completeness reached 88.24%. This means that the classical minimum completeness criteria (KKM) have been met. These data indicate that learning through the production based training (PBT) model with youtube media can improve student learning outcomes. The data is also positively correlated with student response questionnaire data, where the majority of students give a positive response to the implementation of learning with the production based training (PBT) model with youtube media.

The results of the study indicate that the application of the production based training (PBT) model with youtube media can improve the completeness of student learning outcomes. In the production based training (PBT) model, students are modeled to learn like working in industry, namely producing or producing products that are worthy of being sold in the community. This is in accordance with the direction of the orientation of vocational learning, namely learning that is developed needs to be in line with the needs of society and work. Students need programs that provide knowledge skills, experience, insight, work attitudes, and networks that accelerate the absorption of graduates in the world of work (Wardiman, 1998).

In this study, students were trained to create / produce simple characters using animation applications. Due to the limitations of space and time, considering that the COVID-19 pandemic is still engulfing all regions of the country, it is necessary to find a solution so that children can still learn optimally. Through youtube media, students are given tutorials in making simple characters using animation applications. The results of the study also show that through learning the production based training (PBT) model with youtube media, students are motivated in learning so that complete learning outcomes can be achieved.

Based on the results that have been obtained are relevant to the research that has been done previously regarding learning video media. Research that shows that youtube-based video media is very suitable for use in the learning process (Suratun et al., 2018). Other research shows that learning video media with development and application on youtube can be used as learning media (Yudela et al., 2020). The implication in this research is that the PBT model with youtube media in multimedia productive learning material makes simple characters using animation applications can help achieve the learning process and can be accessed anytime and anywhere. In addition, with YouTube-assisted learning on productive material, it adds to the attractiveness and enthusiasm of students in learning both in receiving and understanding learning materials, because the learning videos contain material in the form of text, images, sounds, animations, music and videos in the learning videos. With the existence of youtube-assisted learning in productive subjects, the material material for making simple characters using animation applications can motivate students in learning so that learning outcomes meet the minimum completeness criteria (KKM). The advantages of the PBT model with YouTube media on productive subjects are the material of making simple characters using animation applications, namely videos containing material in the form of tutorials on making simple characters using animation applications which in the tutorial contain sound, animation, text, images, music and videos, and can accessed anytime and anywhere. Using YouTube media can also increase students' interest in participating in learning because learning video media can create an interesting learning impression for students (Akmal et al., 2020).

However, there are some weaknesses of learning using YouTube media, namely that it requires a gadget or laptop / personal computer to access learning videos and requires a relatively large data



package. In addition, the weakness of the application of the production based learning model using YouTube media is that the material coverage is still limited and the learning outcomes have not shown the actual abilities of students, this is because the production process is carried out independently without the knowledge of the teacher. In this study, there are also limitations where students are not assigned to video-based documentation during the production process. Based on these weaknesses, it is necessary to develop a production based training (PBT) model when learning is normal with

#### 4. Conclusions

Based on the results of the research that has been carried out, it can be concluded that there is an increase in the motivation of students through learning by using the production based training (PBT) model with youtube media on the material of making simple characters using animation applications in class XI MM 2 SMK Negeri 1 Mojoanyar Mojokerto. In addition, learning the production based training (PBT) model with YouTube media can also improve student learning outcomes, this is obtained from the classical learning outcomes completeness data, which is 88.24%. Based on the results of the study, it is recommended that educators before carrying out online learning need to pay attention to the suitability of the application to be used. In addition, educators should communicate with guardians of students in online learning by reviewing the willingness of parents to provide gadgets, pulses and signals.

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