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Research paper

Evaluation Of E-Learning Video in *Sasak Alus* Language

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Abstract

The learning process is a system which consists of various components that work together to achieve the goal. One of the components of the system is learning resources.Learning resources can be distinguished in general into two, namely learning resources by design and by utilization. Learning resources that are formulated and developed can be in the form of videos. The e-learning video of the development results before being used is first evaluated by being validated and then revised until the learning resources are appropriate to be used. Once it is considered that it can be used, the use is disseminated. This research is an evaluation study consisting of four steps. First, one-to-one evaluation by expert; second, one-to-one evaluation by learners; third, small group evaluation; and fourth, field trials.Data were collected using questionnaires then analyzed using descriptive statistics. The results of the evaluation of the source of learning from video in one to one evaluation by experts then obtained an average value of 79.6, the results of one to one evaluation by learners then obtained a value an average of 83.8, the results of a small group trial amounted to 80.0, and the results of field trials were 85.8. Based on the results of these trials, it can be concluded that the learning resources of the videos developed are appropriate for use in the process of learning of local subject.

Keywords: *Evaluation, e-Learning Video, SasakAlus Language*

1. Introduction

The results of research conducted by Hidayat [1] recommended that the *SasakAlus* languageis revitalized through learning local subject. Revitalization of *SasakAlus* languageis needed because in the language there are principles of harmony that can be used as alternative solutions to peace that cannot be solved through conventional approaches. Mugni's research [2] also recommended that local governments, especially regents and mayors on the island of Lombok, make collective policy to make *SasakAlus* languageas a local subject in elementary / Islamic elementary school and junior high / Islamic junior high schools both public and private on the island of Lombok.
Before learning the *SasakAlus* language is applied, firstly prepared materials and learning resources for the smooth learning process. E-leaning video is one of the learning resources needed to facilitate students in learning languages. Various source-based learning strategies are intended to support the creation of learning variations and fulfill learning styles so that students are easier to achieve the learning goals [3].Various source-based learning is also interpreted as a term that means open learning, distance learning, independent study [4]. Source-based learning is seen as a concept of strategies and methods designed, developed, and applied to a subject matter to improve learning activities to achieve learning goals.because learning resources have a strategic role in improving student learning activities and outcomes, therefore learning resources from development or by design before being used are first evaluated from aspects of content, instructional design, technical design, social considerations, ease of use and aspects of user safety.

2. Literature Review

2.1. Sasakaluslanguage

In the sasaklanguage there are three types of speech levels in accordance with the number of class (caste) or levels in the sasak community, namely the *SasakJamaq*language, *SasakMadya (intermediate)*language, and *SasakAlus*language. Based on traditional customary norms in force, the *SasakJamaq*language is used in the *JajarKarang* group (tingakt / ordinary), the Intermediate Sasak Language is used in *Menak* and *Perwangsa* groups (middle level), and the *SasakAlus* Language is used against the *Datu* and *Raden* groups (kings and nobles people) This group of kings and nobles is not much in number today and can only be found in certain areas that were once the center of the kingdom. Therefore, the use of the *SasakAlus* Language is not very broad use anymore in the Sasak community, so it is endangered. In modern times like today, the social distance between the aristocratic class and ordinary societies has begun to fade. However, the use of *SasakAlus* language in communication is still very much needed to show a sense of politeness to the other persons which is the main basis in shaping peace.

2.2 Electronic video as a learning resource

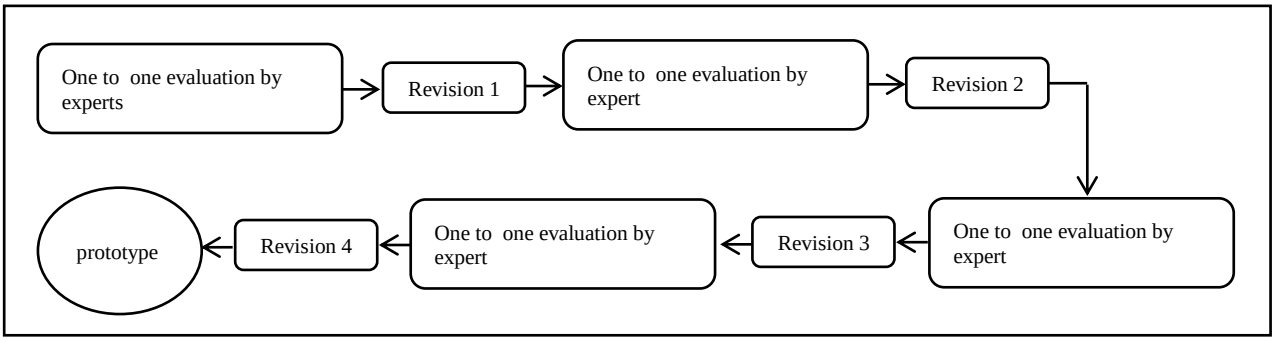
Learning resources can be divided into two, namely learning resources designed (by design) and learning resources by utilization [5]. Learning resources by design are learning resources specifically designed for learning purposes to make easier for students to achieve their learning goals [6]. Sources that have been available (by utilization) and learning resources by design can be utilized in

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an integrated manner to achieve learning goals [7].At present, digital electronic learning resources are widely used as learning environments and learning resources [8]. In addition to the types of learning resources mentioned above, Derek [10] said that online digital video learning resources specifically developed as learning resources can be used for learning and training. The availability of online digital learning resources that can be accessed freely can form a learning model that provides opportunities for students to learn throughout life [11]. Learning resources that can be accessed freely digitally like now have produced various types and ways of learning [12]. With the existence of various learning resources students have the opportunity to study anytime and anywhere to improve their abilities by constructing their own knowledge [13]. Learning resources function to improve the learning and learning process [14]. Based on the opinions of the experts mentioned above, it can be understood that learning resources are an important factor so that the learning process occurs in students. because learning resources have a very strategic role in learning, the learning resources of the development results need to be evaluated before dissemination is used. Therefore, this study focused on formative evaluation of learning resources as a result of development in the form of *SasakAlus*language learning videos.

3. Method

This research is an evaluation study consisting of four steps. First, one-to-one evaluation by experts; second, one-to-one evaluation by students; third, small group evaluation; and fourth, field trials. (15) Each step is followed by a revision. One-to-one evaluations were evaluated by experts conducted by 3 people, namely learning design experts, learning media experts, and material / content experts. While one-to-one by learner evaluation is carried out by involving 3 students in the category of low, medium and high ability. Small group evaluations were carried out involving 9 students, and field trials were conducted involving 30 students. The research instrument used was a questionnaire adapted from Evaluation and Selection of Learning Resources:A Guide 2008. (16) Assessment ranges are 1-4 with interpretations 4 = appropriate, 3 = sufficiently appropriate, 2 = less appropriate, and 1 = inappropriate. Each value given is transformed into a percentage with a description of the value 85 - 100 = very feasible to use, 75 - 84 = feasible to use, 55 - 74 = less feasible to use, and 0 - 54 = not suitable for use. Besides that, in the questionnaire a special column is provided to fill suggestions, criticisms, and input on the learning resources developed. As for the steps in this study are presented in Figure 1 below.



Pigura 1. Flow chart of the research

4. Result and Discussion

4.1. One to One Evaluation by Expert

After the draft learning resource of the video was completed, it was then validated by material experts, media experts, and instructional design experts. The following is presented data from the validation of material experts, learning media experts, and instructional design experts.

Table 1. Results of Validation of Material Experts

Aspect	Indicator	Skor
Material	Compatibility of material with SK and KD	87,5
	Material description	82,9
	Languages	83,3
	Average	84,5

Table 2. Results of Expert Validation of learning media

Aspect	Indicator	skor
Media	Easy to use	77,5
	Font size, font type, and space	75,0
	Performance	79,1
	Average	77,2

Table 3. Results of Expert Validation of learning media

Aspect	Indicator	Score
Learning Design	Clarity of learner's goals	84,3
	Learning resources are suitable for a variety of learning and teaching styles	80,0
	Material presentation techniques	81,2
	Availability of evaluation tools	87,5
	Average	83,2

Based on the evaluation results from these experts, then the average value of 81.63 is obtained. This value after being converted is in the usable category. From these values, it can be concluded that according to experts that the learning resources developed are worthy of being used as learning resources of the local subject of the sasaklanguage.

4.2. Evaluation by Learner

After the learning resources developed were validated by experts, then continued with conducting trials to students conducted through individual trials, small group trials, and field trials. The following is summarized in the results of the trial assessment.

Table 4. Test Results conducted by students

No.	Aspect	Result		
		One to one	Small group	Field trial
1	Performance	80,5	84,2	85,1
2	Material Presentation	80,1	85,0	84,8
3	Benefits aspects	81,9	87,0	87,5
4	Average	80,8	85,4	85,8

Based on the results of one to one, small group, and field trial evaluations, the average value obtained is 84, which means that this indicates that the learning resources of the developed video can be used as learning resources. Thus it can be concluded that based on the results of evaluation by expert and evaluation by learners that the learning resources of e-learning videos developed can be used.

5. Conclusion

The development of learning resources of e-learning videos is done by taking the development research. One of the main steps in this development research is evaluation / assessment of the development results. This evaluation is intended to guarantee that the learning source of e-learning videos developed is usable. After learning resources of e-learning videos from development results are considered to be usable then they can then be utilized and disseminated for use in the learning process. The results of evaluation by expert and evaluation by learners can be concluded that the learning source of e-learning videos developed is able to be used

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