



Feasibility Study of Audiovisual Learning Media in Case Method and Team-Based Project Models in Creative Writing Courses

Rosmawaty¹

¹Universitas Negeri Medan, Indonesia

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ABSTRACT

Feasibility presentation refers to how a teaching medium is packaged to have value and attractiveness based on the systematic sequence of presenting learning materials in the developed teaching media. This study aims to determine the feasibility of the audiovisual learning media that has been prepared. The method used is descriptive qualitative. The research results show that the developed teaching media received a positive response from subject matter experts regarding the feasibility of the presentation. The feasibility of this material presentation was obtained based on the validation results of a team of experts, including subject matter experts and design experts. Based on the validation results by a team of experts consisting of two subject matter experts and one instructional design expert, who are lecturers from the Faculty of Languages and Arts, The State University of Medan, the developed video teaching media falls under the "excellent" category with a validation result percentage of 96.78% in terms of content and "Good" with a rate of 87% in terms of media design. The next step in this development research series can be carried out based on these results.

Corresponding Author: Rosmawaty, Faculty of Languages and Arts, Universitas Negeri Medan, Medan - Indonesia. Tel. +6281396451905. E-mail: rosmawaty@unimed.ac.id.



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1. Introduction

The case method learning model is a learning model that uses current cases as a medium for students to play roles, aiming to solve and free themselves from the problems/cases they face (Chen Shang & Harris 2006). Danilin (2021) reported in his research that the case method can develop analytical skills, critical thinking, creative thinking, practical skills, communication skills, and social and reflexive skills. According to Asep et al. (2023), learning activities through the application of the case method in education are defined as learning that demands the optimization of student activeness through independent learning, self-development through case-based learning, and the development of the ability to explore more critical thinking from the given cases.

Furthermore, the team-based project is an active learning method commonly used in lectures. This method emphasizes student-centered learning characterized by providing problems or cases to be analyzed in-depth (Nasir & Maknun 2022). In their research, Nursulistyo et al. (2021) showed that the application of the team-based project affects students' critical thinking abilities. Rosidah Cholifah et al. (2021) in their research

explained that the application of team-based project strategies and case methods is a strategy to develop learning skills.

The lecture model that integrates the case method and team-based project takes a considerable amount of time during lectures, so efficiency and effectiveness are required in mastering the skills of the creative writing course. Effective and efficient learning resources, such as instructional videos, are needed to achieve the creative writing course goals. The instructional video in question is media containing audio and moving visuals with pedagogical characteristics in education. Video-based learning resources will support innovations in teaching models and lecturer-student communication styles and replace much of the function of text evidence. It seems that the presence of instructional videos in lectures is perceived by students as something interesting with a positive impact when applied on various platforms (Cheppy 2007).

The delivery technique in instructional videos can be categorized by the functions and benefits provided. Essentially, instructional videos are used to assist learning and help develop students' skills (Bates 2015). Various techniques and supporting components are needed to acquire these skills to provide informative instructional videos that convey conceptual knowledge (Wijnker et al. 2019). Instructional videos can motivate students who watch them. This is possible if the video is created to show the benefits of the material and is accompanied by appropriate communication in the video or by applying an explanation style that initiates students to act, displaying effective and efficient strategies for success. Based on this background, this study will describe the results of the feasibility test of the video teaching media presentation with the case method and team-based project models in the creative writing course.

2. Method

This research is part of a 4D development model study which includes the stages of definition (define), design (design), development (develop), and dissemination (Sugiono 2015). This research focuses on the results of the feasibility test of the instructional video with the case method and team-based project models developed for the creative writing course. The data collection instrument used in this study was a questionnaire to obtain data from expert subjects, including two subject matter experts and one design expert, as well as trial data. The form of each expert's questionnaire was different to collect data on evaluations in the form of input, comments, criticisms, and suggestions from the experts. The data analysis technique used in this study is descriptive statistical analysis. The measurement technique used for data collection is the Likert scale. The Likert scale measures the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono 2015). The percentage interval table can be seen below.

Table 1. Percentage Interval

Grade	Percentage Interval	Score
A	$81\% \leq X < 100\%$	Excellent
B	$61\% \leq X < 80\%$	Good
C	$41\% \leq X < 60\%$	Fair
D	$21\% \leq X < 40\%$	Poor
E	$0\% \leq X < 20\%$	Very Poor

3. Results and Discussion

Feasibility presentation refers to how a teaching medium is packaged to have value and be attractive based on the systematic sequence of presenting learning materials in the developed teaching media. The teaching media developed in this study received a positive response from a team of experts, including subject matter experts and design experts, regarding the feasibility of the presentation. The following is the feasibility test in question.

3.1 Data from Subject Matter Expert Validation

Validation by subject matter experts was conducted by two lecturers from the Faculty of Languages and Arts at Universitas Negeri Medan. The purpose of this validation was to obtain subject matter experts' opinions on the content, presentation, and language feasibility of the instructional video integrated into the implementation of the case method and team-based project models developed for the creative writing course. This validation was conducted to obtain effective, quality, and systematic teaching media to meet the course objectives of creative writing. The data from the subject matter expert validation can be seen in Table 1.a below.

Table 2. Data from Content Feasibility Validation in Teaching Media

NO	Assessment Indicators	Respondent		Total Score	Average (%)	Criteria
		1	2			
A. Relevance						
1	Material is relevant to the competencies that students must master.	4	3	7	87,5%	Very Good
2	Tasks given are relevant to the competencies that students must master.	4	3	7	87,5%	Very Good
3	Examples are relevant to the competencies that students must master.	3	4	7	87,5%	Very Good
4	Questions are relevant to the competencies of creative writing that students must master.	4	4	8	100 %	Very Good
5	Depth of explanation is appropriate for the development level of students.	4	4	8	100%	Very Good
6	Completeness of explanation is appropriate for the development level of students.	4	4	8	100%	Very Good
7	Material explanation sufficiently meets curriculum demands.	4	4	8	100%	Very Good
8	Number of questions is sufficient based on the RPS of the creative writing course	4	3	7	87,5%	Very Good
9	Number of tasks is sufficient based on the RPS of the creative writing course.	3	4	7	87,5%	Very Good
B. Accuracy						
10	Material presented is scientifically accurate and suitable for the creative writing course.	4	4	8	100%	Very Good
11	Material presented is up-to-date.	4	4	8	100%	Very Good
12	Material presented is relevant to daily life.	4	4	8	100%	Very Good
13	Packaging of material is suitable for scientific development	3	4	7	87,5%	Very Good
C. Completeness of Presentation						
14	Presenting competencies that students must master.	4	4	8	100%	Very Good
15	Presenting the benefits and importance of mastering competencies for life.	4	4	8	100%	Very Good
16	Presenting reference sources/reference explanations.	4	3	7	87,5%	Very Good
D. Presentation System						
17	The description of the material describes the flow of thinking from simple to complex.	4	4	8	100%	Very Good
E. Alignment with student-centered learning						
18	Encourage students' curiosity.	4	4	8	100%	Very Good
19	Encourage interaction.	3	4	7	100%	Very Good
20	Encouraging students to build their own	4	4	8	100%	Very Good

	knowledge.					
21	Encouraging students to study in groups.	4	4	8	100%	Very Good
F. Presentation Method						
22	Advocating Piety to God Almighty.	4	4	8	100%	Very Good
23	Supporting awareness of the plurality of society.	4	4	8	100%	Very Good
24	Supporting the growth of nationalism	4	4	8	100%	Very Good
25	Supporting the emergence of local wisdom.	4	4	8	100%	Very Good
26	Support logical thinking.	4	4	8	100%	Very Good
G. Language Compatibility with Standardized Spelling Rules						
27	Correctness of spelling usage.	4	4	8	100%	Very Good
28	Accuracy of term selection.	4	4	8	100%	Very Good
29	Accuracy of sentence usage.	4	4	8	100%	Very Good
H. Communicativeness						
30	The length of sentences in the material in the media is in accordance with the level of student understanding.	4	4	8	100%	Very Good
31	The structure of the sentence is in accordance with the level of understanding of the student.	4	4	8	100%	Very Good
32	The language used is not too rigid (semi-formal).	4	4	8	100%	Very Good
Total Average				248	96,87%	Very Good

The results of the questionnaire on the material in the instructional video show that the material's feasibility from the instructional video integrated into the implementation of the case method and team-based project models developed for the creative writing course is stated to be "excellent" with a percentage of 96.87%.

3.2 Data from Instructional Design Expert Validation

Validation by the instructional design expert was conducted by one design expert who is a lecturer from the Faculty of Languages and Arts at Universitas Negeri Medan. The assessment of this design was conducted to improve and develop the instructional video media with the case method and team-based project models for the creative writing course. The data from the instructional design expert validation can be seen in the table below.

Table 3. Design Validation Score Dara by Instructional Design Experts

No	Components of the Learning Implementation Plan	Respondent	Maximum Score	Average	Criteria
A. Subject Identity: Creative Writing					
1	There are educational units, semester classes, skill programs, courses, or subject themes.	4	4	100%	Very Good
B. Indicator formulation					
2	The suitability of study program competencies and graduate competencies, as well as course competencies.	4	4	100%	Very Good
3	Appropriateness of the use of operational words (KKO).	3	4	75%	Good

4	Conformity with aspects of attitudes, knowledge, and Skills.	3	4	75%	Good
C. Formulation of Learning Objectives					
5	Conformity with the expected learning process and outcomes.	4	4	100%	Very Good
6	Conformity with indicators of achievement of course learning objectives.	4	4	100%	Very Good
D. Selection of Teaching Materials					
7	Conformity with learning objectives.	4	4	100%	Very Good
8	Conformity with the characteristics of students.	3	4	75%	Good
9	Conformity with time allocation.	3	4	75%	Good
E. Selection of Learning Resources					
10	Conformity with the competencies taught in the course	4	4	100%	Very Good
11	Suitability of learning materials with the learning model used	4	4	100%	Very Good
12	Conformity with student characteristics.	3	4	75%	Good
F. Selection of Learning Media					
13	Conformity with learning objectives.	4	4	100%	Very Good
14	Suitability of teaching videos with <i>case method</i> and <i>team-based project models</i>	4	4	100%	Very Good
15	Conformity with the characteristics of students.	3	4	75%	Good
G. Case Method Aspect					
16	Encourage students to:				
	1. Find new ideas	4	4	100%	Very Good
	2. Be motivated	3	4	75%	Good
	A. Case Presentation				
	1. Communication Skill	4	4	100%	Very Good
	2. Material Mastery	4	3	75%	Good
	3. Competence in answering questions	4	3	75%	Good
	B. Case Solving				
	1. Case Solving Skill				
	2. Attractive	3	4	75%	Good
		4	4	100	Very Good
H. Team Based Project Aspect					
17	A. Encourage students to:				
	1. Find new ideas	4	4	100%	Very Good
	2. be motivated	4	3	75%	
18	B. Working together in groups on project assignments				
	1. Cooperation	4	4	100%	Very Good
	2. Expressing Arguments				

C. Problem Solving	3	4	75%	Good
	4	3	75%	Good
Total Average			87%	Very Good

The results of the questionnaire indicate that the feasibility of the instructional design in the teaching media integrated with the implementation of the case method and team-based project models is stated to be "excellent" with an average percentage of 87%. Based on these validation results, it is recommended that the developed teaching media be further tested for feasibility in limited and extensive trials with student subjects.

3.3 Feasibility Test of Audiovisual Learning Videos in Creative Writing Courses

3.3.1 Individual trial results

Individual trials were conducted on three students with high, medium, and low abilities. The trial was conducted to identify deficiencies in the instructional video and to know students' responses to the developed instructional video. The individual trial results show that the instructional video developed for the creative writing course is in the "Excellent" category with an average percentage of 83%. The average score obtained has not reached 100%. The data from student responses in the individual trial stage can be seen on the table below.

Table 4. Individual Trial Data

NO	Assessment Indicators	Respondent			Total	Percentage	Criteria
		1	2	3			
1	The learning videos developed in the creative writing course make me happy to learn it	3	4	3	10	83,3%	Very Good
2	The learning videos developed in this creative writing course are easy to understand	3	4	3	10	83,3%	Very Good
3	The learning videos developed in the creative writing course encourage to raise questions	4	3	3	10	83,3%	Very Good
4	Presentation of material with learning videos in creative writing courses starts from easy to difficult and from concrete to abstract	2	4	3	9	75%	Good
5	The presentation of the material in the learning video developed in this creative writing course encouraged me to discuss with other friends	3	3	4	10	83,3%	Very Good
6	With the video developed in this creative writing course, my curiosity was encouraged	2	3	4	9	75%	Good
7	Learning videos developed in creative writing courses help me to solve the problem.	3	2	4	9	75%	Good
8	The language and letters used are simple, easy to understand and easy to read	2	4	3	9	75%	Good
9	using the learning videos developed in this creative writing course made me learn more directed, systematic,	4	2	4	10	83,3%	Very Good

	and coherent							
10	Using learning teaching videos developed in creative writing courses can increase the desire to learn	3	4	2	9	75%	Good	
11	using the learning teaching videos developed in the creative writing course can make me actively ask questions	3	3	4	10	83,3%	Very Good	
12	using the learning videos developed in the creative writing course made me look for other reference sources	4	4	4	12	100%	Very Good	
13	Using learning videos developed in creative writing courses can make learning not boring	4	4	4	12	100%	Very Good	
Total Average					10	83%	Very Good	

The results of the questionnaire indicate that the individual trial results for the developed instructional video in the creative writing course are stated to be "excellent" with an average percentage of 83%.

3.3.2 Small group trial results

The small group trial was conducted on nine respondents. This trial was conducted to know students' perceptions of the developed learning and to revise the weaknesses found. The results of the small group trial assessment in the creative writing course at the Faculty of Languages and Arts, Universitas Negeri Medan, can be seen on the table below.

Table 5. Small Group Trial Data

NO	Assessment Indicators	Total	Percentage	Criteria
1	The learning videos developed in the creative writing course make me happy to learn	27	75%	Good
2	The learning videos developed in this creative writing course are easy to understand	27	75%	Good
3	The learning videos developed in the creative writing course encourage to raise questions	30	83,3%	Very Good
4	Presentation of material with learning videos in creative writing courses starts from easy to difficult and from concrete to abstract	27	75%	Good
5	The presentation of the material in the learning video developed in this creative writing course encouraged me to discuss with other friends	30	83,3%	Very Good
6	With the video developed in this creative writing course, my curiosity was encouraged	33	91,6%	Very Good
7	Learning videos developed in creative writing courses help me to solve the problem.	30	83,3%	Very Good
8	The language and letters used are simple, easy to understand and easy to read	33	91,6%	Very Good
9	By using the learning videos developed in this creative writing course, I learned more directionally, systematically, and coherently	30	83,3%	Very Good
10	By using learning teaching videos developed in creative writing courses	33	91,6%	Very Good

	This can increase the desire to learn			
11	By using learning teaching videos developed in creative writing courses	30	83,3%	Very Good
	This can make me actively ask questions			
12	By using learning videos developed in creative writing courses	33	91,6%	Very Good
	This made me look for other sources of reference			
13	By using learning videos developed in creative writing courses	36	100%	Very Good
	This can make learning not boring			
Total Average		31	85%	Very Good

The results of the questionnaire indicate that the small group trial results for the developed learning in the creative writing course are stated to be "excellent" with an average percentage of 85%.

5. Conclusion

Feasibility presentation refers to how a teaching medium is packaged to have value and be attractive based on the systematic sequence of presenting learning materials in the developed teaching media. The developed teaching media received a positive response from subject matter experts regarding the feasibility of the presentation. Based on the validation results of a team of experts consisting of two subject matter experts and one instructional design expert from the Faculty of Languages and Arts, Univeritas Negeri Medan, the developed video teaching media falls under the "excellent" category with a validation result percentage of 96.78% in terms of content and "Good" with a percentage of 87% in terms of media design. Further, the trial results show the category "Excellent" for the developed audiovisual instructional videos.

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The Authors:

Rosmawaty (<https://orcid.org/0009-0008-0006-0915>), She is a professor at the Faculty of Languages and Arts, Universitas Negeri Medan, Medan - Indonesia. Her research interest includes language teaching method, linguistics and pedagogy. She can be contacted through email rosmawaty@unimed.ac.id