The Role of Video to Strengthen Autonomous Learning for Middle High School Students

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Abstract
One of the skills that students need was to learn to be responsible no matter what their age. In this article we intend to turn towards young learners who are still in their middle high school grade think about how we can guide them towards autonomous learning. Students in their middle high school period are natural learners who are driven by curiosity, intrinsic motivation and a desire for exploration. Their innate curiosity gives them satisfaction from learning when they are immersed in an interactive learning environment. Currently, many learning effective and interesting methods are developing, thus students can gain more knowledge in a short time. Video-based learning facilitates in processing information faster, retaining knowledge and remembering it accurately. Methods that being used in this research is library study. We are intended to get to know how video can help the teachers to develop autonomous learning for middle high school student and trying to design classroom activities by using video as a main resource to the student. We hope that other researchers will find other useful medias that can be used in developing autonomous learning.

Keywords: Video-based Learning, Autonomous, Middle High School Students

Introduction

Autonomous learning comes from the theory of learning motivation which is a concept. It links motivation with the concept of self-regulation (Schunk & Zimmerman, 1997). Independent learners are intrinsically motivated and autonomous individuals who are proactive in pursuing their own goals to control their learning process. Autonomy plays an important role in education because independent students are known to be more willing to take responsibility for their own learning and have better study habits, especially the ability to manage time and meet deadlines (Taylor, 2010). Current mainstream media that circulates around the internet have provided anyone with access to endless amount of digital entertainment that can be viewed at any time as long as an internet connection has been established, for even more convenience these entertainment videos can be downloaded to be replayed for further use. The use of technology that is growing rapidly in today's learning world, makes learning can take place anywhere and anytime (Adnan, Ahmad, Yusof, M Kamal & Kamal, 2019), so that the learning process can be carried out remotely using gadgets, videos, and other methods (Adnan & Zamari, 2012).

Learning styles consist of three kinds, namely visual, auditory, and kinesthetic (Reid, 1995). The development of new technology has brought changes in learning methods (Rahayu, 2020). This allows teachers to offer more varied and interesting ways of delivering and teaching English using technology.

For students, technology, especially the internet, offers students access to learn from articles, videos, and other online resources. As long as they are willing to learn individually, they can easily learn without the presence of a teacher by maximizing the function of the technology. One of the media that can maximize learning style is the use of video. Video can provide two learning styles, namely visual and auditory. Giannakos et al. (2013) state that video-based learning is becoming more prominent in the world of education, as it allows to overcome practical real-world constraints and explore the far greater possibilities provided by the digital space. Videos promote student-centered learning either in the classroom or at home and can be integrated into online learning systems (LMS, portals, e-classes, etc.) and can be combined with other services.

An educational video can be a tool to further extend the teacher's reach in understanding the student's preferred learning style by showing them how an autonomous learning session based on an educational video grow their interest in learning the taught subject outside the class session. Students that have access to the internet with their mobile devices can download an educational video related to the currently studied subject that the teacher suggested them to, or watch other educational video that appeals more to their liking, as long as the videos are related to the class's current subject, this behavior of looking for appropriate educational videos further utilizing autonomous learning. Previous research supports that learning using video has a relationship with independent learning (Kamal, et al., 2019).

Methods

In this article, the researchers used library study as a research method. According to Elmer E. Rasmuson Library, library research involves the step-by-step process used to gather information in order to write a paper, create a presentation, or complete a project. In other words, researchers are gathering any possible relevant information to get references as much as they can. In this research, we want to discover the role of video in strengthening autonomous learning for middle high school students. Specifically, this research is descriptive, namely research that describes, analyzes, and concludes the problems that become the object of research regarding problem solving. Literature research has the following characteristics. First, identify various sources. second, provide factual information. Third, there are no research respondents. Fourth, researchers who find, identify and interpret data (George, 2008).

Result and Discussion

Previous studies have shown that video indeed take a role in autonomous learning. For instance, a study by Zaida in 2021 about the use of YouTube platform for promoting autonomous learning revealed that the use of YouTube platform as the learning resources and portfolio for students of SMP 8 Semarang, grade 8, academic year 2019/2020 was effective to promote the autonomous learning. The students were encouraged to learn from the videos posted and to seek help autonomously when they found difficulties in understanding the materials. Another study was conducted by Duroc in 2012. His paper introduces three innovative teaching methods that encourage self-learning and self-evaluation: an original approach using recorded lessons; a new type of multiple-choice questions with embedded interactive software which offers visual applications to help answer; a method to make students more interested and involved in their training. Each method, context and pedagogical problem is explained by emphasizing its strengths and weaknesses.

The lesson recording approach shows that lecturer videos (recorded) help students to study independently by listening to difficult passages when they reread their notes at home. However, the recording quality is less than satisfactory. To improve the learning process, the solution is to record lectures with a camera (audio and video) and make them available via a Web server. Multiple choice

questions with embedded interactive software reveal that the proposed specific MCQ offers personalized pedagogical learning. SP courses can be taught by traditional methods but students can use the described tools to understand the course better and evaluate their knowledge. Furthermore, the last approach to encourage students to be interested in their training shows that it is beneficial for the application of theoretical idea discovery, learning software dedicated to signal processing (Matlab/Simulink), work often going beyond the expectation (such as realization of interactive software using the Graphical User Guide of Matlab), assistance and positive mini-competition between students.

Jurkovi explores video material that is universally available online. This confirmed can be used as a springboard for student self-study outside the language classroom has confirmed the availability and relevance of online video materials for ME self-study. All selected videos feature a high frequency of ME tokens and a high ratio of ME tokens per minute. They cover a wide range of ME categories although the ship category and deck department are significantly larger than the others. Prestiadi, Zulkarnain, Nurabadi, Arifin, Jafar, & Lutfi (2020) researched the effectiveness of online learning at SIPEJAR through video-based learning media. Based on his research, it was found that the experimental class scores increased after using video learning in SIPEJAR. Therefore, the use of learning videos is effectively used in online learning.

A similar study was conducted by Giannakos, Chorianopoulos, Ronchetti, Szegedi, & Teasley (2014) on an overview of emerging research areas in Analytics and Video-Based Learning. The study selected five indicative case studies to provide guidance for video-based analysis. Based on this, it was concluded that characteristics such as visual quality used, cognitive load, instructor involvement and tone of voice, as well as video speed, length, and segmentation needed to be studied in more detail to increase the effectiveness of video as a learning medium as a whole. Suryandari and Singgih (2001) also reviewed related research to determine the effectiveness of using video as an online learning medium. Based on the results of the study, it was concluded that using learning videos could be a solution for home learning programs if the use of learning videos was adapted to the character of the learning material. However, the learning video with the instructor's appearance is not necessarily effective for relatively difficult learning materials (according to education level) in online learning because it can cause students' misconceptions when viewing videos. Sufirmansyah, Prameswati, Wati, & Sulistyowati (2021) investigated students' preferences in using video-based learning applications and their efficiency in supporting distance learning in higher education. It was concluded that the PAI study program at IAIN Kediri had the availability of video-based learning applications. It is also stated that each of the various video-based applications has its own advantages and disadvantages. There are two applications that are often used as lecture media, namely Zoom Meeting and Google Meet.

From the studies above, videos are relevance in helping students' autonomous by giving relevant information and arousing curiosity from the contents itself. Wagener (2006) showed that short online video clips can provide a uniquely rich resource for the digital language laboratory which when incorporated into a structured self-access programme offer a sound model for intensive language work (as cited in Zaida, 2021). Several studies above also confirmed that students' scores are increasing by using video-based learning, such as in Prestiadi, Zulkarnain, Nurabadi, Arifin, Jafar, & Lutfi (2020)'s study and in Zaida studies. However, as mentioned by Giannakos, Chorianopoulos, Ronchetti, Szegedi, & Teasley (2014), the characteristics of the video itself need to be arranged in proper ways in order to improve the effectiveness of the video as the learning medium. Suryandari and Singgih also point out that using instructional videos could be a solution for the home learning program, but only if it's already adapted to the character of learning materials. They also mentioned that not all learning video concepts is effective to be used as learning materials, such as instructional video with instructor's display which being claimed as irrelevant content for learning materials that relatively difficult. Therefore, videos can strengthen

students' autonomous learning by improving their self-centred learning as long as there are a selection of the characteristics design in the video. As a side note, teachers should also select the suitable video in order to keep the effectiveness.

Conclusion

Video is indeed playing such a crucial role in autonomous learning, including middle high school students. While various benefits arise from the uses of video, the effectiveness of the content and other characteristics need to be designed in accordance with the purposes. For instance, if the lesson material is about doing a short conversation, then the content and the concept of the video must be related to the conversation. On the other hands, contents of the video must also engage students so they can In middle high school grades, the curiosity to explore and learn new things is on its highest state. By using video, students can autonomously explore any knowledges they interested on. They can achieve the goals of learning outside classroom activities. Therefore, videos can strengthen students' autonomous learning by improving their self-centred learning as long as there are a selection of the characteristics design in the video. As a side note, teachers should also select the suitable video in order to keep the effectiveness.].

Acknowledgments

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