

THE USE OF THE PROF ED TEACHER VIDEO TO IMPROVE STUDENTS' COMPREHENSION IN LANGUAGE CURRICULUM DESIGN COURSE

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ABSTRACT

The goal of teacher education programs is to provide future educators with the information and abilities needed to design efficient language teaching materials and procedures. Language curriculum design is a crucial component of these programs. In order to increase students' comprehension in a course on developing language curriculum, this study explores the use of professional education (prof ed) teacher videos as a pedagogical tool. The study investigates how authentic teaching situations that have been recorded on video can affect how well students comprehend and apply the ideas of curriculum design. The data from the qualitative analysis of the interview were used to identify recurrent themes and patterns in the students' comprehension. Interviews were conducted with seven fifth-semester English department students who had taken the language curriculum design course. According to the findings, using professional development teacher videos dramatically improves students' understanding of difficult ideas in curriculum design. The videos provide practical demonstrations of language teaching, demonstrating various pedagogical approaches, classroom management practices, and adaptability to learner needs. Prof ed teacher videos are effectively used as teaching aids in courses on language curriculum design. These videos give students a more enriching learning experience by assisting them in understanding curriculum design ideas more deeply and prepare them for the difficulties of in-person language instruction.

Keywords: Students' Comprehension; Language Curriculum Design; Youtube Video

INTRODUCTION

The use of technology in education has completely changed how we teach and learn. The utilization of professional education (prof ed) teacher videos is one potent method that has gained popularity recently. These videos have the potential to dramatically improve students' comprehension in language curriculum design classes by offering a dynamic and interesting medium for explaining difficult ideas and encouraging a more thorough understanding of the material.

YouTube is a popular video sharing website where users can load, watch, and share video clips for free. Established in February 2005 by 3 former employees of PayPal, namely Chad Hurley, Steve Chen and Jawed Karim (Faiqah, Fatty, Muh. Nadjib, 2016). The Journal of Universitas Pendidikan Indonesia entitled "Development Of Youtube Integrated Google Classroom Based ELearning Media For The Light-Weight Vehicle Engineering Vocational High School" stated that *YouTube is a database platform on the internet that can be used by users to upload, share and watch videos. In education, YouTube can be used as an e-learning platform that allows teachers and students to publish videos that demonstrate an understanding of a topic, thereby creating a social and digital community that specializes in a skill.* According to this opinion, YouTube can be seen as a database website where users can publish, share, and watch videos. YouTube can be used in education as an e-learning platform that enables instructors and students to post films that show their grasp of a subject, building a social and digital community that focuses on skills (Prastiyo et al., 2018). Youtube can be used as an interesting and fun learning media because it contains contemporary educational content (Ramadhina & Rohman, 2022).

Language curriculum design involves developing a lesson plan for a language that includes objectives, content, sequencing, structure, presentation, monitoring, assessment, and evaluation. It entails combining information from a variety of disciplines in the study of applied linguistics, including the creation of educational materials, assessment, and research on language learning and teaching methods. The creation of curriculum is mostly practical in nature and seeks to elevate the standard of language instruction through methodical planning, development, and implementation. Environmental analysis, needs analysis, principles, goals, content and sequencing, format and presentation, monitoring and assessment, evaluation, approaches to curriculum design, negotiated syllabuses, adoption and adaptation of an existing course book, introducing change, planning an in-service course, and teaching and curriculum design are all steps in the process (Macalister

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& Nation, 2019). The goal of language curriculum design classes, a crucial part of teacher education programs, is to provide aspiring educators with the information and abilities needed to develop efficient teaching materials and methods (Ghozil Aulia et al., 2022). However, the conventional teaching approaches, which mainly rely on textbooks and lectures, frequently fall short of giving students a thorough understanding of the real-world applications of curriculum design. Videos made by professional education teacher can be useful in this situation.

Videos of professional education teacher in the classroom serve as a multimedia resource that lets students see them in action. These video depict real-world teaching situations, illustrating how different teaching methods and pedagogical philosophies might be used. Students can see firsthand the approaches and techniques that are effective in the real world as a result, which gives them important insights into the pragmatic facets of language curriculum design. There are various benefits to including recordings of professional education teacher in language curriculum design classes. By making difficult instructional concepts visually accessible, it improves understanding in the first place. Students can learn the intricacies of effective education, classroom management, and student engagement by observing competent instructors in action . Additionally, these videos give students the chance to observe a variety of teaching approaches that are tailored to various circumstances and learning needs, which is very helpful in the multicultural and multilingual classrooms that teachers frequently work in (Ulandari et al., 2021).

In addition, professional education teacher videos encourage reflective learning. Students can evaluate the instructional strategies used in the video critically, pinpoint their advantages and disadvantages, and consider how they might be modified to better serve the requirements of their future students.

METHOD

This study used qualitative descriptive method. Descriptive research is a research strategy in which researchers investigate events, phenomena of individuals' lives and ask one or a group of individuals to tell their lives. This information is then retold by the researcher in a descriptive chronology. The characteristic of descriptive itself is that the data obtained is in the form of words, images, and not numbers like quantitative research (Rusandi & Muhammad Rusli, 2021).

<i>Proceedings of the 6th INACELT</i> <i>(International Conference on English Language Teaching)</i>	ISSN: 2656-4432 (online)
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The subject of this study is a student of the English Language Education Study Program IAIN Palangka Raya who has attended the Language Curriculum Design class. In this study, there were seven randomly selected participants. The data collection method is carried out using interviews. Interviews are one of the most widely used tools for collecting qualitative research data. Interviews allow researchers to collect diverse data from respondents in various situations and contexts (Yusra et al., 2021). The purpose of the interview was to dig up direct and in-depth information from several informants involved (Adhimah, 2020). Interviews are conducted face-to-face with informants, so that personal contact occurs and see firsthand the condition of informants.

FINDINGS

The purpose of this study is to determine the use of professional teacher videos in language curriculum design courses at IAIN Palangka Raya as an intermediary for curriculum learning. The use of professional education teacher videos is a potential innovation that can improve student understanding. Videos provide the ability for students to see, hear, and learn from professional teacher practice in a real context. This supports the understanding of important concepts in language curriculum design, such as learning objectives, material selection, teaching methods, and allows students to apply theory in practical situations (Agustiana & Asshidiqi, 2021). Evaluating the effectiveness of using professional education teacher videos is key in measuring its impact on student understanding. However, it is necessary to consider the specific context of the course and the challenges that may arise, as well as ensure technological accessibility for all students.

There were four questions that were the focus in the interview process. The questions are as follows:

1. What do you think professional education teacher videos are an effective tool to improve student understanding in language curriculum design courses?
2. How does the use of professional education teacher videos help students' understanding in this course?
3. Are there any challenges in implementing professional education teacher videos while learning?
4. Is there any advice you can give for the next language curriculum design class?

Based on these questions, several findings were made, namely (1) the advantages of professional education teacher videos in learning language curriculum courses. (2) disadvantages of using professional education teachers in learning language curriculum courses. (3) potential problems in using professional education teacher youtube videos in learning, (4) student understanding of the use of professional education teachers as a reference in language curriculum design learning

1. The Advantages of Professional Education Teacher Videos in Learning Language Curriculum Design Course

The use video of professional education teacher creates a more engaging and interactive learning experience for students. Videos can present language curriculum content in more attractive visual and audio formats, making it easier for students to understand and remember. This makes learning more fun and effective. In addition, professional videos can allow students to see real-life case studies of language teaching in a variety of environments and contexts. They can see how concepts in the language curriculum are applied in actual situations in different classes. This provides valuable insights and enriches their understanding of language teaching.

Additionally, professional education teacher videos give students access to a wide range of resources that can improve their understanding of language and teaching. They can access videos from experienced teachers, seminars, or workshops that offer different, in-depth views on language topics. Furthermore, professional videos can help students in the development of their teaching skills. They can examine the techniques and strategies used by teachers in the video, and then try to apply them in their own teaching. This helps them better prepare for their future careers as language teachers.

2. Disadvantages of Using Professional Education Teacher in Learning Language Curriculum Design Course

The disadvantage that is often obtained in the use of professional education teacher youtube videos is the lack of direct interaction with the instructor. Students may find that communicating, asking questions, or discussing topics with instructors is an important aspect of learning, and the use of professional video can limit those opportunities (Adji et al., 2021). In addition, language curriculum courses often emphasize active teaching practices that involve direct interaction with students or peers. In a video setting, college students may find it difficult to practice these skills effectively. Feedback provided by instructors or fellow students can also be invaluable in the development of language teaching skills. Use of professional video may limit student access to this feedback or take longer to receive it. In addition, there are potential difficulties in accessing physical resources that may be required by some language curriculum, such as libraries, or physical teaching materials. This may make it difficult for students to gain experience that suits their needs.

In addition, for students who are studying to become language teachers, practical experience in a real classroom is key. The use of video may not completely replace this practical experience. Students may also experience potential technical issues that could interfere with their learning, and a lack of direct interaction with instructors or fellow students could affect their level of

<i>Proceedings of the 6th INACELT</i> <i>(International Conference on English Language Teaching)</i>	ISSN: 2656-4432 (online)
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motivation and involvement in learning. All of these are disadvantages that students may feel in the use of professional education teachers in learning language curriculum, and need to be taken into account in course design and learning strategies.

3. Potential Problems in Using Professional Education Teacher Youtube Videos in Learning

The use of YouTube videos presented by professional education teachers in learning brings significant benefits, but also involves potential problems. One issue to note is untrusted content, considering that YouTube is an open platform with diverse sources of information. Students must be able to sort and select reliable content. In addition, distractions such as distracting ads or comments can interfere with focus in learning. Interactivity in YouTube videos is generally limited, and students feel less engaged and connected with their instructors or classmates. Internet accessibility issues also need to be considered, considering that not all students have stable internet access. Over-reliance on YouTube videos can eliminate diversity in learning methods. Varying video quality as well as uncontrolled changes or removal of content by users are also potential issues. In the use of YouTube videos in learning, it is important to consider and address these issues, including careful video selection, ad restrictions, and the development of appropriate guidelines.

4. Student Understanding of the Use Professional Education Teacher as a Reference in language Curriculum Design Course

Student understanding of the use of professional education teachers as a reference in learning language curriculum design in educational contexts. Students understand that teacher education professionals are an invaluable source of knowledge and experience in designing language curriculum. They acknowledge that these experienced teachers have accumulated time-tested expertise in teaching and curriculum design. Their understanding of students' theories of language learning, linguistics, and language development provides an important scientific foundation in language curriculum design. Students also recognize that teacher education professionals have the ability to innovate and adapt to changes in education and student needs. They often provide concrete examples of how to design effective language curriculum, and students can rely on them as a source of support and feedback.

In addition, these teachers help students combine educational theory with everyday teaching practice, thus strengthening their understanding of how

concepts can be applied in real situations in the classroom. This understanding provides inspiration in students' career development, allowing them to see how experienced faculty have succeeded in their careers and draw inspiration from it. Overall, students' understanding of the important role of teacher education professionals as a reference in designing language curricula helps them on their journey to becoming competent and effective language teachers in the future.

DISCUSSION

This study focuses on the use of professional education teacher youtube videos as one of the learning media in the student language curriculum design class at IAIN Palangka Raya. According to research, most students believe that the use of professional education teacher youtube videos is ideal for effective, innovative, and creative use of teaching media. However, some others do not agree that the use of professional education teacher videos is the right media for one of the teaching media.

In interviews with seven randomly selected students, 50% agreed that the use of professional education teacher youtube videos can improve understanding of language curriculum design for effective learning, while 50% expressed disapproval of the use of professional education teacher youtube videos as effective teaching materials. This shows that some students express difficulties in learning based on professional education teacher youtube videos because of difficulties in understanding the material provided. While some other students stated that learning based on professional education teacher youtube videos can provide a better understanding of curriculum design learning that may not be taught while learning in the classroom. These results show that the use of youtube videos is not all successful when implemented to students. The use of youtube videos as teaching materials is not always effective because it can be constrained by networks or devices to access the youtube videos (Baihaqi et al., 2020).

CONCLUSION

Overall, the use of professional education teacher videos in language curriculum design subjects has several advantages and also disadvantages that need attention. On the positive side, these videos make learning more engaging and interactive with an engaging format that helps students understand and remember the material better. In addition, these videos present real-life teaching examples and provide access to a wide array of teaching resources, which can improve students' understanding and teaching skills. However, weaknesses include limited direct interaction with instructors, challenges in practicing teaching skills, and difficulty in accessing physical resources. In addition, potential problems arise, such as needing to ensure the reliability of content, overcome glitches, as well as limitations in internet interaction and access.

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Moreover, students generally understand the value of professional education teachers as a valuable reference in language curriculum design, recognizing their expertise and ability in linking theory and practice. However, opinions on the effectiveness of using professional education teacher videos on YouTube as a teaching tool vary, with some students finding them very useful while others have difficulty understanding the material. In conclusion, the use of YouTube videos in education offers both opportunities and challenges. To make the most of its benefits and address weaknesses, careful planning and support are essential to ensure an effective and balanced approach that takes into account the needs and preferences of diverse students.

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Authors' Brief CV

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