

# Development of Video Learning Materials for Asertification of Communication Skills in Students

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**Abstract:** The aim of this research is to determine the effectiveness of developing assertive learning videos for Jambi University students. The research method used in this research is the Research and Development (R&D) method. This development research uses the development method from Trollip and Allesi which centers on the use of multimedia as a learning tool. This method was chosen because it can be used as a guide for developing and testing the effectiveness of communication assertiveness learning videos for Jambi University students. The data that will be collected in this research will be quantitative and qualitative data. Quantitative data is carried out using questionnaires which will be distributed to Jambi University students. The results of the research show that the material validation of the assertive communication skills learning video for PORKES students at Jambi University obtained a percentage of around 94.30% so that it could be declared eligible in the very good category. Media validation, the percentage of appropriateness in the assertive communication skills learning video was found to be around 94% in the very good category. The percentage of Jambi University PORKES student respondents through the Field Trial showed an average percentage figure of 86% with a very high classification of interest in learning in assertive communication skills. Based on the results of research that has carried out expert and field validation trials in developing Assertive Communication Skills Learning Videos for PORKES Students at Jambi University, it can be concluded that the development of learning media in this research began by conducting a need analysis on individuals aged 18-20 year.

**Keywords:** Communication; Learning Videos; Skills

## Introduction

Communication is the process of conveying feelings or feelings from one person to another in symbols that are meaningful for both parties. Many things are factors for various problems. If this continues, the effects will affect a person in the long run. Hate speech is a linguistic phenomenon that contains the concept of politeness in language both as linguistic intelligence and communication ethics (Türegün, 2018). Ethics is awareness in the knowledge of right or wrong regarding human behavior (Avci, 2017). Ethics itself can be seen from how individuals communicate with each other. According to (Zsila & Reyes, 2023); (Purboningsih et al., 2023), without an

assessment of good and bad in communication is the beginning of media abuse.

Currently, there are many examples of speech such as insults, defamation, religious blasphemy, provocation and even spreading fake news on social media. Basically, internet users have personal freedom to explore social media so they are free to speak on social media without thinking about the consequences that will occur, speaking hate is human nature. By providing assertive education for teenagers, this is done to reduce the potential for unpleasant actions on social media. So that teenagers can be wiser in using social media well.

Quoted from research by (Sibiya, 2018), effective communication skills are a way for individuals to convey ideas effectively to other people so that other

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people are interested in what has been said before, making the sentences conveyed easy to understand, able to make listeners agree with the words conveyed and get positive feedback. Effective communication occurs if the interlocutor correctly conveys the communication content obtained from the communicator and influences the individual's attitude in accordance with the goals to be achieved (Albarracin & Shavitt, 2018); (Itzhakov & DeMarree, 2022). Individuals will find it easier to ascertain someone's intentions if communication is effective. Vice versa, individuals convey their intentions to others in order to achieve the intended results of their actions (Banaji et al., 2021). So, to establish good communication, education regarding Assertive behavior is needed. Good communication skills are very important for success in various areas of life, communication is also very important for students studying at Jambi University. Good communication skills can help them with job descriptions, project presentations, job interviews and general communication. However, not all students have good communication skills. Some students may find it difficult to express themselves effectively, especially in situations that require public speaking (Humaera & Pramustiara, 2022); (Moses & Mohamad, 2019). These problems are often caused by lack of self-confidence or social anxiety, which can affect their ability to communicate effectively.

Assertiveness refers to the ability to communicate clearly and firmly without damaging interpersonal relationships (Oana & Ionica Ona, 2019). Confident people can clearly express their opinions and desires, while still respecting the opinions and desires of others. Assertiveness can help a person feel more confident when communicating with others and build healthy relationships. Therefore, it is very important for Jambi University students to learn about self-confidence and apply it in their communication. However, the learning methods used in class are often ineffective in teaching communication skills. Some students may find it difficult to understand complex concepts in education that only focuses on theory and textbooks.

In this case, educational videos can be an effective alternative for teaching communication skills. Learning videos can provide students with a more interactive and interesting learning experience and help them better understand complex concepts (Haleem et al., 2022). Additionally, learning videos can be applied and reused flexibly, providing long-term benefits for students (Müller & Mildemberger, 2021). However, currently there are not many communication skills learning videos, especially those adapted to the context of Jambi University students (Müller & Mildemberger, 2021). Therefore, developing self-confidence in learning

communication skills from videos can be an effective solution for developing the communication skills of Jambi University students. Assertive behavior for everyone is very useful for facilitating interactions in avoiding conflict because it treats people honestly and frankly, and resolves the problems they face effectively. The philosophy of assertiveness is based on the premise that every individual has the same basic rights as an individual and as part of a social group.

This research seeks to help students develop their communication skills. It is hoped that this learning video can help students understand the concept of assertiveness and develop their confidence in communicating with other people. This research can be a reference for the development of other learning materials that can help students acquire the skills needed in academic and professional life in the development of learning videos regarding assertiveness and communication skills for Jambi University students.

## Method

The research method used in this research is the Research and Development (R&D) method. This method was chosen because it can be used to produce certain products by testing the results of products that have been designed. Development research is a series of processes in developing products by carrying out validation that can be used in education (Mustafa, 2022). According to (Dash & Paul, 2021); (Jilcha Sileyew, 2020); (Rashid et al., 2019), the methods used in development research can test the effectiveness of using products according to the research objectives.

This development research uses the development method from Trollip and Allesi which centers on the use of multimedia as a learning tool. This method was chosen because it can be used as a guide for developing and testing the effectiveness of communication assertiveness learning videos for Jambi University students.

### *Data and Data Sources*

The data that will be collected in this research will be quantitative and qualitative data. Quantitative data is carried out using questionnaires which will be distributed to Jambi University students. Questionnaires were created using a Likert Scale. Quantitative data was taken as a basic analysis requirement for making assertive learning videos for students. Reference to the purpose of the material that will be conveyed in the learning video. Qualitative data was carried out by evaluating the results of learning videos that had been carried out on Jambi University

students. This data is also included based on the results of the researcher's observations while conducting research in the field. The data source in making learning videos is done by researching journals, books, e-books regarding Assertiveness and the impact of Assertiveness. So, this can be the basis of the data source.

*Data Analysis Techniques*

After obtaining data from the validation results by Material Experts and Media Experts, data analysis will then be carried out. Items will be given to media experts with 10 question items. After carrying out a validation test with material experts and media experts, this learning video will carry out an Alpha Test. The Alpha Test is part of the initial testing, this was carried out on a small group of respondents, with the aim of testing the effectiveness of the learning video before being included in the larger population. The Alpha Test is carried out by asking questions to understand the material presented in the video and getting feedback from respondents to identify weaknesses and improvements needed in video learning. After making improvements based on Feedback from Alpha Test, the learning video was then tested on a larger population group using the beta version. The Beta Test is carried out by providing the same results as the Alpha Test and measures the success of understanding the learning material. The beta test results are then analyzed for the effectiveness of the learning videos and necessary improvements are made.

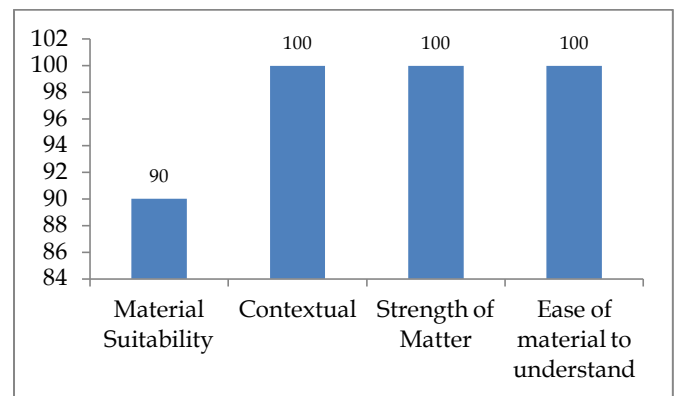
**Result and Discussion**

*Presentation of expert validation data*

Material expert validation is carried out by assessing the suitability of learning videos that are conceptually and procedurally competent. This is in line with the theory by (Dwivedi et al., 2023), that validating and testing products is an activity that determines quality in research. The learning material expert in this research is Dr Wawan Junresti Daya, M.Pd who is one of the Lecturers in Sports and Health Education at Jambi University. The references used in this literature study on learning media were taken from

previous journals from Google Scholar and books from IPUSNAS. The results of the validation of learning materials in the development of learning videos are as follows:

From the results that have been obtained from material expert validation, it can be concluded that the Assertive Communication Skills Learning Video for Jambi University Students can be said to be conceptually and theoretically feasible which has been explained so that all aspects obtained can be categorized as very good and can be in line with the notes provided. It has been conveyed by the validator of the learning video that it is feasible to try it out without revision.



**Figure 1.** Feasibility Test Results for Learning Video Materials by Material Experts

Learning media experts serve as professional validators in assessing learning videos in terms of media aspects (Patras et al., 2023); (Arthur et al., 2021). Learning media evaluation aims to answer questions related to media quality so that it can be taken as a decision that a media is able to operate effectively in the use of learning media (Appel et al., 2020); (Darling-Hammond et al., 2020). In this research, the media expert in charge was Dr. Sofyan, M.Pd who is one of the lecturers from the Master of Educational Technology at Jambi University. The results obtained from the validation of learning media in the development of artistic communication skills learning videos are shown in Figure 2.

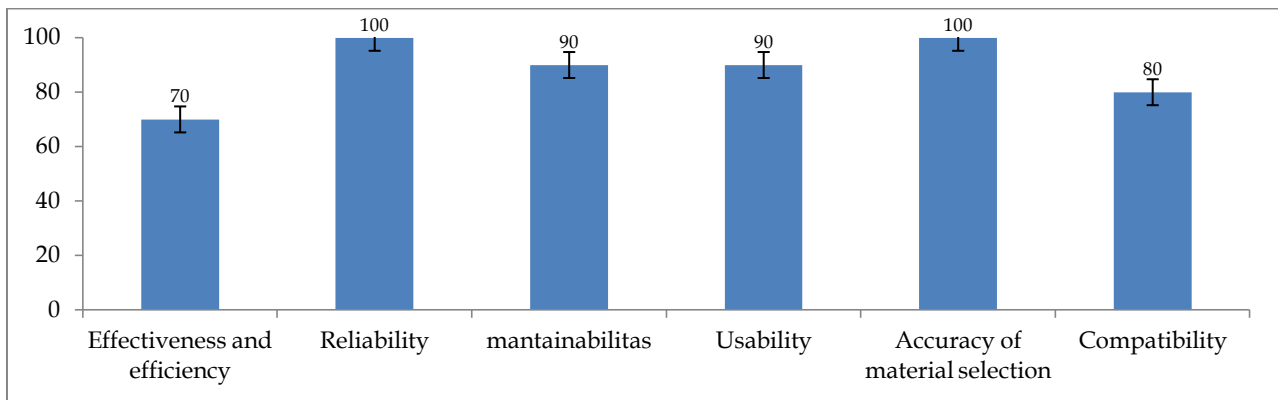


Figure 2. Media expert validation results

Based on the results of media validation, it can be concluded that the video learning assertive communication skills for PORKES students at Jambi University can be declared conceptually and theoretically feasible, so that the notes given by the media validator can be concluded that the learning video that has been developed is a learning media that is suitable for testing. Presentation Data on Student Response Results. This research uses an Alpha Test trial using the development model from Alessi & Trolip in order to obtain appropriate and accurate data so that it requires a trial stage for students. Field trials on students begin with group trials in one classroom and are supported by hardware media such as projectors,

laptops and speakers. At this stage, there was no beta test, the lecture conditions made it impossible to carry out a beta test because during the research, students were in the final semester exam period.

Field Trials

Field trials were carried out on all 3rd semester PORKES students at Jambi University. This aims to test the suitability of the media in practice. So, students are asked to watch the video learning assertive communication skills that has been produced. Then after that the researcher gave the students a test instrument in the form of a questionnaire with a total of 20 people. The results of field trials will be presented in the Figure 3.

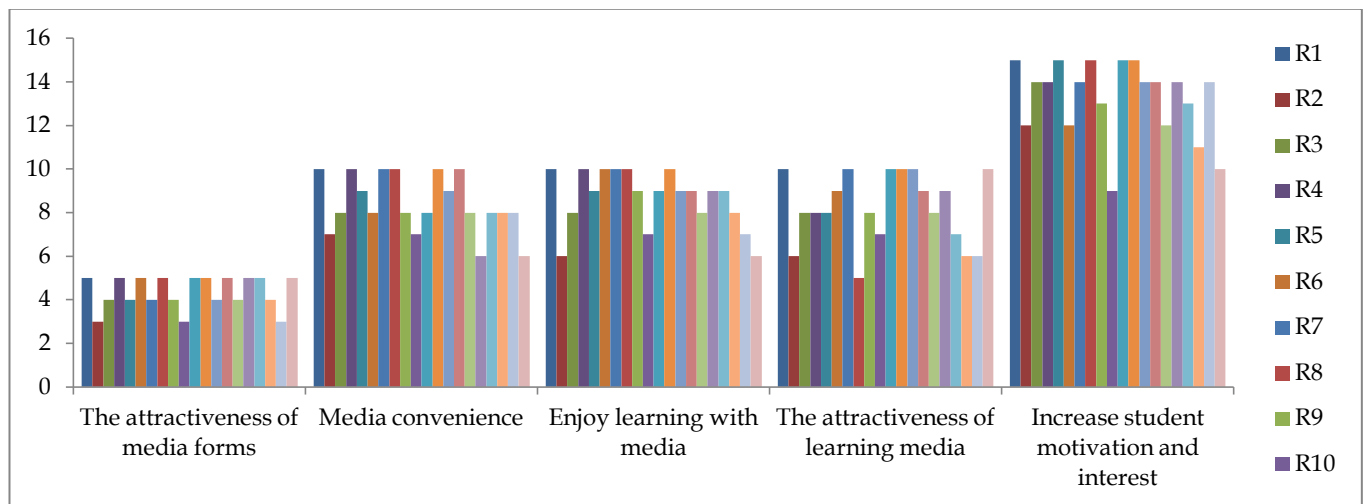


Figure 3. Results of Jambi University PORKES Student Respondents

Each indicator aspect is able to show numbers with the average level of interest of Jambi University PORKES students in the very high category. In this field trial it can be seen that from all aspects the average value is 86% interest in learning based on the results taken from the tabulation of respondents' scores. The data in table 4.2 shows that the video learning assertive

communication skills for PORKES students at Jambi University can improve soft communication skills, especially assertiveness. This can be seen from the tabulation results of an average value of 86% with a very high classification. Thus, the results of the Coca field test on PORKES students show that video media

for teaching assertive communication skills can be considered practically feasible.

### *Discussion*

This development research technique uses triangulation by taking data sources in the form of literature studies, observation, validation and trials on students. This is supported by (Jespersen & Wallace, 2017); (Morgan, 2019), who stated that "Triangulation can build on the strengths of each type of data collection while minimizing the weaknesses in any single approach". Triangulation will further increase the power of the data, when compared with a single approach. In collecting initial data, researchers conducted small-scale research using field observations on social media and the environment. Then the researchers conducted a literature study by collecting sources from research journals and books related to assertiveness and assertive training. Researchers observed that the developmental age range from late adolescence to early adulthood has several struggles, including establishing relationships with assertive communication.

Researchers realize that assertive information can be developed through learning media so that assertive information can be accessed by anyone via the internet. Therefore, researchers designed learning media in the form of videos to facilitate providing information to the audience. The videos developed are in .mp4 format and can be accessed offline and online. It is hoped that this video can be played repeatedly so that it can provide stronger knowledge and understanding about assertive communication skills. This learning video was produced in October 2023 at Huis De Kappara café, Telanaipura, Jambi. The editing process took around 10 hours. So, researchers and talent spend all day in the editing area. The researcher first prepares a story board and holds a small group discussion with the talent regarding the structure of the learning video that will be taken.

The sorted learning videos are processed using the CapCut and Audacity editing applications as talent and music sound editors. Then material and media experts ensure that the learning media that has been produced can be said to be theoretically and procedurally feasible so that field trials can be carried out on PORKES students at Jambi University. In this research, the media expert in charge was Dr. Sofyan, M.Pd who is one of the lecturers from the Master of Educational Technology at Jambi University. Validation was carried out in December 2023 which obtained a percentage figure of 94% with comments that were appropriate. Video media has fulfilled the principles and theories of audio-visual media development, so it can be

concluded that video media can be continued for student trials. The learning material expert in this research is Dr Wawan Junresti Daya, M.Pd who is one of the Lecturers in Sports and Health Education at Jambi University. Validation was carried out in December 2023 by obtaining a percentage result of 98.8% and comments. The learning video developed was conceptually and procedurally feasible so that the field trial stage could be carried out.

After validation by material experts and media experts, the learning videos were then tested on Jambi University PORKES students in the Alpha Test. The test instrument for respondents has 5 standard aspects that can measure the attractiveness of the learning videos that have been produced. Initially, researchers will carry out two stages of testing, namely the Alpha test and Beta test. However, because the researchers conducted the research at the end of the semester, it was quite difficult for PORKES students to gather enough space to carry out two research trials, this was because almost all PORKES students were busy with the end of semester exams. So, the researcher only carried out one research stage to test the learning video (Malmqvist et al., 2019). The results of respondents from the field trial showed a score of 86% in the very good category. The obstacles faced by the researcher during the research were the room not being conducive to the layout being less neat, the location of the table being less effective in receiving pleasant information and time constraints in conducting research along with the next exam time. However, researchers still try to attract students' attention by providing stimuli in the form of questions and statements that are quite relevant to their lives related to assertive behavior.

Assertiveness is actually a rather vague concept to be defined as being between two opposing extremes of behavior, namely passive and aggressive. Assertiveness is a person's ability to express themselves, look at themselves, express their desires and feelings directly, honestly, and without harming themselves or opposing the rights of others (Sim & Waterfield, 2019). Assertiveness in an educational perspective is one of the social skills between cooperation, responsibility and self-control, empathy, problematic behavior (Rupp et al., 2020); (Boal-Palheiros & Ilari, 2023). Assertive education is one option for developing good communication skills. Someone who has assertive behavior can easily control themselves and have a good impact on the environment (Mrvoljak-Theodoropoulou et al., 2022). Assertiveness can be utilized in real use of social media and social environments.

Discussing assertiveness, Assertive behavior is very important for teenagers, if a teenager does not have the skills to be assertive or cannot even be

assertive (Utami et al., 2019), consciously or not this teenager will lose their personal rights as an individual and tend not to become a free individual and will remain under other people's power. The reason a teenager cannot behave assertively is because they do not yet realize that they have the right to behave assertively. Teenagers need assertive behavior, especially when someone is in a bad environment such as a free sex environment or a drug addict. On the one hand, teenagers don't want to lose friends and on the other hand, teenagers don't want to fall into negative things.

Based on the discussion above, the researcher wants to present a product in the form of a learning video. In this digital era, educational videos are an effective way to teach communication skills to students (Ong & Quek, 2023); (Hwang et al., 2015). Learning videos can provide students with a more interactive and interesting learning experience and help them better understand complex concepts (Sungkur et al., 2016). Additionally, learning videos can be applied and reused flexibly, providing long-term benefits for students. Video media has learning support functions, namely attention function, affective function, function and compensation function. The function of attention is that video media attracts attention and directs the audience's focus on the video material (Dai & Wang, 2023). The affective function of video media is to arouse the emotions and attitudes of the audience (Bujic et al., 2023); (Li, 2021); (Greber et al., 2023). Cognitive function can speed up the achievement of goals to understand and memorize messages or information in images or symbols (Abdulrahman et al., 2020). Meanwhile, the compensatory function is able to provide context to audiences whose ability is weak in organizing and recalling information that has been obtained (Petropoulos et al., 2022). Thus, video media can help audiences who are weak and slow students in grasping a message, receiving and easily understanding the innovation being conveyed, because video is able to combine visuals and sound.

Learning videos that aim to facilitate students' understanding of the material do not always meet their needs and desires (Almusaed et al., 2023). In some systems, instructional videos are only used as supplementary material for handouts and are not professionally prepared to present the entire thing of course this must be supported by mastery of technological knowledge for the material being taught (Coman et al., 2020). Making learning videos includes theoretical content as the aim of learning resources in fostering assertive behavior in students at Jambi University. Apart from that, this learning video can be used as a forum for information that is easy to access on

social media, one of which is YouTube. This research shows that the subjects in this research were Jambi University students with an age range of 18-19 years or categorized as late teens to early adulthood.

## Conclusion

Based on the results of research that has carried out expert and field validation trials in developing Assertive Communication Skills Learning Videos for PORKES Students at Jambi University, it can be concluded that the development of learning media in this research began by conducting a need analysis on individuals aged 18-20 year. Based on the results, there is a need to consider the relationship between the developmental processes of late adolescence and early adulthood, especially in the field of communication. Researchers conducted literature studies by collecting reading media through journal websites such as Google Scholar and IPUSNAS. The requirements needed are assertive communication skills for Jambi University students. Researchers developed teaching media in the form of Learning Videos so that they can be accessed repeatedly by anyone and at any time. The results of validation with media and material experts in reviewing the feasibility of learning videos have a percentage in the very high category. The validation results from media experts reached 94% and the results from material experts reached a percentage of 98.80% which can be considered appropriate learning media for field testing. Next, the researchers conducted a field trial with PORKES students from Jambi University with the results of the percentage of respondents reaching 86% in the high category. The obstacles faced during the research were the time for carrying out the research which was not conducive and coinciding with the campus final semester exams which meant that the researchers did not have enough time to conduct beta test research.

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## Author Contributions

Conceptualization; Y. C. H. S., M. A., B. A. W; methodology; Y. C. H. S; validation; M. A; formal analysis.; B. A. W.; investigation. Y. C. H. S.; resources; M. A.data curation: Y. C. H. S; writing—original; M. A; draft preparation; B. A. W; writing—review and editing; M. A.; Visualization: Y. C. H. S. All authors have read and agreed to the published version of the manuscript.

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**Conflicts of interest**

The author declares that there is no conflict of interest in the research and publication of this research.

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