

REVEALING STUDENTS' PERSPECTIVE OF PROJECT-BASED ASSESSMENT THROUGH MAKING CREATIVE VIDEOS IN INDONESIAN LANGUAGE LEARNING

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Abstract

Learning evaluation is a method lecturers use to determine the achievements of the learning process. Generally, lecturers use practice questions or quizzes as a learning evaluation medium. However, in the era of society 5.0, education must pay more attention to student outcomes and real learning through project-based assessment. This research aims to reveal students' perspectives in carrying out project-based assessments as midterm test assessments. This research used a descriptive qualitative method with interview techniques with four students as respondents. The research results show that through project-based assessment in creating creative video content, students feel they can carry out learning evaluations in a fun way and deepen the learning material more deeply. Thus, project-based assessment through making creative videos can be a recommended medium for evaluating Indonesian language learning in the era of Society 5.0.

Keywords: Indonesian language learning, project-based assessment, society 5.0, students' perspective

Introduction

Assessment is the result of learning evaluation. The definition of learning evaluation is one method that teachers can use to determine the achievements of the learning process. Apart from that, evaluation in learning is also important as an indicator of the teacher's success in providing understanding to students. Groundlund and Linn (1990) and Ratnawulan and Rusdiana (2014) say that learning evaluation is a process of collecting, analyzing, and interpreting information systematically to determine the achievement of learning objectives. Apart from that, Ratnawulan and Rusdiana (2014) said that learning objectives are the basis for knowing the level of development, achievement, and effectiveness of teaching. Magdalena (2020) revealed that a good evaluation system will be able to provide an overview of the quality of learning so that it will help teachers in planning learning strategies.

Apart from that, there are several concepts regarding evaluation. The first understanding is that evaluation is a process. This means that in carrying out an evaluation, various kinds of actions must be carried out so that the evaluation is not

the final result but rather a series of action processes. In the second sense, evaluation is connected with providing value (Sanjaya, 2008).

In reality, teachers generally use quizzes and practice questions in the form of essays or multiple choices to determine students' understanding of the material they have studied. Learning evaluation is also often interpreted as a test. However, according to Asrul (2014) and Ulya (2021), learning evaluation is not just an assessment of learning outcomes but rather all the processes undertaken in learning. Assessment based on exams, both written and oral exams, has the potential to cause 'pressure' on students. Because of this 'pressure', students compete to get good grades using the rote method so that their level of understanding is not deep. In fact, in this era of Society 5.0, students are required to have abilities that are more than just memorizing.

According to Trilling and Fadel (2009) in Arsanti (2021), there are three main types of skills in the 21st century, namely (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Then, the Ministry of Education and Culture popularized these 21st-century competencies as 4C (communication, collaboration, critical thinking & problem-solving, creativity, and innovation). The Ministry of Education and Culture designed a learning model that is expected to meet the needs of society 5.0. Graduate competencies are prepared through innovative learning models and assessments. This aims to produce graduates who can become leaders in the future with superior personalities through real learning programs or gaining direct experience in the field (Andayani, 2022).

Based on the demands of society, 5.0. Therefore, the world of education is required to innovate, both in learning strategies and assessment systems. In learning in Indonesia, one of the curriculum changes that has been made is the Independent Learning Campus (MBKM) based curriculum. The MBKM curriculum is implemented to provide space for students to be able to think critically and analytically, have direct experience in the world of industry and society as preparation for entering the world of work, and have creativity in solving problems. One implementation is through the case method and project-based learning (PBL).

To achieve the required competencies, not only can the learning method be project-based, but the assessment system can also be project-based. This method has advantages, namely active student involvement and high thinking skills. With this method, students can be more independent and mature and have high reasoning and analytical powers. Apart from that, project-based learning and project-based assessment also make learning more meaningful because students are directly in contact with real-life examples of reality. Suardipa and Primayana (2020) say that teachers must innovate and update the learning system in the classroom, including the assessment system.

Based on this background, this research discusses students' perspectives regarding project-based assessment through making creative videos while learning Indonesian. This aims to find out whether the assessment system based on creative video-making projects has a positive impact on students and helps achieve learning goals. Apart from that, this research also aims to find project-based assessment designs that suit the demands of abilities that students must have in the era of society 5.0.

Previous Research

Several researchers have carried out research regarding the use of project-based assessment. Izzah (2021) researched the perspective of TESOL teachers in project-based assessment in ELT classes. In his research, Izzah (2021) said that the use of project-based assessment is generally still used in science learning. However, this does not rule out the possibility if applied to English learning. Using a qualitative case study method, the research results show that teachers appreciate implementing project-based assessment in their classes, even though many challenges are encountered.

Apart from that, there are several studies regarding the impact of project-based on improving student abilities. Anggito et al. (2021) revealed that the project-based learning model with videos affects students' critical thinking abilities. By using the paired sample T-test method, the results of the study showed that there was an increase in the average pretest score compared to the post-test score. A significant increase in scores was seen in classes that used the project-based learning model. In line with Anggito's (2021) research, Rohayati and Rachmawati's (2021) research examined the impact of making YouTube videos on students' critical thinking abilities. By using a case study-based descriptive qualitative method, the results of the research show: (1) students realize the importance of project-based learning, (2) students consider doing video-based projects in learning English for medicine as a medium to facilitate critical thinking, (3) students show increased ability in English for Medical, and (4) students realize that digital literacy is needed to support their future careers.

Apart from that, Wahyudi (2022) researched the impact of video project-based learning on students' speaking abilities with pre-experimental methods. The results of this research are a comparison of T-test samples showing that project-based learning has a significant impact on students' speaking abilities. This can be seen by comparing student scores from the pretest and post-test, namely, .00 or $P < .05$.

In contrast to previous studies, which mostly discussed project-based learning strategies, this research analyzes students' perspectives on project-based assessment through making creative videos in learning Indonesian. This is important to discuss to find an innovative assessment system and be able to educate students so that they have abilities that are in line with the era of society 5.0.

Method

The method in this research uses qualitative methods. Qualitative research data is most often in the form of words, so the most effective way to collect this is participant observation, in-depth interviews, group interviews, and collecting relevant documents (Erickson & Wilson, 1982 in Wahyuni (2023). Meanwhile, Cresswell and Poth (2018) in Wahyuni (2023) said that there are four types of data collection in qualitative research, namely: interviews, documentation, observation, and audiovisual material.

This research uses qualitative methods with questionnaire and interview techniques as an in-depth study of student answers. Because this research aimed to find out the student perspective, the respondents were 27 students who were taking the first semester of Indonesian language courses consisting of several study programs at UPN Veteran East Java. Of the 27 respondents, four students were selected for interviews to deepen their answers. Through questionnaires and

interviews, students' perspectives on project-based assessment through making creative videos in Indonesian language learning can be revealed. Apart from that, the results of this student perspective can be used as recommendations regarding a project-based assessment system for Indonesian language courses, especially in the mid-semester assessment.

Findings and Discussion

Student perspectives on making creative videos about spelling errors

The project-based assessment implemented by researchers acting as teachers is for mid-semester evaluation assessments. Students work on creative video projects individually. The video created is a collection of documentation about examples of errors in the use of Indonesian in the local environment, such as errors in doctor's practice signage, errors in shop banners, and so on. Students report the various language errors found and then explain how to write correctly. Apart from that, students can add editing effects to their videos.

The following are the results of a questionnaire related to project-based assessment from a student perspective.

1. Apakah penilaian ujian berbasis proyek (project-based assessment) dengan membuat video minivlog kesalahan ejaan lebih memudahkan dibanding mengerjakan soal esai?

27 responses

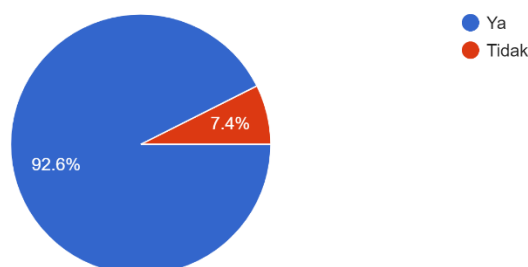


Figure 1. Comparison of project-based assessment with essay exams

Based on the data in Figure 1, as many as 92.6% stated that project-based assessment through making creative videos was easier than taking essay exams. This is because students can produce creative videos about errors in using Indonesian while referring to references from the KBBI, EYD V, and the website of the Language Development and Development Agency. Apart from that, in making creative videos, students can also be creative about their video concepts. Different from written exams, students have to memorize the use of standard words, write the correct spelling, etc.

2. Apakah proyek video minivlog tentang kesalahan berbahasa dalam masyarakat memacu Anda untuk mempelajari lebih dalam mengenai materi Ejaan Bahasa Indonesia?

27 responses

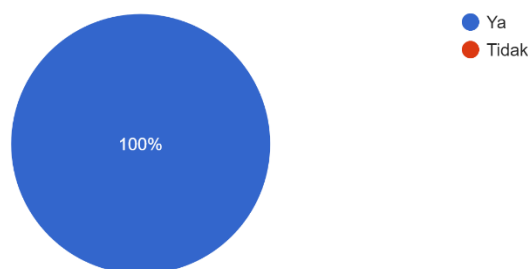


Figure 2. The relationship between project-based assessment and student understanding

Based on the data above, as many as 100% of students stated that by making creative mini vlog videos about language errors in society, students were motivated to learn and deepen writing good and correct Indonesian spelling according to EYD V. This is because apart from reporting language errors existing in society, students must be able to correct these mistakes. Therefore, students must first learn how to use Indonesian correctly before making videos.

3. Apakah proyek video minivlog tentang kesalahan ejaan memberikan pengalaman empiris bagi Anda bahwa dalam masyarakat Indonesia masih banyak ditemukan kesalahan berbahasa?

27 responses

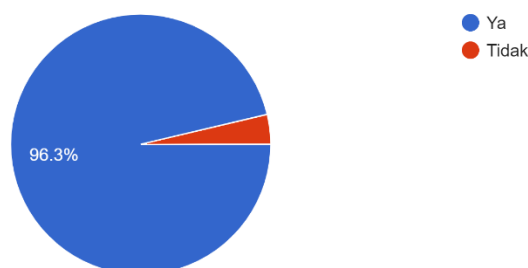


Figure 3. The relationship between project-based assessment and experience for students

Based on the data above, 96.3% of students answered that they had real experience in using Indonesian in society, either on campus or around the house. Making this video opens awareness to students; even though Indonesian is used in everyday life, in reality, there are still many language errors found. This can be seen in errors on the nameplates of doctors' practices, errors in the writing of pharmacy nameplates, photocopy shops, printing shops, food stalls, and many more. With this experience, students see directly and record any language errors they find in their surrounding environment.

4. Apakah Anda mempelajari hal baru saat proses membuat proyek video minivlog tentang kesalahan ejaan bahasa Indonesia?

27 responses

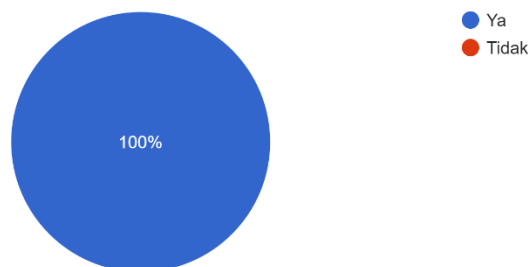


Figure 4. The relationship between project-based assessment and creativity and innovation

Based on this data, as many as 100% of students stated that in the video-making project, they learned new things, one of which was creativity in editing videos and finding vocabulary that was initially thought to be correct, but it turned out that the words were written incorrectly. Apart from that, students can also practice interesting ways of communicating by making videos. Students can practice how to convey information about writing Indonesian correctly to the audience. Creative videos are uploaded via each student's YouTube account so that the general public can watch them. This is a means of educational videos regarding the correct use of Indonesian by students for the community. In this way, students are motivated to make interesting, creative videos because the videos will be published to the general public.

The positive effect of project-based assessment through creating creative video

From the questionnaire distributed to students, as an insight into the positive impact that students get from making creative videos as a mid-semester exam assessment system, researchers took four students with the highest video scores. Standardization of assessment from project-based assessment through this innovative video is as follows:

Table 1. Project-based assessment standards through creative video

Assessment criteria	Value Standards
Video Originality	20 point
Accuracy of Improving the Use of Indonesian	20 point
Communication and Voice Clarity	20 point
Creativity in Video Making	20 point
Duration Accuracy (min. 5 minutes, max. 10 minutes)	20 point
Total	100 point

Based on these assessment standards, four students with the highest scores were selected as respondents in the interview, namely student 1 with a score of 90, student 2 with a score of 85, student 3 with a score of 85, and student 4 with a score

of 80. This interview was needed to deepen the data about the positive impact that students get when carrying out project-based assessments through making creative videos. This is necessary to find out what benefits students get, apart from deepening their understanding of the good and correct use of Indonesian. Interview questions are a deepening of the questions that have been answered in the questionnaire. The results of interviews with the four students are as follows:

Question: 1. What new things did you learn when making a creative video project about errors in using Indonesian in the local environment?	Student 1: I got a lot of positive things, starting from preparing research for video concepts and looking for mistakes in using Indonesian on the street to video editing skills that require creativity. Student 2: With this video project, I was able to find out that there are still many incorrect writings of the rupiah denomination in society. If it weren't for this project, I wouldn't know the correct spelling of rupiah. Student 3: I know that there are still many language errors in society, even though we already use Indonesian in our daily activities. Student 4: I just found out that the Indonesian language I often use is wrong, such as using the word 'fotocopy' which should be 'fotocopy', etc. Apart from that, I also learned new things about making mini video reports which can hone my creativity.
Question: 2. Do you agree that assessment in Indonesian language learning uses a project-based assessment system? Explain why!	Student 1: Yes, I agree. Through this project-based assessment, students can learn more about good and correct Indonesian in real terms because they have to look for facts about language errors in the field and students have to be able to correct them. Student 2: Yes, I agree. Students gain real experience in analyzing errors in the use of Indonesian in society. Student 3: Yes, I agree. Through making videos, students must learn to understand the material so that it is easier to remember. In addition, project-based assessments are more effective than written exams because they have the potential to be carried out with the help of AI. Student 4: Yes, I agree. A project-based assessment system through video making makes it easier for students and explores creativity.

Question: 3. In your opinion, do project-based assessments through making creative videos can motivate you to learn good and correct Indonesian? Explain why!	Student 1: Yes. By knowing that there are still many errors in using Indonesian, students are motivated to learn the correct language. Student 2: Yes. As a national language, Indonesian should be mastered by students in the younger generation. The fact that there are still many language errors found in our environment makes us feel sad. Student 3: Yes. Because we will continue to need Indonesian in academic life, such as writing a thesis, and in everyday life. Student 4: Yes. By making this video, students can provide education about correcting language errors to the public directly.
Question: 4. What obstacles do you face when creating creative video projects?	Student 1: The obstacles faced are generally related to the short duration of work and a lot of assignments from other courses. Student 2: The challenge is to ensure that the information conveyed in the video is correct and reliable. This spurs us to look for references from trusted sources. Student 3: The problem with finding spelling errors in the surrounding environment is due to limited transportation. Student 4: Difficulty editing videos. However, this made me learn to edit videos so that I had new skills.
Question: 5. Are there any criticisms and suggestions for project-based assessment through creative videos in Indonesian language learning?	Student 1: The next project is making videos on TikTok. Student 2: Make creative videos for Instagram Reels so that educational videos on the correct use of Indonesian can also be watched by other young people. Student 3: Extending the collection deadline. Student 4: In addition to writing errors, the next project could observe errors in conversations in YouTube videos.

Based on the results of interviews with the four students, several points show the positive impact of project-based assessment for students. Firstly, students said that by having a creative video-making project about mistakes in using Indonesian in their surroundings, they got a lot of positive things, starting from the initial

research for video concepts, looking for mistakes in using Indonesian on the street, to video editing skills that require creativity. Apart from that, students also gain new knowledge regarding the use of vocabulary that is often used incorrectly, such as the word 'photocopy', which should be 'photocopy', etc.

Second, students stated that they agreed to use a project-based assessment system in learning Indonesian. From a student perspective, through project-based assessment, students can learn more in real terms because they have to look for facts about language errors in the field and then provide corrections. Apart from that, making creative videos as exam assessments is considered more effective than written exams, which have the potential to be taken using AI technology such as GPT chat.

Third, students stated that through project-based assessment through making creative videos, they could motivate them to learn good and correct Indonesian according to EYD V. As a national language, Indonesian should be mastered by the younger generation, who often mix Indonesian with foreign languages. Apart from that, the fact that many language errors are found in the surrounding environment makes us feel sad as Indonesians. Thus, through making this creative video, students can also provide education to the public about the good and correct use of Indonesian.

Conclusion

Students' perspectives regarding project-based assessment through making creative videos in learning Indonesian can be described as follows: (1) students feel happier doing project-based exams through making videos compared to written exams, (2) students are motivated to learn more about Indonesian language material. This is because videos regarding a collection of errors in the use of Indonesian in society must be published on YouTube. Apart from that, students not only collect documentation of errors in Indonesian but also provide corrections according to EYD V. (3) Students learn new things, one of which is creativity in editing videos, finding vocabulary that was initially thought to be correct but it turns out that the words were written Wrong. Apart from that, students can also practice interesting ways of communicating by making videos. (4) they gain real experience in knowing the use of Indonesian in society, either on campus or around the house. Making this video opens awareness to students; even though Indonesian is used in everyday life, in reality, there are still many language errors found.

Apart from that, regarding the effectiveness of project-based assessment, students think it can be more objective than written exams, for example, essay writing exams. This is because written exams have the potential to be taken with the help of AI technology such as chatGPT. Project-based assessment through creative video-making comes with obstacles. However, students think that the obstacles to making videos are generally the limitations of the gadgets that students have and their video editing skills. However, this increases creativity in creating videos, which can have an impact on their soft skills, too.

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