

**THE DEVELOPMENT OF VLOGGING AS LEARNING MEDIA TO  
IMPROVE STUDENT'S LEARNING ENTHUSIASM IN CLASS XII  
ON MYOB MANUFACTURE (DEBT CARD) MATERIAL  
SMK N 2 PURWOREJO  
ACADEMIC YEAR 2015/2016**

Undergraduate Thesis

This undergraduate thesis is submitted in partial fulfillment of the requirements to obtain the degree of **Bachelor of Education** in Faculty of Economics Yogyakarta State University



**By:**

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YOGYAKARTA STATE UNIVERSITY  
2016**

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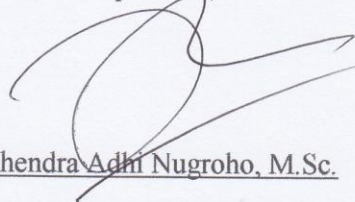
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## VALIDATION

The Undergraduate Thesis entitled:

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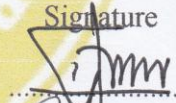
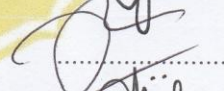
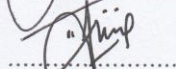
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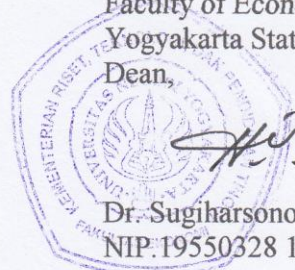
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Hereby declared that this undergraduated thesis is my own original work. According to my knowledge, there is no work or opinions written or publish by other, except vs reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, August 1<sup>st</sup> 2016

The Author,



Reka Darmawan

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## **MOTTOS**

“Allah Tidak Melihat Bentuk Rupa dan Harta Kalian. Tetapi Dia Melihat Hati dan Amal Kalian”

~**Nabi Muhammad SAW**~

“Be Yourself, Because An Original Is Always Worth More Than Copy”

~**Steven Gerrard**~

“Bayangkanlah Hidup Ini Seperti Sebuah Trampolin, Semakin Kita Terjatuh Kebawah, Semakin Tinggi Kita Akan Berada”

~**RK**~

## **DEDICATIONS**

I sincerely dedicate this thesis to:

- My parent, the one who always make me feel strong and protect me with their prayer. I do love you, mom, dad and my grand mother.
- My beloved family that always support and give me spirit for working on this thesis.

**PENGEMBANGAN VLOGGING SEBAGAI MEDIA PEMBELAJARAN  
UNTUK MENINGKATKAN ANTUSIASME BELAJAR SISWA PADA KELAS  
XII MATA PELAJARAN MYOB MANUFAKTUR (KARTU UTANG)  
SMK N 2 PURWOREJO  
TAHUN AJARAN 2015/2016**

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**ABSTRAK**

*Penelitian Pengembangan ini bertujuan untuk: (1) mengembangkan Vlogging bagi siswa kelas XII SMK, (2) mengetahui kelayakan Vlogging yang dikembangkan sebagai media pembelajaran dengan penilaian dari para Ahli, (3) meningkatkan antusiasme belajar siswa sebelum dan sesudah penggunaan Vlogging.*

*Penelitian ini merupakan Research and Development (RnD). Penelitian Pengembangan ini menggunakan model ADDIE yang berisi 5 tahap pengembangan yaitu: 1) analysis, 2) design, 3) develop, 4) implementation, dan 5) evaluation. Pada tahap pengembangan Vlogging dinilai kelayakannya sebagai media pembelajaran oleh Ahli Materi, Ahli Media, Praktisi Pembelajaran Akuntansi. Uji coba dilakukan pada 35 siswa kelas XII AK 4 SMK N Purworejo.*

*Dari hasil penelitian menunjukkan bahwa Vlogging layak digunakan pada kelas XII AK 4 SMK N Purworejo. Dilihat dari hasil 1) Ahli Materi memberikan rata-rata skor 3,9 yang termasuk dalam kategori “ Baik”, 2) Ahli Media memberikan rata-rata skor 4,87 yang termasuk kategori “Sangat Baik”, 3) Praktisi Pembelajaran Akuntansi memberikan rata-rata skor 4,4 yang termasuk kategori “Sangat Baik”, 4) Siswa memberikan skor rata-rata 3,8 yang termasuk kategori “Baik”. Pada Uji Lapangan menunjukkan peningkatan antusiasme belajar siswa sebesar 9,24% dari 76,95% menjadi 86,19%. Pada pengujian uji-t diperoleh  $t_{hitung}$  sebesar -19,650 dengan sig.0,000 yang menunjukkan perbedaan signifikan antara sebelum dan sesudah menggunakan media. Dapat disimpulkan bahwa media Vlogging layak digunakan dan dapat meningkatkan antusiasme belajar siswa.*

*Kata Kunci: Media Pembelajaran Akuntansi, Vlogging, Antusias Belajar.*

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**ABSTRACT**

This research aims to: (1) Develop Educational Vlogging for class XII, (2) examine the feasibility Vlogging as learning media, and (3) know students' enthusiasm improvement before and after using Vlogging Detective.

This research was a Research and Development (RnD). This research adapted from ADDIE development model which consist of five development stages: 1) analysis, 2) design, 3) develop, 4) implementation, and 5) evaluation. Validation stages was conducted with product validation by material experts, learning media experts, and accounting practitioner learning. Product was tested on 35 students of class XII AK 4 at SMK N Purworejo.

Based on research results the Vlogging of learning media was Good to be used for class XII SMK N Purworejo. It was proved from 1) the assessment score by material experts obtained the average score 3,9 with the category "Good", 2) the assessment score by material experts obtained the average score 4,87 with the category "Very Good", 3) the assessment score by accounting practitioner learning obtained the average score 4,4 with the category "Very Good", 4) the assessment score by student obtained the average score 3,8 with the category "Good". In the field test, the Vlogging was successful in improving student's learning enthusiasm for 9,24% from 76,95% to 86,19%. Based on the assessment using paired t-test, t-value was -19,650 with sig (p) = 0.000. The t-test results showed that there was a significant change between before and after the use of media. It can be concluded that the vlogging media passed feasibility study with the level of "Good" and was able to improve students' learning enthusiasm.

**Key Words:** Learning media, Vlogging, Learning Enthusiasm.

## FOREWORD

Alhamdulillahirobil'alamin, I am very grateful to Allah SWT the Most Gracious and the Most Merciful. All praise to Allah SWT who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this undergraduate thesis. I realize that it would have been not possible without support of many people. Therefore, I would like to express my deepest gratitude to the following:

1. Prof. Dr. Rochmat Wahab M.Pd., M.A., Rector of Yogyakarta State University.
2. Dr. Sugiharsono, M.Si., Dean of Faculty of Economics Yogyakarta State University who had gave the research permission for this undergraduate thesis.
3. Abdullah Taman, M.Si., Ak., Head of Accounting Education Department.
4. Mahendra Adhi Nugroho, M.Sc., my deepest gratitude goes to my thesis supervisor who had provided continuous direction, guidance, help, and correction in the accomplishment of my undergraduate thesis.
5. Mimin Nur Aisyah, M.Sc., Ak., my examiner who had been pleased to take the time to provide input, advice, suggestion and motivation so that this thesis could be completed.
6. Afrida Putritama, M.Sc., Ak., lecturer who became material expert for this thesis who had provided input, advice, assessment and validate the material.
7. Nurkhamid Ph.d., lecturer who became media expert for this thesis who had provided input, advice, assessment and validate the media.
8. Drs. Suhirman, M.Pd., Head of SMK N 2 Purworejo who has given permission to research.
9. Sulasmi S.Pd., accounting teacher at SMK Bhakti Karya 1 Magelang who has provided support and help during the implementation of these research.

10. Students of grade XII Ak 4 SMK N 2 Purworejo on their cooperation and participation in this research.

I realized that in the writing of this thesis still has many mistakes. Therefore the author expect criticism and suggestions to improve this undergraduate thesis. Final words, I say thanks and I hope this undergraduate thesis would be useful for the readers.

Yogyakarta, August 1<sup>st</sup> 2016

The Author,



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## TABLE OF CONTENTS

	Page
COVER .....	i
APPROVAL SHEET .....	ii
VALIDATION SHEET .....	iii
DECLARATION OF AUTHENTICITY .....	iv
MOTTOS .....	v
DEDICATION .....	v
ABSTRAK .....	vi
ABSTRACT .....	vii
FOREWORD .....	viii
TABLE OF CONTENT .....	x
LIST OF TABLES .....	xiii
LIST OF PICTURES .....	xiv
LIST OF APPENDIXES .....	xv
BAB I. INTRODUCTION .....	1
A. Problem Background .....	1
B. Problem Identification .....	5
C. Problem Restriction .....	6
D. Problem Formulation .....	6
E. Research Objectives .....	7
F. Product Specification .....	7
G. Research Benefit .....	8
H. Development Assumption .....	9
BAB II. LITERATURE REVIEW .....	10
A. Theoretical Review .....	10
1. Learning Media .....	10
a. Definition of learning Media .....	10
b. Use of learning media .....	11
c. The function and benefit of learning media .....	12

d. Criteria of learning media.....	16
e. Types and characteristic of learning media.....	16
2. Vlogging.....	18
a. Definition of video.....	18
b. The benefits of using video in learning media .....	20
c. Advantages and disadvantages of Vlogging Media.....	21
d. Feasibility of Vlogging media .....	26
3. Learning Enthusiasm.....	29
a. Definition of learning enthusiasm.....	29
b. Theory of learning enthusiasm .....	30
c. Indicators of learning enthusiasm. ....	31
4. Learning Accounting Standard of Competence Myob.....	32
5. Research and Development Model .....	32
a. Definition of Research Development. ....	32
b Borg and Gall Model .....	33
c. ADDIE Model.....	34
d. 4D Model.....	34
B. Relevant Research .....	35
C. Framework.....	37
D. Research Paradigm.....	38
E. Research Question .....	38
<b>BAB III. RESEARCH METHODS .....</b>	<b>39</b>
A. Types of Design Research.....	39
B. Research Subject .....	42
C. Research Time and Location .....	42
D. Data Types.....	42
E. Operational Definitions .....	43
F. Data Collection Techniques.....	43
G. Research Instrument.....	44
H. Data Analysis Techniques .....	46

BAB IV. RESEARCH RESULT AND DISCUSSION .....	52
A. Description of the Research .....	52
1. Description of Research Location .....	52
2. Description of the Subject .....	52
3. Description of Research time .....	53
B. Research Result .....	53
C. Discussion .....	79
D. Development Restriction.....	85
BAB V. CONCLUSION AND RECOMMENDATION.....	86
A. Conclusion.....	86
B. Recommendation.....	87
REFERENCE.....	88
APPENDICES .....	90

## LIST OF TABLES

Table	Page
1. Basic competence and core competence .....	32
2. Lattice media expert form.....	44
3. Lattice material expert question form.....	44
4. Lattice learning accounting teacher .....	45
5. Lattice Instrument for Student's Enthusiasm .....	45
6. Lattice question form of enthusiastic learning .....	46
7. Criteria of likert form validation scale assessment.....	47
8. Score Conversion to 5 Scale .....	48
9. Score Conversion 5 Scale .....	49
10. Description of research subject.....	52
11. Scedhule of development research implementation. ....	53
12. Result of the expert assessment of the material by lecture.....	64
13. Result of the expert assessment of the material by teacher .....	64
14. Recapitulation of result the validation by material expert.....	65
15. Result of the assessment the media expert .....	67
16. Recapitulation of the result feasibility of Vlogging .....	72
17. Recap of Enthusiasm student learning.....	75
18. Total of Enthusiasm student learning .....	77
19. The results of the Recapitulation Paired sample statistics.....	78

## LIST OF PICTURES

Picture	Page
1. Research Paradigm .....	38
2. Timeline.....	55
3. Thumbnail of tutorial.....	55
4. Question of card debt material.....	56
5. Describe the step to solve question.....	56
6. Insert some picture to video.....	56
7. Description of Myob.....	57
8. The question of Myob.....	57
9. The use of Myob menu .....	57
10. Script .....	58
11. Opening and introduction .....	59
12. opening Tutorial .....	59
13. Ending of Vlogging .....	59
14. Describe how to choose supplier. ....	60
15. Describe the question and answer .....	60
16. Countdown of Vlogging .....	60
17. Adding an image on Vlog .....	61
18. Adding an image on Vlog.....	61
19. Result of material expert validation.....	65
20. Revision of describe Myob menu .....	68
21. Revision the first video (before).....	68
22. Revision the first video (after).....	69
23. Revision the color of font (before) .....	69
24. Revision the color of font (after) .....	69
25. Revision of cover ending .....	69
26. Revision of cover ending (after).....	70
27. Revision to change resolution.....	70

28. Revision to change resolution (after).....	70
29. Revision to change size video from 662 MB to 60,4 MB. ....	71
30. Revision to change size video from 662 MB to 60,4 MB(after). ..	71

## LIST OF APPENDICES

Appendix	Page
1. The step of analysis .....	90
a. <i>Silabus</i> .....	91
2. The step of design.....	93
a. <i>RPP</i> .....	94
3. The step of development.....	97
a. <i>Hasil uji coba angket</i> .....	98
b. <i>Rekapitulasi hasil validasi ahli materi</i> .....	99
c. <i>Rekapitulasi hasil validasi ahli media</i> .....	100
d. <i>Rekapitulasi hasil validasi guru akuntansi</i> .....	101
4. Implementation .....	102
a. <i>Daftar Nama siswa</i> .....	103
b. <i>Rekapitulasi Hasil Uji coba lapangan</i> .....	104
5. Evaluation.....	105
a. <i>Sebelum menggunakan Vlogging</i> .....	106
b. <i>Sesudah menggunakan Vlogging</i> .....	107
6. Document.....	108
a. <i>Foto doumentasi penelitian</i> .....	109
b. <i>Surat Izin Penelitian</i> .....	110

## **CHAPTER I INTRODUCTION**

### **A. Problem Background**

Education is a conscious effort planned to realize the atmosphere of learning and the learning process so that student are actively developing the potential for her to have a religious, spiritual power of self-control, personality, intelligence, character, as well as the necessary skills from him, society, nation, and State. (*UU NO.20 Tahun 2003 tentang Sistem Pendidikan Nasional*).

Skills in education is very important, so that the process of transfer of knowledge can be intended in accordance with the intended purpose, therefore with the skills of teachers in making media learning as a tool to transfer the knowledge to the student useful to facilitate teachers in conveying the lessons properly and effectively.

The skills acquired through the process itself of education, one of which is the school, which has some components such as the curriculum, teachers, building a place of learning, and so on. Each component has a function and interrelated role to achieve the success of education. The existing components in the school shall support each other so that the whole school became effective, skills itself can be supported by the development of technologies that provide a positive impact for teachers to implement teaching and learning activities in school and outside school.

Technological developments provide a convenience to individuals to run the activities. Teachers should be able to utilize the development of technology to develop the learning media. In fact, teachers still have yet to capitalize on the development of existing technologies. Supposedly, teachers are able to utilize existing technologies in the school to develop the existing learning media in the school. Examples, such as the Personal Computer (PC) that already exists, should be utilized to develop the learning medium, that can add to the appeal of the students in the learning process. Therefore, teachers must have sufficient knowledge and understanding about the technology that exists right now to develop the learning media.

Learning media is a tool in the process of learning activities. In the goal to facilitate teachers in presenting material to students. In addition, the presence of the media learning can help students to prepare and accept the material because it can be used with their students at home. Learning media must be packaged as best and as interesting as possible so that students feel comfortable to follow learning at school.

In teaching and learning activities, learning media is anything that can be used to transmit messages (learning materials), so as to stimulate attention, interests, thoughts and feelings of the student in the learning activities to achieve learning objectives. Media learning a lot of that stuff, here is the classification of the learning medium according to Leshin Taxonomy (*Arsyad, 2011:81*), namely human-based media, media-based mold-based visual-based media, audio-visual and computer-based media.

In visual media, it can be created through the merger of the use of sound with images that require more work to produce it. One of the important work required in the audio-visual media is writing the script and storyboards that require a lot of preparation, design and research. Examples of media based audio-visual is videos, films, slides along the tape, television.

In the development of media used in this research is Vlogging, Vlogging is one variation of the social networking site's blog, which is one of the internet technology product development is already more interesting. The blog is writings (online diary) that is loaded as the posts that can be used to disseminate information in a variety of media to a user on a web page. Variation in presenting the content in this blog is getting markedly. Blogging activity can also be done in a way to insert a video into a blog so that the material distributed become more interesting than just the shape of the text as well as image only. It is called video blogging.

Based on observations on Monday, August 3 2015 in SMK N 2 Purworejo, problems in learning activities, that Myob lesson still use the conventional learning media so that the learning process becomes ineffective and the students do not have the enthusiasm of learning in lessons. Conventional learning that, learning where teachers explain in front of the class, and the students just listen not actively and enthusiasm in learning, whereas in the already existing school facilities and infrastructure that can be used to assist teachers in teaching and learning activities but under-utilized by teachers in the process of teaching and learning activities (KBM).

The observation was done at the time of the practice field experience (PPL) that was held at SMK N 2 Purworejo in August to September 2015. Based on the observation of researcher during the PPL in Class XII majoring in accounting, students obstacles in the process of learning i.e. the delivery of learning material so that ineffectiveness arises the lack of student's enthusiasm to the materials given. Of the 35 students, only 18 students or 56.25% who pay attention to the learning process, this is caused by the delivery of the material which was not interesting enough.

In learning activities, student want things that are interesting and not boring. Therefore, researcher will create a media learning in which not only the learning material, but there is some attraction and liveliness of his own for students to upload video from youtube shaped materials and practice his own material that has been given, without having to wait for orders from the teachers directly.

Learning Media video blogging is intended so that the students can upload or view online material to be delivered, so that students can actively to seek out and practice the material given, other than that it is aiming to guide students by following the flow of the times in which the level of technological developments increasingly growing, learning media with video blogging these students can also follow curriculum 2013 has set and is used by the school.

The researcher choose Myob subject because this subject has a lot of materials to be memorized, especially the procedures that have to be implemented through application of Myob, so it's difficult for student to

resolve the problem in Myob subject themselves. Therefore, the researcher provide the solution by developing Vlogging as learning media since it is very easy to access can be created by using the camera and is able to be uploaded into youtube. The student will be more enthusiastic in following the topics provided; they can also learn how to use technology in other subjects more actively and enthusiastically.

The above description encourages researcher to develop instructional media Vlogging. The media was chosen because it is relatively easy to make and can describe the financial record-keeping measures used to create financial statements in an accounting cycle in the subjects of Myob. In the subject of card debt in Myob manufacturing, media Vlogging can be used to describe some of the steps and explanation of theories in Myob. The researcher is interested in conducting research with the title The development of Vlogging learning media to improve student's learning media in class XII on Myob manufacture (debt card) material SMK N 2 Purworejo Academic Year 2015/2016.

## **B. Problem Identification**

Based on the background of the problem, then can be identified the issues as follows:

1. The student's learning enthusiasm in the accounting subjects in class XII of SMK N 2 Purworejo was low because the teachers were still relying on lecturing method, so it need a more interesting learning media to attract students.

2. There wasn't variation in media of instruction to convey the material.
3. So far there wasn't any Vlogging learning media developed in SMK
4. No media was used in learning Myob accounting especially in material card debt.

### **C. Problem Restriction**

Having regard to the various issues that are on the identification of a problem that has been outlined above, the existence of a restriction is required in order to issue more detailed research, directional and focused. To overcome these problems, then the research is focused on the development of Vlogging as learning media to improve student's learning enthusiasm in class XII Ak 4 on Myob manufacture debt card material SMK N 2 Purworejo.

### **D. Problems Formulation**

Based on problems that have outlined the problem formulation may be taken are:

1. How to develop vlogging media to improve students' learning enthusiasm in class XII SMK N 2 Purworejo on the material card debt of Myob ?
2. How is the feasibility of vlogging media to improve students' learning enthusiasm in class XII SMK N 2 Purworejo on the material card debt of Myob ?
3. Can vlogging media improve students' learning enthusiasm in class XII SMK N 2 Purworejo on the material card debt of Myob ?

### **E. Research Objectives**

Based on the formulation of the problem, then the purpose of this research is:

1. Generate media learning Vlogging for Myob manufacturing subjects on debt card material class XII Ak 4.
2. Find out the feasibility of the learning media Vlogging in improving student learning enthusiasm of class XII Ak 4 in SMK N 2 purworejo Myob on the material of the card debt.
3. Find out the effectiveness of the use of the media to boost enthusiasm Vlogging learn grade XII Ak 4 in SMK N 2 purworejo Myob on the material of the card debt.

### **F. Product Specifications**

The expected product specifications in this research are:

1. The vlogging learning media in accordance with the competency base of card debt.
2. The vlogging learning media is served in the form of videos that can be displayed on a PC and a Laptop containing problems theory, myob to facilitate and provide variation in student learning.
3. The vlogging learning media able to attract students to learn while giving a new experience in learning, so students do not feel bored and interested to follow the instruction.

## **G. Research Benefits**

The benefits of this development research are:

### **1. Theoretical Benefits**

- a. The results of this research are expected to be used as reference materials or reference for students of accounting education in research learning media.
- b. Can enrich knowledge in particular fields of accounting education related to media-media learning accounting.

### **2. Practical uses**

- a. For teachers
  - 1) The vlogging learning media is expected to be a medium of learning in accounting.
  - 2) Gives an insight into the effectiveness of the learning media Vlogging.
- b. For students

Students more easily understand what is being delivered, and teachers are more interested in following the process of teaching and learning using media Vlogging with material purchase journals.
- c. For researcher

The researcher will have a handle on the future as a teacher/learning media makers who have skills in developing and implementing media learning Vlogging.

## **H. Development Assumption**

### **1. Assuming the development**

Learning media development research myob requires the utilization of a computer or laptop and the internet in the learning activities. In order to be utilized to its full potential, then there are some assumptions that underlie this research, namely:

- a. The school or teacher research venue has had facilitated computer internet.
- b. Implementation of the school where research has to have a computer that can be used for exploiting each child personally.
- c. The teacher as a facilitator is assumed to have been adept at operating the computer.
- d. The validator have the same view about the criteria the quality and feasibility of the learning media. Validator in this study was a material and media experts.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Learning Media**

###### **a. Definition of learning media**

The word derives from the Latin media and is the plural of the word medium which literally means all in the middle. Media is the bearer of a message or information is generally berupa the idea man.

John d. Latuheru (1988:14) suggests that the media are the material, tools, or methods/techniques used for teaching and learning activities, with a view in order to make the process of educational communication interaction between teachers and students can take place in appropriate.

In addition to understanding media above, there is also the opinion of the experts in the quotation by Arief s. Sadiman, et al. (2008:6-7) about the media include:

- a. Education and Communication Technology Association (ECTA) in America, restricting the media as all forms and channels that people use to transmit messages/information.
- b. Gagne (1970) States that media is the various types of components within the environment of the lingkungan students who can be stimulating to learn.

- c. Briggs (1970) argues that the media is all the physical tools that can present the messages and stimulate students to learn, such as books, films, tapes, film frame, and others.
- d. National Education Association (National Education Association/NEA) have different notions about the media, that these forms of communication media, both print and audio visual as well as equipment. The media should be manipulated, can see, hear, and read.

Although many experts give different limits of understanding media, but there are similarities between this limit, i.e. media is anything that can be used to transmit a message from the sender that can stimulate the thoughts, feelings, interests and particular students such that the learning process occurs.

**b. Use of learning media**

The use of media of instruction in the learning process will contribute towards the effectiveness of the achievement of learning objectives. Various research results essentially States that a wide range of media learning provide enormous help to learners in the learning process. However, the role of teachers itself determined against the effectiveness of the use of media in learning. The role reflected its ability to choose the medium used.

**c. The functions and benefits of learning Media**

In the learning process, there are two very important elements, namely, teaching methods and learning media. The selection of one particular teaching method will be influenced the types of media that the appropriate teaching, although there is still another aspect that must be considered in choosing media, namely instructional objectives, types of assignments, and the expected response of students to master after the teaching and learning context includes the characteristics of the students. Nevertheless, it can be said that one of the main functions of the media learning is a teaching tool that also affects the condition of learning environments that are styled and created the teacher.

OEMAR Hamalik (1986) cited by Azhar Arsyad (2011:11) says that the use of the media in the process of teaching and learning can evoke the desire and interests of the new, generating enthusiasm and stimulus learning activities, and can bring the psychological influence of terhadap students. Learning media use on the stage of the orientation of teaching will help greatly the effectiveness of the learning process at that time, as well as being able to arouse enthusiasm and enthusiasm of the students. Learning media can also help students improve understanding, presenting interesting and reliable data, facilitate the interpretation, and get information.

The benefits of the use of the media in the process of learning has been reinforced by the existence of research. Kemp and Dayton

(1985:3-4) and Arsyad Azhar (2008:22) suggests some of the results of research that shows the positive impact of the use of the media as the main way of teaching directly include:

1. Delivery of lessons to be more raw.
2. Teaching can be more interesting.
3. Learning to be more active with applied learning theory and principles of psychology received in regards to the participation of students, feedback, and reinforcement.
4. The necessary teaching time can be shortened as most media requires only a short time to mengantakan messages and content in a number of significant and likely can be absorbed by the students.
5. The quality of the student learning outcomes can be improved if the learning media can communicate the elements of knowledge in ways that are organized with good, specific and clear.
6. Learning can be given where and whenever desired or necessary particularly if the lesson is designed for media use individually.
7. Positive attitude students against what they learn and the learning process can be improved.
8. The role of the teacher can turn toward more positif.

In addition to some of the benefits that were presented above, there are also some of the opinions cited by John D. Latuheru (1988:17-24), such as:

**a) Derek Rowentree (1988:17) stated that, the benefits of media include:**

1. Learning Media can stir up an enthusiastic student learning or learners.
2. With a media of learning, learners will be able to mengulangi what they have learned.
3. Learning Media can stimulate learners to learn eagerly.
4. Learning Media can better enable response from learners.
5. Using the learning media response may be expected back soon.

**b) John m. Lannon said (1988:20) that:**

1. The Media useful for learning interest of students towards the subject matter presented.
2. Learning Media is useful to improve the understanding of students towards the subject matter presented.
3. Learning Media is able to provide a powerful data or serving and trusted about anything thing or event.
4. Learning Media is useful for corroborating information.
5. Facilitate the learning medium in terms of the collection and processing of data.

**c) Mc. Known (1988:22) says that the learning media, benefits include:**

1. In general media it is learning something new for protege so that interest them, while his attention fixed on instructional materials delivered.

2. With the media learning in a learning activity to teach learners can get greater freedom.
3. Media teaching presented by leveraging media easily understood because more communicative.
4. Learning media, a curiosity of the learner can be improved.

**d) Edgar Delegation (1988:23), said that when the media used in a learning activity , then the benefits are as follows:**

1. The attention of learners towards instructional materials will be higher.
2. Students got experience concrete.
3. Encourage learners to work independently (self activity).
4. unforgettable lessons learned by student.

See some of the opinions of the experts about the benefits of the use of media of instruction in an activity of teaching and learning activities, then a conclusion can be drawn as follows:

- a) Learning Media can attract the attention of students towards the subject matter presented so that interest in learning will further increase.
- b) The learning Media can reduce or minimize verbal language.
- c) Learning Media helps deliver a tough learning experience obtained in other ways.
- d) Learning methods applied can be varied so as to not cause overloading students.

- e) Learning Media can help the development of the mind of students regularly about things they are going through.
- f) Media can improve memory learning students in the subject matter has been given.

**d. Criteria of learning media**

The selection of a media learning is determined by many factors. In determining the type of media that will be used in the learning process, there are a few things to be aware of because menyagkut the effectiveness of the use of the media. There are several noteworthy criterion in choosing media expressed by Arsyad Azhar (2008:75-76), namely:

1. In accordance with the objectives to be achieved.
2. Right to support the content of the lessons that nature facts, concepts, principles, or generalization.
3. Practical, flexible and survive.
4. Skilled teachers use them.
5. The classification of the target.
6. Technical quality.

**e. Types and characteristic of learning media**

Media or materials as a source is a component of the system, besides the intruksional messages, background techniques or equipment. Media or materials is software (software) contain messages or educational information that is usually served with the use of the

equipment. Equipment or (hardwere) is a means to be able to display the message contained on such material. The inclusion of various influences in the world of education as the science, behavior (behaviorisme), communication, and the rate of development of electronic technology, the media in its development appeared in various types and formats (print module, movies, television, film frames, film sets, radio programs, computers and so on) that each have their own characteristics and its own merits. Media characteristics can be seen according to the ability of the sensory stimuli evoke the sight, hearing, perabaan, tasting, or smelling, or for compliance with hirearki study. Characteristics of media are the basis of the selection of the media in accordance with the specific learning situation. So, the classification of the media, the characteristics of the media, and media selection is the inseparable unity in the determination of learning strategies. Some media types of learning are often used in Indonesia (Ahar Arsyad, 2008:10), among them:

- 1) Visual learning Media and dimensions are not transparent. Included in these media types are: pictures, photographs, posters, maps, graphs, sketches, whiteboard, flipchart, and sebagainya.
- 2) Two-dimensional visual learning Media. Media of this type has translucent because made of plastic materials or of films, which includes media types: film slides, film strip, and so on.

- 3) Three-dimensional visual learning Media. This media has content or volume as real objects, which include media types are: real objects, specimen, mock-up (realistic picture about a design, such as the design of business cards and logo design).
- 4) Learning audio Media. Audio media associated with hearing instruments, such as the radio, cassettes, language laboratory, and a telephone.
- 5) Media audio visual learning. Media that can display the image and sound at the same time, such as: compact disc (CD), TV, video, etc.

## **2. Vlogging**

### **a. Definition of video**

According to the great dictionary of Indonesian Language, the video is a recording of the live images or television programs to broadcast via the television set, or in other words is a video display moving images are accompanied by sound. The video is actually derived from the Latin, video vidi visum--meaning look (having the power of vision); can see. Video media is one of the audio visual media types. Audio visual media is media that relies on the sense of hearing and the sense of sight. Audio visual media is one of the media that can be used in learning to listen. This medium can add to the interest of students in learning because students can listen to while viewing images.

Azhar Arsyad (2008: 49) stated that the video is the pictures in the frame, where frame for the sake of the frame is projected through the lens of the projector mechanically so that the image looks on screen life. From the sense of the above it can be concluded, that video is one of the types of audio-visual media that can describe an object that moves together with a natural voice or sound to match. The ability of the video depicting the live images and sounds provide the attraction. Videos can present information, exposing the process, explaining complicated concepts, teach skills, abbreviate or extend, and affect attitudes.

Based on the understanding of the above, according to some experts, it can be concluded that the video was one of the types of audio-visual media and can describe an object that moves together with a natural voice or sound to match. The video presents the information, set out the process, explains the concept of complex, teach skills, abbreviate or extend, and affect attitudes.

Vlogging (Video-Blogging) or it could be shortened to vlogging (pronounced Vlogging, not V-logging) or vidblogging is a form of blogging activities using the medium of the video above the use of the text or audio as a major media source. A variety of devices such as cameraphones, digital cameras that can record video, or a cheap camera that is equipped with a microphone is a capital that is easy to do video blogging activity.

Video blogging can still be referred to as another form of internet television. Video blogging there are usually also equipped with caption text or photographic images, as well as for some video blogging, add th other metadata.

Video blogging itself can be made in the form of a recording of a single image or footage that was cut into several parts. With the software that is available, a person can edit videos they create and combine that with audio, and combine multiple images into a single recording, so it became a recorded video blogging the ECE.

Video blogging is also utilizing the advantages of web syndication, it can distribute itself on the internet using the format adjustment (syndicated), either by RSS or Atom, for automatic aggregation and playback on mobile devices and Personal computers. (Wikipedia).

**b. The benefits of using video in learning media**

The benefits of video media according to Andi Prastowo (2012:302), among other things:

- a. Gives an unexpected experience to learners,
- b. Shows for real something that is initially not possible can be seen,
- c. Analyzing the changes in a specific time period,
- d. Provide experience to learners to feel the circumstances, and,
- e. Showing the presentation of case studies of actual life may trigger discussions learners. Based on the above explanation, the existence of video media is not in doubt again in the classroom. By video

students can witness an event that cannot be seen directly, dangerous, or past events which could not be brought directly into the classroom. Students can play back the video according to needs and their needs. Learning with video media to grow interest and motivate students to always pay attention to the lesson.

**c. Advantages and disadvantages of Vlogging Media**

a) The advantages and limitations of Video Media according to Daryanto According to Daryanto (2011:79), suggested some of the excess use of video media, among others:

- 1) The Video adds a new dimension in the learning, the video presents moving pictures to students along with the accompanying sound.
- 2) The Video can show a phenomenon that is difficult to be seen.

While its shortcomings, among others:

1) Opposition

Inappropriate retrieval may lead to the onset of the audience doubts in interpreting the images he saw.

2) Supporting Materials

Video projection tools need to be able to display images in it.

3) Budget

To create a video that does not cost a little.

**b) Advantages and disadvantages of Video according to Anderson**

According to Ronald Anderson (2012), video media has advantages, such as:

1. By using the video (sound or not), we can show a certain movement back.
2. Using a particular effect can be strengthened both the learning process as well as the entertainment value of serving it.
3. With the video, the information can be presented simultaneously at the same time on site (class) are different and with attendance or participants of the infinite with the road put the monitors in each classroom.
4. With the video students are able to learn independently.

While the limitations of the use of video media, among others:

- 1) The cost of video production is very high and only a few people are able to do it.
- 2) Small screen monitor will limit attendance, unless the network monitors and upgrades video projection system.
- 3) When it is used, video equipment should be readily available at the place of use.
- 4) The nature of the communication one way direction and must be balanced with the search feedback forms the other.

A media study definitely has its advantages and disadvantages of each, as well as video media. In the video it can't stand on its own, this

video media requires the support tools such as LCD for projecting images or active speaker for voice in order to be heard clearly. The nature of communication in the use of video media one way direction only, students only pay attention to the media video, it should be noted by teachers.

Due to the nature of the video can be repeated nor dismissed, then teachers can invite to communicate with students about the content/message from the video viewed, as well as frequently asked questions about video for the record. So communications are not only one direction.

c) Media use of Vlogging in the classroom

There are two kinds of video as learning. First, the video that is deliberately created or designed for learning. This video can replace teachers in teaching. These videos are interactive against students. It is what makes this video can replace the role of teacher in teaching. This kind of video can be referred to as "video" learning. Teachers who use video media of this kind of learning can save energy to explain the material to students orally. The role of the teacher when choosing to use this learning media is merely accompany the students, and more can play a role as a facilitator. Fitted with material, video learning also comes with the question of evaluation, answer keys, and so on in accordance with the creativity that makes it. Usually one video contains one subject.

Second, the videos are not designed for learning, but it can be used or utilized to describe something related to learning. For example the video dancing area. By using this video students can see clearly how the model of a dance. Another example is the video the onset of metamorphosis of butterflies. This material to students a little hard to be accepted because it is a "process", especially if delivered with just a lecture course. So impressed abstract for students. With video metamorphosis of butterflies can be shown, in addition to attracting the attention of students, can make the students see the process in more detail and concrete than just using media images only. The use of this video could also enable the power of creativity of students, raises critical questions students as well as make the learning more meaningful for students. It's just the video media such as these require further explanations and guidance from teachers, because this video is not an interactive video. Therefore the use of video media requires the skills of a teacher, in order to be accomplished well. According to Cynthia Sparks (2000), in using a video teacher needs to pay attention to the idea as follows:

1. Preview each program first. The teacher should determine the video that corresponds with the lesson. Select the appropriate video with learning objectives and will engage students in learning. Note also whether the video was able to motivate students, introduce a

new concept, reinforcing the concept that has been studied before, or are able to improve and expand the current knowledge.

2. Gives the focus/reason to be seen. Give students something special to view or listen to the video segment. This will focus the attention, pushing the liveliness, and give students a purpose or reason to be seen.
3. Video segment. Learning videos contains vast amounts of information, this allows students more easily meet the learning objectives.
4. Pre and post activities watching that will apply from the video into the entire structure of the lesson. Activity pre watch can serve several purposes, namely to examine prior knowledge, introduces the necessary vocabulary, and setting the stage for a new study. Post watch activities should allow students to reinforce, view, apply, or expand their new knowledge.
5. Teachers can pause the video for a brief or discussion questions for video.
6. Use the remote control. Remote controls give you the flexibility of movement and presentation.
7. Don't forget the frames advance, it is possible to advance a frame-by-frame video. This is a great feature to use shows in detail the events, such as the chicks out of the egg. With respect to the use of media in learning activities, teachers need to be careful in selection

and the designation of media to be used. Accuracy and precision in the selection of media will support the effectiveness of learning activities that are carried out. Besides learning activities be attractive so it can give rise to learning, motivation and attention of students being centralized to the topics covered in the learning activities. Before deciding to make use of the media in the activities of learning in class, the teacher should do a selection in advance against the media of instruction. Learning media where appropriate to be used to accompany him in the learning process. In the selection of a particular media media video, a teacher can't use video are random. The selected video must comply with the appropriate learning material to the curriculum as well as refer to the syllabus.

**d) Feasibility of Vlgging media**

- 1) Aspects and criteria in the assessment of the learning media development according to romi satria regional strength (2006) are:
  - a. Aspects of engineering devices.
  - b. Efficient and effective use of the media as well as in the development of learning.
  - c. Reliable (reliable).
  - d. Maintainable (can be maintained/managed with ease).
  - e. Reusability (easy to use and simple in pengoperasiaannya).

- f. Precision of the selection of the type of application/software/tool for development.
  - g. Compatibility (media learning can be installed/run in various hardware and software).
  - h. Packaging integrated learning media program and easy in execution.
  - i. Program documentation a complete learning media includes: installation instructions (clear,concise, complete), trouble shooting (clear, structured, and anticipatory), program design (obviously, describes the workflow of the program).
  - j. Reusable (some or all of the learning media program can be utilized again to develop other learning media).
- 2) Aspects of instructional design
- a. Clarity of learning objectives (formulation, realistic).
  - b. Relevance of learning objectives with sk/kd/curriculum.
  - c. Coverage and depth of learning objectives.
  - d. Appropriateness of the use of learning strategies.
  - e. Interactivity.
  - f. Awarding of enthusiastic learning.
  - g. contextuality and actuality.
  - h. The completeness and quality of learning support materials.
  - i. Kesesuaian materials with the purpose of learning.

- j. The depth of the material.
  - k. Easy to understand.
  - l. Systematic, coherently, plot logic clear.
  - m. Clarity of explanation, discussion, examples, simulations, exercises.
  - n. Consistency of evaluation with the purpose of learning.
  - o. Accuracy and speed evaluation tool.
  - p. The giving feedback on the results of the evaluation.
- 3) Aspects of audio and visual communication
- a. Communicative; in accordance with the message and can be received/in line with the wishes of the target.
  - b. Creative in idea here has an idea.
  - c. Simple and alluring.
  - d. Audio (narration, sound effects, backsound, music).
  - e. Visual (design, layout, typography, color).
  - f. Media moves (animation, movie).
  - g. Interactive layout (navigation icons).

Based on expert opinion about the eligibility criteria and assessment aspects of media study, researcher set several aspects and criteria of assessment of vlogging as a medium of instruction in accounting that will be developed for assessed by expert material and media experts. Aspects and criteria of assessment of vlogging as a medium of learning accounting assessment criteria modified from

media according to the disesuaiakan needs and the characteristics of the media that is created. Aspects of assessment and criteria for material and media experts are as follows:

1. The suitability of the material with the theory of myob applicable debt card
2. The ability increase the enthusiasm of students
3. Grammar matched with students
4. Well-organized material can be
5. Suitability of material with computer accounting syllabus
6. Ease the material presented
7. Describe the steps of the recording of debt card
8. Fonts
9. Color composition writing against tatar color
10. Clear/animation image quality
11. The flexibility of usage
12. Ease the learning process
13. Makes it easy for students to understand the material myob card debt

### **3. Learning Enthusiasm**

#### **a. Definition of learning enthusiasm**

According to Andrie Wongso (2015) “enthusiasm is feeling happy for reach something, it means when someone has the enthusiasm or excitement in themself, so they will be happy to reach his dream, it can be said that the enthusiasm is excitement or a fiery spirit and have interest with new things”.

From the above sense then it can be inferred that the surge is the enthusiasm, passion, interest, feeling happy as well as the spirit of someone who great to do something different and can always make the person interested in the matter. The meaning of learning can be understood as a process of adaptation or adjustment behavior happens to everyone in time for life and in progressive for optimal result.

If the students are more involved himself in class, then they will be more excitement in the learning process. In this case the enthusiasm of learning students are strongly influenced by the method selected by the teachers in delivering the material and media which was used.

**b. Theory of learning enthusiasm**

The theory that will be used by researcher is the "theory of needs", the reason is because it is an accomplishment of learning needs of students who are supported from the attitude or the enthusiasm of the students. Theory of Needs expressed by Murray in Bimo Walgito (2004:230).

Enthusiasm directing the deed to a cause and is the impetus for such a feat. In man there is a boost-boost (motifs) that encourages humans to interact with the outside world, the motif use and investigate the world outside (manipulate and exploring motives). From manipulation and exploration committed against the outside world that, gradually, there is interest in something. What attracts enthusiastic person encouraged him to do more vigorous and better (Purwanto, 2007:56). Enthusiastic, able to give encouragement to a

person to interact with the outside world if it is interesting to note, making it have a high spirit to know something that has caught his heart.

**c. Indicators of learning enthusiasm**

According to researcher enthusiastically learned about the same interest in learning from understanding or indicators are concerned, in the search for references about the enthusiastic learning researcher very difficulty due to a lack of information about the enthusiastic learning, however this can be overcome by enthusiastic learning with indicators mencamtukan ask for learning, reason being enthusiastic about learning about the same interest in learning.

There are four enthusiastic indicators, namely: a. feeling happy, student interest, b. c. the attention of the students, and d. student involvement (Safari, 2003). Each of these indicators as follows:

a. The feeling Glad

A student who has a feeling happy or love of a subject, then the students will continue to study the science of the disenanginya.

There is no feeling of being forced on students to learn the field.

b. Interest of students

Related to the impulse that drives to tend to feel attracted to people, things, events or the affective experience can be stimulated by the activity itself.

c. The student's Attention

Attention is the concentration or activity of the soul against observations and understanding, to the exclusion of others; Students who have an interest in a particular object, by itself would pay attention to those objects.

d. student involvement Interest a person would result in an object that the person is happy and interested in doing or working on activities of those objects.

**4. Learning Accounting Standard of Competence Myob**

a. Learning accounting standard of competence Myob manufacture (debt card material)

Table. 1 basic competence and core competence.

1.1	Explain the entry of payment transactions for manufacturing companies with a price of staple method order.
1.2	Entry of payment transactions for manufacturing companies with a price of staple method order.

**5. Research and Development Model**

**a. Definition of Research Development**

According to Sugiyono (2011:297) "method of research and development or in English language Research and Development is a research method that is used to produce a particular product, and test the effectiveness of such products".

While according to Mohammad Ali (2010:119) "R&D device development is a process of education is done through a series of research using a variety of methods in a cycle that passes through various stages".

Sukmadinata (2008:190), suggests research and development is an approach to research is to produce new products or refine existing products. The result of product could be hardware or software, shaped like a book, module, package, learning program or a learning tool. Research and development in contrast to regular research only generates suggestions for improvement, research and development generate products that can be used directly.

From the statement above it can be inferred that, process of education is done through a series of research using a variety of methods in a cycle that passes through various stages, and the result of product could be hardware or software or learning tool.

**b. Borg & Gall Model**

Borg & Gall (1983:775) developed the 10 stages in developing the model, namely:

- a) Research and information collecting, are included in this step include the study of the literature relating to the matter is examined, the measurement needs, research on a small scale, and preparations to formulate a framework of research.
- b) Planning, including in this step is drawing up a plan of research which includes formulating skills and expertise related to the problem, determine the objectives to be accomplished at each stage, design or research steps and if possible/necessary carry out feasibility studies to a limited extent.
- c) Develop preliminary form of product, i.e. Developing forms the beginning of the product to be produced. Included in this step is the preparation of the supporting components, setting up guidelines and user guide, and conduct feasibility evaluation of supporting tools. An example of the development of learning materials, learning and evaluation instruments.
- d) Preliminary field testing, i.e. Do the tests early in the field of limited scale, involving 1 to 3 schools, with a total of 6-12 subjects. In this step the collection and analysis of data can be done by way of interviews, observation or question form.
- e) Main product revision, namely make improvements against the

initial products produced on the basis of the results of the initial test. This fix is very likely to be done more than once, according to the results shown in the limited tests, thus obtained a draft of the product (model) is the main ready tested more widely

- f) Main field testing, usually called a major trial involving the wider audiences, namely 5 to 15 schools, with a total of 30 subjects with up to 100 people.
- g) Operational product revision, namely doing the repairs against the results of the tests, so the product is already developed operational model design ready validated.
- h) Operational field testing, i.e., testing a validation step towards operational models that have been produced. Held on 10 to 30 schools involving 40 to 200 with the subject. Testing is done through the now, interview, and observation and analysis of the results.

**c. ADDIE Model**

ADDIE model developed by Dick and Carry (1996) to design a learning system (Endang Mulyatiningsih, 2013:200). This model consists of five stages, namely:

- a) Stage of the Analysis include: needs assessment, identification of objectives, tasks, contexts, goals, and analysis skills.
- b) Design Stage includes the development of objectives, test items, and learning strategies.
- c) Stages of Development include the preparation of teaching materials.
- d) Stage of implementation include activities in support of the delivery of instruction.

**d. 4D Model**

Development model of the device suggested by Thiagarajan (1974).

Consists of four stages, namely:

- a. Definition Phase, the purpose of this stage is to specify and define the conditions of learning. At this early stage was conducted an analysis to determine the learning objectives and the limitations of the material to be developed.
- b. Phase planning, the purpose of this stage is to plan a learning device prototype.
- c. Stages of development, the goal of this stage is to produce a learning device is revised based on input from experts.

## B. Relevant Research

Relevant research i.e. research that has been conducted by researcher before and can be used as support in a new study. There is some research that has been done before including the following:

1. Yudistira Rozi Wiguna (2010) entitled "*Peningkatan Antusiasme Belajar Siswa Dalam Pembelajaran Matematika Melalui Metode Participatory Learning Pada Pokok Bahasan Bangun Ruang Sisi Datar Di SMP Wonogiri Yogyakarta*". and the result of this research show that the results of the validation analysis of media that reached 86,68%, and the results of the validation analysis of the material which reached 76,56%, and the results of small group trying reached 92,94%. The differences between this study and the research will be conducted is located in schools and subjects studied. This research was conducted in junior high school grade VIII, whereas in this study will be conducted in vocational schools. In this study examines the feasibility of the media seen in the results of learning, while the research will be conducted by researchers only examined the feasibility of the media and to improve student's learning enthusiasm. Then other differences which this research is adopted from Borg and Gall development model, while the research will be conducted by researchers is adopting ADDIE development model.
2. Joan Muhammad Isnaeni (2009) entitled "*Pengembangan Media Pembelajaran Menggunakan Media Video Materi Gunung Dan Kebencanaan Kelas VII SMP Muhammadiyah 4 Sambu, Boyolali*". and the result of this research show that the results of the validation analysis of

media obtained an average score of 4,16 which include in the category of Feasible, and the results of the validation analysis of the material which obtained an average score of 4,83 are include in the category of Very Feasible, Accounting teacher obtained an average score of 4,83 which include in the category of Very Feasible, Students obtained an average score of 4,53 which include in the category of Very Feasible. The similarity of this research is equally using adobe premiere and equally researched learning in accounting. In this study examines the feasibility of the media seen in the results of learning, while the research will be conducted by researchers only examined the feasibility of the media. Then other differences which this research is adopted from Borg and Gall development model, while the research will be conducted by researchers is adopting ADDIE development model.

3. Doddy Triagung (2010) entitled *“Pengembangan Media Video Pembelajaran Untuk Siswa Kelas X Pada Kompetensi Dasar Mengolah Soup Continental Di SMK N 2 Godean”* and the result of this research show that the results of the validation analysis of media obtained an average score of 4.08 for overall aspect which include category of “Feasible”, and the results of the validation analysis of the material which obtained an average score of 3.84 for overall aspect which include category of “Feasible”, Accounting teacher obtained an average score of 3.90 for overall aspect which include category of “Feasible” Students obtained an average score of 4.01 for overall aspect which include

category of “Feasible”. . The similarity of this research is equally using ADDIE development model. The differences between this study and the research will be conducted is subjects studied. This research was applied in accounting subject, whereas the research which will be conducted by researchers will be applied to the introduction of Myob.

### **C. Framework**

Basically an enthusiastic student learning can be made and on the impact by something new from peroses learning. In this case the vlogging is still rarely used as media of instruction, especially in the accounting process of learning activities in a hands-on activity with domination. Therefore, at any given moment of enthusiastic learning experience a decrease due to always follow the learning process that tends to be the same and less variation in methods and media.

So the media can raise considered vlogging learning antisias students decreased due to less bervariatifnya learning methods and media that used the teacher. The media is expected to increase the enthusiastic student learning 2 purworejo class XII Accountancy on the material card debt denominated.

#### D. Research Paradigm

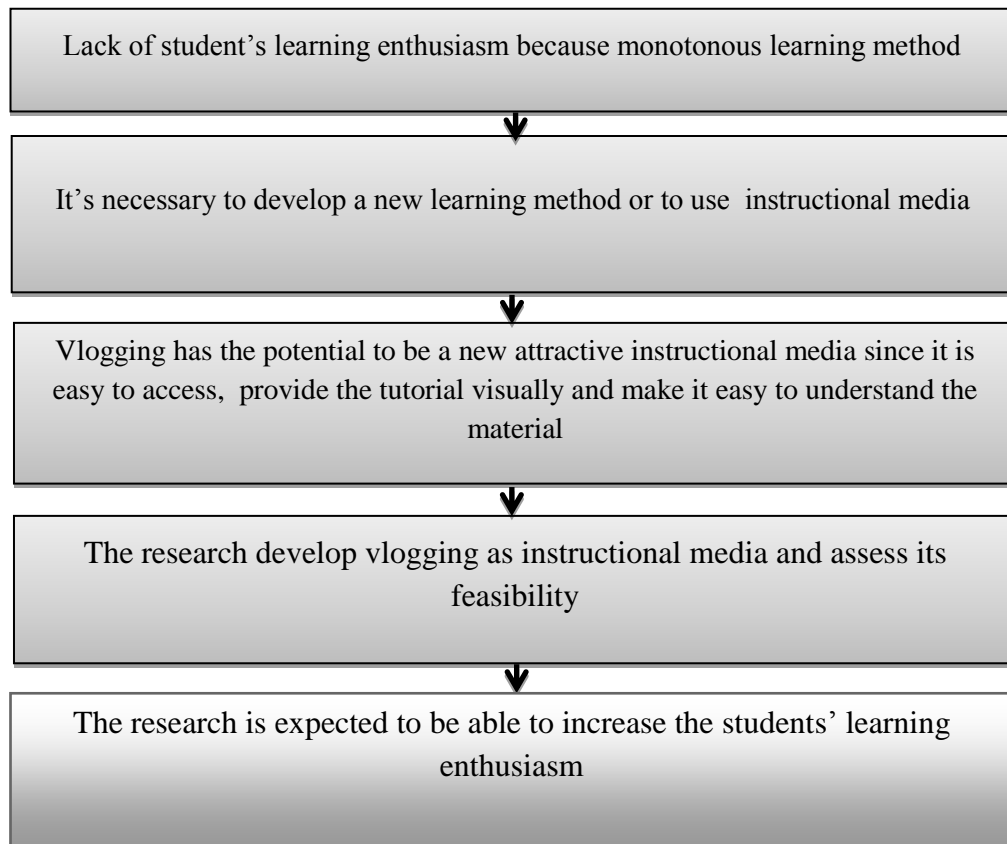


Figure 1. paradigm

#### E. Research Questions

Based on the study of the theory and framework of thought above, can be formulated as the following research questions:

1. How to develop vlogging media to improve students' learning enthusiasm in class XII SMK N 2 Purworejo on the material card debt of Myob ?
2. How is the feasibility of vlogging media to improve students' learning enthusiasm in class XII SMK N 2 Purworejo on the material card debt of Myob ?
3. Can vlogging media improve students' learning enthusiasm in class XII SMK N 2 Purworejo on the material card debt of Myob ?

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Types and Design research**

##### **1. Types of Research**

This research is a research and development research or Research and Development (R D &). According to Sugiyono (2010:297) States that R&D is research used to produce a particular product and test the effectiveness of these products. This is a research study that aims to develop learning media Vlog for subjects of basic competency manufacturing Myob card debt. Products that will be developed in this research is the Vlog in Myob basic manufacturing kompetensi card debt. In this research use the ADDIE model development. ADDIE stands for Analysis, Design, Development or Production, or Delivery, Implementation and Evaluation.

##### **2. Research Design**

ADDIE model developed by Dick and Carrey (1996) to design a learning system (Endang Mulyatiningsih, 2011:184). ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. Michael Molenda (2003:1) in the journal quotes upi.edu saying "ADDIE is an acronym referring to the major processes that comprise the generic ISD process: Analysis, Design, Development, Implementation, and Evaluation. Beyond that, I think there is a widely shared understanding that when used in ISD models these processes are considered to be sequential but also iterative... "

Following the elaboration of the five stages of the development of tailored to this research:

###### **1) The step of analysis**

The first stage of this research is the analysis of the preliminary or study. The analysis is carried out to find out what the purpose of developing this media and for whom the media is demonstrated. As

also expressed by Munir (2008) that "At this stage of media development goals set is good for teachers, students or the environment. Analysis of research activities in more detail spelled out as follows:

a) Analysis in General

Analysis in General done through fieldwork and study of literature. The study of literature done by reviewing the theory through the books and other sources of information related to media content will be developed. A field study was conducted to obtain information about the material to be used in the development of the learning media such as study of the curriculum and the circumstances of how the submission of such materials in the field.

b) User Analysis

User analysis is done to answer the question "who would use these learning media?". This is done because it will be one of the considerations in designing learning activities to the media.

c) analysis software (Software)

Analysis of the software is done to find out what software can support the development of the media. Other considerations against the software also adapted to the hardware that is used for the development of the media and the use of these media in the field

d) analysis of the Hardware (Hardware)

Analysis of device kerasa done to find out what hardware will be able to accommodate the development and use of this medium.

**2) The step of design**

The second stage is the stage of design or the design of the media. This stage is the design of media based on the results of the study on the first stage (analysis).

### **3) The step of development**

At this stage, namely to develop the media in accordance with designs that have been created covering the making of the video, the making of a youtube account/blog, video content i.e. Myob material card debt, images, sounds and colors.

After his initial Vlog, then performed testing the form validation as expert judgement. The validation is done by media experts and expert material. If the validation should be performed after the repair, it will enter the stage of revision. If not, it will be done phase implementation.

### **4) The step of implementation**

Stage of implementation was done for testing of this medium by the user in the field. This media was shown to students of class XII 2 accounting in Purworejo. the nature of this implementation in the form of a test to measure how responses to user and user assessment after using this media reviewed from several aspects.

### **5) The step of evaluation**

Munir (2008:200) posited that "to know definitely pros and cons media developed then the need for an assessment". Assessment done by users, experts, media and material experts to find out the feasibility of the media that have been developed as well as responses and assessment users after using media. From the results it can be known whether the media has been decent to use. In addition, the assessment phase is required for repair of this medium to make it more perfect.

## **B. Research Subject**

The subject of this research and development is a material, media expert, Professor of accounting from SMK N 2 Purworejo and grade XII 2 accounting in Purworejo. The reason researcher chose as a refuge Purworejo 2 research is because there has never been a researching about learning with media of the same type previously, students in SMK N 2 Purworejo is students who are happy to be learning media use, judging from the results of the field experience that has been implemented.

## **C. Location and Time of Research**

Location of product testing done at SMK N 2 purworejo JL. Krajan1, Samawungdaleman, Kutuarjo 54213 test products is carried out on the February 15<sup>th</sup> until April 25<sup>th</sup> , 2016.

## **D. Data Types**

Data collected from this development research is quantitative data as the primary data and the qualitative data in the form of advice and input from the respondent. These data will give you an idea of the quality of products developed Manufacturing Myob Vlog.

Material in the form of a data product quality in terms of the relevance of the media aspects, aspects of organizing the material, this aspect of the evaluation exercise, the language question., effect of aspect for learning strategies

1. Data from media experts in the form of product quality in terms of the language aspect, the aspect of the effects of learning strategies, aspects of the visual display.
2. Data from the accounting Teacher SMK N 2 Purworejo, in the form of product quality in terms of the relevance of the media aspects, aspects of organizing the material, this aspect of the evaluation exercise, the language question., effect of aspect for learning strategies.
3. Data of the respondents i.e. students of class XII 2 accounting in Purworejo in the form of product quality in terms of organizing the material aspect, the aspect of the evaluation exercise is a matter of

language, aspect, the aspect of learning strategies, and aspects of visual display.

### **E. Operational Definitions**

1. The Learning Media development in the research of the development is to produce a product of the learning media Vlog to be used by educators to deliver material in the learning process. The research of the development will be done with the model development by Dick And Carrey (1996) i.e. ADDIE or stands for Analysis, Design, Development, Implementation, and Evaluation.
2. Vlog video is uploaded to youtube and made as attractive as possible containing material learning material specifically Myob card debt that can facilitate students in learning anywhere and anytime. Vlog created very good and interesting speaking in Indonesia that will make students interested in learning the material so as to improve the understanding of the students in learning.
3. Enthusiasm is a feeling that there is a cause in the individual student's learning activities so excited in learning objectives can be achieved. One of the factors that influence student learning is enthusiastically with the availability of adequate facilities to support learning activities.

### **F. Data Collection Techniques**

1. The questionnaire

Understanding the now according to Arikunto (2006:151) "question form is a written statement that was used to obtain information from the respondent within the meaning of the report about private or things that it knows". While according to Sugiyono (2008:204) "question form or questionnaire data collection technique is done by giving a set of questions or written statement to the respondent to be answered". Now that there are two kinds of use i.e. question form validation and now student response. Question form validation is completed by a team of experts comprising validator material, media experts, and accounting teachers. Student response question form is used to measure the motivation to learn. Data

collection techniques are used that is now using the Likert scale. According to Sugiyono (2012:134), Likert scale was used to measure attitudes, opinions, and perceptions of a person or a group of people about social phenomena.

## 2. The interview

The interview was conducted to the teacher researcher 2 Purworejo as early research in order to find out the material to be taught to students as the material content of the Vlog, Basic Competencies, core competencies, curriculum, and learning media needs to be used.

## G. Research Instrument

The instruments used in this research is a non-test instrument in the form of question form or questionnaire.

Table. 2 Lattice media experts question form.

No	Indicator	Question
1	Effectiveness of media use	2
2	Easy of media use	2
3	Suitability	4
4	Completeness	2
5	Communicative and interactive	2

Source: learning media assessment Aspect Azhar Arsyad (2014)

Table.3 Lattice material expert question form

No	Indicator	Question
1	Suitability	4
2	Completeness	2
3	Easiness	2
4	clarity	2

Source: Media Valuation Aspects Azhar Arsyad (2014) and Rayandra Asyhar (2012)

Table.4 Lattice learning accounting practitioner (teacher)

No	Indicator	Question
1	Effectiveness	2
2	Easiness	2
3	Suitability	4
4	Completeness	2
5	Clarity	2
6	Communicative and interactive	2

Source: Media Valuation Aspects Azhar Arsyad (2014) and Rayandra Asyhar (2012)

Table. 5 Lattice student assessment

No	Indicator	Question
1	Easiness	2
2	Suitability	2
3	Clarity	4
4	Display	3
5	Interesting	3

Source: Media Valuation Aspects Azhar Arsyad (2014) and Rayandra Asyhar (2012)

Table. 6 Lattice question form of enthusiastic learning

<b>Indicator</b>	<b>Number Question</b>	<b>Total</b>
1. Diligently do the task	1, 2, 3*	3
2. Resilient facing difficulties	4, 5*, 6*, 7	4
3. Show enthusiasm towards various issues	8, 9, 10	3
4. Prefer independent study	11, 12, 13*	3
5. Quickly bored on routine tasks	14, 15*, 16	3
6. Can maintain their opinion	17*, 18	2
7. Not easy letting go of things that are believed	19	1
8. Entusiastic in searching and solving problems	20	1
<b>Total</b>		20

\*negative sentence

Source: Sardiman (2011: 83)

## H. Data Analysis Techniques

From the data and information already obtained, then data analysis needs to be done in the research development is as follows:

1. Descriptive qualitative analysis, qualitative shaped data words are obtained via documentation, interviews and/or observation (Moh. Ali, 2010:322). This qualitative descriptive analysis techniques are used to manipulate data the results of the validation material experts, media experts, practitioners, and students respondensi learning.
2. Descriptive quantitative analysis, according to Mohammad Ali (2010:324), "a form of quantitative data is the number or numbers, whether obtained from the amount of a merger or a measurement. As for the data obtained from the measurement is the number of results to measure or weigh scale score, rating and a score of other types of scale, and score tests ". In this study a descriptive quantitative analysis is used to

process data obtained through questionnaires in the form of a score. This is to find out the feasibility of the Vlog.

Steps to analyzing data from eligibility Vlog :

- a. Change the qualitative data into quantitative data Quantitative data expert assessment score material, media experts, practitioners of learning accounting, and now student response is analyzed in a descriptive reference conversion table with the following values.

Table. 7 criteria of *Likert* form Validation scale assessment

<b>Alternativ Answer</b>	<b>Score</b>
Very good	5
Good	4
Enough	3
Poor	2
Very poor	1

- a. Calculate the average value of each aspect using the following formula:  $\bar{X} = \frac{\sum X}{N}$ ;

Description:

$\bar{X}$  = average score

$\sum X$  = total score

N = total of test subjects

(Surkadjo,2005: 52)

- b. Change the average value becomes the value of the qualitative use of categories as follows:

Table.8 conversion quantitative data (validation score) to qualitative Data

No	Score interval	value	Category	Range
1.	Very good	A	$X > \bar{X} + 1,80 \text{ SBi}$	$X > 4,20$
2.	Good	B	$\bar{X} + 0,60 \text{ SBi} < X \leq \bar{X} + 1,80 \text{ SBi}$	$3,40 < X \leq 4,20$
3.	Enough	C	$\bar{X} - 0,60 \text{ SBi} < X \leq \bar{X} + 0,60 \text{ SBi}$	$2,60 < X \leq 3,40$
4.	Poor	D	$\bar{X} - 1,80 \text{ SBi} < X \leq \bar{X} - 0,60 \text{ SBi}$	$1,80 < X \leq 2,60$
5.	Very poor	E	$X \leq \bar{X} - 1,80 \text{ SBi}$	$X \leq 1,80$

Source : (Sukardjo, 2005: 53)

description :

$X$  = The actual score (score obtained)

$\bar{X}$  = (ideal average)

=  $\frac{1}{2}$  max score + min score

=  $\frac{1}{2}$  (5+1)

= 3

$\text{SBi}$  = ideal standard deviation

=  $\frac{1}{6}$  max score – min score

=  $\frac{1}{6}$  (5-1)

= 0,67

On the basis of the above conversions, table obtained product quality standards in every aspect of Vlog as follows:

1. Quality of the Vlog stated very good (A) if the average score obtained is 4.21 up to 5.00
2. Quality of the Vlog stated good (B) if the average score obtained is 3.41 up to 4.20

3. The quality of the Vlog stated enough (C) if the average score obtained is 3.40 2.61 up to
4. Quality of the Vlog stated poor (D) if the average score obtained is up to 1.81 2.60
5. The quality of the Vlog stated very poor (E) if the average score obtained is 1.00 up to 1.80.

The steps that are used to measure the percentage of enthusiastic students (Sugiyono, 2010:144), That :

Quantitative data form student response score is analyzed in a descriptive reference conversion table with the following values :

Table.9 criteria of scale *form likert enthusiastic assessment*

Alternative answer	Question score	
	Positive	Negative
Always	4	1
Often	3	2
Sometimes	2	3
Never	1	4

1. Total the score for each aspect of the enthusiastic
2. Calculate the score of enthusiastic students every aspect with the formula:

Percentage score of enthusiastic learning =

$$\frac{\text{Skor antusiasme belajar Akuntansi siswa}}{\text{Skor Maksimal}} \times 100 \%$$

(Sugiyono,2012: 137)

Increased learning happens when enthusiastic score enthusiast end larger than enthusiastic score early.

Next do anyway with the formula paired t-test sample. The value t calculate. Matched with the t table on significant levels of 5%. If the count is greater than t t the table then there is a significant difference.

$$t = \frac{\bar{D}}{\left(\frac{SD}{\sqrt{N}}\right)}$$

Description :

$\bar{D}$  : The average difference of 2 score

SD : Standard deviation of D price

N : many couples

Source : (Nana Danapriyatna dan Doni Setiawan, 2005: 108-110)

#### 1. Analytical techniques Increase the motivation with the "T" test

Engineering analysis test "t" for samples correlated i.e. increase motivation before and after learning to use media in this analysis is the value or score from the two samples taken from the same subject or may be taken from a different subject but must have the same characteristics. There are two kinds of ways used to analyze data with test "t". 1) "t" Test for small samples ( $N < 30$ ) are correlated. 2) test "t" for large samples ( $N \geq 30$ ) are correlated. Tes "t" untuk Sampel Kecil ( $N < 30$ ) yang Berkorelasi

The formula is :

$$t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_d}{\sqrt{N-1}}\right)}$$

The process of statistical analysis with test "t" is as follows:

##### 1) Calculate Price t0

The calculation steps are as follows:

- a) prepared a table calculation to find  $\sum D$  and  $D^2$
- b) to calculate the standard deviation of the difference score of both

$$\text{variables } SD_D = \sqrt{\frac{\sum D^2}{N} + \left(\frac{\sum D}{N}\right)^2}$$

a) Substitution to the formula :

$$t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SDd}{\sqrt{N-1}}\right)}$$

1) gave an interpretation against  $t_0$

a) Looking for df

b) Consulted on the table the value "t". with df obtained pricing criticism "t" or ttabel

c) Compare with  $t_0$  ttabel with the provisions of:

(1) If  $t_0$  is equal to or greater than the tt then the zero hypothesis ( $H_0$ ) is denied, which means there is a significant difference.

(2) If  $t_0$  is smaller than the tt then zero hypothesis ( $H_0$ ) is accepted, which means there is no significant difference.

By  $t_0 = 5.481$  means greater than tt on a significant level of 5% and a significant level of 1%. Thus the mean  $H_0$  is rejected.

b) test "t" for Large Samples ( $N \geq 30$ ) that correlates The formula used to calculate the price for a large sample of  $t_0$  ( $N \geq 30$ ) that correlates are as follows:  $t_0 =$

$$\frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2 - [2r_{xy}] \left[\frac{SD_x}{\sqrt{N-1}}\right] \left[\frac{SD_y}{\sqrt{N-1}}\right]}}$$

How to find great samples for  $t_0$  price ( $N \geq 30$ ) correlated both single data or data group in principle is the same, the difference is in how to find the mean.

(Hartono, 2012: 180-185)

## CHAPTER IV RESEARCH RESULTS AND DISCUSSION

### Description of the Research

#### A. Description of the Research

##### 1. Description of Research location

This research was conducted at SMK N 2 Purworejo in Semawungdaleman, Kutoarjo, Purworejo.

##### 2. Description of the Subject

Subject of this research and development were the students of Class XII AK 4 of SMK N 2 Purworejo, one Material expert (Department of Accounting Education Lecturer UNY), one Material expert (Electronics Engineering Education Lecturer UNY) and one Accounting Practitioners of SMK N 2 Purworejo.

Table 10. Description of research subjects

No.	Keterangan	Nama
1.	Material Expert	Afrida Putritama, M.Sc
2.	Media expert	Nurkhamid, Ph.D
3.	Accounting practitioners	Sulasmı, S.Pd
4.	Student Accounting	a. 35 students of grade XII Accounting as field trying

### 3. Description of Location and Time of Research

The research was conducted on March 27, 28 and 29, 2016 at SMK N 2 Purworejo in Semawungdaleman, Kutoarjo, Purworejo.

Table 11. Schedule of Development Research implementation

No.	Development procedure	Activities	Implementation
1.	Analysis	a. curriculum Analysis b. students' needs analysis c. media needs analysis. d. goal formulation	September– November 2015
2.	Design	a. material and questions framework Creation. b. Script creation c. research instrument creation	January – February 2016
3.	Development	a. media creation b. expert Validation c. Products Revision	February - March 2016
4.	Implementation	a. field trials	27 – 29 March 2016
5.	Evaluation	a. feasibility data analysis b. final product	May 2016

### B. Research Result

The implementation of this development research was carried out based on points that have been listed on the research objectives as well as tailored to the five stages of research Research and Development "ADDIE Model" with the following details:

## **1. The step of Analysis**

This stage of the analysis carried out through the analysis of the needs of the school based on observation and interviews on the 15th – August 22, 2015. Researcher conducting the first observation in conjunction with the activities of UNY PPL implemented by researcher. Observation done by looking at the condition of direct learning in the classroom and conduct interviews with teachers accounting who handle the class. Based on the results of observation, researcher found the problem from the side i.e. media teacher learning that is used only in the form of textbooks and researcher as an observer sees that the teacher use only methods lecture without the inserted media. Is there any conclusion of the problems facing students based on the results of observation (interview):

- a. Students are bored in lecture methods explained
- b. learning resource or learning less appealing media
- c. less enthusiasm when Students in learning using only text books
- d. Students are more interested if learning using audio visual media.

Then on 24 August and 28 August 2015 researcher still a student of PPL in SMK N 2 Purworejo trying to draw conclusions with learning how to use media in video learning material Manufacturing Myob starting balance. Students become more enthusiastic in following the process of learning. Researcher also conduct interviews are open to all students learning about the media being used, that students are more excited and interested in learning audio visual media.

Next the researcher draw the conclusion that students will be more interested if the media learning accounting that will be used in the learning process that increases are not glued to the text book, then researcher will start making class for XII Vlogging in SMK N 2 Purworejo with material debt Card At Myob Manufacturing Standards of competence and Basic Competence as follows:

- 1) Standard Competencies: manage Card debt in Myob Manufacturing
- 2) Basic Competency: Entry Debt into Myob

## 2. The step of design

The design phase includes several activities, namely:

- a) Prepare drafts in the manufacture of video learning
  - a. Vlog duration made for about 10 minutes so that the students who viewed the vlog is not too bored and saturated.

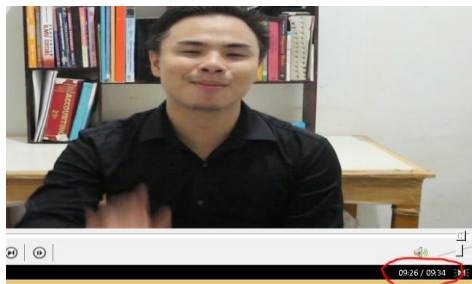


Figure 2. time of video

- b. The addition of tutorials in the vlog so that students can practice directly and to make it more easily understood by students.



Figure 3. thumbnail of tutorial

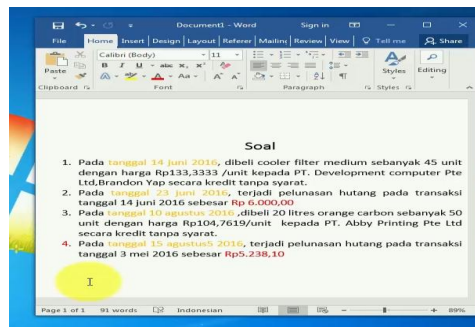


Figure 4. question of card debt material

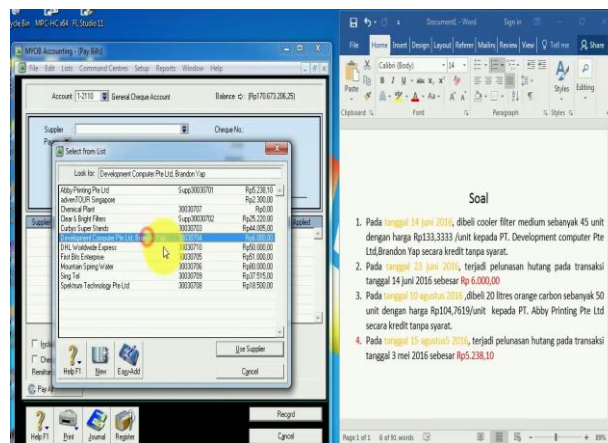


Figure 5. describe the step to solve the question

- c. Put some interesting picture inset in the bottom/cover vlog so students can rest their brain and can relax back and not making saturated in seeing these learning media vlog.



Figure 6. insert some picture to video

b) preparing a debt card in Myob manufacturing, including:

Figure 7. Description of Myob



Figure 8. The question of myob manufacture (debt card)

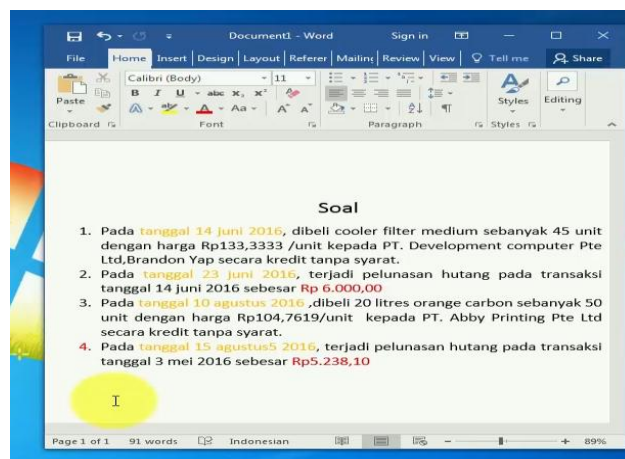
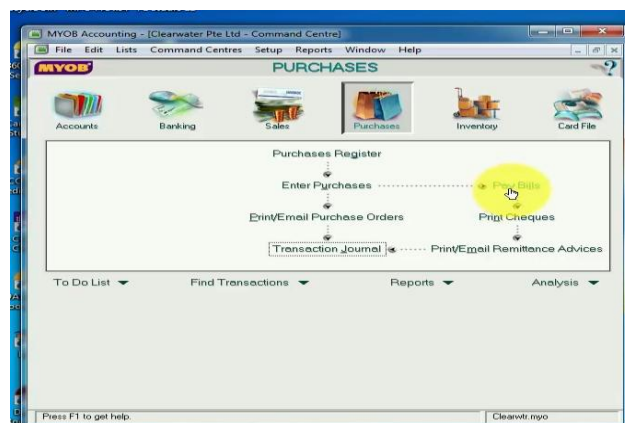


Figure 9. The use of menu pay bill in myob



## c) Preparation of the script vlog

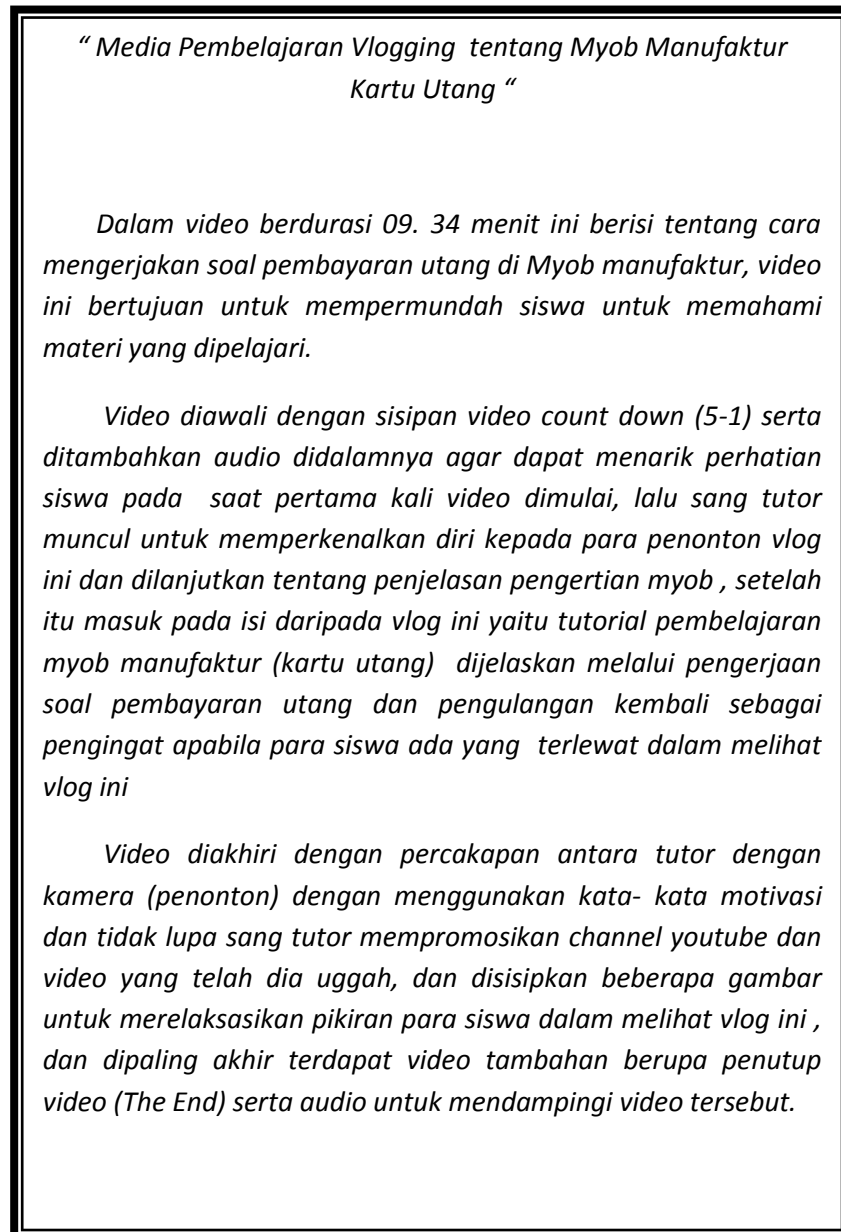


Figure.10 script of vlogging

### 3. The step of Development

a) learning media Vlogging make based on the information that has been obtained in advance. In the making of the film consists of several steps, which are:

- 1) Take a video or image capture, namely recording process scenes that will be on show in the Vlogging.



Figure 11. opening and introduction

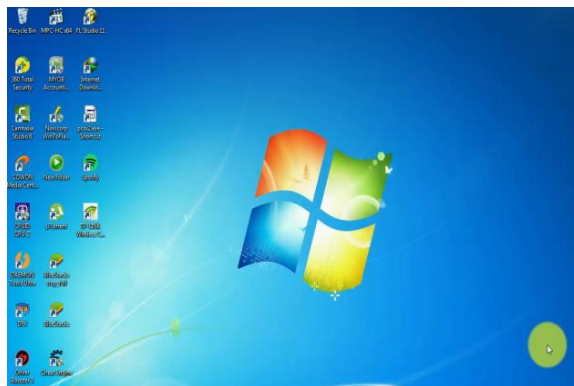


Figure 12. opening tutorial



Figure 13. ending of video

- 2) add the material into Vlogging, i.e. Myob material Manufacturing Cards debts inserted into Vlogging in accordance with conversations.

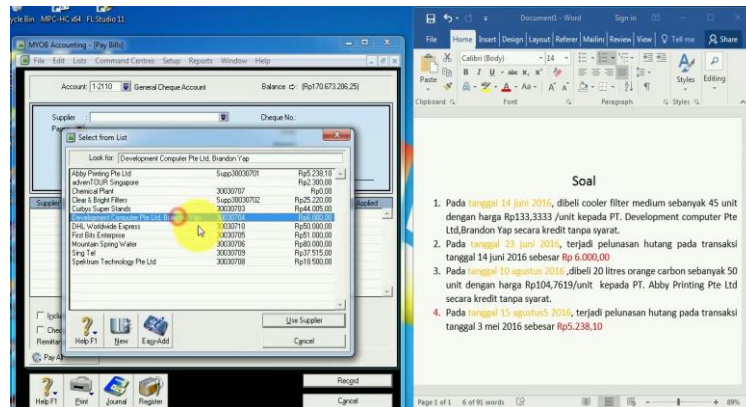


Figure 14. part of choose the supplier on tutorial

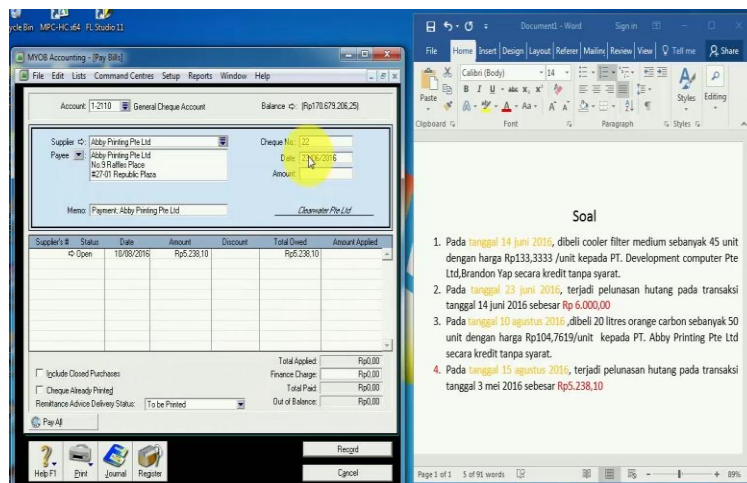


Figure 15. describe the question and answer

- 3) Add image effects and music into Vlogging, this is done so that Vlogging is becoming more interesting.



Figure 15. countdown of vlogging



Figure 16. adding an image on vlog



Figure 17. adding an image on vlog



Figure 18. adding an image of vlog

b) Feasibility testing

The development of accounting materials trading company Vlogging validated by Mrs. Afrida Putritama, M.Sc, Ak. (Majoring in accounting Lecturer FE UNY) as the material expert, Mr. Nurkhamid, Ph.D (electrical engineering Professor FT. UNY) as a media expert. Vlogging validation is also done by Mrs. Sulasmi, S.Pd (teacher Computer Accounting SMK N Purworejo) as material and experts deemed necessary to assess media Vlogging for input as well as the recognition I get the feasibility study Accounting Class XII SMK N 2 Purworejo students tried out before.

#### 1) The material expert Validation

Validation material Vlogging aims to assess aspects of the material contained in it. Instructional media material in the Vlogging developed, validated by experts and teachers. Assessment of the products being developed are implemented by using a 1-5 scale question form in which the material relating to its Accounting in accordance with the learning material i.e. Myob Manufacturing the card debt.

The results of the expert assessment of the material against the media Vlogging is as follows:

Table 12. The results of the expert assessment of the material by accounting lecture.

No.	Aspects	Skor
1.	The depth of the material	3,00
2.	The relevance of the material with the Myob accounting computer subjects manufacturing card debt	4,00
3.	The truth of the contents of the material	4,00
4.	The clarity of the material	4,00
5.	arrangement material	4,00
6.	The clarity of the example/illustration given	4,00
7.	The clarity of the language used	4,00
8.	Helping student in learning	4,00
9.	Simplify the comprehension of students	4,00
10	Giving focused attention	4,00
Score Total		39,00
Score Average		3,9

Source: primary Data are processed

Table 13. The results of the expert assessment of the material by accounting teacher.

No.	Aspects	Skor
1.	The depth of the material	4,00
2.	The relevance of the material with the Myob accounting computer subjects manufacturing card debt	5,00
3.	The truth of the contents of the material	4,00
4.	The clarity of the material	4,00
5.	arrangement material	4,00
6.	The clarity of the example/illustration given	5,00
7.	The clarity of the language used	5,00
8.	Helping student in learning	4,00
9.	Simplify the comprehension of students	4,00
10	Giving focused attention	5,00
Score Total		44,00
Score Average		4,4

Table 14. Recapitulation of the results of the validation by material expert

Feasibility Aspect	Lecturer		Teacher		Average
	Score	Average	Score	Average	
1. Material	39,00	3,9	44,00	4,4	4,15
Category	Good		Very good		Good

Based on table 8. regarding conversion of quantitative data (validation scores) to qualitative data (category values) it is known that the average score (X) 4,15 in the range  $3,14 < X < 4,20$  which means media developed gets the value of the "B" category with "Good". The results of the validation shows that Vlogging is developed based on an assessment of this aspect of the matter and instructional design. Recap of the results of the validation Material Experts when presented in a bar chart is as follows:

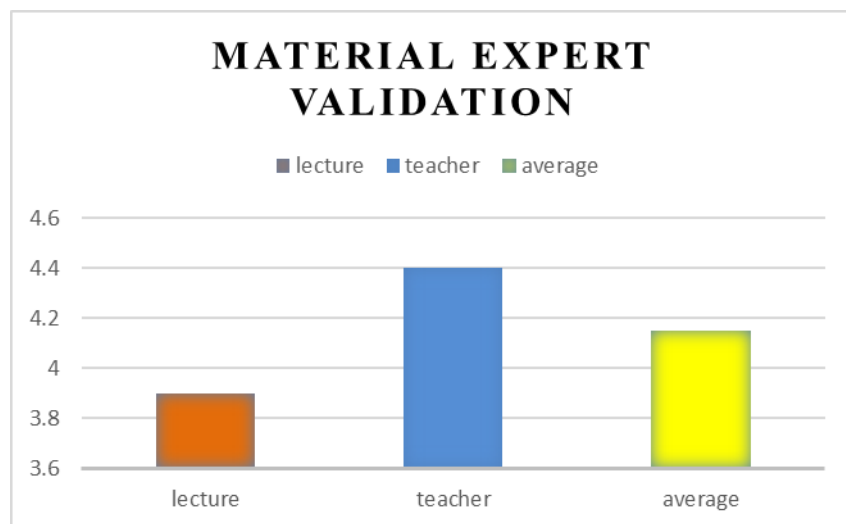


Figure 19. Result of material expert validation

## 2) validation of Media experts

Validation against Vlogging which do include some indicators. Validation of results by the media is done by filling

out the assessment scale of the now 1-5 against Vlogging. Input from experts the media used as a reference in making revisions and produce the product. The input given media experts are as follows :

- A) Types of more attractive font again
- B) Made to better attract the attention of students
- C) Clarity of explanation in the video
- D) Transition video
- E) Adjustment of time required in making the content of the material
- F) Either using a better camera again so that the results are satisfactory
- G) Continue to learn other video editing software
- H) A lot more learning again to edit video

The results of the expert assessment against aspects of the media in the media learning Vlogging is:

Table 15. The results of the assessment against the media expert Vlogging.

No.	Aspek yang dinilai	Skor
1.	Font size	5,00
2.	Forms and typeface	4,00
3.	Font color	5,00
4.	The image quality	5,00
5.	The composition of color writing against the background color/background	5,00
6.	Foreground/background	5,00
7.	The clarity of the narrative	5,00
8.	The effectiveness of picture	5,00
9.	Easy to operation	5,00
10.	Systematics presentation	5,00
11.	Consistency of words, terms, and phrases	5,00
12.	Be in the form and size of letters	4,00
13.	Consistency of layout	5,00
14.	The layout of the	5,00
15.	Attention students	5,00
16.	Facilitate the teaching and learning activities	5,00
Score Total		78,00
Score Average		4,87

Source: primary Data are processed

Based on table 8 regarding the analysis of the results of the validation of media experts, note that Vlogging developed reviewed aspects of media by media experts retrieved a total average score of each aspect of 4.87. Based on table 11 regarding the assessment criteria, it is known that the average score 4.87 in the interval score  $X > 4.20$  which means assessment of media experts on the feasibility of the product gets the value of the category "A" with a "very Good".

c) Product revision

Revisions made after the product design for Vlogging validated by expert material and media experts. Based on the advice of expert material and media experts, revision done by the researcher are as follows:

1. Revision of material aspect

- a. Provide an explanation of the menu at Myob, to make it more understandable by student

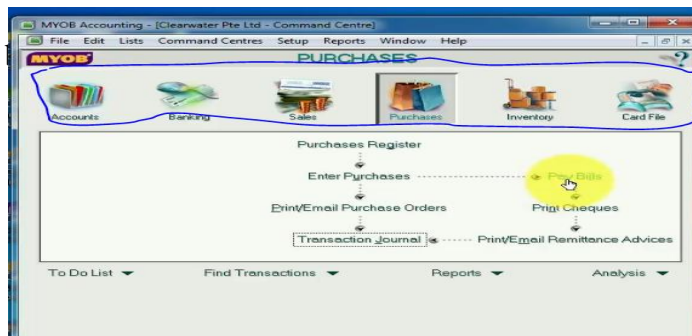


Figure 20. revision to describe menu on myob

2. Revision of media aspect

- a. change overall of video because just little core of video about tutorial myob



Figure 21. before revision



Figure 22. after revision

- b. change fonts, size, colour for easy the student to read on the vlog.

TRANSAKSI		BULAN JANUARI 2016	
Tgl		Uraian Transaksi	
JAN	1	Dibeli komputer sebanyak 100 unit dengan harga Rp 1.500.000,00/ unit pada PT. Akshy Printing Pte Ltd secara kredit	
	12	Dibayar hutang sebagai pelunasan transaksi pada tanggal 1 januari 2016 sebesar Rp 1.500.000,00	
	23	Dibeli printer sebanyak 30 unit dengan Rp 700.000,00/unit pada PT. Development computer Pte Ltd, Brandon Yap secara Kredit	
	30	Dibayar hutang sebagai pelunasan transaksi pada tanggal 23 januari 2016 sebesar Rp 21.000.000,00	

Figure 23. before revision

**Soal**

- Pada tanggal 31 juni 2016, dibeli cooler filter medium sebanyak 45 unit dengan harga Rp333.3333 /unit kepada PT. Development computer Pte Ltd, Brandon Yap secara kredit tanpa syarat.
- Pada tanggal 30, terjadi pelunasan hutang pada transaksi tanggal 31 juni 2016 sebesar Rp 6.000,00
- Pada tanggal 10 mei 2016, dibeli 20 litres orange carbon sebanyak 50 unit dengan harga Rp104.7610/unit kepada PT. Akshy Printing Pte. Ltd secara kredit tanpa syarat.
- Pada tanggal 12 september 2016, terjadi pelunasan hutang pada transaksi tanggal 3 mei 2016 sebesar Rp5.238,10

Figure 24. after revision.

- c. insert the cover for part of ending of this vlog..

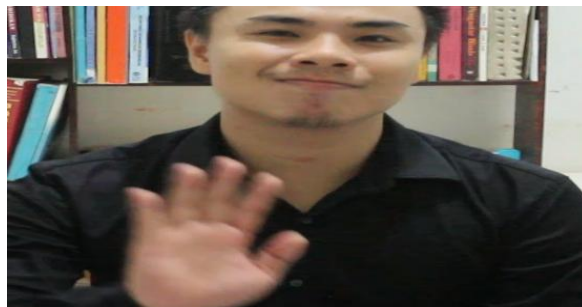


Figure 25. Before revision



Figure 26. After revision.

- d. Change the resolution from 480 to 720



Figure 27. Before revision . (480)

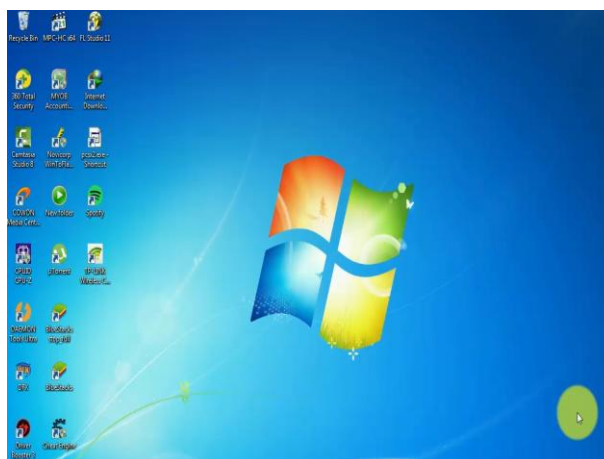


Figure 28. After revision (720)

- e. change size video from 662 MB to 60,4 MB

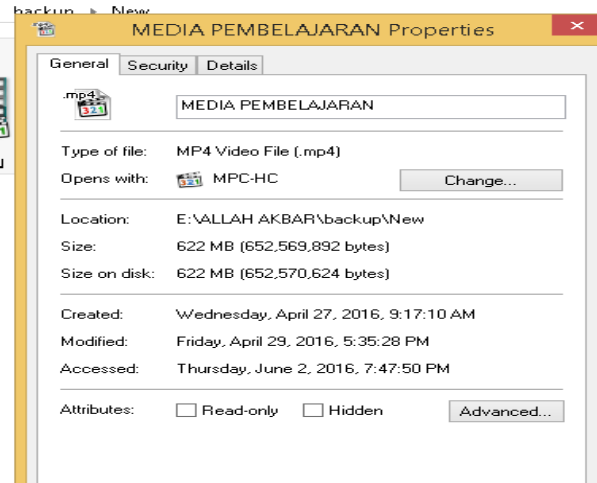


Figure 29. Before revision

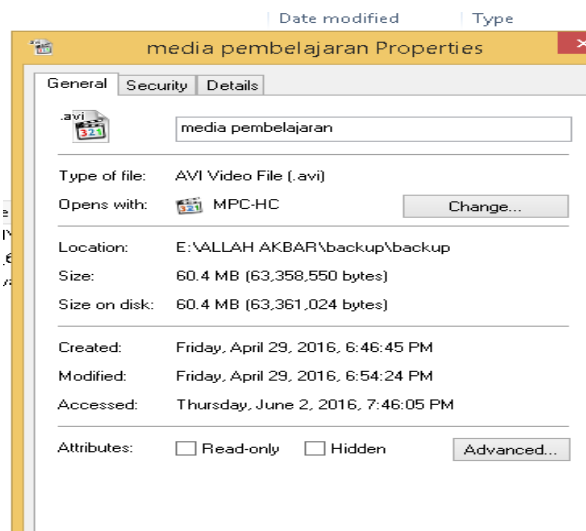


Figure 30. After revision

#### 4. The Step of implementation

At this step of implementation conducted trials on the students of SMK to know students learning media related responses Vlogging used students as media advocates in studying accounting in particular material card debt in Myob manufacturing. At this stage researcher entering the class room for 1.5 hours to provide opportunities to

students in reviewing the Vlogging displayed by researcher. Next the researcher gave the now assessment that aims to assess the feasibility of the media both from the aspect of material and media aspects. Appraisal question form has a scale of 1-5 where already there are Ordinances and description in doing pengisiannya. Feasibility trial results data contained in an attachment.

a. field trials

Field trials were conducted to 35 students XII Accounting 4. Researcher using the Vlogging has been developed. After students use Learning Media, Vlogging the students are asked to fill out the question form provided for the purpose of assessment and opinions towards Media Learning Vlogging. This assessment is intended to find out the feasibility of the learning Media Vlogging associated with aspects of Visual display Media and aspects of the material with a scale of 1-5. The results of the assessment of the students can be seen in attachment. In addition to the eligibility assessment, students give a comment to the media. In summary, recap of the values presented in the following table.

Table 16. Recapitulation of the results of the feasibility of Vlogging Myob field test by students.

Aspects	Score total	Average
Aspect of media layout	131	3,7
Aspect of material	85	4,0
Total	320	3,8
Category	<b>Good</b>	

Based on table 9. regarding conversion of quantitative data (validation scores) to qualitative data (category values) it is known that the average score ( $\bar{X}$ ) 3,81 in the range of ,  $3.81 > 3.40 \bar{X} \leq 4.20 <$  which means media developed gets the value of the "B" category with "Good". The results of the validation shows that Vlogging is developed based on the assessment of Visual display Media, Design, and Material aspects of learning.

## **5. The step of evaluation**

Stages of evaluation of student respondents conducted using field trials. Improved student learning Enthusiasm seen from the results of measurements of the enthusiastic beginning and end wears a Likert scale.

At this stage, researcher will look at the feasibility and impact of media is going. Researcher will measure the impact of media on the enthusiasm of learning students once used in the learning process.

Researcher conducting a trial in the other day with duration of 2 hours. In the first one hour of researcher describes the material using a text book, and in the next 1 hours researcher add media Vlogging as a medium of instruction, additional Accounting text book. After the test run is completed, researcher spread the now antisias learning assessment against the students.

The result is a comparison before and after using media Vlogging to increased student learning enthusiasm seen from the now which has been previously disseminated to students.

Based on measurements of enthusiastic learning early and enthusiastic learning end, it can be concluded that the development of the learning media namely Media Learning Vlogging can improve learning accounting students enthusiastically with increased 9.24% from 76.85% to 86,19%. Recap of the score early and enthusiastic recapitulation score enthusiastic end can be seen in attachment. In summary the recapitulation presented in the following table:

Table 17. Recap of the results of the now Enthusiastic student learning.

No	Indicator of learning enthusiasm	Before		After		Improvement
		Total	Percentage	Total	Percentage	
1.	Focus on do the task	314	74,76%	361	85,95%	11,9%
2.	Relax to face the problem	307	73,09%	335	84,52%	11,43%
3.	There are simulation for study and some necessity	219	78,21%	239	85,35%	7,14%
4.	Happier to study by self	213	76,07%	244	87,14%	11,7%
5.	So bored with the many tasks	332	79,04%	360	85,71%	6,67%
6.	Can believe with the,ir own opinion	114	81,42%	126	90,00%	8,58%
7.	So may hopefull and ambition in their future	117	83,57%	125	89,28%	5,71%
<b>Total</b>		<b>1.616</b>	<b>76,95%</b>	<b>1810</b>	<b>86,19%</b>	<b>9,24%</b>

Source: the development of Research Data being processed.

Scores of enthusiastic students before and after using media learning

Vlogging can be known through the calculation as follows:

- Score Enthusiast Studying Accountancy Before Learning To Use Media: Vlogging

$$= (\text{Score of enthusiastic student learning Outcomes}/\text{maximum score}) \times 100\%$$

$$= 1616/(15 \times 4 \times 35) \times 100\%$$

$$= 76.95\%$$

- Scores Of Enthusiastic Learning Accounting After Learning To Use Media: Vlogging

$$= (\text{Score of enthusiastic student learning Outcomes}/\text{maximum score}) \times 100\%$$

$$= 1810/(15 \times 4 \times 35) \times 100\%$$

$$= 86.19\%$$

The hypothesis proposed in this research is different from test consists of an alternative hypothesis (Ha) namely Instructional Media Development Vlogging as a medium of learning can improve the enthusiastic learning accounting, so that the zero hypothesis (H0) reads the learning Media Development Vlogging as a medium of learning cannot increase the enthusiastic learning accounting. To test the hypothesis, the researcher use

a two-sample t-test paired doubles (paired sample t test). The following is the total score of enthusiastic students before and after the use of Vlogging Learning Media.

Table 18. total of enthusiasm student learning

No.	Before	After	No.	Before	After
1	50	56	22	48	56
2	42	48	23	50	54
3	47	53	24	45	48
4	45	50	25	49	57
5	49	53	26	39	44
6	48	53	27	46	49
7	47	54	28	43	46
8	43	46	29	46	54
9	48	54	30	45	53
10	43	48	31	51	57
11	47	55	32	45	48
12	48	53	33	41	49
13	50	53	34	46	51
14	46	53	35	41	48
15	49	54	<b>Total</b>	<b>1.616</b>	<b>1.810</b>
16	41	47			
17	48	53			
18	47	54			
19	45	51			
20	48	54			
21	50	54			

Table 19. The results of the Recapitulation Paired sample statistics.

	Mean		Correlation	Sig.	t	Sig. (2-tailed)
	Before	After				
Pair	48.17	51.71	.872	0,000	-19.650	0,000

Source: the development of Research Data being processed.

Paired sample statistics tables showing the results of the calculation of the average score a total of enthusiastic early is 48.17 while enthusiastic end obtained a score of 51.71. Table of paired sample correlations show that the correlation between two variables is 0.872 with sig 0.000. That is, the correlation between the total score enthusiast before and after the use of the media is a powerful and significant.

If  $t_{\text{count}} \geq t_{\text{table}}$  then the hypothesis  $H_0$  is rejected, otherwise earned  $H_a$  hypothesis. On testing the test t obtained t count registration-19.650 with sig (p) = 0.000. Because t calculate > t table (2.042) and p 0.05 indicates that  $H_0 <$  rejected and accepted  $H_a$ . This shows the development of the learning Media Vlogging can increase the enthusiastic learning Accounting students. Media Learning Accounting be Vlogging affect score Enthusiastic student learning.

## **C. Discussion**

### **1. The Learning Media Development Vlogging material Card debt on the Myob Manufacturing**

This research and development procedure adapted from summary activities ADDIE Dick and Carey model (1996) as revealed by Endang Mulyatiningsih (2011:185-186). ADDIE model consists of five stages: 1) Analysis, 2) Design, Development or Production), 3, 4) Implementation or Delivery, and 5) Evaluation.

Vlogging Learning Media development can increase the enthusiastic start from an analysis of the needs of the learners. The observation was carried out starting from the implementation of the practice field experience (PPL) on 24 August 2015 until August 28, 2015. The number of students who attend amounted to 35 students. From the observations can be aware that teachers are using media in the form of modules. Students less enthusiastic following the instruction. They argue that learning will be more interesting with the learning media markedly.

After learning of the problems faced by students and potential that exist, researcher conduct interviews with related subjects and basic competence to be taken as a matter of the media Vlogging. The teacher suggested the material filled in the Vlogging is a debt Card Myob material Manufacturing in accordance with material on the syllabus as well as due to a debt card Myob material Manufacturing is a difficult material received by students. It took me more than once to be able to enter into the logic of

students in drawing up and understanding the material Card debt in Myob manufacturing.

Researcher make Vlogging from the introduction, the body, and the conclusion as well as editing. However, in the early stages of development, the draft suggested to researcher improved the overall look of the media by the Media because the have not corresponding with the standard vlogging. Media expert advises that make media more simple and good. So, researcher back repeat draft vlogging is becoming a good and simple, and better than ever.

Research instrument used in the development of the media is now an assessment to experts and enthusiastic now. Researcher testing the validity of invalid constructs (judgment experts) to experts for asked for his opinion about the instruments that have been compiled. The researcher did not do a test question form kevalidan eligibility for teachers and students since the now provided is in accordance with the indicators presented by Azhar Arsyad (2014) and Rayandra Azhar (2012) has done the test invalid constructs (judgment experts) by experts before. Aspects that are assessed include the overall aspects of visual display media and Material aspects.

The now enthusiastically used by researcher from the indicator measuring enthusiastic by Sardiman (2011:83), and Hamzah b. Uno (2012:23), so that before the now enthusiastically used, researcher conducting the test question form in class XII Accounting 4 SMK N 2

Purworejo have in common the characteristic that students will be examined.

The next step is done i.e. know the feasibility of media by the experts. A validator derived from materials expert Professor of accounting education, a Media expert from lecturer curriculum and electrical engineering, and one Teacher who educates SMK Accounting subjects Myob manufacturing. The researcher also did a revision of the media learning Vlogging so obtained a decent media for tested to the subject field trials in accordance with advice and input from experts.

Learning Media Vlogging in implemented in field trials. The number of the subject of research is the 35 students. At this stage of this field test, students looked enthusiastic learning Accounting takes place. It is known from the moment their interest is starting to read and study the material contained in the Vlogging because previously had never studied accounting by using Video media.

The main purpose of Vlogging Learning Media development is to improve the enthusiasm learning of students. Researcher measured increased enthusiasm of student learning by way of collecting andrecapitulation now enthusiastically before and after the use of Vlogging Learning Media.

## **2. The feasibility Study material Vlogging Media Card Debt Myob Manufacturing**

The feasibility of the learning Media Vlogging Accounting known through stage validation by experts. Validator selected by researcher Expert Professor consists of one material, one lecturer, Media expert and one practitioner learning (teacher) accounting in SMK N 2 Purworejo. Data collection instruments use the question form the feasibility of media with a scale of 1-5. The results of the validation of the feasibility of the learning Media overall Vlogging already assessed by the experts obtained average 4.15 with very worthy category. More explanation is as follows:

### **A. Expert Material**

Matter is the expert lecturers from the Department of accounting education, by the Mrs. Afrida Putritama M.Sc, Ak. (Majoring In Accounting Lecturer FE UNY). The results of the validation are performed to find out the feasibility of the media in terms of the material. Based on the results of validation that can be seen on the attachment, the media judged from the aspect of material and design aspects of learning. Researcher conducting the revision according the giving of advice.

a) Feasibility learning Media Vlogging reviewed from two aspects, namely the material aspects and design aspects of learning, i.e. the highest value on design aspects of learning

that gets an average score of 4,15 than material aspects 4,87. However, both these aspects includes the categories very decent for the feasibility of the learning Media Vlogging. This the Media Learning Vlogging with this Adjustment Journal Good material used as media of instruction, students of SMK.

- b) Researcher also did a revision , with the advice given by the Experts repair material. Among other improvements, namely providing adjustment material against videos that have been created.

#### B. Media experts

Media expert Mr. Nurkhamid, Ph.d (electrical engineering Professor FT. UNY) Feasibility Study Media Vlogging reviewed aspects of Visual display Media that gets average score i.e. 4.57. So based on the assessment of Learning media, media expert Vlogging gets average score 4,87with categories is very Good for tested.

#### C. Accounting Teacher

Accounting teacher selected as media validator is teachers subjects Myob manufacturing. The results of the validation are performed to find out the feasibility of media based on aspects of visual display media, aspects of the material, and the design aspects of learning. On the aspect of visual display media got an average score of 4,4 by category Good. This the learning media

Vlogging with material Debt Card is worthy of being used as media of instruction, students of SMK.

### **3. The opinions of the students regarding the media learning material on Vlogging Myob Debt Card Manufacturing**

Subject of field trials on research Learning Media Development Vlogging is a grade XII 4 Accounting 2 Purworejo academic year 2015/2016. Student response against the eligibility assessment sheets media function to find out the feasibility of the learning Media Vlogging based on aspects of visual display media and material aspects. Based on the assessment of students ' field trials, assessment of students in aspects of visual display media i.e. get an average score of 3.7. The score is included in the category Good. For this aspect of the material gets an average score of 4.0. The score is included in the category fesible.

Based on the assessment of students is knowable as a whole that the Media Learning Vlogging earns an average score of 3.8 by category Good. Thus the Media Learning Vlogging with Myob's debt Card material Manufacturing is Good of being used as media of instruction, students of SMK.

### **4. Increased enthusiasm after using media learning material Vlogging Myob Debt Card Manufacturing**

Student response can be seen from the results of the assessment of the feasibility of the learning Media Vlogging and measurements of enthusiastic students. The measurement of student learning through the

enthusiastic table Recapitulating the now Enthusiastic student learning Results indicates that enthusiastic students can study after the implementation of the learning media Vlogging higher on each indicator measurement. Based on test results obtained t the conclusion that Vlogging Accounting learning media development can increase the Enthusiastic Learning accounting.

#### **D. Development Restriction**

The limitations of the media learning Vlogging based on research and development that has been done is:

1. Media Products generated Vlogging was only able to deliver material Accounting in particular subjects computer Accounting Manufacturing with some KD Myob limited.
2. The feasibility of the product is limited to the material aspect, the media and trial against the students of SMK. Based on the results of the analysis of the trial results on the table 13 students obtain score 3,8 by Good category.
3. The feasibility test is only done in the Vlogging media one school only because of time limitations, licensing, and cost.
4. Distribution of the product vlogging Accounting is only done in one school only because of limitations of the researcher.

## **CHAPTER V CONCLUSIONS AND RECOMMENDATION**

### **A. Conclusions**

Based on research and discussion, then it can be concluded that:

1. Media development learning material on Vlogging Myob Debt Card manufacturing company for students of SMK class XII are used as media of instruction and innovative as an alternative for students accounting for the lesser material shaped like reading the text as a whole. Development through the four stages of pictorial Vlogging IE (1) The step of analysis, (2) The step of design, (3) the step of development , (4) The step of implementation, (5) The step of evaluation.
2. The feasibility of Vlogging, developed on the basis of an assessment by experts of the material obtained an average score of material aspects 4.15 are included in the category Good. The assessment by media expert gained an average of 4.87 reviewed aspects of media included in Good category. Assessment of the feasibility of a trial based on Vlogging the students of SMK earns an average score of 3.8 reviewed aspects of the material and the media included in the Excellent category.
3. To test the effectiveness of dealing with increasing student learning Enthusiasm after using media Vlogging experience increased 9.24% from before the use of the media the Vlogging his score 76.95% to

86.19% after using media Vlogging accounting. This is an Excellent category.

## **B. Suggestion**

Based on the research and development of Vlogging as a medium of learning still has many shortcomings, there are some suggestions that can be used as input:

1. The need for further development about the material contained on this material with Vlogging more complete for further study because researcher only limited material Manufacturing Myob card debt only.
2. The suitability of the material with the vlog should be improved again in order for the presentation of media more in line with scientific concepts. Researcher subsequently suggested to develop criteria for the assessment of the feasibility of the product.
3. Test the feasibility of vlogging should be done not only in one school alone so that the resulting product is better in the presentation.

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