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Screen Recording Video in Virtual Learning during Covid-19 Pandemic: Students' Perspective

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Abstract

In educational institutions, such as universities, the usage of digital tools has been employed to improve the delivery of the curriculum. They could be useful as teaching aids in the event of a COVID-19 epidemic. As a result of these concerns, this research was carried out to find out what students thought about the use of screen recording video in virtual learning activities during the Covid-19 epidemic. A total of 50 students from the English department at Universitas Pamulang participated in this study. To gather information, the authors handed out a questionnaire with ten questions and interviewed four students on the use of virtual learning in the COVID-19 pandemic situation. Students' top five positive responses to screen video recording in virtual learning are: improving the quality of learning, assisting students in learning more effectively, enhancing students' learning experience, student-teacher engagement, and flexibility of time and place, according to the data analysis. They also discovered that no matter how helpful screen capturing video is, teachers' aid and advice are still required.

Keywords: Screen recording video, virtual learning, students' perspective, Covid- 19 Pandemic.

INTRODUCTION

The corona virus, also known as Covid-19, has been wreaking havoc on Indonesian cultures since March 2020. It began in China and has since spread throughout the world, including to Indonesia, becoming a global epidemic. It has a huge impact on people's lives and the economy of the country (Suminar, 2020). The virus is dangerous since it causes human death. As a result, many governments have used social distance in a variety of sectors, including education, to slow the virus's spread.

According to Rajab (2020), the Corona virus has an impact on the educational sector. As a result, the government advises students and teachers to engage in distance learning, study, or work from home. Distance learning, also known as online learning, has recently emerged as a viable answer to this problem. Online learning, according to Reimers, Schleicher, Saavedra & Tuominen (2020), is one of the supporting media for overcoming issues in the educational sector and maintaining teaching and learning activities during the Covid-19 Pandemic. Teachers should create material using online learning, and students must offer the necessary equipment for online learning, such as a gadget, computer, or laptop. It is impossible for students to get material from teachers or lecturers by attending school or university. However, because their schools are not properly equipped with information and communication technology, teachers are unable to provide material, and students are unable to participate in the learning process, school and university unpreparedness becomes a big role in the problem.

As a result of this procedure, schools and universities are able to address this issue by providing appropriate virtual learning to support the teaching and learning processes. Computer Assisted Language Learning is the use of a computer in the teaching and learning process (CALL). CALL is a broad phrase that refers to a tool that can aid learners and instructors in the teaching and learning process. It is not magical tool that can help learners do anything, but it is a tool that can support learners and teachers in the teaching and learning process. It can include email, websites, chat, video, e-learning, digital applications, and other internet applications (Chapelle & Jamieson 2008). It is used in online applications such as global websites, email, and chat rooms (Chowdary & Reddy, 2017). It can be assumed that the use of those applications fits to virtual learning.

As a result, virtual learning may be the ideal option because it does not require university participants to engage in traditional learning; instead, teachers and students can conduct learning processes at home and achieve their learning objectives. In this scenario, the use of virtual learning to draw the learning quality can help the learning and teaching process succeeds. Virtual learning can be a useful tool for lecturers to improve their skills as both a learning source and a facilitator.

Virtual learning is the process of learning that takes place in an online classroom using a cyberspace internet connection (Panen, 1999). A virtual classroom, according to Ferriman (2019, para 15), is "an online classroom in which members can chat with one another, view presentations or videos, connect with other participants, and engage with resources in work groups." In conclusion, virtual learning is one of the technologies developed to be an appropriate and successful learning approach using an internet connection where time and distance are no longer an issue. It also refers to information delivery techniques, teaching strategies, and online training. It also has elements that help students broaden their knowledge by teaching them more about technological development. Instead, it cannot take the place of traditional learning in the classroom;

however, it can help to develop learning processes by shifting the focus from learning to analysis.

Ferriman (2019) has the main attribute of virtual learning as well. The flexible online class with interactive multimedia; thus, with the use of virtual learning-based, students are able to learn many things without having to go to a traditional classroom. Instead, they use technological media to dig up the material they want in a flexible way that students can join in their spare time, wherever they are, and using the media that they prefer. Flexibility can facilitate the learning process, as well as the submission process, and students can learn about new cultures. It also has to do with mobility, since students would rather have an extension of their messaging apps, audio for listening courses such as podcasts, and Kahoot quizzes are done in their spare time.

One of the hallmarks of virtual learning is that it is interactive. It describes how professors convey information to students. Students should learn and sit in the classroom for several hours in traditional learning; however, virtual learning allows students to engage with supplied material productively. They can thoroughly examine the topic and include other media or applications to aid the learning process. As a result, kids may be self-directed learners who are comfortable with a variety of apps.

Although virtual learning can help students a lot, it can also give them some new perspectives on learning in the COVID-19 pandemic. According to Aw (2010), "perspective is an internal process that has been acknowledged by individuals when external stimuli are picked and regulated." Individual sentiments and thoughts will spontaneously provide meaning to the existing stimuli once this stimulus is caught by one's senses." "Perspective is a technique of looking at an issue or a certain point of view employed in observing a phenomenon" (Martono, 2010). In summary, students can broaden their perspectives on virtual learning as a result of the epidemic, and they can also share their personal experiences with the virtual learning process and material. Surjawo, et al. (2020) state that virtual learning allows students to dig deeper into the content presented by lecturers because of the flexibility of time and the ability to access it from anywhere. Students also say that in this pandemic circumstance, virtual learning may be the best option for mastering curriculum. On the other side, due to the difficulties of network access, students' perspective encourages them to make negative assumptions. As a result, it has an impact on students' comprehension and submission time. "Students revealed their viewpoints linked to e-learning websites: encountering unstable server, having difficulty in internet connection, demanding a large personal quota, and planning schedules," according to Haryati (2017).

Furthermore, virtual learning platforms such as E-learning, Zoom, and Google Meet consume a lot of quota for students, and they have problems when their network is down or unstable, which might detract from material delivery. Haryati (2017) summarizes "e-learning delivers the major weakness. The main factor is the internet connection to the server. A poor connection will interrupt the students' and teachers' activities, and it will

decrease students' motivation in joining e-learning." This stumbling block has an impact on students' intellectual capacity to learn content and their grades. As a result of the COVID-19 epidemic, Mamattah (2016) states that students prefer to use efficient digital technologies in engaging curriculum and student interaction. As a result, traditional learning will be the preferred method of instruction for kids. Furthermore, Mislinawati (2018) concludes that students' virtual learning experiences have an impact on the success of learning activities and goals. Effective and interesting media, such as audio-visual media, will undoubtedly be required to achieve these objectives. Furthermore, Obagah & Brisibe (2017) claimed that video as an audio-visual medium has evident qualities, such as its visual aspects, because people are designed to realistically grasp the power of images. It's general knowledge that some people find it easier to grasp and express information through movies with graphics and sounds than it is to read a written text. By combining a variety of learning materials, such as visuals, movement, and sound, videos create opportunities for in-depth learning (Kosterelioglu, 2016). These can entice students to pay attention to the media's delivery of information.

Audio-visual media, such as video, are gradually becoming more prominent in education around the world, particularly in the online learning environment (Thomson, Bridgstock & Willes 2014). Videos are familiar to both teachers and students because a variety of sources provide these media not only for amusement but also for instruction. Teachers frequently use online platforms such as Youtube to aid in the teaching and learning process. They also frequently produce their own videos that provide explanations of the material being addressed. Making a film for educational purposes can be a difficult procedure at times. Furthermore, teachers' insufficient knowledge of how to create a video lecture could be a difficulty. However, the advancement of multimedia technology has greatly aided teachers. The most recent technology that can assist teachers in creating video lectures is a screen recording tool that allows them to communicate their subject explanations to students. Teachers merely need to download the software from the Google Play Store and install it on their devices.

As a result, teachers should discover a useful tool for creating a film that will assist students in achieving their teaching and learning objectives. According to Scagnoli, Choo, and Tian (2019), video lectures (VL) have become increasingly popular in education as an effective means of delivering course content and filling instructional presence in the virtual environment. Their research into students' perceptions of video lectures in online classes found that students' approval of VL has a strong link to a pleasant overall learning experience and a positive perception of video's effect on learning. Because learners may manage the media and sense the tutor's presence, VL can help improve the feeling of engagement with content. Furthermore, the most notable part of Video Lectures (VL) is conceivably the method they are executed, as it allows for most forms of training and learning engagement. Lange and Costley (Lange & Costley, 2020). It will have an impact on how students perceive the subject and how they comprehend the information they are

given. When compared to attending a live video conference, watching video lectures allows users greater flexibility in terms of time and price. It allows students to retain their knowledge by allowing them to pause and replay the videos as many times as they need.

The rapid advancement of video technologies has resulted in a plethora of design options (Ou, Jorney & Goel, 2019). A large range of video-making applications is available for free download. Screen recording software is one of the most basic sorts of video creation software. Screen Recorder is one of the screen recording tools available for teachers to utilize. This application has some intriguing features that can be employed. The main feature of this software is that it can capture and record what is displayed on the smartphone screen. The use of this application by teachers is beneficial. When teachers need to present material created on PowerPoint slides, for example, they can add further explanation using audio and turn it into a video. Teachers simply need to open the PowerPoint slides, launch the application, push the record button, and then say what they wish to convey. The program may capture the professors' voices as well as display their faces on the screen. This data proves that a screen recording video application is a simple technology that teachers may use to convey material to students and that students can easily understand what the teachers are saying. Video lectures aimed at advanced learning performance scores, according to Kokoc, Ilgac, and Altun (2020). "Aside from the huge advantage of flexibility," Thomson, Bridgstock, and Willes (2014) added, "video may be a highly potent teaching tool." As a result, it can be stated that incorporating video into the classroom has a favorable impact on learning outcomes.

According to the previous research, virtual learning is one of the greatest alternatives for mastering the subject in this pandemic condition. Although they have certain challenges in engaging material and virtual activities, students can become familiar with a variety of digital tools to aid them in their learning process. Many researches have looked into how useful these applications are for teaching and learning activities. However, there have been no studies that specifically look into the usage of screen recording movies in virtual learning. Despite the fact that numerous studies have looked at the benefits of video lectures (VL), none of them used screen capturing programs to create the VL, as the authors of this study did. As a result, the authors have a compelling desire to observe students' perspectives on using screen recording videos in virtual learning in the context of the Covid-19 pandemic.

METHOD

This research was conducted at Universitas Pamulang in South Tangerang's English Department. This study used descriptive qualitative methods to investigate students' perceptions of virtual learning in the context of the Covid-10 epidemic. "Qualitative research relies on human perception and knowledge of the subjects," writes Stake (2010). The study used 50 students from the English Department as a sample. Purposive sampling was used to gather the samples by the authors. Furthermore, the authors employed two

types of instruments to learn about the students' perspectives on virtual learning in a pandemic situation: a questionnaire and an interview. The Linkert scale survey was used to create the questionnaire (0-4). A questionnaire is a method of gathering data in which participants are given a series of written statements to complete (Sugiyono, 2018). It has 12 points of questions, all of which are aimed at eliciting the students' perspectives on virtual learning in the context of the pandemic.

In addition, there are four lines of inquiry in the interview session: the efficiency of virtual learning, the simplicity of the material, and the flexibility of the applications. The participants offered their perspectives, including their views on virtual learning, during the interview session. The interview took place through a WhatsApp video call. The study followed a few steps: first, the students had prior experience with learning applications such as Zoom, Google Meet, Kahoot, screen recording, e-learning, and others; second, the authors distributed a questionnaire to the students and interviewed them to learn about their perspectives on virtual learning in the Covid-19 pandemic. Finally, the authors used the descriptive investigation to expand on the data from the questionnaire and interview.

RESULTS

The Results of Survey

Students' questionnaires have been used to collect data for this study in this part. The questionnaires' questions were split into two sections. The purpose of the first portion, which includes questions one through seven, is to determine the students' attitudes toward the usage of screen recording video in learning activities. The second section, questions 8–11, examines whether students still require the assistance of teachers after receiving a screen-recorded video including subject explanation. The authors performed a semi-structured interview with three students to supplement the survey data. This study was carried out to discover more about students' perspectives on the benefits of screen recording video to their learning. The purpose of this section is to look over the information gathered and to emphasize the results of the questionnaires. This is to determine whether respondent students have a favorable or unfavorable attitude toward the usage of Screen Recording Video to facilitate virtual learning about the Covid-19 epidemic and how it affects their learning process.

Table 1. The Students' View toward the Use of Screen Recording Video

No	Number of Items	Statements	Agree (%)	Neutral (%)	Disagree (%)
1	1	I enjoyed the screen recording video containing lecturers' explanations of the topic	72	26	2
2	2	The use of screen recording video containing lectures' explanations about the topic makes a positive difference to my understanding of the topic	84	16	0
3	3	The quality of students' learning is enhanced by	64	30	6

No	Number of Items	Statements	Agree (%)	Neutral (%)	Disagree (%)
		using screen recording video containing lectures' explanation			
4	4	Videocasts of lectures through screen recording would facilitate student learning more so than e learning website only.	88	12	0
5	5	Screen recording video helped me learn more effectively than learning through e-learning websites only	90	10	0
6	6	Using screen recording video effectively enhances the learning experience of me	76	22	2
7	7	Explanation through screen recording video has more flexibility of time and finance than attending alive video conference	80	15	5
Total			**554**	**131**	**15**
Average			**79**	**18**	**3**

Table 1 displays the students' overall attitudes toward the use of screen recording video for each questionnaire item (1st, 2nd, 3rd, 4th, 5th, 6th and 7th). The students answer positively to items one through seven, as shown in the table. Eighty-five percent (72 percent) of the students polled feel that screen recording videos featuring lecturers' explanations about a topic are enjoyable. Ninety percent of students (84%) feel that screen recording video helps them grasp the content better. Furthermore, 64% of students believe that using a screen recording video improved their learning quality. Furthermore, 88 percent of students agree that screen recording videos can help them study more effectively than just using an e-learning website. In addition, 90% of students feel that screen recording videos help them learn more successfully than learning solely through an e-learning website. Furthermore, seventy-six percent of students (76%) feel that screen capturing video improved their learning experience. Furthermore, the majority of them (80%) believe that screen recording video provides greater time and financial flexibility than attending a live video conference.

In contrast, seventh (7th) and third (3rd) item reveal that a small percentage of students (5%) oppose the usage of screen recording video in virtual learning. Furthermore, six percent (6%) of them disagree with the statement that employing screen recording videos incorporating lecture explanations improves the quality of students' learning.

Table 2. The Students' View toward Whether Screen Recording Video in Virtual Learning can Replace Lecturers or Not

No	Number of Items	Statements	Agree (%)	Neutral (%)	Disagree (%)
1	8	Screen recording video can be used to enhance the learning experience of students, but not replace the lecturer especially when Covid-19	82	18	0

		pandemic ends.			
2	9	There is no longer any need to attend lectures in class because screen recording video available provided by lecturers is a good substitution	24	16	60
3	10	The interaction between lecturers and students cannot be substituted even though screen recording video is beneficial	60	16	24
Total			**166**	**70**	**84**
Average			**56**	**16**	**22**

Table 2 reveals that while the majority of students (82%) agree that screen recording videos can be utilized to improve their learning experience, they cannot replace the lecturer. Also, 55% of students disagree that attending lectures in class is no longer necessary because screen recording footage offered by lecturers is a good substitute, while sixteen percent (16%) of them have an unfavorable impression. Furthermore, even if screen recording video is advantageous, the majority of students (60 percent) feel that lecturer-student interaction cannot be replaced.

The Result of the Interview

Due to the epidemic, the students' reactions to the questions asked in the interviews are held in this section using a WhatsApp application discussion group. Tab.3 below shows the results of the individual responses from the interview. It provides the conclusions drawn from the interviewees' responses.

Table 3. Students' responses to the interview

Question	Student A	Student B	Student C
Please mention and explain the benefits that you got when the lecturers gave some explanation of the material through screen recording video	It is so helpful because I can replay the video many times if there is something I couldn't understand about the material. I can save the videos to learn in the future.	I can directly understand the material delivered by the lecturers when I watched and listened to the explanation in the video. It is because I can see the powerpoint slides containing the points helped by the pictures on it while the lecturer was explaining. I can feel that it is effective.	It is easier for me to understand the material and I can feel the classroom environment because I can listen to the lecturer explaining the material as it is in the classroom.
Do you agree if the lecturer keeps using screen recording	Yes, because it helped me to understand the	Yes, because during the pandemic, we cannot learn as effectively as	Yes, because using e learning website only is not enough as a

video as one of the earning media to support the teaching and learning process? Please explain your reason.	material. The lecturer gives some explanation followed by the examples in the powerpoint slides. It is so helpful because some of us cannot understand easily when we only have to read the material on a *pdf* document.	face-to-face learning. Therefore, we need the explanation of the lecturer, at least through screen video recording	medium of teaching and learning activities. The lecturer should give more explanation clearly and do not only use e-learning websites.
Which one do you like more, learning through screen video recording or through live video conference meetings? Please explain.	I prefer screen recording video because I can replay it whenever and wherever I need. The explanation from the lecturer is effective and helpful. It is so helpful to enhance my understanding of the material. While I cannot save and record the live conferences video.	Honestly, it is more comfortable for me to learn from screen recording video than from live conference. Besides it consumes large of bandwidth, it is less effective because, for some of us, especially workers, it is not easy to find a schedule to have the live meeting conference	I think screen recording video is much more effective because we can replay it many times whenever and wherever we need. I often have trouble with an internet connection, so the explanation from lecturers when we have *zoom* or *google meetings* is often missed
Will screen recording video replace the existence of the lecturer in class. Please explain.	In my opinion, having interaction with lecturers is needed. When we only use video, we cannot have a questions and answers section which is very beneficial to support the learning process.	I still need my lecturers to ask anything I want to know more about. I need their guidance to understand the material more deeply.	No, I still need the lecturers. Sometimes, there is something I don't understand about the material explained by the lecturers. Therefore, I need to communicate to the lecturers to ask their explanations more

The responses of the students to the researcher's interview are shown in Table 3. The first inquiry investigates the real benefits experienced by students after the professor employed screen video recording as one of the media to provide explanations during virtual learning. All of the students responded that screen video recording helped them

learn the content more easily in response to this question. Two of them also remarked that they can watch and listen to the lecturer's explanation video wherever and whenever they choose. Furthermore, one of them stated that by watching the video, he can get a sense of the classroom's atmosphere because he can see the lecturer's face and hear his voice. It corresponds to the answer to the second question. The second question looks into the students' intentions about the use of screen recording video during virtual learning. They all agree that lecturers should continue to use screen video recording as one of the mediums for delivering explanations about the topic in relation to the benefits they have highlighted.

The final question enquires about their reasons for preferring screen recorded video over a live conference meeting. Two of the students indicated that when they have to have a live conference meeting, they frequently have internet connection problems, thus they prefer screen video recording. Because of the terrible internet connection, one of them mentioned they frequently missed lecturers' explanations regarding the content being presented. Furthermore, one of them noted that it is sometimes difficult for them to plan a live conference meeting because some of them work double shifts. The final question enquires about students' feelings about professors being replaced in class when screen recording video is employed. This question enquires about the importance of professors to students. Despite having watched the video explanation of the subject presented by the lectures, they all claimed that they still require the lecturers. When there is something they do not understand about the subject provided, two of them mentioned they require a question and answer portion. Also, one of them stated that he requires the lecturer's assistance in order to have a more in-depth discussion about the content.

DISCUSSION

According to the findings of this study, students had a slightly positive overall perception of the benefits of using screen video recording in virtual learning. Students' knowledge of the content discussed is improved by screen video recording because they get detailed information from the lecturers' discussion of the material through the video. It agrees with Kokoc, Ilgac, and Altun's (2020) findings on the effects of sustained attention and different styles of video lectures on learning performance. They claim that video learning can help students improve their grades. Furthermore, the majority of students say that the quality of their education has improved and that they can learn more successfully. According to Thomson, Bridgstock&Willes, audio-visual media such as video are progressively playing an important role in education around the world, particularly in the online education environment (2014). It also improves their learning experience and gives them more time and budget flexibility than attending a live video conference.

The findings obtained in the students' responses to the interview back up the preceding remarks. They believe that screen recording video in virtual learning is beneficial to them since they may view it anytime and wherever they want as long as the

video has been downloaded. Surjawo, et al. (2020) stated that virtual learning allows students to dig deeper into the content presented by lecturers because of the flexibility of time and the ability to access it from anywhere. Furthermore, only a high-speed internet connection and a significant capacity are required to download the film. It's not the same as having a live conference call that necessitates a super-fast internet connection. It is summarized by Haryati (2017) that "e-learning delivers the major weakness. The main factor is the internet connection to the server. A poor connection will interrupt the students' and teachers' activities, and it will decrease students' motivation in joining e-learning." Screen video recording allows students to save the videos and can watch them offline, so they do not need to worry to miss the explanation of the material delivered by lecturers. However, the lecturers' existence cannot be replaced although they feel some benefits of screen recording video in virtual learning. Their guidance and assistance are still primarily needed by the students.

CONCLUSION

To summarize, the questionnaire distribution and interview replies revealed that students have a favourable attitude about the usage of screen recording video in virtual learning. It also looks at the benefits that students obtained from using screen video recording in virtual learning, such as improved learning quality, a better learning experience, and the ability to access information at any time and from any location. Teachers, on the other hand, must be present to guide and aid students in their virtual learning. Additionally, instructors' technology competence must be improved, particularly in the area of creating more innovative and interactive movies.

The results were confined to the polled and interviewed students because the study's subjects were only a few students from a single university. It could have different results if the objects were other students from other universities or degree levels. In addition, a future study could look into the opinions of not only students but also teachers or lecturers.

Acknowledgments

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