Students' Responses Regarding the Use of Films in Learning Media during Online Classes in The Pandemic Era

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ABSTRACT

The use of digital media in online learning requires teachers to be more innovative in attracting students' interest. However, the limited interaction and communication causes problems in students' understanding. This will result in passive student responses in online classes if online learning activities are not accompanied by innovative learning motivation. This study aims to help teachers apply a more innovative approach through audiovisual media in films to help students understand issues and create critical thinking expressed through written works. The student response approach to audiovisual learning has achieved surprising findings. Experiential approach Student response combined with the cognitive theory of multimedia learning brings students into a critical understanding of the experiences of fictional characters that are even different from their lives. The findings indicate that students are more interactive and critical in responding to the issues in the film. The use of audiovisual media as digital literature through films is considered effective in developing knowledge, emotional experiences, and increasing students' social awareness. Although some compassionate students have difficulty expressing their emotions, most of them give a positive response in this method. The teacher stated that it took more time to prepare the material. In the interview, the teacher realized the changes in students' attitudes and communication, both verbally and in writing developed.

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1. INTRODUCTION

Currently, the Covid-19 pandemic condition requires the nation's educational activities to switch to the student learning process system. The restrictions on holding face-to-face meetings have forced

many parties to choose distance education alternatives to prevent the spread of the virus. Online distance learning is considered the most feasible medium to do today. Teachers as educators must be ready for these changes. Teachers are challenged to choose and apply good and appropriate learning media to improve student learning outcomes (Abdi, Bachtiar, & Daryati, 2018). This change in the education system raises a lot of expectations from the government in the education system in Indonesia. However, the sudden procurement of online school policies caused some surprising reactions for all parties involved, both students and teachers who claimed to be unprepared.

The use of IT with various new applications in the world of education has a very high impact on enthusiasm. However, both students and teachers have had problems with the online teaching and learning process during the pandemic. In general, students experience obstacles on how to get creative and develop their knowledge, because they lack the motivation to focus on learning in online classes. During SAH (Study at Home) students are more often busy with activities at home, such as sleeping, playing games, and other activities so that they do not focus on completing their assignments. For teachers, the problem is more in the delivery of material. The teacher has difficulty delivering the material freely because there are no face-to-face meetings that are usually held. The second problem is that the teacher does not know whether the material is understood by students due to a lack of interaction. In addition, misconceptions occur in students related to online learning methods dominated by screen sharing and lecture methods causing students to have difficulty understanding the material. The teacher in this case also does not try as much as possible to eliminate misconceptions in students. As a result, the material received becomes increasingly difficult to understand. Existing teaching methods form stressful for students. Therefore, developing an innovative student-centered learning method is expected to attract students' attention to explore their knowledge and creativity in online classes. To make it easier for students to understand nerve impulse material, teachers need appropriate learning media, one of which is to use audiovisual media in the form of films.

The introduction of material using audiovisual media is quite interesting at this time. Millennials generally like audiovisual learning (Wijoyo et al., 2021). The use of smartphones as learning media can be pursued as a means of education for students. Through visual literary works, the problems to be discussed will be recorded through students' memories so that they have a clear picture so that in the discussion session they will have material knowledge to be explored together. This will also be very interesting for students to inspire their creative ideas in responding the works.

By applying Mayer's Cognitive Theory of Multimedia Learning (2001), (Mahmoodi-Shahrebabaki, 2014) found the direct effects of using films and video clips in learning idioms in English to students. Through his research, Mahmoodi-Shahrebabaki developed a language teaching pattern using audiovisual media in secondary schools in Iran. But the method he applied was not supported by the availability of media and the knowledge of the teachers involved difficulties in its development. Unfortunately, they mentioned that the application of this method still has difficulty in implementation. The teacher's lack of time to prepare media and materials in offline classes from the method has been neglected. Therefore, this research tries to re-implement it in online classes combined with other approaches as needed with current conditions. The negative impact on student development is that students are more indifferent or seem dismissive of each task. In addition, students will also rely more on the help of others so as to make themselves less independent. In the end, the condition of students who are less independent will also often make it difficult for parents to direct students to complete each task and responsibility at school (Suttrisno, 2021).

Beach's 1993 study of traditional learning methods states that usually in the classroom educators will only pose a discussion with questions that are limited to "literal memory" questions about "known information" or discussion which is a "reading" where the "procedural appearance" of Each "imitation participation" share experiences. Thus, in understanding the topic before discussion for class preparation, limiting students' experiences in responding to material based solely on the teacher's opinion without re-exploring their knowledge and opinions. This is what makes online

classes less interactive. Louise Rosenblatt in her experiential response theory published in 1938, the media pays attention to student responses as "events" taking into account the social context, and, reflecting social progressivism, will create the liberalizing power of literary experience. Several researchers have proven the effectiveness of audiovisual media in language learning in direct classes. This study was conducted to prove how much the audiovisual media force students in the online class. Thus through literature-based development such as films, it is hoped that it will build creativity, experience and build student critical thinking response. Through Rosenblatt's experiential response theory approach combined Mayer's Cognitive Theory of Multimedia Learning, this study explores students' responses in understanding material in a film to create an interactive learning process in online classrooms and be creative in showing their response in discussion and their opinions in writing. In its application, the film entitled Joker (2019) was chosen as the discussion material. Issues regarding social and psychological disorders that are related to the current pandemic condition can stimulate students' critical thinking patterns. The Joker character is also quite interesting because it is familiar in its animation in the Batman series. So this is expected to trigger student activity to make online classes to be interactive and effective.

2. METHODS

A qualitative approach is used to research design of the study. In this case, the researchers want to analyze student behavior and responses in online class meetings. Through this research, researchers can analyze various factors that motivate students to behave or why they like it or not (Kothari, 2004). Based on (Creswell, 2013), a case study research with a qualitative approach is carried out to explore one bond system (case) or several case systems over time, through detailed and in-depth data collection that involves many sources of information (such as observations, interviews, audiovisual material, student tasks, and reports). The data were taken from the observation result as a passive observer. Then by considering the material in the film, the students' task is also analyzed as students' response in understanding the material in the film that has been discussed. Finally, the student and teacher interview data were also considered for analysis using Rosenblatt's experiential response approach.

This study involved 28 high school students in an online class. In applying the student experiential response approach, the researchers act as a passive observer. The researcher only observes interactions in the online meeting without participating in discussions. At the first meeting, the teacher introduced the material by explaining the general issue in literary works. The teacher introduces the material that will be discussed for the next meeting to build the initial ideas of students. Before the class ends, the teacher then advises students to study the material in a psychological film that the teacher was chosen about the problem of discrimination of the people mental disorder before starting the discussion in the next meeting. In the second meeting, the discussion begins by asking students' opinions about psychoanalytic material in literature. Then a discussion session will take place between students and teachers. The discussion involved a teacher and students with different backgrounds in psychoanalysis. By showing several scenes of the film, the discussion focuses on understanding the question using the question word what, why, and how. Then, students respond to the story in the film by giving their opinion of whether they agree or disagree with what is experienced by the characters in the film. Discussions were conducted through the Zoom Meeting. The Students' activeness, responses, and critical opinions are observed.

Experiential Response Theories are responses referring to works to describe the process of engaging students' experiences in constructing their own "visions" (Langer, 1992). Rosenblatt (1938) admits that students can turn backward and continuously focus on defining the techniques used in a text regarding related experiences. Theories that adopt Rosenblatt's transactional model are open to exploring their responses as reflecting emotions, attitudes, beliefs, interests, etc. Readers also actively seek the kind of engagement that reading provides as cognitively stimulating. Based on Rosenblatt's

transactional theory, theorists have described some specific response processes (Purves & Beach, 1972):

a. Engaged to become emotionally involved, empathetic, or identifying with the text,
b. Building entry into and creating alternative worlds, conceptualizing characters, events, settings,
c. Imaging, creating visual images,
d. Connecting, connecting someone's autobiographical experience with the current text,
e. Evaluate/reflect on assessing the quality of someone's experience with the text.

   After the discussion section, students were asked to respond to the psychological disorders issue in general society, by still referring to the work (the story in the film) that they have watched through an argumentative text. Students are allowed to use visual images or icons in the film to develop and expand their responses. Then, students' tasks are selected by considering students' critical and analytical responses to the film. Five selected students and the teacher were then interviewed to get an in-depth opinion to evaluate the effectiveness the use of films in online language classes in the pandemic era. The students selected based on discussion section and their works. Open-ended questions are used to consider participants' open responses.
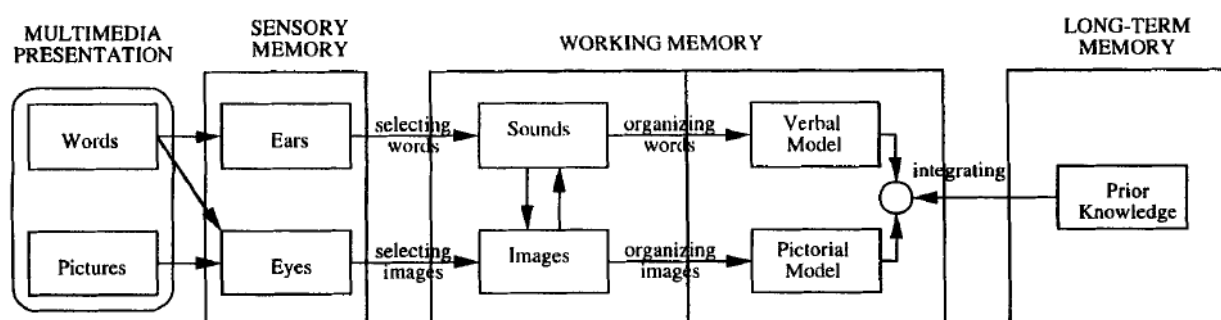

Figure 1. The Cognitive Theory of Media Larning (Mayer, 2001)

   Mayer's Cognitive Theory of Multimedia Learning was used to ensure deeper students' understanding of the material in the film (Mayer, Heiser, & Lonn, 2001). Mayer argues that the audiovisual media presented is processed in two channels of the learner's sensory memory, via ears and eyes. In Figure 1, the narrative enters through the verbal channel via ears and eyes, while animation enters the visual via the eyes. If the learner pays attention to the incoming material, the learner can select relevant words and pictures to further select verbal channels in working memory. In working memory, the learner can organize the selected words into coherent mental verbal and picture models and may mentally integrate verbal and pictorial representations with visual representations and knowledge from prior long-term memory. This integration occurs in working memory following each segmented part of the instruction offered to the learner in a multimedia presentation. So if the theory is combined with experiential student responses, it will trigger emotional reactions, critical thinking, involving empathy, and identification.

3. FINDINGS AND DISCUSSION

   The student response approach method based on experiential response in analyzing the issues in the film showed surprising results. The results of observations showed that students' reactions were more active in the films that were shown. "I think this makes my class more interactive. Students who are always silent begin to ask a lot of questions," said the teacher. In the interaction of students in class, the use of verbal thoughts is better. It aims to encourage students and their responses. Through the film that was shown, each student had several different responses regarding the conditions experienced by the main character. In thinking aloud, one student expresses their opinion to another

student. The other students as the audience responded with reactions that encouraged students to keep thinking hard in response. This will trigger students to think critically. Over time, students who engage in thinking aloud find that they gain increased confidence in the legitimacy of their subjective perceptions (Lytle, 1982). This belief encourages students to express opinions in discussion sessions.

Involving students with literary works indirectly will also involve a variety of different subjective experiences, emotional reactions, associations, interactions, empathy, and interactions. Students get a higher sense of this emotion by paying attention to their own feelings experiences with the text (Bleich, 1975). In their argumentative essays, some students' express new experiences they can get related to social issues and symptoms of psychological disorders experienced by the main character. but there were also other students who said that this film reminded him of a trauma he had experienced. They may realize that they are worried about the disaster the characters in the film are experiencing. "It's quite outrageous to see the discrimination that Arthur has endured. It's okay to be crazy in a city environment that is also crazy", students argue in their argumentative text. This shows that responses lead to cognitive understanding. A student's Subjective Criticism describes a subjective paradigm. Learners define knowledge by how they continually respond and collectively negotiate meaning in certain circumstances with other people. In this condition, student A is seen to be very opposed to the discrimination in the film. Following their cognitive experience, students enter into an inner dialogue between their experiences with the text and their conceptual framework. Dialectical between personal experiences and sharing public knowledge leads to a change in perception. In the discussion section, a student asked what he would do if he was in a situation like the character in the film would do. Student A replied, "maybe I will take a gun and kill those who bullied me". Several other students responded by expressing their agreement. Negotiation occurs best with the other person proposing a response, thereby changing the personal experience of collectively negotiated shared knowledge. The issue of discrimination that is quite harsh provokes empathy and students' critical thinking patterns. From the results of the discussion, students' initial responses will be negotiated and there will be "uniformity". it is related to the disapproval of discrimination. This statement tries to objectify, which initially each student thinks for himself until finally discussing with other students openly and then agreeing with the opinions of other students, this is also called affective-perceptual experience.

Through student work, some students admitted that they had difficulty expressing their feelings about the context being discussed. (Bleich, 1975) and Flynn (1983) have found that one reason for this is that students, especially boys, often adopt an objective and detached attitude, thereby expressing feelings. Some students feel reluctant to express their opinions not because they do not have ideas, but because they are reluctant to express their opinions. Another reason is often experiencing anxiety with a focus on aspects of subjective responses, Students who have no experience or cognitive thinking about the problem. In this case, the discussion before writing the argumentative text seemed to give feedback to help students understand a problem and think freely in criticizing the problem. The topic of discussion that is quite familiar and encouraged by students' interest in the characters discussed will trigger them to think critically regarding the obstacles and issues that the character is experiencing. In addition, connecting the topic with current conditions is also an effort to attract students' opinions in expressing their opinions. The activeness of students in using vocabulary and language is a consideration for teachers and researchers in this regard, as well as their written works.

After 5 works were selected, interviews were conducted to understand the opinions of teachers and students directly in the application of audiovisual media in online classes. Several questions were asked to attract discussion between researchers and resource persons. The questions include:

a. What is your opinion about the use of the film in learning media in your classroom?
b. Do you think the material presented in the film is quite relevant to your subject?
c. What do you think about the differences in students' mindsets in responding to the material before and after using the film?

d. Can the application of audiovisual media help you in improving your skills in thinking, listening, speaking, or writing?

e. Do you agree that the use of audiovisuals through films can be applied to your teaching in every meeting?

The results of the interviews showed that the students and teachers were excited about the application of film in their classrooms. This shows a new motivation for students. but the application of this film is not good when it is done every week, because the teacher believes that this can cause students to be weaker in their reading. Visualizations in films expose students to alternative ways of understanding the world. In the interview, Student B answered, "The visualization of the dim lighting in the film triggers the audience about the concern and gloominess of the main character's life". They can then draw between their own experiences and worldviews. The teacher said, "The visual depiction in the film helps students feel the harshness of the life of a person who is discriminated against by society". After experiencing a world completely different from a fictional film, they begin to understand their world through different eyes, and in some cases, this can be threatening. So, instead of using perspective, students may be rigid about perspective, attitude, and self-confidence.

This refers to when students impose their attitudes and value assumptions, indicating that characters should or should not do something according to their real-world assumptions (Beach, 1993). Visual representations are more likely to attract attention because of the desire to share considerations about how the composite image affects emotional and intellectual use. From here, the audience will learn more about understanding the character's character based on the perception obtained from the character's interaction with other characters. These icons serve as visual cues to encourage students to talk about responses. Share their experiences visually. Students can also explore their engagement responses by solving semantic differential scales (Anderson & G, 1991). They can describe their perception of the character.

In his interview, Student B stated that "This film was good enough for me to experience the life of a crazy, arbitrary and repressive character". Affective experience leads to a cognitive understanding of the text. (Steig, 1991) advocates linking personal, autobiographical experiences with texts. Student E believes that a film with a very strong issue will cause vulnerability in my character and also in my attitude towards society. This study found that associating students' experiences with characters in films can influence the development of students' character in the future. (Beach, 1993) reveals an engagement with literature as part of life, part of our personal lives, and also appears to be part of the lives of others around us, all of you. Therefore, the teacher must also actively sort out visual material in finding the type of engagement given from the narrative as something that stimulates students' cognition.

It is feared that errors in sorting material in online classroom visual learning with minimal interaction will trigger students' emotional feelings about the urgency of taking power, especially in terms of challenging the system. mistakes in choosing a spectacle for children will affect their intellectual development. in this case, the teacher must be more critical in understanding the material needed by students when it will be applied in teaching. The selection of the right audiovisual or film material will make students experience the right emotions. (Suleiman, 1980) argues that readers gain insight into the reality of being human, what it means to be vulnerable or anxious and to care about others. Victor Nell (1988) states that studying student responses in films is more than just a form of escape. It also serves as a means of intensifying students' cognitive and emotional experiences and intensities as a special way of perceiving or assessing reality. In this case, students will learn to explore their interests beyond their intellectual understanding and experience. So that a social gap will be minimized with the open mindset of students.

4. CONCLUSION

In the pandemic era, innovative learning methods are needed to increase student enthusiasm for learning. The use of films is considered quite useful in attracting students' interest in understanding

the material and interactions in online classes. These ways of expressing open responses can also encourage students to explore some of the strange, unsettling, very enjoyable, and even contradictory perspectives of literary experience. By involving students' emotions, cognition, and memory, language teaching using audiovisual media is enough to attract students' attention. The selection of the right film genre for students also affects their cognitive memory. The selection of the right audiovisual or film material will make students experience the right emotions.

In short, most students are excited when the teacher introduces this media in their classroom learning. Some students showed Have a good skill in retail and expressed their arguments but some of the got the difficulties. Unfortunately, the prescribed method of response often undermines these disturbing aspects of literature. Because open responses have ignored some of the rules of literary analysis. It is hoped that further research with the same theme can develop audiovisual-based learning media that is made more optimal if teachers as educators can provide innovation and creativity in teaching so that the learning process becomes varied. And students and teachers must be involved in various roles in the utilization of audio-visual sources at all levels of education.

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