

Training On Making Learning Videos For High School Students To Improve Critical Thinking Skills

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ABSTRACT

Critical thinking is an important skill that students must possess in order to objectively analyze learning issues and make decisions about learning. Critical thinking can be enhanced through the creation of educational videos relevant to Catholic religious education. The goal of this training is to conduct a workshop on creating educational videos for students to improve their critical thinking skills. To achieve this training goal, the community service program involving faculty and students is designed in five sessions: 1. Training socialization. 2. Explaining the concept of improving critical thinking skills through training on creating educational videos. 3. Training on creating educational videos. 4. Practice creating Catholic Religious Education (PAK) instructional videos. 5. Evaluation of the training implementation to assess the students' knowledge development. The training on the creation of educational videos includes the collection of feedback from the participants on the video creation process in order to improve the critical thinking skills of the students. The goal of this training is for students to be able to create educational videos that enhance their critical thinking skills. The impact of this training is that students will gain knowledge about creating educational videos and show an improvement in critical thinking skills in the process of creating engaging videos that are consistent with the characteristics of PAK learning.

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INTRUCTION

The demands of learning in today's technological age are to cultivate students' potential through the development of critical thinking skills (Azizah et al., 2021). These demands are in line with the goals of 21st century education, which include critical thinking skills (Azizah et al., 2021). Critical thinking skills are urgent for students and are a priority to teach in the classroom (Susanti et al., 2022). Critical thinking is a way of thinking that has a high curiosity about information or something that is heard to find out the truth of the information. Critical thinking is a detailed thinking process that requires not easily believing in information before it is properly checked (Azizah et al., 2021).

Mastering critical thinking skills is a challenge for teachers in carrying out learning to be able to improve students' critical thinking skills. Teachers are required to be able to prepare learning with the use of learning media to motivate students to think critically (Azizah et al., 2021). In addition, teachers are required to master extensive knowledge so that the learning materials taught are interesting and easy to understand for students who learn by empowering literacy to build students' critical thinking (Syofyan et al., 2019). The way that teachers can do in educating students to have critical thinking skills in today's technological era is to nurture students' basic intelligence in the process of learning implementation. Mastering critical thinking skills is fundamental for students because through these skills, students can be reasonable to live in the era of globalization and not be left behind (Juhji, 2018).

One of the learning media that teachers can use in training students' critical thinking skills is through making learning video media. The use of learning video media in learning can attract students to learn because it is not boring. The attraction of students to learn is one way to educate students to master critical thinking skills through the use of learning videos.

Video media is one type of audio-visual media that is able to show a living object with sound right like a picture (Yuanta, 2020). Learning videos are media that can show images and sound together (Aliyyah et al., 2021). The use of learning video media is very interesting because it can show images along with sound so that it can improve critical thinking skills (Eka et al., 2022). The use of learning videos allows students to learn without being limited by time so that it can improve students' critical thinking skills in learning (Mirawati et al., 2021). The use of video media in learning is effective in improving students' critical thinking skills (Septi et al., 2022).

Making videos to improve students' critical thinking skills in learning is one of the demands of the independent curriculum. The independent learning curriculum that has been used in Senior High Schools also emphasizes the ability to think critically in students in learning. The impact of the establishment of an independent curriculum in education is an increase in students' ability to think critically which is carried out through daring to give opinions, investigate and analyze the learning topics being studied (Syahbana et al., 2024). The establishment of an independent curriculum in schools is an effort to instill 21st century skills in students through education and one of them is critical thinking as a provision in facing the challenges of a very complex globalization era (Lubis et al., 2023). The independent curriculum is a tool to empower students to learn in the modern era to be able to master 21st century skills, especially critical thinking skills in senior high school (Hanipah et al., 2023).

The low critical thinking skills of students in the 21st century will make it difficult to live in the current technological era. So the ability to think critically needs to be overcome with various training activities. Training that can be done to overcome these obstacles is training to improve students' thinking skills through making learning video media for students and teachers. The use of video media in learning can improve the learning ability of participants, which is certainly the ability to think critically (Krisnita et al., 2022). The use of learning video media in learning will make it easier for students to absorb learning (Setiawan et al., 2023). Learning media can help students improve critical thinking (Mawardani et al.,

2022). This is in line with the findings of various experts who found that critical thinking can be taught and needs training to master it (Azizah et al., 2021).

The reality of Santa Maria Kabanjahe High School students is that there are still many who have not mastered critical thinking skills in the implementation of Catholic Religious learning. The lack of understanding of students in mastering critical thinking skills is due to the lack of assistance and training provided to students so that students' mastery of critical thinking skills is not optimal. Therefore, this Community Service (PKM) activity was initiated with the aim of providing training to students, especially in learning Catholic Religious Education at St. Maria Kabanjahe High School through making learning videos.

Referring to the description of the partner's problems, the community service team of Santo Bonaventura Pastoral College Delitua Medan seeks to improve critical thinking skills through training in making learning videos for Catholic Religious Education for high school students of Santa Maria Kabanjahe. This training session focuses on improving critical thinking skills through training in making learning videos according to the context and needs of students (Tibo et al., 2022). The purpose of this community service activity of lecturers and students of the Pastoral College of Santo Bonaventura Delitua Medan is to help students of St. Maria Kabanjahe High School and students in making Catholic religious learning videos so that students' critical thinking skills increase.

METHODS

Catholic Religious Education teachers at Santa Maria Kabanjahe High School have identified a number of challenges in improving students' critical thinking skills in Catholic religious education. The implementation of this community service is one of the steps to overcome and respond to these challenges. The activity of improving critical thinking skills through training in making learning videos for Catholic religious education was attended by thirty-five participants, namely students. The implementation of this activity was carried out in three stages, namely preparation, implementation and evaluation of the implementation. This community service activity for teachers and students was conducted at St. Maria Kabanjahe High School on August 23 and 24, 2024. The purpose of this activity is to find out how students' critical thinking skills in PAK learning. Using a questionnaire instrument, the team measured the percentage of students' understanding of critical thinking skills through training in making learning videos. Students' knowledge of critical thinking skills will be assessed through a questionnaire developed using indicators that measure this knowledge. The community service team of faculty and students used a Likert scale to analyze participants' responses. One way to find out how people feel about a social issue is to use a Likert scale (Pranatawijaya et al., 2019).

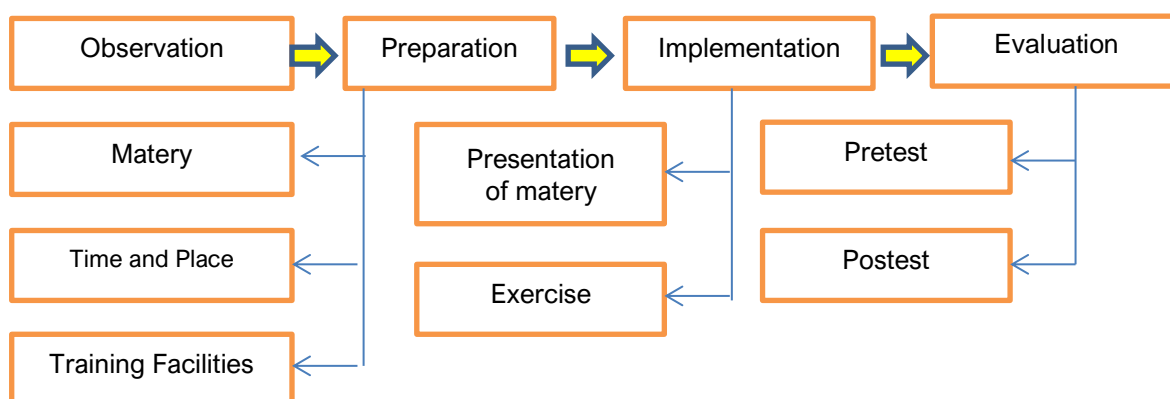


FIGURE 1. Flowchard of method. Source: Author's 2024

RESULTS

The training conducted at Santa Maria Kabanjahe High School aimed to improve students' critical thinking skills through the creation of learning videos. This approach aligns with several studies that have explored the relationship between video-based learning and critical thinking development. Snelson (2011:18) found that the use of instructional videos can enhance students' engagement and promote higher-order thinking skills, suggesting that well-designed learning videos can stimulate critical thinking by presenting complex concepts in a visually appealing and easily digestible format. Mayer and Moreno (2003:45) proposed the cognitive theory of multimedia learning, which posits that the combination of visual and auditory information in learning videos can facilitate deeper understanding and critical thinking, supporting the idea that creating learning videos can help students develop critical thinking skills by actively engaging with the content.

Rasi and Poikela (2016:67) conducted a systematic review of research on video-based learning and found that it can promote reflective thinking and metacognitive skills, both of which are essential components of critical thinking, suggesting that the process of creating learning videos, as implemented in the Santa Maria Kabanjahe High School training, can indeed foster critical thinking skills. Woolfitt (2015:23) investigated the impact of student-generated videos on learning outcomes and found that the act of creating videos can deepen students' understanding of the subject matter and enhance their critical thinking abilities, supporting the approach taken in the training, where students actively participated in the creation of learning videos. While these studies provide evidence for the potential of learning videos to improve critical thinking skills, it is important to note that the effectiveness of such interventions may vary depending on factors such as the quality of the videos, the level of student engagement, and the specific subject matter, and further research is needed to determine the long-term impact of the training conducted at Santa Maria Kabanjahe High School on students' critical thinking skills.

DISCUSSION

Preparation Stage

In this preparation stage, the community service implementation team, namely lecturers and students of St. Bonaventura Pastoral College Delitua, conducted a direct survey to the location of the partner school. The purpose of the survey was to clarify the data that had been obtained previously from partner schools. Based on the survey conducted by students, it was found that students' critical thinking skills in learning Catholic religious education at St. Maria Kabanjahe High School still have several obstacles. These obstacles include students having difficulty making learning videos using critical thinking skills according to the topic to be discussed. Based on these difficulties, a community service team consisting of lecturers and students of the Pastoral College of Santo Bonaventura Delitua Medan was organized with the aim of providing training to students and teachers regarding improving critical thinking skills through making Catholic religious learning videos. The findings of an interview with one of the Catholic religious education teachers at St. Maria Kabanjahe High School suggest that our students have been trained to make learning videos according to the topic to be studied. In the selection of these videos our students still do not use critical thinking skills in making these videos. They tend to only video the material as contained in their respective package books. Furthermore, by coordinating with the religious education subject teacher, the community service team of the Pastoral College of Santo Bonaventura Delitua Medan prepared the necessary equipment, training materials, location and time of the community service in the form of training. The next task is to develop a schedule and materials for training critical thinking skills through making Catholic religious learning videos. Learning resources that will be used in training to

improve critical thinking skills through making learning videos for Catholic religious education. Furthermore, the topic to achieve the improvement of students' critical thinking skills through making learning videos is designed in the following table.

TABLE 1. Training materials on improving critical thinking skills through making learning videos

Number	Matery	Number of Meeting Hours
1.	Critical Thinking	2
2.	Critical Thinking Indicators	2
3.	Strategies for Improving Critical Thinking Skills	2
4.	Learning Video	2
5.	Practice making learning videos	6
6.	Evaluation of learning video making practice	2

Implementation Stage

After the preparation stage is complete, the implementation stage is continued. In the implementation stage, the team of community service lecturers and students of the Pastoral College of Santo Bonaventura Delitua Medan first distributed pretest instruments to students and Catholic Religious Education teachers as training participants to obtain an initial picture of the participants' understanding of increasing thinking skills using the making of Catholic Religious Education learning videos. Furthermore, the pretest instrument that has been done by the participants is processed by the community service team of lecturers and students of the Pastoral College of Santo Bonaventura Delitua Medan to determine the level of understanding of the participants regarding the ability to think critically through making Catholic religious learning videos. Referring to the results of the analysis of the participants' pretest instruments, it can be concluded that the participants did not fully understand the improvement of critical thinking skills through the making of Catholic religious learning videos. The conclusion is obtained from the answers of the participants on 10 question items in the pretest instrument. The answers of the training participants can be seen in the table below.

TABLE 2. Participants' Knowledge Questionnaire on critical thinking skills through video making

Number	Question	Not knowing	Know enough	Knowing	Very knowledgeable
1.	What is your knowledge of learning videos?	85,71	8,57	5,71	0
2.	What do you know about the ability to think on your feet through video production?	94,28	2,85	2,85	0
3	How do you know how to make videos to improve critical thinking skills?	77,14	17,14	5,71	0
4.	What is your knowledge of critical thinking skills?	91,42	5,71	2,85	0
5	What is your knowledge about developing critical thinking skills in PAK?	97,14	2,85	0	0
6	What is your knowledge about video production to improve thinking skills in PAK?	88,57	8,57	2,85	0
7	How do you know how to develop critical thinking skills in learning Catholic religion?	82,85	14,28	2,85	0

Number	Question	Not knowing	Know enough	Knowing	Very knowledgeable
8	How does your knowledge relate critical thinking skills to the making of PAK learning videos?	91,42	11,42	2,85	0
9	What is your knowledge about critical thinking skills and video production in PAK?	97,14	2,85	0	0
10	What is your knowledge about the implementation of learning by using learning videos to have critical thinking skills?	91,42	8,57	0	0

Based on the data in table 2, it is obtained that the initial knowledge of St. Maria Kabanjahe High School students as trainees regarding improving students' critical thinking skills through making Catholic Religious Education learning videos, namely 89.10% of students do not know about improving critical thinking skills through making Catholic Religion learning videos. Furthermore, for the aspect of not knowing, a value of 8.29% of students do not know that critical thinking skills can be done through making learning videos. Next, for the aspect of knowing, a value of 2.57% of students know that critical thinking can be improved through making Catholic religious education learning videos. Finally, for the aspect of knowing very well, a value of 0% of participants really understand that critical thinking skills can be improved through making learning videos for Catholic Religious Education in learning.

Next, students participated in training to improve critical thinking skills through making learning videos over a continuous period of three weeks. The training was conducted in the form of face-to-face meetings and group discussions. The final activity of community service for lecturers and students of the Pastoral College of Santo Bonaventura Delitua regarding improving students' critical thinking skills through making learning videos for Catholic religious education in senior high schools was carried out by giving a posttest to participants to obtain an overview of the participants' knowledge of the material that had been presented in the training. The results of the analysis of pretest and posttest data are presented in the following diagram.

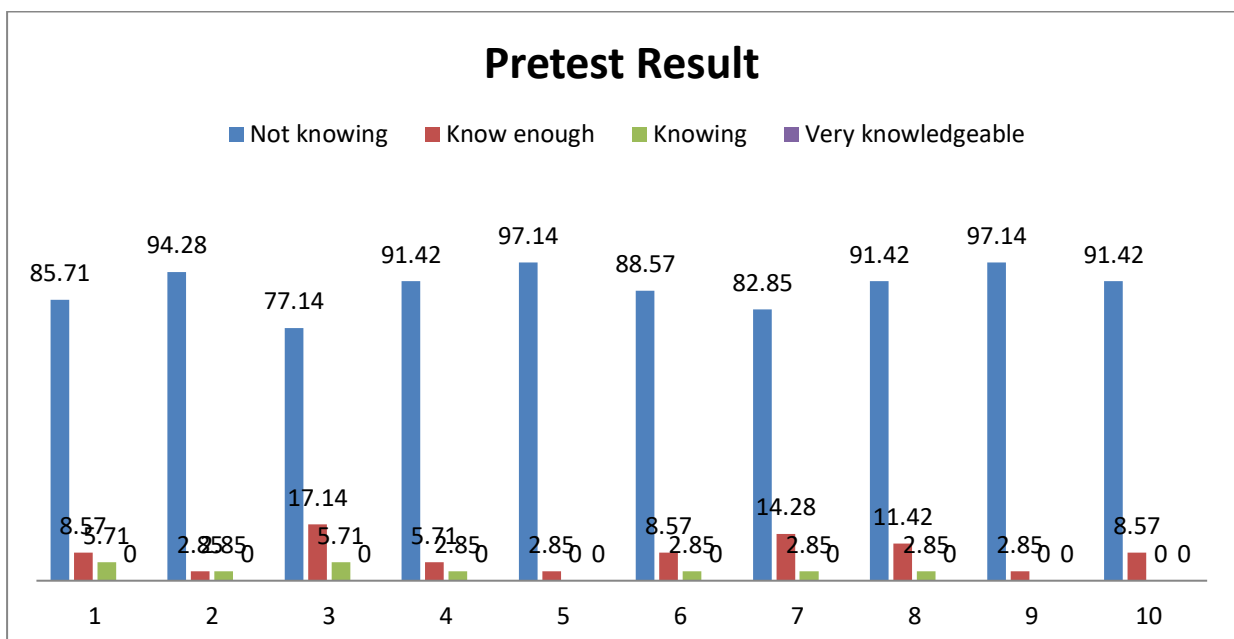


FIGURE 2. Pretest Results Diagram

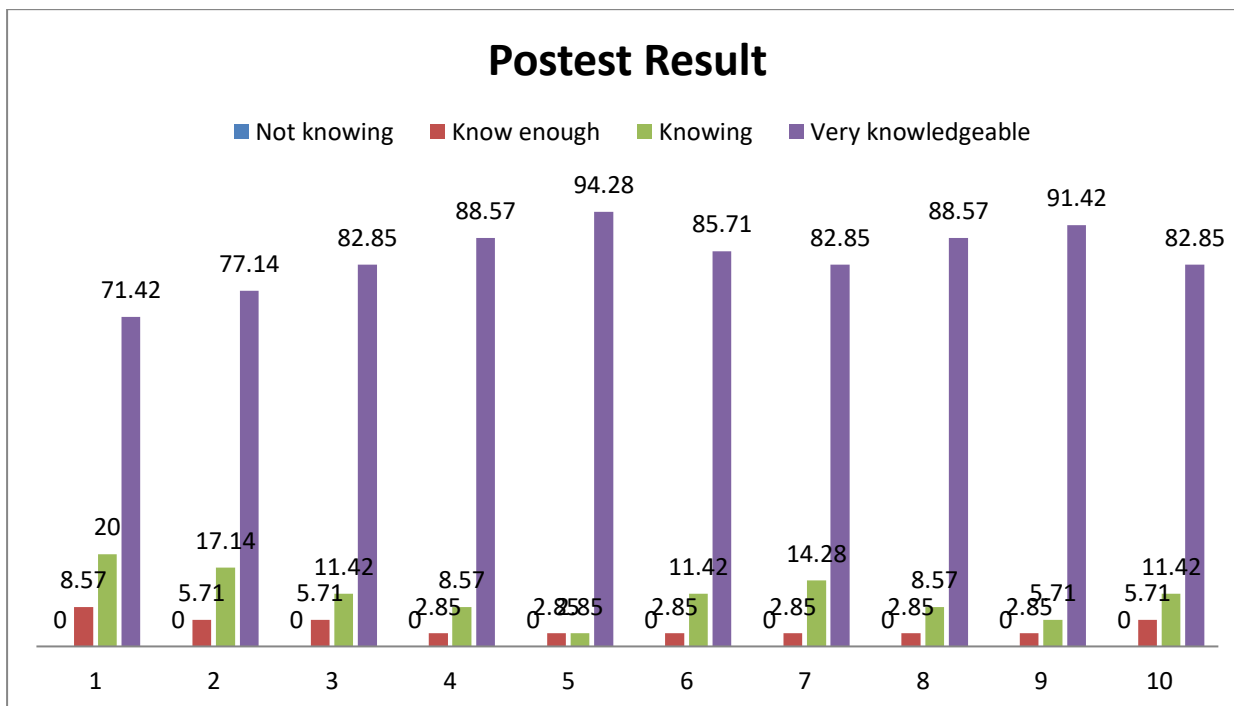


FIGURE 3. Posttest Results Diagram

Based on the results of the analysis of the posttest instrument of Santa Maria Kabanjahe High School students regarding improving critical thinking skills through making learning videos, it was found that there was an increase in students' understanding of improving critical thinking skills through making learning videos. Referring to the results of the video-making training, it was found that the aspects of knowing and knowing very well experienced a significant increase. The level of knowing the trainees about improving critical thinking skills through making learning videos with a value of 11.38% and very knowing is at a value of 84.56. Based on the results of the analysis of the pretest and posttest of the trainees, it can be concluded that the activity of improving students' critical thinking skills through the loading of learning videos for Santa Maria High School students has a very positive impact on the students.

Evaluation Stage

Once the implementation phase is completed, the evaluation phase will follow. In the evaluation stage, the community service team of the Pastoral College of Santo Bonaventura Delitua Medan evaluates the implementation of the activities in order to get an overview of the community service that has been carried out. In order to carry out the evaluation phase, the community service implementers of the Pastoral College of Santo Bonaventura Delitua Medan distributed questionnaires to the students of the Santa Maria Kabanjahe High School to be filled in by all participants. The questionnaire was distributed to see the participants' assessment of the implementation of the community service activities in terms of the speakers, the content of the material, and the benefits of the training that was carried out for the participants. Referring to the data on the results of the response of students as participants to the resource person is very good with a value of 95.71%. Furthermore, for the value of increasing the participants' understanding of the training material provided by the Community Service Team of the Pastoral College of Santo Bonaventura Delitua Medan, the participants gave a score of 98.46%. The usefulness of the training provided by the Community Service Team of the Pastoral College of Santo Bonaventura Delitua Medan is very high for the participants with a score of 100%. Based on the results of the questionnaire obtained from the students of Santa Maria Kabanjahe High School, it was found that the

training conducted by the Community Service Team of the Pastoral College of Santo Bonaventura Delitua Medan was very useful for the students of Santa Maria Kabanjahe High School in improving critical thinking skills through making learning videos. The data from the processing of the questionnaire on the implementation of the activity are contained in the table below.

TABLE 3. Questionnaire of Teaching Module Development Training Activities

No.	Question	Strongly Agree	Agree	Disagree	strongly disagree
1.	Interviewee Assessment				
	The material presented is in accordance with the training objectives	97,14%	2,85%	0%	0%
	The material is presented in simple, concise, clear and understandable language.	94,28%	5,71%	0%	0%
	The presentation of the material is assisted by examples that can make it easier for participants to understand	94,28%	5,71%	0%	0%
	The resource person can give feedback appropriately	97,14%	2,85%	0%	0%
2.	Improved understanding of training materials				
	After this training, I have a better understanding of improving critical thinking skills through training in making PAK learning videos.	97,14%	2,85%	0%	0%
	After this training, I understand more about critical thinking through video-making training.	100%	0%	0%	0%
	After this training, I have a better understanding of how to improve critical thinking skills in PAK.	100%	0%	0%	0%
	After this training, I have a better understanding of the principles of developing critical thinking through making videos for PAK learning.	97,14%	2,85%	0%	0%
	After going through this training, I have a better understanding of improving critical thinking skills through training in making PAK learning videos.	100%	0%	0%	0%
3.	Training Benefits				
	This training can increase my knowledge about improving critical thinking skills through training in making PAK learning videos.	100%	0%	0%	0%

No.	Question	Strongly Agree	Agree	Disagree	strongly disagree
	This training can help my knowledge on how to improve critical thinking skills through training in making PAK learning videos.	100%	0%	0%	0%
	After attending this training, I am more enthusiastic about developing critical thinking skills through training in making PAK learning videos.	100%	0%	0%	0%
	Training supports my knowledge improvement	100%	0%	0%	0%

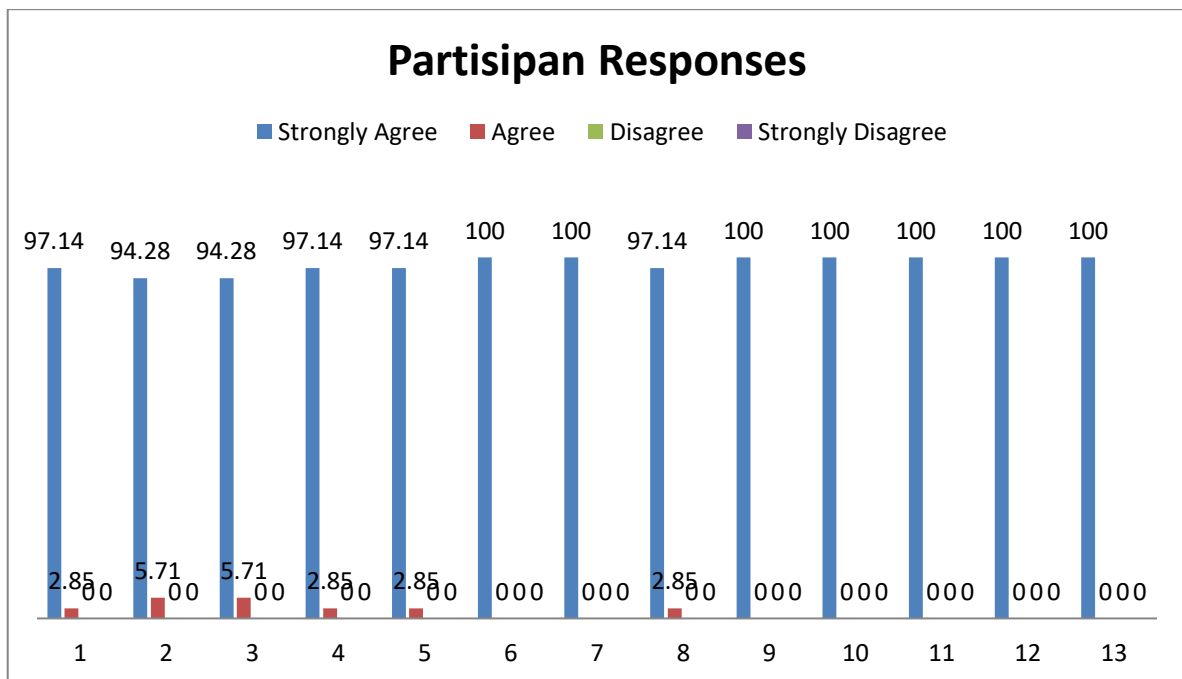


FIGURE 4. Trainee response results Diagram

CONCLUSIONS AND RECOMMENDATIONS

In regard to the implementation of training to enhance students' critical thinking abilities through the production of educational videos at Santa Maria Kabanjahe High School, the following conclusions can be drawn:

- The implementation of training to improve students' critical thinking skills through the creation of learning videos at Santa Maria High School has been aligned with the needs of students as participants.
- The students, in their capacity as trainees, have acquired knowledge and experience in both the theoretical and methodological aspects of critical thinking through the process of producing learning videos.
- The students of Santa Maria Kabanjahe The high school gained experience in making learning videos in Catholic religious education.
- The students and teachers participated enthusiastically in the training on improving critical thinking skills through making learning videos for Catholic Religion.

- The community service team of lecturers and students of the Pastoral College of Santo Bonaventura has set a schedule for the implementation of training activities.
- Collaborative training activities are carried out to provide knowledge to Santa Maria High School students with critical thinking material and making Catholic Religion learning videos according to learning topics.

It is imperative that the students of Santa Maria Kabanjahe High School apply the knowledge gained from the training in the implementation of learning in the classroom. This will enable them to develop critical thinking skills that have been obtained through the production of learning videos aligned with the learning topics to be implemented in Catholic religion learning.

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