

What Do Tourism Students Think about the Video Project?

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Abstract. This paper endeavors to examine perspectives on project-based learning implemented through making promotional videos among Indonesian vocational college students. Using a descriptive study, this research taps further into the applications/software the students used to finish their project in the English course. Involving 33 students from Tourism Business Management Study Program, this study used an open-ended survey to collect the data. Reflecting upon the findings, it was found that the students think that making promotional videos as part of project-based learning in their English course promotes creativity, productivity, communication skills, confidence, digital literacy skills, media literacy skills, learning autonomy, and employability skills. This study highlights the importance of promotional video-making activities for vocational college students that will lead to employability skills, which will be useful for students' future careers.

Keywords: Project-based learning; promotional video; vocational students; tourism students

INTRODUCTION

English proficiency is a specific prerequisite for vocational school graduates seeking employment opportunities (Muntiningsih, 2015). A successful ESP course designed encompasses English lessons that are relevant to their specific job requirements (Lin et al., 2021). Vocational students prioritize practical experience over theoretical knowledge during their studies, dedicating more time to hands-on training (Mutiaraningrum et al., 2022). Hence, the teaching and learning for vocational students should consider practical knowledge that may support students' future careers.

Video making has been popular since the enforcement of policy for the implementation of project-based learning throughout polytechnics in Indonesia. The technology supporting students to make videos is becoming easier to get as applications for video making are everywhere to download and free. The accessibility of uncomplicated digital technology, including complimentary video editings software like iMovie, YouTube, and Movie Maker, along with devices equipped with video recording capabilities such as mobile phones, laptops, iPads, and so on, presently enables us to conveniently integrate video production as a tool for both learning and assessment purposes (Speed et al., 2018). Video making enables students to learn English through project activities such as making videos since today's students are familiar with social media and software/applications for video editing.

This study seeks to reveal tourism students'

perception of the implementation of project-based learning in terms of making promotional videos. The study focuses on the students' perspectives on the benefits of participating in video production projects and the specific software used to create these videos. The purpose of this study is to add to the current body of knowledge by putting light on the preferred software applications used by students and the benefits they gained from their involvement in video production.

METHODS

Following literature suggesting the importance of video-making ability among students, particularly tourism students, we carried out an open-ended survey of 33 students from the Tourism Business Management Study Program. The students were in their fifth semester. Therefore, they have experience with video projects in English courses as well as other subjects. Specifically, we intended to determine what students think about the advantages of the use of software/ applications during their English course projects.

Students' answers from the open-ended answer were analyzed using thematic analysis. The answers were analyzed for the pattern. The common themes become patterns. They were identified and interpreted to draw a conclusion.

RESULTS AND DISCUSSION

The students provided details regarding the software and applications they employed for

video production. The applications they used can be used on smartphones. Students can mention more that applications that they frequently used. Figure 1 displays the applications the students used during the project.

Most students used Capcut and Kinemaster. Since they were in one class, they might share the same knowledge and interest in particular applications for video editing. This explains the uniformity of the applications used by the students.

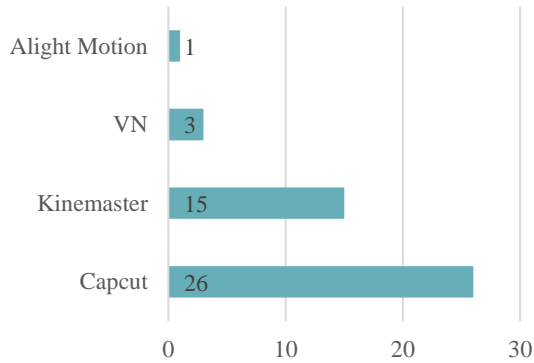


Figure 1. Applications for Promotional Video Making

Table 1 shows the themes found in students' open-ended surveys. After the analysis, there

were seven themes found. These findings reflect the students' perception following their engagement in the promotional video production project. The themes involved creativity, productivity, communication skills, confidence, digital literacy skills, media literacy skills, and employability skills.

Table 1. Students' Perception on Video Project

No.	Theme	Occurrence
1	Creativity	8
2	Productivity	4
3	Communication skills	19
4	Confidence	23
5	Digital Literacy Skills	28
6	Media Literacy Skills	12
7	Employability	5

The majority of students expressed that video production contributes to the enhancement of their digital literacy skills, communication skills, and confidence. The remaining themes identified in the students' responses were the most commonly recurring themes.



Figure 2. Students' Perception on Video Project

Creativity

Video production among students supports

their creativity (Connolly, 2014; Hafner, 2015; Henry, 2022; Snelson, 2018; Speed et al., 2018). Previous studies conducted by Lin (2020)

describe that the exhausting process of video production contributes to the success of video making. A student stated the following:

We need to think of the color, filter, lighting, camera angle, and appropriate sound to make the more interesting. S-17

In the process of video making, students should plan the storyline, the properties, the setting, the conversation, composition, lighting, timelapse, and sounds as well as other elements to create the most realistic portrayal of their ideas. This requires their ability not only to plan but also to discuss and collaborate on the plan with their peers to ensure that everyone knows their duty during the promotional projects. The critical thinking skills exhibited by students during the project reflect their creativity to realize something in their minds

Productivity

When adequately strategized and executed, the digital workplace offers more efficient work methods, enhances productivity, and boosts employee involvement (Attaran et al., 2019). A student reflected:

We try different applications and we made different works. We ended up making more videos. S-3

In the future, the accessibility of technology is expected to enhance the efficiency of students as they transition into the workforce.

Communication skills

Proficient communication abilities constitute a significant aspect of the essential professional skills for students specializing in the field of tourism. Previous studies reveal that video-making improves students' communication skills, with varied methods such as video recordings (Guo, 2013; Kurniawati et al., 2019) or presentation (Siller et al., 2018). A student describes:

We discuss the plan together. We should reach a decision which is agreed upon by all members.

Students should be able to communicate their ideas to be clear enough for their friends to understand. They should have the ability to

discuss and respect their friend's opinions. Thus, they honed their communication skills during the project.

Confidence

The ability to talk on camera is important. Particularly when students enter the workplace, they are going to have moments when they need to talk via webcam or do presentations in English. The confidence in speaking, body language and verbal communication, and eye contact, through recording to avoid webcam insecurities will help students do better in their future job. Students described:

To talk on camera, especially using English, I need to memorize the script and practice a lot. It was not a one-take recording; however, I was satisfied with the results. S-25

This corroborated a study conducted by Hobbs et al. (2013) that through the creation of presentations, internet blogs, videos, podcasts, and other forms of expression and communication, students gain confidence in utilizing their voices to investigate the interconnectedness among information, knowledge, and authority.

Digital Literacy Skills

Video production provides a means for students to acquire content-specific knowledge while concurrently cultivating technological skills that are regarded as crucial in modern society (Snelson, 2018). Media education equips students with the necessary skills and knowledge to navigate and thrive in a digitally-mediated society, while also aligning more effectively with the digital literacy practices prevalent in non-academic settings (Hafner, 2015). Some students share their views:

I get to know applications for video making. However, it was not enough, I learn how to crop the images and short videos to be inserted in our video. The same happen when we wanted to insert the voice. Then, we downloaded many applications. S-25

We try different applications and we made different works. We ended up making more videos. S-3

From downloading one application,

students keep downloading other applications that can support their video production. It makes them familiar with applications to edit videos, images, and sounds. This helps students to familiarize themselves with the abundance availability of applications and helps them understand how to select the most appropriate application that best suited their needs.

Media Literacy

Media literacy encompasses the practice of multimedia production, wherein students acquire the skills to craft messages using various forms of media and technology. When composing with images, language, and sound, students must carefully contemplate factors such as the intended audience, purpose, genre, form, and context (Hobbs et al., 2013). A student revealed:

I needed to plan how to combine all media we collected to produce a video that interest people.

Friesem (2019) describes that during project-based learning, students developed literacy competence in terms of accessing, analyzing, creating, reflecting, and acting media. Hence, students make a crucial decision in selecting the media involved in their video production. This requires students' awareness and consideration of how the choice of media will affect their final products.

Employability

Students learn English through video production in authentic and meaningful ways. Through the development of captivating characters and narratives, as well as the utilization of mobile devices and user-friendly video-editing software, students can actively participate in genuine self-expression in a significant and fulfilling manner (Henry, 2022).

I think promotional videos will be useful for me in the future since the best way to introduce our tourism destination is through video.

The video making project was regarded as significant in terms of equipping learners with the necessary competencies to adapt to an evolving profession that demands proficiency in digital media platforms and communication technologies (Snelson, 2018).

All in all, this research demonstrates that

students hold positive views about their project on making promotional videos. These findings are in line with previous studies indicating that video production provides students with motivational affordances (Choi & Behm-Morawitz, 2020; Henry, 2022) and facilitates the development of multiliteracies (Ranker & Mills, 2014). Moreover, the project encourages students to become critical thinkers as they exhibit higher-order thinking skills throughout the stages of planning, executing, to evaluating the project together with their friends. Furthermore, since the projects were conducted in groups, students also fostered collaborative and communication skills.

CONCLUSION

This study reveals that students made promotional videos using mobile applications such as Capcut, Kinemaster, VN, and Alight Motion. Students view promotional video project as advantageous in terms of fostering their creativity, productivity, communication skills, confidence, digital literacy skills, media literacy skills, and employability skills. This research signifies the endorsement of incorporating video projects, particularly among tourism students since it not only assists students throughout their studies but also equips them with skills relevant to the workforce.

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