Happy Teaching Video: A Recommendation for Happy Learning in Accounting

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Abstract: Due to the worsening Covid-19 pandemic, the world of education has adopted distance learning to realize social distancing and reduce the intensity of population mobilization. The presence of various learning video content is undoubtedly an alternative to support student learning activities, including students from the Accounting discipline. This research aims to develop the Happy Teaching Video Series to optimize distance learning in the Accounting Teaching and Learning Strategy course. Happy Teaching Video Series is developed based on cognitive load, student engagement, and active learning elements that determine a learning video's effectiveness. The Happy Teaching Video Series can be used as an example of implementing learning media, especially for accounting which is perceived as a practical subject and tends to be problematic in students' eyes.

INTRODUCTION

Video is a medium that can be used in traditional, *blended*, and online learning. The use of video has a positive impact as a complement to classroom learning, for example, making students more eager to follow the learning process (Hildebrandt et al., 2021; Wang & Bing, 2017). Videos in blended learning successfully increase student attendance and satisfaction (Hastini et al., 2020). Some studies even show that video is an effective learning medium in terms of presenting basic skills (Moore & Smith, 2012), increasing knowledge of high-level statistical concepts (Pratiwi & Meilani, 2018; Rohmah, 2016), learning satisfaction (Komala & Rismayanti, 2017), enhance the learning experience in architectural design and drawing (Balqis et al., 2014; Marbun, 2021). Nevertheless, the ineffectiveness of video is also found when used as a substitute for classroom learning (Lihitkar et al., 2013).

In general, using learning videos has become more urgent during the pandemic. If previously, the choice of learning methods can be carried out face-to-face, blended, or online. Distance learning is currently the only option. The main obstacles experienced in distance learning during the pandemic are poor internet

access and lack of training in the use of technology (Churiyah et al., 2020; Dubey & Pandey, 2020; Lassoued et al., 2020). In this case, video can help overcome internet access (through asynchronous learning) and the use of relatively simple technology. They are, besides, arousing interest in class, concentrate during class, improving memory, and providing clarity of topics (Amir et al., 2020).

Brame (2016) three essential elements determine the effectiveness of learning videos: cognitive load, student engagement, and active learning (Brame, 2016). First, cognitive load demands the presence of signals in highlighting important information, the use of segmentation to meet information, filtering for extraneous information, and the use of auditory and visual channels to convey complementary information. Second, student engagement requires making videos briefly, using conversational language, speed, and enthusiasm in dialogue relevant to the learning material. Third, active learning requires making videos with interactive questions with control students, the presence of guide questions, and part of a more significant task.

This research aims to develop videos to optimize distance learning in the Accounting Teaching and Learning Strategy course. This research differs from previous research in that video development is geared towards meeting the elements mentioned in the study by Brame (2016) using the Borg & Gall development model (Borg, 2014).

LITERATURE REVIEW

Distance Learning in the Covid-19 Pandemic Era

When the Covid-19 pandemic worsens, the world of education has adopted an e-learning system or technology-based learning to realize social distancing and reduce the intensity of population mobilization. The application of e-learning can be implemented in various forms, such as blended learning or full-online learning (Altalhi, 2021; Grabinski et al., 2020; White et al., 2010). In addition to various online teaching and learning activities, there is also a form of knowledge sharing in seminars which are currently widely held using the internet network, otherwise known as webinars. Learning using technology and the internet is claimed to have increased or improved the quality of learning because it can facilitate and expand access to various educational, sharing, and remote collaboration facilities (Commission of The European Communities, 2001).

The implementation of e-learning is the fulcrum of distance learning. Supradono (2009) mengungkapkan bahwa distance learning memiliki peranan yang sangat fundamental, such as: (a) increasing educational equity. The existence of distance learning will certainly answer questions about the mechanism of the teaching and learning process during the Covid 19 pandemic, which demands social distancing. (b) reduce dropout or college dropout rates. This is the answer to the classic problem mentioned earlier, namely the question of school capacity or high doses that are very minimal. (c) increase insight (outward-looking). Distance learning can give rise to enormous competition between students because students can hardly know each other about the preparation and all actions of their "competitors" factually. For this reason, every student will always maintain their tempo to survive in the wheel of competition. Students will actively improve their respective intelligence and skills. The opportunity for students to improve their horizons is more wide open because these students are given flexibility in finding sources of knowledge according to their respective wishes. (d) improve efficiency. The efficiency of the time dimension is felt considering that the learners determine the learning schedule. The efficiency of the spatial dimension includes the role of the school building, which has dominated the learning course and is almost no longer visible in the distance learning system.

Distance learning has several advantages, such as its implementation, which can be done anywhere and anytime (Adam & Nel, 2009; Altalhi, 2021; Hastini et al., 2020). The overall pattern of education with a distance learning scheme will also require information technology assistance that has developed rapidly today, such as google class, e-learning, WhatsApp, Zoom, and other information media to run well (Pakpahan & Fitriani, 2020). Of course, teaching materials can be virtualized in various formats to motivate students in the learning process (Balqis et al., 2014; Hartanto, 2016; Murtafiah et al., 2019). Overall,

virtualization of teaching materials in *distance learning* will not be a problem if the pattern of distance education includes several things, such as an education system whose implementation separates lecturers and students, both from the dimensions of distance and time, and the use of educational media to unite lecturers and students. This is due to the separate state of lecturers and students, so the learning process is more likely to use e-Learning media (for example, in the form of audio and video or digital modules containing learning materials that must be learned), independent learning, the existence of two-way communication, both delivered directly (synchronous) and indirectly (asynchronous), the learning system is carried out in a structured and orderly manner within a certain period. Sometimes it may be possible to have meetings between lecturers and students, either in discussion forums, tutorials, or with structured face-to-face meetings; there is a paradigm that lecturers act more as "facilitators" and students as "active participants" in the teaching and learning process.

However, parental assistance is needed. The lack of assistance will have a negative impact, such as the possibility of students who cannot use the internet healthily. Another destructive impact is that the application of distance learning will potentially make students have anxiety and pressure (Oktawirawan, 2020). One of the reasons is the number of tasks assigned to them, which makes many students experience stress (Chaterine, 2020). Therefore, distance learning is not focused on completing all material because it is feared to burden and confuse students in completing their tasks (Raharjo & Sari, 2020). In research conducted by Grabinski et al. (2020), It is mentioned that in the world of education, accounting science is perceived as a practical subject and tends to be difficult, so teachers certainly need a lot of thought and consideration in compiling teaching materials before being presented to their students. Research results by Grabinski et al. (2020) It is also mentioned that many educators in Poland recognize the need to adopt new methods for teaching accounting. However, there are still many institutions that tend to use the traditional face-to-face approach for the teaching and learning process that is held. This is due to various concerns about online activities, such as the time needed and the need to learn various IT-based facilities that must be mastered first.

METHODS

This research is on developing learning videos for Accounting Teaching and Learning Strategies with models Borg and Gall (1983). The stages of research include, first, the preliminary situation analysis. Researchers conduct literature studies on video development and distance learning issues at this stage. In addition, researchers also formulate a development framework.
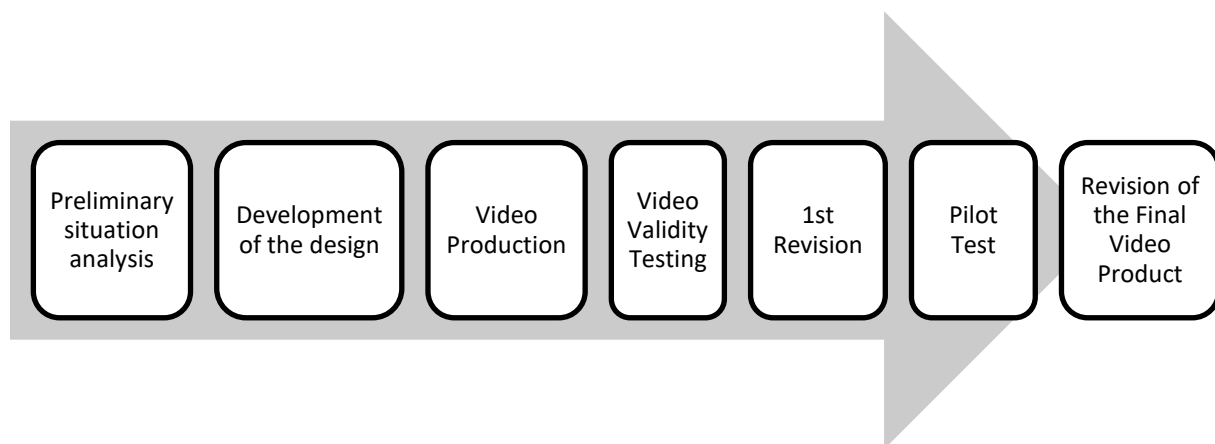

Figure 1. Development of Happy Teaching Series

Second, the development of the design. Researchers compile cognitive load, student engagement, and active learning components in videos at this stage. Third, video production. Researchers at this stage

begin to build video elements consisting of text, images, and audio in each material. The elements that have been developed are then assembled into learning videos. Fourth, video validity testing involves assessments from material experts and media experts on the video design that has been developed. Fifth, the first revision. This stage is a follow-up to the assessment given by material experts and media experts. Sixth, the pilot test. Limited field trials were carried out to determine the effectiveness of the video through requests for student feedback on the videos developed. Seventh, the revision of the final video product. This stage is carried out as a follow-up to the results of limited field trials. At this stage, researchers improve video deficiencies encountered during field trials.

RESULTS AND DISCUSSION

How Much It Result

Cognitive load, student engagement, and active learning in happy teaching videos are considered effective in implementing distance learning based on expert input and limited field trials. Based on the results of material expert validation, the happy teaching video series has been feasible in terms of content, presentation, and language, with scores of 81%, 93%, and 88%, respectively. Meanwhile, based on the results of media expert validation, the happy teaching series videos meet the criteria of media efficiency, media content, and quality with values of 93%, 83%, and 88%. This is as shown in Tables 1 and 2 below:

Table 1. Material Expert Validation Results

Indicators	1st Happy Teaching Video	2nd Happy Teaching Video	3rd Happy Teaching Video
Eligibility of contents	84%	91%	86%
Eligibility of presentation	81%	94%	88%
Language feasibility	78%	94%	89%
Average	**81%**	**93%**	**88%**
Total average		**87%**	

Source: Material Expert Validation Questionnaire

Table 2. Media Expert Validation Results

Indicators	1st Happy Teaching Video	2nd Happy Teaching Video	3rd Happy Teaching Video
Media efficiency	88%	70%	75%
Media content	100%	95%	90%
Quality	92%	83%	100%
Average	**93%**	**83%**	**88%**
Total average		**88%**	

Source: Media Expert Validation Questionnaire

Furthermore, the limited field trial happy teaching videos showed the results as shown in Table 3 below:

Table 3. Pilot Test Results

Indicators	1st Happy Teaching Video	2nd Happy Teaching Video	3rd Happy Teaching Video
Eligibility of contents	84%	84%	75%
Media content	90%	95%	90%
Quality	92%	95%	100%
Attract	80%	89%	88%
Average	**87%**	**91%**	**88%**
Total average		**88%**	

Source: Media Expert Validation Questionnaire

Based on the table above, the happy teaching video series has met the criteria for eligibility of content, media content, quality, and attractiveness with 87%, 91%, and 88%. This is certainly in line with the results of previous studies, which stated that learning videos improve students' clinical skills (Rastati, 2018; Yaumi, 2007), presenting basic skills (Moore & Smith, 2012), increase knowledge of high-level statistical concepts (Marbun, 2021), increase learning satisfaction, as well as enhance the learning experience (Ball, 2019; Tan et al., 2020).

Happy Teaching Video Series: Steps to Optimize Distance Learning in Accounting Teaching and Learning Strategy Courses

Developing the Happy Teaching Video Series supports accounting educators and prospective educators to understand the material in the Accounting Teaching and Learning Strategies course. This support is carried out to answer the results of research by Grabinski et al. (2020), which states that in the world of education, accounting science is perceived as a practical subject and tends to be difficult, so teachers certainly need a lot of thought and consideration in compiling their teaching materials before being presented to their students. In addition, learning videos were chosen because researchers wanted to present the effectiveness of learning from three essential elements by Brame (2016): cognitive load, student engagement, and active learning.

In the Happy Teaching Video Series, a combination of visual forms in the form of interesting animated images that support the explanation from the teaching lecturers is used. By watching animated images that illustrate the explanation of the material, video users will know the essential parts (key points) and sort out which information is important to them. This is in line with the cognitive load element, which demands the presence of signals in highlighting important information, segmentation to meet information, filtering for extraneous information, and using auditory and visual channels to convey complementary information (Brame, 2016).

Happy Teaching Video Series lasts 5 (five) to 7 (seven) minutes. The duration is also ideal to meet the student engagement element by Brame (2016), which demands the creation of videos briefly, the use of conversational language, speed, and enthusiasm in dialogue relevant to the learning material. Some authors state that the first 10 minutes of a lecture are the most valuable for grabbing students' attention (Bligh, 2000; Bunce et al., 2010). Besides, other elements by Brame (2016), Namely active learning, which requires making videos with interactive questions with control on students, the existence of guide questions, and part of a more significant task is also fulfilled by the interaction of lecturers on videos and the presence of text captions that reinforce the content of the material and control the consistency or focus of the material in each video. In more detail, the following describes the material content in the Happy Teaching Video Series.

1ˢᵗ Happy Teaching Video: Basic Concepts About Teaching Materials and How to Develop Them

In the first series of Happy Teaching videos, an explanation of the concept of teaching materials and how to develop them is given. The material begins with a description of the understanding of teaching materials, namely various forms of materials used to help instructors/teachers during teaching and learning activities in class. Teaching materials can also be physical or non-physical. The material is then continued with a description of the stages so that the results and objectives of teaching materials are as expected, starting with analyzing the curriculum, analyzing students and facilities, writing teaching materials, and evaluating teaching materials. Then, validation tests of teaching materials can be carried out through limited trials on a few students and validators (experts) so that our material becomes credible and feasible.

2ⁿᵈ Happy Teaching Video: Concepts and Considerations in Choosing Learning Media

An explanatory description of the understanding of media precedes this second video series. Media is a variety of things that are used to channel messages from the sender of the message to the recipient of the message so that it can stimulate students' thinking, feeling, attention, and interest. So that the learning process occurs. Learning media is critical to support learning activities because it can clarify messages to

be less verbalism and can overcome the constraints of limited space, time, and sensory power (Candra Sari et al., 2022; Nasution, 2014; Rahim, 2011).

This video material is also continued with a description that the use of appropriate and varied learning media will be able to eliminate student passivities, such as growing and increasing passion for learning, increasing the emergence of direct interaction between students and the reality environment, students may also be able to learn on their own based on their interests and abilities. It should also be noted that teachers will experience difficulties if there are problems from the complexity between the uniqueness of each student, combined with different environments and experiences, and the curriculum and educational materials determined to be the same for each student. This problem can be overcome by choosing the suitable learning media because it can provide the same stimulants, equate experiences, and cause the same perception (Wang & Bing, 2017; Yaumi, 2007).

The following material description is learning media which also has a practical function. Some of them are learning media that overcome various classroom boundaries student abilities/experiences, and cause direct interaction between students and the surrounding environment, increase the uniformity of observation, and provide the same experience and perception.

At the end of the video is a description of the primary considerations for choosing learning media. This is based on several considerations: learning objectives, student characteristics, availability of facilities owned by schools/places of learning, environmental background conditions, and educator abilities.

3rd Happy Teaching Video: Types of Learning Media

This third series begins with an explanation of the three types of learning media. Some of the core explanations are audio media (learning media in the form of sound so that it is applied using the sense of hearing), visual media (a learning media that is applied using the sense of vision), and audio media (is a learning media made using the senses of hearing and sight, namely in the form of sound and images). As a side note, if certain media, such as blogs, websites, learning applications on smartphones, and educational games, only display writing and images, then they include visual media, but if there are aspects of image and sound, then including audio-visual media.

The explanation of the material in this video is continued by explaining that the use of each type of media also depends on our needs. For example, when we learn about accounting practicum, it will be more suitable to use visual media by looking directly at transaction evidence and transaction records so that when we practice as an accountant, we can see how physical evidence exists. Each type of media also certainly has advantages and disadvantages (Faizah, 2018; Nasution, 2014; Rahim, 2011), among them:

Table 4. Advantages And Disadvantages Of Learning Media By Type

Media Type	Advantage	Disadvantage
Audio Media	1. In this media, the allocation of costs incurred is relatively tiny. 2. this media tends to be practical and accessible in its use. 3. This media can be played back and stimulate students' active hearing while developing imagination such as drawing, writing, and others.	1. This media is abstract because it is only in the form of sound, so it needs to be combined with visual media. 2. Its abstract nature results in the understanding of students can only be controlled through words and sentence structure. 3. Its abstract nature makes this media effective for students who can think abstractly. 4. Audio media cannot be applied to students with special needs, namely deaf.
Visual Media	1. This media makes it easier for students to understand the material and think more critically.	1. The use of this media is relatively impractical.

Media Type	Advantage	Disadvantage
	2. Able to overcome the limited knowledge of students. 3. Able to generate new interest in learning. 4. This media tends to be easy to apply. 5. Able to generate attraction for material combined with visual media. 6. It has long durability so that students can see it repeatedly.	2. It is in the form of writing/pictures only, so it cannot be applied to students with special needs who are blind 3. Visual media tends to be less attractive if it is not equipped with audio media. 4. The cost of making this media is quite expensive because it requires printing and delivery to the recipient of the media.
Audio Visual Media	1. audio-visual media tends not to be bound by time. 2. Media audio visual ini tergolong sangat praktis dan menarik untuk disimak.	1. If the screening of film media is done too quickly, students may not be able to follow well.

Based on Table 4, learning media with audiovisual is indeed very appropriate to be used when distance learning in accounting learning. With this Happy Teaching Series video, accounting students are expected to understand the material discussed easier.

CONCLUSION

This research aims to develop the Happy Teaching Video Series to optimize distance learning in the Accounting Teaching and Learning Strategy course. Happy Teaching Video Series was developed based on elements of cognitive load, student engagement, and active learning initiated by Brame (2016) as elements that determine the effectiveness of a learning video.

In more detail, the Happy Teaching Video Series adopts a combination of visual forms in the form of attractive animated images that support explanations from teaching lecturers, so that video users will know the essential parts (key points) as well as sort out which information is important to them according to cognitive load elements. Happy Teaching Video Series is also packaged with an ideal duration to meet the student engagement element, as well as meet the active learning element by providing lecturer interaction on the video and text captions that emphasize the content of the material and control the consistency or focus of the material in each video.

About the Covid 19 Pandemic, this study also carried out limited field trials online. Further research is expected to conduct field trials directly to avoid assessment bias. Researchers can then apply learning videos to courses that emphasize accounting practices.

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