BUILDING A LEARNING COMMUNITY THROUGH SUBTITLING VIDEO MEDIA FOR ORPHANAGE MANAGERS

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Abstract

Adapting learning ability to technological media can expand knowledge obtained as a person's literacy efforts. The literacy activities of the Bali Ekklesia orphanage managers were limited to the children's textbooks delivered online from the school. Even though the quality of education in orphanages is highly dependent on the creativity and literacy process of the management to equip and encourage children. In face of the post of Covid, a more varied learning model is needed as an effort to refresh and to increase the spirit of learning, discipline, self-confidence by using educational video media. The Quan-Qual descriptive method was conducted in this study, by observing the literacy processed by the orphanage manager as the main data. The documentation and recording techniques during training activities were transferred by experts to determine the type of educational film, subtitling steps, simulation, and practice, as was provided by the orphans' manager are the supporting data of this research. This study aims to analyze the efficient strategy of literacy by encouraging the orphan's in provide knowledge from the right sources especially in foreign language learning. The results of this study have provided a solution for the orphan's manager to be able to create a new strategy of learning through interactive video during covid-19 until the current post-covid. This strategy has greatly helped the orphans understand and practice it more quickly in their daily lives, as well as support government policies in encouraging students to be more innovative and creative in learning through foreign language videos.

Keywords – *literacy, orphanage's managers, learning model, subtitling video*

Introduction

Industrial Revolution 4.0 enables us to undertake renewable initiatives to maximize communication, information transfer, and knowledge functions. As mandated by the Minister of Education, Nadim Karim underlined the purpose of Permendikbud No. 3 of 2020 on National Standards of Higher Education that focused more on changing the accreditation system and debirocratization of campuses. It is explained that learning from outside the school aims to realize "*Merdeka Belajar and Merdeka Campus*". The choice makes it possible for teachers to be 'free to teach' so that they focus more on efforts to transfer knowledge and skills to students. The policy can also encourage students to be more innovative and creative in learning (student-centered learning).

Creativity amid the covid-19 outbreak has indeed become a global concern, causing sluggishness in many areas, including the development of education for these OC or orphanage children. However, many initiatives can be done to stay focused during difficulties. The OM or Orphanage's Manager of Bali Ekklessia tried to take advantage of their independence of thought to escape from problems and look to the future with optimism. One of them is done by maximizing literacy strategies with open-up models, namely learning other models by utilizing virtual and digital technology. The OM needs to raise its capability of learning through an education training system. This vision has the implied meaning that the national education

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system is aimed at alerting Indonesian people as a whole, intact in potential and intact in having insight. Further, as stated by Hakim (2016), the concept of distance learning or E-learning is teaching and supported learning and developed through technology and media digital, and is also one of the concepts of distance learning. Technology-based education is one of the inevitable impacts of globalization, technological progress coupled with the quality of education based on *Pancasila* becomes a combination that deserves to be implemented in the education system in Indonesia to make our human resources become one of the agents of change (Fitriyadi, 2013).

In this decade, many programs from abroad flooded television stations, especially in the form of film or cinema. The program of the event, referring to Law No. 32 of 2002 on broadcasting, must be texted in the eyes of foreign broadcasts. The text in question is the transfer of meaning or message from its original language that is shortened by OL, or source language that is shortened by SL to the target language that is shortened by TL. Thus, viewers who do not understand the OL of the film can still enjoy the spectacle presented and understand the message in it. Message transfer in the entertainment industry is commonly called audiovisual translation, although there are several types of educational films aimed at entertaining and there is also no translation.

This audiovisual translation strategy can be done on learning materials accessed from the internet in the form of FL (foreign language) videos. This strategy is expected to provide a positive environment that increases children's interactions and helps develop a sense of togetherness and cooperation. Video media or film can also be a powerful tool to understand their own culture and other cultures, so they can be a bond with each other. Watching videos with educational themes every day can explore confidence, independence, togetherness, and mutual respect either before, during, or after learning activities together is a good way to build a lasting community experience of Bali Ekklesia's OC.

The OM stated that initially online learning activities from home can run smoothly, the OC is eager to run it, and are always on time in completing online tasks from school. But with time, gradually children seem to start saturated and less eager to follow online learning. During this time children's learning activities are only obtained through school, and after the pandemic, online learning is limited to academic tasks in students' worksheets or *LKS* that are theoretical only. Whereas in everyday life they are less responsive, less able to understand the purpose of learning theory, can not even implement it practically. So that low interest in learning, not discipline, decreased self-confidence, and not independence. Within the information and knowledge gained from technological changes, the OM of Bali Ekklesia gets a great opportunity in terms of completing the learning patterns of OC through access to original videos from FL to meet the information needs for Bali Ekklesia's OC.

Based on these problems, so far the OM has intended to move quickly to fill the saturation of the OC in learning, and take the initiative to encourage learning by watching movies or videos, but has difficulty with the limitations of understanding the right subtitling strategy on video content that is educated to the OC. The OM is temporarily waiting for assistance from parties who are willing to facilitate mentoring and training activities and the like related to knowledge of subtitling strategies using video media both offline and online more effectively and efficiently. Although this has been planned, it can not be done because it is still waiting for contribution and provides from competent parties to provide assistance and training through online media continuously and of course free.

Training and knowledge debriefing activities are needed for the OM about subtitling strategies in educational videos that speak English sources, by helping to make e-tutorials on the subtitling process. The stages are starting from the introduction of subtitling strategies in

videos, the introduction of subtitling types, selection of educational video themes, making subtitling step tutorials, simulations and practices, and implementation.

In this study, the researchers conducted a study on the efficiency of educational activities in the form of practical and implementation training through the provision of knowledge for OM about subtitling strategies in educational English sources video, by helping to make e-tutorials on the subtitling process. Two problems are discussed in this study, namely (1) how does the strategy of implementing the English video training model for the ability of video subtitling are literate by the OM in transferring knowledge to the OC? (2) how does the effect of the implementation of this video subtitling training on the learning spirit of OC in supporting their creativity in online learning activities?

The purpose of this study is include of review the idea of providing learning opportunities through FL's video subtitling training for the OM of Bali ekklesia by utilizing virtual and digital technology, reviewing the efficiency of literacy's results of the study especially on the efficiency and appropriateness of video subtitling strategies and their impact on the learning spirit of children, recommending educational models that are considered able to increase the knowledge, insight, and creativity globally in all aspects of community life, as a learning solution to continue the future optimistically of Bali Ekklesia's OC and OC in all countries.

Methods

The Quan-Qual descriptive method was conducted in this study, within observing the literacy processed by the OM as the main data. The documentation and recording techniques during training activities were transferred by experts related to determining the type of educational film, subtitling steps, discussion until followed up as was provided by the OM are the supporting data of this research. As for the stages carried out in this study, among others:

(1) The process of collecting data is carried out in several ways, including the research team conducting surveys, observing the process of training and video recognition activities, collecting and recording training materials, documenting the training process, as well as discussions with the OM regarding the implementation of the results of video training activities.

(2) The data collected is classified per type of material submitted in training activities, ranging from video introduction, creative strategies with video applications, subtitling strategies on video, the introduction of subtitling types, selection of educational video themes, making tutorials on subtitling steps, simulation, practice, and implementation.

(3) Data is analyzed based on the results of the evaluation of training activities and concludes the extent to which the video subtitling learning model can be efficiently understood and applied by the OM to the OC, among others, the procedures for conveying the use of cultural terms displayed in FL video dialogue (SL) and subtitling strategies on translated terms (TL). Variation techniques, according to Molina and Albir (2002) are translation techniques by changing linguistic or paralinguistic elements that affect 18 linguistic variants such as changes in textual tone, language styles, social dialects, geographic dialects, and others. Some cultural expressions whose concepts are not the same between SL and TL require adaptation as the examples are:

Example 1:

BSu : *How much do you weigh? I'm 100 pounds.*
BSa : Berapa berat badanmu? Berat badanku 50 kg.

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Weight measurement procedures in the United States use units of pounds, while in Indonesia use kilograms. 1 kg = 2 pounds. So in translating the measurement of weight needs to be adapted according to the traditions that apply to the target society.

Variation techniques (Molina and Albir, 2002) are translation techniques by changing linguistic elements or commonly used in the translation of drama texts.
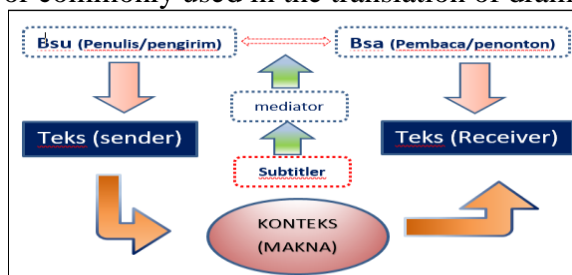

Figure 1. Subtitling theory

Example 2:

BSu: *Alright. I'll phone you later.*
BSa :   Ya sudah. Aku telepon lagi nanti.

In the SL, the 'I' can be used in both formal and informal situations. In the TL, there are variants to translate it. For formal situations, the pronoun personal '*saya'* is commonly used, while for informal situations it can be translated to *'Aku', 'Daku', 'Gue'.* Further, in a concept of translation, Hoed (2004) stated that "an interpreter is required to be able to transfer meaning from the target language to the source language, both its linguistic units and cultural concepts and target readers (readers acceptance)".
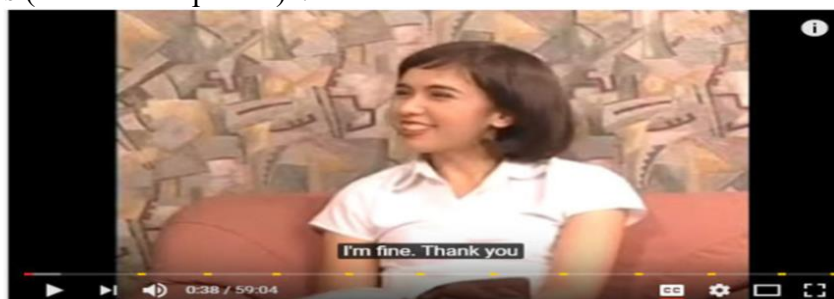
1. Video Conversation 1

Isi Percakapan Bahasa Inggris dengan Subtitle:

Unit 1 : Where Do You Come From ?

Unit 2 : How Was Your Vacation ?

Unit 3 : Do You Remember Me ?

Figure 2. Subtiling process

Dealing with the concept of the technology acceptance model, Davis, Bagozzi, & Warshaw (1989, S. 985) figured out the Technology Acceptance Model is an adaption of TRA (Theory of Reasoned Action, Ajzen and Fishbein 1980), a model from social psychology. However, Davis states, that the perceived usefulness and perceived ease of use are of "primary relevance for computer acceptance behaviors" (Davis, 1989, S. 985).

Finding and Discussion

Based on the stages of activities that have been delivered by the method of implementation in this study, the results of the implementation of this research have been carried out in the

following stages. The data of this research were collected from several steps. It was started on the activities of the survey as done by the researchers. The first visit was on March 23, 2021, through introductions and assessments, and results to the analysis of the situation of the orphanage. According to the OC has taken the initiative to encourage learning by watching movies or videos. One way to generate an interesting learning process is to utilize video as a source and learning medium. Moreover, people are more interested in learning to use video media than learning through text and still images (Fadhli, 2015). Learning done with video media effectively allows children to accept the learning given to them (Putri, 2012). Therefore, during this time the OM tried to fulfill the learning time by using videos in educational local TV channels, youtube, e-learning, and so on.

Figure 3. Survey: First site visiting "Introductions & assessments"

The second visit was on April 10, 2021. This visit is to ensure the right solution for the manager of the orphanage to the educational needs of children in the Bali Ekklesia orphanage. The results of this visit were then agreed to take a gradual approach for OC in the process of adjustment or adaptation during their learning time, they could easily recognize and intertwine engagement needs that can be met.

Figure 4. The strategy of learning of OC in Bali Ekklessia Orphanage

Based on the results of the assessment on the previous visit, the OM team took initiative to inform the researchers' team that they would collaborate with the donor to do any literacy within the strategy of subtitling motivational videos as an effort to increase the spirit of learning, discipline, confidence, foster cooperation and invite them to understand and respect each other's cultures, this is considering the background of participants who comes from different families and regions. So it is necessary to be given more attention and learning opportunities to the OC in a more varied way. The team of researchers dug up the results of visiting activities that had been carried out by the donor site to start introductory activities related to the purpose and importance of learning, such as the following documentation that was done by the research team.

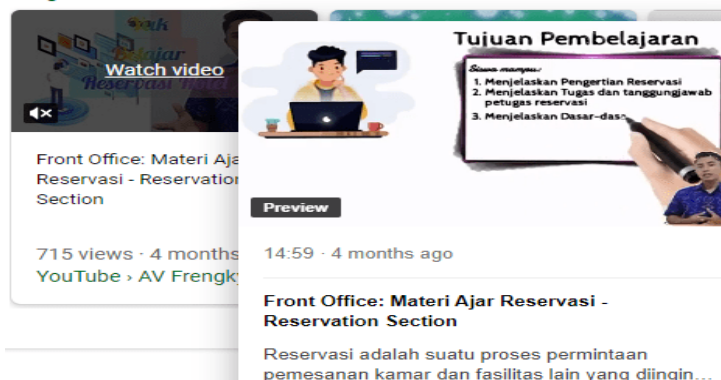Sri Widiastutik[1], I Gede Adnyana[2], Putu Shinta Novyati[3]

Figure 5. A video introduction of subtitling through learning media model

The setting run 30 minutes, and participants were already able to interact with the material displayed in the motivational video, then the trainer's team interspersed examples or tips on introducing the basics of subtitling through material sourced from youtube, such as the following documentation.

Figure 6. Tips for introducing the basics of subtitling

The activity take place in a relaxed manner so that the 1 hour of introduction through youtube was able to trigger the spirit of participants and curiosity about learning activities through video media. Moreover, the previous efforts of the OM admitted to being constrained to understand FL film or video material so that they were unable to answer every detail of questions related to the meaning of the word and the message on the video. Therefore this activity was continued with the introduction of material in the form of video subtitling tips, such as the following documentation.

Figure 7. Video subtitling tips

The introduction of subtitling tips went smoothly and the OM seemed more serious listening because the material was denser than the previous 30 minutes. This activity ended with a question and answer, and both parties agreed with the agenda of the next activity plan.

The reviewing steps of the OM's literacy:
1. Offline Training Results

Based on the results of the discussion on the third visit, the trainer's team initiated material by introduction activities, delivered slide ppt about the definition and kinds of subtitling, followed-up procedures for subtitling videos, which have been downloaded by OM, and created the tutorial of subtitling. This activity lasts for 1,5 hours, with the material packaged has been documented in the following slides.

Figure 8. Offline training materials

The question and answer process in the form of a quiz on video subtitling strategy of material was given to offline trainees and was attended by 4 orphanage managers and 4 ACs. This training activity lasted for two hours accompanied by hospitality and pre-quiz delivery before training and post quiz after training was completed. The results of the OM literacy on subtitling learning achievements were reviewed and analyzed in this research.

Figure 9. offline training sessions

2. Online Training Implementation

This training activity was packaged online on June 17, 2021, by inviting an expert named Nyoman Agus Suarya Putra related to the introduction of video work creation and assisted by the trainer's team. This activity was followed by OM and OC's coordinators as

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trainees, especially students of Bali ekklessia members, are 4 students in high school, 1 person in college, and 3 people who were OM.
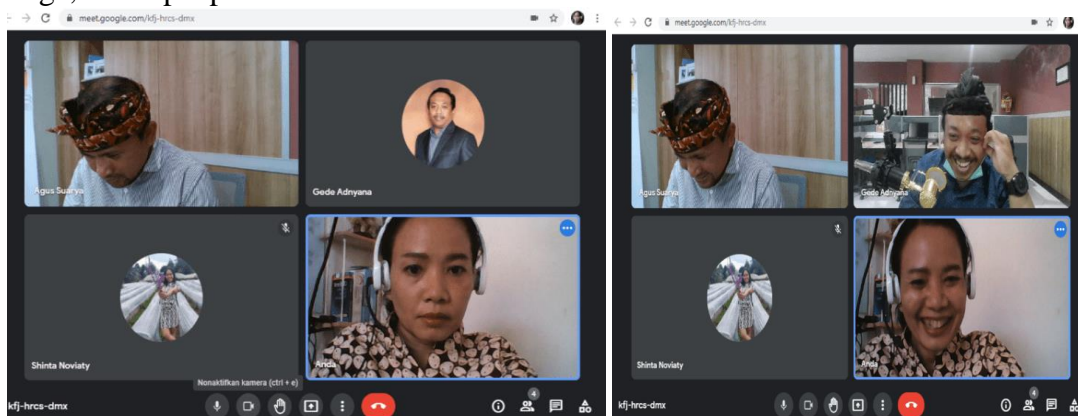

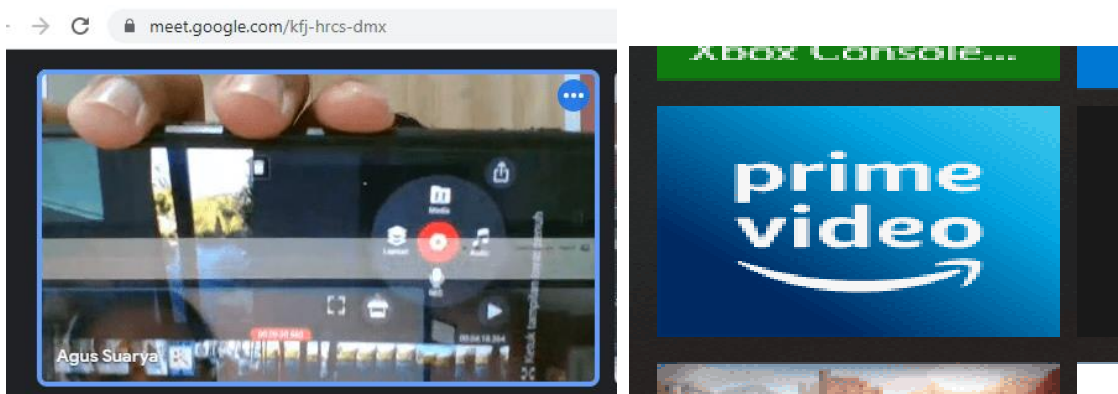Figure 10. Documentation of Opening Session & source introduction by Trainer's Team

Figure 11. Introduction of a simple app of video access via Android
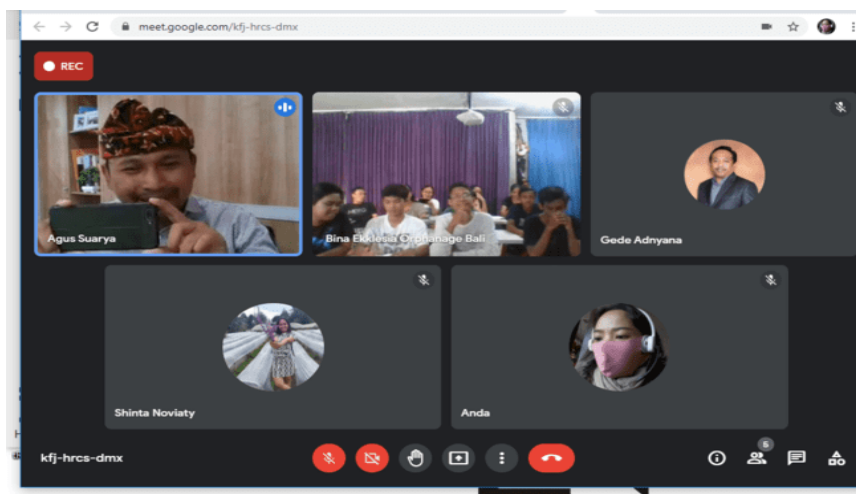

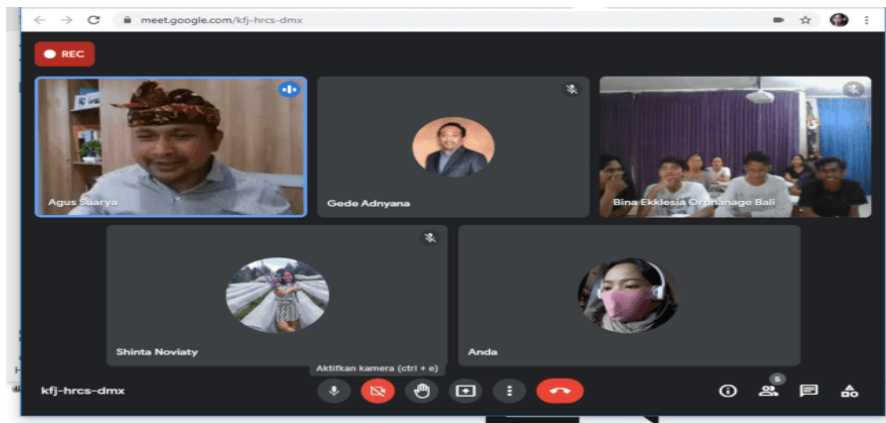Figure 12. Pixel sample exposure on android

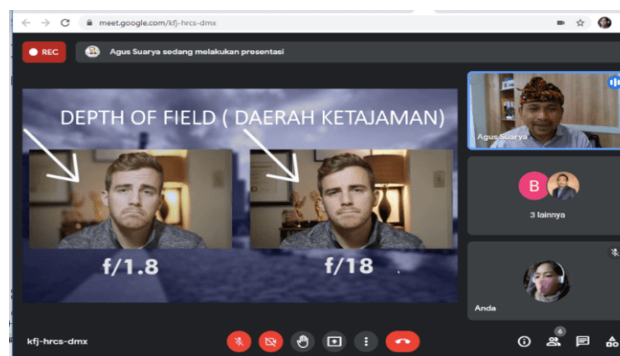Figure 13. Preparation of discussion sessions by sources

Figure 14. Discussion of Image Sharpness Tips and lighting resolution

3. Evaluation of Training and Implementation

At this stage, the team took the initiative to monitor the results of the training, by adding quiz sessions and surprise training final sessions (which were not previously informed to participants), the provision of door prize in the form of pulses worth 50 thousand to each participant who was able to answer questions correctly.
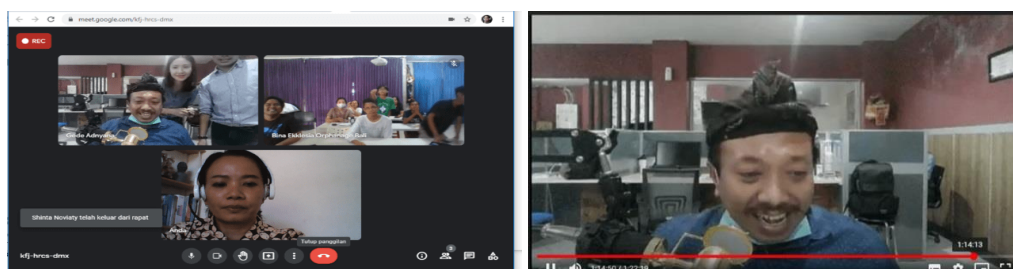

Figure 15. Evaluation Session – Live Quiz hosted by SSE-trainers' Team.

Figure 16. The spirit of trainees is answering quiz sessions

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Based on the main data of this activity is referring to the ability of participants in answering quiz-related training activities followed before training and after participating in training activities. Further, the team research also documented and reviewed the tutorial was given by the trainer, such as the following figure.
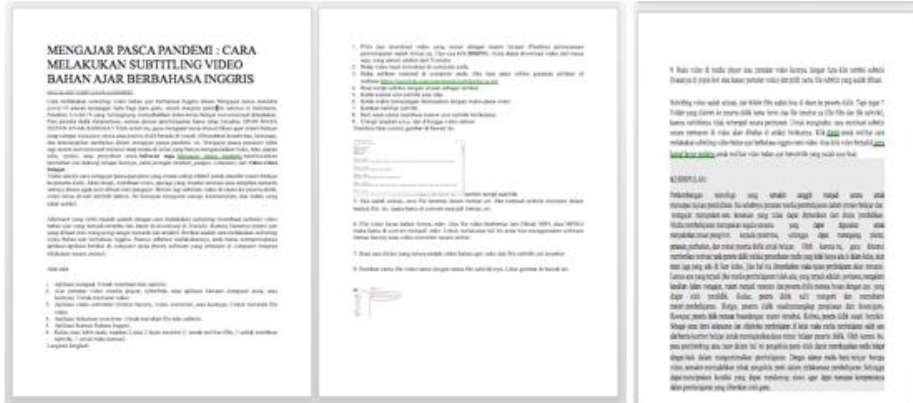

Figure 17. Documentation of Video Tutorials of subtitling for trainees

4. Evaluation of Subtitling Training and Implementation

As for the subtitling technique that has been trained, then followed up on the progress or changes and mining of participants' insights by carrying out activities that were successfully recorded by the trainers' team during the mentoring process as described in the following documentation.
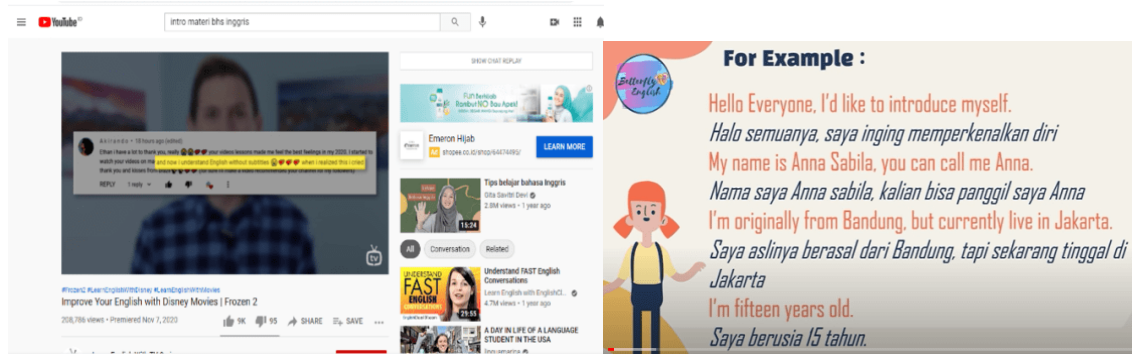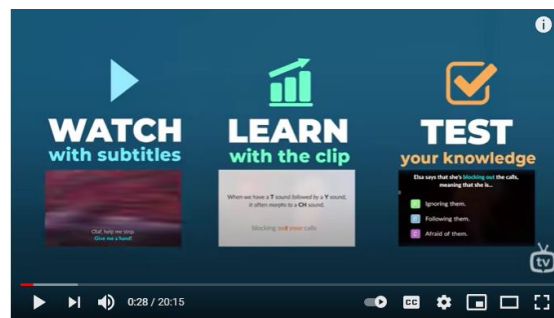

Figure 18. Participants began frequently accessing subtitling video material.

Figure 19. Participants analyzed the subtitling of FL video

Figure 20. Participants access the alt application

The results of the analysis on training activities both offline and online that have been done, are calculated based on the participants' answer data during quiz answers (pre and post) on each training activity. The first training was conducted offline with the number of participants present 8 people by applying health protocols, While the online training was attended by 10 participants through the zoom application. The achievement of the analysis results is calculated based on the following formula, which is explained from the data recorded in table 1 and table 2.

$$\text{Rumus:} \qquad X = \frac{\Sigma X}{N}$$

Keterangan: X = rata-rata hitung yang dicari

ΣX = jumlah skor

N = jumlah subyek

Tabel 1. Offline training quiz pre-post assessment results

Peserta	Usia	Jawaban		Skor Jawaban		Keterangan Jawaban
		pre	Post	Pre	Post	
1	16	√	√	0	2	pre false & post true
2	15	X	√	0	2	Pre quiz false; post quiz true
3	18	√	X	0	0	Pre quiz & post quiz false
4	19	X	X	0	0	pre & post false
5	20	√	√	2	2	Pre & post true
6	48	√	√	0	2	Pre & post true
7	46	X	√	0	2	Pre quiz false; post quiz true
8	19	√	√	0	2	Pre false & post true
				2	**10**	20% increase in post-test scores
		X		**12**		
		ΣX		**12:8 = 1,5**		
		N		**1,5 : 8 = 0,18**		Rates = 0.18

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Tabel 2. Online training quiz pre-post assessment results

Participants	Age	Answer		Answering Score		Description
		Pre	Post	Pre	Post	
1	20	√	√	2	2	pre & post true
2	12	X	√	0	2	Pre quiz false; post quiz true
3	12	√	X	2	0	Pre quiz true; post quiz false
4	45	X	√	0	2	pre false & post true
5	21	X	√	0	2	Pre false & post true
6	18	√	√	2	2	Pre & post true
7	48	X	X	0	0	Pre & post false
8	19	√	√	2	2	Pre & post true
9	19	√	√	2	2	Pre & post true
10	21	X	X	0	0	Pre & post false
				10	**14**	score post-test increased 71,42%
			24			
	Σχ		**24:10 = 2,4**			
	N		**2,4 : 10 = 0,24**			rates 0.24

The results of the OM's capabilities in each test achievement showed that: the value of achievements in offline training increased by 20%, and in online training increased by 74.42%. If you look at the average achievement in offline training 0.18 while the average in online training is 0.24. This shows that the implementation of training can provide increased understanding for the O. However, the achievement of the results of online training activities is higher than the results of achievements in offline training.

Conclusions

The results of this study have answered the problems in this study. So far, the learning activities of OC's Bali ekklesia have been able to offset the demands of globalization and adapt to the technological era, with the use of the role of video interactive media as an activity to support the learning process for participants. The OM with the support of donors and the community has been able to obtain information through technology. With the information and knowledge gained from training activities related to video materials that have been done, it can be concluded that the OM of Bali Ekklesia can increase insight and knowledge about video subtitling strategies and determine the type of English learning video correctly. This is a benchmark for the success of the results of the study, that training strategies for the use of information media and technology can be recommended for all ranks or management of foundations and organizations engaged in education for all young people as the forerunner of the next generation of nation's progress.

Based on the results of the analysis stated that the test achievement of the OM's capabilities, showed that: the value of achievement in offline training increased by 20%, and in online training increased by 74.42%. If it was looked at the average achievement in offline training 0.18 while the average in online training is 0.24. This showed that the implementation of training can improve understanding of the OM. Although the achievement of the results of

online training activities is higher than the results of achievements in offline training. The level of achievement of these test results indicates that this training strategy is very important and provides a great opportunity in terms of complementing the learning patterns of OC. It is necessary to continue with the onslaught of socialization and attention from various parties to always encourage learning strategies that are following the needs and developments of learning media today. Subtitling strategies through original video access from FL can be easily recommended to meet information needs and increase the knowledge of children of Bali Ekklesia orphanage to be more creative and more globally minded in all aspects of community life.

The spirit of the OM in motivating trainees as an effort to realize intelligent human resources, by the criteria of competitive human resources by having an advantage in personality, having high fighting power, independence, unyielding, easy to socialize, become an agent of change, innovative, and so on.

The essence of the study is to increase the creativity of the OM in equipping skills using technological media such as FL interactive video (SL), not only to be literate but to open literacy opportunities for everyone in every work, and at the same time bring income to the orphanage, and very much provide many benefits for the OM and OC through learning by using video media seriously.

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