

THE EFFECTIVENESS OF USING VIDEO-BASED LEARNING MEDIA ON LEARNING MOTIVATION OF STUDENTS OF CLASS X SMA NEGERI 3 SAMARINDA

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ABSTRACT

The use of learning media is one of the efforts that can be used by teachers to increase students' learning motivation. One of the learning media that can be used is video-based learning media. This study aims to determine the effectiveness of video-based learning media on the learning motivation of class X students of SMA Negeri 3 Samarinda. The subjects in this study were students of class X A as the experimental class and XE as the control class. The type of research used is experimental research with posttest only control group design. Based on the results of the study, it was found that video-based learning media had an effect on the learning motivation of class X students at SMA Negeri 3 Samarinda. This can be seen from the results of the posttest and the results of observations as supporting data. The difference in posttest scores in the experimental class was superior when compared to the control class. The test used in this study is the Mann Whitney test as an alternative to test the research hypothesis and it can be concluded that H_0 is rejected or H_a is accepted, which means that video-based learning media is effective on the learning motivation of class X students at SMA Negeri 3 Samarinda.

Keyword: Effectiveness, Learning media, Video, Motivation

INTRODUCTION

The use of learning media is one of the efforts that can be used by teachers to increase students' learning motivation. Tafonao (2018:103) states that learning media is a tool used as an intermediary to transmit information, with the existence of these learning media can help teachers to attract students' attention to learn. Another opinion was also expressed by (Supit 2020:74) who explained that learning media can be used by teachers to maintain concentration or focus on student learning so that students do not do things that are not related to the learning process. If the learning media can be used properly in the learning process, it will increase the competence of students so that the results obtained are maximal. Along with the development of education, learning media also developed according to the needs in the learning process, one of the learning media that can be used by teachers in the learning process is video-based learning media Rahmawati (2011:4) . Video-based learning media is an audio-visual media containing elements of motion that can be seen and heard by students so that it can attract students' attention and learning motivation. Magdalena et al (2021:331) . Basically, student learning motivation is an impulse that arises in a person to do something better to achieve the expected goals. This is in line with the opinion (Handziko and Suyanto, 2015: 214)

that learning motivation is a change in behavior towards the better, change This happens to students in carrying out the learning process.

Based on the results of observations and interviews conducted by researchers, data obtained that the learning process at SMA Negeri 3 Samarinda has used learning media. The learning media used by teachers are adjusted to the circumstances and needs in the learning process, such as power point, zoom or google meet during online learning. In 2020 at SMA Negeri 3 Samarinda, the development of video-based learning media has also been carried out by one of the students of the Economic Education study program at Mulawarman University, namely Muhammad Arsyad. The video-based learning media developed can make it easier for teachers to deliver subject matter, supported by the facilities provided by schools such as LCD projectors so that it can make it easier for teachers to display learning videos. The developed video-based learning media has been tested for feasibility and can be well received by students. The learning media developed contain elements of sound, images that can move or animation, and text that explains the subject matter. From the elements contained in the video-based learning media, it can help teachers to attract the attention and interest of students in the learning process, but in reality at SMA Negeri 3 Samarinda, students' learning motivation is still low. This can be seen from the lack of enthusiasm of students in the learning process such as not paying attention or listening when the teacher explains the subject matter, students are also considered less active in the learning process and less conducive. Other data found that students are less active in discussing in solving problems given by the teacher. Based on the explanation above, the researcher intends to continue research on the development that has been carried out by previous researchers. Researchers want to find out whether the video-based learning media that has been developed is effective on student learning motivation in class X at SMA Negeri 3 Samarinda, so this study is entitled "Effectiveness of Using Video-Based Learning Media on Learning Motivation of Class X Students at SMA Negeri 3 Samarinda". The purpose of this study is to determine the effectiveness of the use of video-based learning media on learning motivation in class X SMA Negeri 3 Samarinda.

METHOD

The approach used in this study is a quantitative approach, namely research that is used to answer the problem of a research by measuring certain variables carefully Sudarman (2018: 49), while the research method used in this study is an experimental method, namely a method that shows the causal relationship that exists. in two groups, namely the experimental group and the control group Sudarman (2018:44). The *experimental design* used in this study is a *true experimental (posttest-only control group design)* which uses two groups as research subjects. The two groups were given different actions, the first group was the experimental group and the

second group was the control group, Sudarman (2018: 170). The following is the research design (*posttest-only control group design*):

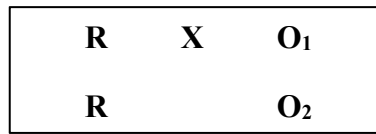


Figure 1.1

Experimental research design "*posttest-only control design*"

Information:

R = Experimental group and control group

O₁ = Motivation of the experimental group students

O₂ = Motivation of control group students

X = *Treatment* given is video learning media

The effectiveness of learning media can be seen if there is a difference in *posttest scores* between the experimental group and the control group, the learning media is considered effective for increasing learning motivation if the experimental group has a score that is significantly superior to the control group. The data analysis technique used in this research is normality test, homogeneity test and hypothesis testing. If the research data cannot meet the normality test decision-making criteria, the test used is parametric statistical test, but if the data is not normally distributed, it does not mean that the data cannot be used or the research ends. Researchers can use nonparametric statistics as an alternative to test research hypotheses (Nuryadi et al. 2017:80). The nonparametric test used in this study is the *Mann Whitney test*.

RESULT AND DISCUSSION

Result

The following are the results of descriptive analysis in the experimental class and control class:

Table 1.1 Descriptive analysis data

	Experiment Class	Control Class
Total Score	2266	1864
Average	67	55
The highest score	93	87
Lowest score	27	20

Source: Research Results processed by Researchers (2022)

Based on table 1.1 data obtained that the total score of the experimental class students is 2266 with the highest score of 93 and the lowest score of 27 and the average of the overall score in the experimental class is 67 while in the control class the total score is 1864 with an average of 55. The highest score obtained in the control class was 87 and the lowest value was 20. After knowing the results of the two classes, the researcher conducted a normality test as follows:

Table 1.2 Normality Test

Variable	<i>Shapiro Wilk Value</i>	<i>Sig.</i>	Information
Experimental Class Learning Motivation	0.970	0.044	Abnormal
Motivation to learn Control Class	0.935	0.450	Normal

Source : Processed data (2022)

Based on table 1.2, the data obtained from the normality test on the experimental class learning motivation variable, namely the *sig Shapiro Wilk value* of $0.044 < 0.05$, which means the data is not normally distributed, while the *Shapiro Wilk value* in the control class is $0.935 > 0.450$ which means the data is normally distributed. If the distribution of a data is not normally distributed, then the researcher can use alternative nonparametric statistics to test the researcher's hypothesis. The non-parametric statistical test used in this study was the non-parametric *Mann Whitney statistical test* as an alternative to hypothesis testing.

Table 1.3 Mann Whitney . Test

Mann Whitney Non Nonparametric Test

Variable	<i>Value Mann Whitney</i>	<i>asyp. Sig. (2-tailed)</i>	Information
Experimental and Control Class Learning Motivation	358,000	0.007	Hypothesis accepted

Source: Processed data (2022)

Based on table 1.2, it is known that the results of the *mann whitney* test as an alternative to the *independent sample t-test* obtained *asyp results. Sig 2 tailed* is $0.007 < 0.05$ which states

that H_a is accepted and H_0 is rejected, meaning that video-based learning media affects the learning motivation of class X students at SMA Negeri 3 Samarinda.

In addition to the *post-test results*, this study also uses observation as a support in this study. The results of observations in the experimental class showed that the learning process took place there were 41.1 % of students who often paid attention and 97.0% of students never asked or the same as 33 students who never asked. There are 35.2% of students who sometimes have discussions with their classmates in the learning process. In addition, the response of students in the experimental class also reached 58.8% . While in the control class, the results of observations that have been carried out have obtained data that students who attend the learning process in the control class reach 94.1% . At the time of the learning process took place about 11 students with a percentage of 32.3 % who often pay attention, as well as the experimental class. In the control class, there was only 1 student who asked questions in the learning process with a percentage of 2.9 % . Furthermore, in the control class learning process there were 20.5% of students who sometimes discussed with their classmates, besides that students also responded during the learning process with a percentage of 29.4%.

Discussion

Based on the *posttest results*, the experimental class showed superior results when compared to the control class. The average *posttest score* in the experimental class is 67 with the highest score of 93 and the lowest score of 27 while the average *posttest result* in the control class is 55 with the highest score of 83 and the lowest score of 20. Hobri in Masrurrotullaily et al (2013: 133) explained that the determination of the level of student ability can be seen from the results obtained by students with the categories of 0-60 low, 60-75 medium and 75-100 high. Based on the average *posttest results* from the two classes, it is included in the medium category. After the researchers got the *posttest results* from the two classes, then the researchers analyzed the data using a predetermined test and the results were obtained based on the *mann whitney test* which showed that the results of *asympt, sig 2 tailed* were $0.007 < 0.05$, which means the hypothesis is accepted and has a significant effect. significant to the learning motivation of class X SMA Negeri 3 Samarinda students. The results of this study are in line with Mardhiyah's research (2017) which states that the results of research using audio-visual learning media are more effective on student learning motivation. The effectiveness of the video-based learning media is not only seen from the *posttest results*, but the researchers also use observations or observations as supporting data to determine whether the video-based learning media is effective on students' learning motivation. Based on the results of observations that have been made by researchers, data is obtained that video-based learning media can attract students' interest in learning and enthusiasm in the learning process. This can be seen from the activities of students in the learning process, when the teacher explains the subject matter and students

are given *treatment* in the form of video-based learning media. Activities carried out by students are paying attention to videos that are shown in conducive conditions. This is in line with previous research conducted by Guswiani et al. (2018) which states that learning videos that are shown during the learning process will increase the enthusiasm of students in the learning process such as listening to learning videos. When the video is shown students also try to understand the subject matter by re-recording the learning video that is displayed using their cellphone.

This shows that there is a match between the underlying theory and the results of research that has been done that video-based learning media has the advantage of making it easier for students to understand the subject matter. This is in line with the opinion of Wulandari (2021:13) who explained that video-based learning media has advantages, where there are elements of moving images and audio so that students can see directly the description of the subject matter so that it can support changes in student attitudes such as motivation. Learn students. The results also show that some students pay attention to the category of sometimes because the focus of students on learning videos and teacher explanations is inconsistent, this is in line with the opinion of Hamiyah and Jauhar in Setyani and Ismah (2018: 76) which explains that the focus of learning on students will decrease for 30 minutes at the beginning of the lesson. Enthusiasm in the learning process in the experimental class also tends to be more visible in the activeness of students in responding and discussing during the learning process. Students in the experimental class tend to be more active in responding when the teacher asks questions or explains the subject matter, besides that students are also more active in discussing with their classmates in answering questions or solving problems given by the teacher. Researchers have carried out research as much as possible in accordance with the plans that have been made by researchers but cannot be separated from obstacles that make limitations in this research process, namely data collection through observation during the research and the results obtained at the last meeting were not optimal, because they adjusted to conditions and circumstances. Student in the learning process. In contrast to the experimental class, the learning process in the control class looks more passive when compared to the experimental class, this is supported by the results of observations made by researchers. The presence of students in the control class is very good, the learning process in the control class does not use video-based learning media so that there are some students who pay less attention to the explanation of the material from the teacher. However, in terms of responding, about 50% of students are active and often give their responses during the learning process. In addition, students in the control class were less active in discussing with their classmates, not a few of them were more cool in chatting with their classmates. In this case the teacher must pay more attention to students so that the learning process is more active and conducive.

CONCLUSION

Based on the presentation of the results and the previous discussion, it can be concluded that the use of video-based learning media can be said to be effective on students' learning motivation. This can be seen from the posttest results of the experimental class which are superior when compared to the control class, besides the results of observations made by researchers also show the results that in the learning process in the experimental class, the learning process using video-based learning media looks more active and conducive to the learning process. learning and discussing with their classmates to solve problems so that students can more easily understand the subject matter. Thus, the use of video-based learning media at SMA Negeri 3 Samarinda is considered effective on the learning motivation of class X students at SMA Negeri 3 Samarinda. The suggestions that the author can give after doing research. For teachers, it is hoped that they can develop learning media such as learning videos in order to make it easier for students to understand the subject matter, besides that teachers can take advantage of learning videos found on YouTube and learning videos that have been developed by students. For further researchers, it is hoped that it can become a reference material and can continue this research to measure the effectiveness of using video-based learning media on student learning outcomes or understanding.

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