

**THE INFLUENCE OF COOPERATIVE LEARNING MODELS
HELPED MEDIA BASED ON VIDEO EXPLAINER AGAINST
STUDENT LEARNING RESULTS OF CLASS X IPS MAN 1 SAMARINDA**

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ABSTRACT

One of the factors that cause low student learning outcomes is that students do not understand the material given during the learning process. This research aims to find out the Effect of Cooperative Learning Learning Model Assisted by Media-Based Video explainer on Student Learning Outcomes of Class X Social Sciences MAN 1 Samarinda. This research is a quantitative research with a quasi-experimental type of research with the research subjects of class X IPS MAN 1 Samarinda students, namely in class X-1 as many as 34 people as control class and X-4 as many as 34 people as experiment class. Data collection was carried out using test techniques. The research hypothesis was tested using the t-test Independent Samples t-Test. The results showed that the value of $t_{count} > t_{table}$ was $3,554 > 1,693$, so H_0 was rejected and H_a was accepted. So it can be concluded that there is a significant effect of the cooperative learning model assisted by media based on explainer videos on the learning outcomes of students in class X IPS MAN 1 Samarinda.

Keyword: Cooperative Learning Model, Video Explainer, Learning Outcomes

INTRODUCTION

Learning is an educator's effort to help students carry out their learning activities. The success or failure of achieving educational goals really depends on how the learning process is experienced by students. Kusumawardani, Siswanto, Purnamasari (2018:171) teachers need to be in the spotlight and encourage students to actively participate in the learning process. Teachers must also be able to choose the right learning strategies to make it easier for students to understand and master the subject matter. The learning strategy in this case is the teacher's mastery of models, methods, and learning media. Thus, teachers are required to be creative and innovative in delivering subject matter to students so that learning becomes active and interesting hence the student learning outcomes are satisfactory.

Learning outcomes are obtained after the teacher evaluates learning in the form of tests manifested by certain values and numbers. Nurhamidah (2020:34) learning outcomes can be seen through evaluation activities that aim to obtain evidence data

that will show the level of students' abilities in achieving learning goals. The low learning outcomes are caused by difficulties in understanding the material and students' less motivation in learning. Nabillah and Abadi (2019:661) factors that cause low student learning outcomes include the lack of student activeness in the teaching and learning process and the lack of teacher skills in providing learning materials.

The teacher's inaccuracy in designing and implementing learning is one of the factors causing low student achievement. Sutrisno (2016:116) the factors that influence learning outcomes, namely the mastery of teaching methods, the learning media used by the teacher, and students' learning motivation collectively affect student learning outcomes. Student learning outcomes can be achieved optimally if the roles of teachers and students synergize with each other. From the student's perspective, maximum learning outcomes can be achieved if students can have a good learning intensity with the right learning style. Students who have an awareness of the importance of having a good learning intensity will focus on learning by utilizing their free time to study (Prayoga et al., 2022). In addition, teachers need to choose the right learning model and media for teaching so that the teaching and learning process can take place in accordance with the expected goals and students can be more active.

If the learning model used is appropriate, the achievement of learning objectives will be more easily achieved, so that student learning outcomes will increase. Nurhamidah (2020:3) one of the teacher's efforts to improve the quality of education is the use of appropriate learning models and media in conveying messages to make it easier for students to understand. The selection of the right book as a learning resource also needs to be considered by the teacher, where a book that is equipped with exercises and assignments for the creation of self-regulation can be the right choice (Astuti et al., 2022).

Based on the initial observations made by researchers at MAN 1 Samarinda, the economics subject teacher said that the learning media used when teaching are media in the form of powerpoint and videos downloaded from YouTube. Teachers have not used many models and media in learning hence students get bored easily, students find it difficult to understand the material, and students tend to be passive in the learning process. Lack of participation and activeness of students in the learning process hence affecting student learning outcomes. Factors that affect learning outcomes are the characteristics of students who are less active in learning. Yulia, Juwandani, and Mauliddya (2020:224) Success in the learning process is influenced by two factors, namely internal factors, and external factors. Internal factors are factors related to students' self, including abilities, interests, motivation, activeness, etc. While external factors are factors from outside the students themselves, including the learning model. Students pay less attention to the teacher's explanation. Teachers still use conventional learning and powerpoint media causing students' lack of understanding and students show a passive attitude in the learning process, it is feared that learning outcomes will also decrease.

Students' understanding of economics material has not met the standard of completeness of learning outcomes. The factors that cause low learning outcomes are students do not understand what has been learned and students tend to be passive when the learning process takes place. In line with the results of the interviews, it can be seen from the data obtained that the learning outcomes of students in economic

subjects have not reached the KKM (Minimum Completeness Criteria) which is 75. Based on the data obtained it states that out of 69 students in class X, only 8 students have met the KKM while 61 students have not met the KKM, meaning that 92% of the 69 students have not met the KKM and only 8% of the students have met the KKM. From the results of these observations, this study was conducted to determine the effectiveness of the formulation of the use of learning models and learning media used by teachers.

METHOD

The research method used in this research is quantitative research with the type of Quasi Experimental Design research. According to Sugiyono (2017:116) Quasi Experimental Design research has a control group but cannot function fully to control external variables that affect the implementation of the experiment and no group is taken randomly. The experimental method in this research uses a type of research design with the Non-equivalent Control Group Design method. According to Sudarman (2018:169) the research subjects were not chosen at random, the experimental and control groups were given an initial test. The two groups received different treatments, where the experimental group used learning video media while the control group not using media or conventional methods and ended with a final test for each group.

Table 1 Research Design Non-equivalent Control Group Design

R	O1	X	O3
R	O2		O4

Source: Sudarman (2018:172)

Information:

X: The treatment was given to the experimental group, namely learning by using explainer video learning media.

O1: Pre-test (before treatment) in the experimental group.

O2: Final Test (after treatment) in the experimental group.

O3: Pre-test (before treatment) in the control group.

O4: Final test (before treatment) in the control group.

The subjects in this study were students of class X at MAN 1 Samarinda as many as 2 classes, X-1 as the control class and X-4 as the experimental class. The data analysis technique used was normality test, homogeneity test, and hypothesis test. The procedure in this research includes the preparation stage and the implementation stage.

RESULTS AND DISCUSSION

Result

The research data presented in this research are data obtained from the results of the test where in the implementation, two tests were carried out, namely before the pretest treatment and after the posttest treatment. The experimental class uses a cooperative learning model with the help of explainer video-based media, while the control class uses a conventional method.

Table 2 Comparison of the values of the control class and the experimental class.

Class	Indicator	Learning outcomes
Control	Pretest	63
	Posttest	64
Experiment	Pretest	63
	Posttest	77

Source: Processed data (2022)

Student learning outcomes after the treatment shows an insignificant increase. These results can be seen in the acquisition of the average score achieved in the pre-test control class of 63 while the result of the post-test acquisition of the average score achieved is 64. Student learning outcomes using the cooperative learning model assisted by media-based explainer videos are better than before the treatment. These results can be seen in the acquisition of the average score achieved in the experimental class, the average pretest result is 63 while the posttest average score achieved is 77.

Table 3 Hypothesis Testing

Class	Variable	tcount	table
Experiment and Control	Learning outcomes	3,554	1,693

Source: Processed data (2022)

Based on the statistical analysis test used to process the pre-test, and post-test data, it was shown that both classes are normal, and both classes are homogeneous. After knowing the two classes are normal and homogeneous, then the hypothesis is tested. Based on the results of hypothesis testing using a t-test, the results of the value of $t_{count} > t_{table}$ is $3,554 > 1,693$. This shows that H_0 is rejected and H_a is accepted, thus it is evident that there is a difference in the effect of implementing cooperative learning models assisted by media-based explainer videos on the concept of business entities.

Discussion

The Use of Media-Assisted Cooperative Learning Model Based on Video Explainer in Economics Subject Class X IPS MAN 1 Samarinda.

The use of cooperative learning models assisted by media-based explainer videos on economic subjects has a positive impact namely, students work together in completing their assignments and students are active in the learning process. This can be seen when students complete group assignments on time, present assignments well, and cooperate with each other. In line with the opinion of Nalgiyah and Relmasira (2019: 200) the cooperative learning model can improve speaking skills and learning outcomes where learning is carried out in groups, students will be more interested and focus on learning because each student is required to be responsible for the assigned task.

Based on the results of the questionnaire that has been distributed to the experimental class about learning outcomes and the use of cooperative learning models assisted by media-based explainer videos on business entities in the

economy, including a total of 25 students with criteria agree about the statement of cooperative learning models assisted by media based on explainer videos makes it easier for me in understanding the subject matter quickly, it can be seen when students focus on following the learning process, note important things in the subject matter and students' understanding in working on post-test questions in the experimental class has increased significantly. In line with the opinion of Ningtyas and Wuryani (2017:26) the cooperative learning model of students can be more active in learning and students can learn to understand the subject matter easily so they don't feel bored because the learning media is packaged in an interesting way.

A total of 23 students with the criteria agreed about the statement that learning economics was not boring because it used a fun learning model, namely the cooperative learning model assisted by media based on explainer videos, it could be seen when students were cheerful and enjoying the ongoing learning process. The feeling of pleasure that students have for a subject makes students not ashamed to ask questions if they do not understand the subject matter. The above discussion is reinforced by Hasanah, Nutaman, and Hanik (2019: 119) the cooperative learning model helps students to understand concepts well through group discussions and increases students' enthusiasm and perseverance in answering questions given by the teacher.

A total of 21 students with the criteria agreed about statements on economics subjects using the cooperative learning model assisted by media based on explainer videos helped me to be more confident in making presentations on the tasks that have been done, it can be seen when students present the results of group assignments in front of the class well. In line with the opinion of Sejati and wijajanti (2019:159) increasing self-confidence, one of which is through discussion and presentation in class. Based on the results of the accumulation of answers to the questionnaire above, it can be concluded that using the cooperative learning model assisted by media based on explainer videos has a positive impact, namely, students are responsible for completing the assigned tasks, students are actively involved in the learning process, students are focused and easy to understand the material so that student learning outcomes are good.

Achievement of Economic Learning Outcomes from the Cooperative Learning Model Assisted by Media-Based Video Explainer for Class X Social Sciences MAN 1 Samarinda Students.

Based on the results of the analysis that has been carried out by researchers, the achievement of economic learning outcomes for the control class obtained an average pretest score of 63, and, the average post-test value for the control class is 64. It can be concluded that there is an insignificant increase in learning outcomes because the control class uses conventional methods in the process. student learning is not active and learning is only centered on the teacher hence learning outcomes are low. In line with the opinion of Widiyanti (2016:10) the learning model and media used by the teacher are still simple, students tend to be lazy and bored in learning hence learning outcomes are low. According to

Nabila and Abdi (2019:61) the teacher's inaccuracy in designing media and implementing learning is one of the factors causing low student learning outcomes. Based on the theory of the experts above, it can be concluded that learning models and media are very important in the learning process thus teachers must prepare appropriate models and media in carrying out learning to achieve goals.

The experimental class obtained an average pretest score of 63, and the post-test average value of the experimental class is 77. It can be concluded that there is a significant increase in the experimental class using the cooperative learning model assisted by media based on explainer videos due to the use of models and learning media that will affect student learning outcomes. In line with the opinion of Pingge and Wangid (2016:152) using a learning model, utilizing media, and managing the class well in the learning process, the learning objectives will be achieved with good learning outcomes. According to Gunarta (2019:118) using the cooperative learning model assisted by media students are more active and students are easy to understand the subject matter being studied.

Based on the theory above, it can be concluded that using the cooperative learning model assisted by media, students tend to be more active in the learning process, and understand the subject matter easily hence improving learning outcomes. The achievement of learning outcomes by using the cooperative learning model assisted by media-based explainer videos is better than conventional learning in learning economics on business entities in the economy subject matter, therefore the cooperative learning model assisted by media-based explainer videos is effective if used in the learning process.

The Effect of Media-Assisted Cooperative Learning Model Based on Video Explainer on Economics Subject on Student Learning Outcomes of Class X Social Sciences MAN 1 Samarinda.

Based on the independent sample test hypothesis test, the value of $t_{count} > t_{table}$ is $3,554 > 1,693$ or it can be seen. This shows that H_0 is rejected and H_a is accepted or seen from the sig value. (2-tailed) t-test for equality of means is 0.005 so the significance value is <0.05 , which means H_0 is rejected or H_a is accepted. So, it can be concluded that there is a significant effect of the cooperative learning model assisted by media based on explainer videos on the learning outcomes of students in class X IPS MAN 1 Samarinda.

The results of the research that has been carried out, the researchers found that the effect of using cooperative learning models showed that the results of learning economics using the cooperative learning model assisted by explainer video-based media were higher than using conventional learning methods in class X IPS MAN 1 Samarinda. In the experimental class that received treatment using a cooperative learning model assisted by video-based explainer media with an average value of 77, it was greater than the average economic learning outcomes of students in the control class using conventional learning methods which did not experience a significant increase in value, the average control class is 63.

Thus, it can be understood that there is a difference in the effect of the

cooperative learning model assisted by explainer video-based media with the conventional model on the economics learning outcomes of class X IPS MAN 1 Samarinda. This shows that the cooperative learning model assisted by media-based explainer videos has an advantage in improving economic learning outcomes for class X IPS MAN 1 Samarinda. As explained by Tambak (2017:6) the advantages of cooperative learning models can develop critical, creative, and reflective thinking skills. This is because this learning activity is more student-centered so participants

According to Riski (2019:77) learning activities using video media can increase students' enthusiasm for participating in learning, focus their attention on the subject matter being taught, and increase students' understanding of the subject matter. Based on the theory above, it can be concluded that learning activities using cooperative learning models and interesting media can develop students' abilities and make it easier for students to understand the material.

CONCLUSION

Based on the results of the analysis and discussion that has been stated above, it can be concluded that the use of cooperative learning models assisted by explainer video-based media makes students focus on following the learning process. Students feel learning is also fun hence students are more confident in presenting assignments that are done in groups. The achievement of economic learning outcomes from the cooperative learning model assisted by media-based explainer videos as the experimental class obtained an average score of 77 for the experimental class, this value was higher than the control class which had an average score of 64. The experimental class had higher learning outcomes. large when compared to the increase in learning outcomes in the control class. The effect of the cooperative learning model assisted by media based on the explainer video on the learning outcomes of class X Social Sciences MAN 1 Samarinda students is known based on the independent sample test, the value of $t_{count} > t_{table}$ is $3,554 > 1.69$. These results indicate that H_0 is rejected and H_a is accepted, which means that there is a significant effect of cooperative learning models assisted by explainer video-based media on the learning outcomes of students in class X Social Sciences MAN 1 Samarinda.

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