



DEVELOPMENT OF LEARNING VIDEOS TO IMPROVE STUDENT 'S LEARNING OUTCOMES IN IPS CLASS VIII JUNIOR HIGH SCHOOL 6 PARIAMAN

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ABSTRACT

This study aims to determine student learning outcomes with the help of learning video media in Social Studies subjects for Class VIII SMPN 6 Pariaman for the 2021/2022 academic year . and ASEAN. This type of research is development research known as *Research And Development (R&D)*, using the *ADDIE development model*. The results showed that the learning video met the very valid criteria with the average acquisition result of 3.63%. The results of the practicality assessment of the teacher's response with an average of 88.12% in the very practical category and the results of the practicality assessment of the student's response with an average of 84.04% in the very practical category. While the effectiveness of the learning video obtained t-count results of 5,618 which is in very good qualification. The value of t count is greater than t table so that H0 is rejected and H1 is accepted. So there is a significant difference in student learning outcomes of Social Sciences between before and after using learning media. It was concluded that the learning videos on the materials of Interspatial Advantages and Limitations and Their Influence on Economic, Social, Cultural Activities in Indonesia and ASEAN that had been developed were declared valid, practical and effective for use in social studies learning.

Keywords: Education Level, Work Climate, Employee Performance

INTRODUCTION

Quality education will give birth to young shoots that become the hope of the nation to achieve future progress. The goal to be achieved is the achievement of certain competencies in

each student. In order for student competence to be achieved, one element that needs attention is learning. Learning according to Winataputra (2007: 18) is an activity carried out to initiate, facilitate, and improve the quality of learning in students. Learning activities are designed in such a way that they can generate and improve various competencies that exist in students as well as other aspects such as interests, motivation, learning outcomes and so on.

Video is one of the learning media that can be used in learning. The advantage of video media is that it can display moving images accompanied by sound at once (*Smaldino, Lowther and Russel, 2008: 309*). By using video media, information in the form of events, facts, concepts and so on can be conveyed to students. Of course there is a relationship between the use of video media and student learning outcomes. Videos can help teachers in the learning process . The teacher must be able to make students more interested in learning and feel at home in the classroom during the learning process. In the era of industry 4.0 and society 5.0, teachers are required to be more creative in the learning process, thus video media is a complete learning tool that can be used today .

With the increasingly sophisticated science and technology, *gadgets* with various *brands* and various kinds of sophistication can be used as learning media in the form of videos . Likewise with existing applications, one of which is the *Whatsapp* application . *WhatsApp* application is one application that can be used remotely. There are many *WhatsApp* application users , both the general public and students. One of them can use the media as a tool in the teaching and learning process. In the current situation, there are many users of the *Whatsapp* application , even schools also use it for learning media. Based on observations made on August 12, 2021, one of the public junior high schools in Pariaman City, namely SMP Negeri 6 Pariaman, uses the *Whatsapp application* as a media assistant in the learning process. All materials and assignments are sent via the *Whatsapp Application* . As explained earlier, which *whatsapp application* can help teachers in the learning process but there are still many students who are negligent in learning. Therefore, there must be other efforts from the teacher in order to foster the spirit of student learning again. One of them can use video media in the teaching and learning process.

One of the efforts to explore and improve students' competence can be done by studying Social Sciences (IPS). Social Studies is one of the subjects given to students in Junior High School (SMP). The objectives of social studies subjects contained in the Thirteen Curriculum (kurtilas). Social Studies subjects for Junior High Schools (SMP) based on the Thirteen Curriculum (kurtilas) consist of geography, history, sociology and economics material that examines a set of events, facts, concepts, and generalizations related to social issues (National Education Standards Agency, 2006). From the above objectives, it appears that social studies subjects are different subjects from other subjects because these subjects have material characteristics in the form of events, facts, concepts, and generalizations.

Social studies subjects are one of the subjects that still have a lot of theory for Junior High Schools (SMP), therefore teachers still use a lot of lecture learning models and only use books in learning. Less optimal use of media by teachers in the learning process so that there is

no change in the use of media in the learning process. In the previous explanation, many theories were discussed in social studies courses, if only with books they could cause boredom for students. So that it makes students less enthusiastic in learning and reading. Based on the results of interviews with researchers on August 13, 2021 with some students who said "we feel bored in learning because we are only told to read books that are so thick and there are only so many materials". Therefore, teachers must make new innovations in the learning process so that students are willing to learn and read. One of them is by using video media in learning.

Based on the existing problems, starting with the lack of media use in learning, only using the lecture method and books. Students who are divided persistently to come to school are less active in learning so that learning becomes less meaningful. From the existing problems that resulted in students not enthusiastic about learning and it had an impact on student scores. We can see this in table 1.

Table 1. Average Daily Test Value in Semester I Social Studies Subject Class VIII SMP Negeri 6 Pariaman Academic Year 2021/2022.

Class	The number of students	Average	KKM
VIII 1	26	63.15	
VIII 2	26	65.05	70
VIII 3	25	70.02	

Source : Social Science Subject Teacher at SMPN 6 Pariaman

Based on table 1, it can be seen that the average value of UH semester I social studies subjects for class VIII SMP Negeri 6 Pariaman is still low. The low learning outcomes above are an indication that learning has not been running effectively. To overcome the problem, an innovation is needed in the learning process, one of which is using learning video media.

METHOD

This type of research is development research (*Research and Development*), which was developed using the *ADDIE model* . The *ADDIE model* was developed by Dick and Carry in 1996 to design a learning system. These media development steps are carried out based on five stages, namely, *analysis, design, development, implementation, and evaluation*.

The test results were analyzed using the t test to determine the difference between the results of the experimental class and the control class . Hypothesis testing is used for the correlated t test, before testing the hypothesis (correlated t test) prerequisite tests (normality and homogeneity) are carried out. The formula for calculating the prerequisite test and hypothesis testing (correlated t test) is as follows. (1) The normality test is carried out to determine whether the distribution of scores on each variable is normally distributed or not. (2) The test of homogeneity of variance between groups used the Barlett test. The analytical technique used for hypothesis testing is the correlation or dependent t test analysis technique. In this study, we will examine the differences in social studies learning outcomes before and after using instructional video products in one group. The results of the trial were compared to ttable with a

significant level of 0.05 (5%) to find out whether there was a difference between before and after using instructional video products.

RESULTS AND DISCUSSION

Validation Test

This stage is the stage of product assessment by the validator and also a revision of the resulting product. Revisions are made based on the validator's questionnaire. The data in this stage are primary data, namely data obtained directly from media and material experts, namely two lecturers from Economics Education, one social studies teacher and one language lecturer for linguists.

Table 2. Overall Learning Video Validation Results.

No	Aspect	Average	Category
1.	Contents	3.67	Very Valid
2.	Construct	3.8	Valid
3.	Language	3.4	Valid
Average		3.63	Valid

In Table 2. It can be seen that the average value of the validation as a whole is 3.63 with a very valid category. This is in accordance with the opinion of Muliyardi (2006:82), that the average of all aspects for validation of learning videos with an interval of $R > 3.20$ is included in the very valid category. Thus the results of the validation of this learning video are valid.

Data Analysis Practicality Questionnaire

1. Practicality Questionnaire Results According to Teacher's Response

The practicality questionnaire was given to the teacher after the learning process was carried out until the second meeting. The following are the results of the practicality test according to the teacher's response in Table 3.

Table 3. Practicality Test Results of Learning Videos According to Teacher Responses

No	Rated aspect	Percentage (%)	Category
1	The suitability of the image with the material described	90	Very Practical
2	Image placement suitability	90	Very Practical
3	The suitability of the selection of the type and size of the image	85	Very Practical
4	The suitability of the composition selection on the image	85	Very Practical
5	Match the colors used	85	Very Practical
6	The suitability of the background used	90	Very Practical
7	Interesting image placement	85	Very Practical
8	Image layout	90	Very Practical

9	Order of material presented	85	Very Practical
10	Clarity of discussion	90	Very Practical
11	Ease of use of developed media	90	Very Practical
12	Clarity of information conveyed	90	Very Practical
13	The suitability of the music used	85	Very Practical
14	Clarity of voice/narration	90	Very Practical
15	Sound volume adjustment	90	Very Practical
16	Appropriate duration on the media used	90	Very Practical
Average		88,12	Very Practical

In Table 3. The results of the practicality test using a practicality questionnaire according to the teacher's response are 88.12% very practical. This is in accordance with Ridwan's opinion (2005:89), that on average all aspects of learning video validation with intervals of 81-100 are in the very practical category.

2. Practicality Questionnaire Results According to Student Responses

Practicality questionnaires were given to students after participating in the learning process using learning videos for two meetings. The following are the results of the practicality test of learning videos according to student responses in Table 4.

Table 4. Results of Practical Test Recapitulation of Learning Videos According to Student Responses

No	Indicator	(%)	Category
Appearance			
1	The text can be read well	83.3%	Very Practical
2	Attractive text and image layout		
3	Background selection compatibility		
4	Readable text size and font		
5	Match the colors used		
6	Supporting images used are appropriate		
7	The language used is easy to understand		
8	Narration voice heard clearly		
Contents			
9	The suitability of the image with the material	84.32%	Very Practical
10	Clarity of the structure of the material used		
11	The material is in accordance with the formulated objectives		
12	Clarity of discussion		
13	Easy to understand material		
Benefits			

14	Facilitate student experience		
15	Increase motivation in the teaching and learning process	84.54%	Very Practical
16	The subject matter is easier to understand.		
Average		84.05%	Very Practical

In Table 4. It can be seen that the average value of the practicality questionnaire assessment of student responses to learning videos is 84.05% in the very practical category. belongs to the very practical category.

Data Analysis of Learning Outcomes Effectiveness

1. Experiment Class

The experimental class is a class that uses learning videos. Effectiveness data in the experimental class was obtained from student learning outcomes after using learning videos. This test was followed by 25 students, which was carried out at the end of the lesson after using the learning video. Based on the results of the analysis of student learning outcomes, student learning outcomes are obtained as shown in Table 5 below.

Table 5. Percentage of Complete Learning Outcomes of Experimental Class Students

	Completeness		Total	KKM	Average
	Complete	Not Complete			
The number of students	21	4	25	70	78.76
Percentage	84%	16%	100%		

It can be explained that of the 25 students, 21 of them scored above the KKM with a completeness percentage of 84%. While the other students have not reached the KKM there are 4 students with a completeness percentage of 16% incomplete. So that the average student score is 78.76%, it can be concluded that student learning outcomes after using this learning video show that it is effective to use and can improve student learning outcomes.

2. Control Class

The control class is a class that does not use learning videos in the teaching and learning process. The results of this study were obtained in the study, namely from the test results given in the form of 20 multiple choice questions. The test was conducted to see student learning outcomes without using learning videos. Based on the results of the analysis of student learning outcomes, student learning outcomes are obtained as shown in Table 6 below.

Table 6. Percentage of Complete Learning Outcomes of Control Class Students

	Completeness		Total	KKM	Average
	Complete	Not Complete			
The number of students	12	13	25	70	61.6%
Percentage	48%	52%	100%		

From Table 6. It can be explained that of the 25 students 12 of them scored above the KKM with a completeness percentage of 48% complete. While the other students have not reached the KKM there are 13 students with a completeness percentage of 52% incomplete. So that the average student score is 61.6%. Thus, it can be concluded that student learning outcomes without using learning videos are less conducive because there are more students who are incomplete compared to those in the class using learning videos.

Learning Outcome Hypothesis Test

1. Learning outcomes

The results of the normality and homogeneity test of the experimental class and control class came from data that were normally distributed and had homogeneous variance. Thus the hypothesis test is used t test. Completely testing this hypothesis can be seen in Table 7.

Table 7. Results of the Difference between Two Final Test Averages

Class	t count	t table	Conclusion
Experiment			
Control	5,618	1.67	Hypothesis accepted

From the results of the t-test calculation, it is obtained that the t_{count} value = 5.618 and 0.05 level, the t_{table} value = 1.67 with $dk = 25+25 - 2 = 48$. Thus, $t_{\text{count}} > t_{\text{table}}$, it can be said that the hypothesis is accepted. So the conclusion is that there is a significant difference in learning outcomes between the experimental class that uses learning videos and the control class that does not use learning videos in the learning process.

Discussion

1. Learning video media products are used as learning media, so using this in learning is expected to increase the diversity of student learning. The use of learning media in conveying messages in the learning process at that time.
2. The validity test on the development of learning media involves media experts and material experts with an average score of 3.63% with very valid information. The validity of the learning video is assessed from the content aspect with a percentage of 3.67%, while the construct aspect is 3.8% and the language aspect is 3.4%, which is categorized as very valid.
3. Meanwhile, for practicality carried out several stages, the first stage obtained an average of 75% in the practical category and the second stage obtained an average of 87,33% in the very practical category. The results of the practicality of student responses obtained an average of 84.05% with very practical. And the results of the teacher's response obtained an average score of 88.12% in the very practical category.
4. Based on the effectiveness test through a test and measured by giving multiple choice question sheets. The learning outcomes of the experimental class amounted to 21 students with a percentage of 84% complete. While the other students have not reached the KKM there are 4 students with a completeness percentage of 16%. So that the average student score

is 78.76%, it can be concluded that student learning outcomes after using this learning video show that it is effective to use and can improve student learning outcomes. After doing the calculation, the result of t count is 5.618. Then the t count is compared with t on the label with $dk = n_1 + n_2 - 2 = 25 + 25 - 2 = 48$. The t table value is for dk 48 with a significance level of 5% ($\alpha = 0.05$). Thus, t count is greater than t table so that H_0 is rejected and H_1 is accepted. This means, there is a significant difference in students' social studies learning outcomes between before and after using instructional video media.

CONCLUSIONS

1. The initial development of this product stems from the problem of learning that is less effective and efficient, and technological advances. This development has been carried out starting from the analysis, design, development, implementation, evaluation.
2. Validation on the development of learning media involves media experts and material experts with an average score of 3.63% with very valid information. The validity of the learning video was assessed from the content aspect with a percentage of 3.67%, construct percentage 3.8% and language percentage 3.4%. As for the practicality of the teacher's response, the average score was 88.12% in the very practical category, while the practicality of the student's response was an average of 84.05% with very practical information.
3. Based on the practicality test using a questionnaire, the students' responses obtained a percentage of 84.05% in the very practical category and the teacher's response obtained a percentage of 88.12% in the very practical category. Based on research data, the implementation of learning shows that social studies learning media using learning videos that have been developed already meet the practical criteria, both in terms of implementation, convenience and time required.
4. Based on the tests given to students, it showed that the learning videos developed were effective, seen from the difference in the test results of the experimental class students with a percentage of 78.76% while the control class obtained a percentage of 61.6%. The experimental class student learning outcomes are better than the control class learning outcomes. so that the use of learning videos can improve student learning outcomes in the experimental class, namely class VIII 2 SMPN 6 Pariaman.

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