

IMPLEMENTATION OF VIDEO-BASED LEARNING MEDIA TO INCREASE STUDENTS' LEARNING MOTIVATION IN MATERIAL CHANGES IN THE FORM OF OBJECTS IN CLASS II MI BUSTANUL ULUM SASAP

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Abstract

This research discusses the implementation of video-based learning media to increase student learning motivation. The purpose of this study is to find out how the practicality, validity, effectiveness of learning devices and media, as well as the increasing motivation to learn students of class II MI Bustanul Ulum Sasap, with a total of 30 learners consisting of 12 female learners and 18 male learners. The design of this research is to use video-based learning media and data collection with questionnaire techniques.

The results showed that there was an increase in motivation to learn in class II MI Bustanul Ulum in the learning of IPA material changes in the form of objects. This result is evidenced by the motivation of learning learners have increased from stage I to stage II. In stage I of the spread of the pretest question, the value of students who met KKM was 13.3% and the second stage increased to 63.3%. Supported by learning devices that have been tested for validity, practicality and supported by data on the results of questionnaire tests. So the implementation of video-based learning media can motivate students' learning.

Keywords: Video learning media, motivation, IPA learning.

INTRODUCTION

Education is a very important human need because education has a duty to prepare human resources for the development of the nation and state. Advances in science and technology (SCIENCE AND TECHNOLOGY) result in changes and growth in a more complex direction. This raises social problems and new demands that cannot be predicted before, so that education always faces problems because of the gap between the expected and the results that can be achieved from the educational process (Shah M, 2004: 39).

The level of educational participation in Indonesia has increased sharply, but the quality of education obtained by each child is not yet equal. In fact, providing good quality education is the key to creating a quality generation. "The education quality gap is still an obstacle for many countries, especially Indonesia," said Assistant Director General for Education of The United Nations Educational,

Scientific and Cultural Organization (UNESCO), Qian Tang, at the launch of the Global Education Monitoring (GEM) Report 2016 in Jakarta, Tuesday (6/9). From this statement shows that education in Indonesia is still far from other countries, because education in Indonesia is still focused on the graduation rate of students not on the quality of student education. This causes learners to only be encouraged on graduation scores, for outstanding learners this is a matter of course but if learners whose achievements are below average result in the motivation of learning learners decreases.

To overcome this problem, the role of education is needed. Education requires attention and participation from all parties. With the education will be able to educate students and form a whole human being, namely a human being who is devoted to God Almighty. Educational development should take precedence because a nation's progress can be seen from the progress of education. Therefore, the components in the educational process such as students, teachers, teaching and learning processes, management, educational services and other supporting facilities must be coordinated and cooperate well (Azwar, 2003). In order for the realization of an education needed by a teacher, because the role of the teacher in a learning is to convey lessons well and can be accepted by students. Therefore, a teacher at this time is required to be able to understand learning models, learning strategies, and methods in learning. So that students do not get bored in receiving lessons.

Along with the development of information and technology, the development of media is also getting faster. The ease of accessing the internet makes it easier to find information, data, pictures, movies, and videos. The learning process requires a learning medium that is able to provide good visualization. The learning process is often faced with material that can be said to be abstract outside the experience of everyday learners. Visualization through learning media is one way that can certainly be done by educators to students to coordinate or clarify something abstract for students.

Daryanto (2010: 90) suggests three reasons why we use visualization in communicating, namely: a) the message conveyed is more eye-catching. This

element of attention is what is important in the learning process. Because of the attention will stimulate stimulation / motivation to learn. b) The message is delivered more efficiently. Visual images can communicate messages quickly and for real. Therefore, it can accelerate the understanding of messages more comprehensively. c) visual messages are more effective, in the sense that presenting through visuals can make students more concentrated.

Video media has a function as a learning medium, namely attention function, affective function, cognitive function and compensatorial function (Arsyad 2003). The attention function is that video media can attract attention and direct the audience's concentration to the video material. Affective function is video media is able to arouse the emotions and attitudes of the audience. Cognitive function can accelerate the achievement of learning goals to understand and remember messages or information contained in images or symbols. While the compensatorative function is to provide context to an audience whose ability is weak in organizing and recalling the information that has been obtained. Thus video media can help the audience, namely students who are weak and slow to capture a message to be easy to receive and understand the innovations conveyed, this is because video is able to combine visuals (images) with audio (sound).

IPA is theoretical knowledge obtained or compiled in a typical or special way, namely by making observations, experimentations, inferences, theoretical preparation, experimentation, observation and so on the hook relates between one way to another, Abdullah (1998: 18). Therefore, IPAs have a very broad relationship related to human life. In it also discusses the change and form of objects, where students cannot understand this material with just a theory. Therefore, teachers are required to guide and motivate students to be able to understand and be more interested in IPA lessons. In order for students to understand the material provided by the teacher, of course, students must go through a thought process that can be observed through the activities of learners in learning. For example, through a fight, looking at videos or pictures, exchanging information, asking questions, answering questions, working in groups and discussing.

Based on observations and interviews with class II teachers of MI Bustanul Ulum Sasap, Modongan, Sooko, at the time of the implementation of PPL on August 23, 2021 until September 16, 2021 with Sholikhatin Soleh's mother, S.Pd. as a class II teacher that during learning had never used multimedia learning media. Teachers usually only use lecture methods, and Q&A, sometimes using game strategies, but in this case if applied in IPA learning students do not fully understand the lessons avoid making learners less active in learning IPAs (Initial observation of research, August 23, 2021).

Based on this background, then researchers feel interested in making research with the title "Implementation of Video-based Learning Media to Increase Student Learning Motivation in The Subject of Object Form Change in Class II MI Bustanul Ulum Sasap, Modongan Sooko".

RESEARCH METHODS

This type of research is a combination or better known as mixed method, which is a combination of qualitative research and quantitative research. Sugiyono (2013, p. 19) mentioned that this combination research method combines qualitative research methods and quantitative research methods to be used together in a research activity, so that more comprehensive, valid, reliable, and objective data is obtained.

While Nusa and Hendarman (2013, p. 49) mentioned mixed methods research is a combination of quantitative and qualitative research ranging from the level or stage of data collection and analysis, the use of research techniques, research design, to the level of approach in a single study. In addition, Creswell (2010, p. 5) suggests that mixed method research is a research approach that combines or associates qualitative forms and quantitative forms. This approach involves philosophical assumptions, the application of quantitative and quantitative approaches, and the mixing of the two approaches into a single study.

The conclusion that this combination research (mixed methods) is a combination of quantitative and qualitative research conducted simultaneously. While the design used in this study is sequential explanatory. In this design, the data

to be collected first is quantitative data and analyzed, which is then followed by the collection and analysis of qualitative data (Nusa and Hendarman. 2013, p. 64).

This research data collection technique uses several steps. Namely observations, interviews, questionnaire tests, and documentation (Sugiyono, 2009: 225). Questionnaire tests are spread directly during learning along with the division of several questions about changes in the form of objects.

The research locations are in MI Bustanul Ulum Sasap, Modongan, Sooko, Mojokerto. The data source is the Principal, the class guardian and also all students of class II MI Bustanul ulum. Researchers conduct data analysis by editing / verifying, tabulating, analiting, concloding in accordance with the stated anas Sudjono, 2005: 43.

RESULTS AND DISCUSSIONS

The first step taken by the researchers was a test of the practicality of the device and the learning media tested by the Second-class guardian teacher and colleagues. From the data analysis, it can be known that the practicality of learning devices by applying video learning media can be seen from the results of the analysis of learning implementation observations, namely RPP with an average score of 3.25, LKPD with an average score of 3.41 and learning videos with an average score of 3.29 which is already included in the category of "Practical". From the results of these observations show that RPP, LKPD and Learning videos can be carried out properly. This shows that teachers are able to manage the learning process with the application of video learning media.

The next step is the valididtas test of learning devices, learning media and questionnaire tests. Before applying video learning media, researchers conduct the longest validity test to one of the lecturers who are experts in the field. From the data analysis, it can be known that the validity of learning devices by applying video learning media can be seen from the results of the analysis of learning implementation observations, namely RPP with an average score of 3.4, Syllabus with an average score of 3.5, questionnaire test with an average score of 3.1, and learning videos with an average score of 3.2 that are already included in the

category of "Valid". From the results of these observations show that RPP, Syllabus, Questionnaire Test and Learning video can be carried out properly. This shows that the learning device is worth using.

After the researcher conducted a practicality test and validity test, the researcher applied a video-based learning media by sharing some pretest and postes questions to find out the results of the video learning media evekivity. From the analysis of percentage data, it can be known that in stage I, the division of the pretest questions of grade II MI Bustanul Ulum students is not satisfactory with a percentage of 13.3% of students whose value kereteria is in accordance with KKM, this states that IPA learning in material changes in the form of objects has not been said to be effective. In phase II, researchers applied the implementation of video-based learning media to students and ended with the division of postes questions, and the results were satisfactory with a percentage of 63.3% of students who received a score that even exceeded the hysteria of KKM scores. This suggests that the implementation of video-based learning media falls into the category of "Effective", and can be applied in learning.

Data that has been collected from the results of questionnaires distributed to students is then processed in the form of tables using percentage description techniques. The purpose of the processing is so that the data obtained can provide meaning and explanation. To make it easier to analyze the data of the research results, each question item is made a tabulation that is adjusted to the data analysis technique, so that conclusions can be drawn from the problem being studied. After the author calculates the questionnaire value of each respondent and collects it. Then the results of the questionnaire have been obtained which can be seen in the following table:

To find out the average value about the implementation of video learning media on material changes in the form of objects is as follows:

$$MX = \frac{\sum X}{N}$$

$$MX = \frac{1.601}{30}$$

$$MX = 53,3$$

Information:

Mx : Mean (average)

X: Number of variables x

N : Number of Cases

According to the results of calculations on 20 questionnaire tests related to the implementation of video-based learning media on the material of changes in the form of objects in class II MI Bustanul Ulum Sasap, which the author gave to 30 learners belonged to the category of "Motivated". This can be seen from the results of research that states that from the average score of 53.3 questionnaires are in the Motivated category.

This is in accordance with what was said by Sholihatin Sholeh's mother, S.Pd. as the class guardian at the interview time after the trial of the implementation of video-based learning media in class II. He said video learning media is suitable to increase student motivation and the results are more maximal than just manuals, lectures, and Q&A by teachers at MI Bustanul Ulum Sasap. However, children when learning by using learning media with children who learn not to use learning media it seems a difference because the child will not feel bored in learning and feel more comfortable again. With this can increase the motivation of students' learning. It can be concluded that the implementation of video-based learning media on material changes in the form of objects in class II MI Bustanul Ulum Sasap can be applied and can motivate students to be more active in learning.

CONCLUSIONS

This research aims to know about how the results of the implementation of video-based learning media to increase students' learning motivation in the material of changes in the form of objects in class II MI Bustanul Ulum Sasap, Modongan, Sooko, Mojokerto. From the formulation of the problem that has been stated in the previous chapter, it can be drawn as follows.

1. From the data analysis, it can be known that the practicality of learning devices by applying video learning media can be seen from the results of

observation analysis of learning implementation, namely RPP with an average score of 3.25, LKPD with an average score of 3.41 and learning videos with an average score of 3.29 which is already included in the category of "Practical". From the results of these observations show that RPP, LKPD and Learning videos can be carried out properly. This shows that teachers are able to manage the learning process with the application of video learning media.

2. From the data analysis, it can be known that the validity of learning devices by applying video learning media can be seen from the results of the analysis of learning implementation observations, namely RPP with an average score of 3.4, Syllabus with an average score of 3.5, questionnaire test with an average score of 3.1, and learning videos with an average score of 3.2 that are already included in the category of "Valid". From the results of these observations show that RPP, Syllabus, Questionnaire Test and Learning video can be carried out properly. This shows that the learning device is worth using.
3. From the data analysis, it can be known that the validity of learning devices by applying video learning media can be seen from the results of the analysis of learning implementation observations, namely RPP with an average score of 3.4, Syllabus with an average score of 3.5, questionnaire test with an average score of 3.1, and learning videos with an average score of 3.2 that are already included in the category of "Valid". From the results of these observations show that RPP, Syllabus, Questionnaire Test and Learning video can be carried out properly. This shows that the learning device is worth using.
4. From the data analysis, it can be known that the motivation of shiva increases by using video learning media. This can be seen from the number of test results of 53.3% questionnaires that are already included in the Motivated category.

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