JETISH: Journal of Education Technology Information Social Sciences and Health
E-ISSN: 2964-2507 P-ISSN: 2964-819X
Vol. 2 No. 2 September 2023

The Effectiveness of Using Learning Video Media on Student Learning Outcomes in Economics at SMAN 5 Pekanbaru

Putri Salwa Amalina[1] Mujiono[2] Hendripides[3]
Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia[1,2,3]
Email: salwaamalinaputry@gmail.com[1] mujiono@lecturer.unri.ac.id[2]
hendripides@lecturer.unri.ac.id[3]

Abstract
This study aims to determine the effectiveness of using learning video media on student learning outcomes in economics at SMAN 5 Pekanbaru. The sample of this research is 74 students obtained from purposive sampling technique. This research uses experimental method. Instruments for collecting data are student activity assessment sheets and tests. After the data was analyzed, it was obtained that the use of instructional video media was categorized as very good with a percentage of 77.03% and learning outcomes were categorized as good with an average learning result of 89.59. After the data were analyzed using the Paired Sample Test, it was found that the sig (2-tailed) value was 0.000 <0.05, so it was concluded that there was a difference in the average pre-test and post-test scores. The calculated t value is negative, which is -9.017, which means that the pre-test value is lower than the post-test. To measure the level of effectiveness using the normalized gain test, an average gain value of 60.74 is obtained, which means that the use of instructional video media is quite effective in improving student learning outcomes.
Keywords: Learning Effectiveness, Learning Video Media, Learning Outcomes

INTRODUCTION

(Nurkholis 2013) Education is a process that cannot be separated from early childhood. Education is a process that is carried out consciously which has the aim of increasing knowledge, self-potential, skills, and morals which are certainly needed for the survival of children. Basically knowledge, potential, skills, and morals are obtained by a child through the education he takes from kindergarten, elementary school, middle school, to high school.

The teacher's ability to use instructional media is one of the teacher's innovative attitudes. The cultivation of innovative attitudes possessed by teachers must be accompanied by seeking and developing an education system that supports learning media technology. Regarding the innovative attitude possessed by teachers in the field of learning, the quality of teachers can be determined by how creative they are in developing learning media.

Learning Media is very supportive in improving the quality of learning and learning processes that make it easier for students to understand the material provided by the teacher. A teacher must be able to use a variety of learning media because the learning media used by the teacher can attract students' attention in learning, be able to increase interest in learning, exercise thought, and increase the comfortable atmosphere when learning in class. One of the uses of learning media is learning video media because in the video there is material presented in the form of sound and pictures. Material presented in the form of pictures accompanied by sound is considered more capable of attracting students' attention.

Based on research conducted by (Aisyah, Jaenudin, and Koryati 2017) there are several factors that cause low learning outcomes, namely internal factors in the form of calmness in learning, student interest and motivation, student concentration in learning. The external

factors are teaching methods that are less attractive, and associates who are not supportive in growing interest in learning. Based on the information obtained in Class XI IPA SMAN 5 Pekanbaru, information was obtained:

1. That the SMAN 5 Pekanbaru school still gives students permission to bring cellphones so that when learning students still focus a lot on cellphones compared to the material explained by the teacher
2. Implementation of learning in class, such as the teacher asking students to form groups but in the opinion of the teacher this is not effective, other things such as the teacher explaining the material to students but some other students still look busy on cellphones.
3. Based on information from economics teachers, teachers are not good enough to create comprehensive interactions with students.
4. Based on the Mid Semester Examination scores there are still many students who have scores below the KKM (Minimum Completeness Criteria).
5. Students only focus on one teaching resource in the form of a textbook.

The learning process carried out has not yet obtained satisfactory learning results due to the lack of focus of students in listening to the explanations given by the teacher. Most of the students sitting at the back only focused on their cellphones, and the students sitting at the front seemed focused on listening to the teacher's explanation. The teacher explains the material without using learning video media, only through explanation of the material by the teacher.

According to (Rina Febriana, 2019) Assessment of learning outcomes is carried out by educators who aim to monitor processes, progress, and to increase the effectiveness of learning. Assessment of learning outcomes by educators pays attention to the following matters:

1. The assessment process begins by reviewing the syllabus to design the learning process and student assessment criteria.
2. The implementation of learning assessment is carried out using a questioning technique to explore student learning experiences according to the ability level of students.
3. Assessment of thematic-integrated learning is carried out according to indicators of the basic competencies of each subject.
4. The results of the assessment carried out by educators are carried out to determine the progress and difficulties encountered by students.
5. Reports on student assessment results are submitted to school principals, homeroom teachers, guidance and counseling teachers.

RESEARCH METHOD

The research method used is the Quasi Experimental Design method, with the One Shut Case Study research design. In this study there was no control group. The subjects in this study were treated with the use of instructional video media, then at the end of the study students were given posttest questions related to the material being taught through the use of instructional video media. This research was conducted at SMAN 5 Pekanbaru, Wonorejo Village, Marpoyan Damai District, Pekanbaru City, Riau Province. Time The research was conducted from October to November 2022. The sample in this study was 74 students. To determine the sampling technique, researchers used a purposive sampling technique. The instrument in this study used student activity research sheets and test questions. Data analysis techniques used normality test, paired sample t test, and normalized gain test.

RESEARCH RESULTS AND DISCUSSION

Research Result

The research data was obtained based on the process of learning meetings as many as 4x meetings using learning video media. Observation data on student activities was obtained based on the level of student focus in paying attention to the learning videos filled in by the observer.

Table 1. Student Activity Observation Research

No.	Score	Frequency	Percentage	Category
1	20-40	0	0	Not enough
2	41-60	0	0	Enough
3	61-80	17	22,97	Good
4	81-100	57	77,03	Very good
	Total	74	100	

Based on table 1, it illustrates that student activity when using learning video media is in the very good category, namely 57 students or 77.03%. That is, the use of instructional video media as a learning medium can support the learning process very well. This can be due to the fact that in terms of the appearance of learning video media it can attract students' attention in learning, in terms of content and material through learning video media it can make it easier for students to understand the material, and in terms of the benefits students can see learning video shows anywhere. Based on the results of a descriptive analysis of students' posttest scores after giving treatment using learning video media, they are shown in table 2, as follows:

Table 2. Statistics of Student Economics Learning Outcomes

Statistics	Statistical Value
subject	74
Means	89,59
Median	90,00
Mode	90
std. Deviation	8,014
Minimum Score	65
Maximum Score	100

Based on table 2, the average score of student learning outcomes through the use of learning video media is 89.59 out of an ideal score of 100. This means that the average score of student learning outcomes has increased from 64.95 to 89.59. If student learning outcomes are grouped into 4 categories, then the following distribution of frequencies and percentages is obtained:

Table 3. Frequency Distribution and Percentage of Student Learning Outcomes Scores

Interval In Score	Frequency	Percentage	Category
0≤x<74	1	1,35	Not enough
75≤x<83	14	18,92	Enough
83≤x<91	30	40,54	Good
≥91	29	39,19	Very good
Total	74	100	

Based on table 3 it shows that from the results of 74 students of SMA Negeri 5 Pekanbaru, after the average score of student learning outcomes of 89.59 is converted into the

4 categories above, the score of student learning outcomes through the application of instructional video media is included in the good category with a percentage of 44 .60% or 33 students.

Table 4. Descriptive Completeness of Student Economics Learning Outcomes

Score	Criteria	Frequency	Percentage (%)
0<x<75	Tidak Tuntas	1	1,35
75≤x≤100	Tuntas	73	98,65
Total		74	100

Based on table 4 it can be seen that there was 1 student who did not complete with a percentage of 1.35% while students who met the Minimum Completeness Criteria (KKM) were 35 students with a percentage of 98.65%. So, after the use of learning video media that student learning outcomes have increased with 73 students said to be complete. Data analysis in this study used SPSS version 22. The results of data analysis testing were as follows:

Normality Test

The normality test in this study uses the Kolmogorov-Smirnov Test method with the help of SPSS calculations for windows ver. 22. The results of the normality test for the Kolmogorov-Smirnov Test method can be seen in Table 5.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		74
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,93685378
Most Extreme Differences	Absolute	,088
	Positive	,062
	Negative	-,088
Test Statistic		,088
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on table 5, the results of the normality test using the One-Sample Kolmogrov_Smirnov Test statistical test show that the Sig. on the Kolmogorov Smirnov column, namely 0.200 > 0.05. This shows that the significance value of the data on the use of learning video media in the form of an assessment of observations of student activities and student learning outcomes is categorized as normal.

Paired Sample t Test

The results of the hypothesis test using the Paired Sample t Test from SPSS version 22 can be seen in table 6 below:

Table 6. Paired Sample Test

Paired Samples Test						
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the			

				Mean	Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-24,041	22,934	2,666	-29,354	-18,727	-9,017	73	,000

Based on table 6 of the Paired Samples Test, it is known that the Sig (2-tailed) value is 0.000 <0.05, so it can be concluded that there is a difference in the average value of the pre-test and post-test. In table 4.11 there is a negative t-count value, which is -9.017, which means that the pre-test score is lower than the Posttest, so there is an increase in student learning outcomes after using learning video media. Thus, H_0 is rejected and H_1 is accepted. Means that there is effectiveness in the use of instructional video media on student learning outcomes at SMAN 5 Pekanbaru.

Effectiveness Test

The normalized gain test was carried out to determine the effectiveness of using instructional video media. The results of the normalized test can be seen in table 7:

Table 7. Effectiveness Test

Normalized Gain Value	Frequency	Percentage	Interpretation
-1,00≤g≤0,00	0	0	There was a decline
g=0,00	5	6,76	Still
0,00<g<0,30	8	10,81	Low
0,30≤g<0,70	29	39,19	Currently
0,70≤g≤1,00	32	43,24	Hight
	74	100	

Based on table 7 of the normalized gain test it is known that the average gain score in the high category is 32 students. That is, there is an increase in student learning outcomes of 43.24%. Through the acquisition of the percent value, the average acquisition value is 60.74%, which means that the use of instructional video media is quite effective in improving student learning outcomes.

Discussion

Based on the results of observations made by the observer, it shows that the use of learning video media is in the "very good" category with a proportion of 77.03% which can support the learning process using learning video media. After analyzing the results of observations, researchers analyzed student learning outcomes which obtained information that learning outcomes using video media student learning had reached the Minimum Completeness Criteria (KKM). This is indicated by the average student learning outcomes of 89.59 out of 74 students. Based on student learning outcomes, there are 4 categories of student scores, namely there is 1 student in the less category with a proportion of 1.35%, 14 students in the sufficient category with a proportion of 18.92%, 30 students in the good category with a proportion of 40.54%. , and 29 students in the very good category with a proportion of 39.19%.

Based on the Minimum Completeness Criteria (KKM) at SMA Negeri 5 Pekanbaru, students who have a score of 75 are said to have completed their studies. In class XI IPA 1 and XI IPA 2 there were 73 students who achieved mastery learning out of a total of 74 students with a proportion of 98.65%. Based on the analysis of learning outcomes, it can be said that the use of learning video media has met the Minimum Completeness Criteria (KKM). The results of the analysis of the descriptive data obtained show that the learning process in class

XI IPA 1 and XI IPA 2 through the use of instructional video media has been carried out according to the Learning Implementation Plan (RPP) with employment material according to the 2013 curriculum syllabus with student learning outcomes that have reached the Minimum Mastery criteria (KKM). Based on this, learning is said to be effective because it meets the indicators of learning effectiveness, namely student learning outcomes increase. According to the Mid Semester Examination (UTS) scores of students using conventional learning methods in class XI IPA 1 and XI IPA 2 with an average score of 64.95%, and after using learning video media in class XI IPA 1 an average value of 89.59. Therefore, it can be said that the use of video learning media is effectively applied in economics learning.

The results of this study are similar to research (Gita Permata Puspita Hapsari, 2021) which states that learning outcomes after using animated video media have increased. Overall, the average increase in learning outcomes is 0.56% which is included in the medium category. So, it can be concluded that the use of animated video media can improve learning achievement. The difference in the research that has been carried out at this time, in research (Gita Permata Puspita Hapsari, 2021) was carried out online using the WhatsApp application, while the current research was carried out offline.

CONCLUSION

Based on the results of the research and discussion, it can be concluded as follows: The use of learning video media is effectively applied to economic learning, in terms of the observation sheet of student activities and student learning outcomes, namely: Based on the observation sheet of student activity when the use of learning video media is in the "very good" category with a percentage of 77.03%. Students respond very well to the use of instructional video media based on appearance aspects, content and material aspects, and usability aspects. For SMA Negeri 5 Pekanbaru students based on pretest scores taken from Mid Semester Examination (UTS) and Posttest scores through student learning outcomes using learning video media. Based on the Posttest scores, students have achieved the Minimum Completeness Criteria (KKM). This is based on the average value of learning outcomes obtained by students of 89.59 out of 74 students and 73 students have achieved a minimum Mastery Criteria score (KKM) with a percentage of 98.65%. Based on the Pretest and Posttest values, the percent normalized gain value is 60.74%, which means that the use of instructional video media is quite effective in increasing the value of student learning outcomes.

BIBLIOGRAPHY

Aisyah, Jaenudin, R. & Koryati, D. (2017). Analisis Faktor Penyebab Rendahnya Hasil Belajar Peserta Didik Pada Mata Pelajaran Ekonomi di SMAN 15 Palembang. Jurnal Profit, 4(1), 1-11

Gita Permata Puspita Hapsari, & Zulherman. 2021. Pengembangan Media Video Animasi Berbasis Aplikasi Canva Untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa. Jurnal Basicedu Vol. 5 No. 4

Nurkholis. (2013). Pendidikan Dalam Upaya Memajukan Teknologi. Jurnal Pendidikan, 1(1), 24-44

Rina Febriana. (2019). Evaluasi Pembelajaran. Jakarta: Bumi Aksara