

THE INFLUENCE OF THE BLENDED LEARNING METHOD AND USAGE YOUTUBE VIDEO MEDIA ON STUDENT LEARNING OUTCOMES CLASS X OF SMAN PAKUSARI IN ENGLISH LESSON

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Abstract:

Problem-based learning models can be combined with learning media to generate new desires and interests, generate motivation and stimulate learning activities and even bring psychological influences such as blended learning methods and YouTube video media that combine or mix face-to-face learning and computer-based learning.. This experimental research used a pre-test post-test control group design. Data collection tools used pre-test and post-test methods. Instrument analysis used: normality test and homogeneity test. Hypothesis analysis using t-test. The difference is clearly visible from the experimental class and control class as stated between learning using the Blended Learning method and youtube media and without youtube media. The value of sig 2 tailed is 0.00 where the value of sig is below the value of 0.005 which means that there are differences in student learning outcomes using the blended learning method without youtube media and with youtube media. Based on the results of research on the effect of the Blended learning method using YouTube video media on student learning outcomes in English subjects. Therefore, educational institutions are expected to make policies to improve the quality of learning, especially in developing a more student-centered learning model or better known as student-centered learning

Keywords: Blended Learning Method, Youtube video media, Learning Outcomes

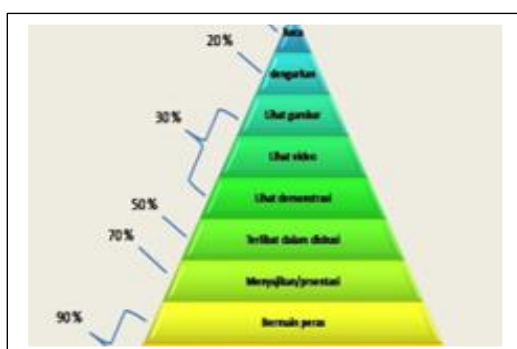
Article History: Received: oktober, 21, 2022; Accepted: Oktober , 27, 2022; Published: Desember, 30 2022

INTRODUCTION

In the current era of digitalization, almost all human activities require super-sophisticated media to assist the needs of all their activities in their daily activities. Technology that is currently developing has various benefits and provisions in leading to a modern society, it should be used optimally, one of which is for the development of education (Yazid et al., 2014). Educational technology is always used for human welfare and comfort. Information and Communication Technology (ICT) based education that requires concepts. One of these concepts is that which shapes education directly into digital form. The learning process actually has a very important role to improve the quality of education, so that the learning that will be held prioritizes and benefits students. This is expected to create a learning atmosphere that can stimulate students' abilities to explore and explore their potential optimally in a creative,

innovative, and fun way. The process of teaching and learning activities is the core of the overall educational process with the teacher as the main role holder. The main task of a teacher is to realize learning goals in schools and develop students' potential. According to the National Education System Law No. 20 of 2003 article 3 states that national education functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear Allah SWT, have noble character, are physically and spiritually healthy, knowledgeable, creative, independent, and become a democratic and responsible citizen. The achievement of learning activities as the end product of a successful learning process is influenced by various factors, where one influences the other. Optimization of learning achievement must be done by improving all related factors, namely internal and external factors. Factors are factors that come from within the student. While external factors are all factors that come from outside the student, or rather factors that come from the environment. Education and teaching is a process that has a purpose. Objectives can be interpreted as an attempt to provide a formulation of the expected achievement of students after carrying out the learning experience. (Sutardi & Sudirjo, 2007). Learning media in teaching and learning process activities can generate new desires and interests, generate motivation and stimulate learning activities and even bring psychological influences on students, (Arsyad, 2013). In addition to arousing student motivation and interest, instructional media can also help students improve understanding, present data in an interesting and reliable manner, make it easier to interpret and obtain information..

Learning video media is a video program that is designed, developed, used to achieve learning objectives. Video media is a visual medium of motion (motion pictures) where the acceleration of the movement can be adjusted (speed up or slow down) (Wuryanto, 2016). This allows video media to be effective when used to teach knowledge related to motion elements. The use of YouTube video media makes abstract English learning concrete. Students are interested in the learning material so that the class conditions are more calm and concentration will be awakened by itself in each student. The material delivered by the teacher also looks more concrete and clear because with the help of video media students can see and hear what is the subject of learning at that time. If these conditions have been created, the material delivered by the teacher will be easily absorbed by students. The development of learning media has touched audio, visual and a combination of both. Various tools are used by teachers to convey teaching messages to students through sight. In an effort to use media as a tool, Edgar Dale classifies experiences according to levels from the most concrete to the most abstract. As shown in Figure 1. Edgar Dalc's Cone of Experience quoted by Anitah (2008:55)



From the Cone of Experience, this research is focused on the fourth symbol in relation to the media that will be used in learning Youtube Media and the third order is for Images. The basis for selecting visual aids is to choose aids that are appropriate to the maturity, interests and abilities of the group, choose appropriately for learning activities, maintain a balance in the type of aids selected, avoid excessive aids and question whether these aids are needed and can accelerate learning.

(Arsyad, 2013) argues that the use of instructional media in the teaching and learning process can generate new interests, generate motivation and stimulate learning activities, and even bring psychological influences on students. The use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. In addition to arousing student motivation and interest, instructional media can also help students improve understanding, present data in an interesting and reliable manner, facilitate interpretation of data, and condense information. (Arsyad, 2013) classifies media into eight types, namely (1) print media, (2) long media, (3) overhead transparencies, (4) audiotape recordings, (5) series of slides and filmstrips, (6) multi-image presentation, (7) video recordings and live films, (8) computers. Heinich, et.al (2005:9) states that the types of media commonly used in learning are non-projection media, audio media, motion media, computer media and remote hypermedia media. The teaching media can enhance student learning processes and can enhance student learning outcomes. In addition, teaching media also has many benefits, namely: 1. Teaching will attract more students' attention so that it can foster student learning motivation 2. Teaching materials will be clearer so that students can understand better 3. Teaching methods will be more varied, so students don't get bored and not just using verbal communication. 4. Students do more learning activities, not only listening to the teacher's description, but also other activities such as observing, doing, demonstrating (Sudjana, 2017).

The application of blended learning provides convenience in providing teaching materials, ease of communication between students, students with teachers and students with learning resources, ease of obtaining subject matter, and optimization of technology. Husamah (2014: 16) explains the characteristics of blended learning is that it combines various delivery techniques, learning models, learning styles, and various technology-based media and there is a combination of direct teaching, independent learning, and online learning. Learning in blended learning is an effective combination of delivery methods, teaching methods, and learning styles. Das (2015:98) states that the characteristics of blended learning consist of four components, namely online learning, personalized learning, customized learning, and competency based learning. Online learning is the provision of learning instructions to students via the web in a structured manner. Personalized learning is designing student needs according to learning preferences and diversity so as to provide opportunities for students to learn independently. Customized learning is learning designed to refer to a sequence of previous learning experiences to increase student motivation and achievement. Competency based learning means learning is carried out to determine students' abilities and knowledge which are measured according to learning objectives. The steps

for implementing blended learning which refers to problem based learning according to Arend (2008: 57), include "orientation, organization, investigation, presentation, and analysis and evaluation".

YouTube Learning is the largest and most popular online video sharing media website on the internet. Currently YouTube users are spread all over the world from various age groups, from children to adults. Youtube users can upload videos, search videos, watch videos, discuss/question and answer about videos and at the same time share video clips for free. Every day there are millions of people who access YouTube, so it's not wrong if YouTube has the potential to be used as a learning medium. According to Kemp (1980:6) describes the advantages of video media as follows, namely, a) Can be played repeat after recording, b) Shows can be selected, slowed down, sped up or reversed or stopped, c) Does not require a dark room, d) The operation of the device is relatively easy, e) Duplication can be done easily. From the several opinions above, apart from having many advantages, video media also has weaknesses or limitations. In video research it cannot display the actual size of the object, video supporting materials also require projection tools such as LCD projectors, computer/laptop speakers, cable rolls, and require a lot of money when making this media or holding this learning video media.

Assessment of learning outcomes is the process of giving value to the learning outcomes achieved by students with certain criteria (Nana Sudjana, 2008:3). Non-test assessments are used to measure student success in the affective and psychomotor aspects, while tests are generally used to measure student success in the cognitive aspect. An assessment tool is said to have good quality if the tool fulfills two things, namely its accuracy or validity and constancy or reliability (Nana Sudjana, 1996: 12). From the explanation above it can be concluded that to find out the learning outcomes an evaluation or assessment is carried out. The form of assessment is in the form of tests and non-tests. A good test must meet certain criteria and must also be in accordance with its intended purpose. In order for learning outcomes to be maximized, it is necessary to examine and study several relevant learning theories. The first is constructivism which assumes that human knowledge is a construction (formation) of humans who know something, so knowledge cannot be transferred just like that, but must be formed and built by each individual. Knowledge is not something that has been made, but a process that develops continuously. The activeness of a person plays a very important role in the development of this knowledge (Winataputra, 2008). Both cognitive learning theories that explain meaningful learning and verbal learning (expository learning). From the description that has been described above, to find out how much influence the blended learning method uses YouTube video media has on student learning outcomes in English subjects, researchers are interested in conducting research with the title "The Influence of the Blended Learning Method and the Use of Youtube Video Media on Results Study of Class X Students of SMAN Pakusari in English Lessons for the 2022-2023 Academic Year.

The conceptual framework in this study is to use a frame of mind with reference to the research variables used, namely the dependent and independent variables.

RESEARCH METHODS

The type of research used in this study is an experiment that aims to provide or obtain convincing evidence regarding the effect of one variable on another. This experimental study used a control group pre-test post-test design. This research is experimental in nature, because the results of this study will confirm how the influence of the variables to be studied, the goal lies in discovering the causal facts and facts due to the influence of the use of the Blended Learning method and learning Youtube video media on learning outcomes in English lessons Class X student in high school. In this regard, the most appropriate research design is to use a 2 x 1 factorial design with the independent T test analysis technique.

Tabl 3.1 Rancangan penditian

Mtode	Bended	Geramah
Media	learning	
Media youtube	XIY	XZY

This research was conducted in class X of Pakusari High School in the odd semester of 2022/2023. The variables of this study were: (a) Independent Variable (X1), namely the Blended Learning method and (X2) Youtube video media (b) Dependent Variable (Y), namely the results learn English. Experimental design or design is a conceptual framework for carrying out experiments. A design has two functions.

1. Create the conditions for the comparison required by the experimental hypothesis
2. Through data analysis and statistically, it allows research to make interpretations which means knowing the results of the investigation (Ary, 1982:268).

The implementation of the research begins with giving pre-tests to both the experimental and control groups. The pre-test questions for both groups were the same as the time allotted to work on them for 2 hours (2 x 45 minutes). This activity aims to measure students' initial abilities before being given treatment. The second stage was giving treatment to the two groups, namely teaching descriptive topics to the experimental group and lecture learning models to the control group.

After the researcher carried out the learning in both groups, then they were given a post test in both groups with the same questions given during the pre test. This activity aims to see the extent to which the resulting influence of learning on students' abilities.

Another purpose of carrying out this pre-test is also to see the extent to which there are differences in learning outcomes with application-based YouTube video media and lecture models. After carrying out the above steps, students in the experimental group were given a questionnaire related to students' responses to English lessons, the most preferred or desirable types of basic English competencies,

responses to learning media using YouTube video media and difficulties when studying the topic descriptive text.

The technique used in this data analysis is the ANOVA technique because it can be used to test the difference between two or more means. After the ANOVA, it was continued with the Scheffe test to find out the difference and which level of treatment had the highest effect on the tenth grade students' mastery of English subject matter.

Place of research is a place where researchers conduct research. In this research conducted in class X SMAN Pakusari. The reason for the researcher was because the researcher came from the area where the school was located and the school was considered suitable and appropriate for the researcher to conduct the research. The data needed in this study are data on learning motivation and mastery of English lessons by class X students at SMAN Pakusari. In this study, data collection was carried out using the English learning achievement test method, Research Instrument Trial, Instrument Validity Test, and Instrument Reliability. As for the method of data collection using Observation Techniques (observation), interview / interview techniques, questionnaire / questionnaire techniques, documentation techniques and tests.

Data analysis is intended to test the hypotheses that have been proposed. The data analysis technique used is a two-way ANOVA (Analysis of Variance), with a significant level ($= 0.05$). The ANOVA technique was used in this data analysis because it can be used to test the difference between two or more means. After the ANOVA, it was continued with the Scheffe test to find out which differences and treatment levels had the highest effect on the tenth grade students' mastery of English subject matter. After the samples were selected, they were then randomized to determine the experimental group and the control group. The experimental group was given the YouTube video media treatment. After completion, they are then given a post test in the form of a test of mastery of English material. From the test results obtained data in the form of a score, then tested the research results with the ANOVA technique.

RESULTS AND DISCUSSION

In this section, we will discuss the Effects of the Blended Learning Method and the Use of Youtube Video Media on the Learning Outcomes of Class X SMA Pakusari in English Lessons for the 2022-2023 Academic Year with Descriptive text material using an experimental class and a control class. During the research at Pakusari High School, 2 meetings were held a week, 1 hour and 45 minutes, each meeting 2 hours of lessons. Discussion of research results is based on data analysis and data findings in the field

Instrument Validity Test

The validity test is carried out to find out whether an instrument is legal or valid for measuring a variable, for example a questionnaire is declared valid if the variable to be measured can be disclosed through the questionnaire. So it can be said that the variable can be measured precisely by the instrument. The validity of the research instrument shows the degree of accuracy of the instrument as a measuring tool for

the content or what is being measured. Based on the results of the validity test of the Blended Learning instrument, valid data were obtained, namely numbers 1,2,3,4,5,7,8,10,11,12, 13, while invalid data were number 6 and number 9. So that only 11 questions that will be used for further research. Meanwhile, from the results of the validity test of Youtube Media, all question items are valid, so they can be used for further research. From the SPSS data results table, it is obtained that each item is valid because the value of $r_{count} > r_{table}$. That is, the item value r_{count} is .865** greater than r_{table} 0.334 and so on.

Instrument Reliability Test

Reliability comes from the word reliability. The definition of reliability (reliability) is the constancy of measurement (Walizer, 1987). Sugiharto and Situnjak (2006) state that reliability refers to an understanding that the instrument used in research to obtain information used can be trusted as a data collection tool and is able to reveal actual information in the field. A questionnaire is said to be reliable or reliable if a person's answer to a statement is consistent or stable over time. The reliability of a test refers to the degree of stability, consistency, predictability, and accuracy. Measurements that have high reliability are measurements that can produce reliable data. If a measuring device is used twice - to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. In other words, reliability shows the consistency of a measuring device in measuring the same symptoms. According to Wiratna Sujarweni (2014), the questionnaire is said to be reliable if the Cronbach's Alpha value is > 0.6 . From the results of the SPSS output, it was found that both the instruments for Blended Learning (Variable X1), Youtube Media (Variable X2) and English Learning Outcomes (Variable Y) / tests used were reliable. This can be seen from the Cronbach's Alpha value of 0.859 > 0.6 which shows that the test item instrument is very reliable.

Data Normality Test

The normality test is used to determine whether the data is normal or not normal. In this study, normality was tested using the Kolmogorov-Smirnov test. The results of the data normality analysis can be seen in the following table :

Tests of Normality							
	kelp	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Tanpa media	1,00	,093	35	,200*	,980	35	,762
Dengan media	1,00	,120	35	,200*	,944	35	,073

Based on the data in the table, it shows that the sig value of the variables is all greater than the sig α (alpha) value, which is 0.05, this shows that all variable data is normally distributed.

Homogeneity Test

Homogeneity test will be used in testing the variance between the two groups. The homogeneity assumption is known by comparing the sig probability value, which has been determined to be 0.05. the assumption is, if the sig probability is greater than the probability level $\alpha = 0.05$ (sig. > 0.05), then the data is from a homogeneous population and vice versa.

Model Pengaruh	Nilai sig.	Taraf Sig. A	Kesimpulan
X1 Terhadap Y	0,369	0,05	Homogen
X2 Terhadap Y	0,137	0,05	Homogen

Based on the homogeneity test table, it can be concluded that the two variables X to Y have a sig value. Which is greater than the probability value sig. α (0.05), this indicates that the variable is homogeneous.

In the data analysis, it can be seen that the sig 2 tailed value is 0.00 where the sig value is below the value of 0.005, which means that there are differences in student learning outcomes before using the blended learning method with YouTube media and after using the blended learning method with YouTube media. In testing the hypothesis which shows that there is a significant difference between student learning outcomes using the Blended Learning method and YouTube media on the learning outcomes of class X students in English lessons at Pakusari High School. The difference is clearly visible from the experimental class and the control class as stated in the F test table below which distinguishes between learning using the Blended Learning method and YouTube media and students using the Blended Learning method without YouTube media on learning outcomes for Class X students in English lessons at Pakusari High School.

	Test Value = 0					
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
tanpa media	89,267	34	,000	76,771	70	80
dengan media	85,068	34	,000	83,429	80	90

In the table above it can be seen that the sig 2 tailed value is 0.00 where the sig value is below the value of 0.005 which means that there are differences in the learning outcomes of students who use the blended learning method without YouTube media and students who use the blended learning method with YouTube media. This indicates that there are differences in the learning outcomes of study groups using blended learning methods without YouTube media and blended learning methods with YouTube media.

Blended learning is mixing two or more learning strategies or methods to produce the expected learning outcomes. The implementation of this strategy allows the use of online learning resources, especially those based on web/blogs, without leaving face to face (Davies, Cooper, Kettler, & Elliott, 2015). Blended learning is a solution to the weaknesses of online learning because it combines online, offline and face-to-face learning. Online learning consists of media that is equipped with a controller that is used by users so that users can access offline media, while online media is not equipped with controllers that can be used by users who do not need to be connected to the internet network, students can also access various learning media available on the internet. On the internet there are many learning media available both presented in the form of narratives, photos, pictures, diagrams, graphs, and others which are presented interactively, in the form of animation, video, or other audio-visual (Wuryanto, 2016).

In connection with the preferences of students to access the internet as described above, teachers need to innovate in choosing and determining the learning approach to be used in research. Innovations in learning approaches that are believed to be able to accommodate students' passion for accessing the internet are blended learning approaches and YouTube video media. (irfan fajrul falah, 2022). In terms of YouTube usage, please note that, at 2019 rates, it is the second most visited Internet platform in the world, and the third most popular application for mobile devices. YouTube is the most used video platform for surgical trainees (Utama, Sajidan, Nurkamto, & Wiranto, 2020).

Among modern learning tools, YouTube has many particular advantages that can justify its good reputation: its platform is stable, fast and user-friendly, efficient built-in mechanisms for searching and filtering content and increased capacity to be shared on social media. Its main drawback is instead the lack of a peer-review process (Arends, 2012) and the design of the algorithms used to find content, based on likes and views and not on quality analysis. Therefore, it is important to correctly evaluate the educational potential of the material. Much research was conducted to investigate the peculiarities of this newly discovered learning resource; some examples are: which content is most popular, which are the characteristics of youtube content providers, which are the quality of higher education materials and their position in academic libraries (Chen, Huang, & Chou, 2019) how useful are they for learning individually in classroom settings and to support learning English with blended learning methods and YouTube media and how useful are YouTube videos in English subjects. The general conclusion that can be drawn from the above data is that YouTube is a popular and useful resource for learning in academic environments and not only that, but it also offers a wide range of benefits to its users.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of data analysis and discussion, several conclusions are obtained as follows:

- a. There is an influence of the use of the Blended Learning method on the learning outcomes of Class X students of SMAN Pakusari in English lessons in high school for the 2022-2023 academic year
- b. There is an influence of YouTube video media on the learning outcomes of Class X students of SMAN Pakusari in English lessons for the 2022-2023 academic year
- c. There is an effect of the use of the Blended Learning method and YouTube video media on the learning outcomes of Class X SMA Pakusari in English lessons for the 2022-2023 Academic Year

Suggestion

Some suggestions put forward in an effort to utilize and disseminate research results in learning, include:

1. Based on the results of research on the interaction between the Blended Learning learning model and the use of YouTube videos and low learning motivation of student learning outcomes, educational institutions are expected to make policies to improve the quality of learning, especially in developing learning models that are more student-centered or that better known as student centered learning.
2. It is recommended that educators apply the learning model of the blended learning method by using YouTube videos and learning motivation.
3. It is recommended for educators to apply models in learning using blended learning methods and YouTube videos that can improve student learning discipline.
4. Become a reference material for future researchers in conducting similar research.

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