

THE EFFECT OF THE USE OF VIDEO TUTORIALS ON LEARNING INTERESTS
AND SCIENCE LEARNING OUTCOMES OF GRADE VIII A STUDENTS OF SMP
MUHAMMADIYAH 10 MUNCAR

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Abstract :

The Covid-19 pandemic has had a major impact on various sectors, one of which is education. The world of education is also feeling the impact. In the past, before the Covid system and learning models were carried out face-to-face between teachers and students, the problem in this study was whether video tutorial-based learning media could affect science learning outcomes. The respondents of this research were class VIII students of SMP Muhammadiyah 10 Muncar with a total of 30 students. This research was a quantitative study with a causal design. Valid and reliable degree with validity and reliability tests. Instrument analysis test using: 1) Descriptive test, 2) Normality test 3) Homogeneity test. Test the hypothesis using: 1) Regression analysis, 2) F test, 3) T test The results show that: 1) sig. from the learning video tutorial variable, there is a motivation of 0.000, so the conclusion is sig > 0.05, meaning that there is an influence of video-tutorial-based learning media on students' interest in learning science. 2) the sig value of the influence variable of video tutorial-based learning media on learning outcomes is 0.000. The conclusion obtained is sig > 0.05, it means that there is an influence of video tutorial-based learning media on students' natural science learning outcomes. 3) the output results of the regression analysis obtained F count 29.124 with sig 0.000, because > 0.05, there is an influence of video tutorial-based learning media on learning interest and science learning outcomes in students, especially junior high school students.

Keywords: Video Tutorial-Based Media, Interest in Learning, Learning Outcom



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INTRODUCTION

Covid-19 has had a major impact on various sectors, one of them education. The world of education is also feeling the impact. In the past, before Covid, the system and learning model were carried out face-to-face between teachers and students. Where in the face-to-face learning process all learning objectives can be conveyed directly, so that the teacher or educator usually conducts an assessment with all of his targets in conveying material to students or students. Now, during this pandemic, all teachers or educators must be able to make sure teaching and learning activities continue, even though students are at home. The solution, educators are required to be able to design Learning media as an innovation by utilizing online media (online). This is in accordance with the Instructions of the Minister of Education and Culture of the Republic of Indonesia

regarding Circular Letter Number 4 of 2020 concerning Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (Covid-19).

The learning system is implemented via a personal computer (PC) or laptop connected to an internet network connection. Educators must be able to carry out learning together at the same time using groups on social media such as WhatsApp(WA), telegram, Instagram,

zoom application or other media as learning media. With Thus, educators can ensure students take part in learning at the same time, even though they are in different places. Educators can also give measurable assignments in accordance with the objectives of the material delivered to students. Covid pandemic conditions 19 This resulted in extraordinary changes, including in the field of education. It's as if all levels of education were forced to transform to adapt suddenly drastically to do learning from home through online media (online). The Covid-19 pandemic period can be said to be an opportunity in the world of education, both in the use of technology in line with industry 4.0, and parents as mentors. The hope is that post-pandemic Covid-19,

We have become accustomed to the current system as a learning culture in education. Especially for parents who work from home (WFH), must still accompany their children, especially their young children. This is considering that technology has not been evenly introduced in the use of learning media, such as laptops, gadgets, and others. So from here it can be concluded that during the current pandemic, the selection of learning methods and media really needs to be done in the learning process. In this case is the learning media that suits the needs of students. however, the reality on the ground is that sometimes there are still many teachers or educators who do not have much mastery of technology to be able to design instructional media that can be used in the online learning process as it is today. Because with the teacher being able to design technology in the process of delivering subject matter, students will automatically understand more and will better understand the objectives of the subject matter. is an activity that contains interaction between teachers and students and reciprocity that takes place in educative situations to achieve learning goals (Rustaman, 2003).

he learning process in the education system is a system that is intact and inseparable from the learning components, namely input (students) and with the help of instrumental input, output and outcome. One of the branches of science is Chemistry, which is a science which is one of the subjects taught in schools. Wiseman (1981) explained that chemistry is one of the most difficult subjects for most middle school students, including junior high school students at SMP Muhammadiyah 10 Muncar.

The media used to solve problems in the learning process is the use of learning videos. Video media is an interesting learning medium for students, because the video is made with an attractive appearance accompanied by pictures and writing, so that it is easy for students to see and imitate. "Video is a very effective medium to help the learning process, both for mass, individual and group learning. Video is also a non-print teaching material which is very rich in information and complete because it can reach the presence of students directly" (Daryanto, 2010).

Interest is a condition in which a person has attention to something and is accompanied by a desire to know and learn and prove it further. Interest arises because of deep attention to an object, where this attention creates a desire to know, learn and prove further. This shows that interest besides attention also contains an effort to get something from the object of interest.

Some educational experts argue that the most effective way to generate interest in a new object is to use existing interests. This was stated by Tanner (in Slameto, 1991: 12) that students also try to form new interests in students regarding the relationship between a lesson that will be given with past lesson material, outlines its uses for future students..

The success of the process of learning and learning activities besides being influenced by teacher factors is also influenced by student factors themselves. So further understanding of Interest in Learning can be said is an interest in a lesson which then encourages individuals to study and pursue the lesson.

Interest is a force that encourages someone to do something to achieve a goal, this power is stimulated by various kinds of needs. Someone who has an interest in doing something tends to pay more attention to that object. However, if the object does not cause pleasure, then the person will no longer have interest in the object.

METHOD

This study aims to determine the influencing relationship between two or more variables, so this study uses a causal associative research design. Furthermore, according to Sugiyono (2014) in Joko, causal research is research that aims to analyze the causal relationship between independent variables (variables that affect) and dependent (influenced). Another opinion regarding causal research was put forward by Margono (2010) who stated that causal research is research to investigate possible causal relationships between certain factors that might be the cause of the symptoms being investigated. Causal research usually uses the experimental method, namely by controlling the independent variables that will affect the dependent variable in the planned situation.

The population in the study is a collection of individuals or objects which are general characteristics. Arikunto (2010) in explaining that "the population is the entire research subject." Meanwhile, according to Sugiyono (2010) population is "a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions". So from the explanation of the two opinions, the researcher determined that the research population was class VIII students. A total of 35 students at SMP Muhammadiyah 10 Muncar.

RESULTS AND DISCUSSION

The data obtained includes the value of learning outcomes which consist of cognitive and affective results and learning interest questionnaire scores. Data were obtained from class VIII.A using Video Tutorials by analyzing the results of cognitive tests, affective questionnaires and classifying learning interest at low and high levels

Testing the first hypothesis on the effect of learning videos on students' learning interest obtained a significance value of 0.01. Based on the test decision, H_0 was rejected on the cognitive results. This means that there is an influence of video-based learning media on students' interest in learning science class VIII.A SMP Muhammadiyah 10 Muncar.

The results of this first hypothesis test can be rationalized through the role and function of the learning media itself so that it can boost student learning motivation.

learning and among them consists and functions namely placing the media as something that is able to attract and focus students' attention there is learning (Munadi.2008).

Attention is obtained by paying attention to certain stimuli while disposing of other stimuli, which is called selective attention (selective attention). learning. The function of motivation is to place learning media as something that can be used to encourage students to consciously want to do learning activities. v

The three psychological functions arising from the use of learning media, it is only natural that the first hypothesis test is produced. Furthermore, in this study it is not just the use of learning media but video tutorial-based learning media. In theory, learning media based on video tutorials will be more interactive and interesting which will have an impact on increasing student learning motivation. The attractiveness of learning media based on video tutorials is obtained from the constructs and characteristics of the media which are closer to interactive multimedia. where the delivery of material, discussions and other learning activities is carried out through computer media. So that it's easy to learn the material contained in the video tutorial, it can be anywhere. It doesn't only depend on the school that has a computer.

Video tutorials serve as a guide and guide for the steps in making something (village) you want. A video tutorial display is a film or video that has been stored in an LCD file or Flasdiscs, which is ready to be opened and viewed according to the contents of the desired material (materivdesignvragamvhias) Through video tutorials students will be increasingly motivated to learn learning material because the learning time is relatively flexible, the learning system is independent and there is sound and images (audio visual). The purpose and time for flexible learning is that students can operate videos at any time according to the opportunity and desire so that it is not fixed at one time only.

The independent learning system is that students can learn on their own without depending on the presence of the teacher/facilitator. As in Edgar Dale's theory that media containing content involving moving audio visualization will be more effective and interesting so that student learning motivation will automatically be triggered to increase. With the explanation and arguments that have been described, the results of the first hypothesis test, namely the influence of video tutorial-based media learning on learning motivation, are very reasonable and in accordance with the theories and principles that have been referred to in theoretical studies.

Testing the second hypothesis on the effect of learning videos on student learning outcomes obtained a significance value of 0.01. Based on the test decision, Ho was rejected on the cognitive results. This means that there is an influence of video-based learning media on science learning outcomes for class VIII.A students of SMP Muhammadiyah 10 Muncar

The use of learning media in general can help achieve learning outcomes. However, the suitability between learning materials and the media used needs to be considered carefully by referring to the principles of using the learning media itself. The use of media that is inappropriate and irrelevant to the material and characteristics of the subjects can actually result in hindering learning goals and outcomes. The urgency of using instructional media for learning outcomes as expressed by Chaeruddin (2004), namely with regard to the meaning and benefits of media in the teaching and learning process, includes: 1) further clarifying the teaching material delivered by the teacher. 2) provide real experience to students. 3) stimulate students/students to dialogue with themselves and 4) stimulate students' way of thinking. This opinion begins to answer the findings in

the first hypothesis test, namely the influence of the use of video tutorial-based learning media on learning outcomes. As explained, the use of media can clarify the teaching material delivered by the teacher. This means that the dominance of the teacher in explaining learning material is decreasing.

In addition, the teacher is assisted by video tutorial-based learning media because there are clear instructions and can be repeated according to the wishes of the students. Decorative Variety Design learning material is very effective when presented through audio-visual media because of the characteristics of the material. Another advantage of video tutorial-based learning media is that it can provide real experience to students/students. The real experience gained is from the visualization and sound of learning materials, namely decorative designs

This material requires demonstrations in the form of moving image slides in the form of videos, this is because decorative designs are not enough to be conveyed in theory without demonstrations either directly or in the form of images. In addition, audio-visual-based learning media can stimulate students/students to dialogue with themselves. This means that with tutorials in videos, students have received instructional rubrics without realizing it. As a result, students will question and sharpen their newly acquired knowledge from videos presented through a kind of cognitive or verbal dialogue in order to reinforce insights. This dialogue can also be interpreted that when students learn through video tutorials, there will be a struggle of thoughts on which side of the broadcast they don't understand and need to be deep in or which material is boring to watch because they already understand.

The use of tutorial-based learning media can affect science learning outcomes in Additives and Addictive Substances so that it can stimulate students' way of thinking. The stimulus arises and the presentation of material in video form will encourage students to think more than learning without video. As the media iconic principle, that with a variety of images, colors and displays will have a much more effective impact than a monotonous display. This is what drives the findings of the influence of video tutorial-based learning media on learning outcomes.

In this third test, it was concluded that there was an effect of using video tutorial-based learning media together on learning motivation and student learning outcomes. This conclusion confirmed that video tutorial-based learning media can have an impact on learning motivation as well as learning outcomes in art culture, decorative design materials. The display of learning media that is structured with video tutorials is more interesting and interactive. Visualization and dissemination of decorative design material is more understandable and relatively quickly mastered by students compared to just reading books or face-to-face.

Students will be more interested in learning the learning material provided because the delivery design follows developments and the final technology, namely video. The emergence of interest in studying stomatic learning materials will affect learning outcomes and achievements.

Thus, the results of the simultaneous test on the third hypothesis are very logical and rational both contios and argumentative which the researchers have described. This is to clearly explain that there is an effect of using video tutorial-based learning media together on learning motivation and student learning outcomes.

CONCLUSIONS AND SUGGESTIONS

Conclusion Based on the results of data analysis and discussion in the previous chapter, this study produced the following conclusions

1. There is influence. The effect of video-based learning media on students' interest in learning science class VIII. AvSMP Muhammadiyah 10 Muncar
2. There is an influence. The influence of video-based learning media on science learning outcomes for class VIII.A students of SMP Muhammadiyah 10 Muncar
3. There is an influence. The effect of video-based learning media on learning interest and science learning outcomes together with class VIII.A students of SMP Muhammadiyah 10 Muncar

Suggestion

1. BagivGuru

Educators or teachers are individuals who design and control the process of teaching and learning activities in the classroom. So therefore it is very necessary to innovate in the learning process. For example, by applying learning media and analyzing internal factors from students.

2. For further researchers

The application of tutorial-based learning media and internal factor analysis of students' interest in learning really needs to be redeveloped, including the efforts and results in this study, there are still many things that are not optimal.

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