THE INFLUENCE OF VIDEO-BASED LEARNING MEDIA (AUDIO-VISUAL) ON THE LEARNING EFFECTIVENESS OF STUDENTS IN JUNIOR HIGH SCHOOL

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Abstract

This study aims to see the effect of video-based media on junior high school student learning activities and the effect of using video-based media on junior high school student learning outcomes. The study complied with health protocols using online quantitative quantitative methods via Google Form and in person interviews with several teachers via WhatsApp. The population in this study were junior high school teachers and junior high school students. The results showed that there was a significant effect of the use of video-based learning media on student learning activities, there was a significant effect of using video-based learning media on learning outcomes.

Keywords: Learning Media, Learning Activities, Learning Outcomes

Introduction

Media is recognized as one of the factors of learning success. With the media, students can be motivated, actively involved physically and psychologically, maximize all the participants' senses in learning, and make learning more meaningful. Smaldino et.al (2008: 7) said; A medium (plural, media) is a means of communication and source of information. Derived from the latin word meaning "between," the term refers to anything that carries information between a source and a receiver. A media is a means of communication and a source of information. Derived from the Latin word meaning "between", the term refers to everything. something that carries information between the source and the receiver). It is said to be instructional media, because all these things convey messages for learning. Meanwhile, according to Gagne quoted by Arief Sadiman (2003: 6) states that the media are various types of components in the student environment that can stimulate them to learn.

The components that play a role in learning are called learning media. Student learning outcomes depend on the quality of a lesson. Witherington in Rusman et al (2012: 7) states that learning is a change in personality which is manifested as a pattern of new response patterns in the form of skills, attitudes, habits, knowledge and skills.

Literally, media has the meaning of an intermediary or introduction (Heinich, 2002), (Arsyad, 2006). In the context of learning, media is all forms of intermediaries that play a role in conveying information from teachers to students. As a conveyor of information, media is important in the learning process.

Learning facilities such as printed books are very much needed in student learning to understand lessons, but in fact, in the process of teaching and learning activities, only a small proportion of students have printed books during the learning process. As for students who have printed books, not all students understand and understand what material is in the book, besides that the use of less interesting lecture methods also affects student outcomes. To support the success and learning outcomes of students in the learning process, teachers need a means to be able to convey material well or attractively so that it can be understood by students.

The technological advances that we are currently experiencing, force us to increase our ability to use them. As people living in the digital era, they will feel left behind if we don't follow the flow of technological developments. We can not value all technology negatively, because if we use technology wisely it will bring positive benefits to our daily lives. For example, in the world of education, today there are many uses of technology that have a positive and beneficial effect on education in Indonesia, such as Internet technology (Sudiarta & Sadra, 2016), computers, Andrioid, etc.

According to Arsyad (2007: 4), if the media carries messages or information that are instructional or contain teaching intent, the media is called learning media.

According to Kustiono (2010: 4) learning media is any tool, both hardware and software as a communication medium to provide clarity of information.

Sudjana and Rivai (2005: 8) suggest the benefits of learning media in the student learning process, namely: a. Learners will attract more students' attention so that they can grow motivation to learn. b. The meaning of the learning material will be clearer so that it can be more clearly understood by students and allows them to master and achieve learning goals. c. Teaching methods will be more varied, not solely verbal communication through speech by the teacher, so that students do not get bored and teachers do not run out of energy. d. Students can do more learning activities because they do not only listen to teacher descriptions, but also other activities such as observing, doing, demonstrating, acting, and so on.

Nowadays technology in learning can be a means of learning, media, and a source of learning for students. As a source of learning, technology is a tool to facilitate learning that is more attractive to students, so that it is possible to obtain learning outcomes that match their expectations. Among the many technologies One of the

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learning methods is video, which has good enough advantages for the implementation of learning.

Science learning requires direct experience, whereas in fact, currently learning cannot always be done directly in the field, but most of the learning is currently carried out in the classroom, so learning that is carried out in the classroom needs to be supported by current technological developments. Along with technological advances that can be applied to the world of education today, especially the use of video in learning so that students do not have to go directly to the field and can be replaced with video media.

In addition, video media is one of the audio-visual media, where this media combines several human senses, students not only listen to what the teacher explains but also see what realities are presented by the teacher in the media, according to Baugh in Arsyad. , Azhar (1997: 10) states that approximately 90% to obtain a person's learning outcomes through the sense of sight, 5% obtained through the sense of hearing, and 5% again with other senses. With the application of ideo-based media, it is hoped that it can encourage students to understand the meaning of the purpose of the material in learning, the benefits of learning, and increase their results in the teaching and learning process. Students will realize that what they learn is useful for their future lives.

According to Riyana (2007: 2) instructional video media is media that presents audio and visuals containing good learning messages which contain concepts, principles, procedures, application theory to help understanding a learning material.

From some of the expert opinions above, the researcher concludes that a video tutorial is a series of live images displayed by a teacher that contains learning messages to help understanding a learning material as guidance or additional teaching material to a small group of students.

Research Method

To conduct research on the problem to be discussed, then the method the research chosen was a method quantitative descriptive. According to Sudjana and Ibrahim (2004: 64) descriptive research is "attempted research describes a symptom, event, events that are happening right now". For the quantitative approach described by arikunto (2013: 12) that the approach by using quantitative because using numbers, starting at data collection, interpretation of data these, as well as the appearance of the results.

From the above understanding it can be concluded that descriptive research was conducted by searching directly an information related to existing symptoms, clearly explained the purpose you want achieved, by collecting data as material in making reports. This survey was conducted in 2020 with teachers and students online via Google From and also direct interviews with multiple teachers via the app WhatsApp to find out the influence of the media learning in an activity learning.

Result and Discussion

The research was conducted online to teachers as well as junior high school students. Result hypothesis testing proves that there is significant influence of media use video learning of learning activities students.
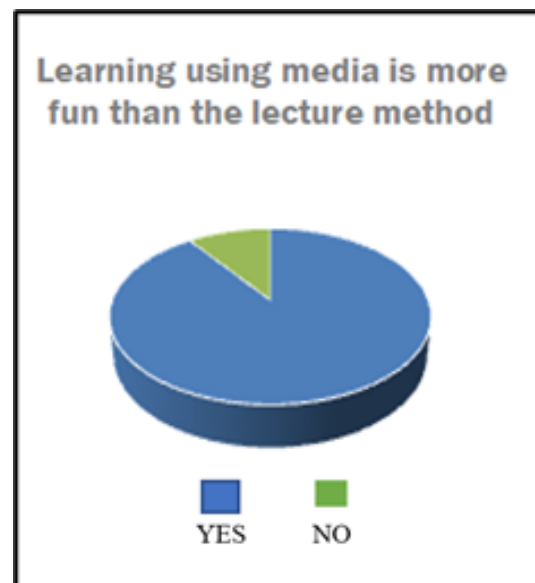

Figure 1. Learning diagram using the media is more fun than the lecture method

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Respondent survey results. Because lecture method is very monotonous and not all students understand the explanation in a lecture. Where students will be fast it's easy to get bored with learning lecture model and make students less active. While learning using the media will help and spur student curiosity and activeness in understanding a lesson.
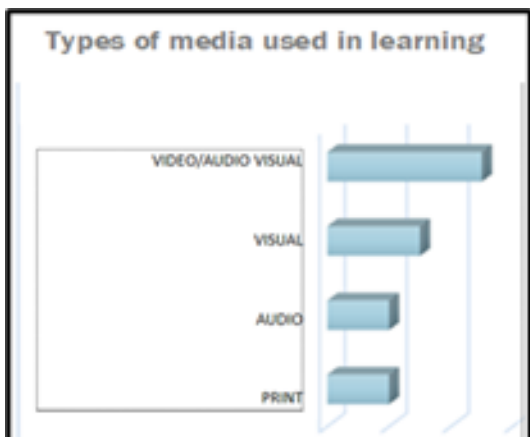

Figure 2. Graphic type of media often used in lessons

Based on the results of the above data obtained an analysis that the learning media video-based is used more often by teachers. And from the results of the interview directly via the WhatsApp application with teachers, that it was media videos were easier to accept and understand by students, it was known from the results the quiz the teacher did at the end learning. Meanwhile, other than the media video-based, which is used most often the second was visual, like observing an image in learning.

Teachers often include videos obtained from the internet in forms PPT. Because it will be easier for the teacher explains the gist of a video that has been observed by students. So, the students will know the essence of the learning video what it is, and avoid any misconceptions from the students themselves.

From the survey results obtained from student respondents found that 95% of students agree that video-based learning more effective in understanding a material learning. Where is video based media it's more interesting because it's students only

just observe the material presented in a learning video.
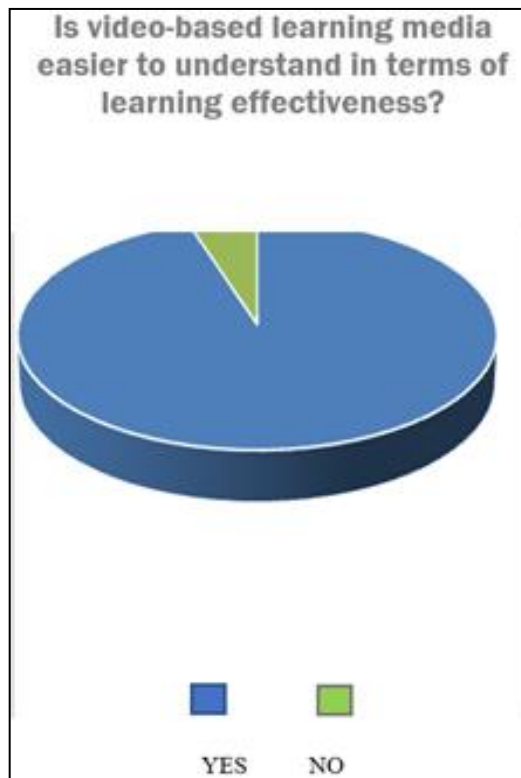
Figure 3. Diagram effectiveness of learning in use video-based learning media.
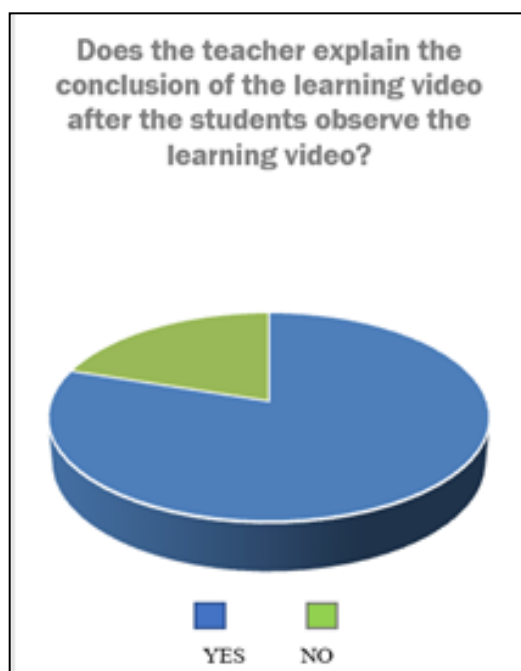
Figure 4. Teacher diagram explained conclusion from the learning video after the students watched the video learning.

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Based on survey results from respondents 80% of students agree that the teacher explains back to the core of the learning video. That way students will better understand what to be achieved in a learning.

In classroom learning activities, one of the efforts that the teacher can do to increase student motivation is the selection of effective media. Several studies have concluded that video media can increase motivation student learning, due to (1) video is a fun medium for students so that they can arouse feelings curious and enthusiastic about learning (Irfan, et al., 2016), (2) videos have a voice in the form of music, explanatory illustration, as well as the sound taken from real conditions (Suryansyah & Sujarwo, 2016), so the video has special attraction for students, (3) video can explain something of a nature abstract to be impressed real (Febriani, 2017), therefore the video is very effective to use for elementary school students who still in the operational stage concrete. These three advantages can under pinning the effectiveness of using video as a medium for school level students basic.

However, there are several obstacles experienced by teachers in using media based on this video, among them is the difficulty find a suitable video for used as learning media in the material certain, so that not all matter learning using based media video. But by using this video based media is said to be more effective because students dare to express a good opinion for ask or respond to questions from teachers as well as from other students, apart from that students are already able to hook matter with phenomena that occur on their environment. Students also have able to follow learning with well, and students are also more enthusiastic for follow the lesson, even already there is a debate between students after seeing video shows that are played.

Based on the results interviews with several teachers, It is known that student understanding is increasing there materials of the study evidenced from student learning outcomes after using based learning media videos are higher than learning outcomes students before using the media video- based learning, this shows that there is an influence video-based learning media against student learning outcomes on. The usual teacher holds a quiz or post-test on end before learning is finished, with so students will focus more deeply observe the learning provided by teacher.

Video-based learning recommended to be implemented in activities learning, because besides giving a new learning atmosphere for students, this learning is also beneficial for the teacher to make innovations in the process learning by designing videos about a material to be taught to students.

Conclusion

There is a significant effect use of based learning media videos on student learning activities. There is significant influence of media use video-based learning on outcomes learn geography students. Student learning outcomes who are already using based media video is higher than learning outcomes students before using based media video.

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