



The Effect of Using Learning Video Media and Motivation on Elementary School Students' Social Sciences Learning Outcomes

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Abstract

The process of teaching and learning social science which has been took place at Elementary School No. 171/V in WKS Tebing Tinggi was less attractive to the students. This was due to the way learning which was relatively conventional. The teacher was positioned as a source of science and the students as a recipient object that couldn't be active in learning. Therefore, this research aimed to describe the effect of instructional video and learning motivation towards the students' learning outcomes. This research was conducted at SDN No. 171/V in WKS Tebing Tinggi consisted of 60 participants that involved the students of class IV A and IV B, in the academic year 2015/2016. The sampling method was total sampling. Data were analyzed by using ANAVA two-ways analyze and tukey test at significant level $\alpha = 0,05$. The result of the findings was there were effects on using instructional video and learning motivation towards the students' learning outcomes. Thus, the teachers should be more creative to use instructional video as a tool to convey the message of learning. Furthermore, the teachers should pay attentions for learning motivation of the students to to achieve better learning outcomes.

Keywords: Instructional video, Learning motivation, Learning outcomes

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INTRODUCTION

The development of science and technology has inspired teachers to be able to design and implement higher quality education. Currently, students' active role is highly demanded in the learning process in the classroom (Sari, 2016). Therefore, teachers play more of a role as motivators and facilitators as well as mentors of their students (Arifin, 2017). Students are not only recipients of knowledge transferred from teachers, but students should be able to play an active role in the learning process.

A student's success in learning is influenced by two factors, namely internal factors and external factors. Among the internal factors that determine learning success, one of them is learning motivation (Rahmawati, 2016). Motivation in general is a set of processes of encouragement, direction and maintenance of behavior towards a target (Susilo, 2016). Motivation is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals (Masni, 2017). Meanwhile, learning motivation is the overall driving force within students that gives rise to

learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Sadiman, 2012).

External factors are also no less important in achieving student learning outcomes. One of the external factors that influences students in achieving learning success is the use of learning media such as learning videos (Rijal & Bachtiar, 2015). Learning media can be understood as anything that can convey or channel messages from a source in a planned manner, resulting in a conducive learning environment where its reception can carry out the learning process efficiently and effectively (Busyaeri et al., 2016). Video media can be classified as audio-visual media (Muttajien, 2017). Video media can display image (visual) and sound (audio) elements simultaneously when communicating messages and information. The purpose of learning video media is to motivate students to more easily understand learning messages (Dewi et al., 2016).

Social Sciences is one of the important subjects that students need to understand at school (Anshori, 2016). If students' understanding is good, it is hoped that students' feelings of love, defense of the country and nationalism will be higher. The learning process at State Elementary School No. 171/V WKS Tebing Tinggi, especially social studies learning in class IV is still not running optimally, this can be seen based on learning results during social studies tests in class, students' seriousness in receiving lessons, seriousness in carrying out assignments both group assignments and individual assignments .

The social studies learning process is not yet optimal due to several factors. The first factor is the placement of social studies lesson hours which are positioned as a complement, namely during the day when students' learning conditions have decreased. The second factor is the performance of the social studies teacher in delivering lessons. In SD/MI, social studies subjects are taught by class teachers or sometimes taught by teachers with backgrounds in other subjects so that the teachers feel overwhelmed in preparing each subject they have to teach because the teaching load is too much. The third factor is the inadequate presentation of material in social studies books. In social studies books, the material is often too heavy and very complete, and does not match the level of development of students' abilities, as a result students are unable to learn independently. The fourth factor is the inappropriate learning model and learning media support.

Initial conditions before the research was conducted, social studies learning was mostly carried out using lecture, question and answer and discussion methods, but the results turned out to be less than satisfactory. Based on student learning outcomes in semester 1 of the 2015/2016 academic year at SDN No. 171/V WKS Tebing Tinggi found that social studies learning results for class IV were still low. This phenomenon looks like: (1) the social studies learning outcomes of students whose grades are > 80 are 15%, the social studies grades < 80-60 are 20%, the social studies grades < 60-50 are 10%, and students whose social studies grades are below under 50 reaches 55%; (2) almost 60% of students were unable to answer several questions asked by the teacher at the beginning of each learning process, even though the material had been taught at the previous meeting; (3) only 45% of students are able to do daily tests well; (4) the average semester exam score above 65 is only 40%. So improvements are needed to improve student learning outcomes.

According to preliminary observations, the fourth grade social studies teacher at State Elementary School No. 171/V WKS Tebing Tinggi is less creative in using learning media. Apart from that, the learning method used by teachers is still conventional, namely the dominant use of the lecture method so that students are less motivated to participate in the learning process. Such a learning process cannot encourage and train students to think, students tend to be passive so the role of the teacher is very strong (teacher centered).

The problems faced by teachers at State Elementary School No. 171/V WKS Tebing Tinggi, especially in social studies subjects, make it necessary to make changes to the learning system, especially in the use of media and appropriate learning models. Choosing the right learning media will make students interested and motivated to take part in the learning process (Kurniawati et al., 2013). Good media will activate students in providing responses, feedback and also encourage students to carry out correct practices (Fitriansyah, 2016). One of the media that teachers can use to convey

learning messages is the use of learning video media so that it can raise students' learning motivation and critical thinking skills so that student learning outcomes increase (Hakim & Windayana, 2016).

Starting from the background that has been described, the researcher is interested in conducting experimental research and studying the influence of the use of learning video media and motivation on the social studies learning outcomes of class IV students at SDN No. 171/V WKS Tebing Tinggi.

RESEARCH METHODS

Research Design

This research design is included in the experimental group. The experimental research method is a research method used to find the effect of treatment and reinforcement on others under controlled conditions (Herawan & Utami, 2015).

Table 1. Research Design

Group	Pre-test	Questionnaire	Treatment	Post-test
Experiment	T ₁	T ₂	X ₁	T ₃
Control	T ₁	T ₂	X ₂	T ₃

The type of design used is a factorial design. This research has one experimental class group that uses learning video media and one control class group that does not use learning video media. One group is positioned as a moderator variable, namely high learning motivation and low learning motivation.

Table 2. 2 x 2 Factorial Design Analysis Plan

Motivation to learn (B)	Penerapan Media Pembelajaran (A)	
	Learning video (A ₁)	Non Learning Videos (A ₂)
High motivation (B ₁)	A ₁ B ₁	A ₂ B ₁
Low Motivation (B ₂)	A ₁ B ₂	A ₂ B ₂

Research Target/Subject

In this study, the research sample was fourth grade students at SDN No. 171/V WKS Tebing Tinggi consisting of class IV A and class IV B students totaling 60 students, taken using total sampling technique.

Instruments, and Data Collection Techniques

In this study, two research instruments were used, namely a non-test instrument in the form of a questionnaire to measure learning motivation and a test instrument to measure social studies learning outcomes. Data collection was carried out in two stages, namely the first before the treatment (pre-test), and the second after the treatment (post-test).

Data analysis technique

Before the instrument was used, analysis was carried out on the two research instruments, namely by testing the validity and testing the reliability. Then a t-test was carried out which functioned to determine differences in student learning motivation variables to ensure empirically that the two classes were worthy of being used as research samples. Next, a t-test for the analysis requirements was carried out on the pre-test and post-test data using the Kolmogorov-Smirnov normality test and the research subject homogeneity test using the Levene test. After going through normality and homogeneity tests, then to answer the research hypothesis, the data was analyzed using two-way analysis of variance (Two Way Anova) and the Tukey-Test.

RESULTS AND DISCUSSION

To fulfill the requirements for Statistical Hypothesis testing, the pre-test, pre-test, pre-test motivation and post-motivation score analysis must first be carried out. For the pre-test, based on data normality testing using the Kolmogorov-Smirnov test and calculated using SPSS, the significance value in the experimental class was 0.136 (>0.05); and control class 0.200 (>0.05). Based on the significance value of each value, there is an α value (0.05), so it can be said that the values of the research subjects are normally distributed. The control class post test results showed a significance value of 0.115 (>0.05); and the experimental class post test value showed a significance value of 0.200 (>0.05). Based on the significance value of each value, there is an α value (0.05), so it is said that the values of the research subjects are normally distributed.

Based on data normality testing using the Kolmogorov-Smirnov test and calculated using SPSS: in the pre-test, motivation was seen in the experimental class with a significance value of 0.200 (>0.05); and control class with a significance value of 0.177 (>0.05); then it is said that the values of the research subjects are normally distributed. The results of the motivation post test showed that the significance value of the control class motivation post test was 0.191 (>0.05); and the post test motivation score for the experimental class was 0.128 (>0.05). Based on the significance value of each value, there is an α value (0.05), so it is said that the values of the research subjects are normally distributed.

To find out whether the population has homogeneous variants or not, a homogeneity test is carried out which is analyzed using the Levene test. Based on the results of the Levene test, it shows that the F test value is 1.295 with a p-value of 0.238 (>0.05), which means it cannot reject the null hypothesis which states the variances are the same so it can be concluded that the assumption of homogeneity of variance is met. This means that the population variances of the control class and experimental class are the same or homogeneous.

To find out the difference in social studies learning outcomes of students who take part in learning using learning video media and students who do not use learning video media, hypothesis testing uses two-way ANOVA and SPSS 19 by inputting post test data. Assuming H_0 (hypothesis 1; research objective 1) namely that there is no difference in learning outcomes from the above treatment, the FCount result is 0.189 with a probability value (0.000) < 0.05 , so the decision is to reject H_0 . Or in other words, there are differences in the social studies learning outcomes of students who take part in learning using learning video media and students who take part in learning without using learning video media.

To determine the difference in social studies learning outcomes between students who have high learning motivation who are taught using video learning media and students who have high learning motivation who are taught without using learning video media (conventional), with the assumption H_0 (hypothesis 2; research objective 2), namely There is no difference in learning outcomes from the treatment above, so the FCount result is 41.845 with a probability value of (0.000) < 0.05 , so the decision is to reject H_0 . Or in other words, there are differences in social studies learning outcomes between students who have high learning motivation who are taught using video learning media and students who have high learning motivation who are taught without using (conventional) learning video media.

To determine the difference in social studies learning outcomes between students who have low learning motivation who are taught using video learning media and students who have low learning motivation who are taught without using learning video media (conventional), with the assumption H_0 (hypothesis 3; research objective 3), namely There is no difference in learning outcomes from the treatment above, so it is known that the Fcount is 27,690 with a probability value of (0.000) < 0.05 , so the decision is to reject H_0 . Or in other words, there are differences in social studies learning outcomes between students who have low learning motivation who are taught using video learning media and students who have low learning motivation who are taught without using (conventional) learning video media.

Next, to determine the interaction between the use of learning video media and motivation on students' social studies learning outcomes, two-way ANOVA was used, with the assumption H_0 (hypothesis 4; research objective 4), namely that there is no interaction between the use of learning video

media and motivation on subject learning outcomes. social studies students. The calculation results show that the Fcount is 4.473 with a probability value of $(0.019) < 0.05$, so the decision is to reject H_0 . Or in other words, there is an interaction between the use of learning video media and motivation on students' social studies learning outcomes.

The use of learning video media and learning motivation has an influence on social studies learning outcomes. The group of students who had high motivation who were taught using instructional video media showed higher learning outcomes when compared to the group of students who were taught without instructional video media. Meanwhile, the group of students who had low motivation who were taught using learning video media showed higher results when compared to the group of students who had low motivation who were taught without learning video media.

CONCLUSION

Based on the research results and discussion in this study, in general it can be concluded that there is an influence of the use of learning video media and motivation on the social studies learning outcomes of class IV students at SDN NO. 171/V WKS Tebing Tinggi, and there is an interaction between the use of learning video media and motivation on students' social studies learning outcomes.

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