



IMPROVING STUDENT LEARNING MOTIVATION THROUGH THE UTILIZATION OF VIDEO MEDIA IN EDUCATION STUDENTS

Syaparuddin Syaparuddin; Elihami Elihami

Universitas Muhammadiyah Enrekang
syaparuddin@gmail.com

ARTICLE INFO	ABSTRACT
<p><i>Article History</i></p> <p><i>Received :</i> 5/04/2020</p> <p><i>Accepted :</i> 9/04/2020</p> <p><i>Published :</i> 22/04/2020</p>	<p>This research was motivated by the low learning motivation of class XI IPS.1 SMAN 6 Pinrang on Civics subjects. This can be seen from the behavior shown by students, students arriving late, not doing assignments, not paying attention to teacher explanations and being less active. Of the 36 students, only 3 students have high learning motivation. If calculated classically, the students' motivation to learn Civics subjects is 54.03%. This condition occurs as long as the PKn PBM teachers only use blackboards and worksheets. In order for student motivation to increase, teachers need to make a learning innovation. What the teacher can do is to use video as a learning medium. The acquisition of learning outcomes through the sense of sight is around 75%, through the sense of hearing about 13%, and through other senses around 12%. Formulation of the problem "Can the use of video media in Citizenship Education subjects increase student motivation in class XI.IPS.1 SMAN 6 Pinrang?". The research objective was to determine whether or not there was an increase in student motivation in Citizenship Education class XI IPS.1 SMAN 6 Pinrang through the use of video media. The benefit of this research is to provide input to increase student learning motivation through the use of video media, so that it can be used as a consideration in the use of learning media. This type of research is Classroom Action Research, with the research location at SMAN 6 Pinrang which is located at Jalan Poros Pinrang-Rappang. Research variables: input variables; student learning motivation before using video as a learning medium. Process variable: learning activities using video as a learning medium. Output variable: increasing student motivation after using video as a learning medium. The research results were obtained through two cycles, cycle I and cycle II. Pre-cycle student learning motivation is 54.03% (low) then in cycle I student learning</p>

motivation becomes 70.75% (moderate) and in cycle II increases to 75.73% (high). But at the end of the cycle there were still 2 students whose learning motivation was still low.

Kata Kunci: Learning Motivation, Learning Motivation Video, Learning Video

INTRODUCTION

Citizenship Education Subjects are subjects that focus on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and character Indonesian citizens mandated by the Pancasila and the 1945 Constitution. (Basic and Secondary Education Content Standards, 2006). From the above statement, it is clear that Citizenship Education has a very significant position in life, because Citizenship Education not only provides concepts but also provides skills to students and can prepare and create young people to become better citizens. So, if Citizenship Education is implemented in life, it will be very beneficial in various aspects of life, both in the life of society, nation and state. Therefore, students should like and be more motivated in participating in the Citizenship Education learning. But in reality, there are still those who think that the Citizenship Education

subject is an insignificant and boring subject that allows students to become bored and less motivated to take part in learning. This can be seen by the presence of students who arrive late, have not issued books and worksheets after the lesson begins, do not pay attention to teacher explanations, do not carry out teacher orders. Besides that, from the teacher's point of view, the delivery of material from the teacher to students is still monotonous, traditional and lacks media. Therefore we need a way so that students are interested in the subjects of Citizenship Education, and learning motivation can increase, so that the goals of Citizenship Education can be achieved.

Likewise, in the observations made by researchers during the Professional KKLP, it turns out that motivation in learning Citizenship Education is lacking. Indicators of lack of interest and motivation Civics but waiting for orders from the teacher, lack of interest in participating in learning,

some don't do assignments, daydream, some even talk to themselves. This is confirmed by the results of the pre-cycle questionnaire. A total of 25 students have low learning motivation or 69.44% of the total students. If calculated classically, the student's motivation to learn Citizenship Education is 54.03%. Thus, classically, student learning motivation is low because it is in the range of less than 60%. Based on the description above, the researcher took the initiative to conduct research with the aim of increasing student learning motivation by using video as a learning medium. According to Riyana (2008: 51) that "video media is a medium that presents information in the form of sound and visuals". The use of video that engages the senses the most compared to other teaching aids, with video students can see and hear. The acquisition of learning outcomes through the sense of sight is around 75%, through the sense of hearing about 13%, and through other senses around 12%. According to Dwivedi in Riyana (2008: 53) the use of slides and audiovisuals (video) is very effective. If the video is equipped with interactive software, it is possible that students will interact with existing programs using audiovisual learning media in the form

of videos that will motivate students to be more interested in the lessons to be delivered, the use of videos raises student excitement as long as their use is appropriate and in accordance with the topic presented. With the existence of learning motivation it is possible to achieve better learning goals.

RESEARCH METHOD This type of research is a Classroom Action Research, which includes four stages of implementation, namely: (a) planning, (b) action, (c) observation and evaluation (observation and evaluation), and (d) Reflection (Arikunto, 2009).

Place and Research Subjects This research was conducted at SMAN 6 Pinrang. As the subject in this research is class X1 IPS 1 with the number of students as many as 25 students. The research was conducted in the even semester of the 2017/2018 school year.

1. Instrument Research

Instruments used in this study were observation guidelines and learning motivation guidelines for students.

2. Data Analysis Techniques

The data obtained from the observations were analyzed using descriptive statistical analysis. Then, to

determine changes in the results of the action, the type of quantitative data obtained and the results of the evaluation are analyzed using the following formula;

$$P = \frac{\text{Post-test} - \text{Pre-test}}{\text{Pre-test}} \times 100\%$$

Pre-test Information: P = Percentage of increase in Post-test = Average value after pre-test action = Average value before action

Quantitative Data Formulas in Classroom Action Research.

Research Phase The classroom action research (CAR) procedure in this study will be carried out in two cycles, through a cyclical recitation process consisting of four stages, namely planning, action, observation, and reflection, 1. Planning a) Compiling a learning plan by compiling a syllabus and plan Implementation of Learning Citizenship Education subjects using video media as the main learning media and other media as an assistive medium. b) Creating a Citizenship Education learning scenario using video media as a learning medium. Prepare facilities and infrastructure to support the implementation of actions c) Compile observation sheets to assess conditions during the learning process d) Compile a questionnaire to find out the responses of teachers and students

about Citizenship Education using video media as a learning medium. 2. Actions a) The teacher explains the subject matter with the help of learning media in the form of videos. b) Students reflect on the learning experience. 3. Observation Observation is observing the results or impacts of the actions taken by students in the civic education learning process. Researchers made observations and recorded all the things students did during the lesson. Observations include student, teacher and class observations. Student observations are carried out to determine student behavior during the learning process, teacher observations are used to determine teacher skills in teaching, classroom observations to obtain data about student learning motivation. In detail it can be described as follows: a) Researchers observe teacher performance in facilitating learning activities with the help of instructional media in the form of videos. b) Researchers observe student activities in learning with the help of instructional media in the form of videos. c) Researchers observe the learning atmosphere with the help of learning media in the form of videos. 4.

Reflection Reflection is to thoroughly examine the actions that have been taken, based on the data that has been collected, then an evaluation is carried out in order to perfect the next action. At this stage the researcher analyzes the results of the first cycle of action, if these results have not met the specified target, the second cycle of action will be carried out and in the second cycle an alternative solution will be sought for the problems in cycle I while the advantages will be maintained.

RESEARCH RESULTS AND DISCUSSION

By using video as a learning medium for Citizenship Education, there is an increase in learning motivation from each cycle. To see the increase and comparison of student learning motivation can be seen in the table recapitulation of the results of the assessment / measurement of student learning motivation from pre-cycle to cycle II below.

Pre-cycle Citizenship Education Learning or before using video as a learning medium found indicators of low student motivation when learning Citizenship Education, namely in the form of paying less attention to teacher

explanations, talking to friends, arriving late, and playing cellphones. During the pre-cycle the media and learning resources used were blackboards and worksheets. The results of the questionnaire also showed that the level of learning motivation of class X.IPS.1 SMAN 6 Pinrang, Pinrang Regency was 54.03% or classically the student's learning motivation was low. This pre-cycle PBM condition is due to the use of learning media which is still very limited, because it only uses a blackboard and worksheets. In the first cycle research, the use of video media can be said to be quite successful in increasing student learning motivation. However, it is not perfect and there are still obstacles / shortcomings. The increase in student motivation can be seen from the more active students during learning. Students actively provide comments and respond well to teacher questions. The increase in students' motivation in pre-cycle and cycle I increased by 16.72% from 54.03% in the pre-cycle to 70.75% in cycle I. Although there was a significant increase in learning motivation, namely 16.72%, there was a decrease in student learning motivation. as many as two students. D pre-cycle shows the level of learning motivation by 48.15%, while in

the first cycle it decreased to 37.04%. Students in the pre-cycle showed the level of learning motivation by 50% while in the first cycle it decreased to 48.15%. The decrease in learning motivation is because the two students have not been able to capture audio messages from video broadcasts. The student sits at the back so the audio message is off the hook.

less clearly heard by them. This is in accordance with the deficiencies found by researchers in cycle I, namely video as an audio-visual learning medium requires loudspeakers so that the audio message from the video reaches all students, in cycle I the researcher has not used loudspeakers so that there are students who do not clearly hear the message audio of the video being broadcast. After the improvement was made in the first cycle and the action was carried out in the second cycle, the students' learning motivation seemed to increase. In the second cycle the researchers used loudspeakers, so that the obstacles in the first cycle were not found in the second cycle. In cycle II students appeared to be more ready to attend lessons by arriving on time, books and worksheets were ready on the table for use, more students commented on the video display and

were more active in participating in learning. The results of the questionnaire showed an increase in motivation by 4.98% from 70.75% in cycle I to 75.73% in cycle II. The increase in motivation in cycle II when compared to the increase in student motivation in cycle I can be said to be lower. Pre cycle to cycle I increased 16.72%, cycle I to cycle II increased 4.98%. The increase in student motivation in cycle II which is only 4.98% does not mean the use of video as a learning medium to increase student motivation to fail. In cycle II, some students who in cycle I experienced a decrease in learning motivation had increased learning motivation. The increase was also quite significant for some students from 37.04% to 66.67%, while other students from 57.41% to 70.37%. Individually in cycle II the level of student learning motivation has increased, classically the level of student motivation reaches 75.73% which shows classically it is included in the category of high learning motivation. At the end of cycle II, there were indeed two students whose learning motivation levels were still in the low category. Students with a learning motivation level of 57.41% and a learning motivation level of 57.41%. But if we

look at the increase in student learning motivation in the Table of Results of Measurement of Student Motivation in Citizenship Education Learning Using Video as a Learning Media in cycles I and II, some students from pre-cycle, cycle I, and cycle II continue to experience an increase. Students with the level of learning motivation in the pre-cycle was 38.89%, the first cycle increased to 55.56%, and the second cycle increased to 57.41%. The other students the level of learning motivation in the pre-cycle was 24.07%, the first cycle increased to 53.70%, and the second cycle increased to 57.41%. So even though at the end of the second cycle some students had a low level of motivation to learn, in general they still experienced an increase in their motivation to learn in each cycle.

CONCLUSION

Based on the formulation of the problem, the results of the research and discussion can be summarized as follows. 1. The use of video media in Citizenship Education class XI.IPS.1 SMAN 6 Pinrang, Pinrang Regency has been according to the initial plan of cycle I and cycle II. To facilitate the use of video in learning, the researcher uses

the examples non examples learning model.

The use of video learning media can increase student motivation in Citizenship Education class XI.IPS.1 SMAN 6 Pinrang, Pinrang Regency by 10.85%. However, there are still 2 students whose learning motivation is still low, but in general they still experience an increase in learning motivation in each cycle. The criterion for interpreting student learning motivation is determined from research variables and indicators, if it is said that the percentage of learning motivation is high, the percentage is more than 75%, it is said that the percentage of student learning motivation is between 60% to 75% and it is said that the percentage of student learning motivation is low, the percentage is less than 60%.

REFERENCES

1. Ahmad, Abu, dkk.2004.Psikologi Belajar. Jakarta: Rineka Cipta.
2. Ali, Mohammad. 1993. Strategi Penelitian Pendidikan. Bandung: Angkasa.
3. Arikunto, Suharsimi. 2002. Prosedur Penelitian (Suatu Pendekatan Praktek). Jakarta: Rineka Cipta. -----.
4. Bratawidjaja, Thomas Wiyasa. 1995. Korespondensi Bisnis. Jakarta: PT. Pustaka Binaman Pressindo.
5. Elihami, E., & Syahid, A. (2018). PENERAPAN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER PRIBADI YANG ISLAMIS. *Edumaspul-Jurnal Pendidikan*, 2(1), 79-96.
6. Elihami.(2016).The Challenge of Religious Education in Indonesia Multiculturalism. Vol. 5, No. 4, American Research Institute for Policy Development.
7. Faisal, F. (2020). LEARNING NEEDS OF THE STUDENTS THROUGH HOMESCHOOLING. *JURNAL EDUKASI NONFORMAL*, 1(1), 154-159.
8. Faisal, F., Risal, A., Hardianto, H., & Elihami, E. (2020). NONFORMAL EDUCATION AND REDUCTION OF POVERTY IN RURAL AREAS. *JURNAL EDUKASI NONFORMAL*, 1(1), 106-114.
9. Firawati, F. (2017). Transformasi Sosial dalam Nilai-Nilai Pendidikan Islam di Kabupaten Sidenreng Rappang. *Edumaspul-Jurnal Pendidikan*, 1(1), 25-35.
10. Hamalik, Oemar. 2001. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
11. Hasibuan. JJ dan Moedjiono. 2004. *Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
12. Haslinda, H., & Elihami, E. (2020). DEVELOPING OF CHILDRENS PARK PROGRAM 'SITTI KHADIJAH'IN ENREKANG DISTRICT. *JURNAL EDUKASI NONFORMAL*, 1(1), 41-47.
13. Hasnidar, H., & Elihami, E. (2020). PENGARUH PEMBELAJARAN CONTEXTUAL TEACHING LEARNING TERHADAP HASIL BELAJAR PKn MURID SEKOLAH DASAR. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 42-47.
14. Husni, H., & Elihami, E. (2020). THE MULTI-FUNCTIONAL APPLICATION OF TEACHERS. *JURNAL EDUKASI NONFORMAL*, 1(1), 148-153.
15. Khalik, M. F., Asbar, A., & Elihami, E. (2020). THE QUALITY OF HUMAN RESOURCE IN ENREKANG DISTRICT. *JURNAL EDUKASI NONFORMAL*, 1(1), 63-71.
16. Patintingan, A., Elihami, E., Mustakim, M., & Lateh, N. (2020). INFORMAL LEARNING AND NONFORMAL EDUCATION IN RANTE LIMBONG COMMUNITY. *JURNAL EDUKASI NONFORMAL*, 1(1), 166-172.
17. Syaparuddin, S., & Elihami, E. (2020). PENINGKATAN KECERDASAN EMOSIONAL (EQ) DAN KECERDASAN SPIRITUAL (SQ) SISWA SEKOLAH DASAR SD NEGERI 4 BILOKKA SEBAGAI UPAYA MENINGKATKAN KUALITAS DIRI DALAM PROSES PEMBELAJARAN PKn. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 11-29.
18. Syaparuddin, S., & Elihami, E. (2020). PENINGKATAN MOTIVASI BELAJAR SISWA MELALUI VIDEO PADA PEMBELAJARAN PKn DI SEKOLAH PAKET C. *JURNAL EDUKASI NONFORMAL*, 1(1), 187-200.
19. SYAPARUDDIN, S., MELDIANUS, M., & Elihami, E. (2020). STRATEGI PEMBELAJARAN AKTIF DALAM MENINGKATKAN MOTIVASI BELAJAR PKn PESERTA DIDIK. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 30-41.
20. Tahir, M., & Elihami, E. (2020). PENINGKATAN VARIASI *Dasar*, 1(1), 48-53.