

## The Influence of Learning Video Media on the Learning Outcomes of Class VIII Students in Social Sciences Subjects at SMPN 39 Padang

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### Abstract

*This research aims to evaluate the effect of using video learning media on the learning outcomes of class VIII students in Social Sciences (IPS) subjects at SMP Negeri 39 Padang. This type of research is experimental research. With samples from classes VIII/4 and VIII/5 which consist of 2 classes, namely the experimental class and the control class. The experimental class, namely class VIII/5, was treated using learning videos and the control class, namely class VIII/4, was treated using textbooks. The sample used was Purposive Sampling. This research was conducted on social studies subjects with material on Indonesia's Resource Potential. By processing data using Normality Test, Homogeneity Test and Hypothesis Test. To test the hypothesis, this research uses the t test statistic, with a significance level of  $\alpha$  0.05. The research results showed that the average score for the experimental class that used learning video media was 76.40. The average score for the control class that used the textbook was 71.80. Based on the calculation of the t test (t-test), tcount is 2.52, whereas ttable is at a significant level of  $\alpha$  0.05 = 2.02. When compared, so tcount > ttable is 2.52 > 2.01. Which means that H1 is accepted. Thus, the use of learning video media has a significant effect on the learning outcomes of Class VIII students in Social Sciences Subjects at SMP N 39 Padang.*

**Keywords:** *The Influence of Social Sciences Learning Video Media on Learning Outcomes*

### Abstrak

Penelitian ini bertujuan untuk mengevaluasi pengaruh penggunaan media video pembelajaran terhadap hasil belajar siswa kelas VIII pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) di SMP Negeri 39 Padang. Jenis penelitian ini merupakan penelitian eksperimen. Dengan sampel kelas VIII/4 dan VIII/5 yang terdiri atas 2 kelas yaitu kelas eksperimen serta kelas kontrol. Kelas eksperimen yakni kelas VIII/5 dengan perlakuan menggunakan video pembelajaran serta kelas kontrol yaitu kelas VIII/4 diberi perlakuan menggunakan buku paket. Sampel yang digunakan yaitu *Purposive Sampling*. Penelitian ini dilakukan pada mata pelajaran IPS dengan materi Potensi Sumber Daya Indonesia. Dengan Pengolahan data menggunakan Uji Normalitas, Uji Homogenitas dan Uji Hipotesis. Untuk pengujian hipotesis, penelitian ini memakai statistik uji t, dengan taraf signifikan  $\alpha$  0,05. Hasil penelitian menunjukkan nilai rata-rata kelas eksperimen yang menggunakan media video pembelajaran ialah 76,40. Nilai rata-rata kelas kontrol yang menggunakan buku paket yakni 71,80. Bersumber pada perhitungan uji t (t-test) diperoleh thitung 2,52 sebaliknya ttabel pada taraf signifikan  $\alpha$  0,05 = 2,02. Bila dibandingkan, sehingga thitung > ttabel ialah 2,52 > 2,01. Yang berarti bahwa **H1 yang diterima**. Dengan demikian penggunaan media video pembelajaran berpengaruh secara signifikan terhadap hasil belajar siswa Kelas VIII Mata Pelajaran IPS SMP N 39 Padang.

### INTRODUCTION

Education is one of the important things in preparing for future success in the era of globalization (A. Setyawan, et al., 2020). Learning in a complex sense is a conscious effort by a teacher to teach students (directing students' interactions with other learning resources) in order to achieve the expected goals. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur (Suardi 2018: 7). Social Sciences (IPS) subjects in junior high school are the embodiment of an interdisciplinary approach to the social sciences. IPS examines

a set of events, concepts and generalizations related to social issues. Social studies subjects are designed to develop students' abilities to become members of society who have knowledge, understanding and analytical skills regarding the social conditions of society in entering a dynamic social life. According to Hugiono and Poerwantana (2000:47) "Influence is encouragement or persuasion and is forming or an effect".

Based on the results of interviews and observations conducted on March 13 2023 with the Social Education Science (IPS) subject teacher, namely Mrs. Elvi Nofrianti, S. Pd at SMP N 39 Padang. The teacher revealed that learning was still teacher-centered, using

the lecture method. This makes students passive in the teaching and learning process (PBM). The teacher also revealed that learning still uses textbooks, worksheets and blackboards. The learning process often becomes less conducive in class, because students are less focused on learning. Seeing

these problems, students expressed the need for more interesting learning resources so that learning material could be more easily understood. It can be seen from the table below where student scores are still said to be low, namely below the KKM (Minimum Completeness Criteria).

**Table 1. PH class VIII results in social studies subjects**

| No | Class  | The number of students | Average value | KKM value |
|----|--------|------------------------|---------------|-----------|
| 1. | VIII 1 | 22                     | 72            | 75        |
| 2. | VIII 2 | 24                     | 73            | 75        |
| 3. | VIII 3 | 22                     | 73            | 75        |
| 4. | VIII 4 | 22                     | 72            | 75        |
| 5. | VIII 5 | 24                     | 70            | 75        |
|    | Amount | 114                    |               |           |

From the data above, it can be seen that the average daily assessment score of class VIII students at SMP N 39 Padang in the social studies subject for students at SMP N 39 Padang still does not meet the KKTP (Criteria for Achievement of Learning Objectives) set by the school, namely 75. Based on opinions and With this problem, it can be concluded that the cause of the low student learning outcomes is because learning still does not have variations in the use of learning media that are able to attract students to focus and be interested in the learning process.

The use of learning videos can help overcome problems in social studies learning because it can make the learning process more

The existence of learning video media makes students more motivated in learning, which ultimately increases student learning outcomes.

Social studies subjects are designed to develop students' abilities to become members of society who have knowledge, understanding and abilities

**RESEARCH METHOD**

The method used in this research is quantitative research in the form of experimental research. The experimental method is a research method used to find the

interesting so that it can stimulate students' motivation to learn and with this learning video media we can stimulate students' literacy. According to Khairani, et al (2019) video learning media can make it easier for educators to carry out learning activities. With the appearance of attractive learning videos starting from presenting the content using audio and visuals containing material messages, thus helping students understand the learning material presented. Learning videos that can be used and can be opened at any time for students, so they can improve learning outcomes for students. Compared to image media, the use of video learning media improves student learning outcomes. So that

analysis of the social conditions of society in entering a dynamic social life. IPS is also known as Social Studies because the origin of the development of IPS comes from the concept of Social Studies which was developed in America. Returning to the concept of social studies, social studies is a study that integrates social sciences (Wiyono, 2021:4).

effect of certain treatments on other things under controlled conditions. The purpose of choosing this type of research is to determine student learning outcomes using learning videos.

The population in this study was the entire class VIII of SMPN 39 Padang, consisting of 5 classes totaling 114 students. The research sample used was 40 people. The

Determining a sample is based on the researcher's consideration of which sample is most capable of representing a population. The sample in this study consisted of 46 students consisting of 24 students from class VIII/5 or experimental class and 22 students from class VIII/4 or control class. This sample selection was based on the researcher's considerations, namely:

on student learning outcomes in class VIII. The data collection tool used in this research is an objective form test question sheet totaling 25 questions whose validity has been tested and given to students.

The data analysis used in this research aims to test the truth of the hypothesis carried out in the research. There are two types of test requirements, namely the normality test to determine whether the data is normally distributed or not, and the homogeneity test aims to determine whether the samples have the same variance or not.

#### a. Normality test

The normality test is used to determine whether the data is normally distributed or not. To test normality, the Liliefoers test was used. Syafril (2019), the steps used for the Liliefoers test are as follows:

sampling technique uses purposive sampling technique. Purposive sampling technique is a technique

- 1) The average value of daily tests for classes VIII/4 and VIII/5 is low,
- 2) Teachers who teach the same,
- 3) Similarity of facilities used by teachers.

The data collection technique that researchers used in this research was a written test in the form of multiple choice (objective). This test will later be used to see the influence of learning video media social studies at SMPN 39 Padang Padang.

1. Sort the data from smallest to largest
2. Calculate  $Z_i$  for each data using the formula:  

$$Z = \frac{X - \bar{X}}{S}$$
 Notes:  
 $X$  = Data that in look for  $Z_i$   
 $\bar{X}$  = Average value of the sample  
 $S$  = Standard Deviation
3. Calculate  $F(z_i)$  for each data that has been standardized or for which the  $z_i$  value has been calculated using standard normal distribution data.
4. Calculate  $S(z_i)$  for each data by dividing the data sequence number by the number of data (samples)
5. Calculate the difference between  $F(z)$  and  $S(z_i)$  for each data.
6. The largest number of the difference between  $F(z_i)$  and  $S(z_i)$  as the Liliefoers value is calculated and compared with the  $L_{table}$  value according to the amount of data. If the  $L_{count}$  value is greater than  $L_{table}$ , it means the data has a normal contribution.

**b. Homogeneity Test**

The homogeneity test aims to find out whether the two samples have the same variance or not. The statistical test used is the F test. This test is carried out with the following steps:

Look for the variance of each data then calculate the value of F using the formula:  $F = \frac{S_2^2}{S_1^2}$

Information:

$F$  : Group Variant Data

$S_2^2$  : Variants of large group learning outcomes

$S_1^2$  : Variants of small group learning outcomes

If the F value has been obtained, it is compared with the F value contained in the F distribution list at a significance level of 0.05 and  $dk$  in the numerator  $n_1 - 1$  and  $dk$  in the denominator  $n_2 - 1$ . If the F obtained from the calculation is smaller than the F in the table then the two data groups have homogeneous variance and vice versa.

**c. Hypothesis testing**

Hypothesis testing aims to find out how the use of learning video media affects social studies learning outcomes for class VIII SMPN 39 Padang. Syafril (2019:179) states that hypothesis testing is carried out using the t test with the following formula:

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{SD_2^2}{N_1 - 1} + \frac{SD_1^2}{N_2 - 1}}}$$

$t$  = Test of significant differences and variables

$\bar{X}_2$  = Mean of the experimental group

$\bar{X}_1$  = Control group mean

$SD^2$  = Variation

elementary school = Standard Variation

$N_1$  = Number of

Experimental Groups  $N_2$  =

Number of Clusters Control

**RESEARCH RESULTS AND DISCUSSION**

**3.1 Research result**

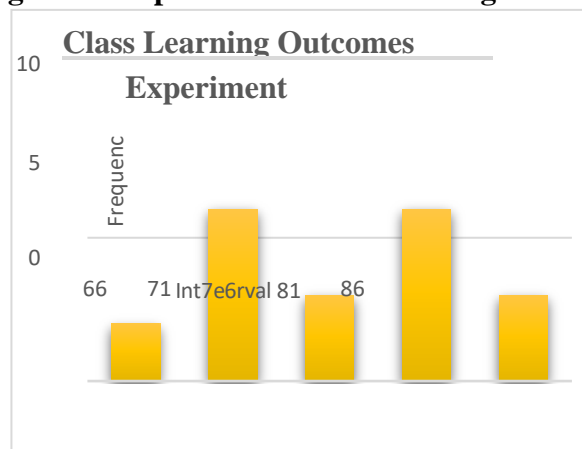
The student learning outcomes obtained from the experimental class which used learning video media were an average of 76.40 in two meetings. Data on experimental class learning outcomes are presented in Table 2 below:

**Table 2. Data on Student Learning Outcome Values for Experimental Class class VIII/5**

| Intervals     | Midpoint | Frequency | %    |
|---------------|----------|-----------|------|
| 64-68         | 66       | 2         | 10%  |
| 69-73         | 71       | 6         | 30%  |
| 74-78         | 76       | 3         | 15%  |
| 79-83         | 81       | 6         | 30%  |
| 84-88         | 86       | 3         | 15%  |
| <b>Amount</b> |          | 20        | 100% |

Based on the table above, the interval class that has the highest frequency is the 84-88 range and the lowest frequency is the 64-68 interval. For more details, see the following graph:

**Figure 1. Histogram of experimental class learning outcomes data**



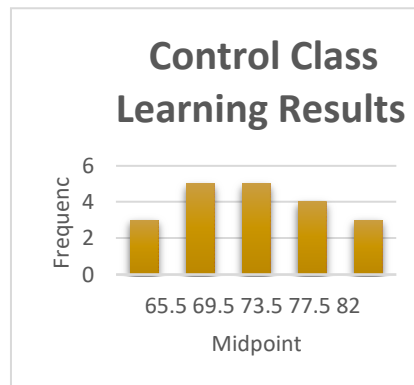
Data on learning outcomes from the control class which applied conventional learning, obtained an average value of 71.80. The following is the range of intervals for obtaining learning outcome scores in the control class in table 3 below:

**Table 3. Data on Student Learning Outcome Values for Class VIII/4 Control Class**

| Interval s    | Midpoint | Frequency | %    |
|---------------|----------|-----------|------|
| 64-67         | 65.5     | 3         | 15%  |
| 68-71         | 69.5     | 5         | 25%  |
| 72-75         | 73.5     | 5         | 25%  |
| 76-79         | 77.5     | 4         | 20%  |
| 80-84         | 82       | 3         | 15%  |
| <b>Amount</b> |          | 20        | 100% |

Based on the table above, the highest frequency is in the 80-84 interval and the lowest frequency is in the 64-67 interval. For more details, see the graph below:

**Figure 2. Histogram of control class learning score data**



Based on the normality test from the experimental class and control class, Lcount and Ltable were obtained at  $\alpha$  0.05 for N = 20 as in the following table:

**Table 4. Normality Test Results for Experimental Class and Control Class.**

| Class      | A    | N  | Lcount | Table | Information |
|------------|------|----|--------|-------|-------------|
| Experiment | 0.05 | 20 | 0.1708 | 0.190 | Normal      |
| Control    | 0.05 | 20 | 0.1402 | 0.190 | Normal      |

Based on tests carried out using the Liliefors technique on the experimental class (learning video media) and the control class (printed book media), it was found that the results of the experimental class and control class had L values of 0.1708 and 0.1402. Whereas for

Ltable is 0.190 with N = 20. For the significance level  $\alpha = 0.05$ . So it can be concluded that the experimental class and control class data are normally distributed.

The next requirements test is homogeneity testing using the Barlett test. This test aims to see whether the data comes from a homogeneous group, both between the experimental class and the control class. The homogeneity test calculation is in the attachment. The calculation results can be seen in the following table:

**Table 5. Homogeneity test results for experimental class and control class.**

| No | Class      | $\alpha$ | $\chi^2_{\text{count}}$ | $\chi^2_{\text{table}}$ | Information        |
|----|------------|----------|-------------------------|-------------------------|--------------------|
| 1  | Experiment | 0.05     | 0.2862                  | 3,841                   | <b>Homogeneous</b> |
| 2  | Control    |          |                         |                         |                    |

Based on the table above, it is known that the calculated chi square ( $\chi^2$ ) value is 0.2862, while the table chi square ( $\chi^2$ ) value is 3.841 at  $\alpha = 0.05$ . So the calculated  $\chi^2 < \chi^2_{\text{table}}$  is 0.2862 < 3.841. It can be concluded that the data from the experimental class and control class came from homogeneous groups.

The next step taken is the t test. The t test was carried out to determine whether there was a significant influence between the two classes. If  $T_{\text{count}} < T_{\text{table}}$  means there is no significant influence between the two groups. This is in accordance with the opinion expressed by Syafril (2020: 138), namely "if tcount is the same or greater than ttable for  $\alpha 0.05$  there is a significant difference and conversely if tcount is smaller than ttable it means there is no significant difference". From the results of hypothesis testing using the t test, the following results were obtained:

**Table 6. Test results with t test**

| Class      | Average | Tcount | Table | Information        |
|------------|---------|--------|-------|--------------------|
| Experiment | 76.40   | 2.52   | 2.02  | <b>Significant</b> |
| Control    | 71.80   |        |       |                    |

Based on the t table above with  $df = (n_1 - 1) + (n_2 - 1) = 38$ , then what is guided by the table is that with a real level of  $\alpha 0.05$ , the t table value is 2.02. Thus, the applicable criteria are  $t_{\text{count}} > t_{\text{table}}$  ( $2.35 > 2.02$ ). then Hypothesis H1 can be accepted.

## Discussion

Based on the results of research conducted by researchers, student learning outcomes using video learning media in the experimental class were obtained with an average score of 76.40. There were 20 students with the highest score of 88 and the lowest score of 64. Compared with the learning outcomes in the control class with an average of 71.80, where the number of students was 20 people with the highest score being 80 and the lowest score being 64.

From the data analysis that has been carried out, it is to test the success of the learning outcomes that have been formulated in the success hypothesis (H1). Obtained calculation results based on the t table with  $df = (n_1$

$- 1) + (n_2 - 1) = 38$ , then as guided by the table, namely with a real level of  $\alpha 0.05$ , the ttable value is 2.02. Thus, the applicable criteria are  $t_{count} > t_{table}$  ( $2.35 > 2.02$ ). Which means that the accepted hypothesis is H1 and H0 is rejected. It can be concluded that there is an influence of learning video media on student learning outcomes in social studies subjects in class VIII SMP N 39 Padang. Thus, the application of learning video media to student learning outcomes in class VIII social studies at SMP N 39 Padang can provide an increase in student learning outcomes.

According to Susilana, et al. (2008:10) the advantages of learning media are: 1. The use of learning media is not an additional function, but has its own function as a means of helping to create a more effective learning situation. 2. Learning media is an integral part of the entire learning process. This implies that learning media is a component that does not stand alone but is interconnected with other components in order to create the expected learning situation. 3. Learning media in its use must be relevant to the competencies to be achieved and the content of the learning itself. This function implies that the use of media in learning must always pay attention to competence and teaching materials. 4. Learning media does not

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function as a means of entertainment, so it is not permitted to use it merely for games or to attract students' attention.

Apart from an increase in student learning outcomes in class VIII/5 as an experimental class which uses instructional video media in the learning process, this research also experienced a decrease in student learning outcomes in class VIII/4 as a control class, this can be seen in table 1 Average Value Daily Assessment of Class VIII Students, Semester 1 of the 2023 Academic Year, obtained a score of 72 after conducting research in class VIII/2 as a control class, where in the learning process they only used textbook media, obtaining a score of 71.80.

Previous learning tended to be monotonous and students were less active because learning was still centered on the teacher, who used the lecture method. This makes students passive in the teaching and learning process (PBM). Learning also still uses textbooks, worksheets and blackboards. The learning process often becomes less conducive, because students are less focused on learning.

Changes in behavior and learning outcomes for the better in students after carrying out the learning process are factors that come from within the student and factors from outside him. Good learning outcomes are obtained when these factors make a positive contribution to students.

Based on this explanation, it can be seen that after carrying out learning by applying video learning media, it turns out to have a significant influence on student learning outcomes in social studies subjects in class VIII SMP N 39 Padang.

## CONCLUSION

Based on the results of the data description, data analysis and discussion previously described, it can be concluded that: The learning outcomes of class VIII students in social studies subjects applied to class VIII/5 as an experimental class obtained a higher average score, namely 76.40, while



the average score was 76.40. The average obtained in class VIII/2 as a control class was lower with an average of 71.80. So there is a difference in average scores between class VIII/5 students as the experimental class and class VIII/4 students as the control class.

There is a significant influence in the use of Learning Video media on the learning outcomes of class VIII students in social studies at SMP N 39 Padang with the results of hypothesis testing using the *thitung* test formula with a significant level of  $\alpha$  0.05, it was found that  $t_{count} = 2.52$  was greater than  $t_{table} = 2.02$ .

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