

Efforts to Improve the Learning Outcomes of Junior High School Students Through the Medium of Learning Video

Zulfa Candraningrum*, Agus Efendi, Endar Suprih Wihidayat
Department of Informatics Education, Universitas Sebelas Maret, Indonesia

Article Info

Article history:

Received Sep 27, 2022

Revised Jul 11, 2024

Accepted Jul 11, 2024

Corresponding Author:

Zulfa Candraningrum,
Departement of Informatics
Education, Universitas Sebelas
Maret, Jl Ahmad Yani, Pabelan,
Kartasura, Surakarta, Central
Java, 57169, Indonesia.

Email:

zulfacandra@student.uns.ac.id

ABSTRACT

This classroom action research aims to improve student learning outcomes in the Indonesian language through the use of learning videos. The research was conducted in two cycles, with each cycle consisting of four stages: planning, action implementation, observation, and reflection. During the observation stage, researchers collected data by observing the activities of teachers and students as they used the video learning media. The results showed a significant improvement in learning outcomes. The percentage of students meeting the learning completion criteria increased from an initial 31.25% to 46.9% in the first cycle, and further rose to 84.38% in the second cycle. Additionally, students demonstrated higher participation and were more active during learning activities.

Keywords: Learning outcomes, learning video media, educational technology

1. INTRODUCTION

Learning outcomes serve as a critical assessment of the educational process. According to Sudjana (2000), learning outcomes are the abilities students acquire through their learning experiences. Similarly, Nawawi (2015) defines them as the level of success a student achieves in understanding school material, typically measured by test scores. Dimiyati and Mudjiono (2013) concur, stating that learning outcomes are the results of learning interactions, usually indicated by teacher-assigned scores.

In essence, a learning outcome represents a student's ability to achieve positive changes in behavior and knowledge, transforming a lack of knowing into understanding. As a measure of the learning process, these outcomes are often expressed through symbols, letters, or statements that reflect a student's achievements over a certain period. Ideally, all students should meet established standards or the Minimum Completion Criteria (KKM). However, many fail to achieve maximum learning outcomes, often due to factors like the underutilization of effective learning media. This issue was evident during an observation on March 24, 2022, in class VII A at SMP Negeri 1 Gerih. The observation revealed a significant lack of media utilization to achieve learning targets for the topic of Folk Poetry. Consequently, 22 out of 32 students (68.75%) did not reach the KKM score of 67.

The insufficient use of engaging learning media can lead to student boredom and a lack of interest in the material (Windiyani & Novita, 2018). The importance of media is highlighted in research by Kurniawan and Trisharsiwi (2016), which found that appropriate learning media can make students happier, more interested, and more enthusiastic, leading to optimal learning outcomes. This is because students' absorption and memory of subject matter improve significantly when information is delivered through both auditory and visual senses (Wirawan, 2020).

Visual media, such as video, is particularly effective for conveying dynamic material like motor movements, facial expressions, or specific environmental atmospheres. As Adliani and Wahab (2019) note, such topics require visualization and are more effectively presented through video technology.

Given this background, it is clear that research is needed to determine how learning media can improve student outcomes. Therefore, this study was conducted to investigate the influence of video-based learning media on the learning outcomes of seventh-grade students at SMP Negeri 1 Gerih..

2. RESEARCH METHOD

This research is a Classroom Action Research (CAR), which is an observation of activities that are deliberately initiated and occur within a class (Arikunto, 2010). This research was conducted at SMP Negeri 1 Gerih; the implementation of activities was carried out for approximately three weeks, from March 24, 2022, to April 8, 2022.

The subjects of this classroom action research were the 32 seventh-grade students of SMP Negeri 1 Gerih during the even semester of the 2021/2022 academic year, consisting of 16 male students and 16 female students as the recipients of the action. The person implementing the action was the class VII Indonesian subject teacher.

Data collection techniques were carried out through observation, data source and document recording, tests, and documentation. The test method was used to obtain data on student learning outcomes before, during, and after the research was carried out. The instruments used in this study were interview sheets, observation sheets, and tests. Interview sheets were used by the researcher to obtain information related to the learning process conducted by the subject teacher. Observation sheets were used by the researcher to obtain accurate data during the observation of the learning process. The test was used by the researcher to determine the students' mastery of the Folk Poetry material that had been taught. The indicators of success in this study were an average student score of at least 67 and 70% of students scoring above the KKM (Minimum Completion Criteria) limit.

3. RESULT AND ANALYSIS

Based on the pre-action learning outcomes, only 10 out of 32 students (31.25%) achieved the Minimum Completion Criteria (KKM) score of 67, while 22 students (68.75%) had not yet reached the KKM. This result can be seen in Figure 1.

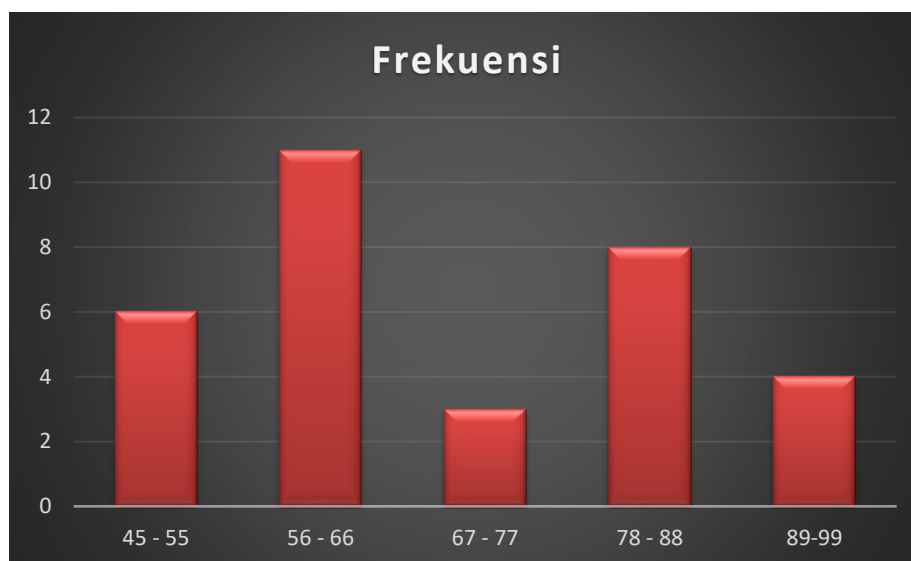


Figure 1. Pre-Action Student Learning Outcomes

Learning in the first cycle was guided by the Learning Implementation Plan (RPP) for two meetings (2 x 40 minutes). The basic competence addressed in cycle I was identifying information (messages, rhymes, and word choice) from folk poetry (rhymes, couplets, verses, etc.) that was read and heard.

The implementation of cycle I followed these stages: (1) Initial Activity: The teacher conditioned the students to begin the lesson and pray. The teacher provided learning motivation, conveyed the learning objectives, and explained the upcoming material; (2) Core Activity: Cycle I used conventional lecture methods, as commonly employed by the subject teacher. This method was chosen with the aim of delivering broad learning material and training students' focus. The teacher presented material related to folk poetry, gave

students the opportunity to ask questions about anything they did not understand, and posed several questions about the material. Finally, the teacher distributed the cycle I evaluation questions; (3) Final Activity: The teacher provided a conclusion on the material that had been studied, then closed the lesson with a prayer.

The reflection results showed that the conventional lecture method was less effective. Many students were playing with their stationery and not paying attention, appearing bored as they only listened to the teacher's explanation. Based on the reflection in the first cycle, there was a slight increase in student learning outcomes: 15 students (46.9%) achieved the KKM score, while 17 students (53.1%) still had not reached the KKM. This result can be seen in Figure 2.

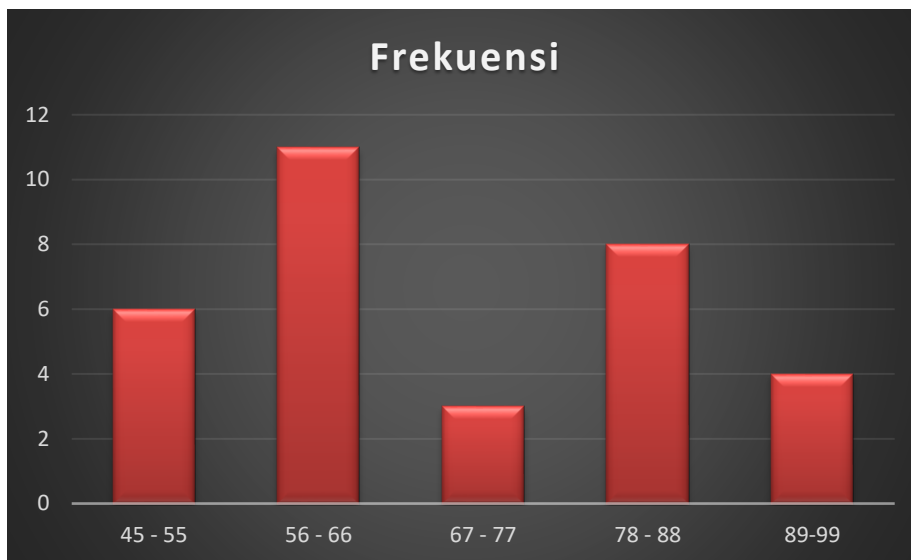


Figure 2. Learning Outcomes of Cycle I Students

The limited success in cycle I was that only a few students dared to express their opinions, while most remained passive. From the reflection of cycle I, the researcher decided it was necessary to conduct cycle II, changing the learning method from the conventional lecture to a demonstration method. This change was intended to increase student involvement, foster self-confidence and courage, and help students better understand the material through direct participation.

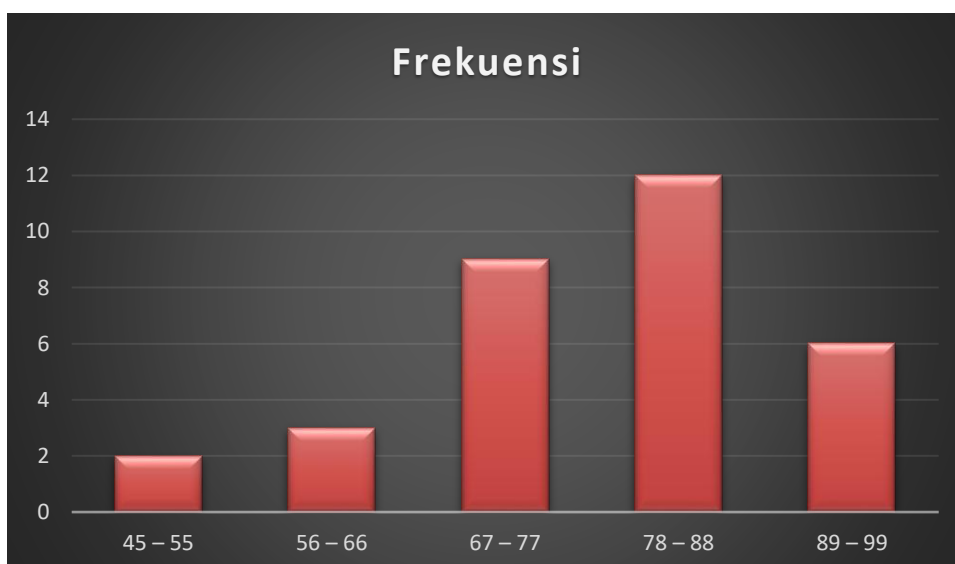


Figure 3. Cycle II Student Learning Outcomes

Learning in cycle II was also guided by the RPP for two meetings (2 x 40 minutes). The implementation followed these stages: (1) Initial Activity: The teacher prepared the students to begin the lesson and pray, then

briefly reviewed the material from the previous meeting. (2) Core Activity: The teacher delivered the folk poetry material using learning video media. Students were given the opportunity to identify the material and were then invited to practice concepts related to folk poetry. The teacher then distributed the cycle II evaluation questions. (3) Final Activity: The teacher gave a conclusion regarding the material and closed the lesson with a prayer.

The reflection results from cycle II showed a clear improvement in student learning outcomes. Many students were active in asking questions and presenting their ideas correctly. Students also demonstrated a better understanding of the material delivered through the learning video, which was evident in how they completed the cycle II evaluation. Student learning outcomes increased by 37.5% from cycle I to cycle II. A total of 27 students (84.38%) achieved the KKM score, and only 5 students (15.62%) did not reach the KKM. This result can be seen in Figure 3.

Most students showed increased participation in the learning process during cycle II. The success achieved after its implementation met the research success indicators, so the action was stopped after cycle II. Based on the data processing and analysis, it was interpreted that the use of learning video media had a positive influence on improving student learning outcomes across the pre-action, cycle I, and cycle II phases. Table 1 summarizes the comparison.

Table 1. Comparison of Pre-Action, Cycle I, and Cycle II Student Learning Outcomes

Information	Pre-Action	Cycle I	Cycle II
Lowest Value	35	45	50
Top Rated	85	95	95
Average Values	60,6%	69,8%	77,9%
Students Learn Thoroughly	31,25%	46,9%	84,38%

From the data above, it can be concluded that student learning outcomes using learning video media have increased, namely:

- Before the action, the percentage of student learning completion was 31.25%.
- After the action in the first cycle, the percentage of student learning completion reached 46.9%, but this had not reached the expected indicators.
- In cycle II, the percentage of student learning completion increased to 84.38% and met the expected indicators, so this classroom action research was successful. The indicator of 70% of students achieving the KKM score was met in Cycle II, so the research was not continued to the next cycle.

4. CONCLUSION

The use of learning video media improved the learning outcomes of seventh-grade students at SMP Negeri 1 Gerih for the 2021/2022 academic year. This is evident from the increase in average student scores, which rose from 60.6 in the pre-action phase to 69.9 in cycle I, and 77.9 in cycle II. Additionally, the percentage of students achieving learning completion also increased from 31.25% pre-action to 46.9% in cycle I, and finally to 84.38% in cycle II. Based on these conclusions, the researchers offer the following suggestions, (1) teachers at SMP Negeri 1 Gerih are encouraged to use various learning media, including videos, to improve student learning outcomes and increase engagement in the learning process; (2) students are advised to be more active and engaged in their learning; and (3) the school should provide facilities and support for teachers to develop their skills in implementing innovative teaching methods..

REFERENCES

- Adliani, S. (2019). Pemanfaatan video untuk meningkatkan keterampilan berbicara siswa sekolah dasar.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Dimiyati, & Mudjiono. (2013). *Belajar dan pembelajaran*. Jakarta: Rineka Cipta.
- Kurniawan, T. D., & Trisharsiwi, T. (2017). Pengaruh penggunaan media video pembelajaran terhadap prestasi belajar ilmu pengetahuan sosial siswa kelas v SD se-kecamatan Gedangsari Gunung Kidul tahun ajaran 2015/2016. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 3(1). <https://doi.org/10.30738/trihayu.v3i1.739>
- Nawawi, H. (2015). *Penelitian tindakan kelas dan publikasinya*. Cilacap: Ihya Media.
- Sudjana, N. (2000). *Dasar-dasar proses belajar mengajar*. Jakarta: Sinar Baru Algensindo.
- Windiyani, T., & Novita, L. (2018). Penggunaan media pembelajaran gambar fotografi untuk meningkatkan hasil belajar pada mata pelajaran ilmu pengetahuan sosial. *Jurnal Pendidikan Sekolah Dasar*, 4(1), 1-10. <http://dx.doi.org/10.30870/jpsd.v4i1.2776>

Wirawan, A. (2020). *Memaksimalkan layanan informasi berbasis media audio visual: Suatu upaya meningkatkan minat belajar siswa di SMP*. Sapatokkong BPSDM Sulawesi Selatan.