



Developing of Instructional Video Media to Improve Learning Quality and Student Motivation

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Receive: 12/09/2020

Accepted: 02/10/2020

Published: 04/10/2020

Abstract

This study is about knowing the improvement of student learning outcomes through videos at Muhammadiyah Enrekang University. The problems of this research are: 1) how is the process of application to lessons via video in the PGSD class at Muhammadiyah Enrekang University? 2) Does the application of video lessons through thematic learning can improve student learning outcomes at the University of Muhammadiyah Enrekang? reflect deeply on several aspects of teaching and learning activities. The focus of this research is to improve student learning outcomes through video through thematic learning about natural resources and local economic activities by applying a system of instructional video approaches. The subjects of the study were 125 PGSD students in Enrekang District, consisting of 70 boys and 55 girls. The instruments that have been used are observation, tests and documentation. Data that has been processed with percentage analysis and presented in the form of descriptions and presentations. The findings of its application are asking questions, thinking together and answering; the application of video lessons through learning to improve student learning outcomes reaches 85%. The goals and objectives of education held in schools are formal channels and informal channels.

Keywords: Video; Learning; Students

Introduction

Method

Citizenship has a very significant position in life, because Citizenship Education does not only provide concepts but also provides skills to students and can prepare and create young people to become better citizens. So, if Citizenship Education is applied 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 Citizenship Education 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, a way is needed so that students are interested in Citizenship Education subjects, and learning motivation can increase, so that the goals of Citizenship Education can be achieved.

In order for student motivation to increase, teachers need to make an innovation in learning. One of the things that teachers need to pay attention to in order to increase student motivation is to maximize the use of learning media during the learning process.

In general, learning media that can be used in learning are very diverse. According to Dale in Riyana (2008: 7) learning media can be classified into four, namely audio media, visual media, audio visual media, and multimedia. Current learning media that are considered

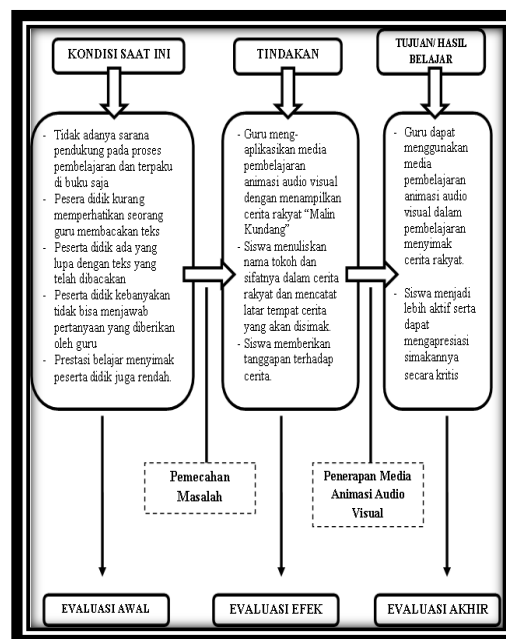
attractive to students is to use audiovisual media in the form of video. Video media can be classified into the type of audio visual media (AVA) or media that can be seen and heard. According to Riyana (2008: 51) that "video media is a medium that presents information in the form of sound and visuals". 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 likely 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 learning motivation it is possible to achieve better learning goals.

Discussion and Result of the research

Motivation is a series of attempts to provide certain conditions. So that someone wants and wants to do something. If he doesn't like it, then he will try to eliminate or avoid that feeling of dislike. So motivation can be stimulated by external factors but that motivation grows within a person. Student learning motivation is: The overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities, so that the goals desired by the student subject can be achieved. Students who have strong motivation will have a lot of energy in learning activities.

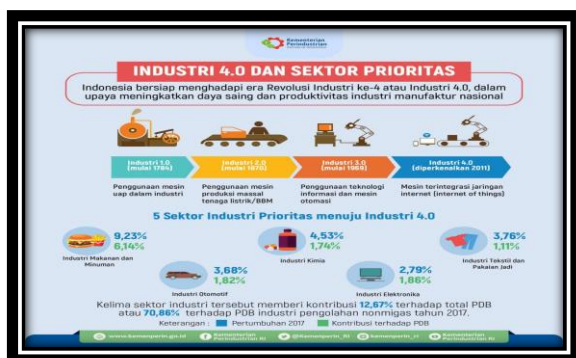
Based on the above understanding, it can be concluded that learning motivation is an encouragement in the individual in the form of passion, pleasure, and enthusiasm to do something in this case learning to achieve certain goals. Students who have strong learning motivation will have a lot of energy to

carry out activities in the context of the learning process. From the point of view, learning motivation is divided into two, namely intrinsic motivation, which is meant by intrinsic motivation, which is motivation or motives that become active and do not need to be stimulated from outside, because in the individual there is already an urge to do something. For example, someone likes to read, no one orders or encourages him, he is already diligently looking for books to read. Intrinsic motivation in learning is a form of motivation to learn that is driven by awareness of oneself with an essential purpose, not just symbols and sensations. With regard to intrinsic motivation, which has an important role is the students themselves where students are required to be able to grow and develop the motivation that is in themselves. Furthermore, extrinsic motivation, namely extrinsic motivation, is motivation caused by factors from outside the learning situation, such as: numbers, diplomas, grades, prizes, medals, conflict and competition; what is negative is ridicule and punishment. Extrinsic motivation is still needed in schools because learning in schools does not all attract interest, or according to student needs.



Of the ten factors above, there are at least two factors that are closely related to the use of learning media. These factors are student interest in the subject and student perceptions about the importance or not of the material.

The use of video media can create a fun and meaningful learning environment. With video media, the teacher is also able to show the importance of a material in life, because with video media the teacher can show an activity or real event related to the material. In the end, students will be interested and motivated to attend and participate in teaching and learning activities at school. Sardiman (2010: 83) states that the characteristics of a person who has strong motivation are as follows: perseverance in facing tasks (can work continuously for a long time, never stop before completion). Resilient in facing adversity (not quick to give up). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved). Shows interest in various problems. Prefer to learn independently, for example students never cheat. Quickly get bored with routine tasks (things that are mechanical, just repetitive, so less creative). So in this case students like creative things. Can defend his opinion (when you are sure of something). Students have a strong stand and are not easily influenced by others.



Source: Image adopted on page: <https://images.search.yahoo.com>

The various characteristics of learning motivation above, it can be concluded that the characteristics of people who have learning motivation are persistent, resilient in facing difficulties / tasks, show interest in various problems, prefer to study independently, get bored quickly on routine tasks, can defend their opinion. According to Arsyad (2011: 3), the word media comes from the Latin medium which literally means middle, intermediary, or introduction. This understanding can be concluded that media is anything that can be used to transmit messages from sender to

receiver so that it can stimulate students' thoughts, feelings, attention, motivation and interests so that the learning process becomes more optimal and learning objectives are achieved. The learning is a communication process between learners, teachers and teaching materials. Communication will not run without the help of means of conveying messages or the media.

From the understanding of media and the understanding of learning above, it can be understood that learning media is a physical aid that can be used in learning activities and stimulates and helps students to learn thoroughly so that learning objectives are achieved. Learning media has a great function in making it easier for students to learn learning material, because learning material is not only delivered through verbal words. As Riyana (2008: 9) argues that in general the media has the following functions: clarifying messages so that they are not too verbal, overcoming the limitations of space, time, energy and sensory power, arousing learning passion, more direct interaction between students and learning resources. enable children to learn independently according to their visual, auditory and kinesthetic talents and abilities, provide the same stimulation, equate experiences & cause the same perception. According to Kemp and Dyton, the function of learning media in delivering learning messages can be more standardized. Learning can be more interesting and learning becomes more interactive by applying learning theory, learning implementation time can be shortened, the quality of learning can be improved, the learning process can take place whenever and wherever needed, students' positive attitudes towards learning materials and the learning process can be improved, the teacher's role changes towards the positive. From its reach ability, the media can also be divided into; media that have broad and simultaneous coverage and media that have limited coverage by space and time. From the way or technique of use, media can be divided into projected media and non-projected media, while according to Riyana (2008: 13) based on the form of information used, separating and classifying the presenter media into five major

groups, namely silent visual media, media motion visuals, audio media, silent audio visual media, and motion audio visual media.

Technical provisions, video media are inseparable from technical aspects, namely camera effects, shooting techniques, lighting techniques, editing and sound. Learning places more emphasis on message clarity. The use of music and sound effects is an important part of the video presentation. Videos will be more interesting and meaningful if the sound is supportive and appropriate. Some of the provisions regarding music and sound effects are as follows: Music for sound accompaniment should be at a low volume intensity (soft) so that it does not interfere with the visual presentation and the narrator, the music used as background should be instrument music, do not use music with popular songs. This will result in the disruption of the concentration of students who are more focused on the sound of the song, using sound effects to add to the atmosphere and

complement the visual presentation and add to a better impression.

Conclusion

The learning media developed by researchers currently has several advantages and disadvantages of the product. The advantage of this learning media software product is that this learning media does not require an installation process on a computer. The content of the material and questions presented are in accordance with the Basic Competencies that must be achieved by students. There is a drag and drop game for each sub-material. The quality of pictures, videos, music, and sound effects is good, and are well integrated with each other. The product developed can be used as a means of independent learning by students. The learning media developed has gone through the validation stage and carried out limited tests and revisions so that the learning media is suitable for use in Muhammadiyah University especially Ajattapreng regency, South Sulawesi.

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