



THE EFFECT DIGITAL BASED LEARNING VIDEO MEDIA ON STUDENT CIVICS LEARNING OUTCOMES IN GRADE IV ELEMENTARY SCHOOL

Eva Pasaribu¹

HKBP Nomensen University Pematangsiantar, Indonesia

Email : pasaribueva32@gmail.com

Minar Trisnawati Tobing²

HKBP Nomensen University Pematangsiantar, Indonesia

Email : minartobing14@gmail.com

Abstract

This study aims to determine the effect of Letter Card Media on the Theme of The purpose of this study was to determine the effect of video media on student learning outcomes in Civics learning class IV SD Negeri 091542 Hutabayu. This research is an experimental research with Quasi Experimental Design. The design used in this research is Pretest-Posttest. The sample in this experimental class research was fourth grade students at Public Elementary School 091542 Hutabayu and the control class research sample was fourth grade students at SD Negeri 091524 PNP Tonduhan. Based on the results of the analysis and discussion of the research data, the results of hypothesis testing are obtained with the t-test, where t count = 2.30 if the significant value (2-tailed) <0.05, then there is a significant difference between student learning outcomes in the experimental class and the control class. The result of this study is the significance value (2-tailed) = 0.02. then H0 is rejected and Ha is accepted. Based on these results it can be concluded that there is an influence of video media on student learning outcomes in thematic learning class IV SD Negeri 091542 Hutabayu

Keywords: *Digital Based Video Media, Learning Outcomes*

A. Introduction

Learning outcomes are various experiences gained by students which include the cognitive, affective, and psychomotor domains. Not only mastery of subject theory concepts, but also mastery of habits, perceptions, pleasures, interests-talents, social adjustment, types of skills, ideals, desires, and hopes.

Learning related to how to shape students so that they learn in a fun way that is done on their own accord in order to increase the knowledge that is formed as student needs in the curriculum is one of the factors that influence student success in learning.

Thematic learning is integrated learning that combines several subjects into one and makes meaningful integrated learning. The subjects in elementary schools are organized into thematics, namely Indonesian Language, Arts and Culture, Natural Sciences (IPA), Social Sciences (IPS), Citizenship Education (PKn) and Mathematics. The themes included in thematic learning are strongly related to oneself and the environment around the child. This means that thematic learning is in line with the cognitive and psychological development of students.

The problems faced at this time are that learning media is still neglected for many reasons, namely: limited time to prepare media, it is difficult to find suitable media for learning, there is no cost, and so on. The teacher's mastery of learning media is lacking, the teacher's inability to package lessons, the lack of creativity in making media, monotony, boring and less interesting so that ultimately student learning outcomes decrease when learning. This is also seen from the many students who pay less attention when the teacher explains. This incident should not be used as an important reason if every educator/facilitator has knowledge and skills in making instructional media.

Based on the results of observations made by researchers in class IV at SD Negeri 091542 Hutabayu, researchers found that learning outcomes in thematic learning were less than optimal. This is because the teacher does not use digital video-based learning media so students tend to get bored because the teacher only uses the lecture method. Learning is always done monotonously so students are less active and interested in learning. In addition, students do not like reading the subject matter. This problem is very influential with student learning outcomes that are not complete in KKM with a value of 75. To achieve good learning outcomes and achieve learning goals, then in the process of learning activities the teacher must be able to make interesting learning media so that students are interested in learning. With this problem, the appropriate and suitable learning media made in the learning process is video learning media.

According to Gunawan et al (2019: 27), "Learning media are all tools (auxiliaries) or objects used in teaching and learning activities, with the intention of conveying messages (information) learning from sources (teachers or other sources) to recipients (in this case students or learning citizens). The use of learning media should be a part that should get more attention from the teacher in every learning activity. Therefore the teacher/facilitator must learn how to determine learning media in order to achieve learning objectives in the teaching and learning process effectively.

B. Method

Theoretical studies are the design of theories related to nature to explain the meaning of the variables to be examined in analyzing problems. This theoretical study was obtained from various sources of literature with the aim that researchers understand the definitions and

characteristics of the variables to be studied. Broadly speaking, the theoretical review in this study will be explained as follows:

The word media comes from the Latin *Medius* which literally means "middle" intermediary or introduction. students are able to acquire knowledge, skills, or attitudes. According to Gunawan et al (2019: 27), "Learning media are all tools (auxiliaries) or objects used in teaching and learning activities, with the intention of conveying messages (information) learning from sources (teachers or other sources) to recipients (in this case students or learning citizens). Meanwhile, according to Rosyid et al (2019: 3), "Human, material or events that build conditions that enable students to acquire knowledge, skills, or attitudes".

From the explanations of the experts above, it can be concluded that learning media is a tool used by educators to provide concrete messages and learning, which makes complex things easy so that they can stimulate the attention, thoughts and feelings of students in teaching and learning activities in order to achieve learning goals.

With the development of knowledge and technology at this time, there are many learning media that can be used, including audio-visual aids (video) in the learning process. With suitable learning media, students will better understand something abstract and become more concrete.

The selection of media must be based on and adapted to the learning objectives or competencies to be achieved, so that the use of media in the learning process will work according to the context and needs. According to Rosyid et al (2019: 9), "Learning media includes physical tools used to convey the contents of learning material consisting of books, tape-recorders, cassettes, videos, cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and

computers”.

From the narrative above the classification of learning media includes:

a. Audio Media

Audio media is media that produces sound or sound. Examples are radio and audio cassette tape recorders.

b. Visual Media

Visual media is media that produces shape/shape, or commonly known as teaching aids. For example pictures, insectarium, imitation of the human skeleton, and so forth.

c. Audio-Visual Media

Audio-visual media is media that is capable of producing visuals and sounds simultaneously in one media unit. Examples can be seen in videos, films, and television.

C. Finding and Discussion

1. Digital Based Video Media

According to Gunawan et al (2019: 79), "Video as an audio-visual medium that displays motion, is increasingly popular in our society. The messages presented can be factual (important events/events, news), or fictitious (such as stories), can be informative, educative or instructional. Meanwhile, according to Rosyid et al (2019: 61), "Audio-visual media is media that activates the eyes and ears of students during the teaching and learning process takes place".

From the narrative of the experts above, video media is an intermediary or use of material capable of displaying moving images accompanied by sound and involving the senses of hearing and sight.

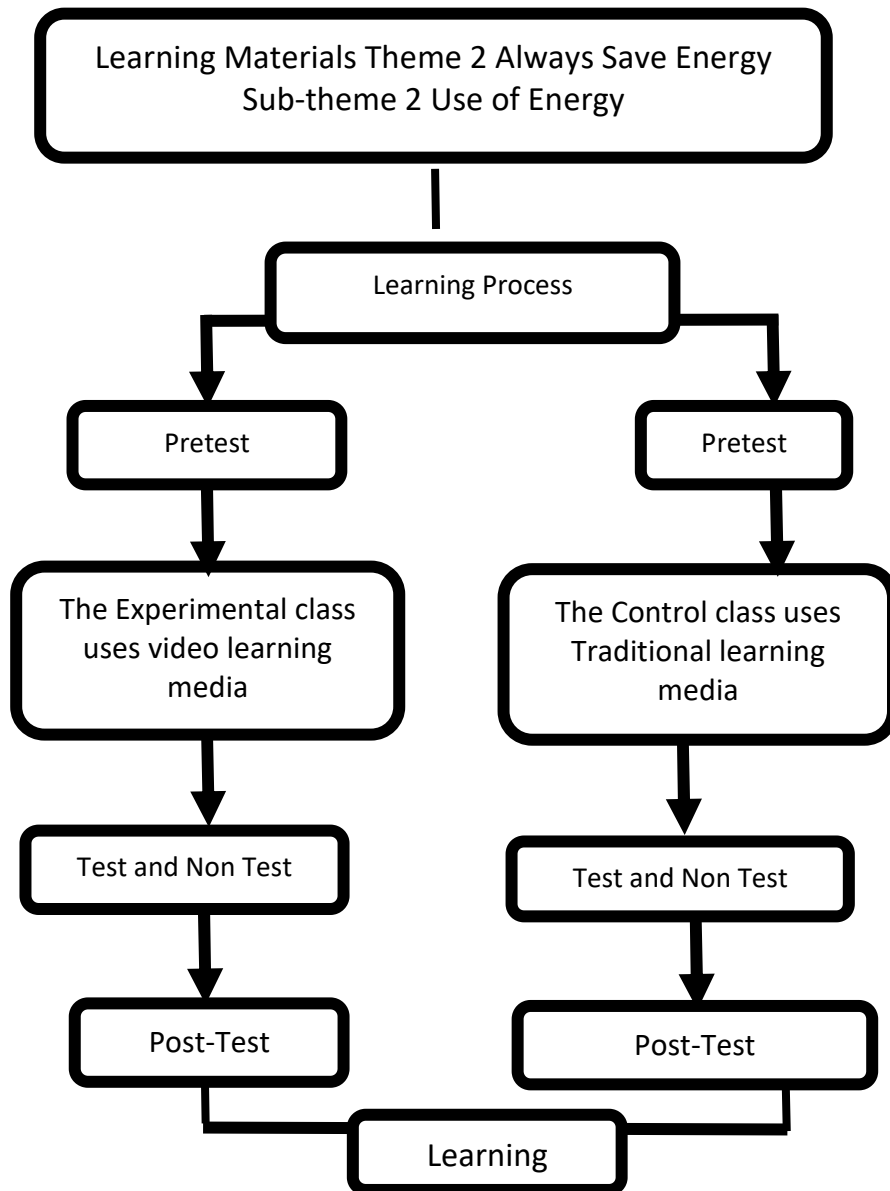
Video media displays a combination of images and sound by forming characters that are almost the same as the original object through certain tools. In this learning video media, it is hoped that the teacher will not only take advantage of the available learning facilities, but through this video media students can learn through events that seem to be experienced by themselves, so that memories of the material conveyed through video are easier to remember.

According to Rosyid et al (2019: 64) the purpose of using video media to help teachers and students in the learning process is as follows:

- a. Provide influence in supporting the learning interactions carried out by teachers and students in the classroom.
- b. The role of the teacher as a messenger in the form of material will make it easier to convey material to students as message recipients.
- c. The use of video media also supports the training of habits in the use of science and technology in the ever-developing world of education, so that insights about education become wider.

According to Yudianto (2017: 235), "The benefits of video media in the student learning process include the following:

- a. Providing unexpected experiences to students,
- b. Shows in real terms something that was impossible to see at first,
- c. Analyze changes over a period of time,
- d. Provide experiences for students to feel a certain situation, and
- e. Presenting case study presentations about real life that can trigger student discussion.

Chart 1. Conceptual Framework

2. Discussion

The type of research used in this study is experimental research because this study aims to determine the effect of using digital-based learning video media on student civics learning outcomes in class IV SD Negeri 091542 Hutabayu. This type of research used is quantitative research. This type of research uses a Quasi-Experimental (quasi-experimental) method.

Quasi-experimental research is research that obtains information which is an estimate of the information that can be obtained with actual experiments in circumstances that do not allow controlling all relevant variables. This research method has a control class, but cannot fully function to control external variables that affect the implementation of the experiment. Quasi-experiments are used because in reality it is difficult to get a control class used for research. The experimental study was conducted on two groups of students in two classes. The first time given Pretest to determine the initial state of students. These two groups were given different treatment but were given the same learning material. The experimental group used video learning media, while the control group used traditional media. Furthermore, the measurement of learning outcomes between the two groups is the same, namely the post-test.

Table 1. Number of Students Based on Class

Class	Number of Students Based on Class
SD Negeri 091542 Hutabayu	15 Students
SD Negeri 091524 PNP Tonduhan	15 Students
Total	30 Students

Based on the results of research that has been conducted at SD Negeri 091542 Hutabayu and SD Negeri 091524 PNP Tonduhan in class IV

students for Odd Semesters in the 2022/2023 Academic Year concerning the Effect of Video Media on Student Learning Outcomes in Theme 2 Always Save Energy Sub-theme 2 Energy Utilization Class IV SD Negeri 091542 Hutabayu and SD Negeri 091524 PNP Tonduhan. Research activities were carried out from 15 August 2022 to 20 August 2022 at SD Negeri 091542 Hutabayu and research activities were carried out from 22 August 2022 to 27 August 2022 SD Negeri 091524 PNP Tonduhan. From the results of observations of the Thematic learning process activities in class IV, it shows that teachers still use traditional media, namely books. The implementation of using traditional book media seems uninteresting and boring so that it greatly influences learning achievement so that the average score is below the minimum passing criteria (KKM) with a score of 63-75.

The research was conducted in class IV of SD Negeri 091542 Hutabayu and SD Negeri 091524 PNP Tonduhan. This study involved 2 groups, namely the experimental group for class IV SD Negeri 091542 Hutabayu with video media and the control group for class IV and SD Negeri 091524 PNP Tonduhan with traditional media. The number of samples in this study in class IV SD Negeri 091542 Hutabayu totaled 15 students and class SD Negeri 091524 PNP Tonduhan amounted to 15 students. Sampling was carried out using a purposive sampling technique. The sampling technique aims to be carried out by taking subjects not randomly, or regions but based on certain objectives, therefore the sample of this study consisted of 30 students.

This study uses data collection techniques that are carried out by means of tests and documentation. Before conducting the research, the researcher conducted an instrument test first. The questions given to be tested on class IV students totaling 24 students with a total of 25

questions. After conducting trials in class IV, there are 20 questions that are valid or can be tested.

TABLES, FIGURE, AND EQUATION

As for data analysis in this study to process the data that has been collected, the minimum pretest and posttest scores of students in both the experimental class and the control class are as follows.

Table 2. Student's Average, Maximum and Minimum Grades Experiment Class

Description	Experiment Class	
	Pretest	Posttest
Students	15	15
Average	41	80
Maximum Grades	80	95
Minimum Grades	20	60

Table 3. Student's Average, Maximum and Minimum Grades Control Class

Description	Control Class	
	Pretest	Posttest
Students	15	15
Average	38,66667	72
Maximum Grades Control Class	70	90
Minimum Grades Control Class	20	60

Based on the gain calculations in the experimental and control classes, it was concluded that the average experimental class was included in the moderate gain category ($g=0.67$), in the control class it was concluded that the class average was included in the moderate gain category ($g=0.53$).

As for the results of statistical analysis using SPSS 22. To determine the increase in student learning outcomes as follows.

Table 4. N-Gain Score

Descriptive				
Class			Statistic	Std. Error
N-Gain %	Experiment	Mean	67,2427	3,40207
		95% Confidence Interval for Mean	Lower Bound 59,9460	
			Upper Bound 74,5394	
		5% Trimmed Mean	67,5536	
		Median	68,7500	
		Variance	173,611	
		Std. Deviation	13,17614	
		Minimum	40,00	
		Maximum	88,89	
		Range	48,89	
		Interquartile Range	15,00	
		Skewness	-,483	,580
		Kurtosis	,119	1,121
	Control	Mean	53,5559	4,37269
		95% Confidence Interval for Mean	Lower Bound 44,1092	
			Upper Bound 63,0025	
		5% Trimmed Mean	54,8488	
		Median	55,3977	
		Variance	267,686	
		Std. Deviation	16,36112	
		Minimum	11,11	
		Maximum	72,73	
		Range	61,62	
		Interquartile Range	14,88	

Skewness	-1,657	,597
Kurtosis	2,886	1,154

(Source: Management Results of SPSS Statistics Version 22)

D. Conclusion

Based on the results of research that has been done by researchers, namely to find out the influence of video media on student learning outcomes in thematic learning class IV SD Negeri 091542 Hutabayu and SD Negeri 091524 PNP Tonduhan. After testing the hypothesis using the t-test, $T \text{ count} > T \text{ table}$, namely $2.30 > 2.04$ and a significant level of 0.05. Significant value (2-tailed) < 0.05 , so there is a very significant difference in student learning outcomes in the experimental class and the control class. If the significant value (2-tailed) > 0.05 , then there is no significant difference in the learning outcomes of the experimental class students and the control class student learning outcomes. After performing calculations using the "t" test formula, video media has a significant effect on student learning outcomes in thematic learning on theme 2 sub-themes 2 class SD Negeri 091542 Hutabayu and SD Negeri 091524 PNP Tonduhan. Increasing the percentage of thematic learning outcomes using video media with student learning outcomes with student learning outcomes using traditional media is 14%.

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