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The Influence of Learning Videos on Interest and Learning Outcomes Class VI Students in Mathematics SD Negeri 2 Merden Banjarnegara

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ABSTRACT

This study aims to determine the effect of Learning Videos on the Interest and Learning outcomes of grade VI SD Negeri 2 Merden in the 2023/2024 academic year. This type of research is a pseudo-experimental research with The Posttest-Only Control-Group Design. Learning interest data was collected using an assessment instrument in the form of a questionnaire and learning outcomes were measured using a description test instrument. The data were analyzed using SPSS 23 for Windows. The results showed that: First, there is a significant effect of Learning Video on the interest in learning Mathematics of grade VI students of SD Negeri 2 Merden, Purwanegara District, Banjarnegara Regency in the 2023/2024 academic year. Second, there is a significant effect of Video Learning on Mathematics learning outcomes in grade VI students of SD Negeri 2 Merden, Purwanegara District, Banjarnegara Regency in the 2023/2024 academic year. And third, there is a significant effect of Learning Videos on the interest and learning outcomes of Mathematics in grade VI students of SD Negeri 2 Merden, Purwanegara District, Banjarnegara Regency in the 2023/2024 academic year.

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1. INTRODUCTION

The world of education in the 21st century is faced with the challenge of human resources that are expected to produce generations who have skills that can be developed as provisions in the future. In this modern era, we are faced with increasingly complex challenges in providing meaningful and inspiring education. Learning mathematics at the elementary school level is the initial stage in forming the basis for understanding mathematical concepts that are important in the intellectual development of students. However, there are often challenges in developing students' interest and learning outcomes in grade VI, mainly due to the uninteresting characteristics of learning and the lack of variety in learning methods.

The use of learning videos is expected to increase students' interest and cognitive learning outcomes. According to [1] learning video media is media that presents audio and visuals that contain learning messages both containing concepts, principles, procedures, theories of knowledge applications to help understand a learning material.

Based on observations and interviews conducted by 6th grade teachers at SD Negeri 2 Merden, Purwanegara District, Banjarnegara Regency, the results of formative assessments on Data Processing material

obtained low results, where the average score of students on HOTS questions on Data Processing material was 62, below the school's Minimum Completion Criteria. This is because, in Data Processing material, students tend to be uninterested because they already think it is something complicated and difficult to find a solution. In addition, the learning provided to students still does not apply integrated learning, or only *monodicipline* learning, even though to solve problems in everyday life cannot be solved with just one field of science, but must be multidisciplinary to be able to solve these problems. Seeing the condition of students, learning is needed that can help students increase interest and learning outcomes.

In an effort to improve interest and learning outcomes, students must be given something that attracts the attention of students in the learning process. One of the learning models that can provide the greatest opportunity for students to increase their interest and learning outcomes is *Learning Video*. Interactive video media is one of the media that can be used in delivering messages that can be audio-visual media[2] . Video is also often interpreted as a medium that collaborates between audio and visual so that both are able to create an attractive and beautiful display[3] . Interactive learning video is a learning media that combines elements of sound, images, motion, narrative text or reading, and graphics that are interactive between the media and the media user[4] . Meanwhile, interactive video is a learning media in which there are elements of sound, motion, images, text and graphics that are interactive in nature to connect learning media with its users [5]. With the interactive learning video media, students are able to listen and observe the subject matter simultaneously. The advantages of interactive learning video media are able to improve student achievement in concept mastery, critical thinking and can save time in learning [6]. The use of appropriate interactive video media will provide students with new experiences in learning and students get a real and useful picture [7]. The purpose of using audio visual media is to develop cognitive abilities by providing stimulation in the form of moving images and sound, and conveying messages to influence attitudes and emotions. Based on the above objectives, the benefits of audio visual media for the learning process are useful for: (a) Attract the attention of students in delivering teaching materials, (b) Foster learning motivation, (c) Provide learning experiences by summarizing learning from a video presented [8].

The use of learning video media is also one of the factors that can affect the success of the learning process. Video media has various roles, besides being a means of entertainment, it can function as a learning medium and can display motion pictures and sound accompaniment [9]. The use of video media must take into account the compatibility of media characteristics with the characteristics of the flat building subject matter presented. The use of media must be adjusted to the form of learning activities that must be carried out. In the teaching and learning process, the presence of media has a very important meaning [10]

Referring to the above problems, the purpose of this study is to identify the effect of Learning Videos on the interest and learning outcomes of grade VI students in Mathematics subjects at SD Negeri 2 Merden.

2. METHODS

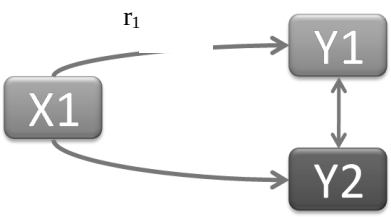
The purpose of this study was to identify the effect of Video Learning on students' interest and learning outcomes. The research was conducted in class VI of SD Negeri 2 Merden, 2023/2024 academic year which is located on Jalan Demang Sutawijaya, Merden Village, Purwanegara District, Banjarnegara Regency. The research was conducted in March 2024. This research is a pseudo-experimental research with the design of *The Posttest-Only Control-Group Design.*

The type of research used is in accordance with the objectives to be achieved, namely to determine the effect of Learning Videos on interest and learning outcomes after learning assisted by Learning Videos.

The following is the research paradigm used, which is a double paradigm with two dependent variables [11].

The picture is as follows.

Figure 1: Multiple Research Paradigm



Description: r2

X1 : Independent variable

Y1 : Dependent/relative variable 1
Y2 : Dependent/relative variable 2
r1, r2 : Simple correlation

The population of this study were all VI grade students of public elementary schools in the Pangeran Diponegoro Cluster in the 2023/2024 academic year, totaling 10 schools.
The sampling technique used is *random sampling technique. Random sampling* technique is a technique or method of sampling that uses the rules of chance in determining the sample elements. That said, this technique is taken randomly or randomly. Generally, random sampling techniques provide opportunities for all members of the population to become selected specimens.

In order to obtain data related to this study, the researchers used data collection techniques consisting of observation methods with questionnaires, test methods, and documentation methods. Instrument is a measuring tool used in a study. Learning instruments are tools used in research activities which include: Learning Video of Data Processing Material for Mathematics Subjects. In addition to learning instruments, research instruments are needed which are useful as measuring instruments in and as support in data collection techniques in this study. The research instruments used in the study used questionnaires and descriptive tests. The instruments used by researchers in conducting research are described as follows:

1. The questionnaire contains statements that describe students' interest in learning which contains 20 items with 5 answer choices with a value range of 1 to 5.
2. The test instrument, in the form of a test question in the form of a description with a total of 4 questions with the weighted value of questions no 1-3 each worth 20 and question no 4 with a value of 40 so for the correct answers all will get a total value of 100.

Before the research instrument is used for data collection, the researcher first tests the validity and reliability of the instrument. To test items, test questions must have requirements in the form of validity and reliability so that the instruments in the form of description questions and observation assessment rubrics that will be given are valid and reliable. Researchers conducted validity and reliability tests using the *SPSS 23 for windows* application. The instrument test is declared valid if rcount > rtabel, and vice versa rcount < rtabel then it is declared invalid or invalid. The results of the instrument reliability test were consulted with the price of *r produc moment* at the 5% significance level. If the price rhitung> rtabel, then the research instrument is said to be reliable, but if on the contrary the price rhitung< rtabel, then the instrument is said to be unreliable.

Before analyzing the effect of the independent variable on the dependent variable, it is necessary to conduct a prerequisite test. The pre-requisite test consists of normality test and linearity test. The data normality test is used as a reference to be able to see that the sample data comes from a normally distributed population. Normality testing using *SPSS 23 for windows* based on the *Kolmogorov-Smirnov* test. To determine the normality of the data, the test significance level uses $\alpha = 0.05$. If the significance obtained > α, then the sample comes from a normally distributed pupolation. Meanwhile, the linearity test is a procedure used to determine the linear status or not of research data. Testing on *SPSS 23 for windows* using *Test for Linearity* the basis for decision making uses ANOVA output at a significance level of 0.05. If sign> 0.05 then the relationship between the two variables is linear.

After the instrument test and prerequisite test were carried out, then the researcher took data using the instrument. The data obtained was then analyzed. Researchers used simple linear regression analysis to determine the effect between the independent variable and the dependent variable. The choice of simple regression is because researchers want to identify the effect of Learning Video (X) on learning interest (Y1) and the effect of Learning Video (X) on learning outcomes (Y2).

The simple linear regression formula used in this study is:

$$Y = a + bx$$

Description:
Y : dependent variable
X : independent variable
a and b : constants

To find the price of a and b, the following formula is used:

$$a = \frac{\sum y \sum x^2 - \sum x \sum xy}{N \sum x^2 - (\sum x)^2}$$

$$b = \frac{N \sum xy - \sum x \sum y}{N \sum x^2 - (\sum x)^2}$$

However, in this study, the calculation of the simple linear regression test was analyzed using *SPSS 23 for windows*. The criteria for acceptance and rejection of the hypothesis if:

1. ttable< t(count), or significant ≤ 0.05 then the null hypothesis (H0)is rejected and the alternative hypothesis (Ha)is accepted. This means that there is a significant influence between one independent variable on the dependent variable.
2. ttable> t(count), or significant ≥ 0.05 then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha)is rejected. This means that there is no significant influence between one independent variable on the dependent variable.

3. RESULTS AND DISCUSSION

A. Data Description

The purpose of this study was to determine the effect of Video Learning on learning interest and learning outcomes in class VI at SD Negeri 2 Merden Banjarnegara. This research is included in associative research using quantitative analysis methods (data in the form of numbers) which aims to determine the relationship or influence between two or more variables. The study population was grade VI elementary school students in the Pangeran Diponegoro cluster in Purwanegara District, Banjarnegara Regency in the 2023/2024 academic year. Determination of the sample was carried out by random sampling technique, it was found that: grade VI SD Negeri 2 Merden as the experimental group and grade VI SD Negeri 1 Merden as the control group.

The first procedure carried out by the researcher was to ask permission from the head of SD Negeri 2 Merden to conduct research. The research was conducted on April 15-16, 2024. The data in this study were obtained through two methods, namely the questionnaire method and a written test in the form of a description. Collecting information using a questionnaire aims to determine the effect of Learning Videos on students' interest in learning. This assessment was carried out to students when carrying out Mathematics learning activities using Learning Videos. The assessment rubric used was developed from indicators to determine learning interest with 20 statement items and a rating scale of 1-5. The test method used by researchers is a written test of description questions, this written test aims to determine the effect of Learning Videos on student learning outcomes. The written test used is in the form of a description with 4 assessment questions with scoring answers on a scale of 2 to 20 for questions no 1-3 and a scale of 5-40 for question no 4.

B. Instrument Test, Prerequisite Test, and Hypothesis Test

Based on the instrument validity test, the value of each item for the variable of learning Mathematics using Video Learning, interest and learning outcomes r count > r table, and sig value. (2 tailed) is 0.000 <0.05 in each question item so that it is declared valid.

The results of the reliability test calculation, a variable is said to be reliable if it has a Cronbach Alpha (α) value> 0.6. The value of Cronbach Alpha for each variable in this study is> 0.6, which means that the instrument in this study is reliable and can be used for further research.

The normality test used in this study is the *One-Sample Kolmogrov-Smirnov* test using a significance level of 0.05. Data is declared normally distributed if the significance is greater than 5% or 0.05. The critical thinking skills and collaboration variables have a significance value of 0.200. So in this study the two variables can be said to be normally distributed.

Test for linearity with the basis for decision making using ANOVA output at a significance level of 0.05. If *sign* > 0.05 then the relationship between the two variables is linear and if *sign* < 0.05 then the relationship is not linear. The results of the calculation of the linearity test in this study show the significance value of the product> 0.05, which means that the variables of learning Mathematics using Learning Videos and interest and learning outcomes are linear.

Hypothesis testing in this study uses simple linear regression to determine the effect of the independent variable on the dependent variable with the following equation Y = a + bx. The criteria for accepting the hypothesis is if ttable < tcount, or significant ≤ 0.05 then the null hypothesis (H0)is rejected and the alternative hypothesis (Ha)is accepted. This means that there is a significant influence between one independent variable on the dependent variable.

1. Hypothesis 1 Analysis

Hypothesis 1 in this study is as follows.

- H0: µ1= µ2There is no effect of learning Mathematics using Learning Videos on the learning interest of 6th grade students of SD Negeri 2 Merden.
- H1: µ(1) ≠µ2There is a significant effect of learning Mathematics using Learning Videos on the learning outcomes of 6th grade students of SD Negeri 2 Merden.

Through the simple linear test, the results are presented in tables 4 and 5 below.

Table 4. Regression Test *Output* (Model Summary)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951[a]	.905	.902	2.978

a. Predictors: (Constant), LEARNING VIDEO

The table above shows the value of the correlation / relationship (R) which is 0.951. From this output, the coefficient of determination (R Square) of 0.905 is obtained, which implies that the effect of the independent variable Learning Video on the dependent variable (Learning Interest) is 90.5%, and the influence of other factors is 9.5%.

Table 5. Regression Test *Output* (Coefficients)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.169	2.973		2.748	.010
	LEARNING VIDEO	.886	.050	.951	17.702	.000

a. Dependent Variable: STUDY INTEREST

Based on the significance value of the Coefficients table, the significance value is 0.000 <0.05 so it can be concluded that the Learning Video variable (X) AFFECTS the Learning Interest variable (Y 1).

Based on the t value of the t calculatedvalue of 17.702> t (table) 2.036 so it can be concluded that the Learning Video variable (X) AFFECTS the Learning Interest variable (Y 1).

Based on the *Constant* value and the regression equation on the effect of learning Mathematics using Learning Videos on Learning Interest is Y = a + bX, namely Y = 8.169 + (0.886X), which means that every addition of one value of learning Mathematics using Learning Videos on critical thinking skills is 0.886.

2. Hypothesis II Analysis

Hypothesis 2 in this study is as follows:

- H0: µ1= µ2There is no effect of learning Mathematics using Learning Videos on Learning Outcomes of 6th grade students of SD Negeri 2 Merden.
- H1: µ(1) ≠µ2There is a significant effect of learning Mathematics using Learning Videos on the Learning Outcomes skills of grade VI students of SD Negeri 2 Merden.

Through the simple linear test, the results are presented in tables 6 and 7 below.

Table 6. Regression Test *Output* (Model Summary)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650[a]	.423	.406	9.476

a. Predictors: (Constant), LEARNING VIDEO

The table above shows the value of the correlation / relationship (R) which is 0.650. From this output, the coefficient of determination (R Square) is 0.423, which means that the effect of the independent variable (Video Learning) on the dependent variable (Learning Outcomes) is 42.3% and the influence of other factors is 57.7%.

Table 7. Regression Test *Output* (Coefficients)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	25.485	9.460		2.694	.011
	LEARNING VIDEO	.783	.159	.650	4.919	.000

a. Dependent Variable: STUDY RESULTS

Based on the significance value of the Coefficients table, the significance value is 0.000 <0.05 so it can be concluded that the Learning Video variable (X) AFFECTS the Learning Outcome variable (Y2).

Based on the t value of the t calculatedvalue of 4.919> t (table) 2.036 so it can be concluded that the Learning Video variable (X) AFFECTS the Learning Outcome variable (Y2).

Based on the *Constant* value and the regression equation on the effect of learning Mathematics using Learning Videos on Learning Outcomes is Y = a + bX, namely Y = 25.485 + (0.783X), which means that every addition of one value of learning Mathematics using Learning Videos on Learning Outcomes is 0.783.

C. Implementation of Learning Using Learning Videos

The implementation of the use of Learning Videos in Grade VI Mathematics lessons on Data Processing material is carried out according to the learning flow that has been designed by the teacher. Based on the assessment conducted by the grade VI teacher, it was stated that the implementation of the learning process obtained a score of 58.5% at the meeting that had been carried out, where each stage of learning was carried out well by students and researchers. The implementation of the learning process with the Learning Video is presented in Figure 2 below.

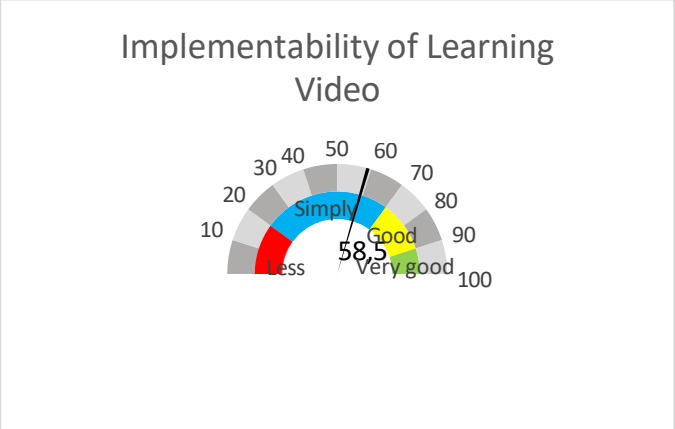


Figure 2: Implementation of the Learning Video

D. Learning Interest Results

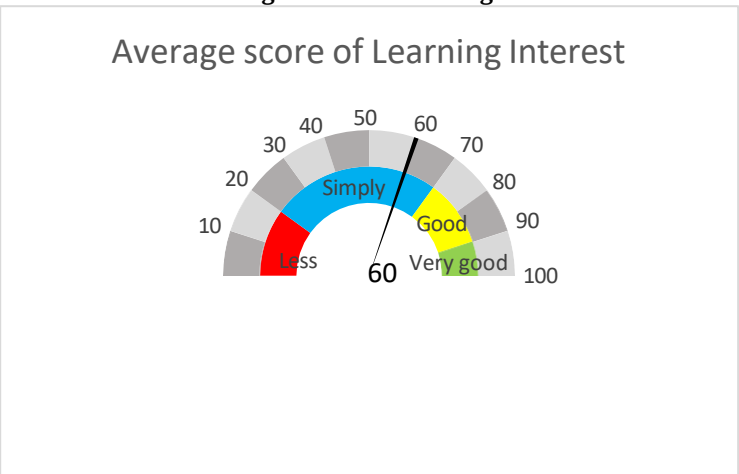
Assessment of students' interest in learning was carried out at the end of the lesson using the Learning Video. Data collection is done by giving a questionnaire containing statements related to learning interest as many as 20 statements where the scoring is in the range of 1, 2, 3, 4, and 5. For positive statements, the scoring is strongly agree = 5, agree = 4, less agree = 3, disagree = 2, strongly disagree = 1, while for negative statements the scoring is strongly agree = 1, agree = 2, less agree = 3, disagree = 4, strongly disagree = 5.

The acquisition of students' learning interest scores is calculated using the following formula:

$$\text{average} = \frac{\text{Score obtained}}{\text{Total score}}$$

From the results of data collection, the average value of interest in learning is 60.0. The average score of 60.0 is presented in Figure 3 below.

Average score of Learning Interest



After obtaining the average value, the value can be categorized according to table 8 below:

Table 8. Criteria for Learning Interest

Category	Interval (%)
Very High	81 - 100
High	61 - 80
Simply	41 - 60
Less	21 - 40
Very Less	≤ 20

Source: Adaptation of Suyitno (2004:73)

Based on the Learning Interest criteria, the average score obtained shows that the Learning Interest of grade VI students of SD Negeri 2 Merden is in the sufficient category.

E. Learning Outcome Assessment

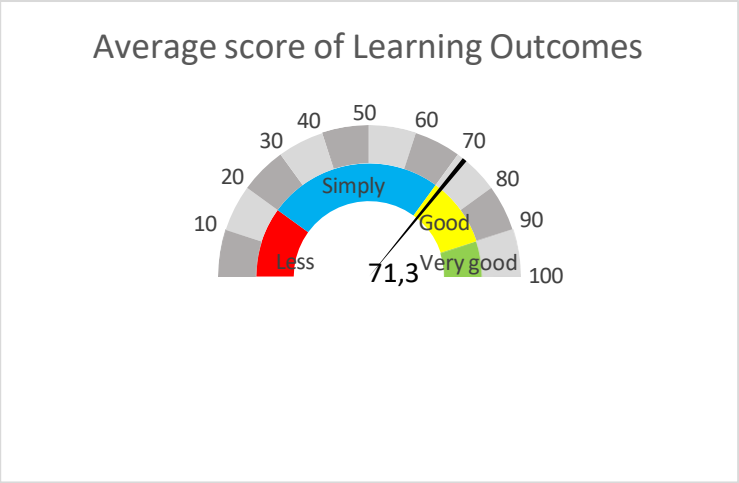
Assessment of student learning outcomes is carried out at the end of the meeting after the learning process using the Learning Video is carried out. The assessment is obtained using a test instrument in the form of a description question test totaling 4 questions with a score weight for numbers 1 to 3 is 2-20 and the score weight for number 4 is 5-40 so that the maximum total score is 100.

The acquisition of the Learning Outcomes value of students is calculated using the following formula:

$$rata\text{–}rata = \frac{\text{Score obtained}}{\text{Total score}}$$

After all the data is collected and analyzed, the average value of learning outcomes is 71.3. The average score of 71.3 is presented in Figure 3 below:

Figure 4: Average score of learning outcomes



After obtaining the average value, the value can be categorized according to table 9 below:

Table 8. Learning Outcome Criteria

Category	Interval (%)
Very good	80- 100
Good	70 - 79
Simply	60 - 69
Less	50 - 59
Very Poor	0 - 49

Source: Adaptation from Masyhud (2012:195)

Based on the Learning Outcomes criteria above, the average score obtained shows that the Learning Outcomes of grade VI students of SD Negeri 2 Merden are in the good category.

F. Discussion

The discussion of the research discusses how the results of the research that have been tested are then re-analyzed and seen how the effect is given by the Mathematics Learning Variables using Learning Videos on Learning Interest and Learning Outcomes of 6th grade students of SD Negeri 2 Merden, Banjarnegara.

1. The Effect of Learning Mathematics Using Learning Videos on Learning Interest

The results of statistical testing between the indicators of Mathematics Learning using Learning Videos (X) on the Learning Interest variable (Y 1)have a regression of 0.951 (Strong), while the magnitude of the influence is 90.5%, and the influence of other factors is 9.5%. From the data also obtained t (count) (17.702) ≥ t (table) (2.036). So that the results of the hypothesis test that has been carried out can be seen that H 0is rejected and H ais accepted, meaning that there is a significant influence of the Learning Video variable (X) on the Learning Interest variable (Y 1).

Students' learning interest is generated from the questionnaire score at the end of the lesson. The statement items in the questionnaire given measure it, according to the learning interest indicators, while the statements in the questionnaire are adjusted to the learning activities of students who apply the Learning Video.

After the implementation of the Learning Video, the value of students' learning interest increased by 88.6% compared to before the implementation of the Learning Video. This is in accordance with research [12], which confirms that the results of the research analysis show that (1) The description of the use of mathematics learning video media is carried out effectively, (2) The description of student learning interest is in the interested category, (3) The description of learning outcomes is in the high category, (4) The effect of the use of mathematics learning video media on student interest and learning outcomes is influenced by other than interest.

Through learning using Learning Videos, students learning with video media is more effective than using

image media. It is proven that the acquisition of the average value of students' mathematics learning outcomes in the experimental class is higher than the acquisition of the average value in the control class. The results of the u test calculation also show that there is an effect of using video media in mathematics learning on student learning outcomes.

2. The Effect of Learning Mathematics Using Learning Videos on Learning Outcomes

The results of statistical testing between the Math Learning indicators using Video Learning (X) on the Learning Outcomes variable (Y 2)have a regression of 0.650 (Strong), while the magnitude of the influence is 42.3%, and the influence of other factors is 57.7%. From the data also obtained t (count) (4.919) > t (table) (2.036). So that the results of the hypothesis test that has been carried out can be seen that H 0is rejected and H ais accepted, meaning that there is a significant influence of the Learning Video variable (X) on the Learning Outcome variable (Y 2).

Learners' Learning Outcomes are generated from posttest questions in the experimental class which are done after the Mathematics learning process using Learning Videos. Each item encourages students to be able to solve Mathematics problems in Data Processing material.

After the implementation of the Learning Video, the value of learning outcomes in the experimental group of students has increased, from the category of less to good, compared to before the implementation of the Learning Video.

4. CONCLUSION

Based on the results of research and data analysis using simple linear regression techniques that have been carried out in this study, it can be concluded that first, there is a significant effect of learning Mathematics using Learning Videos on Learning Interest of Grade VI Students of SD Negeri 2 Merden Banjarnegara Academic Year 2023/2024. The magnitude of the effect of learning Mathematics using Learning Videos on Learning Interest is 90.5%, the remaining 9.5% is influenced by other factors.

Then second, there is a significant effect of learning Mathematics using Learning Videos on the Learning Outcomes of Grade VI Students of SD Negeri 2 Merden Banjarnegara Academic Year 2023/2024. The magnitude of the effect of learning Mathematics using Learning Videos on Learning Outcomes is 42.3%, and the remaining 57.7% is influenced by other factors.

This is because learning Mathematics using Learning Videos together can be a learning innovation that can increase students' interest and learning outcomes, making it easier to solve a problem. Therefore, it is highly recommended for educators to use Learning Videos in teaching Mathematics as a learning innovation in schools.

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