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Using Learning Videos to Improve Student Learning Outcomes in Social Sciences Subjects in Class VII of Jambi City Labor Middle School

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ABSTRACT

Research objectives are the most important component in learning after the student component as a learning subject. In the educational context, the issue of goals is a question of the mission and vision of an educational institution itself. The research that the researcher carried out was in the form of Classroom Action Research (PTK). Implementation of this Classroom Action Research (PTK) utilizes Learning Videos, so that students are directly involved in learning activities. This shows an increase from the previous cycle, namely in cycle I the value of student learning outcomes in social studies subjects using learning videos was 63.25. The highest score obtained by students was 90 and the lowest score obtained was 35. 11 students met the KKM of 70, and 9 students did not meet the KKM. The percentage of students who reach the KKM is 55%. This means that cycle II has fulfilled the expected student learning outcome category of completeness, namely 100%. Based on the research results, it can be concluded that the achievement of student learning outcomes through learning videos in social studies subjects shows an increase in student learning outcomes.

INTRODUCTION

In line with the development of science and technology, the use of learning media is an inevitable necessity. The development of science and technology will encourage reform efforts in the use of technological results to support the learning process. Therefore, teachers are required to have skills in using learning media that are in accordance with developments in science and technology. This means that teachers must be able to use innovative learning media even though the learning media are simple (Masni & Zuhri Saputra Hutabarat, 2022).

Based on the results of observations made by the author at Jambi City Labor Middle School, especially in social studies subjects, information was obtained that social studies subjects were one of the subjects that were classified as less interesting and boring for students. This is because social studies subjects are predominantly rote and theoretical. Where, students are required to memorize terms that are difficult to understand because they are verbal. Therefore, teachers are required to carry out an interesting learning process, one of which is by utilizing learning videos. The use of learning videos can help students understand the lesson material presented (Saputra et al., 2021).

Learning is a translation of learning. Learning based on lexical meaning means the process, method and act of learning. The learning subjects are students. Learning is student-centered. Learning is an interactive dialogue. (Hutabarat, 2023) Learning is an organic and constructive process, not mechanical like teaching. (Masni et al., 2021) That learning is a process of interaction between educators and students and learning resources in a learning environment. The learning environment is a system consisting of objectives, learning materials, strategies, tools, students and teachers. All of these elements or components are interrelated, influence each other, and all function in a goal-oriented manner. (Masni et al., 2021)Hays that learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence each other in achieving learning goals.

Gagne (in Benny, 2009:11) says that learning is "a set of events embedded in purposeful activities that facilitate learning". This means that learning is a series of activities that are deliberately created with the aim of facilitating the learning process. Meanwhile, according to Hardini, et al (2012: 10) learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. Furthermore, Darsono, et al (2000:24) stated that learning is an activity carried out by teachers in such a way that students' behavior changes for the better.

Sanjaya (2008:9) said that there are several components of learning, namely: 1) Students; The learning process is essentially directed at teaching students to achieve predetermined goals. Thus, in the process of developing learning planning and design, students must be made the center of all activities. This means that the decisions taken in planning and learning design are adjusted to the conditions of the students concerned, both in accordance with the basic abilities, interests and talents, learning motivation and learning styles of the students themselves. 2) Goals; the most important component in learning after the student component as a learning subject. In the educational context, the issue of goals is a question of the mission and vision of an educational institution itself. 3) Condition; various learning experiences designed so that students can achieve specific goals as formulated. Learning experiences must encourage students to actively learn both physically and non-physically. One way to plan learning is to provide opportunities for students to

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learn according to their own learning style. 3) Learning resources; Learning resources relate to everything that allows students to gain learning experience. This includes the physical environment such as the learning place, materials and tools that can be used, personal such as teachers, librarians and media experts, and anyone who has a direct or indirect influence on the success of the learning experience. 4) Learning outcomes; Learning outcomes are related to achievement in acquiring abilities in accordance with the specific goals planned. Thus, the teacher's main task in this activity is to design an instrument that can collect data about students' success in achieving learning goals. Based on the explanation above, it can be concluded that learning is a system consisting of several elements (people, materials, facilities, equipment and procedures) which aims to help students' learning process to achieve optimal results.

LITERATURE REVIEW

In terms of educational technology, media or materials as learning resources are components of the instructional system in addition to messages, people, background techniques and equipment. Media or materials themselves are software containing educational messages or information which are usually presented using equipment. Meanwhile, the hardware itself is a suggestion for being able to display the messages contained in the media. Agustiningsih and Satriyo (2018:320) explain that learning videos are a technological product in the form of very important audio-visual learning media. By using videos, it is hoped that students can respond to what they see and hear from what the material presented in the learning video provides.

With videos you can learn visually which can help you understand the material. As in Edgar Dalle's experience, with visuals students can absorb 50% of the material they have learned, so with this learning video the learning process becomes more meaningful. According to Sadiman (2007:233) the word media comes from Latin and is the plural form of the word madium which literally means intermediary or introduction. Media is "an intermediary or messenger from the sender to the recipient of the message. According to AECT, media are all forms and channels that people use to channel messages or information (Uno, 2007:11). According to Munadi (2012: 7-8) Learning Media is anything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively. According to Warsita (2008:124-125) there are several practical values from using learning media as part of the learning system as follows: (1) making abstract concepts concrete; (2) bringing objects that are dangerous or difficult to obtain into the study room; (3) displays objects that are too large or too small to be observable with the naked eye; (4) displaying movements that are too fast to be slow or vice versa; (5) allows for uniformity of observations; (6) present consistent information that can be repeated and retained; (7) overcome time and space limitations; and (8) giving users the opportunity to control the direction and speed of learning. Meanwhile, video media according to Arsyad (2010:30) is media that has sound elements and image elements. This type of media has better capabilities. Video, as an audio-visual media that displays movement, is increasingly popular in our society. The messages presented are either factual (important incidents, news) or fictitious (stories), can be informative, educational or instructional. Most film assignments can be replaced by video. Earning outcomes are often used as a measure to find out how far someone has mastered the material that has been taught. According to Purwanto (2013:49) "Learning outcomes are the manifestation of abilities resulting from changes in behavior carried out by educational efforts. Abilities relate to cognitive, affective and psychomotor domains". Meanwhile, according to Ghufron and Rini (2014: 9) "Learning outcomes are the results obtained by pupils or students after carrying out learning activities which are expressed in the form of numerical or letter values." Thus, learning results will provide an overview of a person's learning process.

Uno (2007:17) states that "Learning outcomes are learning experiences obtained by students in the form of certain abilities". This is in line with the opinion of Rusman (2012: 123) who stated that "Learning outcomes are a number of experiences obtained by students which include the cognitive, affective and psychomotor domains". Thus it can be concluded that learning is not only mastery of subject concepts or theories, but also mastery of habits, perceptions, pleasures, interests and talents, social adjustment, various skills, ideals, desires and hopes.

Yulaelawati (2004:124) stated that "Learning outcomes reflect students' ability to fulfill a stage of achieving a learning experience in one basic competency". Meanwhile, Hamalik (2008:2) states that "Learning outcomes are behavior that arises, for example from not knowing to knowing, the emergence of new questions, changes in the stages of habits, skills, the ability to appreciate, the development of social attitudes, emotional and physical growth." Meanwhile, Winkel (2007:541) stated that "Learning results will appear in learning achievement or in the products produced by students". In other words, students, in this case students who have high learning outcomes, can be categorized as outstanding students.

Social studies subjects are mandatory content that must be in the primary and secondary education curriculum. The term social studies subject was first used in the 1975 curriculum. As a subject, social studies can take the form of a stand-alone subject or a subject that is a combination of various subjects. This depends on each person's level of education (Pratiwi et al., 2024).

Sumantri (2001:44) explains that IPS is a simplification of the disciplines of social sciences, psychology, philosophy, state ideology and religion which are compiled and presented scientifically and psychologically for educational purposes. Meanwhile, according to Nurdin (2005:24) IPS is a social science that studies human behavior, which includes various aspects such as economic aspects, mental attitudes, cultural aspects and social relations. Based

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on the explanation above, it can be concluded that Social Sciences is a subject whose material content is derived from a number of social sciences such as Geography, Sociology, Economics, History, Law, Politics, Anthropology, Philosophy, and several other social sciences which are prepared for educational purposes.

METHOD

The research that the researcher carried out was in the form of Classroom Action Research (PTK). Implementation of this Classroom Action Research (PTK) utilizes Learning Videos, so that students are directly involved in learning activities. This learning video can increase students' motivation in participating in learning and make it easier for students to understand the concepts presented. And, in the end it is hoped that student learning outcomes will also improve. This Classroom Action Research (PTK) uses cycles. Each cycle consists of planning, implementation, observation and reflection stages. The cycle will stop when the success criteria have been achieved. This research was carried out by researchers at Jambi City Labor Middle School. The data source was obtained from Class VII students of Jambi City Labor Middle School. The data obtained is in the form of the classroom situation and atmosphere during the learning process and improvements in student learning outcomes after following the learning process using Learning Videos.

RESULT

Cycle I

a) Planning Stage

The activities carried out in this first cycle of planning are as follows: 1) Prepare research classes, 2) Make a lesson plan, 3) Prepare research instruments in the form of observation sheets for teachers and students, and final tests as an indicator of student success, 4) Prepare the media needed for learning, 5) Camera to document images of the learning process.

b) Action Stage

Cycle I consisted of two meetings. In this cycle, researchers used learning videos. This is done so that it is easier for students to understand the material presented by the teacher. At the first and second meetings, the researcher showed a learning video, then the students were divided into 4 groups and given the task of discussing with their group friends who had been divided. At the first meeting after watching the learning video, students are given assignments, then students present the results of the discussion. At the second meeting the students watched the learning video, then the students were assigned to read the material, after finishing the teacher conditioned the students to be ready to answer with the talking stick game who gets the stick, then he had to answer questions from the teacher about the material.

At each meeting the teacher provides a review of the questions asked by the teacher, then the teacher and students conclude the learning results. After that the teacher distributes independent assignment sheets to each student. At the last meeting after the teacher and students concluded the lesson, the teacher then gave test questions to each student and they were completed by the students to determine the effectiveness of learning using learning videos.

c) Student Learning Results

Student learning outcomes in social studies subjects using learning videos in cycle I are in the form of written test assessments with evaluation question sheets. The following are the results of students' written evaluation work in cycle I:

Table 1. Table of Final Results of Cycle I Test

No	Student	Name Grade	Description
1	A	80	
2	B	50	
3	C	70	
4	D	50	
5	E	45	
6	F	65	
7	G	70	
8	H	40	
9	I	70	
10	J	90	
11	K	75	
12	L	75	
13	M	55	
14	N	65	
15	T	75	
16	U	70	
17	V	35	
18	W	45	

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No	Student	Name Grade	Description
19	X	70	
20	Y	70	
Amount		1265	
Average		63,25	
∑ ≥ 70		11	
∑ < 70		**9**	

Source: Processed data from researchers in 2024

Based on table 2 above, it can be seen that the average student learning outcomes in social studies subjects using learning videos is 63.25. The highest score obtained by students was 90 and the lowest score obtained was 35. 11 students met the KKM of 70, and 9 students did not meet the KKM. The percentage of students who reach the KKM is 55%. This means that cycle I has not met the expected category of completeness of student learning outcomes, namely 100%.

d) Reflection

After carrying out learning activities, the observer and researcher reflect, namely by discussing the learning process that has been carried out by the researcher, the aim is to re-study the learning activities that have been carried out. In this stage, observers and researchers discuss the findings obtained in the form of deficiencies that occurred during learning activities in cycle I which must be corrected by researchers in the next cycle. Analyzing the learning outcomes from cycle I, there are several things that must be improved both in terms of the learning process and activities and student learning outcomes. Things that must be done to improve student learning outcomes include: 1) Teachers must master questioning skills in order to encourage students to actively express opinions on the problems formulated, 2) Teachers must organize learning facilities and resources well so that students can pay more attention and concentrate more in the learning process, 3) Teachers must improve the quality of learning interactions, both teacher-student and student-student interactions, 4) The teacher guides students in doing their assignments as well as possible and tries to do each assignment given by the teacher themselves, 5) Teachers must improve skills in classroom management in learning so that learning becomes more effective.

Therefore, researchers consider it necessary to improve learning in cycle II. Cycle II actions are the result of revisions from cycle I with the aim of increasing student involvement in learning and making learning using learning videos more effective to improve student learning outcomes.

Cycle II

Cycle II held two meetings.

a) Planning Stage

In cycle II, researchers prepare teaching materials which are prepared according to the plans and actions taken, namely: 1) Create a Learning Implementation Plan (RPP), 2) Prepare lesson material for cycle II, 3) Prepare observation sheets for teachers and test sheets, 4) Prepare final test questions as an indicator of student success.

Based on the results of reflection in cycle I, in cycle II the learning process must be more directed. Teachers must be more creative in choosing learning methods and strategies, so that learning is more active and effective by increasing interaction between teachers and students and student-student interaction and optimizing the time used so that all stages of learning using learning videos can be carried out as they should and learning objectives can be achieved. achieved optimally.

b) Action Stage

Cycle II consists of two meetings as in the implementation of the previous action. Researchers carry out actions in accordance with the plans that have been made, namely using learning videos according to the material to be taught. The first and second meetings in cycle II were carried out by arranging students' sitting positions before the lesson began and preparing other learning resources that were appropriate to the material being taught. This is done as an improvement to cycle I. Once the students are ready, the teacher shows the learning video media. Then students are assigned to discuss with their classmates. Then students present the results of their discussion. After the learning was completed, the researcher conducted a final test in cycle II to determine the level of understanding of the material that had been taught to find out whether there was an increase in students' social studies learning outcomes between cycle I and cycle II.

In cycle II, researchers were more extra in guiding students to do their assignments as well as possible and providing motivation to be more confident in their own abilities in doing individual assignments and asking questions that encouraged all students to actively express their opinions on the problems formulated, not only smart students but all students dare to express opinions.

The following is an explanation of the indicators of teacher success in cycle II: a) The indicator of conducting apperception and conveying the teacher's objectives is deemed to be optimal so that it has increased and received 5 points. b) The indicator of organizing students in using learning videos, the teacher has improved and received 4 points.

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c) The indicators for the quality of material explanation and the teacher's material presentation skills have improved and received 5 points. d) In terms of the quality of learning interactions, both teacher-student and student-teacher interactions are quite optimal and get 5 points. e) In the classroom management indicator, the teacher feels that he is quite optimal in learning so he gets 4 points. f) In the indicator, the teacher concludes that the material and closing are quite optimal and get 5 points. 2) Student Learning Results. Cycle II student learning outcomes can be seen in the table below:

Table 2. Final Results of Cycle II Tests

No	Student	Name Grade	Description
1	A	100	
2	B	75	
3	C	100	
4	D	80	
5	E	75	
6	F	80	
7	G	90	
8	H	70	
9	I	90	
10	J	100	
11	K	95	
12	L	85	
13	M	70	
14	N	80	
15	T	95	
16	U	100	
17	V	70	
18	W	75	
19	X	100	
20	Y	90	
	Amount	1720	
	Average	86	
	∑ ≥ 70	20	
	∑ < 70	**0**	

Source: Processed data from researchers in 2024

Based on table 4 above, it can be seen that the average student learning outcomes in social studies subjects using learning videos is 86. The highest score obtained by students is 100 and the lowest score obtained is 70. The percentage of students who achieve KKM is 100%. This shows an increase from the previous cycle, namely in cycle I the value of student learning outcomes in social studies subjects using learning videos was 63.25. The highest score obtained by students was 90 and the lowest score obtained was 35. 11 students met the KKM of 70, and 9 students did not meet the KKM. The percentage of students who reach the KKM is 55%. This means that cycle II has fulfilled the expected student learning outcome category of completeness, namely 100%. Based on the results of observations during cycle II, the results were: a) Results of observations of teacher activities. Based on the results of research regarding the learning process, the level of success in using learning videos has been achieved because teacher activity in preparing and implementing learning activities is above 75%, namely 92%. b) Student learning outcomes; After conducting research in cycle II, it showed satisfactory results because the average learning outcome score was above 70, namely 86 and the number of students who achieved the Minimum Completeness Criteria (KKM) using learning videos had reached 100%. c). Reflection Stage; After observations in cycle II, it was shown that student learning outcomes had improved by using learning videos. Learning outcomes for learning materials are optimal. From the results of observations in cycle I, the average score for learning outcomes was 63.25, while in cycle II it was 86. The average score from observations of teacher activities in cycle I was 66%, while in cycle II it was 92%, so the research ended in cycle II.

DISCUSSION

Based on the data above, it can be seen that there was an increase in teacher activity from cycle I to cycle II. These results can be seen in cycle I that teacher activity only reached 66% in an effort to improve student learning outcomes, while in cycle II the results of observing teacher activity were very high, reaching 92%. This shows an increase in teacher activity from cycle I to cycle II by 26%. This shows that the teacher's efforts to improve student learning outcomes have been very good. Data analysis of final test results:

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Table 3. Final Results of Cycle I and Cycle II Tests

No	Name	Cycle I	Cycle II
1	A	80	**100**
2	B	50	**75**
3	C	70	**100**
4	D	50	**80**
5	E	45	**75**
6	F	65	**80**
7	G	70	**90**
8	H	40	**70**
9	I	70	**90**
10	J	90	**100**
11	K	75	**95**
12	L	75	**85**
13	M	55	**70**
14	N	65	**80**
15	T	75	**95**
16	U	70	**100**
17	V	35	**70**
18	W	45	**75**
19	X	70	**100**
20	Y	70	**90**
Amount		1265	**1720**
Average		63,25	**86**
∑ ≥ 70		11	**20**
∑ < 70		9	**0**
Students who have completed		**55%**	**100%**

Source: Processed data from researchers in 2024

Data analysis of student learning test results shows that in cycle I the students who received final test scores did not reach the KKM 70, there were 9 students out of 20, while in cycle II 20 or 100% had obtained test results that reached the KKM. This shows that with the use of learning videos student learning outcomes increase.

CONCLUSION

Based on the research results, it can be concluded that the achievement of student learning outcomes through learning videos in social studies subjects shows an increase in student learning outcomes. This increase can be seen through the cycles that have been implemented. In cycle I, student learning outcomes were 63.25%, while in cycle II it reached 86%. This means that there was an increase of 22.75%. The increase in student learning outcomes was followed by the achievement of KKM. In the first cycle, 11 students or 55% had not yet reached the KKM, while in the second cycle all students or 100% had reached the KKM. The increase in scores proves that there has been an increase in student learning outcomes through learning videos at Jambi City Labor Middle School.

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