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The Effectiveness of the Use of Video-Based Learning Media on Student Learning Motivation on Fable Story Material

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ABSTRACT

This study examines the effectiveness of using video-based learning media on student learning motivation on fable story material at Tomosa Christian Private Junior High School. The background of the research shows that learning media can increase students' understanding and interest, but many teachers still do not utilize it optimally. The research method used was qualitative with a descriptive approach, involving observation and written tests. The results showed that the use of videos as learning media was effective in increasing students' motivation and understanding. Videos help visualize fable material, make learning more interesting, and increase student engagement. In conclusion, video-based learning media has a significant positive impact on students' learning motivation, indicating that the integration of technology in education is essential to improve the quality of learning.

Keywords: *Media, Motivation, Video*

INTRODUCTION

Management of higher education quality improvement is defined as a professional service that is carried out and directed as much as possible to provide services that meet or exceed standards (Bawamenewi & Sitanggang, 2022). Media in the context of learning is any tool or means used to convey information, concepts or skills to students. Media is said to be an alt used by educators to manipulate abstract material to be concrete in learning to make it more effective and efficient to achieve learning goals (Bawamenewi et al., 2023). The purpose of using learning media is to improve student

understanding, facilitate the teaching and learning process, and create more interesting learning. However, there are still educators who do not use learning media during the learning process in the classroom, this can be influenced by several factors including perceptions of lack of innovation, teachers do not use learning media as part of the teaching approach, this can cause students to be less motivated in the learning process.

Teaching and learning activities are a process of interaction between teachers and students to transfer knowledge, skills and values, while students learn and interact with the material being taught. It involves various methods, learning strategies and media used by teachers in delivering material to students to achieve predetermined learning objectives. In teaching and learning activities, learning media is needed to motivate students. But the reality is that there are still many educators who have not been able to organize interesting and fun learning, have not used the right learning media and resources (Sihombing et al., 2023). Utilization of learning media is a way of utilizing learning tools used in the teaching and learning process in order to generate motivation and stimulation of learning activities. (Rozie et al., n.d.).

Learning is a process of behavior change that involves several aspects that occur in each individual or changes that occur from not knowing to knowing (Fatimah et al., 2022). The learning process that occurs in the classroom is determined by several learning components, including: learning objectives, teaching materials, methods and media, evaluation, learners/students, educators/teachers (Jannah et al., 2021). In the learning process, learning media is needed, in order to help facilitate the learning process by providing various sources of information that can enrich students' learning experiences, improve understanding of concepts, and facilitate interaction between teachers and students. That the learning process of motivation is one of the dynamic aspects that is very important (Abduh, 2021).

To foster student learning motivation, learning media is needed in the teaching and learning process. The term media comes from Latin which is the plural form of "medium" which literally means intermediary or introduction (Amilatus, 2020). There are various types of learning media, such as textbooks, audio, video, images, models, computer software, or other equipment used to strengthen or clarify the concepts being taught. Meanwhile, in the Association of Education and Communication Technology (AECT), media is any form and channel used to transmit messages or information (Jannah et al., 2021). Learning media are generally used to make the learning process effective and efficient (Harits, 2022).

One of the efforts that can be made to increase students' learning motivation is by making learning activities interesting. Based on the results of the analysis of journals, consistent results are obtained which show that learning motivation affects learning outcomes (Amilatus, 2020). Teachers can use video as a medium in learning. The use of video in the context of interactive multimedia will provide a new and significant experience, compared to other media such as graphics, audio, and so on (Parlindungan et al., 2020). The role of video as a learning media is very primary nowadays which demands technology-based media is needed due to technological advances. With the

development of technology that affects various aspects of life, education also needs to undergo a transformation by utilizing video-based learning media (Parlindungan et al., 2020).

Signs of students' lack of interest and motivation can be observed when learning takes place, such as students who arrive late, often ask permission to go to the back, and do not immediately take out language books when learning starts in Indonesia but wait for orders from the teacher, lack of interest in participating in learning, some do not do assignments, daydream, and some even talk to themselves (Parlindungan et al., 2020). There are two factors that influence students' involvement in learning activities, namely internal factors and external factors. Internal factors are all factors that come from learners, for example, physical and psychological factors. Meanwhile, external factors are all factors that come from outside students, for example, the selection of learning models, learning media, school facilities, the quality of educators and others (Ridha, 2021).

The effectiveness of learning media on learning motivation may vary depending on the availability and accessibility of technology in the learning environment. Students who have limited access to technology may not benefit as much as those who have full access. Good design of technology-based learning media can increase learning motivation by presenting information in an interesting and interactive way. However, if the design is less appealing or less appropriate to the learning needs, the effect on learning motivation can be minimal. On individual characteristics, such as interest, technological ability and learning style. Every student has unique learning preferences and styles.

For teachers, learning media is an important tool to communicate information about the material to be taught during the learning process. With the use of appropriate media, it can arouse curiosity and new learning interests for students, as well as generate motivation and stimulation of teaching and learning activities and even bring psychological effects on students. By considering the above aspects, the analysis of the effectiveness of using technology-based learning video media on learning motivation can provide valuable insights in efforts to improve learning effectiveness in various educational contexts.

RESEARCH METHODOLOGY

This research is a type of qualitative research with a descriptive approach. The research subjects were students of Tomosa 1 Christian Private Junior High School Class VII. The object of this research is the effectiveness of using video-based learning media on student learning motivation on fable story material. The research instruments used in the study were story structure and fable language rules. Data collection techniques in this study were observation and written tests given to research subjects. Data analysis techniques in the research are data reduction, data presentation and conclusion drawing.

RESULT AND DISCUSSION

Results

The research instruments used by researchers are the structure of fable story text and the linguistic rules of fable story text by utilizing video-based learning media. The results of the research instruments are:

No.	Research instruments	Results
1	Analyze the structure of the fable story text	The structure of a good and correct fable story text starts from orientation, climax-complication, resolution and coda. To increase students' motivation and effectiveness in writing fable story text, video-based learning media is used.
2	Assessment rubric	The assessment rubric focuses on the elaborate structure of the fable story text to assist teachers in starting the fable story text objectively and systematically. Identify weaknesses and strengths in writing fable story texts and provide feedback to students to improve student effectiveness in writing fable story texts.
3	Assessment guide	Clear and structured guidelines and assessments help students understand and improve the quality of fable texts
4	Respondent analysis	The reader-response analysis provides insight into how the fable texts were received and the targeted readers' interpretations.

Based on the results of the research instrument above, it can be concluded that the writing of fable story text based on the structure of fable story text carried out by students by utilizing video-based learning media shows positive things and helps students understand the structure of fable story text.

The data collection techniques used by researchers in this study are:

a. Observation

After the research took place, the researcher made observations and explored in-depth information about the learning conditions at school. The researcher ensured that the facilities and infrastructure in the school were adequate. The researcher observed class VII to ensure that the classroom could be used properly during research that had to use several tools. Researchers made sure the tables and chairs were neat and sufficient and had electricity that could be used. During the data collection process in the classroom, namely when students take part in learning the structure of fable stories, starting from orientation, climax-complication, resolution and coda using video media, students look enthusiastic about learning, they are very orderly, and focus on seeing video shows. Based on these observations, it can be concluded that students are very motivated in learning, students are active in learning and listening to learning delivered through videos

that have been prepared by researchers. In this case it is evident that learning media is very important to foster student learning motivation.

b. Written test

To get maximum data, researchers provide written tests to students in the form of questions containing the material that has been learned. The following is a series of tests for students.

1. The researcher presented a brief material about fables
2. The researcher gave students the opportunity to ask questions about the fable material.
3. Researchers win a fable story video
4. Students watch a fable video
5. Students do a fable simak-record
6. Students are assigned to record the events of a fable
7. Students come forward one by one to retell the contents of the fable story.
8. Students collect their notes on the events in the fable

The questions that the researcher asked the students included:

NO	Question	Yes	no
1	Do you understand the explanation of the material about fable story text using video media?		
2	Is the learning presented through the video interesting?		
3	Can video media motivate you to learn?		
4	Is the video media used in accordance with the fable story text material?		
5	Are you interested in learning using learning media?		

From the table above, it can be concluded that the use of video learning media is effective in learning to increase student learning motivation.

Discussion

From the results of observations and written tests given to research subjects, it is evident that students feel more motivated and active when learning materials are delivered through videos. This is also reflected in the test results which show that students tend to feel bored and saturated when the material is only taught verbally or from books. However, with the use of videos, students find it easier to understand and engage in learning.

Students' ability to understand the material is also proven to increase with the use of videos as learning media. Videos can be repeated during learning, allowing students to understand the content better. The well-structured presentation of the material also helps learners to understand certain concepts more easily. (Ardhianti, 2022).

Thus, the use of learning videos can increase the effectiveness of learning by making it easier for teachers to deliver material and help students understand the material better. (Ardhianti, 2022).

The use of videos as learning media in increasing students' learning motivation in fable material can be explained by the first factor: visualization in videos helps students more easily understand fable stories and gain a deeper understanding. In addition, the interesting characteristics in the video can trigger interest in fable material, thus increasing their motivation in learning. Thus, the results of this study make an important contribution to the understanding of the effectiveness of using videos as learning media on students' learning motivation in fables, as well as strengthening the argument for the integration of technology in the educational context.

The conclusion of this study is that the use of videos as learning media at Tomosa 1 Christian Private School has increased students' interest and enthusiasm in learning. Learners show high engagement during the learning process when the material is delivered through videos, compared to the traditional method that only relies on books as a source of material. Viewing learning videos helps in understanding the material better as it can provide visual stimulus to students.

The results show that the use of video as learning media has a significant positive impact on students' learning motivation. Students showed a higher level of engagement and more interest in learning when the material was delivered through video compared to conventional methods. Students also showed improvement in comprehension and retention of the material after using video as learning media.

CONCLUSION

Learning Al-Qur'an Hadith with the help of technology to improve student achievement in learning is very supportive. The emergence of technology in the midst of the learning process is very helpful in the teaching and learning process. Without technology in the world of education, of course education is not well achieved. Technology has a positive impact on the learning process. For example, with the existence of technology, students' enthusiasm for learning increases so that student achievement in learning increases. In addition to the positive impact of technology, there are also negative impacts of the emergence of technology such as students being negligent in learning so that student achievement decreases. The way to overcome students like that is that teachers and parents must pay attention to students in the use of technology, so that students do not fall into a bad environment.

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