

Application of Video Media to Improve Student Learning Outcomes in Class III Thematic Learning for Natural Science Subjects at SDN 3 Bukit Tunggal

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ABSTRACT

Background: This research is a phenomenon that is common today, namely low interest in learning, and motivation of students, as well as inadequate learning outcomes. **Aim:** The main aim of this research is to improve student learning outcomes. **Method:** The research method used in this research is classroom action research. Data sources in this research consisted of the school principal, homeroom teacher and students. Data collection techniques used include planning, implementation, observation, reflection, and documentation. Research data analysis was carried out through stages consisting of collecting lesson plans, questions, pre-test, and post-test results, as well as drawing conclusions, and verification. **Result and Discussions:** The research results show that the factors that influence the improvement in student outcomes are: (1) Student learning activities when learning science using video media achieve predetermined indicators of success. This shows that students are active in the learning process. (2) There is an increase in student learning outcomes when learning science using video media. Data and test results at the pre-action stage showed an average score of 75.83, with a classical completion level of 79.17%. In cycle I, student learning outcomes increased with an average score of 83.55% and a classical completion level of 95.83%. This has achieved the researchers' established indicators of success, namely student learning outcomes with a KKM of 65, and a classical completion level of 85%.

Keywords: Learning Results, Lectures, Video Media



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INTRODUCTION

Thematic learning in schools is a change from learning that uses fields of study to combining several subjects, with the aim of students more easily understanding the subject matter, and relating it to everyday life. Thematic learning can be carried out well if learning uses video media, and not just watching using books in learning. The presence of video media in the learning process will make students more interested in participating in learning, and will more easily understand the subject matter being taught. Not only students, but teachers will also find it easier and will find it helpful to convey lesson material to students. In this way, of course, the learning objectives can be achieved.

Thematic learning is integrated learning that uses one theme to link several lesson content, one of which is Natural Science (IPA) so that students can gain more meaningful experiences. This thematic learning has student-centered characteristics. Thematic learning places students as learning subjects while the teacher only acts as a facilitator.

Science is one of the mandatory subjects in education in Indonesia, including at the elementary school level. Khasanah

stated that science learning in elementary schools is a vehicle for studying students themselves, and the environment, as well as its application in everyday life. The science learning process is also an effort to increase students' interest increase their intelligence, and anding of nature, and everything in it.

Through science learning, it is hoped that students can gain experience in the form of the ability to understand science concepts and principles. It is hoped that the abilities he acquires can be used to communicate, and reveal natural phenomena that occur in everyday life. Therefore, the ability to understand concepts is very necessary for students.

Understanding concepts has a very important role in the learning process and is the basis for achieving satisfactory learning outcomes. Comprehension is the student's ability to understand what has been conveyed by the teacher. Tj, Andra, et al (in Widiawati, et al, 2015:2) state that a concept is a conclusion from an understanding consisting of two or more facts that have the same characteristics. A teacher feels the need to instill a concept in learning. One way to instill concepts in students is by teaching-learning material in a real context, and relating it to the surrounding environment

The reality that occurs based on the results of initial observations carried out at SDN 3 Bukit Tunggal, Palangkaraya City, Jekan Raya District, shows that there are still many students who are sleepy when the learning process is in progress, this is because the teacher teaching predominantly uses the lecture method, besides that the teacher also does not use media. Learning so that students are not enthusiastic about learning. Then when the teacher asked the students only a few could answer, this was because the students did not understand the material, many students when given assignments by the teacher, they still turned their books backward because they did not understand the subject matter being studied.

Teachers' lack of mastery of technology, and lack of teacher creativity in applying learning media has an impact on low student learning outcomes, due to students' lack of interest in participating in learning, especially if an educator only uses monotonous media in learning, for example using books.

The success, and effectiveness of learning cannot be separated from the ability of educators to manage the learning process. The learning process can be said to be effective or successful if students feel comfortable in the classroom, participate actively, are not sleepy, and do not feel bored. This can happen if educators have the ability, and creativity to create a comfortable, and enjoyable learning atmosphere.

With the progress of science, and technology, the use of educational media, especially video media, has become an urgent demand, and. This is due to the complex nature of learning. Various learning goals are difficult to achieve just by relying on the teacher's explanation. Therefore, for learning to achieve maximum results, it is necessary to utilize media, one of which is video media.

Learning video media is a media that is designed systematically based on the applicable curriculum, and in its development applies learning principles so that the program allows students to understand the subject matter more easily, and interestingly.

Video media is a technology that can be used to capture, record, process, transmit, and rearrange moving images. By using video media in learning, students will directly see, and understand the subject matter being studied.

Video media is one solution that can be used to increase students' interest in learning in the learning process. Because video media can display audio elements, and visual elements simultaneously, it makes students more interested in taking part in the learning process because children or students prefer things that can be seen in reality compared to only being explained using theory.

The importance of implementing or using video media in the learning process, it is hoped that teachers will be able to use or apply video media in learning, and not just monotonously use books. So that students are more interested, and enthusiastic about participating in learning. The increasing interest, and enthusiasm of students in participating in learning,

and the creation of a pleasant classroom atmosphere will of course have an impact on increasing student learning outcomes so that learning objectives can be achieved optimally.

Education is the main thing that humans must have, starting from when they are born until the end of their lives in undergoing the process of life. Education is also a human effort to create potentials such as physical, and spiritual characteristics that are by the character values found in society (Setiardi, 2017). Through education, every individual will continue to try to implement the values he has acquired in his daily life, and as a society, individuals with education can provide support to maintain the prevailing social order (Sujana, 2019). So it can be concluded that education will be able to produce sustainable human qualities aimed at realizing changes in a person's attitudes, and behavior in the future, and the direction of a person's life.

METHOD

This research is classroom action research. Classroom action research can be interpreted as a type of research that is carried out systematically, and is reflective of various actions carried out by an educator as well as a researcher, from the preparation of a plan to the assessment of real actions in the classroom in the form of teaching, and learning activities to improve the learning conditions carried out. Classroom Action Research is action research carried out in the classroom while learning is taking place. This research was conducted to improve or increase the quality of learning.

Classroom action research is collaborative research. With collaboration between an educator, and researcher in understanding, opportunities about problems, decision-making becomes very important. In classroom action research, the position of a researcher is equal to that of an educator, in the sense that each has responsibilities, and roles that need, and complement each other to achieve the goals. In this case, as educators, and researchers, we realize that there is a problem, and then take action so that the existing problem can be resolved, namely by implementing video-based learning media so that student learning outcomes in thematic learning can increase.

RESULT , and DISCUSSION

This research uses Classroom Action Research which has stages in the learning process. The stages that must be carried out by researchers are: (1) Initial Data Description (2) Cycle I Data Description (3) Cycle II Data Description.

From the results of the Pre-Test table, it can be seen that the learning outcomes of students in Class 3B of SD Negeri 3 Bukit Tunggal achieved a classical completion level of 79.17%, which is included in the very underachieved category. Thus, learning success does not meet the classical requirements for learning completeness.

Based on the Post-Test results, it can be seen that the learning outcome score of students in Class 3B SDN 3 Bukit Tunggal

with classical completeness is 95.83%. This is included in the highly achieved criteria, so learning success has met the requirements for classical learning completeness.

Based on the test results, and data obtained in the initial test (Pre-Action), the average student learning outcome score was 75.83% (under KKM ≤ 65) with a classical completeness level of 79.17%. This was caused by a lack of action or application of animated video media by researchers during the pre-test (Pre-Test). However, in Cycle I, there was an increase in student learning outcomes with an average score of 83.55%, and a classical completion level of 95.83%. This achieved the researchers' predetermined success indicators, namely student learning outcomes with a KKM of 65, and a classical completion level of 85%. Thus, this shows an increase in learning outcomes for class 3B students at SDN 3 Bukit Tunggul after implementing video learning media.

Discussions

Discussion of research results in class 3B at SDN 3 Bukit Tunggul regarding improving student learning outcomes by using video learning media, namely:

1. Learning activities of class 3B students at SDN 3 Bukit Tunggul when learning science using the video learning method.
2. There is an increase in learning outcomes for class 3B students at SDN 3 Bukit Tunggul when learning science using video learning media.

Based on the results of this research, it can be concluded that the application of learning video media improves science learning outcomes. In cycle I, there was 1 student who did not reach the level of completion. This is caused by not being able to read which becomes an obstacle when learning cycle I takes place. At this stage, the researcher planned and prepared for the implementation of cycle I. The meeting had a duration of 2 x 40 minutes and was carried out according to a predetermined schedule. One of the steps taken by researchers was to prepare a Learning Implementation Plan (RPP) for Class 3B with thematic material Theme 6 Weather Subtheme 1 Energy Sources. In the learning implementation plan, the method that will be used is lectures supported by learning video media. Researchers also prepared evaluation questions along with answer keys. The evaluation will be carried out by the researcher to measure the extent of the success of the learning process that has been carried out. The results of observations in cycle I of 2 observers, namely the subject teacher, and colleagues, are recorded in the observation sheet of the teacher, and student activities during the learning process using an observation sheet, made by researchers.

CONCLUSION

Based on the results of the research, and discussion in classroom action research, what can be concluded during the research at SD Negeri 3 Bukit Tunggul:

1. The learning activities of class 3B students at SD Negeri 3 Bukit Tunggul when learning science using learning video media

showed a significant increase. This can be seen from the results of observations made by observer I, and observer II. Observer I gave a score of 3.16, while Observer II gave a score of 3.44. With an average score of 3.52, student activities can be categorized as good. Apart from that, students also show a higher level of enthusiasm in participating in science learning about Energy Sources. Thus, it can be concluded that the use of learning video media has had a positive impact in increasing students' involvement and interest in science learning, and overall their activities are categorized as good.

2. There was an increase in learning outcomes for class 3B students at SDN 3 Bukit Tunggul when learning science using the video learning model. This can be seen from the data on student learning outcomes in pre-action. The average student pre-test result was 75.83% with a classical completion level of 79.17%. However, in cycle I, there was an increase in the average score to 83.55% with a classical completion level of 95.83%. This shows that the value achieved has reached the minimum classical value of 85%.

3. After the observation was completed, with a score of 95.83% which was categorized as very good Observer I, and Observer II provided constructive feedback to the teacher. They highlight successes and provide useful suggestions for improving the quality of teaching in the future.

After the observation was completed, with a score of 95.83% which was categorized as very good, it exceeded the maximum Minimum Completeness Criteria limit, and there was still 1 student who did not reach the level of completion. This is caused by not being able to read which becomes an obstacle when learning cycle I takes place. Next, students who did not complete were handed over by the researcher to their homeroom teacher for further guidance.

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