Analysis of Student Interest in Using Video Media in Learning

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Abstract

This research is entitled Analysis of Students' Interest in Using Video Media in Learning at SMAN 1 Toho, with the aim of assessing the extent of students' interest in using video media in learning. Specifically, this research aims to evaluate significant differences in the use of learning video media between male and female students, as well as assess significant differences between class X in the use of learning video media. This type of research is quantitative with quantitative descriptive methods, carried out at SMA Negeri 1 Toho in September 2023 involving 106 class X students, consisting of Class Xa (28 people), Class Xb (25 people), Class Xc (27 people), and Class Xd (26 people), with the entire population used as the research sample. Data collection was carried out through a questionnaire in the form of a questionnaire with 18 positive statements using a Likert scale and filled in via Google Form. The results of the analysis show that the learning interest of class X students at SMA Negeri 1 Toho is moderate in using video media in the learning process. Factors that influence interest involve external and internal attractiveness, while the use of learning media that is less attractive also has a negative impact on student interest. Teachers' lack of understanding and skills in utilizing learning media also plays a role in reducing student interest. Even though there is no significant difference between the interests of male and female students, there are striking differences between classes in using video learning media. Therefore, it is recommended that teachers increase creativity in designing learning by utilizing videos to increase students' interest and enthusiasm in the learning process.

Keywords: Student Interest, Video, Learning

INTRODUCTION

Education plays a very important role in the transformation of society and individual development. Through the educational process, individuals can gain knowledge, skills and insights that are very important to face the demands of an ever-growing world. In an era where information and communication technology is developing rapidly, there is a very significant trend in the use of video media as a tool in the learning process. Every educational unit that is strongly committed to providing quality education to its students has taken progressive steps by integrating video media into their learning approach.

Learning media is a container for messages in the form of learning material which aims to achieve a learning process where students learn more, interpret the material well, and improve presentation skills for more meaningful learning (Cepy Riyana: 2012). Video media brings a number of advantages that should not be ignored when applied in a learning context. It has the capability to visually illustrate complex concepts, increase student interest in the subject matter, and make an important contribution in strengthening student understanding.

Learning videos can be categorized as Audio Visual Aids (AVA), a media that integrates visual and auditory elements. Mobile audio-visual media is considered a very comprehensive type of media, because it presents information in a dynamic document format. This document can be projected on a monitor or projector screen, allowing viewers to listen to sound and observe movement, whether in the form of video or animation. The use of learning media in the context of teaching and learning activities has the potential to trigger new interests and desires, stimulate motivation and participation in the learning process, and can even have an impact on students' psychological aspects. One of the main characteristics of learning media is its ability to convey messages or information to recipients, namely students (Arsyad, 2013: 79). Therefore, it is necessary to design and develop a learning environment that can meet the needs of classical learning by providing effective learning activities, including the use of audio-visual based media, such as video. Video is recognized as a very effective medium in supporting various types of learning, whether mass, individual or group (Daryanto, 2013: 86).

By understanding student interests, we can evaluate the effectiveness of using video media in achieving learning objectives. With a more comprehensive understanding of students' interest in using video media as a learning tool, schools have a golden opportunity to design and implement more optimal strategies for integrating video media into their curriculum. By adapting learning methods to student preferences and needs, these schools can create a more engaging and efficient educational experience.

To achieve the most effective results from using video media in the learning realm, it is very important to explore it further and understand the level of student interest in using video as a learning tool. For this reason, the author is interested in conducting research regarding "Analysis of students' interest in using video media in learning at SMAN 1 Toho. In this way, it is hoped that this research can make a positive contribution in efforts to design learning strategies that are more efficient and appropriate to student needs, which will ultimately encourage the development of superior education and learning.

From the description above, a general problem can be formulated, namely how interested are students in using video media in learning at SMAN 1 Toho? Specifically, it can be formulated as follows: (1) Are there significant differences between male and female students in using video learning media? (2) Are there significant differences between class X in using video learning media?

Based on the problem statement, it can be written that in general the aim of this research is to find out how interested students are in using video media in learning. Specifically, it aims to find out significant differences between male and female students in using learning video media and find out significant differences between class X in using learning video media.

The hypothesis formulation based on the problem presented is: the first problem formulation is Ho= there is no significant difference between male and female students in using learning video media, and Ha= there is a significant difference between male and female students in using media tutorial video. Next, the second problem formulation is Ho= there is no significant difference between class X in using video learning media, and Ha= there is a significant difference between class X in using video learning media.

RESEARCH METHODS

This type of research is quantitative research with a quantitative descriptive method, namely a research method that aims to describe a situation or phenomenon as it is (Sudaryono: 2016). This research was conducted at SMA Negeri 1 Toho in September 2023, involving 106 class X students, consisting of 28 Class Xa, 25 Class Xb, 27 Class Xc, and 26 Class . The entire population was used as a sample in the research. The data collection technique uses a questionnaire in the form of a questionnaire filled out via Google Form with 18 positive statements using a Likert scale with 4 possible answers, namely strongly agree, agree, disagree and disagree.

Table 1. Sample questions based on student interest indicators

No	Indicator	Sample Questions
1	Effectiveness of learning with video media	I feel that learning with video media makes learning material more interesting.
2	Learning engagement and flexibility	Learning with video media allows me to learn anytime and anywhere.
3	Development of skills and abilities	I feel that video media helps me develop technology skills.
4	Overall effectiveness	Video media makes learning more interesting than conventional methods.

The data obtained from the questionnaire via Google Form was then downloaded and checked again before statistical analysis was carried out, then processed using the Microsoft Excel and SPSS Version 25 applications. The data entered was tabulated in data in Microsoft Excel. Then a descriptive statistical analysis test, normality test, independent t test and one way anova test were carried out using SPSS Version 25 to answer the problems of this research.

RESULT AND DISCUSSION

Statistical descriptive analysis tests were carried out to answer general problems in this research. The aim is to test how interested students are in using video learning media in class X SMA Negeri 1 Toho. From data tabulation processing in SPSS, descriptive statistical information was obtained from processing student interest data from the class X sample as shown in table 2 below:

Table 2. Statistical Description of Research Data

	N	Minimum	Maximum	Mean	Std. Deviation
Class	106	1	4	2.48	1,132
Gender	106	1	2	1.41	0.493
Total	106	35	72	55.01	8,115
Percentage	106	49	100	76.40	11,271
Video Utilization Category	106	1	3	2.00	0.535
Valid N (listwise)	106				

Based on table 2 above, it shows that a number of respondents as many as 106 were declared valid, then the mean value in percentage was 76.40 with a standard deviation of 11.27. Next, to determine the scale of the ordinal data from the calculation results, a categorization of the results of measuring student interest was made (Azwar: 2012) into 3 categories, which are shown in table 3 below:

Table 3. Categorization of Mean Student Interests

Interval Estimation	Value Interval	Category
M + 1 SD ≤	88.00 – 100.00	Tall
M – 1 SD ≤ X < M + 1SD	65.00 – 75.99	Currently
X < M – 1 SD	00.00 – 64.99	Low

The general problems in this research, it can be seen in table 4 below.

Table 4. Statistical Description of Student Interest Frequency

Student Interests		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	15	14.2	14.2	14.2
	Currently	76	71.7	71.7	85.8
	Tall	15	14.2	14.2	100.0
	Total	106	100.0	100.0	

Based on table 4 above, it shows that as many as 15 respondents or 14.2% were in the low student interest category, 76 respondents or 71.7% were in the low student interest category, and 15 respondents or 14.2% were in the high student interest category. Thus, based on the mean category of student interest, it can be concluded that the average student interest is categorized as moderate in using video media in learning in Class X of SMA Negeri 1 Toho.

Then, to answer the first specific problem, namely to find out the differences in male and female students' interest in using learning video media, the researcher carried out an inferential statistical test by first carrying out a normality test.

Table 5. Results of the Normality Test for Gender Research Data

Student		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	df	Significance	Statistics	df	Significance
Mean Student Interest	Woman	0.114	63	0.041	0.965	63	0.074
	Man	0.108	43	,200*	0.960	43	0.140
*. This is a lower bound...							
a. Lilliefors Significance Correction							

In carrying out this normality test, the researcher took a significance value based on Kolmogorov-Smirnov because the number of respondents, N > 50, and obtained data on "students' interest in using video media" in males produced a Kolmogorov-Smirnov test statistic of 0.108 with a p-value (value significance) is 0.200, and for women it is 0.114 with a p-value of 0.041 (Table 5). These results indicate that the student interest data for men is normally distributed while the data for women is not normally distributed. Because one of the data is not normally distributed, so to find out whether there is a significant difference regarding students' interest in using video media between male students and female students, a non-parametric test

was carried out for 2 groups of data, where the statistical test results are shown in the following table:

Table 6. Non-Parametric Statistical Test Results for Gender Research Data

	Percentage
Mann-Whitney U	1201,000
Wilcoxon W	3217,000
Z	-0.990
Asymptotic Significance (2-tailed)	0.322
a. Grouping Variable: Gender	

Table 6 above shows that U = 1201, p = 0.322. Because the sig value > α (0.05), it can be concluded that there is no significant difference in students' interest in using video media in learning. In other words, Ho in this research is that there is no significant difference between male and female students in using video learning media for class X SMAN 1 Toho.

Furthermore, to answer the second specific problem, namely knowing the significant differences between class X in using video learning media, the researcher carried out an inferential statistical test by first carrying out a normality test.

Table 7. Interclass Data Normality Test Results

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	df	Significance	Statistics	df	Significance
Percentage	Class X.A	0.113	28	,200*	0.963	28	0.407
	Class X.B	0.125	25	,200*	0.948	25	0.227
	Class X.C	0.147	27	0.139	0.955	27	0.276
	Class X.D	0.181	26	0.029	0.938	26	0.119
*. This is a lower bound...							
a. Lilliefors Significance Correction							

Based on table 7 above, it can be explained that in carrying out this normality test, the researcher took the significance value based on Shapiro Wilk because the number of respondents, N < 50, and obtained data on "student interest in using video media" in each class, namely Class Xa, resulting in statistics of 0.963 with a p-value of 0.407. Class Xb produces statistics of 0.948 with a p-value of 0.227. Class Xc produces statistics of 0.955 with a p-value of 0.276. Class This shows that the student interest data in each class is normally distributed because sig > α (0.05). So to find out whether there is a significant difference in student interest between classes X using video media, a parametric test of 3 or more independent groups, namely one-way anova.

Table 8. Results of the Homogeneity Test of Interclass Research Data

		Levene Statistics	df1	df2	Significance
Percentage	Based on Mean	2,113	3	102	0.103
	Based on Median	1,918	3	102	0.131
	Based on Median and with adjusted df	1,918	3	94,808	0.132
	Based on trimmed mean	2,193	3	102	0.093

Based on the Test of Homogeneity of Variances in table 8 above, the calculated F value is 2.113 with sig = 0.103. Because the significance value is 2,113 > 0.05, it can be concluded that the variants of the four class X being compared are the same or homogeneous. Thus, the assumption of homogeneity in the one way ANOVA test is fulfilled.

Table 9. One Way Anova Test Results Interclass Research Data X

Percentage

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	2129,203	3	709,734	6,458	0,000
Within Groups	11209,899	102	109,901		
Total	13339,102	105			

Based on the results of the one way ANOVA test in table 9 above, it is known that the sig value is 0.000. Because the sig value is <0.05, it can be concluded that on average the four classes X, namely classes Xa, Xb, Xc and Xd, have significant differences in students' interest in using video media in learning. In other words, Ho in this research, namely that there is no significant difference between class X in using video learning media for class X at SMAN 1 Toho, is rejected.

The results of statistical tests carried out to answer the general problems of this research show that this test is very relevant to determine the extent of students' interest in using video media in learning. The calculation results show that of the 106 class This is in line with Ardiansah's opinion(Ardiansah, 2018)that the use of video media in learning is very popular with students compared to classes that do not use video media. In learning, interest can arise due to external attraction and also from the heart. Interest in learning arises due to several things, including a strong desire to promote a good name and the desire to gain pleasure and happiness (Dalyono: 2007). Lack of student interest does not occur without a clear basis, it may be influenced by external factors such as the use of learning media that is less evocative and does not attract students' attention. This condition can be caused by teachers' lack of knowledge and skills in using learning media, which then causes them to be more inclined to use student worksheets as a teaching method.

Furthermore, in this research it was found that there was no difference in the interest of male and female students in using video media in learning, meaning that gender did not influence the students' interest. Interests basically reflect specific interests. If a student has an interest in a subject, his attention will be more intense, and this interest serves as a strong motivator to be actively involved in the learning process. There are three factors that are the basis for the emergence of interest, namely 1) internal encouragement factors, 2) social motivation factors, and 3) emotional factors. It is important for teachers to spark students' interest in learning so that students become enthusiastic about receiving lessons, realize their direct involvement in the learning process, and learn in a fun way. Teachers can use various methods, strategies, approaches and interesting learning models to achieve this goal(Simbolon, 2013).

Regarding student interest in terms of research classes, namely classes Xa, Xb, Based on research conducted by(Pamungkas & Koeswanti, 2022)It is known that several factors influence student interest, including students' lack of understanding regarding video learning media and students' comfort with the media that teachers previously used, so that students' interest in it becomes less. However, the majority of students tend to prefer the use of video learning media, and it can be concluded that this media has a positive impact on student learning achievement. In other research, it was stated that the average percentage of the overall score for student responses to the use of YouTube video media reached 82%. This reflects students' very positive responses to the use of YouTube video media in mathematics learning(Humaidi et al., 2021).

From this description, it is clear that students' interest in using videos in learning is very necessary, in order to support a more effective and efficient learning process through teacher support and guidance in designing learning that can strengthen students' interest so that they are more interested in it so that student learning outcomes improve.

CONCLUSIONS

Based on the discussion and results presented, class X students of SMA Negeri 1 Toho are moderately interested in using video media in learning. This is influenced by external attraction and also from the heart, in addition to the use of learning media that is less evocative and does not attract students' attention. This condition can be caused by a lack of teacher knowledge and skills in utilizing learning media. In fact, there is no significant difference between male and female students. However, there are significant differences between classes in using learning video media. For this reason, it can be recommended that teachers be more creative in designing lessons with learning videos so that students are more interested and enthusiastic in learning.

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