

Implementation of video learning to Improve student learning outcomes at SMK N 2 Padang

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Abstract—During the COVID-19 pandemic, the learning process, which was usually carried out face-to-face in front of the class, could no longer be carried out. So that with the spread of the covid-19 virus, the teaching and learning process has turned into distance learning to limit the spread of the covid 19 virus. Online distance learning began in early March 2020. This requires educators to think about what methods and media will be used. used for the teaching and learning process. For this reason, learning videos (Youtube) are used in the classroom teaching process. The purpose of this study was to improve learning outcomes by applying learning videos (Youtube) in Class XII BDP 1 SMK N 2 Padang. Based on the data analysis of the first cycle to the second cycle there is an increase in learning outcomes. The percentage in the first cycle of 72.73% rose to 91.34% in the second cycle. The increase of 18.61% in the percentage result in both cycle I and cycle II has reached the percentage that the author set at the beginning of the study, which is 65%. The average student learning outcome in the first cycle was 82.57 with a percentage of 72.73%. At the end of the second cycle learning outcomes increased to 87.45 with a percentage of 91.34%. The minimum completeness standard in this study is 80 and the research indicator is determined that 80% of students complete above the Minimum Competency Standards. In this study, there were 91.34% of students above the Minimum Competency Standards. Based on the results of this study, it is suggested that teachers in the field of online business and marketing skills competency studies can use learning videos for online learning.

Keywords: *Learning Videos, Youtube, Learning Outcomes*

I. INTRODUCTION

The outbreak of the Covid-19 virus in 2020, which has gradually spread until now for almost 2 years, has had an extraordinary impact on all things, such as the education. The Covid-19 virus pandemic has made the learning process, which is usually carried out face-to-face in front of the class, no longer possible. So that with the increasing spread of the Covid-19 virus, the teaching and learning process has changed to distance learning with the aim of limiting the spread of the Covid-19 virus. Distance learning with an online system began in early March 2020,

where learning was carried out by students and teachers both in their respective homes because they were not allowed to go to school.

The decision of the Minister of Education and Culture regarding the discourse on learning during the Covid-19 pandemic is in accordance with the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policy during the Emergency Period of the Spread of the Corona Virus Disease (Covid-19), in connection with the increasing spread of the Corona Virus Disease (Covid-19), the physical and mental health of students, educators, principals and all school

residents are the main considerations in the implementation of education policies.

At point 2, the contents of the circular read the learning process from home is carried out with the following provisions:

- a. Learning from home through online or distance learning is carried out to provide meaningful learning experiences for students, without being burdened with the demands of completing all curriculum achievements for class promotion and graduation;
- b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic;
- c. Learning from home activities and learning assignments can differ between students, according to their respective interests and conditions, including considering the gap in access or learning facilities at home;
- d. Evidence or products of Home Learning activities are given qualitative and useful feedback from teachers, without being required to provide quantitative scores/values.

According to Dabbagh and Ritland (2005), online learning is an open and distributed learning system using pedagogical devices (educational aids), which are made possible through the internet and network-based technology to facilitate the learning and knowledge process through meaningful action and interaction. According to (Mustofa, et al., 2019:153) online learning is one of the distance learning methods that is carried out via the internet network.

The purpose in the course of Transaction Administration in class XII BDP is all students will be active in learning activities. However, in reality, this implementation has not been fully successful, especially in class XII BDP 1, most students are not active in learning. Some possible causes of low student participation include:

- a. Some students lack a data package for online learning
- b. Others do not have access to an Android device
- c. Some students do have an Android device but share it with others who are also engaged in online learning

- d. The learning materials may not be engaging enough

Students tend to have less understanding of the Transaction Administration course material. This is because the media used in delivering the material is not appropriate. Thus, they have difficulty in understanding the material. The low participation of students in learning results in low learning outcomes. The initial condition of the learning achievement of class XII BDP 1 students as indicated by the test scores of Basic Competency 11 on Implementing and Operating Payment Machines in Transactions, out of 33 students, only 14 students whose scores are above the Minimum Competency Standards. While the remaining 19 students or 58% obtained scores below. The test scores of Basic Competency 11 obtained by students are as in table 1.

Table 1. Basic Competency 11 Test Score in Class XII BDP 1

Number of students	Completeness		Percentage		Desc.
	C	NC	C	NC	
33	14	19	42%	58%	
Highest score					100
Lowest score					5
Total of score					2280
Average					71.25

Based on table 1, it can be seen that the scores obtained by students on the Basic Competency 11 test in the Transaction Administration subject in class XII BDP 1 in the 2021/2022 academic year are mostly below the Minimum Competency Standards. The highest score is 100 and the lowest score is 5, while the class average is 71.25. The teacher has made remedial efforts, but if it is done continuously, it will have an impact on the achievement of other materials.

This situation is a challenge to solve the problems in learning. Teachers must make changes in learning, one of the solutions that teachers can do to solve learning problems in class is to use interesting learning media, namely media in the form of learning videos. Learning video media as a problem-solving

action that researchers face in the learning process because with videos can make creations as interesting as possible so that students are provoked to learn.

According to Ronal Anderson (1994: 99), video media is a series of electronic images accompanied by sound elements and image elements that are played with a device. The purpose of the research conducted was to see "Can the application of learning videos (Youtube) improve the learning outcomes of Transaction Administration Subject in Class XII BDP 1 SMK N 2 Padang?". In accordance with the objectives of class action research which intends to improve the learning process, this class action research generally aims to overcome learning problems during the Covid-19 pandemic, where we are required to learn online for that a teacher must be good at finding ways or media used in learning that are interesting for students to take part in lessons.

II. METHODS

The type of research conducted is classroom action research, because it refers to any action taken by the teacher directly in an effort to improve the learning process that is his responsibility. Referring to Suharsimi's opinion, (2006: 3), that classroom action research is an examination of learning activities in the form of an action, which is deliberately carried out and occurs in the classroom simultaneously. The action is given by the teacher as a teacher and then carried out by students as learners.

The type of research that will be used is participant research, where the teacher in this study is fully involved in the research process from the beginning to the end of the study, according to Suwarsih (2006: 69) who says the central idea of action research participants is that the person who will take action must also be involved in the research process from the beginning.

The place of this research was at the State Vocational High School 2 Padang. The research was conducted in line with the ongoing learning process, with the aim of solving problems that become obstacles in learning Transaction Administration that occurs to class XII BDP 1. The implementation of this research is the researcher himself as a teacher in the Transaction Administration subject. At this time the number of students in class XII BDP 1 is 33 people consisting of 7 boys and 26 girls. The reason for

choosing this research subject is because there is a sense of responsibility for the success of the learning process that is happening in that class and looking for solutions to problems that hinder learning completeness in the Transaction Administration subject being taught. The research was conducted in the odd semester of the 2021/2022 academic year from August to November 2021 in the Transaction Administration class XII BDP 1 SMK N 2 Padang.

This research activity was carried out at SMK Negeri 2 Padang, West Sumatra. This school is located on Jalan Dr. SUTOMO NO 5 PADANG. This school has 5 areas of expertise namely: Business & Marketing, Institutional Financial Accounting, Automation of Office Activities, Travel Business and Network Computer Engineering. This research activity was conducted on students of class XII Online Business & Marketing 1 with a total of 33 students. This class is a class that has the potential to improve its achievement but most of the students are less active in the learning process.

This classroom action research uses a model developed by Kemmis and Mc. Teggart which consists of two cycles, each cycle consists of three actions, namely planning, action, and reflection. The implementation of each cycle consists of three meetings with details of each meeting in delivering subject matter through learning videos uploaded to YouTube. Furthermore, the steps of activities carried out during three meetings in each cycle include: planning, implementation and reflection.

A. Plans

1. Preparing a research plan, namely the time of implementation and the material to be studied
2. Preparing a lesson plan
3. Preparing learning videos
4. Preparing the student worksheets
5. Preparing formative test questions.

B. Actions

- a. Watching the learning video from the teacher's Youtube video <http://bit.ly/youtubeMahaputri> (40 minutes)
- b. Discussion in the class WhatsApp group (50 minutes). The teacher conducts interactive discussion activities with students, by giving questions and then all students answer by

- recording their answers through voice notes on their cellphones and then sending them to the WhatsApp group
- c. Assignments in the form of working on labsheets uploaded on SMK N 2 Padang elearning website and WhatsApp group
 - d. Closing (10 minutes)

The learning video is sent to students at the beginning of the learning hour then given the opportunity for students to watch the video until it is finished. After that, an interactive discussion was held by means of researchers making several questions via chat in the WA group which were sent one by one and students were invited to answer these questions by recording their answers using voice notes. After a while the teacher sent the next question again and so on until the hour that the researcher estimated by leaving time for the next activity. The next activity is to fill in the labsheet that the researcher sends the file through the E-learning LMS of SMK N 2 Padang or through the WA group. Then students send the file after being filled in or made to the WA group. Proof of attendance from PJJ activities, researchers assign students to log in to the SMK N 2 Padang E-learning LMS, this is done from the first meeting and the second meeting, the next meeting of the SMK N 2 Padang E-learning LMS is carried out maintenance so that the proof of attendance researchers make forms using Microsoft Forms.

Apart from the LKPD which consists of two types of activities, namely interactive discussions and working on labsheets, researchers conduct tests on each learning material given at each meeting. Some of the tests were conducted on the day of the lesson, some on the next week or even on another day. All that researchers do depends on the conditions at that time. Researchers do the test by creating questions on forms in Microsoft Forms. On the day of the test, the researcher just sends the link and besides that, every test the researcher takes evidence of student attendance by making attendance list forms also on forms in Microsoft Forms. Students who score below the SKM are given guidance and given remedials. Then the researcher takes corrective steps at the next meeting. Basically, each cycle has the same actions, namely watching learning videos, conducting interactive discussions, working on labsheets and

finally doing tests every meeting, but the treatment is different.

Interactive discussion is one form of assignment that researchers give to students and is used to see students' ability to follow Transaction Administration learning. The questions asked are the material taught at the meeting. The number of questions at one meeting depends on the conditions at that time. Labsheet is one form of assignment that researchers do which is used to see students' abilities in participating in Transaction Administration learning and is an exercise in the form of essay questions.

Tests are used to see students' abilities after taking part in learning by giving questions and carried out after the material at that meeting is complete. Tests are used to determine student success after following Transaction Administration learning activities. The questions used are in the form of multiple choices. Tests of Transaction Administration skills are prepared according to the question grid and the preparation of questions is made based on indicators related to the basic competencies of the learning material presented at the time the research was conducted.

Data analysis techniques in this study were carried out in two ways, namely analyzing the scores obtained by each student for each assignment / LKPD, namely interactive discussion activities and labsheets and test scores, to obtain an overview of learning outcomes as follows:

Formula for LKPD assessment:

$$\text{Mean} = \frac{\text{Total student score DI} + \text{Total score of PLS students}}{\text{Maximum number of scores}}$$

Description:

DI = Interactive Discussion

LS = Labsheet

Grading formula for tests:

$$\text{Mean} = \frac{\text{Number of student scores on each question}}{\text{Maximum number of scores}}$$

The value obtained by students after the implementation of the test is used as a comparison of the previous value, namely before the implementation of the test. Giving tests is done every meeting, after

the implementation of the test every meeting is carried out so that the test scores can be compared at each meeting of Transaction Administration class XII BDP 1 and so that the concept is obtained:

1. If the learning outcomes of the students' transaction management in Cycle I are greater than the learning outcomes in Cycle II, the learning outcomes are said to have increased.
2. If the value of the students' learning outcomes of Transaction Administration in Cycle I is the same (fixed) when compared to the learning outcomes of Cycle II, then the learning outcomes are said not to have increased.
3. If the value of the students' learning outcomes of Transaction Administration in Cycle I decreases (low) compared to the learning outcomes of Cycle II, the learning outcomes are said to decrease.

In order to measure the assessment of learning outcomes from assignments and tests, an analysis is carried out using the standard of learning completeness expressed in the SKM value, namely: Students are said to have completed their learning if the student has obtained a score above and equal to SKM, i.e. 80. Students are said not to have completed their learning if the student has obtained a score below SKM, i.e. <80. Students are said not to have completed their learning if the student scores below SKM, i.e. <80.

III. RESULTS

The implementation of this PTK was carried out from the first to the second cycle. This research was carried out for 8 weeks with 6 meetings, one meeting of 6 x 25 minutes and one week with one meeting of 6 hours of teaching. Each cycle lasted 4 weeks. The first cycle started from the first week of August to the first week of September. While the second cycle started from the second week of September to the fourth week of September. Each cycle consisted of 3 meetings, 3 LKPD tasks consisting of interactive discussion activities and completion of lab sheets, and 3 tests. Thus, a total of 12 LKPD assignments and 6 learning outcome tests were carried out.

A. Action plan (preparation)

Some of the activities carried out in preparation for the research were:

- a. Preparation of learning materials related to KD material Implementation of the operation and use of calculators.
- b. Preparation of student worksheets (LKPD) to be used as discussion and homework materials made on forms included in the Microsoft Forms application. The LKPD contains questions covering the learning material covered in the session.
- c. Preparation questions for the test, this test also covers the material discussed in the meeting. This test is used to monitor the student's academic progress.

B. Action

The implementation that researchers do at each meeting is as below:

- a. At the beginning of the meeting, the teacher explained that today's lesson material, which you have watched via youtube with the title Introduction to Calculating Tools with KD, will cover the operation of calculating tools and their indicators, three types of calculating tools, the definition of many calculating tools, the benefits of many calculating tools, the forms of many calculating tools, the types of many calculating tools, the definition of calculating tools (calculators), the benefits of calculating tools (calculators), the forms of many calculating tools, the types of many calculating tools, the definition of calculating tools (calculators), the benefits of calculating tools (calculators), the forms of calculating tools (calculators), the types of calculating tools (calculators), the parts of the calculator and the buttons on the calculator.
- b. For 6 face-to-face hours (6 @ 25 minutes = 150 minutes) with the following time details:
 1. For the first 40 minutes learners watch the teacher's Youtube learning video <http://bit.ly/youtubeMahaputri> (40 minutes).

- a. The teacher informs the class about the learning activities in the WA group.
 - b. Teacher sends YouTube link <https://youtu.be/xpT8FX0vLb4> to SMK N 2 Padang E-learning LMS and WA group.
 - c. Students listen to and summarise the material on counting tools from the learning video on YouTube.
2. The second 50 minutes of discussion in the WA Group with activities are:
 - a. The teacher greets the students through the WhatsApp group and assigns the students to log in to SMK N 2 Padang E-Learning and check if the students are online.
 - b. The teacher assigns one learner to lead the prayer to open the lesson.
 - c. The teacher reinforces the counting tool material that has been viewed on YouTube and can also be downloaded from the SMK N 2 Padang E_Learning application. By sending the counting tool material through a slide presentation that can be opened with the link <https://bit.ly/3yq68pj>
 - d. The teacher conducts interactive discussion activities with the learners by asking questions and then all the learners respond by recording their answers as voice notes on their mobile phones and then sending them to the WhatsApp group.
 3. 50 minutes for three tasks on SMK N 2 Padang Elearning and WhatsApp group.
 - a. Learners download the LKPD in SMK N 2 Padang e-learning.
 - b. Learners work on the LKPD.
 - c. Learners upload the LKPD to the e-learning.
 - d. Teacher checks the LKPD done by learners.
 4. Fourth 10 minutes of closing.
 - a. The teacher concludes the day's learning with the learners according to the concept of factual phenomena.
 - b. The teacher closes the lesson by saying Hamdalah.
 - c. The teacher gives information about the next learning material.

Data collection in this study used task and test techniques. The data obtained came from the LKPD, which consisted of interactive discussions and filling out lab sheets, and the next data from the test results. LKPD and tests are used to determine the academic outcomes of students in learning Transaction Administration.

1. **Learning Outcomes.** The value of student learning outcomes in Transaction Administration subjects is seen through assignments (LKPD) and through tests held on each learning topic.
2. **Assignment (LKPD).** The value of learning outcomes through assignments (LCA) in PJJ activities The value of LCA comes from 2 forms of activities, namely interactive discussions and filling in lab sheets. Interactive discussions are held in each session after students have watched learning videos through the YouTube channel. The discussion process is carried out by sending questions through the WA group and then students answer them by recording their voices through voice notes. After the learners have answered a question for which the author estimates the time, the author sends the second question and so on. At the end of the interactive discussion activity, the author gave the students the task of working on the labsheet. The labsheet is completed by the students until the end of the PJJ time, but if there are still students who have not finished, they can continue outside the class time.

Students' understanding of the material is improving, as can be seen from the increase in average student learning outcomes that we can see in Table 2.

Tabel 2. Recapitulation of Assignment Values (LKPD) Cycle I and Cycle II

Variab le (X)	N	Av.	Ma x	Mi n	X ≥ 80	Percenta ge
Grade of LKPD Cycle I	3	83.4	94	48	25	77.59 %
Scores of LKPD Cycle II	3	88.3	95	38	29	92.57 %

For more details, the development of the students' recapitulation of the assignment scores (LKPD) Cycle I and Cycle II can be seen in Figure 1.

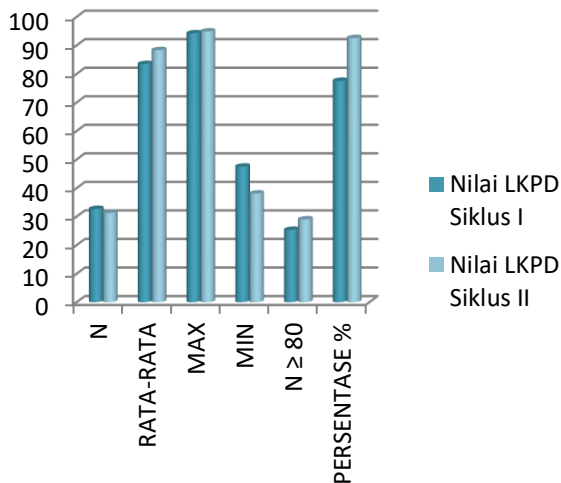


Figure 1. Recapitulation of LKPD Scores in Cycle I and Cycle II

From Table 2 and Figure 1 it can be seen that at the end of cycle I the average student LKPD score was 83.44 and there were 25 students who scored ≥ 80 with a completion percentage of 77.59%. At the end of Cycle II, the average student LKPD score was 88.32 and there were 29 students who scored ≥ 80 with a completion percentage of 92.57%.

Table 3. Recapitulation of Cycle I and Cycle II Test Scores

Variable (X)	N	Av.	Max	Min	X ≥ 80	Percentage
Grade of LKPD Cycle I Scores	30	81.69	100	41	20	67.87 %
of LKPD Cycle II	30	86.57	100	37	27	90.11 %

For more details on the development of students' recapitulation of Cycle I and Cycle II test scores, see Figure 2.

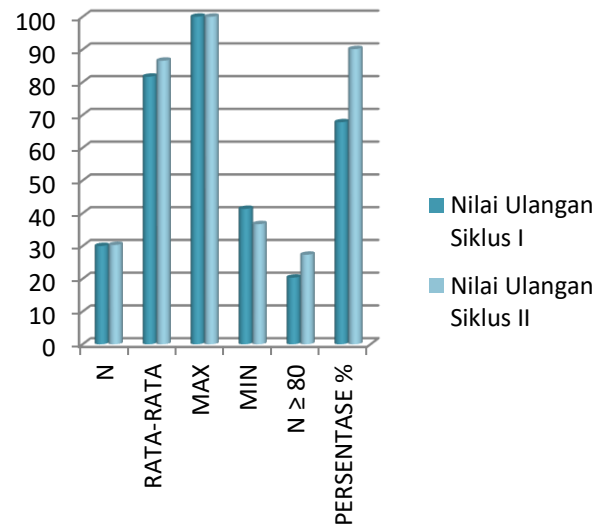


Figure 2: Recap of the first cycle test scores and Cycle II

From Table 3 and Figure 2 above it can be seen that at the end of Cycle I the average student test score was 81.69 and there were 20 students who scored ≥ 80 with a completion percentage of 67.87%. At the end of Cycle II, the average student score was 86.57 and there were 27 students who scored ≥ 80 with a percentage of completion of 90.11%.

IV. DISCUSSION

The development of students' recapitulation of learning outcomes in Cycle I and Cycle II is shown in Table 4.

Table 4. Recapitulation of Cycle I and Cycle II Learning Outcomes

Variabl e (X)	N	Av.	Max	Min	X ≥ 80	Per.
Cycle I	31	82.57	97.10	44.42	23	72.73
Cycle II	31	87.45	97.43	37.36	28	91.34

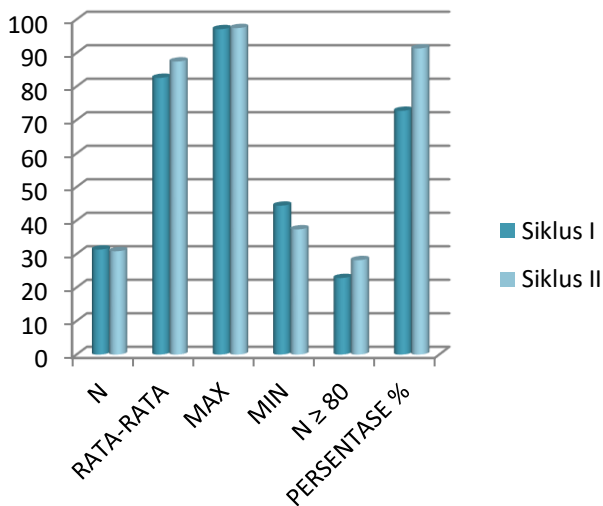


Figure 3. Recapitulation of Cycle I and Cycle II learning outcomes

Students' understanding of the material is improving, this can be seen from the increase in the average student score from Cycle I to Cycle II, where in Cycle I the average student learning outcome score was 82.57 at the end of Cycle I and 87.45 at the end of Cycle II. There were 23 students scoring ≥ 80 at the end of Cycle I and 28 at the end of Cycle II, an increase of 18.61%. From the results of the study, it can be seen that students of grade XII BDP 1 SMK N 2 Padang showed a very significant increase in learning outcomes through the use of learning videos (youtube), in this case Nana (2006: 2) states that student learning outcomes are the skills that students have after receiving their learning experience.

V. CONCLUSION

After conducting this class action research based on the percentage results and the results of the reflections carried out during this study, it is concluded: The application of learning videos (Youtube) can improve the learning outcomes of Transaction Administration class XII BDP 1 SMK N 2 Padang.

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