The Use of Youtube-Based Animated Learning Videos and its Influence on Student Learning Outcomes

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh video pembelajaran animasi berbasis YouTube terhadap hasil belajar PPKn. Studi kuantitatif yang digunakan yaitu jenis Quasi Eksperimental dengan one-gruop pre-test-post-test design. Sampel penelitian yaitu kelas XI MA IPA menggunakan metodologi purposive sampling. Metode pengumpulan data melalui tes dan observasi. Instrumen yang digunakan adalah tes pilihan ganda yang telah memenuhi unsur validitas, reliabilitas, tingkat kesukaran, dan daya beda. Peneliti melakukan uji prasyarat melalui uji homogenitas menggunakan F-Test Two-Sample for Variances dan Shapiro Wilk untuk uji normalitas. Hasilnya menjadi dasar pengujian hipotesis dengan menggunakan Wilcoxon Matched Pairs Test. Hasilnya menunjukkan bahwa sign (2-talled) adalah 0.001 < 0.05, sehingga Ho ditolak dan Ha diterima. Dengan demikian dapat dikatakan bahwa penggunaan video animasi berbasis YouTube berpengaruh terhadap perolehan hasil belajar siswa kelas XI Mata Pelajaran PPKn.

Kata Kunci: Video Pembelajaran Animasi, Hasil Belajar PPKn

Abstract

This research aims to determine the effect of YouTube-based animated learning videos on PPKn learning outcomes. The quantitative study used was a Quasi-Experimental type with a one-group pre-test-post-test design. The research sample was class XI MA Science using purposive sampling methodology—data collection methods through tests and observations. The instrument used is a multiple-choice test that meets the elements of validity, reliability, level of difficulty, and differentiation. Researchers carried out prerequisite tests through homogeneity tests using the F-Test Two-Sample for Variances and Shapiro-Wilk for normality tests. The results become the basis for hypothesis testing using the Wilcoxon Matched Pairs Test. The results show that sign (2-talled) is 0.001 < 0.05, so Ho is rejected, and Ha is accepted. Thus, it means that using YouTube-based animated videos influences the learning outcomes of class XI PPKn students.

Keywords: Animated Learning Videos, PPKn Learning Outcomes



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INTRODUCTION

Article 3 Law no. 20 of 2003 concerning the National Education System states that national education aims to expand students' potential so that they become students who are faithful, devout, creative, and have noble character; this seeks to make the nation's life intelligent—developing learning objectives by the independent curriculum, where in the learning objectives, students gain the freedom to achieve learning outcomes (Nadira Aulia et al., 2023). High student learning outcomes are proof of learning success. Learning outcomes are a manifestation of the skills that students gain after participating in learning. Learning outcomes consist of action patterns, values, attitudes, and actions and abilities, according to Suprijono's opinion (Thobroni 2016:20). In improving learning outcomes, the role of teachers

with high competence is essential. Competency is a teacher's ability to carry out his duties. It is in line with the opinion of Suyanto & Jihad (2013:1) that teacher competency is mastery of the ability to realize their performance appropriately and effectively. However, in the learning process, some teachers only focus on books and need more variety in developing learning. It can factor in students' low academic achievement, so innovation and creativity are essential during teaching and learning. According to Ansyar (Nurdyansyah & Widodo, 2015: 22), innovation is a form of view, action, or a new thing in the social sphere to solve a problem.

Learning innovation is the basis for developing learning models that produce student learning outcomes. Using innovative learning models provides opportunities for students to gain knowledge more effectively. It is in line with Widana's opinion (2020) in his article entitled The Effect of Digital Literacy on the Ability of Teachers to Develop HOTS-based Assessment), namely that using media innovatively will increase students' opportunities. To gain a deeper understanding, remember information better, and demonstrate skills by learning objectives. Learning media development has impacted efforts to convey varied information according to the message content's character, which has significant meaning for teachers and students (Fatmawati et al., 2018). Learning activities require learning media to support teaching and learning activities in the classroom. Media is an intermediary that conveys messages (Dewi & Handayani, 2021; Suryana & Hijriani, 2021). The presence of learning media can motivate students and show interest in understanding the material presented by the teacher. Teaching and learning activities also require strategies consistent with the teacher's learning objectives. Teachers can use various types of learning strategies and media in learning activities related to classroom processes (Meyer et al., 2019; Nurhayati et al., 2018).

In learning, video learning media effectively improves student learning outcomes. The learning media is very effective in improving student learning outcomes. It is in line with Wati's (2013) opinion, namely that the use of video media can improve student learning outcomes and stimulate students' interest in learning because there are images and sounds that make students want to ask questions. and add to their knowledge. Susilana and Riyana (2009) state that visual media expresses information through sound and images. The audio elements include narration, dialogue, sound effects, and music. Meanwhile, visual elements include images, still images, videos, animations, and mood text. According to Farida et al. (2022), animated videos are videos made from different objects explicitly arranged to move along a predetermined path. Having animated videos in the learning process will increase students' enthusiasm for participating in learning. It is in line with the opinion of Madhuri & Budiyono (2020), namely that using animated videos during learning can increase students' passion and enthusiasm. It comes from the high level of student participation during the learning process. One example of an application that provides animated videos is the YouTube application. It is because YouTube presents learning videos that attract interest in learning (Hanif, 2020)

Based on the results of observations carried out at MA PLUS MUNIRUL ARIFIN NW PRAYA in 2023 based on information from the class, Students are often sleepy during class time, especially during the day. Apart from that, several students spoke when the teacher explained. However, students' grades for PPKn subjects are relatively reasonable because some do not consider PPKn subjects enjoyable. This problem arises not because teachers have low teaching abilities but because learning methods and media sometimes cannot be responded to well by students. Teachers rarely apply learning media that increase students' interest in learning. However, teachers have also used several learning media and methods to attract students' interest and enthusiasm for learning, such as trial methods, debates, and projector-assisted learning media, such as showing several videos to attract students' interest and attention. In this case, teacher creativity and innovation in managing learning can influence student interest,

enthusiasm, and learning outcomes, especially in PPKn subjects. Based on information from several students, they are happy and interested in learning with video displays accompanied by audio and pictures because using video media helps them not get sleepy quickly, so they pay attention to the learning material and don't get bored soon during the learning process, and this is interesting because they don't just listen. Only the teacher's explanation, but they can also watch animation-based YouTube videos provided by the teacher. Therefore, YouTube-based animated learning videos are essential to improve students' understanding and obtain good learning outcomes. It is in line with previous research conducted by Sri Handayani and Syafi'i with the research title "Using YouTube Animation Videos to Improve the Development of Maharah Istima' Arabic," which shows that the best media for studying this special dowry is YouTube-based learning media. Because YouTube animation videos can attract students' attention to the lessons and material the teacher provides when studying.

From the explanation above, YouTube-based animated learning videos can increase students' enthusiasm and interest in learning, influencing learning outcomes. It is previous research conducted by Hendrik with the research title "Effectiveness of Animated Videos via YouTube on Interest in Learning Indonesian in Elementary School Students," where the results of this research show that the use of animated videos via YouTube is effective in increasing elementary school student's interest in learning in Indonesian content. Based on the opinion above, learning media that supports successful learning, such as YouTube-based animated learning videos, is needed in the learning process to improve student learning outcomes. In this case, there is an increase in student learning outcomes by implementing the YouTube-based animated video learning model.

RESEARCH METHODS

The approach used in this research is quantitative. Quantitative research is a method based on positivism that examines predetermined populations and samples to test established hypotheses (Sugiono, 2020). The type of research used is a quasi-experimental design, a onegroup pre-test-post-test design. A quasi-experimental design is an experimental design applied to considerations involving the placement of group participation (Cresswell, 2015). Meanwhile, a one-group pre-test-post-test design is a research design that provides a pre-test before treatment so that the treatment results are more accurate than the situation before the treatment (Sugiyono, 2013). The population of this study consisted of all class XI MA Plus Munirul Arifin NW Praya students. Population is a general area of objects or subjects with specific quantities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2019). The sampling technique used in this research was purposive sampling. Purposive sampling uses specific considerations according to the desired criteria to determine the number of samples to be studied (Sugiyono, 2018). The research sample is part of the population that is the data source in research, where the population is part of the number of characteristics the population possesses. So, the sample in this research is class XI MA Science, which has good criteria and is quite good in the academic field. The most critical stage in data collection is data collection or data collection methods (Sugiyono, 2019). Data collection techniques in this research used observation and test techniques. Observation is carried out directly in the field (Ridwan, 2014). Meanwhile, a test is a series of activities to test students' level of knowledge, such as asking questions or doing exercises (Ridwan, 2014). Research data is material in the form of statistical figures and facts that become information in research (Arikunto, 2002). The data in this research is the application of YouTube-based animated learning videos and student learning outcomes in the PPKn subject "National Unity and Unity in the Context of the Republic of Indonesia" class XI.

The instrument try-out in this research uses four methods: validity test, reliability test, difficulty level test, and different power test. Validity testing determines whether data is valid (Gozali, 2009). Reliability testing means evaluating an instrument to assess the extent of the measurement results (Sugiyono, 2019). Furthermore, the test item difficulty level measures how difficult a test instrument is (Zainudin, 2017). The differential power test is one of the methods used to determine the extent to which the test instrument can differentiate highability students from low-ability students (Arikunto, 2012). After getting the results from the instrument try-out, a pre-test is done before the treatment. The treatment was given twice to the experimental class, followed by a post-test at the end of the treatment activities. As a continuation of the analysis, data analysis was carried out with prerequisite tests on the pretest and post-test results to determine the statistical tests that will be used to test the research hypothesis. The prerequisite tests in this research used the normality test and homogeneity test. The normality test aims to test whether the confounding variables or residuals are normally distributed in the regression model (Gozali, 2021). Meanwhile, the homogeneity test is carried out to show data from two or more sample groups that come from the same variety of respondents (Sugiyono, 2013). A non-parametric statistical test was used to determine whether Ha was accepted or rejected after carrying out normality and homogeneity tests, and the results showed that the data was not normally distributed and not homogeneous. Nonparametric statistical tests are statistics used to analyze nominal and ordinal data from freely distributed populations (Sugiyono, 2014).

RESEARCH RESULTS AND DISCUSSION Instrumen Try-Out Result Validity Test

Based on the results of instrument trials carried out in class XI MAK 1 with a total of 30 test instruments, the results of the instrument tryouts are as follows.



Diagram 1. The Instrument of Validity Test Results

From diagram 1 above, there are six invalid test instrument items with a percentage rate of 20%, and there are 24 valid test instruments with a rate of 80%, with the instrument item that has the highest correlation coefficient being item number 8 with a correlation coefficient of 0.695908951 and the lowest is item number 11 with a correlation coefficient of -0.045807242.

Reliability Test

| Table 1. | . The Instrument | of Reliability | Test Results |
|-----------|------------------|----------------|---------------|
| I GOIC II | I ne mou amene | or nonability | I cot neounto |

| Total Instrumen Test | Varian Total | Total Item Variant | Cronbach Alpha Score | | |
|----------------------|--------------|--------------------|----------------------|--|--|
| 30 | 44.17989418 | 6.574074074 | 0.880549246 | | |

In Table 1 above, there are 30 test instruments whose reliability tested with a total variance of 44.17989418; the total item variance is = 6.574074074. Moreover, the Cronbach alpha value is 0.880549246. Therefore, the instrument is reliable based on the standard Cronbach alpha value of 0.6.

Difficulty Level Test



Diagram 2. The Instrument of The Difficulty Level Test Results

Based on diagram 2 above, of the 30 test instruments, there are 17 test instruments with a medium difficulty level or a percentage rate of 57%, 11 test instruments with an easy difficulty index or a rate of 36%, and 2 test instruments with a problematic difficulty index or with a percentage rate of 7%. From the interpretation of the level of difficulty, they are difficult (0.00-0.30), medium (0.31-0.70), and easy (0.7-1.00).



Diagram 3. The instrument of the discrimination test/the differentiation of the items' results

Based on Diagram 3 above, of the 30 test instruments, there are 7 test instruments with less different power, which have a percentage rate of 23%, 9 test instruments with sufficient different power, which have a rate of 30%, 3 test instruments with good different power which have a percentage rate 10%, and 11 test instruments with excellent differential power which has a percentage rate of 37%.

Data Analysis Results

Data analysis was then carried out based on the pretest and post-test results in class XI MA Science before and after the treatment. The results of the data analysis are as follows.

Prerequisite Test Normality Test Result

| | ble 2. Normality Test Results of Pre-Test and Post-Test Da | | | | |
|---|--|---------|---------|------------------------------|---|
| | Data | W Count | W Table | Remark | |
| | Pre-test | 0.8711 | 0.8870 | data is normally distributed | |
| | Post-test | 0.017 | 0.887 | data is normally distributed | |
| ļ | 1 000 0000 | 01017 | 01007 | uutu is normaily aistributeu | 1 |

| Table 2 | . Normality | Test Results | of Pre-Test and | l Post-Test Data |
|----------|---------------|--------------|-----------------|------------------|
| I abic 1 | in reor maney | resences | orrice restant | I Obt I tot Data |

Table 2 above shows that the pre-test results for the normality test showed that the W _{Count} is = 0.87711 and for the protest W _{Count} = 0.017. Meanwhile, the pre-test W Table results are = 0.8870, and for the post-test W _{Table} = 0.887. Therefore, the data above is not normally distributed if (W _{Count} < W _{Table}).

Homogeneity Test Results

| Table 3 | Results | f Homogene | itv Test | f Pre-Test | and Post- | Test Data |
|---------|----------|------------|----------|------------|-----------|------------|
| Tuble D | incounts | Thomogene | ity rest | | unu i ost | I COL Dutu |

| | Pre-test | Post-test | |
|---------------------|----------|-----------|--|
| Mean | 68.4375 | 97.5 | |
| Variance | 142.3958 | 16.66667 | |
| Observations | 16 | 16 | |
| Df | 15 | 15 | |
| F hitung | 8.543750 | | |
| P(F<=f) one-tail | 7.95E | E-05 | |
| F Critical one-tail | 2.403447 | | |

Note: If F _{Count} > F _{Critical}, then the data is not homogeneous. If F _{Count} < F _{Critical}, then the data is homogeneous, then 8.54375 > 2.403447 = not homogeneous

Based on Table 3 above, F _{Count} > F _{Critical}, so the data is not homogeneous in distribution, as proven by the results of F _{Count} = 8.543750 and F _{Critical} = 2.403447.

Data Hypothesis Test Results

Based on the results of the normality test and homogeneity test above, it is known that the data is not normally distributed, so a non-parametric influence test is then carried out using the Whitney formula. The results of the non-parametric influence test are as follows

| Tuble II The Research Hypothesis Test | | |
|---|--------------------|--|
| | Learning Outcome | |
| Mann-Whitney U | 2.000 | |
| <u>Wilcoxon</u> W | 138.000 | |
| Z | -4.845 | |
| Asymp. Sig. (2-tailed) | <,001 | |
| Exact Sig. [2*(1-tailed Sig.)] | <,001 ^b | |
| a. Grouping Variable: pretest, posttest | | |

Table 4. The Research Hypothesis Test

b. Not corrected for ties.

From Table 4 above, based on the output of "test statistics," the value of Asymp is known. Sign (2-talled) is 0.001 < 0.05. then it can be concluded that "the Alternative hypothesis is accepted." Thus, using YouTube-based animated video learning media influences student learning outcomes.

Discussion

The use of YouTube-based animated learning videos aims to present learning material more interestingly because the concepts contained in the learning material can be visualized in

animated form. Of course, this can increase students' enthusiasm for learning so that they focus more on the material taught in class. This is in line with the opinion of Madhuri & Budiyono (2020), namely that using animated videos in learning can increase students' enthusiasm and motivation, which can be seen from their high enthusiasm when they are involved in learning. Students' high focus when participating in learning activities can be a factor in improving student learning outcomes. As Slameto (2010:54) argues, attention or focus on psychological (internal) factors will impact student learning processes and outcomes. Thus, interesting YouTube-based animated learning videos will be able to increase student's attention during the learning process and trigger better student learning outcomes.

Meanwhile, Pratama (2022) researched "Application of Cartoon Animation Videos to Improve Financial Governance Automation Learning Outcomes for class. " This is proven by a significant increase in student learning outcomes from 14.7% to 85.3%. Apart from that, research by Halmuniati (2022) with the research title "Effectiveness of Animation Video-Based Learning Media on Physics Learning Outcomes," which uses learning media in the form of animated videos is effectively used on mechanical wave material as seen from the difference in pretest and posttest results, namely the results of the pretest amounted to 27.67 and posttest 77.58 which shows an increase in student learning outcomes before and after implementing animated videos in learning. These two research results show significant changes from the application of animated learning videos and the impact on increasing student learning outcomes, as seen from student learning outcomes before and after using animated videos in the learning process.

Based on the title of the research, namely "The Effect of Using YouTube-Based Animation Learning Videos on Obtaining Student Learning Outcomes in PPKn subjects," the instruments used in this research are test instruments and observation sheets, which have been previously tested. The trials carried out were validity tests, reliability tests, difficulty level tests, and different power tests. Thus, the results of the validity tests that have been carried out show that of the 30 test instruments, there are 24 valid instruments with a percentage rate of 80%, and six are invalid with a rate of 20%; this can be seen in diagram 1 above. The reliability test results show that the test instrument is reliable with a Croanbach alpha value index of 0.880549246 from the Croanbach alpha standard of 0.60, as in Table 1 above.

Furthermore, the results of the test instrument difficulty level are 17 test instruments with a medium difficulty level and a percentage rate of 57%, 11 test instruments with an easy difficulty index and a percentage rate of 36%, and 2 test instruments with a problematic difficulty index and a percentage rate of 7%. The interpretation of the level of difficulty is difficult (0.00-0.30), medium (0.31-0.70), and easy (0.70-1.00). This is by diagram 2 above. Meanwhile, the results of the different power tests (Diagram 3) show that of the 30 test items, there are seven items in the low different power category (23%), nine items in the sufficient different power category (30%), three items have good different power (10%), and 11 items have excellent discrimination (37%). After trying out the research instrument, the research gives a pre-test for the experimental class. Next, the class was treated using YouTube-based animated learning videos. Based on the observations using the observation sheet, it was found that there were still deficiencies in the learning process from teachers and student responses, so in the following week, researchers have follow-up treatment. The following week, the treatment results on the observation sheet showed that the learning process was based on the observation sheet, both from the treatment, methods, and media used by teachers and student responses. These results gave XI MA Science a post-test as an experimental class.

At the final stage of the research, the researcher tested the hypothesis by comparing the post-test and pre-test data. Before submitting this test, the researcher carried out prerequisite

tests on pre-test and post-test data—prerequisite testing through data homogeneity and normality tests. The results of the data homogeneity test show that the data is not homogeneous. F_{Count} > F_{Critical}, so the data is not homogeneous in distribution, as proven by the results of F_{Count} = 8.543750 and F_{Critical} = 2.403447. Likewise, the results of the data normality test show that there is data that is not normally distributed. The W_{Count} is = 0.87711 and for the protest W_{Count} = 0.017. Meanwhile, the pre-test W_{Table} results are = 0.8870, and for the posttest W_{Table} = 0.887. Therefore, the data above is not normally distributed if (W_{Count} < W_{Table}). As stated by Sugiono (2019), if the results of data testing show that the results are not homogeneous and not normally distributed, then researchers need to use non-parametric statistical tests to test the research hypothesis. In this study, researchers used a non-parametric statistical test was carried out using the t-test with the Wilcoxon Matched Pairs Test formula. The test results show that the Asymp. The sign (2-talled) is 0.001 < 0.05, then Ha is accepted, and Ho is rejected. In conclusion, using YouTube-based animated video learning media influences student learning outcomes.

CONCLUSION

The conclusions obtained from this research indicate that there has been a significant change in student learning outcomes in class XI MA Science in PPKn subjects. From the results of hypothesis testing with a significance level of 5% (0.05), there is an Asymp value. The sign (2-talled) is 0.001 < 0.05. The conclusion is that Ha is accepted, meaning that there is an influence of the use of YouTube-based animated video learning media on student learning outcomes. Based on the results of this research, the researcher made a recommendation that PPKn teachers in the learning process need to pay more attention to the use of learning methods and media in order to have an impact on student learning outcomes. For example, learning media can attract students' attention and enthusiasm for learning and using the latest and most up-to-date methods so that learning objectives are achieved with satisfactory results. When using YouTube-based animated video learning media, teachers should pay attention to other supporting facilities such as projectors, internet networks and so on so that the learning process is not disturbed and runs smoothly. Considering the limitations of this research in determining the subject and object of research, learning materials, and choosing a simple design, the researcher suggests that future researchers pay attention to these limitations. Attention to the limitations of this research can enrich the use of YouTube-based animation media to be more varied and the results comprehensive.

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