The Impact of Using Videographic Media on Increasing Mastery of Learning Materials

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Article Info	ABSTRACT
	This research is a quantitative study using two variables, namely the independent variable (the effect of using videography media) and the dependent variable (increase in mastery of the material). The research design used was the pretest posttest control group design. The population in this study were class VIII students of SMPN SATAP 3 CENRANA, Bone district. The sample used was VIII 1 class students as the experimental class and VIII 2 class students as the control class with data collection techniques in the form of tests, observation and documentation. The results showed that the use of videography1 media to increase the mastery of social studies subject matter for Class VIII students of SMPN SATAP 3 CENRANA was influential.

INTRODUCTION

In general, it seems that there are still many problems that are often faced by students and educators, especially in increasing student enthusiasm and eliminating their boredom with the subject matter. Students tend to like new things that they rarely or have never seen before. The feeling of boredom and boredom that dominates them will be distracted by something they think is interesting to pay attention to. The method used by the teacher plays an important role in increasing student focus and interest in learning. In addition to methods, the use of media is also important to help students become active again and can attract their attention so that they can make the classroom atmosphere more conducive.

Media aims to stimulate the brains of students who feel bored when the teaching and learning process occurs, especially in the 2013 curriculum which gives students an important role to be more active in suppressing students' ways of thinking. Therefore, educators must be smarter in choosing the learning media used when teaching in class so as not to cause boredom to students and can create a more interactive and quality class atmosphere.

Not only that, the current situation has also had an adverse impact on the teaching and learning process caused by the COVID 19 pandemic. In an instant this virus has gnawed Mother Earth from cities to remote villages. This of course becomes an obstacle in the world of education so that the teaching and learning process becomes inefficient. In fact, the biggest impact that has occurred due to the virus is students who start to be indifferent to their teaching materials because of the Online Offline learning process that was enforced during the pandemic.

The important components that influence the course of the teaching and learning process efficiently in accordance with the title raised by the author, include:

a.Media

Media is a means of distributing messages or learning information that will be communicated by the source of the message to the recipient or the facility that receives the message. The use of learning

media can increase students' motivation and interest in the teaching and learning process [1]. Adam and Syastra (2015) explained that learning media is everything that is physical and technical in the learning process that can help educators more easily convey subject matter to students to facilitate the achievement of learning objectives that have been formulated [2].

b. Videografi

Videography is the process of recording video (visual/audio visual) of a moment into a documentary to be enjoyed in the future. Videography can also be interpreted as a tool used in learning contexts to support written and spoken language in the transfer of knowledge, attitudes and ideas [3]. Broadly speaking, videography is the process of using media to record moments or events which are summarized in presenting images and sounds that can be enjoyed later as memories or learning materials to learn about what happened [4].

c. Material Mastery

The word mastery implies understanding or ability to use knowledge or intelligence. The word mastery is composed of the root word power which means capable, understands correctly and studies back and forth to understand [5]. While learning materials are information, tools and texts needed for planning and reviewing the implementation of learning and to assist in teaching and learning activities in the classroom so that they are arranged systematically to display the full figure of the competencies that students will master in the learning process. Based on this description, it can be concluded that material mastery is the ability and understanding in students to examine and implement learning concepts that have been given by the teacher to be implemented and developed in everyday life.

RESEARCH METHODS

This research method aims to determine whether there is an effect of using videography media on increasing students' mastery of material. This research design uses q, with a true experimental research type with a research design "Pretest Posttest Control Group Design". In this study, before starting the treatment, both the experimental group and the control group were given pre-test questions to find out the initial conditions of each student. Following the experimental class, they were given treatment using videography media. Meanwhile, the control class did not use videography media. After the treatment was finished, both classes were given post-test questions. The form of research design that can be seen as follows:

$$R \quad O_1 \quad X \quad O_2$$

$$R \quad O_3 \quad \quad O_4$$
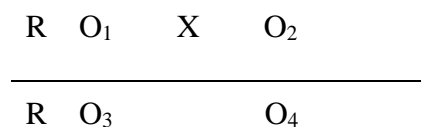
Information :

R : Research group
O1 : Experimental class (pretest)
O2 : Experimental class (posttest)
O3 : Control class (pretest)
O4 : Control class (posttest)
X : Giving treatment

The sampling technique in this study is saturated sampling technique, which is a sampling technique where all members of the population are used as samples [6]. This is often done when the population is relatively small or the researcher wants to make generalizations with very small errors.

The subjects of this study were class VIII students of SMPN SATAP 3 CENRANA with a sample of 39 people divided into a control class of 20 people and an experimental class of 19 people. Instruments and data collection techniques used material mastery test sheets in the form of multiple choices, observation sheets carried out from start to finish during the research, as well as documentation.

RESULTS AND DISCUSSION

The results of data analysis used descriptive statistical analysis and the t test (t-test), which previously carried out the requirements test, namely the normality test and homogeneity test first.

Tabel 1. Analisis Statistik Deskriptif
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
X	20	40	60	48,45	7,373	54,366
Y	19	73	93	83,79	6,738	45,398
Valid N (listwise)	19					

Based on the results of data analysis carried out regarding the use of videographic media, the average value (mean) was 18.26, the standard deviation was 11,637, the variance was 135,427. While the increase in mastery of the material (Y) obtained an average value (mean) of 83.79, the standard deviation (standard deviation) was 6,738, the variance was 45,398.

Furthermore, a normality test is carried out which aims to analyze the form of data distribution, whether the data is normally distributed or not. The normality test results are as follows:

Tabel 2. Hasil Uji Normalitas
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		19
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	6,72857114
Most Extreme Differences	Absolute	,261
	Positive	,261
	Negative	-,168
Kolmogorov-Smirnov Z		1,137
Asymp. Sig. (2-tailed)		,151
a. Test distribution is Normal.		
b. Calculated from data.		

The results from the One Sample Kolmogrov table obtain a probability value or Asymp.sig (2-tailed). The reasons for citing in the standardization test, use the following instructions:
- Sign value. or significance or probability number <0.05, then the data dissemination is not standard
- Sign value. or significance or probability number > 0.05, then the data dissemination is standard.

Tabel 3. Keputusan Uji Normalitas

Nama Variabel	Nilai *Asymp Sig*. (2 *tailed*)	Taraf Signifikansi	Keputusan
X dan Y	0.151	0.05	Normal

After determining the results of the normality test, a homogeneity test of material mastery was then carried out using the t-f test (Anova) using SPSS version 20 to find out whether the data was homogeneous or not. Then obtained a data as follows:

Tabel 4. Hasil Uji Homogenitas
Test of Homogeneity of Variances

Hasil

Levene Statistic	df1	df2	Sig.
,220	1	37	,642

ANOVA

Hasil

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12168,559	1	12168,559	243,357	,011
Within Groups	1850,108	37	50,003		
Total	14018,667	38			

Based on the test results above, it is known that the significance value is 0.642 because the significant value is more than 0.05, so it can be assumed that the two information groups X to Y have a similar level of change.

After finding the results of the homogeneity test, then testing the hypothesis is carried out which is a temporary answer to the problem formulated, therefore this answer must be tested empirically. Testing the hypothesis in the study was carried out using SPSS. Criteria for testing the right side if + t table ≥ t count then H0 is accepted and H1 is rejected. And if + t table ≤ t count then H0 is rejected and H1 is accepted.

Tabel 5. Hasil Uji Hipotesis

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	2,232	1	2,232	,047	,832[b]
1	Residual	814,926	17	47,937		
	Total	817,158	18			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86,182	11,201		7,694	,000
	X	-,050	,232	-,052	-,216	,832

a. Dependent Variable: Y

It is known that the value of the x variable is 0.832 > 0.05, so the H1 hypothesis is accepted, meaning that the x variable affects the y variable.

Tabel 6. Hasil Uji-t

	Db	Taraf signifikan	Thitung	ttabel
Nilai	(20+19-2)=37	$\alpha = 0{,}05$	7,694	1,687

Based on table 6, it is known that tcount is 7.694 which is compared to ttable 1.687 (contained in attachment 12) with 37 db (20+19-2) at a significant level of 0.05 (5%) both using ttable values. Thus, judging from the tcount and ttable values of 7.694 ≥ 1.687, H1 is accepted and H0 is rejected. So, the use of videography media has an effect on the level of mastery of social studies subject matter for Grade VIII students of SMPN SATAP 3 CENRANA.

CONCLUSION

The results of data analysis on the use of videographic media (X), videography obtained an average value (mean) of 18.26, standard deviation (standard deviation) of 11.637, variance of 135.427. While the increase in mastery of the material (Y) obtained an average value (mean) of 83.79, the standard deviation (standard deviation) was 6.738, the variance was 45.398. In the processing of data

using SPSS version 20, it was obtained t count 7.694 and then compared with t table with (a = 0.05). Value t count 7.694> t table 0.05. by looking at the two-party test criteria if t count> t table, then H1 is accepted and H0 is rejected, meaning that the x variable is effective against the y variable.

It is known that t count is 7.694 compared to t table 2.026 with db (19+20-2) at a significance level of 0.05 (5%) seen from the value of t count> t table then H1 is accepted and H0 is rejected. So the use of videography media has an effect on the level of mastery of learning material.

Based on the results of the research above, it can be concluded that the fact that the alternative hypothesis (H1) is accepted means that the use of videography media has an effect on increasing mastery of social studies subject matter for class VIII students of SMPN SATAP 3 CENRANA.

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