

**IMPLEMENTATION OF E-LEARNING MODEL ASSISTED
INTERACTIVE VIDEO IN INCREASING MOTIVATION AND
LEARNING ACHIEVMENT ON APPLICATION LETTER MATERIAL
IN CLASS XII IPS 1 MADRASAH ALIYAH NEGERI 1 BANJARMASIN
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Abstract

This research studies about the implementation of E-learning model assisted by interactive video media to overcome the low motivation and learning achievement of class XII IPS 1 MAN 1 Banjarmasin on application letter material. This research aims at finding out the urgency and effectivity of using E-Learning model assisted by interactive video in teaching-learning process. This study used a classroom action research design (PTK) with 2 cycles. Each cycle consists of planning, implementing actions, observing and evaluating, and analyzing and reflecting. The subjects in this study were students of class XII IPS 1 with a total of 31 students. Data collected using observation techniques, written tests and questionnaires. Furthermore, the data were analyzed using quantitative descriptive analysis techniques and qualitative analysis. The results showed that there could be an increase in learning outcomes from 62.47 in cycle I to 80.26 in cycle II, an increase in student motivation from 78.55 in cycle I to 105.5 in cycle II and students responded well to implementation. e-learning assisted by interactive video media.

Keywords; Media; Video; Achievement; Application Letter; Student

Introduction

Education is an individual effort with the aim of obtaining knowledge, insight and experience of good achievement. In addition, through education an individual can experience a process of self-maturation and gain independence. Education itself can be done through family education, environmental education and education in schools.

School is a formal institution for carrying out various kinds of educational activities, one of which is learning activities. Learning is the most important activity. In learning process, a teacher as an educator must provide appropriate and good learning. Quality learning is highly dependent on student motivation and teacher's innovation and creativity. Students who have high motivation are supported by teachers who are able to facilitate this motivation which will lead to the success of learning objectives.

Learning patterns that occur today are often transmissive in nature, that is, passively absorbing knowledge structures provided by the teacher or in textbooks only. According to Trianto (2009) the learning system in a constructivist views makes a real difference and has characteristics, namely: (a) students are actively involved in their learning; (b) students learn material meaningfully by working and thinking, and (c) new information must be linked to the previous one thus it integrates with the knowledge possessed by students.

Based on the results of observations made the researcher, the process of teaching and learning activities is carried out by implementing distance learning from each home. This is because of the policy settled by the government to work from home due to the Covid-19 pandemic to implement social restrictions for preventing the spread of the corona virus. The distance learning process has been carried out from March 18, 2020. The learning system that was originally face-to-face has become an online system or online by utilizing technology.

The problems arised, the teacher only gives assignments, and such these kinds of assignment (ie; reading, note taking) don't guarantee students will study at home, even could reduce student's motivation to take part in learning English so that learning achievement are not achieved in accordance with the Minimum Completeness Criteria (KKM).

According to the data obtained, in class XII IPS 1 of 31 students, 14 students completed (45.17%) and 17 students did not complete (54.83%). The low percentage of students who achieve the Minimum Completeness Criteria (KKM) indicates that the motivation and learning outcomes of students classically are still poor so they need to be improved.

To solve the problems above, the right steps are needed. One of the steps that can be taken is to choose a learning model that is in accordance with the characteristics of the students. In this case, the learning model used is the e-learning model. The e-learning model is learning that is structured with the aim of using an electronic or computer system so that it is able to support the learning process (Michael, 2013). In the same way, Chandrawati (2010) states that e-learning is a distance learning process by combining principles in the learning process with technology.

In addition to using a learning model, to maximize learning, learning media is needed. Learning media that can be used is interactive video media. The interactive video media used can make the learning process more active and so interesting that it is expected to motivate students to learn. In addition, the use of interactive video media makes it easier for students to receive material in detail, and can be played repeatedly to understand the material that was presented. Ervina, et al (2017) in their research entitled "Interactive Video-Based Learning Multimedia in English 1 for PGSD Students" stated that that the use of interactive video-based multimedia can increase student learning outcomes up to 70 and student learning completeness as well. get complete criteria.

Review of Literature

Teaching and learning process in digital era nowadays is using electronic tools. It is not just interested to be examined, but it also helps the teachers' task to transfer knowledge in teaching and learning process. By using learning media and supporting media in teaching and learning activity, teachers will be able to deliver material at such precise way that the objective of the study can be achieved (Ilham Musyadatl 2015). The development of active and interesting learning media can overcome the passive attitude of students. It can be supported by utilizing the facility of education to support learning activities. This matter done by taking advantage of current existing technological advances. It is appropriate for educational institutions to introduce and initiate the use of information technology and communication. This is considered important because of the use of technology is one important factor that makes it possible to transform knowledge faster, effectively and efficiently. The use of technology delivers profits encourage the educational community for more appreciative and proactive in maximizing potential education (Soni Nugro Y, at.all; 2014)

According to Waller and Wilson (2001) E-learning or electronic learning networks began in the 1970s. The concept of Computer and Network-Based Learning is a form of learning model by utilizing web and internet technology (Yalcin; 2015). The concept of learning and teaching is actually not something new, nor is it a new idea or thought, but it has even developed since several decades ago. Various terms are used to express opinions / ideas about electronic learning, such as on-line learning, internet-enabled learning, virtual learning, or web-based learning.

Globally, the concept of computer and network based learning is often interpreted as simply e-Learning or Distance Learning. The development of the e-learning concept is marked by the emergence of sites that serve the teaching and learning process based on computers and

networks since the era of 15 years ago in all corners of the Internet from free to commercial ones. Canada's education world, for example, has even started to apply this system to its world of education, likewise in America a community of e-Learning sites has emerged which is open to anyone's access, while in Indonesia, learning using this concept seems to be limited to being applied in Higher Education. UGM, for example, since 1998 has started to pioneer a form of learning concept which they call the Student Internet Center, which allows students to actively explore their understanding of course material.

There are three important aspect that can be drawn as requirements for electronic learning activities (e-Learning), namely

a. Learning activities are carried out through the use of networks.

The network may include a LAN or a WAN - in the form of the e-Learners.com Website)

b. Availability of learning support services that can be used by learning participants, for example CD-ROMs, or printed materials.

c. The availability of tutor support services that can help participants learn if they andergo difficulties. In addition to the three requirements mentioned above, other requirements may be added, such as institutions that organize / manage e-Learning activities, positive attitudes of students and education staff towards computer and internet technology, learning system design that can be learned / known by each learning participant, etc. (Rabiah Adawi; 6-7, tth)

Hortono (2006:1) defines e-learning as the use of technology information and computers to create learning experiences. E-learning usually uses information and communication network technology in the learning process. e-learning can be defined as all activities related to learning individually or in groups, online or offline

Nesbit, Belfer, & Leacock. (2003: 2) explained that there are nine items that are necessary paid attention to in e learning, as follow;

- 1.Content Quality: Veracity, accuracy, balanced presentation of ideas, andthe appropriate level of detail
2. Learning Goal Alignment: Alignment among learning goals, activities, assessments, and learner characteristics
- 3.Feedback and Adaptation: Adaptive content or feedback driven by differential learner input or learner modeling
4. Motivation: Ability to motivate and interest an identified population of learners
5. Presentation Design: Design of visual and auditory information for enhanced learningand efficient mental processing
- 6.Interaction Usability: Ease of navigation, predictability of the user interface, and quality of the interface help features

7. Accessibility: Design of controls and presentation formats to accommodate disabled and mobile learners
8. Reusability: Ability to use in varying learning contexts and with learners from differing backgrounds
9. Standards Compliance: Adherence to international standards and specifications

Rusdinal & Afriansyah (2018) stated that video learning media is a very effective learning media, because it constitutes a combination of audio and visual media. How difficult it is for us to describe to someone by telling a story if the person (student) does not see the events we are telling. Through video learning media, the explanation of the teaching material is easier to understand, because besides it contains audio-visuals, it also depicts with moving images like real conditions. Students even could pause the video they are watching if needed, as well as can repeat it again whenever they want.

According to sahibur Anshar (2015), video media is one of audio-visual media, where these media combine some of the human senses. Thus, students don't just listen to what the teacher explained, but also see what facts are displayed by his teacher in that medium. In its use, video-based learning media is very easy to apply because it does not require special software for ordinary people who are not skilled at using computers or laptops. When the media has been run, the material contained in the media will automatically continue to run like a video. If there is material that is important to explain, the teacher can choose to pause or let the video run. (Muhammad Azis Fauzan; 2017)

In senior high school or even higher education, which is the center of information for the world of education, both science and technology or others certainly must not miss information in technological developments and the implementation of sophisticated equipment that can be used for learning media. Schools with a good level of technology are usually more attractive to prospective students. It is one of interest power to attract student to enroll in the school. (Hadi Afriansyah; 2019)

Methodology

This research was designed and implemented using Classroom Action Research (PTK). According to Kusnandar (2013), HTA is a form of self-reflection activity carried out by educational actors in educational situations to improve rationality and justice regarding (a) their educational practices, (b) their understanding of these practices, and (c) the situation in which the practices were implemented.

The research was conducted from August to September 2020. The research was conducted in class XII of IPS 1 at MAN 1 Banjarmasin. The

research subjects of class XII IPS 1 MAN 1 Banjarmasin amounted to 31 people, while the objects in this study were motivation and student learning achievement.

Data regarding cognitive learning outcomes were collected through a written test consisting of 30 multiple choice questions at the end of each cycle. Then, data regarding student learning motivation were collected through a questionnaire. Student activity data were collected through non-test, namely observation sheets at each meeting and student responses were collected through student response questionnaires at the end of cycle II.

Results and Discussion

This classroom action research was conducted using an e-learning model assisted by interactive video media in the framework of increasing student motivation and learning achievement in application letter material. This model can increase student motivation and learning outcomes. This is proved by the increase of motivation and student learning outcomes from cycle I to cycle II.

This research was conducted in two cycle in which each cycle consist of two meetings.

A. Student Activities

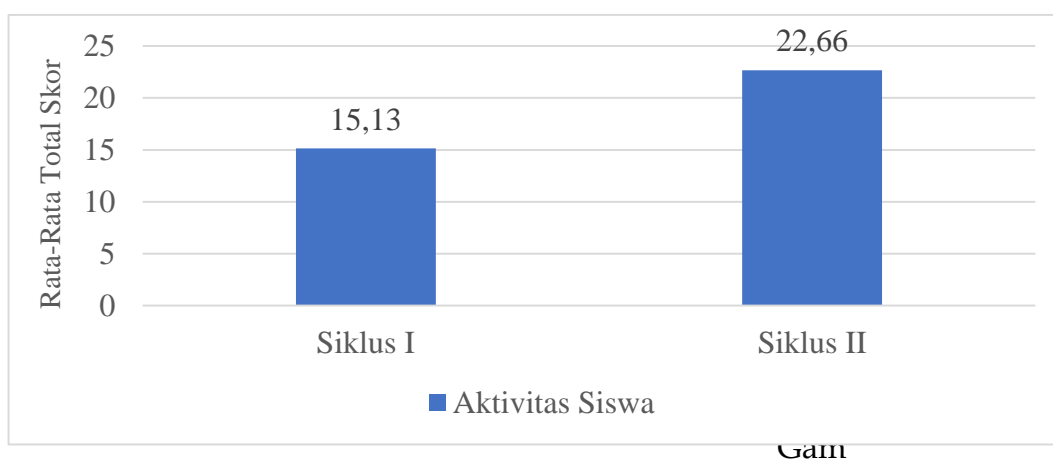
Analysis of student activity in cycle I shows that there are still a number of things that need to be closely paid attention and improved. Student activity at the first meeting with an average score of 13.33 was in the sufficient category. Student activities are classified as less active in participating in learning such as asking questions or answering questions asked by the teacher. In addition, there are still many students who do not pay attention and are less responsible for completing their assignments.

Student activity at the second meeting increased in score by 16.33 in the good category. Students have started to pay attention to the teacher and respond to the statements given by the teacher when compared to the first meeting. In addition, students have started to actively participate in learning where almost half of the total number of students are active in participating in learning. In addition, students' attention and responsibility get better. This can be seen by the increasing number of students completing assignments on time. By paying attention to the results of observations of student activities in cycle I, it is hoped that the implementation of learning in cycle II will be further improved by correcting deficiencies during the learning process in cycle I.

Overall, from the beginning to the end of learning, there was an increase in cycle II. The percentage of students who paid attention to the teacher's explanation much increased. Then, students were very motivated to be active in learning. In addition, students who were not very active in

cycle I, had the courage to express their opinions. Students have been able to follow the learning process well so that the class atmosphere in cycle II is more conducive and controlled compared to the class atmosphere in cycle I. Then, students' attention and responsibility also increase. This is indicated by the increasing percentage of students who complete their assignments on time.

If seen in each cycle, student activity from cycle I to cycle II has increased where in the first cycle the average total score was 15,13 with a sufficient category to increase to 22.66 in the second cycle with a good category. The comparison of student activities in each cycle can be seen in figure 1.



B. Student Learning Motivation

Motivation is someone's encouragement to do something. In learning, motivation is needed. According to Brophy (2004), student success in learning is influenced by motivational factors. Its role is in fostering passion, feeling happy, confident and enthusiastic to learn, learning outcomes will be optimal if the motivation is right (Sardiman, 2011).

In line with that, Mufidah (2016) states that the success of the teaching and learning process can be seen from the learning motivation shown by students when carrying out learning activities. Therefore, motivation is needed because if someone does not have motivation to learn, it is impossible to carry out learning activities optimally. Learning activities will run well if students are actively involved in learning activities. Students can be actively involved in learning activities if they have high motivation and find the learning meaningful and interesting.

The results of student motivation scores based on a questionnaire with 28 statements made through tests at the end of each cycle showed that

student learning motivation in cycle II continued to increase compared to cycle I shown in Table 1.

Comparison of student motivation in cycle I and cycle II

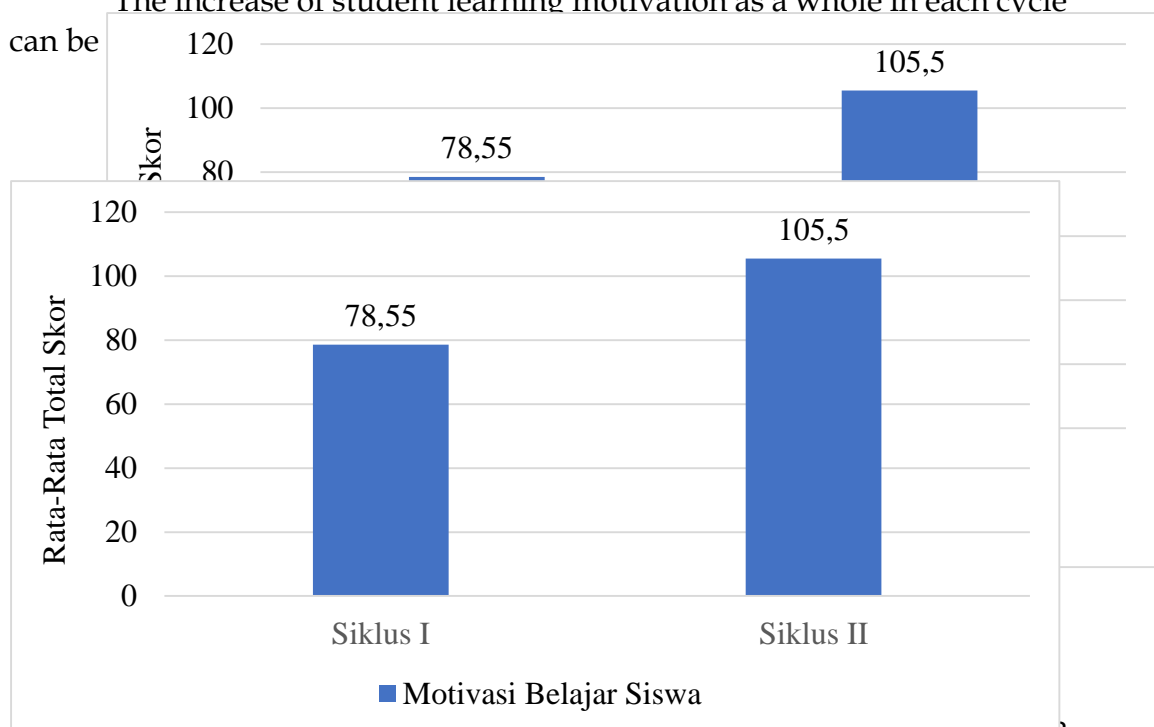
Siklus	Perhatian	Relevansi	Percaya diri	Kepuasan
Siklus I	2,84	2,70	2,83	2,86
Siklus II	3,70	3,75	3,79	3,73

Based on Table 1, it can be seen that each indicator in cycle I increases in cycle II. The indicator of self-confidence has the highest score in cycle II shows that students feel that their self-confidence increases when they participate in e-learning assisted by interactive video media. This proves that the more attractive the teacher's teaching method is, the more confident students will be in expressing their opinions.

In contrast with the satisfaction indicator which was originally in cycle I had the highest score but in cycle II it increased but not the highest score. Attention indicators include students actively participate in biology learning only to get good grades. Students actively participate in learning English to be better than their peers. Students actively participate in learning English so that they are considered smarter than their peers.

Overall, the increase of student motivation in cycle II compared to cycle I cannot be separated from the role of the teacher in each learning process. E-learning learning and interactive video media have been able to make students interested in their attention in studying application letter material.

The increase of student learning motivation as a whole in each cycle can be

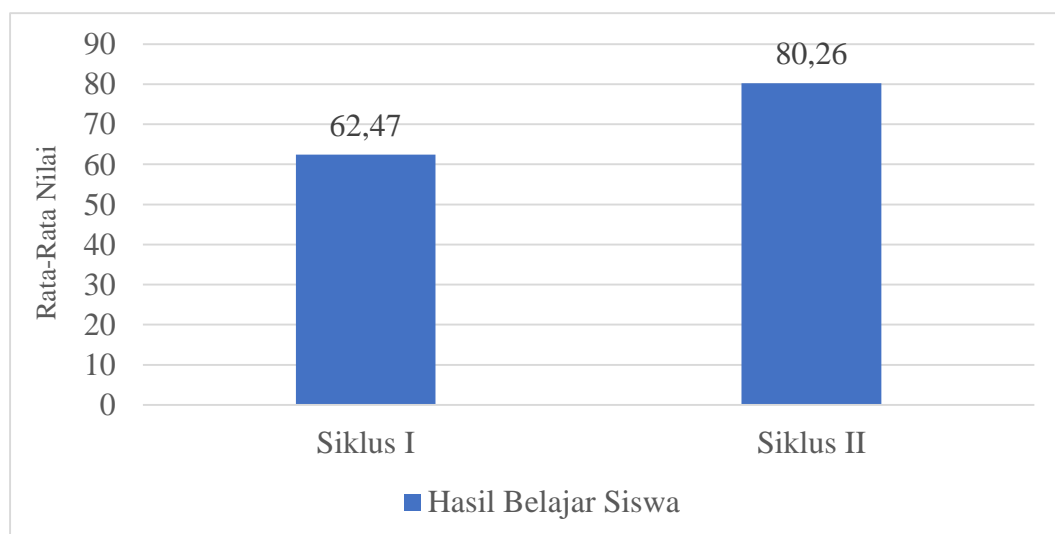


C. Student Learning Achievement

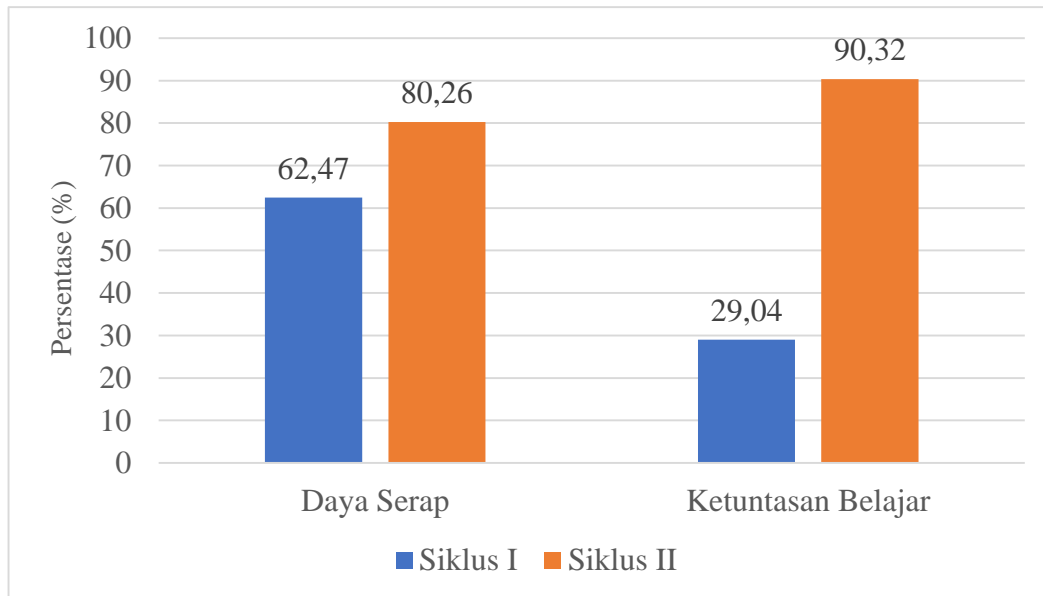
After the learning process in cycle I was completed, then at the end of the cycle, a cognitive learning outcome test was carried out to determine the student's ability to absorb the material that has been discussed. Based on the results of the study, the average value, absorption and mastery of learning has increased from cycle I to cycle II where the average score has increased from 62.47 in cycle I to 80.26 in cycle II. Then the absorption capacity increased 62.47% in cycle I, to 80.26% in cycle II and completeness of learning increased from 47.10% in cycle I to 90.32% in cycle II.

The application of the e-learning model makes an increase in student learning outcomes. This is because the material delivered by the teacher in e-learning is accepted or accessed by students at any time, because the material provided can be stored and repeating the material to be studied.

Then, the increase in learning achievement is also influenced by interactive video media. Sudjana and Rivai (2010) state that the use of video media can enhance the quality of the teaching and learning process which in turn can affect student learning achievement. This is because learning becomes more interesting in the delivery of material with images, animation, sound and video. The comparison of the average value of students' cognitive learning outcomes in cycle I and cycle II can be seen in Figure 3



Meanwhile, the comparison of absorption and learning completeness in cycle I and cycle II can be seen in Figure 4.



D. Student Response to Learning

Based on the results of the student response questionnaire to learning using the e-learning model assisted by interactive video media on application letter material, most students gave a positive response. Positive responses of students were indicated by the number of students who give very good and good responses compared to adequate, not good and very bad responses.

Judging from the scores obtained by students for the response to learning using the e-learning model assisted by interactive video media, it can be seen that there are 6 students or 19.35% in the enough category, 23 students or 74.19% in the good category and 2 students or 6.64% are in the very good category.

The student's good response indicates that learning using an e-learning model assisted by interactive video media on application letter material makes students more interested in participating in learning and makes it easier for students to understand application letter material.

Conclusion

Based on the results of research conducted in class XII IPS 1 of MAN 1 Banjarmasin in the academic year 2020/2021 it can be concluded that (1) student activities in learning using the e-learning model assisted by interactive video media have increased from sufficient category in cycle I to a good category in cycle II; (2) learning motivation in learning using an e-learning model assisted by interactive video media has increased from sufficient category in cycle I to high category in cycle II; (3) students' cognitive learning outcomes in learning using the e-learning model assisted

by interactive video media have increased from cycle I, namely 62.47 with a sufficient category to 80.26 in cycle II with a good category and (4) Students give a positive response to learning with an e-learning model assisted by interactive video media.

Based on the research that has been done, it can be suggested as follows: (1) teachers and other parties who will implement an e-learning model assisted by interactive video media in learning activities should be able to manage time so that the learning process can run smoothly, (2) it is strongly hoped that English subjects and other subjects in general, provide e-learning models and interactive video media as a means of increasing student motivation and learning outcomes.

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