# THE INFLUENCE OF PERCEPTIONS OF THE USE OF VIDEO MEDIA ON STUDENTS' LEARNING INDEPENDENCE IN THE CLASS XI PAI SUBJECT OF SMA NEGERI 6 SINJAI

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**Abstract:** This research discusses the influence of perceptions of using video media on students' learning independence in Class XI PAI subjects at Sinjai State High School. This research uses a quantitative type of research method *ex-post facto*. Respondents in this study totaled 61 people who were obtained using *Proporsional cluster random sampling*, to collect data using a questionnaire instrument which was analyzed using descriptive and inferential statistics. The results of research using SPSS 24 obtained analysis results $t_{hitung}$= 216 dan P-value= 000/2= 0 < 0,05, this means that Ho is rejected and Ha is accepted. Thus, it can be concluded that "The perception of the use of video media has a positive effect on the learning independence of students in PAI subjects at SMA Negeri 6 Sinjai" with a contribution of 60% are in the medium category while the remaining 40% are influenced by other factors outside of the variables. Influence The perception of using video media has had a significant impact on students at SMA Negeri 6 Sinjai besides aims to develop students' cognitive, affective and psychomotor aspects, it can also stimulate and attract students' attention to learning. Apart from that, this media also conveys information while influencing students' emotions and attitudes.

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## INTRODUCTION

The implementation of education in Indonesia is known as national education, based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. Through education, humans are prepared to have a role in the future. According to Law no. 20 of 2003 article 2 paragraph 1 concerning the national education system, education is:

> Conscious and planned efforts to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, as well as the skills needed by himself, society, nation and state.

Through the national education system, it is hoped that every Indonesian person will maintain their life, develop themselves and collectively develop their society (Ihsan, 2008). Efforts that must be made to develop human knowledge so as to provide quality human resources are clearly contained in the national education goals.

Education is basically a training process, because whatever you want to achieve, understand and master with skills requires continuous practice and an uninterrupted

process (Hasbullah et all., 2024). Education is not just about transforming values but training skills and abilities (Ismail, 2013). Improving the quality of education is an inseparable part of efforts to improve human resources (Ista et all., 2024). Education is an important part of human life which also differentiates humans from other creatures, to obtain education, Allah swt. Providing all the potential to gain knowledge such as hearing, sight and heart.

The development of science and technology increasingly encourages reform efforts in the use of technological results in the learning process (Arsyad, 2003). Science is always developing and progressing very rapidly, in accordance with the times and developments in human thinking. The development of science and technology demands an increase in the quality of education so that it can make it easier for students to follow advances in science and technology (IPTEK).

Learning media is something in the form of physical equipment that is designed in a planned way to convey information and build interaction. The physical equipment in question includes original objects, printed objects, visuals, audio visuals, multimedia and the web (Yaumi, 2018). So, learning media is needed to be able to build reciprocal interaction and communication between educators and students so that the learning process becomes more focused.

The urgency of media and learning technology is now becoming more real, one of the reasons is the characteristics of the millennial generation who live and were even born with

technology, so that the learning they do without media seems like vegetables without salt. Learning activities using media occur if there is communication between students and educators to convey information to students from learning sources through media to get feedback or response back (Nurseto, 2011). According to Hardianto (2016), learning media are all types of equipment that can stimulate students to learn. Learning media is a tool that helps expedite the learning process so that it can effectively and efficiently achieve learning goals (Pane & Dasopang, 2017).

Media is an intermediary tool between educators and students in conveying learning material. Media has many varieties, such as visual, audio, audiovisual media, and so on. Determining a medium to be used in learning, educators should pay attention to the basic concepts of learning and several other aspects such as strategies, methods, students' conditions, and the learning environment.

Among the media in question is video media. Theoretically, video media is defined as media that has the ability to be seen and heard, for example sound films, videos, television and the like. In the learning process, students can understand the material taught by educators in a stylish way learn from each other. There are three learning styles of students, namely audio, visual and kinaesthetic. Educators must be smart and careful in choosing the media used in learning, so that the learning is carried out in accordance with what is expected. Mistakes in choosing media will have an impact on students, for example in the classroom

there are many students with a visual learning style but educators use audio media or vice versa. The emphasis of the media used here is the influence of perceptions of the use of video media on the PAI learning process.

Based on observations at SMA Negeri 6 Sinjai, the author saw that PAI educators used relatively monotonous teaching methods, namely focusing more on the lecture method, which caused students to become passive. The impact of this method is that students are less active, feel bored and bored when PAI learning takes place. Apart from the problems above, there is another problem, namely the lack of availability of facilities and infrastructure as practical materials in PAI learning. Therefore, I am interested in conducting research related to the influence of perceptions of the use of video media on students' learning independence in Class XI PAI subjects at Sinjai State High School.

## LITERATURE REVIEW

Nirfa, Yusminah Hala, and Muhammad Junda in a journal entitled "The Effect of Using Video Media in Biology Learning on the Motivation, Independence and Learning Outcomes of Class Science at SMA Negeri 2 Luwu" The results of the study showed that: (1) The learning motivation of students in class XI Science of SMA Negeri 2 Luwu who were taught biology learning video media averaged 88.81 in the very high category and the learning motivation of students who were taught without using biology learning video media averaged 76.13 which was in the high category (2) The

learning independence of students in class XI science of SMA Negeri 2 Luwu who were taught with biology learning video media on average was 84.09 in the very high category and the learning motivation of students who were taught without using biology learning video media rata_rata 74.23 in the high category. (3) The learning outcomes of students in class XI Science of SMA Negeri 2 Luwu who were taught with the average of 87.38 biology learning video media were in the very high category and the learning motivation of students who were taught without using biology learning video media rata_rata 80.67 in the high category of biology (4) There was a difference in the learning motivation of students in class XI Science of SMA Negeri 2 Luwu through the use of biology learning video media and without the use of video media biology learning (5) There is a difference in the learning independence of students in class XI SCIENCE SMA Negeri 2 Luwu through the use of biology learning video media and without the use of biology learning video media (6) There is a difference in the learning outcomes of students in class XI SCIENCE SMA Negeri 2 Luwu through the use of biology learning video media and without the use of biology learning video media (Nirva et all., 2020).

The research above has similarities with research conducted by researchers in the use of video media in the learning process. Apart from that, it can also be seen that both of them research the influence of video media on students' learning independence, which shows that these two studies highlight how video media can influence non-academic

aspects (such as learning independence). Meanwhile, striking differences can be found in the subjects studied. The first research focuses on learning Biology, while the second research focuses on learning Islamic Religious Education (PAI). Apart from that, the research location is also different, where the previous research was conducted at SMA Negeri 2 Luwu, while this research was conducted at SMA Negeri 6 Sinjai.

## RESEARCH METHODOLOGY

The type of research used in this study is quantitative research because it consists of two variables, namely video media with learning independence to be researched, the influence between these variables so that the type of research includes quantitative research. The research conducted is quantitative research, quantitative research is research whose data is in the form of numbers and analysis using statistics (Sugiyono, 2009). This study uses *an ex-post facto* method, namely the researcher does not provide treatment for the variables studied. In this study, independent *variables* and dependent *variables* have been explicitly stated, to then be linked as influence research or predicted if independent variables have a certain influence with bound variables (Sugiyono, 2008).

Ex-post facto *research* is research that aims to find the causes that allow changes in behavior, symptoms and phenomena caused by an event, behavior or things that cause changes in the independent variables that have occurred as a

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whole and explain or find out how the variables in the research are interconnected or influencing. These problems are tested to determine their acceptance or rejection based on data obtained from the field.

This research will be carried out at SMAN 6 Sinjai which is located on Jalan Persatuan Raya, Tassilu Village. The location was chosen based on consideration of the affordability of the location, both in terms of time, cost, and manpower required to collect data.

## RESULTS AND DISCUSSION

A. Description of Research Results on the Perception of Video Media Use at SMA Negeri 6 Sinjai

Based on research that has been conducted on students at SMA Negeri 6 Sinjai with a sample of 61 students who are samples, researchers can collect data through questionnaires that have been filled out by the students themselves, which are then scored by the researcher on each item.

The following is a table of descriptive analysis results for the perception of the use of video media by students in class XI of SMA Negeri 6 Sinjai as follows:

**Table 4.1.1**

**Descriptive Analysis of Video Media Usage**

| Statistics | Statistical Value |
|---|---|
| Average | 60,352 |
| Standard deviation | 5,200 |

| Range | 25 |
|---|---|
| Maximum | 71 |
| Minimum | 46 |
| Total score | 3678 |

In order to determine the results of descriptive analysis for the perception of the use of video media of students in class XI of SMA Negeri 6 Sinjai as follows:

a.  Determining the Range

$$R = Xt\text{-}Xr$$
$$= \text{Max Value} - \text{Min Value}$$
$$R = 71\text{-}46$$
$$= 25$$

b.  Determining the Number of Interval Classes

$$K = 1+3{,}322 \log$$
$$= 1+3{,}322 \log 61$$
$$= 1+3{,}322 . 1{,}78533$$
$$= 1+5{,}930$$
$$= 6{,}930 \longrightarrow 7$$

a.  Determining the Interval Value with the Formula:

$$p = \frac{R}{K}$$

$$= \frac{25}{7}$$
$$= 3{,}57 \longrightarrow 4$$

b.  Creating a Frequency Distribution Table

**Table 4.1.2**

**Video Media Frequency Distribution**

| No | Interval | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | 46-49 | 2 | 3,3% |
| 2 | 50-53 | 4 | 6,5% |
| 3 | 54-57 | 8 | 13,1% |
| 4 | 58-61 | 24 | 39,4% |
| 5 | 62-65 | 14 | 23% |
| 6 | 66-69 | 6 | 9,8% |
| 7 | 70-73 | 3 | 4,9% |
| **Sum** | | **61** | **100%** |

The video media frequency distribution table of Class XI students of SMA Negeri 6 Sinjai, shows that the highest frequency is in the interval of 58-61 with a frequency of 24 percent of 39.4%, while the lowest frequency is in the interval of 46-49 and with a frequency of 2 percent of 3.3%.

**Table 4.1.3**

**Helper Table for Calculating the Average Score of Students Perception of Video Media Video Use**

| Class Interval | Frequency $f_i$ | Midpoint $(X_i)$ | $f_i X_i$ |
|----------------|-----------------|------------------|-----------|
| 46-49 | 2 | 47,5 | 95 |
| 50-53 | 4 | 51,5 | 206 |
| 54-57 | 8 | 55,5 | 444 |
| 58-61 | 24 | 59,5 | 1428 |
| 62-65 | 14 | 63,5 | 889 |

| | | | |
|---|---|---|---|
| **66-69** | 6 | 67,5 | 405 |
| **70-73** | 3 | 71,5 | 214,5 |
| **Sum** | **61** | | **3681,5** |

Based on the helper table, the average is obtained as follows:

$$\text{Mx} = \frac{\sum fi.xi}{\sum fi}$$

$$= \frac{3681,5}{61}$$

$$= 60,352$$

c. Calculating the Standard Deviation of Video Media for Students in Class XI SMA Negeri 6 Sinjai

**Table 4.1.4**

**Video Media Helper Table**

| No | Interval | $X_i$ | $(X_i)^2$ | $f_i$ | $f_iX_i$ | $f_i(X_i)^2$ |
|---|---|---|---|---|---|---|
| 1 | 46-49 | 47,5 | 2256,25 | 2 | 95 | 6,075 |
| 2 | 50-53 | 51,5 | 2652,25 | 4 | 206 | 12.500 |
| 3 | 54-57 | 55,5 | 3080,25 | 8 | 444 | 39.325 |
| 4 | 58-61 | 59,5 | 3540,25 | 24 | 1428 | 104.400 |
| 5 | 62-65 | 63,5 | 4032,25 | 14 | 889 | 16.900 |
| 6 | 66-69 | 67,5 | 4556,25 | 6 | 405 | 9.800 |
| 7 | 70-73 | 71,5 | 5112,25 | 3 | 214,5 | 28.125 |
| | **Sum** | | | **61** | | **3682** |

Based on the helper table, the standard deviation is obtained as follows:

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$$S^2 = \frac{n \sum f_i X_i^2 - (\sum f_{i X_i})^2}{n(n-1)}$$

$$= \sqrt{\frac{n \sum f_i X_i^2 - (\sum f_{i X_i})^2}{n(n-1)}}$$

$$= \sqrt{\frac{61(223855) - (3682)^2}{61(61-1)}}$$

$$= \sqrt{\frac{98031}{3660}}$$

$$= \sqrt{27}$$

$$= 5,19 \longrightarrow 5,200$$

d. Based on the results of the calculation above, a standard deviation of 5,200 was obtained in the perception of the use of video media by students of Class XI SMA Negeri 6 Sinjai.

**Figure 4.1.1 Video Media Histogram**
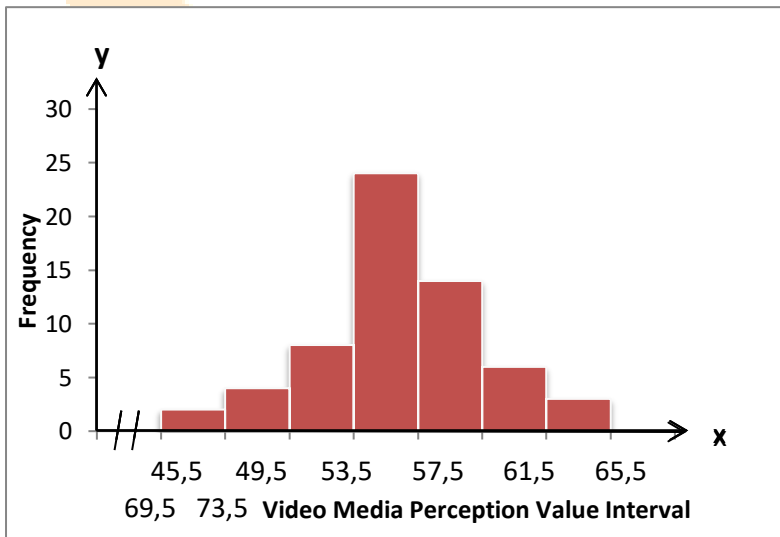
e.  Creating a Category Table

The determination of the category of data on the perception of the use of video media in class XI of SMA Negeri 6 Sinjai in this study refers to the level categorization with the classification of subjects in 3 categories from Azwar (2013). The table of video media categories is as follows:

### Table 4.1.5
### Video Media Categorization

| Category Limits | Interval | Frequency | Percentage | Information |
|---|---|---|---|---|
| $X < (\mu-1,0\sigma)$ | $X < 55$ | 8 | 13,1 % | Low |
| $(\mu-1,0\sigma) \leq X < (\mu + 1,0\sigma)$ | $55 \leq X < 66$ | 47 | 77 % | Keep Tall |
| $(\mu + 1,0\sigma) < X$ | $66 \leq X$ | 6 | 10 % | |
| Sum | | 61 | 100% | |

Based on the table above, it was obtained that 13.1% of the perception of the use of video media by Class XI students of SMA Negeri 6 Sinjai was in the low category, 77% in the medium category, and 10% in the high category. The conclusion from the table above is that the largest percentage of perception of video media use is in the medium category, namely 47 respondent answers 77%. This means that the perception score of the use of video media by students of Class XI SMA Negeri 6 Sinjai is in the medium category.

B.  Description of Research Results on Student Learning Independence at SMA Negeri 6 Sinjai

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Based on research that has been conducted on students at SMA Negeri 6 Sinjai with a sample of 61 students who are samples, the researcher can blunt the data through a questionnaire that has been filled out by the students themselves, which is then given a score by the researcher on each item.

The following is a table of the results of a descriptive analysis for the learning independence of students in grade XI of SMA Negeri 6 Sinjai as follows:

**Table 4.3.1**

**Descriptive Analysis of Student Learning Independence**

| Statistics | Statistical Value |
|---|---|
| Average | 45,016 |
| Standard deviation | 4,191 |
| Range | 19 |
| Maximum | 52 |
| Minimum | 33 |
| Total score | 2746 |

In order to determine the results of descriptive analysis for the learning independence of students in class XI of SMA Negeri 6 Sinjai as follows:

a. Determining the Range

R   = Xt-Xr

     = Max Value– Min Value

R   = 52-33

     = 19

b.  Determining the Number of Interval Classes

K  $= 1+3,322 \log n$

$= 1+3,322 \log 61$

$= 1+3,322 . 1,78533$

$= 1+5,930$

$= 6,930 \longrightarrow 7$

c.  Determining the interval value with the formula:

$$p = \frac{R}{K}$$

$$= \frac{19}{7}$$

$$= 2,71 \longrightarrow 3$$

d.  Creating a Frequency Distribution Table

**Table 4.3.2**

**Frequency Distribution of Learning Independence Media**

| No | Interval | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | 33-35 | 1 | 1,6% |
| 2 | 36-38 | 4 | 6,5% |
| 3 | 39-41 | 8 | 13% |
| 4 | 42-44 | 10 | 16,5% |
| 5 | 45-47 | 21 | 34,5% |
| 6 | 48-50 | 12 | 19,7% |
| 7 | 51-53 | 5 | 8% |
| | **Sum** | **61** | **100%** |

The distribution table of the frequency distribution of learning independence of Class XI students of SMA Negeri 6 Sinjai, shows that the highest frequency is in the interval of 45-47 with a frequency of 21 percent of 34.5%, while the lowest frequency is in the interval of 33-35 with a frequency of 1 percentage of 1.6%.

**Table 4.3.3**

**Helpful Table for Calculating the Average Score of Students Learning Independence**

| Class Interval | Frequency $f_i$ | Midpoint $(X_i)$ | $f_i X_i$ |
|---|---|---|---|
| 33-35 | 1 | 34 | 34 |
| 36-38 | 4 | 37 | 148 |
| 39-41 | 8 | 40 | 320 |
| 42-44 | 10 | 43 | 430 |
| 45-47 | 21 | 46 | 966 |
| 48-50 | 12 | 49 | 588 |
| 51-53 | 5 | 52 | 260 |
| Sum | 61 | | 2746 |

Based on the helper table, the average is obtained as follows:

$$\mathbf{Mx} = \frac{\sum fi.xi}{\sum fi}$$

$$= \frac{2746}{61}$$

$$= 45,016$$

e. Calculating the Standard Deviation of Learning Independence for Grade XI Students of SMA Negeri 6 Sinjai

**Table 4.3.4**

**Table of Learning Independence Aids**

| No | Interval | $X_i$ | $(X_i)^2$ | $f_i$ | $f_iX_i$ | $f_i(X_i)^2$ |
|----|----------|-------|-----------|-------|----------|--------------|
| 1 | 33-35 | 34 | 1156 | 1 | 34 | 1156 |
| 2 | 36-38 | 37 | 1369 | 4 | 148 | 5476 |
| 3 | 39-41 | 40 | 1600 | 8 | 320 | 12800 |
| 4 | 42-44 | 43 | 1849 | 10 | 430 | 18490 |
| 5 | 45-47 | 46 | 2116 | 21 | 966 | 44436 |
| 6 | 48-50 | 49 | 2401 | 12 | 588 | 28812 |
| 7 | 51-53 | 52 | 2704 | 5 | 260 | 13520 |
| **Sum** | | | | 61 | 2746 | 124690 |

Based on the helper table, the standard deviation is obtained as follows:

$$S^2 = \frac{n \sum f_i X_i^2 - (\sum f_{iX_i})^2}{n\,(n-1)}$$

$$= \sqrt{\frac{n \sum f_i X_i^2 - (\sum f_{iX_i})^2}{n\,(n-1)}}$$

$$= \sqrt{\frac{61(124690) - (2746)^2}{61\,(61-1)}}$$

$$= \sqrt{\frac{65574}{3660}}$$

$$= \sqrt{18}$$

$$= 4,2$$

f.  Based on the result of the calculation above, a standard deviation of 4, 2 was obtained in the learning independence of Class XI SMA Negeri 6 Sinjai

**Figure 4.3.1**

**Histogram of Learning Independence Media**
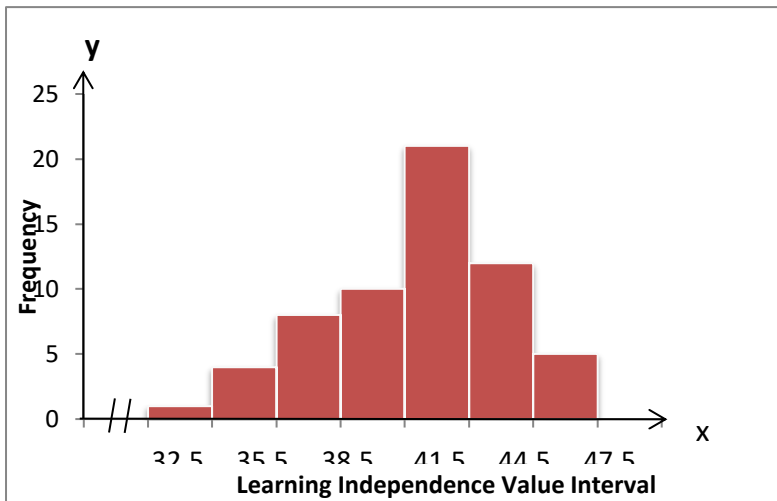


g.  Creating a Category Table

The determination of the category of learning independence data for class XI of SMA Negeri 6 Sinjai in this study refers to the level categorization with the classification of subjects in 3 categories from Azwar (2013). The table of learning independence categories is as follows:

**Table 4.3.5 Categorization of Learning Independence**

| Category Limits | Interval | Frequency | Percentage | Information |
|---|---|---|---|---|
| | | | | |

| | | | | |
|---|---|---|---|---|
| **X < (μ-1,0σ)** | X <41 | 13 | 21 % | Low |
| **(μ-1,0σ) ≤ X < (μ + 1,0σ)** | 41≤ X <49 | 37 | 61 % | Keep |
| | | 11 | 18 % | Tall |
| **(μ + 1,0σ) < X** | 49 ≤ X | | | |
| Sum | | **61** | **100%** | |

Based on the table above, it was obtained that 21% of the learning independence of Class XI students of SMA Negeri 6 Sinjai was in the low category, 61% in the medium category, and 18% in the high category. The conclusion from the table above is that the largest percentage of learning independence is in the medium category, namely 37 respondent answers 61%. This means that the learning independence score of Class XI students of SMA Negeri 6 Sinjai is in the medium category.

C. The Effect of Perception of the Use of Video Media on Students' Learning Independence in PAI Subjects in Class XI of SMA Negeri 6 Sinjai

a. Prerequisite Test

1. Normality Test

The normality test aims to test whether in the regression model, the residual variables have a normal distribution or not. The data normality test was used to find out whether the data used by the researcher came from a normally distributed population or not. The data is normally distributed if the sig > α = 0.05 and vice versa the data is said to be not normally distributed if the < α gis = 0.05. Data normality testing was carried out using the SPSS 24

application. Based on the analysis of the prerequisite tests obtained, the conclusion of the normality test results can be seen in the table below:

**Table 4.4.1**

**Results of the Normality Test of the Perception of the Use of Video Media on Students' Learning Independence in the PAI Subject of SMA Negeri 6 Sinjai**

|  |  | Unstandardized Residual |
|---|---|---|
| N |  | 61 |
| Normal Parameters[a,b] | Mean | .0000000 |
|  | Std. Deviation | 4.18947506 |
| Most Extreme Differences | Absolute | .099 |
|  | Positive | .066 |
|  | Negative | -.099 |
| Test Statistic |  | .099 |
| Asymp. Sig. (2-tailed) |  | .200[c,d] |

Based on the table, the data in this study has a significance of more than 0.05 (0.200), which means that the data in this study is normally distributed.

2. Data Linearity Test

The linearity test aims to determine the relationship formed between independent variables and dependent variables partially and linearly. The linearity test is used to find out whether the data matches the linear line or not. The criteria for testing linearity with SPSS version 24 processing are if sig>α then linear data and if sig is < α then the data is

not linear. The results of the linearity test for the perception of video media use and learning independence are presented in the form of a table as follows:

**Table 4.4.2**

**Results of the Linearity Test of the Perception of the Use of Video Media on Students' Learning Independence in the PAI Subject of SMA Negeri 6 Sinjai**

| $^F$count | Sig | Information |
|---|---|---|
| 1.371 | 0,197 | Linear |

Based on the results of the SPSS 24 analysis above, it is known that the sig value *of Deviation From Linearity* is 0.197 because the sig value is 0.197 > 0.05 so it can be concluded that the use of video media has a linear relationship with learning independence.

b. Linear Regression Equation Test

**Table 4.4.3**

| B | 'count | Sig. |
|---|---|---|
| 43.654 | 6.815 | . 830 |
| .023 | .216 | .000 |

Based on table 4.5.3 of the SPSS output results above, the constants and coefficients of the linear regression equation are obtained from column B, so that the regression equation Y = 43.654 + 023X. From the results of the analysis, it is obtained = 216 and P-value = 000/2 = $t_{hitung}$0 < 0.05 this means that Ho is rejected. Thus, "The perception of the

use of video media has a positive effect on learning independence".

c.  Regresission Significance Equation Test

**Table 4.4.4**

| Model | | F | Sig. |
|---|---|---|---|
| | **Regression** | .047 | .000 |
| | **Residual** | | |
| | **Total** | | |

Hypoplant Statistic:

$H_0 : \beta = 0$ (Regression means)

$H_1 : \beta \neq 0$ (Regression is meaningless)

Based on table 4.5.4 of the SPSS output results above, the significance test of the regression line equation is obtained from the regression row of the 5th column, namely (b/a) = 047, and P-value = $F_{hit}$ 0.00 < 0.05 or rejected. Thus, the regression of Y and X is significant or the perception of the use of video media has an effect on learning independence. $H_0$

d.  Coefficient Significance Test of X and Y Correlation

$H_0 : \varrho = 0$

$H_1 : \varrho \neq 0$

**Table 4.4.5**

| R | R Square |
|---|---|
| .828 | .600 |

Based on table 4.5.5 of the SPSS output results above, the correlation coefficient significance test is obtained from the Summary model table, it can be seen in the first row of the correlation coefficient (rxy) = 0.828 and (Fchance) = $F_{hitung}$ 1.371, thus, the correlation of X and Y is significant. Meanwhile, the determination coefficient from the table above is seen in the 2nd row, namely R Square=0.600 which means that 60% of the use of video media is influenced by learning independence. This means that learning independence contributes by 60% while the remaining around 40% is influenced by other variables that are not included in this study.

The results of the study were also obtained from the *Regression* line , namely (b/a) = 047, and P-value = $F_{hit}$ 0.00 < 0.05 or rejected and accepted or the significance was less than the specified error level.  Thus, the regression model can be used to predict variable X, in other words there is an influence of perception of the use of video media () on the learning independence (Y) of students in the PAI subject class XI of SMA Negeri 6 Sinjai. $H_0 H_a X_1$

This is in line with Muhammad Jibril with the research title "The Influence of the Use of Audiovisual Media (Video) on Student Learning Interest and Learning Outcomes in Fiqh Subjects in Class VIII at Mtsn 7 Tulungagung" by using a quantitative method with the systematics of influence research, the results show that there is a positive and significant relationship proven by the results of the analysis obtained. The results of the study show that applying

audiovisual media (video) plays a very important role and makes a great contribution to the Learning Interest and Learning Outcomes of Students in Fiqh Subjects.

If it is related to the meaning of video media itself, it has theoretically been explained that video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and is able to influence attitudes that greatly support students' learning independence, especially Islamic Religious Education and Ethics Subjects. Students who are skilled in managing and using video media will get the desired learning stimulus and are able to arouse students' emotions towards learning to be more active, this media really helps them to understand and solve problems in learning. Therefore, schools are very necessary in providing education, training and instilling values and skills about how to use video media in accordance with the instructional goals to be achieved, the characteristics of students, the type of learning stimulus desired, the background and environment of the students, the situation of local conditions and the breadth of the range to be served because this has a positive effect on students.

The results of this study reveal that a teacher must pay attention to the use of video media in learning with learning criteria that need to be considered in the selection of media in an effort to increase students' learning independence. In addition, the use of audiovisual media aims to develop the cognitive, affective, and psychomotor aspects of students, it can be said that this is because audiovisual media with moving

images and audio can stimulate and attract students' attention to learning. In addition, this media also conveys information as well as influencing students' emotions and attitudes.

## CONCLUSIONS

Based on the results of the research that has been presented so that it can be concluded as follows:

1. The perception of the use of video media among Class XI students of SMA Negeri 6 Sinjai obtained 13.1% of the low category, 77% of the medium category, and 10% of the high category. The conclusion from the table above is that the largest percentage of perception of video media use is in the medium category, namely 47 respondent answers 77%.

2. The learning independence of Class XI students of SMA Negeri 6 Sinjai obtained 21% of the low category, 61% of the medium category, and 18% of the high category. The conclusion from the table above is that the largest percentage of learning independence is in the medium category, namely 37 respondents' answers 61%.

3. Based on the results of testing the statistical hypothesis of perception of video media use with SPSS 24, the results of the analysis = 216 and P-value = 000/2 = 0 < 0.05 this means that Ho is rejected and Ha is accepted. Thus, it can be concluded that "The perception of the use of video media has a positive effect on the learning independence of students of PAI SMA Negeri 6 Sinjai" with a contribution $t_{hitung}$ of 60% is in the medium category

while the remaining 40% is influenced by other factors outside the variables.

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