

APPLICATION OF VIDEO-BASED LEARNING MEDIA TO INCREASE LEARNING INTEREST AT SDN 017 SEBERANG CENGAR

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ABSTRACT

The learning process is less interesting and enjoyable because of limited variation in media choices, which causes low student interest in learning in class V at SDN 017 Seberang Cengar. This is characterised by students' lack of enthusiasm for learning, boredom, going in and out of class, and not paying attention to the teacher. This research aims to increase students' interest in learning science subjects by implementing video-based learning media in class V of SDN 017 Seberang Cengar. This research uses a qualitative method, Classroom Action Research (PTK), consisting of two cycles, each with two meetings. The data collection techniques are through observation, interviews and documentation. The research results showed that student activity in cycle I increased from 50% to 59.3%, placing it in the quite good category. In cycle II, student activity increased from 78.1% to 93.7%, placing it in the very good category. Student interest in learning increased from 2.00% to 2.25% in the good category in cycle I. Meanwhile, in cycle II, it increased from 3.03% to 3.65% in the very good category. Thus, applying video-based learning media can increase the interest in learning among class V students at SDN 017 Seberang Cengar.

Keywords: Media, Video-Based Learning, Interest

Received: 11-01-2025

Revised: 14-02-2025

Accepted: 08-03-2025

INTRODUCTION

Education is the learning, skills, knowledge, or habits of a group of people passed down from generation to generation through training, teaching, and research (Pito, 2019). In addition, education is a tool to expand civilisation and society, enabling future generations to act for the good of society or themselves (Fithri R, 2024). Education plays an important role in developing human potential because it is the most important vehicle for enhancing human resources. A problem in education is a weak learning process. A learning process is good if it runs effectively and efficiently. Another common problem in the learning process

is students' limited understanding, which can lead to inactivity in the classroom. One of the most important factors in improving the quality of education is the teacher's skill in the learning process. The most important factor in successful learning is increasing students' interest in learning.

Interest as an internal factor plays a role in supporting student learning outcomes. Students who are not interested in the material presented do not show a sympathetic attitude, are lazy, and are not enthusiastic in the teaching and learning process (Prastika, 2020). Teachers must be able to facilitate the learning process smoothly and actively, although it is very difficult to arouse interest in learning. This is because students are more motivated and enthusiastic in learning, especially when they are motivated to learn. One way to increase students' interest in learning enjoyably is by applying Video-based learning media.

Video-based learning can present information through both sound and visuals, making it easier for students to understand and comprehend the material because the delivery method is less rigid and more relaxed. Video includes two parts, namely visual and audio. Audio conveys oral information, while images serve as the main source. Selecting media or teaching aids is important for increasing student understanding and achieving good results (Fithri & Rensia, 2017). This learning video media can help convey taught material effectively so students remember it longer, understand the material presented, and do not easily feel bored while learning.

After observation and interviews were conducted with one of the fifth-grade teachers at SD Negeri 017 Seberang Cengar, it was stated that the learning interest of fifth-grade students was categorized as low, marked by students' lack of enthusiasm in learning, feeling bored, tired, going in and out of class, preferring to chat with friends, and paying less attention to the teacher when explaining so that when asked by the teacher, students could not answer. This was caused by the learning process being less interesting and enjoyable due to the lack of variation in the selection of learning media, which could lead to low student interest in learning. The hope is to increase students' interest in learning, especially in Science subjects. Therefore, these problems can be overcome by applying video-based learning media to increase student interest in learning, so students are more focused on learning because of this media. Therefore, researchers are interested in researching "Application of Video-Based Learning Media to Increase Learning Interest at SDN 017 Seberang Cengar".

METHOD

This study uses qualitative research because the data are collected through observation, interview, and documentation techniques (Rijal Fadli, 2021). To ensure a structured and systematic data-gathering process, the data-collection framework also follows the Systematic Matrix for Data Collection (SMDC) guidelines (Hermawan, 2026). This research uses Classroom Action Research (CAR), which consists of two cycles, each with two meetings. The stages of Classroom Action Research are planning, implementation, observation, and reflection. The instruments in this research are student activity observation sheets and learning interest assessment observation sheets. The subjects of this research were teachers and fifth-grade students at SD Negeri 017 Seberang Cengar, totalling 11 people. The data analysis technique in this research uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage Score

F= Score obtained

N= Maximum Score

100%= Constant Number.

RESULTS AND DISCUSSION

At this stage, the researcher prepared the lesson plan (RPP) and interest assessment observation sheets. The subjects in this study were all fifth-grade students at SD Negeri 017 Seberang Cengar, with the object of research being the application of video-based learning media to increase students' learning interest at SD 017 Seberang Cengar. The following are the results of each cycle and meeting.

RESULT

Cycle I

Cycle I was conducted in two meetings using video-based learning. Meeting 1 was held on Thursday, May 16, 2024, and meeting 2 was held on Friday, May 17, 2024, with 1 lesson hour (1 x 35 minutes) in Science on the material "water cycle". At this stage, the researcher acted as both teacher and observer in this study. Based on observation results before video-based learning media was applied, students' learning interest was very low, at 35%. Therefore, the researcher applied video-based learning media in fifth grade at SD N 017 Seberang Cengar. In cycle 1 meeting 1, the student learning interest indicator obtained a score of 110. Based on the analysis results, the student learning interest percentage in meeting 1 was 2.00%,

in the fairly good category. Meanwhile, in meeting 2, a score of 124 was obtained, with a learning interest percentage of 2.25% in the good category.

Description:

3,51 – 4,00: Very Good

2,01 – 3,50: Good

1,51 – 2,00: Fair

1,00 – 1,50: Poor

1) Observation Sheet Meeting 1

Student Name	Interest Indicator					Score
Student Name	1	2	3	4	5	Score
AS	2	3	2	1	2	10
AF	2	3	2	1	2	10
AZ	2	2	1	1	2	8
DF	2	3	3	2	2	12
JP	2	3	3	1	2	11
MD	2	2	2	1	2	9
MG	2	3	2	1	3	11
MZ	2	2	2	1	3	10
MAW	2	3	2	1	2	10
SSP		3	2	1	2	10
SL		2	2	1	2	9

$$\text{Percentage} = \frac{\text{Score}}{\text{Total}} \times 100\% = 2,00\%$$

2) Observation Sheet Meeting 2

Student Name	Interest Indicator					Score
Student Name	1	2	3	4	5	Score
AS	2	3	3	1	2	11
AF	3	3	2	1	2	11
AZ	2	3	2	1	2	10
DF	3	3	3	3	2	14

JP	2	3	3	2	2	12
MD	2	3	2	1	2	10
MG	3	3	3	2	2	12
MZ	2	2	2	2	3	12
MAW	3	3	2	2	2	11
SSP		3	2	1	2	10
SL		3	2	1	2	11

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% = \frac{12}{50} \times 100\% = 24\%$$

Cycle II

Cycle II was conducted in two meetings using video-based learning. Meeting 1 was held on Thursday, May 30, 2024; Meeting 2 was held on Friday, May 31, 2024, with 1 lesson hour (1 x 35 minutes). In cycle II meeting 1, the student learning interest indicator obtained a score of 167. Based on the analysis results, the student learning interest percentage in meeting 1 was 3.03%, in the good category. Meanwhile, in meeting 2, a score of 201 was obtained with a learning interest percentage of 3.65% in the very good category. Observation Sheet Meeting 1

1. Observation Sheet Meeting 1

Student Name	Interest Indicator					Score
Student Name	1	2	3	4	5	Score
AS	3	4	3	2	3	15
AF	3	4	4	2	3	16
AZ	3	3	3	2	3	14
DF	3	4	4	3	3	17
JP	3	3	3	2	3	14
MD	3	4	3	2	3	15
MG	3	3	3	2	3	14
MZ	3	3	3	2	3	14
MAW	3	4	4	3	3	17
SSP		4	3	3	3	16
SL		4	3	2	3	15

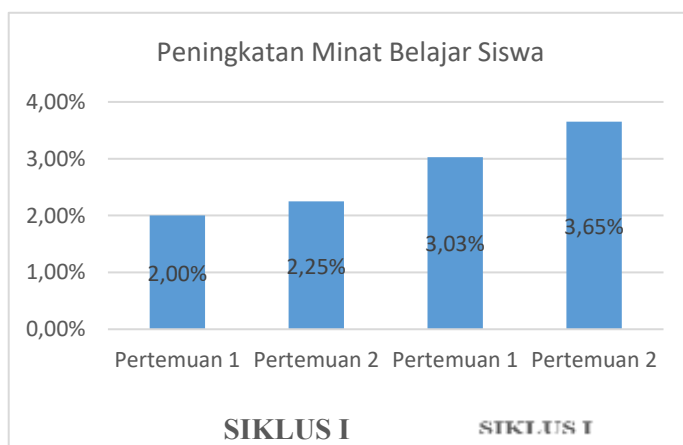
$$\text{Percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% = \frac{167}{550} \times 100\% = 3.03\%$$

2. Observation Sheet Meeting 2

Student Name	Interest Indicator					Score
Student Name	1	2	3	4	5	Score
AS	3	4	4	3	4	18
AF	4	4	4	3	3	18
AZ	4	4	3	3	4	18
DF	4	4	4	3	4	19
JP	4	4	3	3	4	18
MD	4	4	3	3	4	18
MG	4	4	4	3	4	19
MZ	4	4	3	3	4	18
MAW	4	4	4	3	4	19
SSP		4	3	3	4	18
SL		4	3	3	4	18

Percentage = $\times 100\% = 3,65\%$

For clarity, the increase in student learning interest can be seen in the following diagram:



Graph 1.

Increase in Learning Interest

DISCUSSION

1) Definition of Media

Media comes from the word "medium", which originates from Latin meaning between. From a communication perspective, "medium" means something that can serve as an intermediary in the communication process (Pagarra et al., 2022). Meanwhile, according to the Association for Educational Communications and Technology (AECT) in America, media is defined as all forms of channels used by people to convey messages and information (Sapriyah, 2019). Thus, media is a tool used to convey messages or information. The use of media in learning can arouse new desires and interests, increase motivation and learning activities, and have a psychological influence on students (Suhaini, Zainul Muflihun, 2023).

In its implementation, learning media certainly has benefits, which, according to Azhar Arsyad as cited in (Wulandari et al., 2023), are as follows:

1. The presence of learning media can clarify the presentation of messages and information, increasing and facilitating the learning process and outcomes.
2. It can increase and direct children's attention, inducing learning drive and direct interaction between students and the environment, allowing students to learn independently according to their interests and abilities.
3. Learning media overcomes the limitations of the senses, space, and time.
4. It can provide uniform experiences to students regarding events in their environment.

2) Video-Based Learning

Video-based learning is a learning media using video to carry out learning in the 4.0 era, so that the main element in its development towards the industrial revolution 4.0 is the development of video media which was originally only used in classroom learning; for video media in the 4.0 era, it can be applied through open use and does not limit classroom space and can be used anywhere (Maulida et al., 2020).

Video-based learning media becomes an alternative in delivering learning material. Educators compete to use this technology to present learning content. According to Yudhi, as cited in Indri Ayuningtias et al. (2020), video-based learning has several roles in the learning process, namely:

1. In video-based learning, teachers and students can easily access information. The information obtained is not only relevant to the learning context but also to social, cultural, and governmental contexts.
2. Video-based learning can also increase students' knowledge through learning conducted by the students themselves, because learning videos present several past events that cannot be seen today.
3. Video-based learning can also easily develop students' thinking and opinions; for example, a video used in geography class explaining a tsunami with animation. After watching the learning video, students usually wonder how this could happen.
4. Video-based learning can also help teachers describe things that cannot be seen directly, such as the human bone structure. With the help of the presented video, students will understand the bone structure.

From the roles above, it can be understood that video-based learning plays an important role in the learning process, one of which is conveying learning material so that it is more easily understood.

3) Learning Interest

Interest is the focusing of attention that encompasses feelings, pleasure, tendencies, and unintentional active desires to obtain something from the outside (environment) (Achru Andi P., 2019). Meanwhile, according to Trismayanti (2019), as cited in Setiawan et al. (2022), interest is a sense of liking and attraction toward an object or activity. From the definitions above, interest can be understood as a feeling of attraction within an individual. The indicators for determining learning interest according to Ariani Nurlina Hrp et al. (2022) can be viewed through several aspects, namely:

1. Diligent during study
2. Persistent during study
3. Diligent in completing assignments
4. Having a study schedule
5. Disciplined during study.

CONCLUSION

The learning interest of fifth-grade students at SD N 017 Seberang Cengar increased through the application of video-based learning media. Based on the

analysis of fifth-grade students' learning interest in cycle I meeting 1, the percentage value was 2.00% in the fairly good category. In meeting 2, it was 2.25% in the good category. Meanwhile, in cycle II, meeting 1 had a value of 3.03% in the good category, and meeting 2 increased to 3.65% in the very good category. As seen in cycle II, students experienced significant improvement, so in this cycle, the increase in student interest reached completeness in the very good category.

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