English Based Smart Innovation Through Interactive Video at Bhina Karya and Satya Karya Karanganyar Vocational Schools

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ABSTRACT

Learning media is a very important learning component as a bridge in delivering material. The use of media in learning can have a positive impact and extraordinary benefits in facilitating student learning. Learning media is also an indispensable basis for the success of the learning process. The aims of this study were (1) to determine student learning outcomes using conventional media based on video animation (2) to analyze differences in learning outcomes between students using conventional media and video animation. The dependent variable in this study is learning outcomes, while the independent variables are conventional media and animated videos. The stages of this research method are quasi-experimental research with pretest and posttest designs. The subjects of this study were class X students at SMK Bhina Karya Karanganyar and SMK Satya Karya Karanganyar. Taking the research class through a random sampling technique based on adjusting the material to the class curriculum. Activities in data analysis include data processing and statistical analysis activities. This test was carried out on pre-test and post-test data, changes in post-test scores from pre-test scores for the experimental group. The results of this study indicate that the average student learning value increases after learning to use animated videos, this proves that animated videos provide an extraordinary role in improving student learning outcomes. The conclusion of this study is that the learning model through learning media through interactive videos is able to motivate students so that learning achievement increases. Students gave positive responses to the implementation of learning models using interactive videos.

Keywords: *english, interactive learning, interactive video, learning outcome*

INTRODUCTION

The background of this research is that the quality of education in Indonesia is increasingly being demanded to improve in order to keep up with the very rapid developments of the times. The use of media in learning has a positive impact and extraordinary benefits in facilitating the student learning process. Based on the research of Kurniawati and Nita (2018: 3-4), interactive multimedia-based learning media has been considered theoretically feasible. Several previous studies have shown that the use of interactive multimedia can improve mastery of concepts (Ferawati, 2011: 2), learning achievement (Prastika, 2015) and critical thinking skills (Wiyono, 2009: 5).

Media is one of the factors that support the success of the learning process in schools because its function can help the process of conveying information from teachers to students or vice versa (Arda and Darsikin, 2015: 12). The most important characteristic of interactive learning media is that students do not only pay attention to presentations or objects, but are also forced to interact during lessons (Zulhelmi, Adlim and Mahidin. 2017: 6). The results of the study (Zulhelmi, Adlim and Mahidin. 2017: 8) the effect of interactive learning media can improve students' critical thinking skills. The results of the study (Aisyah, 2018: 6) concluded that the use of visual aids in learning shows a fairly good influence on student learning outcomes.

The problems that will be examined in this study are the learning media in English lessons with the theme of descriptive and procedure, student activities during the learning process of descriptive and procedure material, the learning method of descriptive and procedure material carried out by the teaching staff and the role of the teaching staff during the teaching and learning activities of descriptive and procedure material. procedure at SMK Bhina Karya and SMK Satya Karya Karanganyar. The specific objectives of this research are (1) to develop learning media in the form of interactive videos; (2) analyze the differences in motivation between students who use interactive and conventional video media; (3) analyze the differences in learning outcomes between students who use interactive and conventional video media; (4) analyzing the differences in motivation and learning outcomes between students who learn English using interactive and conventional video media at Bhina Karya Vocational School and Satya Karya Karanganyar Vocational School.

The feasibility study of this research is that this research was conducted to test the effect of interactive videos and learning using smart ways through interactive learning media at Bhina Karya Vocational School and Satya Karya Karanganyar Vocational School with the aim of achieving learning goals effectively and efficiently and increasing learning outcomes in English subjects

from students at Bhina Karya Vocational School and Satya Karya Karanganyar Vocational School as well as teaching staff obtain appropriate media and methods to increase student understanding during learning.

RESEARCH METHODOLOGY

This study uses a quasi-experimental research with a pre-test and post-test design. This research experiment will be carried out online and offline in each school (Bhina Karya Vocational School and Satya Karya Karanganyar Vocational School) while maintaining strict health protocols. The experiment carried out here was by communicating with the principal and homeroom teacher in each school, then the researchers carried out research online and offline with the help of the class X homeroom teacher.

The population and sample used in this study were the population in this study were Bhina Karya Vocational Schools and Satya Karya Karanganyar Vocational Schools. The reason for choosing the Bhina Karya Vocational School and the Karanganyar Satya Karya Vocational School were used as the population and sample was because based on the initial survey of researchers at the two Vocational Schools the achievement in English subjects was still minimal, this was because the students' learning motivation was still lacking due to the different learning model. still conventional which causes the value in English subjects to be increased through other learning methods. The measuring tool in this study was the SPSS 16.00 t-test for windows using the Independent Sample's T-Test with a significance of 5%. The stages of this research method are quasi-experimental research with pretest and posttest designs. The activity begins with the pre test then continues with learning using animated videos, after that is the post test activity. The pre-test and post-test results were analyzed using the SPSS 16.00 t-test for windows using the Independent Sample's T-Test with a significance of 5%.

The population and sample in this study were all class X students at Bhina Karya Vocational School and Satya Karya Karanganyar Vocational School, which were grouped into two classes. Each class consists of students with high, medium to low ability. Sampling in this study by random sampling technique. To further ensure that the two sample groups were not significantly different, a summative test score was taken. The results of the summative test were then analyzed with the SPSS 16.00 t-test for windows using the Independent Sample's T-Test with a significance of 5%. If the count of significance is less than 0.05, the class is not equivalent. Meanwhile, if the calculated significance number is greater than 0.05, the class is equivalent. From the results of the draw, it was obtained that SMK Satya Karya Karanganyar, Karanganyar as the experimental class and SMK Bhina Karya Karanganyar as the control class. The independent variables in the study were the

results of learning English with descriptive and procedure themes. While the dependent variable in this study is the learning outcomes of conventional learning and the use of learning media in the form of interactive videos. There are two data in this study, namely learning outcomes using conventional media and learning outcomes using interactive videos.

RESULT AND DISCUSSION

Interactive Video Media Display English Based Smart Innovation Descriptive Themes and Procedures

In general, there are three main results from this study. The three results of the research include: the results of validating English teachers, interactive learning media models and data analysis. The validation results of this interactive learning media (mp4 video) are seen from the English teacher's validity instrument. The results of this validity are used to determine the feasibility of interactive learning media (mp4 videos) and guidelines for product revision. The design of interactive learning media (mp4 videos https://drive.google.com/file/d/1wkBFPp0TiwvWdElwkIoqf6AKR7TwrrJx/view?usp=share_link and https://drive.google.com/file/d/1aGf5qJuanmQHCLLQVMtkSM_SGWQv6GDd/view?usp=share_link) includes: materials, videos, while quizzes or practice questions are presented in textbook form. Display of the main page and each menu on the main page of interactive learning media is shown in Figures 1, 2, 3 and 4 as follows:

Figure 1. Display of the Interactive Video Main Page

Source :
https://drive.google.com/file/d/1wkBFPp0TiwvWdElwkIoqf6AKR7TwrrJx/view?usp=share_link

The main page provides an overview in the form of the main menus on interactive learning media (mp4 videos) which consist of a material menu and a video menu. Each of these menus contains English learning materials with

Descriptive and Procedure themes, English learning videos Descriptive and Procedure themes that support teaching and learning activities between teachers and students along with exercises in the textbook, quizzes that can be done and students can immediately find out their grades.
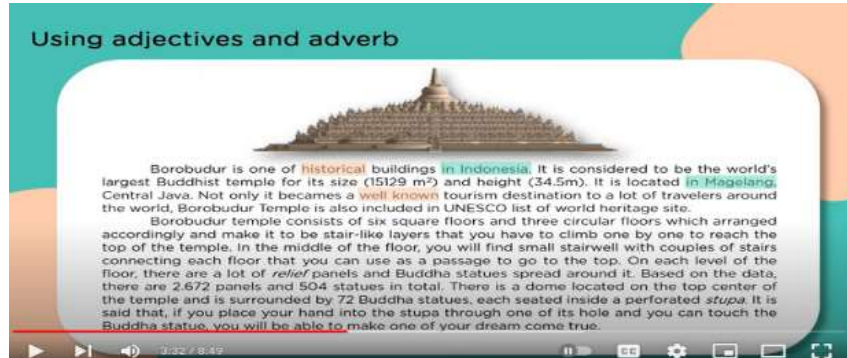

Figure 2. The First Menu on the Interactive Video Main Page

Source :
https://drive.google.com/file/d/1wkBFPp0TiwvWdElwkIoqf6AKR7TwrrJx/view?usp=share_link

The first menu on the main page of interactive learning media consists of several sub-menus of Descriptive and Procedure material, namely each of these sub-menus contains material related to Descriptive and Procedure material which includes definitions, generic structures, language features, tenses, adjectives, noun, pronoun, and example questions.

Figure 3. Second Menu in Interactive Video

Source :
https://drive.google.com/file/d/1wkBFPp0TiwvWdElwkIoqf6AKR7TwrrJx/view?usp=share_link

The second menu on the main page of interactive learning media contains Descriptive and Procedure learning videos.

Figure 4. The Third Menu in Interactive Video

Source :
https://drive.google.com/file/d/1wkBFPp0TiwvWdElwkIoqf6AKR7TwrrJx/view?usp=share_link

The third menu on the main page of this interactive learning media is in the form of acknowledgments and the names of the authors of the materials and interactive video makers.

Study Results of Two Vocational High School Samples (Class X Students at Bhina Karya Karanganyar Vocational School and Satya Karya Karanganyar Vocational School)

Pre-test and post-test results of SMK Bhina Karya Karanganyar

Table 1. Pre-test and post-test results at SMK Bhina Karya Karanganyar

No	Name	Mark		Information
		Pre_	Post_	
1	A	100	100	stable
2	B	50	80	increase
3	C	90	100	increase
4	D	70	100	increase
5	E	70	90	increase
6	F	60	90	increase
7	G	70	100	increase
8	H	40	70	increase
9	I	70	100	increase

10	J	50	90	increase
11	K	80	100	increase
12	L	70	100	increase
13	M	60	90	increase
14	N	80	100	increase
15	O	70	100	increase
16	P	60	90	increase
17	Q	60	80	increase
18	R	50	90	increase
19	S	60	100	increase
20	T	60	100	increase
21	U	50	90	increase
22	V	80	100	increase
23	W	70	100	increase
24	X	80	100	increase
25	Y	60	90	increase
26	Z	70	100	increase
27	AA	60	90	increase
28	BB	60	100	increase
29	CC	50	90	increase
30	DD	70	100	increase
31	EE	60	90	increase

Pre-Test and Post Test Results of SMK Satya Karya Karanganyar

Table 2. Pre-test and post-test results for SMK Satya Karya Karanganyar

No	Name	Mark		Information
		Pre	Post	
1	A	70	90	increase
2	B	90	100	increase
3	C	80	100	increase
4	D	70	100	increase

5	E	60	90	increase
6	F	80	100	increase
7	G	50	70	increase
8	H	70	100	increase
9	I	60	90	increase
10	J	80	100	increase
11	K	60	100	increase
12	L	70	90	increase
13	M	80	100	increase
14	N	70	100	increase
15	O	70	100	increase
16	P	60	80	increase
17	Q	60	90	increase
18	R	60	100	increase
19	S	80	100	increase
20	T	60	100	increase
21	U	80	100	increase
22	V	70	100	increase
23	W	80	100	increase
24	X	70	100	increase
25	Y	70	100	increase
26	Z	70	90	increase
27	AA	60	90	increase
28	BB	60	90	increase
29	CC	70	100	increase
30	DD	60	90	increase

Comparative Test (Independent T Test) Learning Outcomes 2 SMK

Hypothesis H_0:There is no difference between learning outcomes at SMK Bhina Karya Karanganyar and SMK Satya Karya Karanganyar. H_1:There is a difference between learning outcomes at Bhina Karya Karanganyar Vocational

School and Satya Karya Karanganyar Vocational School. Significant level 5 and test statistics using SPSS, namely:

Table 3. Comparison Test (Independent T Test) Learning Outcomes at SMK Bhina Karya Karanganyar

Mean	Std. Deviation	95% Interval Differences Lower	Confidence Of the Upper	t	df	One-Sided p	Two-Sided p	
-28.70968	9.2166	-32.09036	-25.32899	-17.344	30	<001	<001	

Source : SPSS 16.00 t-test

Table 4. Comparison Test (Independent T Test) Learning Outcomes at SMK Satya Karya Karanganyar

	Means	Std. Deviation	Std. Error Mean	95% Confidence Interval Difference Lower	Upper	t	df	One-sided p	Two-Sided p
Pra PRE TEST Ir-POST 1 TEST	-26.33333	7.18395	1.31160	-29.01587	23.65080	-20.077	29	<001	<001

Source : SPSS 16.00 t-test

Note: Criteria for Rejection Test H_0 if significant value < 0.05, decision H_0 accepted because 0.000 <0.05, the conclusion is that there is no difference between learning outcomes at SMK Bhina Karya Karanganyar and SMK Satya Karya Karanganyar. The result of a significance value of less than 0.05 has a significant effect on the difference in the treatment given to each variable.

From the two statistical group tables above, it shows that both of them have different samples. There is a Convidence Interval value of 17,344 with a significant value of <0.01. This means that the second variable data is homogeneous. And there is a calculated t value in the Independent Samples Test table which is 20,077 with a significance value of <0.01, so it can be concluded that the two SMKs have the same learning level.

The results of this study have similarities with research by Fatah (2019) which says that there is a difference (t count (2.90) > t table (1.99)) in learning achievement between students who learn to use interactive learning multimedia and students who learn to use modules, ie learning achievement using interactive multimedia is better than learning using modules. Rahayu (2017) also said that the calculation results for the t test obtained t = 2.089; F = 15.285 and the 2-tailed significance of 0.40/0.41 is smaller than the significance of 0.05, then Ho is rejected and Ha is accepted. That is, there is a significant difference in the use of interactive learning multimedia on student learning outcomes at SDN Gadang 01 Malang. Doreng, et al (2016) also said that the use of interactive multimedia tutorial models helped improve students' abilities to be better than media *handouts* with the average achievement of students learning to use media handouts to get an *N-gain value* of 0.51 (moderate). The average achievement of students who learn using the interactive multimedia tutorial model gets an *N-gain value* of 0.54 (moderate). The conclusion of this study is that interactive multimedia can improve student learning outcomes better than *handout media.*

CONCLUSION

Based on the results of the research, it can be concluded that the learning model through interactive learning media (mp4 videos) able to motivate students. therefore, it helps to increase student achievement. using interactive media (video mp4) better than conventional media.

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