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Students' Perceptions about the Use of Interactive Video and its Effect on Students' Learning Motivation at Elementary School

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Abstract

This study aims to describe students' perceptions of the use of interactive video and its effect on students in learning in grade 5 SDIT Elyaqien. This research method is quantitative. The population in this study were grade 5 students who had implemented learning using interactive video after the post-covid-19 normal era, with a total of 52 students for research and 40 respondents for instrument trials. Data collection techniques through observation, documentation, and questionnaires were tested for validity and reliability. Then it is analyzed using statistical descriptions to answer students' perceptions of using interactive videos. A simple regression analysis is used to respond to the effect of interactive videos on student motivation. The results showed that regarding students' perceptions of using interactive videos, 36 students (69.2%) were included in the good category, and 34 students (65.3%) were in the middle class for learning motivation when using interactive videos. The influence between the variables X and Y show that Fh = 14,353 is greater than Ft = 5.32, and the value of the regression coefficient is .972, which states that for every 1% addition in the use of interactive videos, student motivation increases by 0.505. The use of interactive video-based learning media positively impacts student motivation because it facilitates interaction between teachers and students. So that learning activities will be more effective and can support the deepening of teaching materials.

Keywords: Interactive Video, Learning Motivation, Student Perception.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa dalam penggunaan video interaktif serta pengaruhnya terhadap siswa dalam pembelajaran di kelas 5 SDIT Elyaqien. Metode penelitian ini adalah kuantitatif. Populasi pada penelitian ini adalah siswa kelas 5 yang sudah pernah menerapkan pembelajaran menggunakan video interaktif setelah era normal pasca covid-19 dengan jumlah responden 52 siswa untuk penelitian dan 40 responden untuk uji coba instrumen. Teknik pengumpulan data melalui observasi, dokumentasi dan angket yang diuji validitas dan reliabilitasnya. Kemudian di analisis menggunakan statistik deskripsi untuk menjawab persepsi siswa dalam penggunaan video interaktif. Untuk menjawab pengaruh penggunaan video interaktif terhadap motivasi siswa menggunakan analisis regresi sederhana. Hasil penelitian menunjukkan bahwa mengenai persepsi siswa dalam penggunaan video interaktif masuk dalam kategorisasi baik sebanyak 36 siswa (69,2%) dan kategorisasi sedang sebanyak 34 orang (65,3%) untuk motivasi belajar pada saat penggunaan video interaktif. Pengaruh antara variabel X dan Y menunjukkan F_h=14.353 lebih besar dari pada F_t=5,32 dan nilai koefien regresi yaitu .972 yang menyatakan bahwa setiap penambahan sebesar 1% dalam penggunaan video interaktif maka motivasi siswa bertambah 0,505. Dalam penggunaan media pembelajaran berbasis video interaktif memberikan dampak positif bagi motivasi siswa karena memperlancar interaksi antara guru dan siswa. sehingga kegiatan pembelajaran akan lebih efektif dan dapat menunjang pendalaman materi ajar.

Keywords: Motivasi Belajar, Persepsi Siswa, Video Interaktif.

INTRODUCTION

Entering a period of adaptation to new habits, learning and teaching activities in many schools, campuses, and course sites have become active again. The current teaching and learning activities are 100% face-to-face. The learning climate created during online learning also influences student learning motivation. The conditions of online education make it difficult for teachers to control and maintain the learning climate because they are limited in virtual space. This condition causes student learning motivation to decrease and even affects student learning outcomes (Sari & Rusmin, 2018). Declining student motivation becomes a problem in learning and an obstacle to achieving educational goals. This threat to the nation's progress must be appropriately handled. One factor that influences student learning motivation is the ability of students or their desires which need to be accompanied by their willingness and achievement skills (Naibaho & Elindra, 2020).

According to Abraham Maslow's theory, learning motivation can be interpreted as a driving force for carrying out certain learning activities that come from within and outside the individual to foster enthusiasm for learning (Monika, 2017). Learning motivation is a variable in determining one's success (Hilmiyah, 2021). Motivation is an absolute requirement for learning and plays a crucial role. Learning motivation grows naturally within oneself and because of external stimuli, such as parents, teachers, and the environment (Astriyani et al., 2018). However, learning motivation at the elementary age level requires supporters to foster enthusiasm for learning (Astriyani et al., 2018). This is because, on the one hand, most of the learning processes that occur in elementary schools are still dominated by the role of the teacher, which has a negative impact. While on the other hand, due to students' lack of active participation in learning activities. Efforts to foster learning motivation for elementary-age children can be made by creating exciting learning materials (Rosidah, 2018)

A teacher must gain the skills to be possessed by teaching and learning. One of the skills that a teacher must own to increase student attention and arouse the desire and willingness for student learning is to use various media and teaching materials (Djamarah, 2001), in addition using relevant learning strategies (Bujuri, 2021). Meanwhile, other researchers have proven that learning media is quite effective in arousing students' desire and willingness to learn. This is measured by five indicators of learning media consisting of 1) relevance, 2) teacher ability, 3) ease of use, 4) availability, and 5) usefulness. Meanwhile, motivation is in the moderate category in influencing students' willingness to learn, as measured by eight indicators, 1) duration, 2) frequency, 3) persistence, 4) devotion, 5) fortitude and ability to face obstacles, 6) aspiration level, 7) level of achievement qualification, 8) direction of attitude towards activity targets. Thus, the learning media used positively affects student learning motivation. This means that if learning media use decreases or is lacking, the motivation to learn will also decrease. Thus, every increase in learning media will be followed by increasing student learning motivation. Media can also influence learning outcomes through encouragement (Yuliani H & Winata, 2017).

In line with previous results, Adi Prehanto (2021) also strengthens the opinion that learning motivation can be generated and stimulated through well-designed learning media. One learning media educators often use interactive videos taken from YouTube. Meanwhile, research conducted by Iwanntara compared the use of real media, interactive video media, and chart media on learning motivation. Further test results with LSD show that interactive video media based on YouTube is superior to real media and chart media in instilling motivation to learn in students (Iwantara et al.,

2014). Interactive video is a learning media that combines elements of sound, motion, images, text, or graphics that are interactive to connect the learning media with its users (Prastowo, 2014). In this case, the learning media used by grade 5 teachers at SDIT Elyaqien is interactive videos based on YouTube.

Nevertheless, the use of interactive video learning media needs to be considered and reviewed regarding its implementation during the post-covid-19 learning process. This is because most students are still carried away by learning from home, so an assessment (perception) of students is needed as a control and effort to take appropriate action so that the learning process can be effective (Wahyuni, 2021). Perception is a process that allows a living creature to analyze or receive information (Hidayah & Putra, 2018). Perception can be interpreted as the ability to respond to and feel a quality object through feeling and awareness (Harisah, 2008). Previous research has focused more on the effect of instructional media on student learning motivation, but research on how students perceive or evaluate the use of interactive video-based learning media still needs to be done. This study aims to determine students' perceptions of the use of interactive video and its effect on students' learning motivation for elementary schools. This interactive video can be a teacher's reference for implementing learning that must use learning media that is fun and liked by students.

METHOD

A quantitative approach is used in this research. The data collected is in the form of numbers which are then analyzed using descriptive statistics. The population in this study were 5th-grade students at SDIT Elyaqien. The technique used in selecting the sample in this study was non-probability sampling with saturated sampling. Saturated sampling is a sampling technique when all population members are used as research samples (Fitrianita et al., 2022). This technique was chosen because the population size is relatively small, and interactive videos are applied in all grades 5. The population of grade 5 students is fifty-two, divided into two study groups (groups)—class 5a, as many as twenty-four students, and Class 5b, as many as twenty-eight students.

The data collection techniques are observation, questionnaires, and documentation (Sugiyono, 2019). Observations are made to see the direct phenomena that occur during learning using interactive videos narrated through observation sheets. The questionnaire was used to collect data regarding students' perceptions of using interactive videos and their learning motivation. Student perception questionnaires using interactive videos and learning motivation were adapted from previous research (Rahma Febrianti, 2016). Then, the questionnaire was modified by adding and changing some items according to the characteristics of the respondents. According to Sukmadinata, questionnaires can be used to collect student data quickly and easily, save time and costs, and the data obtained is easy to process and analyze (Sukmadinata, 2011). The last data collection technique used is documentation. Documentation aims to strengthen data from observations when collecting data regarding student perceptions in the use of interactive videos and student motivation.

Before distributing the questionnaire instruments, validity and reliability tests were carried out (Riduwan, 2015). Thus, the student perception questionnaire using interactive video, which has been tested for validation, consists of 10 favorable and ten unfavorable items. Then, the learning

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motivation questionnaire consists of 12 Favorable items and 12 Unfavorable items. The reliability test results according to Cronbach's Alpha using SPSS Version 25.0 For Windows (Machali, 2016) were 0.931 for the X variable questionnaire and 0.922 for the Y variable questionnaire. Both questionnaires used were in the excellent category. Before looking at the magnitude of the influence of the two variables through hypothesis testing, normality and linearity tests were carried out. Researchers used descriptive statistical data analysis to determine the percentage of students' perceptions in using interactive videos and simple regression analysis to assess the magnitude of the effect on motivation to learn in class.

RESULTS AND DISCUSSION

The results in this study are field facts with statistical calculations. Before calculating aspects of the questionnaire results, the researcher first looked for the mean and standard deviation and then categorized them as ingredients for compiling high, medium, and low category scores (Agustina, 2019).

Student Perceptions in Using Interactive Video

Research data related to students' perceptions of using interactive video for grade 5 at SDIT Elyaqien was obtained from a questionnaire filled out by students. The results of the descriptive statistical analysis for the student perception variable in this study can be seen in the following table:

Table 1. The results of the descriptive analysis of student perceptions

Statistics		
TotalX		
N	Valid	52
	Missing	0
Mean		66.08
Std. Deviation		14.399
Minimum		36
Maximum		96

The table above shows the number of respondents (N), as many as 52 students. The smallest (minimum) score for student perception is 36, and the highest (maximum) score is 96. The table above shows the average score of the student perception variable (Mean) of fifty-two respondents, namely 66.08 with (Std. Deviation) is 14,399. The data obtained in the questionnaire distributed to fifty-two respondents (students) indicated that for the student perception variable (X), the highest score was 96, and the smallest score was 36. After obtaining the mean and standard deviation, the researcher used the categorization formula and grouped frequencies based on categories. and criteria (Agustina, 2019). Based on the categorization of students' perceptions, there are three categorizations, namely very good, sound, and not good, and this sentence is modified to suit the criteria. There were seven people (13.4%) in the excellent category, 36 people (69.2%) in the good category, and nine people (17.9%) in the wrong category. Thus, from the results of the categorization above, students' perceptions are at a reasonable level, namely 51-82. The number of

respondents in the good category is the most compared to other respondents, so it can be concluded that students' perceptions are in a suitable category.

Students' perceptions in the excellent category were also seen in the results of observations made when interactive videos were re-applied after a long time of online learning. Students can be seen sitting neatly and focusing on the focus screen. The interactive video used is taken from a Youtube channel (https://youtu.be/if44L89aWhQ). Some students asked for interactive video playback to continue in the classroom. Researchers analyzed the results of the observations described on the observation sheet that students' perceptions of interactive videos followed the quantitative data in the excellent category. One of the pieces of evidence taken by researchers when students learn to use interactive videos can be seen in the image below.

Figure 1. Students focus on watching an interactive video about thematic learning

The results above align with the research conducted by Lulu Fauziah (2011). Students' perceptions of using Al-Qur'an-Hadith learning media are in the excellent category of 79.68%. So, the learning process of Al-Qur'an Hadith subjects is not only synonymous with boring memorization. The same thing was done by Maryati (2021), showing that students agree with using learning media. Students feel happy and comfortable using learning media which is the basic needs of students (Bujuri, 2018). Thirty-eight students, or 23%, were included in the positive category. This shows that students like the use of learning media during the learning process in the classroom. According to Muhson (2010), the benefits of media in the learning process are facilitating interactions between teachers and students and making learning activities more effective. One learning media that students like is an interactive video (Iwantara et al., 2014). Interactive videos contain practical demands in a precise manner, presented through audio-visual presentations (images and sound) equipped with clear and easy-to-understand Indonesian voice guides and packaged in an autorun program. So with interactive CDs, students can independently at any time and will support the deepening of the material (Wardani & Syofyan, 2018).

Students' motivation in using interactive videos

Data collection techniques related to the learning motivation of grade 5 students were taken using a questionnaire. The results of the descriptive statistical analysis for the variables of student learning motivation can be seen as follows.

Table 2. The results of the descriptive analysis of students' learning motivation

Statistics
Total Y

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N	Valid	52
	Missing	0
Mean		67.92
Std. Deviation		15.402
Minimum		32
Maximum		94

The output results in the table show that the respondents (N) in the study were fifty-two students. The smallest (minimum) score for the student motivation variable is 32, and the highest (maximum) score is 94. The table above also shows the average score for the student learning motivation variable (Mean) is 67.92 with (Std. Deviation) 15,402. The data obtained through a questionnaire distributed to fifty-two respondents (students) indicated that the highest score for the variable student learning motivation was 94, and the lowest was 32. After obtaining the mean and standard deviation of student learning motivation, the researcher used a categorization formula and grouped frequencies based on categories and criteria.

Based on the categorization of student learning motivation, it was concluded that for the high category, there were nine respondents or 17.3%; the medium category was 34 respondents or 65.3%; and the low category was 9 respondents or 17.3%. Thus, from the results of the categorization above, it can be concluded that students' learning motivation is at a moderate level, namely 52-84. The number of respondents in this medium category is the most compared to respondents in other types. So students' learning motivation is in the medium category when using interactive videos. Based on the results of observations, researchers found that students remained focused on watching the video being played and calmly followed the teacher's directions. This is reinforced based on photos taken by researchers.

Figure 2. Students follow the movements in the video during learning

The photo above shows that students are very excited to take part in the learning process that uses interactive videos. In line with the research results, it was conducted by researchers. Almost the same research was carried out by Farhatunnisya (2020) that before the use of video-based media taken from YouTube, student motivation was shallow, causing the atmosphere when the teaching and learning process was not conducive, and student responses tended to be passive when invited to discuss by the teacher. After the use of YouTube videos as a learning medium, there was a significant difference; namely, students became more active and more enthusiastic about coming to school. Thus, this interactive video can at least be used to recall previously learned material so that it will be stored longer in short-term memory and has the opportunity to enter

students' long-term memory (Setyoningtyas & Ghofur, 2021). According to Arief and Sudin (2016), Learning motivation also plays an essential role in achieving learning success at school. Students who are highly motivated in learning are involved in the learning process. Likewise, students who are successful in learning will have high motivation to continue learning. Inspiration can be grouped into two, namely, intrinsic encouragement, which means willingness that comes from oneself, and extrinsic motivation, which is stimulated by other people (Haq, 2018). So, the motivation possessed by grade 5 students at SDIT Elyaqien is extrinsic. Active motivation due to stimulation from outside the student. It can be seen in the picture above that students are encouraged to do something after seeing the display of an interactive video.

The Effect of Student Perceptions in the Use of Interactive Videos on Learning Motivation for Grade 5 Students

Data analysis was performed using simple regression analysis to prove the hypothesis of whether there is a significant influence between students' perceptions of the use of interactive videos on the learning motivation of fifth-grade students at SDIT Elyaqien. Previously, the regression analysis requirements were tested using the normality test and linearity test. From the results of the normality test using the Kolmogorov-Smirnov, it is known that the level of Sig. 0.200> 0.05, which means the data is usually distributed. Then, the results of the linearity test for the variables X and Y obtained a sig value of 0.95 <0.05, which means that there is a linear relationship between the variables X and Y. Furthermore, a hypothesis test was carried out using a simple regression test with the following results.

Table 3. Model summary output results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.972[a]	.945	.943	13.71096
a. Predictors: (Constant), Persepsi				

The coefficient of determination R in the table above is .972, the value of R Square = 0.945, meaning that the contribution of the influence of students' perceptions in the use of interactive videos on students' learning motivation is 94.5%, while other factors influence the remaining 5.5%. The regression coefficient is positive, so the direction of variable X's effect on variable Y is positive. This is in line with other research, which states that motivation on a scale of 1 to 4 has a value of 2.95 or around 0.7375 (Aurora & Effendi, 2019)

Table 4. ANOVA output results

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2698.165	1	2698.165	14.353	.000[b]
	Residual	9399.527	50	187.991		

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	Total	12097.692	51			
a. Dependent Variable: Motivasi siswa						
b. Predictors: (Constant), Persepsi						

The table above also shows that sig = 0.00 is smaller than 0.05. This means that the hypothesis is accepted: "there is an influence between students' perceptions of the use of interactive videos on their learning motivation." Meanwhile, from the output coefficient below, it is known that the regression equation is Y = 34,544 + 0.505x. The Y score will experience a significant change of 0.505 for every change in X.

Tabel 5. Output *coefficient* results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.544	9.013		3.833	.000
	Persepsi	.505	.133	.972	3.788	.000
a. Dependent Variable: Motivasi siswa						

It can be concluded from the results of this study that there is a significant influence between students' perceptions of using interactive videos on students' learning motivation. This is indicated by a significance value of 0.000 <0.05, with a coefficient of determination (R2) of 0.945. This proves that the effect of student perceptions of interactive video-based learning media on student motivation is 94.5%, while the remaining 5.5% is influenced by other factors not examined in this study. In this case, students' perceptions positively impact the use of interactive videos, so they affect learning motivation. Previous studies' findings reveal that learning motivation is related to the psychological aspects that exist in students to trigger a goal, as well as provide direction in learning activities to achieve a goal. One of the advantages of using interactive video in learning is that students can better understand the material conveyed by the teacher through a broadcast. The learning process using video can positively impact students' interest and motivation to participate in learning activities (Hakim et al., 2021). In line with the research results above, Josef Wachtler (2016) argues that interactive videos can increase student motivation so that teachers can get new educational opportunities and provide valuable media competencies in addition to the syllabus. In line with the results of research conducted by Desy Safitri (2021), the application of animated video-based learning media combined with websites can enhance students' positive experiences and make students understand lessons in depth. Thus, this can also increase student learning motivation to analyze the information obtained with great curiosity.

CONCLUSION

Interactive videos in teaching and learning activities in elementary schools are beneficial. Students are excited to follow the learning process using interactive videos because students can see and hear real examples directly from the material presented. In addition, students feel energized

because interactive videos offer a varied learning atmosphere. Interactive videos that are used when learning get a positive response from students. However, this research has limitations; namely, this research was only conducted in grade 5. Therefore, for future researchers who will examine the same problem, they can develop interactive videos according to the level and characteristics of each class.

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