

The Strategy of Improving Student Learning Interest Through the Use of Video as Learning Media in Civic Education Learning

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Abstract— This paper intends to describe: student interest in civic education subjects and student attitudes towards video as a learning medium for civic education. Methods: qualitative approaches, instruments: questionnaires, interviews, observation, and literature. Location: SMP 16 Surakarta, sample class VII C. Results show that: a. based on the calculation of the average results obtained by feeling like when pre-action 21.87% to 43.75% in the first cycle and 84.37% in the second cycle thus an increase of 20.83% in the first cycle and 40.62% in the second cycle; for interest when pre-action 15.62% to 32.02 in the first cycle and 85.93% in the second cycle so that an increase of 17.18% in the first cycle and 53.90% in the second cycle; attention during pre-action 21.87% to 37.5% in the first cycle and 78.12% in the second cycle, which means there is an increase of 18.75% in the first cycle and 41.66% in the second cycle; b. Student attitudes toward video as a learning medium for civic education: all students state that video is an interesting learning medium in civic education learning.

Keywords: video media learning, qualitative approaches, instruments

I. INTRODUCTION

Civic education is an effort to equip its citizens to become citizens as expected by the country. Therefore, all countries must have civic education in different terms according to their respective countries, but essentially the same. Likewise, with the Indonesian Nation, the provisions on civic education are included in the explanation of article 37 paragraph (1) of Law No. 20 of 2003 concerning the National Education System, which states that civic education is intended to shape students into humans who have a sense of nationality and love for the motherland.

Broadly speaking, civic education in a world divided to a minimum and a maximum [1]. It was further explained that citizenship at a minimal point had a narrowly defined character, only accommodating certain aspirations, in the form of citizenship teaching, being formal, bound by content,

oriented to knowledge, emphasizing the teaching process and the results were easily measured. While the maximal characteristics are broadly defined, holding various aspirations and involving various elements of society, a combination of formal and informal approaches, emphasizing student participation through content search and interactive processes inside and outside the classroom, the results are difficult to achieve and measure due to the complexity of learning outcomes. For the Indonesian nation, it is currently in the minimal category. Because it has a tendency to emphasize knowledge so that it raises the perception of students that this subject contains a lot of memorization, a long duration of time that is 2 hours accompanied by various concepts in citizenship education can affect student interest in civic education subjects.

In order to make it easier to describe these interests, indicators were made that included feelings of like, interest, and attention to the subjects of civic education. Based on preliminary results, the average results are as follows: 21.87% related to feelings of enjoyment, then related to interests is obtained an average of 15.62% and related to attentions the average result is 20.83%. This shows that students' interest in civic education subjects is still lacking. The following data are detailed results of students' interest in civic citizenship education subjects:

TABLE I. STUDENT FEELINGS ABOUT CIVIC EDUCATION

Indicator	Pre-Action			
	Agree	%	Disagree	%
Civic education is a difficult subject.	25	78.12	7	21.87
Civic education is an unattractive subject	24	75	8	25
I really like it when civic education learning is empty	26	81.25	6	18.75
Average		78.12		21.87

The present data above shows that the students' interest in the subject of civic education is not optimally yet. It was seen from the majority of students who state that civic education

subjects are difficult subjects, unattractive subjects and students when the learning process is empty. This shows that students do not like the subject.

TABLE II. STUDENT INTEREST IN CIVIC EDUCATION LEARNING

Indicator	Pre-Action			
	Agree	%	Disagree	%
Teachers rarely use video when learning in civic education	28	87.5	4	12.5
The teacher always uses the lecture method.	25	78.12	7	21.87
Teachers rarely use LCDs in class.	29	90.62	3	9.37
The lecture method of learning of civic education is inappropriate.	27	84.37	5	15.62

The learning process appears that the majority of students stated that civics learning rarely uses media in the form of video, they got LCDs in class but are rarely used in learning, the method often used is the lecture method and they assume that the lecture method is not quite right. Based on this, it seems that students have less interest in civic education subjects.

TABLE III. STUDENT ATTENTION TO CIVIC EDUCATION LEARNING

Indicator	Pre-Action			
	Agree	%	Disagree	%
Gathering assignments, but not on time	25	78.12	7	21.87
Need to interrupt permission to leave the classroom to get rid of boredom in the classroom	26	81.25	6	18.75
Group discussions saturate without any jokes in the group	25	78.12	7	21.87
Average		79.16		20.83

The attention of students to the subjects of civic education shows that the majority of students are not on time in collecting assignments given by the teacher when learning process in the class, many students who like permission to leave the

TABLE IV. STUDENT FEELINGS ABOUT CIVIC EDUCATION AFTER THE ACTION

Indicator	First cycle				Second cycle			
	Agree	%	Disagree	%	Agree	%	Disagree	%
Civics is a difficult subject.	18	56.25	14	43.75	5	15.62	27	84.37
Civics is an unattractive subject	17	53.12	15	46.87	7	21.87	25	78.12
I really like it when civics learning is empty	20	62.5	12	37.5	4	12.5	28	87.5
Average		57.29		42.70		16.66		83.33

The preliminary results were followed up by using video as a medium for learning civic education. The choice of media is based on the consideration that students are digital natives in terms of their age; students like videos and the facilities also available in class but do not use optimally. Therefore, the video was chosen as used in the learning process.

The use of media in civic learning provides a change in students' feelings towards the subjects. Before taking action, it

classroom to dispel boredom while learning in class and there are a lot of jokes during group discussions. This shows the lack of attention to the subjects during the learning process.

Based on these findings, it is necessary to make an effort to increase student interest in civic education subjects. This is based on the consideration that the success of the learning process can be influenced by many factors, including interest. Interest is one of the factors that can influence students' success in learning because the student interest is a booster to achieve success in the learning process. This interest becomes the source of the learner's business and therefore becomes very important in education [2]. Even interest can influence the quality of student learning achievement in certain subjects [3].

II. RESEARCH METHODS

The approach used in this research is qualitative. Data collection is done by using a questionnaire, interview, observation, and literature study. The location of the study was SMP 16 Surakarta with class VII C samples

III. RESULTS AND DISCUSSION

A. The Students Interest in the Civics

The location of this research is SMP Negeri 16 Surakarta with a sample in class VIII C. There were 32 students consisting of 14 male students and 18 female students in the class. The majority of students are born in 2005 with an average age of 13 years. The learning process of civic education subjects at the school is done in one face-to-face every week with an allocation of time 3-time learning hours, which each learning hours about 40 minutes. Thus, in every face-to-face learning of civic education is 120 minutes or 2 hours. Based on this, it is interesting to study how their interest in civics. Based on the initial findings, then efforts are made through the use of video as a learning medium for civic education. Based on research conducted in the first and second cycle obtained the following data:

appears that students who agree with 21.87%, then after using the media in the first cycle to 42.70% and in the second cycle to 83.33%. It appears that there was a change of 20.83% in the first cycle and 40.62 in the second cycle. Thus, it appears that the use of appropriate learning media can foster students' enjoyment of subjects.

TABLE V. STUDENT INTEREST IN CIVIC EDUCATION LEARNING AFTER THE ACTION

Indicator	First cycle				Second cycle			
	Agree	%	Disagree	%	Agree	%	Disagree	%
Teachers rarely use video when learning in civic education	26	81.25	6	18.75	3	9.37	29	90.62
The teacher always uses the lecture method.	17	53.12	15	46.87	6	18.75	26	81.25
Teachers rarely use LCDs in class.	25	78.12	7	21.87	3	9.37	30	93.75
The lecture method of learning of civic education is inappropriate.	19	59.37	13	40.62	7	21.87	25	78.12
Average		67.96		32.02		14.84		85.93

The use of video as a medium in citizenship education learning can increase student interest in learning the material. Preliminary data show that students who agree amounted to 14.84% to 32.02% in the first cycle and increased to 85.93 in the second cycle. The use of these media gave a positive change of 17.18% in the first cycle and 53.90 in the second cycle. So students are interested in learning material when it is

presented using video as a medium. The students in this class really like audiovisual media. Merging audio and visuals are more interesting for them than other media. This can be used by teachers as a strategy to increase student interest in subjects and learning material. The teacher can use videos that are appropriate for the material to clarify the learning material.

TABLE VI. STUDENT ATTENTION TO CIVIC EDUCATION LEARNING AFTER THE ACTION

Indicator	First cycle				Second cycle			
	Agree	%	Disagree	%	Agree	%	Disagree	%
Gathering assignments, but not on time	20	62.5	12	37.5	5	15.62	27	84.37
Need to interrupt permission to leave the classroom to get rid of boredom in the classroom	18	56.25	14	43.75	6	18.75	26	81.25
Group discussions saturate without any jokes in the group	20	62.5	12	37.5	7	21.87	25	78.12
Average		60.41		39.58		18.58		81.24

The use of video shows positive changes in student attendance. If in the initial condition, only 20.83% of students agreed, then it became 39.58% in the first cycle and 81.24% in the second cycle. So it appears that there was a change of 18.75% in the first cycle and 41.66% in the second cycle. The use of video can increase student attention towards learning material. This is because students like the videos so that video playback is always awaited by them. Even because they are enthusiastic, hoping to be allowed to request the video they want online. However, when the teacher has to adjust the video with the content of the learning material so that not every request can be fulfilled.

The data show that students' interest in the subject is influenced by feelings of pleasure/pleasure in the subject; interest in the subject can also be influenced by the teacher in charge of the subject, and attention to the subject becomes a serious student capital in learning. This is in line with the view of [4], which states that indicators of interest include: a. Feelings of pleasure, a student who has a feeling of pleasure or likes the lesson, will continue to learn the science related to the subject, so there is no feeling of being forced to study the subject; b. Attention in learning is a concentration or activity if someone is to the observations, understanding, and so on by putting aside others than that. Someone who has an interest in a particular object, then naturally they will pay attention to the explanation delivered by the teacher; c. Interesting learning materials and attitudes of teachers, the development of their interest in an area of learning due to the influence of the teacher who supports them, classmates, interesting subject matter. However, over time, if a student is able to develop a strong interest in the subject, they are able to obtain successful achievements even though they are classified as an average-capable student.

B. The Attitude of Students Toward Video as a Learning Medium for Civics

1) Like video

TABLE VII. DATA ON STUDENTS' LIKES FOR VIDEO

Option	Quantity	%
Strongly agree	13	40.62
Agree	19	59.38
Disagree	-	
Strongly disagree	-	

All the students agree that they like the video. The data is divided into statements of strongly agree as many as 11 students and 19 agree. Thus it appears that students in this class like audiovisual media. It is because audiovisual is more interesting for students because there are pictures and sounds.

2) Playing a video in the learning of civic education is very interesting.

TABLE VIII. THE STUDENT ASSESSMENT TO THE VIDEOS ON LEARNING

Option	Quantity	%
Strongly agree	21	65.62
Agree	11	34.38
Disagree	-	
Strongly disagree	-	

The majority of students expressed strongly agree if the video screening in learning was very interesting, while students of 11 students agreed. Thus, all students expressed agreement that the screening of the video in learning was very interesting.

3) The video about the Hiroshima bombing helped students to understand the situation and condition of Indonesia when preparing for the proclamation.

TABLE IX. DATA ON THE IMPACT OF VIDEO ON STUDENTS' UNDERSTANDING OF LEARNING MATERIAL

Option	Quantity	%
Strongly agree	10	31.25
Agree	22	68.75
Disagree	-	
Strongly disagree	-	

A number of 22 students agree when use videos in the lesson can help them understand the material presented, and the remaining ten students stated strongly agree. So, in general, all students agree that the use of videos adapted to the material can help them understand the material presented by the teacher.

4) Playing a video from YouTube in every civic education learning.

TABLE X. STUDENT RESPONSES TO USE YOUTUBE VIDEO IN LEARNING

Option	Quantity	%
Strongly agree	10	31.25
Agree	22	68.75
Disagree	-	
Strongly disagree	-	

The majority of students agree if every learning of civic education plays videos originating from YouTube while the remaining ten students strongly approve of it. Thus, all students agree that the video used in learning of civic education and nationality is sourced from YouTube.

5) Playing a video in civic education can dispel boredom during learning.

TABLE XI. STUDENT RESPONSES TO THE VIDEO

Option	Quantity	%
Strongly agree	17	53.12
Agree	15	46.88
Disagree	-	
Strongly disagree	-	

The majority of students, as many as 17 people, stated strongly agree that the video playback in civic education, learning can dispel boredom while learning while the remaining 15 students agreed. Thus, all students agree that playing videos during learning can reduce boredom.

6) Students may request videos to be played to make them more interesting.

TABLE XII. STUDENT RESPONSES TO GIVEN THE OPPORTUNITY TO CHOOSE VIDEOS

Option	Quantity	%
Strongly agree	12	37.5
Agree	19	59.37
Disagree	1	3.13
Strongly disagree	-	

Students have a desire that video playing can be chosen by them. This is supported by data that 19 students agree if they can request a video to be played because they think it is more interesting while the remaining 12 people strongly approve of it.

7) The students prefer videos from online sources such as YouTube rather than offline.

TABLE XIII. STUDENT RESPONSES ABOUT THE VIDEO PREFERENCE USED

Option	Quantity	%
Strongly agree	9	28.12
Agree	22	68.75
Disagree	-	
Strongly disagree	1	3.13

Most of the students, namely 22 people, agreed that the video played while learning came from online sources rather than off-line, and nine people gave the ratings strongly agree — only 1 student who disagrees with the statement.

The students have a tendency to prefer video rather than PowerPoint. Video as an audiovisual media is considered more attractive to students. Videos that adapt to ongoing learning material can help students understand the material presented. Students think that in addition to being more interesting, they can also get rid of boredom given the duration of lesson time of 2 hours per meeting. They also reject that video playback can make students not concentrate while learning. They prefer if the video played while learning comes from online sources such as YouTube, especially if they are given the opportunity to choose the video to be played. Thus video as a medium in learning is able to encourage students to have a better interest in the subject matter. The results are in line with the view of [5] which states that audiovisual media in learning can provide the following benefits: helping to give the first concept or a true impression, encourage interest, increase understanding better, complement other learning resources, add variety to teaching methods, increase intellectual curiosity, tend to reduce unnecessary speech and repetition of words, make memory longer lessons and can provide new concepts from something outside of ordinary experience.

IV. CONCLUSION

The students' interest in subjects affected by feelings of love/ pleasure of the subject, interest in the subject, can also be influenced by teachers that administer these subjects as well as attention to the subjects into a capital earnest student learning.

Student attitudes towards video as a learning medium for civic education: data shows that students' interest in subjects is influenced by feelings of pleasure or interest in these subjects, interest in subjects can also be influenced by teachers who teach these subjects and attention to subjects is a serious student capital in learning.

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