

# Improvements of Learning Motivation and Students Learning Outcomes in Islamic Religious Education Subjects Through the Use of Learning Video Media Kinemaster at Elementary School State 2 Susunan Baru Bandar Lampung

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**Abstract**—This research was carried out to improve students' motivation and learning outcomes in Islamic religious education subjects using kinemaster learning video media in the fifth grade at elementary school state 2 of Susunan Baru, Bandar Lampung. This type of research is classroom action research (CAR). The research subjects were the fifth-grade students of elementary school state 2 of Susunan Baru which involved 22 students consisting of 11 boys and 11 girls. The CAR design uses the Kemmis and Taggart models which include planning, action and observation, and reflection. Data collection techniques using observation, questionnaires, and tests. Data analysis used quantitative and qualitative descriptive statistics. The results showed an increase in the average student motivation from the first cycle of 67.5%, while in the second cycle it was 76.6% and the third cycle was 89.8%. This is accompanied by an increase in the percentage of learning outcomes that can be seen from the completeness of the KKM 75 from pre-action activities and each cycle. Learning outcomes obtained a percentage that is in the pre-action by 36%, in the first cycle of 56%, while in the second cycle of 77% and the third cycle of 91%. Based on these results, it can be concluded that the use of kinemaster learning video media in Islamic religious education learning can increase student motivation and learning outcomes.

**Keywords**—Kinemaster Learning Video Media, Learning Motivation, Learning Outcomes, CAR

## I. INTRODUCTION

Learning is a series of actions that a person takes so that overall behavior change is achieved. Expected changes include increasing knowledge and intellectual insight. Learning is always related to teaching, where this teaching involves a learning process between educators and students [1,2]. Educators have an important role in achieving learning objectives, both in placing the right methods, strategies, and media. Learning media is the right component to assist teachers in delivering the material. According to Arsyad, learning media can increase students' attention so that students become interested and motivated [3]. Learning motivation is a driving force or impetus that makes someone interested in learning so that they will learn continuously. Low motivation causes low learning outcomes due to a lack of interest in learning [4].

Learning today is faced with two big challenges, namely; changes in perceptions about learning and the rapid development of information and communication technology (ICT). So that the current teaching and learning process does not only use the lecture method without providing other learning innovations such as using learning media or other aids. In addition, with the development of ICT which offers various conveniences in many ways, it can be used as a learning innovation to support learning needs [5]. The learning innovation in question can be in the form of learning media and others. Learning media can facilitate students' learning [6]. Learning media is a tool to channel messages and

stimulate the minds and interests of students to learn [7]. Learning media is very necessary to assist teachers in increasing students' learning motivation and understanding, among learning media that can be used are learning videos [8,9]. Video is one of the audio-visual learning media, which not only presents images but also sounds simultaneously and is in one unit [10]. Video is a medium for conveying messages, through audio-visual or visual-listening media. This media can increase student learning motivation which in turn will improve student learning outcomes for the better. Video media can convey various information in an interesting, complete and make students focus on learning [11].

Learning video media can be created using the Kinemaster application. Many applications support the creation of learning media, but Kinemaster is an application that can facilitate teachers in making ICT-based learning multimedia. Kinemaster is a full-featured and professional video editing app for iOS and Android devices. It supports multiple layers of video, audio, images, text, and effects along with various tools that allow teachers to create high-quality videos [12]. Kinemaster learning video media can represent the presence of teachers when they cannot meet face to face in the classroom. Video media is very effectively used for online learning as it is today which requires distance learning due to the COVID-19 pandemic that is spreading in Indonesia. Due to the COVID-19 pandemic, teaching and learning activities that were previously carried out in schools starting in mid-March 2020 must be carried out online / offline until now.

II. RESEARCH METHODS

This study uses the Classroom Action Research (CAR) method, which is research conducted by teachers in the classroom to improve or improve the quality of learning practices [13]. Creswell mentions that action research is systematic procedures done by teachers to gather information about, and then improve, the ways their particular educational setting operates, their teaching, and their student learning [14]. Teachers act as researchers and implementers of action. The teacher's work is assisted by colleagues as observers. This CAR is carried out in the form of a cycle consisting of 4 stages : (1) planning, (2) action, (3) observation, and (4) reflection [15]. The pictures of classroom action research are as follows.

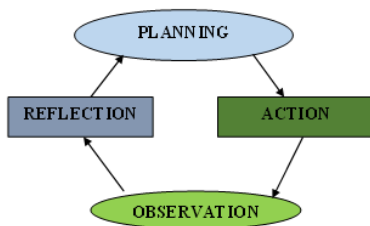


Fig. 1. Research Stages

The subjects in this research were the fifth-grade students of Elementary School State 2 of Susunan Baru, Bandar Lampung, which involved 22 people, consisting of 11 boys and 11 girls. The object of this research is to increase motivation and learning outcomes using kinemaster video media. The data collection techniques used in this study were: 1) student learning motivation questionnaires distributed to students at the end of each cycle to determine the level of student motivation; 2) test students' cognitive learning outcomes. To calculate the students' learning motivation questionnaire classically, use the following formula. [16]

$$each\ student's\ learning\ motivation\ score = \frac{total\ score}{max\ score} = 100$$

A student learning motivation questionnaire is given at the end of each cycle. The categories observed in the learning process include: 1) the desire to succeed; 2) the existence of encouragement and need in learning; 3) the existence of hopes and aspirations for the future; 4) there is an appreciation in learning; 5) the existence of interesting activities in learning; 6) the existence of a conducive learning environment [17]. The criteria for student learning motivation and questionnaires can be seen in table 1[18].

TABLE I. CRITERIA FOR ASSESSING STUDENT LEARNING MOTIVATION

Average value (%)	Criteria of assessing
81-100	High
61-80	Moderate
41-60	Low
21-40	Very low

To find out the increase in student learning outcomes in each classical end-of-cycle test when it reaches ≥80% of all students reaching KKM 75 using the following formula.

$$learning\ outcomes\ provisions = \frac{number\ of\ students}{overall\ students} = 100$$

TABLE II. SUCCESS RATE CRITERIA

Success rate (%)	Criteria of assessing
90%-100%	Very Good
80%-89%	Good
65%-79%	Enough
55%-64%	Deficient
0-55%	Failed

III. RESULT AND DISCUSSION

Based on the results of observations made in this study, starting from planning activities, pre-cycle activities and continued with repair actions in cycle I, and continued in cycles II and III, where the implementation period of these activities starts from July 12 to 12 August 2021.

From the results of the analysis in cycle I, the results obtained starting from the achievement of student

activities, student learning motivation, and student learning outcomes are still not as expected. In cycle I, the teacher has not been maximal in delivering learning, the teacher has not shown motivation and is maximal in the use of learning media, the students in the cycle I also do not look enthusiastic, there are still some students who want to respond to questions from the teacher and are less independent and confident in groups or work. in presentation. Therefore, in cycle II the teacher began to make maximum improvements starting from planning, preparing lesson plans, learning materials, worksheets, observation sheets, learning media, and evaluation sheets. In cycle III the teacher is more optimal in carrying out activities during the learning process by using the kinemaster learning video media, it can be seen in the data from the observations of student activities that have increased. Students' learning motivation in participating in learning activities has also increased, seen students are very enthusiastic and respond to teacher questions quickly and enthusiastically, and students are more confident in group work and presenting the results of discussions. Meanwhile, the results of the analysis of student learning mastery in the third cycle were as expected, where the learning outcomes had much improved compared to cycle I.

Data analysis of student learning motivation through the questionnaire given each cycle showed an increase from cycle I to cycle II and cycle III. The results of student learning motivation in the first cycle with an average score of 67.5% are included in the medium criteria. Through observer observations, the results of the observation sheet student learning motivation have increased in each meeting, but there are still indicators that have not been met at each meeting for that the observer and researchers reflect on the second cycle to correct the deficiencies in the first cycle. The results of the analysis in the second cycle have increased to 76.6% and are included in the moderate criteria. Meanwhile, for the third cycle, it increased to 89,8% which was included in the high criteria. The percentage of students learning motivation based on the questionnaire distributed in each cycle can be seen in table 2

TABLE III. IMPROVED MOTIVATION INDICATORS

No	Motivation indicators	Cycle I	Cycle II	Cycle III	Improvements
1	There is a desire to succeed	72%	80%	91%	18%
2	There are a drive and a need for learning	65%	75%	82%	17%
3	There are hopes and aspirations for the future	67%	75%	90%	13%
4	There is an appreciation in learning	70%	77%	89%	19%
5	There are interesting activities in learning	68%	78%	92%	24%

6	a conducive learning environment	63%	75%	95%	32%
	Average	67,5%	76,6%		89,8%

Analysis of student learning outcomes showed that students' cognitive learning outcomes in the pre-cycle were 36%, then in the first cycle based on the analysis that had been obtained it reached 56%. This shows that there is still a need for improvement in the next cycle because classical student learning mastery has not reached 80%. This is because the average student at the stage of working on the questions expects answers from smart friends and even from guardians who accompany during learning, some students have not been actively involved in group work. In addition, there are still many students who are still shy and lack confidence during presentations, because they are worried if the answer is wrong. This has an impact on student learning outcomes. In the second cycle, the learning outcomes increased more than the total 22 students, 5 children did not reach the passing grade 75. The value of the analysis results in the second cycle reached a value of 77%. This still shows that there is still a need for improvement in the next cycle, namely the third cycle. In the third cycle, the results obtained reached 90%, which means that it has reached the predetermined criteria, namely 80%. In the third cycle, there were still two children who did not pass the passing grade. The increase in students' cognitive learning outcomes can be seen in table 3. The following

TABLE IV. PERCENTAGE OF STUDENT LEARNING OUTCOMES

Treatment	Result	Exhaustiveness
Pretest	36%	Not Pass
Cycle I	56%	Not Pass
Cycle II	77%	Not Pass
Cycle III	91%	Pass

Researchers also conducted interviews to find out the student's direct answers that they felt during learning using kinemaster video media. All students expressed pleasure in participating in learning using video media, they were interested because using video media could be repeated to add clarity and remember forgotten material. The message conveyed by the video is quick and easy to remember. All students can learn well because they have an interest in learning to use videos so that it fosters interest and motivation to learn.

#### IV. CONCLUSION

Based on the results of data analysis in classroom action research on the use of kinemaster learning video media in Islamic religious learning to increase student motivation and learning outcomes at Elementary School State 2 Susunan Baru Bandar Lampung, it can be concluded that: (1) Motivation and student learning outcomes have increased. This is shown by the

enthusiasm of the students during the lesson, seen from the independence of the students in answering questions from the teacher and working on the worksheets, the student's confidence in participating in discussions with their partners, and when presenting the results of the discussions through video recordings. Increasing students' learning motivation by using kinemaster learning video media with an average percentage of cycles I, II, and III of 67.5%, 76.6%, 89.8%; (2) Student learning outcomes increased from cycle I, II, and III with a percentage of 56%, 77%, 91%, respectively.

#### ACKNOWLEDGMENT

The author would like to thank the law study program and development economics study program which have supported this research

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