

Analysis Of The Use Of Learning Video Media In Arts And Culture Subjects In Improving Elementary School Students' Learning Motivation

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Abstrak: Tujuan penelitian untuk mengetahui penggunaan media video pada mata pelajaran Seni Budaya dalam meningkatkan motivasi belajar siswa kelas III SD. Metode penelitian menggunakan penelitian tindakan kelas (PTK). Subjek penelitian siswa kelas III berjumlah 18 siswa. Teknik pengumpulan data berupa tes, observasi dan dokumentasi. Desain penelitian mengadopsi model kemmis dan Taggart dalam dua siklus, dengan setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Analisis data dalam penelitian ini menggunakan analisis data kualitatif yaitu dengan model statistik seperti tabel dan diagram dari hasil observasi dan nilai setiap siklus serta menggunakan analisis data kuantitatif dengan membandingkan data yang diperoleh dari pelaksanaan kegiatan siklus I dan siklus II. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar setelah diterapkannya media video pada mata pelajaran seni budaya, hal ini di buktikan dari nilai rata-rata pra siklus memperoleh 64,18, pada siklus I memperoleh nilai rata-rata 72,56 dan pada siklus II memperoleh nilai rata-rata 75,8. Jadi dapat disimpulkan bahwa dari siklus I dan siklus II adanya peningkatan motivasi belajar siswa setelah diterapkan media video.

Abstract: The purpose of this study was to determine the use of video media in the subject of Arts and Culture in increasing the learning motivation of grade III elementary school students. The research method used classroom action research (CAR). The subjects of the study were 18 grade III students. Data collection techniques were in the form of tests, observations and documentation. The research design adopted the Kemmis and Taggart model in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. Data analysis in this study used qualitative data analysis, namely with statistical models such as tables and diagrams from the results of observations and values of each cycle and used quantitative data analysis by comparing data obtained from the implementation of cycle I and cycle II activities. The results of the study showed an increase in learning motivation after the application of video media to arts and culture subjects, this was evidenced by the average pre-cycle value of 64.18, in cycle I it obtained an average value of 72.56 and in cycle II it obtained an average value of 75.8. So it can be concluded that from cycle I and cycle II there was an increase in student learning motivation after the application of video media.

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PENDAHULUAN

National education functions to develop students' potential to become faithful and dignified human beings in order to educate the nation's life, aims to develop students' potential to become faithful human beings who are devoted to God Almighty, have noble

character, are capable, creative, independent and become citizens who demonstrate and are responsible (Hermanto, 2020). According to (Zahro et al., 2019), said that learning objectives are one aspect that needs to be considered in planning learning. In implementing learning, a teacher must be more creative in developing the material that will be given to students, so that the implementation of learning activities can take place and achieve learning objectives.

In learning activities related to learning media. Learning media is a communication tool used in the learning process to convey information or messages to students. Media is visual or non-visual, and good media has both of these properties (Damitri, 2020). With the media, the learning process can be easily implemented. Learning media makes it easier for teachers to convey material to students. The selection of media used must be appropriate and in accordance with needs. Learning media has various types and with media students can be interested in the lessons being learned. One of the learning media that can attract students' attention is video media. Video media is a series of sequential live movements, which are processed in such a way as to produce visuals and are equipped with audio containing messages or information in them (Putra & Sukmaraga, 2024). According to (Arham, 2020) the advantages of video as a learning medium, it is easy to use and is able to explain content more realistically, while the disadvantage is that it is not interactive. Video is considered effective for elementary school students because it can meet the learning needs that are in the concrete operational phase (Fatmawati, 2021).

The use of video tutorial media in this study is the result of research and development conducted by researchers. The video media used utilizes several existing video tutorials that are available as reference materials and references, with many references and references to video tutorials, students have a lot of insight and knowledge and enrich the students' picture. The use of video as a tutorial media in learning not only makes it easier for students to understand the material, but also makes it easier for teachers to guide directly, when the video tutorial is shown, the teacher can approach and supervise students so that the time used is more effective (Riyanto, 2020).

Based on observations conducted at SDN Talang Sepuh, especially in the subject of art and culture, teachers have not used media as a support in the learning process, so students feel the class is very boring. Art and culture is a skill in expressing ideas and aesthetic thoughts in realizing the ability and imagination of views on objects, atmospheres or works that can create a sense of beauty, thus creating an advanced civilization (Wahyuni, 2021). In learning art and culture, media can be used as an intermediary for conveying messages from learning concepts, especially in fine arts materials (Mesra, 2023). Reveals that fine art is an incarnation of artistic taste that has become a culture, including in the cultural aspect that has been felt by many people in the journey of human civilization. The use of video learning media is able to provide a positive response from students because the activities that attract students to be watched carefully are accompanied by a sense of curiosity so that students are motivated to learn and are able to improve their understanding of the subject matter presented (Yulisetiani, 2022).

There are previous studies on video media that can motivate students to learn, such as research (AlFath & Sugito, 2021; Iwantara et al., 2014; Nurwahidah et al., 2021; Widiyasanti & Ayriza, 2018) that learning video media can increase students' learning motivation because video media offers audio visuals that provide different effects that make learning more modern and innovative in learning so that students pay more

attention to the material, more focused on learning. The difference with the research studied lies in the subjects used, namely arts and culture, while in previous studies video media can motivate students to learn in science, Indonesian and thematic subjects. The purpose of the study was to determine the use of video media in arts and culture subjects in increasing the learning motivation of grade III elementary school students.

METODE

This type of research is classroom action research (CAR) conducted in the classroom to improve the quality of the learning process. The location of the research was conducted at SDN Talang Sepuh and the research subjects were grade III of elementary school totaling 18 students. The reason for conducting research at SDN Talang Sepuh was because the school was very lacking in video media devices so that students were less motivated in participating in learning activities at school. Data collection techniques used observation, interviews, and documentation. The research design adopted the Kemmis and Taggart model in two cycles, with each cycle consisting of planning, implementation, observation and reflection. The following is the research flow in classroom action research which is converted into the image below:

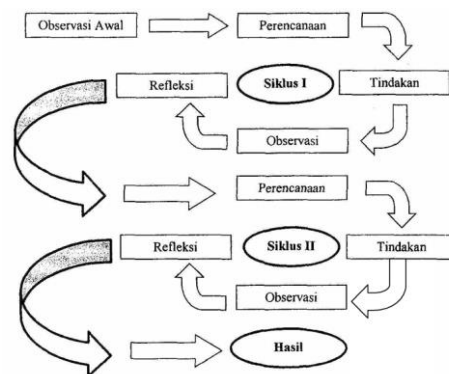


Figure 1. Classroom Action Research Flowchart According to Kemmis & Taggart (Maulana, 2022)

The data was analyzed using qualitative data analysis, namely with statistical models such as tables and diagrams from the results of observations and values of each cycle and using quantitative data analysis by comparing data obtained from the implementation of cycle I and cycle II activities. While quantitative data on the calculation of the average student learning motivation and the percentage increase in learning motivation. The following is the formula for calculating the average student learning motivation

$$= \frac{\sum X}{N}$$

Information :

Mx = Average value

$\sum x$ = Total of all values

N = number of values

Meanwhile, to determine the increase in student learning outcomes, the formula used is:

Effect size = x post test 2 – x post

Test 1

Information :

Effect size = increase in value

X post test 2 = average value of cycle II

X post test 1 = average value of cycle I

As for knowing the percentage value per cycle, the following is used:

$$\text{Value (\%)} = \frac{\text{Student Grades} \times 100\%}{\text{Total Amount}}$$

HASIL DAN PEMBAHASAN

Planning stage involves several important steps taken by researchers to compile components of teaching materials. These steps include compiling a syllabus for the Arts and Culture subject which is the main guide in the learning process. Furthermore, researchers compile a Learning Implementation Plan which functions as a detailed guideline for teaching and learning activities. In addition, video media devices are prepared as one of the learning media to support the delivery of material. Researchers also compile test sheets that aim to measure students' understanding and learning achievements. Finally, observation sheets are compiled to monitor and evaluate the process and effectiveness of ongoing learning.

At the implementation stage of the action in cycle I and cycle II, it includes initial activities, core activities, and final activities. The initial activities carried out by the researcher include giving a greeting to students, inviting students to pray together according to their beliefs, asking students how they are, and checking student attendance. The researcher then conducted a quiz session to test the knowledge of what students had achieved after watching this video.

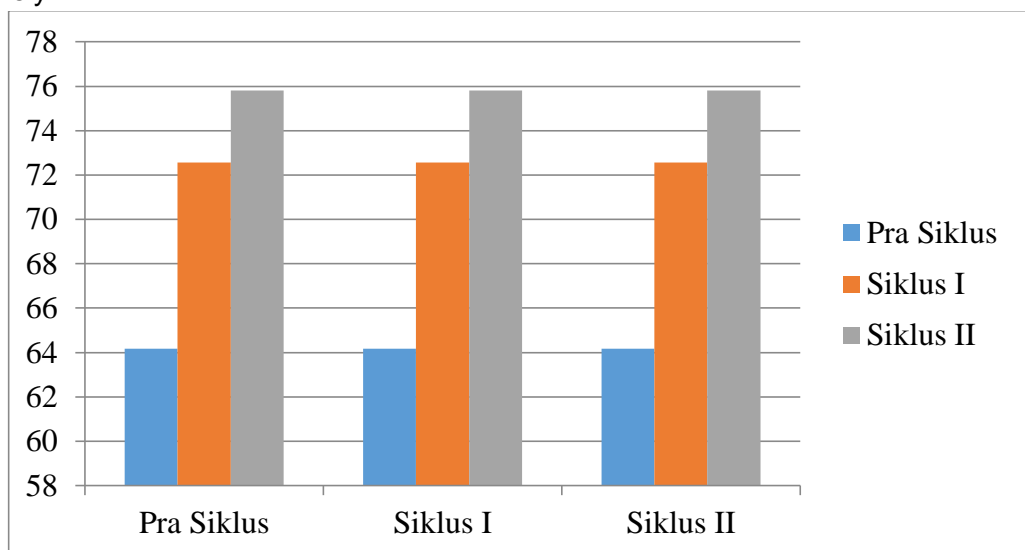
In the core activity, the teacher explains the elements of fine art. In addition, the teacher also gives students the opportunity to get to know the elements of fine art and students observe the videos displayed around them as examples. Next, the teacher divides the groups into four or five people. The teacher then asks students to distribute questionnaires and asks students to classify the elements of fine art listed in the video. In this activity, students discuss solving a problem. Then students collect questionnaires that have been provided by the teacher. In the final activity, the teacher provides feedback to students regarding their learning outcomes. This feedback includes achievements that have been achieved, areas that need to be improved, as well as motivation and encouragement to learn better in the next cycle. In addition, the final activity carried out is the teacher collects and evaluates the test sheets that have been worked on by students. Assessment is carried out to measure the extent to which learning objectives have been achieved and to identify the understanding and skills that have been mastered by students.

At the observation stage, based on test data, it was obtained that after using learning video media in the Arts and Culture subject in cycles I and II, there was an increase in Arts and Culture learning outcomes compared to the previous cycle. The increase in learning outcomes was very significant. The following is a table of student learning outcomes in the Pre-Cycle, Cycle I, and Cycle II, namely:

Table 1. Student Learning Outcomes Pre-Cycle, Cycle I, and Cycle II

Mark	Precycle	Cycle I	Cycle II
60-64	5	-	-
65-69	2	4	1
70-74	1	4	1
75-79	9	9	15
80-84	1	1	1
91-100	-	-	-
Total Value	998	1229	1292
Average value	64.18	72.56	75.8
The highest score		95	100
Lowest Value		30	40
Class Average Completed		72.56%	75.8%
Not yet finished		65.45%	73.23%
		64.18%	62.34%

From the table above, the students' learning outcomes in the previous cycle were very low. Many students' scores were below the KKM (Minimum Completion Criteria). There were 7 students who scored below the KKM with an average score of 64.18. This is different from the learning outcomes in cycle I after the teacher applied video media, where the scores obtained were higher than before the video media was introduced. However, in cycle I, there were 4 students whose scores were below the KKM, so follow-up was needed in cycle II. After cycle II was implemented, out of 18 students, only 1 student had a score below the KKM, 17 students had met the KKM with an average score of 75.8. So the research stopped only in cycle II because more than half of the students whose learning outcomes in the Arts and Culture subject had reached above the KKM after the application of video learning media to motivate students to learn. The following is a comparison of the learning outcomes achieved in the pre-cycle, cycle I, and cycle II, namely:



Graph 1. Comparison of Student Learning Outcomes in Pre-Cycle, Cycle I, and Cycle II

Based on the graph above, it can be seen that the number of students who achieved learning outcomes in the pre-cycle, some students have not completed it, this is because video media has not been implemented so that in cycle I, arts and culture learning activities using video media have almost increased. In cycle I, it continues to cycle II because not all students have completed it. After the implementation of video media in learning in cycle II, student learning outcomes increased, out of 18 students, only 1 student did not complete it. By implementing video media in arts and culture learning, it can motivate students to learn so that it affects their learning outcomes.

Student learning outcomes in the learning process have increased from cycle I to cycle II, this is because of the video media devices used so that students are enthusiastic in following the lessons given by the teacher. The following are student responses when using video media presented in the table below:

Table 2. Assessment of Student Responses to Learning Using Video Media

Indicator	Cycle I	Cycle II
The use of video media improves my understanding	68.54	72.65
The use of video media clarifies learning materials	70.35	71.43
The use of video media increases my independence in learning	67.41	70.32
Using video media improves my learning	69.64	72.23
Average	72.56%	75.8%

Based on the table above, the results of cycle I and cycle II in the use of video media in art and culture learning in class III of SDN Talang Sepuh can improve students' understanding where the score obtained in cycle I is 68.54 and in cycle II is 72.65. Indicators of the use of video media can clarify the material where the score obtained in cycle I is 70.35 and in cycle II is 71.43. Indicators of the use of video media in improving student independence where the score obtained in cycle I is 67.41 and in cycle II is 70.32, and indicators of the use of video media can overcome learning problems in understanding the material explained where the score obtained in cycle I is 69.64 and in cycle II is 72.23. With the presence of video media devices used, it can increase students' learning motivation and enthusiasm for learning in the classroom.

The use of video media devices in arts and culture learning can motivate students' learning which has an impact on increasing student learning outcomes in cycles I and II, although there are still obstacles related to the lack of video media devices provided by the school. This is thanks to the cooperation between the school and teachers to complete video media devices with the aim of advancing the school so that students are enthusiastic in following lessons in the classroom and making it easier for teachers to provide understanding of the material to students. In cycle I, several students showed enthusiasm in following the learning carried out in the classroom, with the presence of video media devices, students' enthusiasm in following lessons in the classroom was shown, although there were several students who lacked concentration or focus in listening to the material given. While in cycle II, students have started to study actively in listening to the explanation of the material given, and students have even shown their learning outcomes during the learning activities.

DISCUSSION

The use of video media in Arts and Culture learning can motivate students to learn, in addition, with video media it is easier for teachers to provide an understanding of the material that will be given to students. With the availability of complete video media devices, it can increase students' enthusiasm for learning and their ability to understand the material that will be taught. The study "Analysis of the Use of Learning Video Media in Arts and Culture Subjects in Improving Elementary School Students' Learning Motivation" shows that the use of video media can increase students' learning motivation. The results of this study are consistent with the findings of (Marbun & Lubis, 2023) those who stated that the implementation of video scribe-based learning media in learning to write fable texts in class VII of SMP Negeri 7 Medan succeeded in increasing student scores above the KKM. Both of these studies highlight the effectiveness of video media in improving student learning outcomes, even though they are applied to different subjects and levels of education.

Furthermore, research by (Novita et al., 2019) corroborates these findings by stating that the use of innovative learning media, including videos, can improve learning outcomes. This study emphasizes the importance of innovation in teaching methods to increase student engagement and understanding, which is in line with cultural arts research that focuses on student creativity and active participation.

Research by (Biassari & Putri, 2021) also supports the conclusion that video media is effective in learning. In the study, the use of interactive learning video media on speed material in class V of SDN Lirboyo 2 Kediri City improved learning outcomes with classical completeness reaching 75% and an average class score of 75. This shows that video media can be used effectively in various subjects, including mathematics, to help students understand complex concepts and improve their academic performance.

(Hapsari & Zulherman, 2021) added that the use of animated videos based on the Canva application can improve students' motivation and learning achievement, and is suitable for use in the learning process. This study shows that video media is not only useful for understanding the material but also plays an important role in improving students' learning motivation, which is the main focus of art and culture research.

Although this study shows positive results, there are some limitations that need to be considered. The limitation of the subjects that are limited to a few schools limits the generalization of the research results. The short duration of the study also does not provide a long-term picture of the impact of video media on students' learning motivation. In addition, variables such as teacher skills in using video media and the quality of video content were not studied in depth, both of which greatly influence the effectiveness of learning. This study also did not discuss the effect of video media on various types of student learning styles, which could provide deeper insight into the application of video media in education. Overall, this study, together with previous studies, strengthens the argument that video media is an effective tool in improving student motivation and learning outcomes across subjects and levels of education. However, it is important to consider the existing limitations and conduct further research to address these issues and ensure that the use of video media in learning can be optimized.

KESIMPULAN

The use of video media can significantly improve student motivation and learning outcomes. In the planning stage, researchers prepare syllabus, lesson plans, video media tools, test sheets, and observation sheets to monitor learning. During the

implementation in Cycles I and II, learning activities involve active interaction between teachers and students, as well as the use of video media to introduce elements of fine art and provide examples that students can observe. The results of observations show a significant increase in student learning outcomes after the implementation of video media. In the Pre-Cycle, the average student score was 64.18 with many students not yet reaching the Minimum Completion Criteria. After cycle I, the average score increased to 72.56 with only 4 students still below the KKM. In cycle II, the average score increased again to 75.8 with only 1 student not yet completing, indicating that most students have reached or exceeded the KKM.

There are several suggestions and recommendations for further research. *First*, further research should involve more schools and various levels of education to increase the generalizability of the results. In addition, extending the duration of the study can provide deeper insight into the long-term impact of video media use on student motivation and learning outcomes, and help identify changes in the effectiveness of video media over time. Further research is also recommended to examine various types of video media, such as animated videos, interactive videos, and video scribes, to understand which types of video media are most effective for different subjects and students' learning styles. In addition, it is important to consider other variables such as teacher skills in using video media, the quality of video content, and technical support available at schools, because these variables can affect the use of video media in learning. By considering these recommendations, further research can be more comprehensive and provide a more significant contribution to understanding and optimizing the use of video media in education.

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