

## **INFLUENCE USE VIDEOS ANIMATION TO LEARNING OUTCOMES STUDENTS OF SMPN 2 PANCARIJAN**

**A. Yudistira Yusbani**

Universitas Muhammadiyah Sidenreng Rappang, South Sulawesi, Indonesia  
Correspondence E-mail: [yudistira.yusbani@gmail.com](mailto:yudistira.yusbani@gmail.com)

**Usman M**

Universitas Muhammadiyah Sidenreng Rappang, South Sulawesi, Indonesia  
Email : [stkipusman@gmail.com](mailto:stkipusman@gmail.com)

**Nurmayanti**

Universitas Muhammadiyah Sidenreng Rappang, South Sulawesi, Indonesia  
Email : [antiimaya57@gmail.com](mailto:antiimaya57@gmail.com)

### **Abstract**

The purpose of this study is to understand how using video animation affects learning outcomes for students in SMPN 2 Pancarijang. The purpose of this study is to determine the impact of using video animation on the learning outcomes for IPA students in grade VIII at SMP Negeri 2 Pancarijang. The study uses a quantitative methodology with a true experimental design with a posttest-only control group design. 77 eighth-grade students from SMPN 2 Pancarijang made up the majority of the study's sample, which employed Cluster Random Sampling and included around 26 eighth-grade students. There are two variables in this essay: the use of video animation (variable bebas) and the results Students.data collection technique utilising documentation and tests. Data from the tests that were completed were then analysed using the t-test and the rumus mean. Based on the results of the data analysis, it is estimated that there are 78,4615 for the experimental group and 68,8462 for the control group. The independent sample t-test yielded Sig-2 tailed 0,784 > Sig-2 tailed 0,05. According to the results of the study, it can be concluded that the hypothesis (H1) that states that the use of video animation has a negative impact on the results of the study on students of Junior high School 2 Pancarijang "accepted" is true.

**Keyword** : Influence, YouTube, Video.

### **INTRODUCTION**

Education is a way to develop oneself, initially one does not know something, but through education, a person will gain knowledge that is useful for self-development. Education is a conscious and designed effort to create an atmosphere for the teaching and learning process so that students can actively develop their abilities so that they have spiritual, emotional, intellectual strength, noble character, personality and skills needed by the nation and state, society and themselves (UUD RI RI No. 41, 2003). Because That, educator expected Can utilise all existing learning resources to form a varied learning process and provide opportunities for students to interact directly with learning resources, so that students can more easily understand the material presented.

On observation carried out by researchers in class VIII of State Middle School 2 Pancarijang, on eye lesson IPA Where Teacher Still use simple tool form board write And book print, as well as method ask answer which is less in attracting students' interest in learning. Teachers are only focused on delivering material without any innovation in delivering material, teachers should have the ability to enliven the learning atmosphere so that No boring And objective learning achieved.

Animation Alone can said as media Which easy draw attention with illustrations which is more lively so it is easy to understand by students. By using animated videos, teachers are expected to be able to make the learning atmosphere more enjoyable, less saturated and boring so that the learning process can be carried out and achieve its goals well. Therefore, based on the background that has been explained, the research title "The Effect of Video Use" was raised Animation to Results Study IPA Student Class VIII Junior High School 2 Pancarijang".

Based on the background that has been stated, there are problems in study This is "Is There is influence use of videos animation as media learning to results Study IPA Class VIII students of SMP Negeri 2 Pancarijang" ? Objective from study This in accordance with formulation problem in on, namely for know There is or No exists influence use animated videos as media learning towards results Study IPA student class VIII of SMP Negeri 2 Pancarijang.

## **METHOD STUDY**

This research includes quantitative research. Quantitative research ie techniques used to measure theories alone by doing testing connection between variables. Variables These data are tested (usually using research instruments) so that the facts obtained can be processed use technique statistics (Saleh & Woro Andhini, 2021).

This research design uses a *true experiment design* with type *posttest-only controls groups design* . Called as *true experiment* , because in this design, the researcher can control all external variables that interfere with the course of the experiment, in this way the quality of implementing the research design can be high.

### **Definition Operational Variable**

To make this research variable clearer, the definition of terms is explained used, that is:

1. Animated videos are learning media that use image elements Which move equipped sound, with use *the YouTube website* For look for animated videos.
2. Learning outcomes are changes in students' behavior and abilities after passing through various networks process lesson.

### **Population and Sample**

Population is a generalized area consisting of subjects/objects that have certain qualities and characteristics that have been ascertained in a study in order to be studied and then taken conclusion (Sugiyono, 2018) in (Melyza & August, 2021).

The population in this study was class VIII students at SMP Negeri 2 Pancarijang

with total 77 student. More he explained Can seen on table below:

Table 3.2 Circumstances Population

Class	L	P	Amount
VIII.1	15	11	26
VIII.2	13	13	26
VIII.3	11	14	25
Amount	39	38	77

Source data: UPT JUNIOR HIGH SCHOOL Country  
2 Pancarijang

Sample is an element of quantity and characteristic the population (Sugiyono, 2018) in (Melyza & Aguss, 2021). The sampling technique used is *Cluster Random Sampling*. Margono (2004) explains that "*Cluster Random Sampling*" is used if the population consists of groups of individuals and not individuals." Arikunto (2013) also defines *Cluster Random Sampling* as a sampling technique taken from a predetermined group population members. With so, treatment Which will done No directto all student, but only to One class Which used as a group (Lidia et al., 2018). The sample in this study was taken based on group that is class VIII.2 as many as 26 student.

For more explained, details sample as following:

Table 3.3 Sample Study

No.	Group	Amount
1.	Experimen t	13
2.	Control	13
	Amount	26

### Technique Collection Data

This technique applied in order to obtain information needed in this research, in the form of information on school profiles, school facilities and infrastructure, learning atmosphere and the number of students in class VIII of SMP Negeri 2 Pancarijang. This technique was carried out to measure learning outcomes in subjects IPA to class students VIII Junior High School 2 Pancarijang with 5 questions given in *essay form at the end of the lesson* in order to is known results Study from student.

### Technique Analysis Data

*Mean* is bunch that data representative Which depicted with the average value. To answer the problem in this research regarding student learning outcomes, this technique must be used. The experimental-control group comparison was then analyzed using the SPSS version 22.0 application. As for drawing conclusions based on the formula *mean* as follows:

1. If mark average  $M_y < M_x$ , so  $H_1$  accepted And  $H_0$  rejected.
2. If mark average  $M_y > M_x$ , so  $H_1$  is rejected And  $H_0$  is accepted.

#### Test Q (*T- test*)

One type of parametric statistical test used to check the significance of a sample group is the T-test . *T -test* Independent is part from test parametric For complete an independent comparison. Independent samples are samples that will produce information from different subjects. The experimental-control group comparison was then analyzed using application SPSS version 22.0. For know relevant or is not relevant in the experimental-control group, so an *independent sample T-test is carried out* . The conclusions drawn in the *independent sample T-test* are seen based on the significance values below:

1. If the significance value (*2- tailed*) is  $> 0.05$ , then  $H_1$  accepted and  $H_0$  rejected.
2. If mark significance (*2- tailed*)  $> 0.05$ , so  $H_1$  rejected And  $H_0$  accepted.

### RESULTS STUDY AND DISCUSSION

Research carried out in class VIII of SMPN 2 Pancarijang. The class chosen as the sample was class VIII.2 of SMPN 2 Pancarijang. In this research, class VIII.2 students were divided into 2 groups, namely the experimental group, which was in the process of activities learn how to teach will use animated videos And control group Where in process activity Study teach No using videos animation. After do process Study teach, second group will be given test.

#### Presentation data

From the results of research that has been carried out using documentation and test in the form of *an essay* as collection instrument data, then results are obtained as follows:

1. Data with variable X is data on the results of science learning that uses animated videos (group experiment)
2. Data with variable Y is science learning result data that is not used animated videos (group control)

#### Analysis data

To find out whether the use of animated videos will affect the science learning outcomes of class VIII.2 students at SMP Negeri 2 Pancarijang, the learning outcomes data for both groups will be processed and analyzed in a *mean* calculation table and followed by an *independent sample t-test* using the SPSS version 22.0 application. as follows:

#### Mean

	Group	N	Mean	Std. Deviation	Std. Error Mean
results Study	Experiment	13	78.4615	9.65760	2.67854
	Control	13	68.8462	7.94613	2.20386

Picture 4.1 Group Statistics

Based on results calculation on *groups statistics* can It can be seen that the average experimental value is higher than the group average value control (78.4615 > 68.8462) so that there is differences, because there are differences then have influence.

Test Q ( *t- test* )

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar	Equal variances assumed	.077	.784	2,772	24	.011	9,61538	3,46885	2,45644	16,77433
	Equal variances not assumed			2,772	23,141	.011	9,61538	3,46885	2,44235	16,78842

Picture 4.2 Independent Samples T- test

Based on results test *independent sample t-test* can It can be seen that the 2 tailed significance value is greater than 0.05 ( *Sig-2 tailed* 0.784 > 0.05) so there is influence Which significant to learning outcomes with value Q The result obtained was 2,772.

### Discussion Results Study

This research was conducted with the aim of finding out the influence of YouTube application-based learning media on learning outcomes on eye lesson IPA class VIII.2. Location implementation This research took place at SMP Negeri 2 Pancarijang by taking a sample of 26 students. In determining the division into experimental and control groups, the division is based on the odd number of absences for the group experiment And number even attendance for group control.

Based on the values obtained in this research, it shows difference results study science student who use animated videos in the learning process are better than students who carry out the learning process as usual. Learning outcomes can be seen from the comparison of test results that have been carried out on student in end process learning.

The results of the experimental group that used animated videos in the learning process obtained higher scores compared to group control Which No use videos animation on during the learning process. This can be seen from the results of the data analysis carried out showing the average value of the experimental group (Mx = 78.4615) while the control group (My = 68.8462). This value shows that the Mx value is greater than My (78.4615 > 68.8462) and on test *Independent sample t-test* obtained *Sig-2 tailed* 0.784 > from *Sig-2 tailed* 0.05.

Based on acquisition Which obtained on statement in on that the hypothesis which states that there is an influence of the use of animated videos on the science learning outcomes of class students at SMP 2 Pancarijang is " **accepted** ". As a consequence of this acceptance, the hypothesis states that there is no influence of the use of animated videos on learning outcomes IPstudents " **rejected** ".

Thus it can be concluded that the use of animated videos in process learning can give influence Which positive. This thing showed with use videos animation in process Study on student learning outcomes is quite satisfactory compared to learning outcomes who don't use it videos animation on process Study.

This research is in line with the research of Sinta, Ramanata Disurya and Imelda Ratih Ayu (2022) with the title The Effect of Animation Media on the Learning Outcomes of Class V Elementary School Students with the results of the t test calculation using SPSS Version 23 obtained t count as big as 4,672 And obtained t table with df = 62 shows t table as big as 2,461. Based on From these results it can be seen that t count > t table (4,672 > 2,461), with a significance level of 0.05 so that the null hypothesis (Ho) is rejected and the alternative Ha in accept.

## CONCLUSION

Based on the results of research regarding the effect of using animated videos on the science learning outcomes of class VIII students at SMP Negeri 2 Pancarijang can concluded as follows: The use of animated videos in the teaching and learning process has an influence on the science learning outcomes of class VIII students at SMPN 2 Pancarijang. From the results of the average value found, it shows that there is influence usage videos animation to results Study Science class VIII students at SMPN 2 Pancarijang. The final results show that student Which Study use videos animation own positive impact compared to with students who learns like usually.

## REFERENCES

- Afridzal, A., Bina, S., & Getsempena, B. (2018). Differences in Learning Results Using Image and Animation Video Media in Description Essay Material In Class III State Elementary School 28 Banda Aceh. *Tunas Bangsa Journal* , 5 (2), 231.
- Andriani, M., & Ginting, B. (2022). *Improving Learning Achievement by Using Videos on YouTube in Thematic Learning in Class VI Elementary School 040542 Like . 1* , 87–93. <https://doi.org/10.34007/ppd.v1i1.175>
- Apriansyah, MR (2020). Development of Animation-Based Video Learning Media for Building Materials Science Courses in the Engineering Education Study Program Building University Faculty of Engineering Country Jakarta. *Pencil Journal* , 9 (1), 9–18. <https://doi.org/10.21009/jpensil.v9i1.12905>
- Arham, m (2020). Effectiveness Use YouTube As Media Learning. *Academic Education* , 1–13. [https://d1wqtxts1xzle7.cloudfront.net/63960854/Artikel\\_Mutmainnah\\_Arham20200719-31533-e13121-libre.pdf?1595148564=&response-content-disposition=inline%3B+filename%3Defektivty\\_Usage\\_Youtube\\_Seb%20agai\\_M.pdf&Expires=1672821443&Signature=TJdqoGrmPVoyT~VW](https://d1wqtxts1xzle7.cloudfront.net/63960854/Artikel_Mutmainnah_Arham20200719-31533-e13121-libre.pdf?1595148564=&response-content-disposition=inline%3B+filename%3Defektivty_Usage_Youtube_Seb%20agai_M.pdf&Expires=1672821443&Signature=TJdqoGrmPVoyT~VW)
- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), 94. <https://doi.org/10.51278/bpr.v3i2.515>
- Astuti, S. E. P., Aslan, A., & Parni, P. (2023). OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH

- SWASTA. *SITTAH: Journal of Primary Education*, 4(1), Article 1. <https://doi.org/10.30762/sittah.v4i1.963>
- Ekayani, P. (2017). (2017). *The Importance of Media Us March*. <https://www.researchgate.net/publication/315105651>
- Febriani, EA, Astriani<sup>2</sup>, D., & Qosyim, A. (2022). Application of Animation Video Media to Increase Student Motivation and Learning Outcomes on Liquid Pressure Material. *Pensa: E-Journal of Science Education*, 10 (1), 21–25. <https://ejournal.unesa.ac.id/index.php/pensa/article/view/41235>
- Harjuna, H., Karim, S.A., Teknik, P., & Teknik, J. (2021). Educational Game Development System Motion On Man Use Mit App Inventor As a Science Learning Media for Class VIII Students of SMP Negeri 26 Makassar. *Makasar State University*, 1–9.
- Hayati, S., Aini, I., & Guntara, Y. (2020). Analysis of the perceptions of physics teachers and prospective teachers regarding learning resources, learning media and teaching materials. *Seminar Proceedings National Physics Education*, 3 (1), 295.
- Hayati, TUF (2020). Media Analysis of Learning Videos Using the Canva Application in Learning Figures in Elementary Schools. *Proceedings of the 2022 UNIBA MIPA National Seminar*, 8–15. <https://jurnal.untirta.ac.id/index.php/sendikfi/index>
- INFLUENCE VIDEOS ANIMATION TO RESULTS STUDY COGNITIVE INTRODUCTION The learning process is an interaction carried out by students which is useful for achieving success in something matter the student will help by the educator role as*. VI (November), 161–169.
- Khalik, S., Zain, S., M., U., Ecca, S., Buhari, B., Nadirah, N., Amalia, A., Nafisah, A., & Suhendra, S. (2021). Assistance in Making Animation Videos for Teachers in MBS Rappang. *MALLOMO: Journal of Community Services*, 2 (1), 17–
- Kusumawardani, D., Pramadi, A., & Maspupah, M. (2022). Improving Student Learning Outcomes Using Animation Videos Audio visual Animaker Based On Material System Motion Man. *Journal Education FKIP UNMA*, 8 (1), 110–
- Latif, A. (2016). Environmental influences schools on the learning outcomes of citizenship education for students at SMK Negeri Paku, Binuang District, Regency polewali .... *Pepatudzu: Media Education And Social ...*, 7 (1), 13–26. <https://journal.lppmunasman.ac.id/index.php/pepatudzu/article/view/11>
- Lidia, W., Hairunisya, N., & Sujai, I. S. (2018). *Ayuni.Pdf*. 3 (2), 81–87.
- Lolang, Mr. (2014). ) namely the hypothesis to be tested. Usually, this hypothesis is a statement that shows that a population has parameters mark certain. *Kip's Journal*, 3 (3), 685–696.
- Melyza, A., & Aguss, R.M. (2021). Students' Perceptions of the Process of Implementing Physical Education, Sports and Health Learning During the Covid-19 Pandemic. *Journal Of Physical Education*, 2 (1), 8–16. <https://doi.org/10.33365/joupe.v2i1.950>
- Miftah, M. (2013). Functions and Role of Learning Media as an Effort to Improve Student Learning Abilities. *Kwangsan Journal*, 1 (2), 95. <https://doi.org/10.31800/jkwangsan-jtp.v1n2.p95--105>

- Nazilah, A., Sulistyawati, I., Your Majesty, P., Education, J., & School, G. (2022).
- Nur, S. (2016). The Influence of Class Management on Interest in Learning Civics in Students at Sma I Polewali. *Pepatudzu: Educational and Social Media* , 8 (1), 62–81.
- Palupi, R., Anitah, S., & Budiyo. (2014). Connection between Motivation Study and Student Perceptions of Teacher Performance in Managing Learning Activities with Science Learning Outcomes for Class VIII Students at SMPN N 1 Pacitan. *Journal of Educational and Learning Technology* , 2 (2), 157–170.
- Pratiwi, ITM, & Meilani, RI (2018). The Role of Learning Media in Improving Student Learning Achievement. *Journal of Office Management Education* , 3 (2), 33. <https://doi.org/10.17509/jpm.v3i2.11762>
- Rosmawati, Khosiah, S., & Fahmi. (2022). *The Influence of Animated Video Learning Media on the Listening Ability of Children Aged 5-6 Years While Learning from Home in Early Childhood Education in Serang City - Banten* . 9 , 41–48.
- Saleh, M., & Woro Andhini, L. (2021). *Vehicle : Tridharma of Higher Education Effectiveness Use Media Animation To Results Study Students* . xx (xx), 236–247. <http://jurnal.unipasby.ac.id/index.php/whn>
- Sam, N. E., & Nurmayanti, N. L. (2021). The Effectiveness of AIJ Learning Media Based on Cisco Packages Tracer Simulation Applications. *Journal of Computer and Information Systems (J-CIS)*, 1 (1), 48–54. <https://doi.org/10.31605/jcis.v1i1.845>
- Sinta, Disurya, R., & Come on, I. R. (2022). *Number 2 Year 2022| 731 JOTE Volume 4 Number 2 of 2022 Pages 731-744 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education* . 4 , 731–744.
- Sulhan, S. (2020). Application of the Make A Match Learning Model to Improve Science Learning Outcomes on Blood Circulatory Organs and Their Functions. *Journal Scientific School Basic* , 4 (1), 1. <https://doi.org/10.23887/jisd.v4i1.23735>
- Republic of Indonesia Constitution No. 41. (2003). President of the Republic of Indonesia. *Republic Government Regulations Indonesia Number 26 of 1985 Concerning Roads* , 1 , 1–5.
- Wati, E., Harahap, RD, & Safitri, I. (2022). Character Analysis Students in Science Subjects in Elementary Schools. *Basicedu Journal* , 6 (4), 5994–6004. <https://doi.org/10.31004/basicedu.v6i4.2953>
- Yuanta, F. (2020). Development of Social Science Learning Video Media on Student School Base. *Trapsila: Journal Education Basic* , 1 (02),91. <https://doi.org/10.30742/tpd.v1i02.816>
- Yusuf, SF, & Zuliani, R. (2022). The Influence of Animation Video Learning Media on Class III Science Learning Results at Larangan State Elementary School 09. *Fondatia* , 6 (1), 148–161. <https://doi.org/10.36088/fondatia.v6i1.1714>
- Zahwa, F. A., & Syafi'i, I. (2022). Election Development Information Technology Based Learning Media. *Equilibrium: Journal of Educational and Economic Research* , 19 (01), 61–78. <https://doi.org/10.25134/equi.v19i01.3963>