The Effect of Using Video Tutorial Media on the Interest and Learning Outcomes of Class X Students at Senior High School 1 Padang Gelugur

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ABSTRACT

This study investigates the impact of video tutorial media on students' interest and learning outcomes in fine arts, particularly shape drawing, compared to traditional teaching methods. Using a quantitative approach, the study involved pretests, posttests, and questionnaires to measure learning interest indicators interest, attention, motivation, and knowledge as well as learning outcomes. The study population consisted of 317 students, with Class X Natural Sciences 4 as the experimental group and Class X Natural Sciences 5 as the control group, selected through random sampling. The experimental group used video tutorials, while the control group relied on print media and blackboards. Data analysis was conducted using SPSS version 16.0 and Microsoft Excel. Results revealed that the experimental group achieved significantly higher average scores in learning interest (42.52) and learning outcomes (85.39) compared to the control group (33.38 and lower scores, respectively). A significance level of 0.000 (<0.05) confirmed the substantial effect of video tutorials on learning interest and outcomes. The findings highlight that video tutorials enhance students' engagement, comprehension, and motivation, suggesting the need for innovative instructional media in fine arts education to foster better learning experiences.

INTRODUCTION

Learning fine arts in high school without incorporating appropriate media can be highly challenging for students to grasp the material effectively. Delivering material through PowerPoint presentations and lecture methods in fine arts classes remains insufficient for fostering student comprehension. This is evident from observations showing low enthusiasm among students for fine arts lessons, unsatisfactory academic performance, and instances where some students resort to outsourcing their assignments to secure grades.

The active participation of all educational stakeholders, particularly teachers and students, plays a pivotal role in the success of the learning process. Challenges in the teaching-learning dynamic often arise from inadequate qualifications and expected competencies of educators, inappropriate teaching methods, and inconsistencies in the selection of learning media.

Teachers, as facilitators of education, must ensure learning is innovative, engaging, and creative, thereby motivating students to actively participate (Conrad & Donaldson, 2011). However, the current teaching methods are less effective as they rely predominantly on PowerPoint and printed books, which limit the delivery of content, especially in practical areas like fine arts within cultural arts subjects. Observations by the author reveal that

students at Senior High School (SHS) 1 Padang Gelugur demonstrate limited interest and understanding of the provided material, particularly in arts and culture subjects involving shape drawing. This challenge arises due to online teaching methods and the lack of adequate instructional media, which requires additional input from teachers and remains largely book-based. Books, while useful, primarily present two-dimensional visualizations and require supplementary explanations from educators to ensure all students understand and engage with the material. Although students can search for references on platforms like YouTube and other applications, the content available on such platforms often fails to meet the specific criteria for school use, lacking defined competency indicators, clear objectives, and appropriate procedural steps. Cultural arts subjects, which emphasize practice-based learning, are best taught through face-to-face interaction, enabling students to better grasp the steps and processes involved (Lloyd, 2011). However, during the pandemic, direct classroom learning was significantly restricted. To assess how practical fine arts topics, such as shape drawing, were implemented during this period, the author conducted an observational study at SHS 1 Padang Gelugur, Pasaman Regency.

The author intends to develop learning media in the form of video tutorials for drawing, which will be displayed in front of the class and shared through social media platforms like WhatsApp. This approach ensures that students can revisit the video tutorials repeatedly until they grasp the concepts, making it easier for them to understand. Additionally, the engaging nature of these video tutorials aims to spark students' interest and motivation in learning, encouraging them to follow the instructional stages and, consequently, achieve better academic results. The completion of the shape-drawing assignment will be supervised in class under the condition that all students must submit their work, as the same drawing assignment will be continued in subsequent sessions. This requirement is established to prevent students from outsourcing their work to others.

Based on the problem outlined above, the author is inspired to create video tutorial media for learning shape drawing to enhance the teaching and learning process in arts and culture. This approach is expected to improve students' engagement and learning outcomes while emphasizing the importance of producing their work. This motivation led the author to conduct study using an experimental method under the title "The Effect of Using Video Tutorial Media on the Interest and Learning Outcomes of Class X Students at SHS 1 Padang Gelugur". Media, in general, refers to tools that facilitate the communication of messages. Learning media, specifically, are tools that support the teaching and learning process by stimulating thoughts, emotions, and learning capabilities, thus promoting an effective educational experience (Gilakjani, 2012; Clark & Mayer, 2023; Park & Lim, 2007; Mishra & Sharma, 2005). In fine arts education, media serve as aids for teachers to deliver learning materials effectively.

According to Sumiati & Asra (2007), the benefits of learning media include: 1) Explaining abstract learning materials or objects by making them concrete; 2) Providing real and direct experiences, enabling students to engage and interact with their learning environment; 3) Allowing repeated study of the learning material; 4) Facilitating shared understanding and accurate perception of a learning material or object; 5) Capturing students' attention, which stimulates their interest, motivation, activity, and creativity; 6) Assisting students in individual, group, or class settings; 7) Enhancing the retention of learning material, making it easier to recall and express; 8) Simplifying and expediting the teacher's delivery of learning content; and 9) Overcoming limitations related to space, time,

and sensory experiences. The benefits of video media, as stated by Mirwanto (2017), include: 1) Providing students with unexpected learning experiences; 2) Clearly demonstrating phenomena that are otherwise difficult to observe; 3) Analyzing changes over specific time periods; 4) Offering opportunities for students to experience simulated real-life scenarios; and 4) Presenting case studies that reflect real-life situations, can stimulate student discussions.

Based on these explanations, video media are no longer confined to classroom use alone, as they provide significant advantages for learning. According to Sugiyono (2012), a population is defined as "a group of objects or subjects with certain qualities and characteristics that researchers study to conclude". In this study, the population comprises class X students at SHS 1 Padang Gelugur, focusing on cultural arts subjects, particularly fine arts material. The objectives of this study are: 1) To determine the significant impact of video tutorial media on the learning interest of students compared to those taught without it; and 2) To assess the significant difference in learning outcomes between students taught using video tutorial media and those receiving alternative teaching methods.

METHODS

This study is classified as experimental (Fjermestad & Hiltz, 1998). It is described as experimental because it seeks to observe and evaluate the impact of an independent variable on the subjects, thereby establishing cause-and-effect relationships (Miller, 2005). The study involves comparing an experimental group to a control group to determine the influence of video tutorial media on students' interest and performance in shape-drawing tasks. Data collection methods included pretests and posttests. In the pretest, both the experimental and control groups were assigned shape-drawing tasks. Following this, the experimental group received instruction using video tutorial media, while the control group relied on traditional learning tools such as printed books and whiteboards.

The learning process for both groups spanned three face-to-face sessions. During the initial meeting, students in both groups were introduced to the concept of shape drawing and provided with a brief overview of the learning objectives. This meeting also served to establish a positive rapport with the students. The samples for this study were selected randomly, with the chosen groups being class X Natural Sciences 4 and class X Natural Sciences 5. Class X Natural Sciences 4 was designated as the experimental group, while Class X Natural Sciences 5 served as the control group.

As per the study design, the data collected comprised students' learning outcomes and interest levels. Learning outcomes were assessed for Class X Natural Sciences 5, which was taught using non-video learning media, and Class X Natural Sciences 4, which utilized video tutorials. Student interest was gauged through a questionnaire distributed to all participants. After the learning sessions concluded, a learning outcomes test was conducted. This test evaluated each student's work after the instructional sessions in the experimental class (using video tutorials) and the control class (without video tutorials). During the final session, a questionnaire was administered to measure students' interest in learning, based on specific indicators related to the use of video tutorials for shape drawing.

RESULTS

This study was conducted from March 18 to April 2, 2022, in an offline, face-to-face format, directly engaging with students in class. Class X Natural Sciences 4 served as the control group. To examine the impact of students' interest in learning to draw shapes in cultural arts subjects using video tutorial learning media, data was gathered through questionnaires administered to the students.

The study collected data from an experimental class that utilized video tutorials, while the control class relied on print media and a blackboard. The following sections outline the findings related to students' interest and learning outcomes based on pretest and posttest results in both the experimental and control classes. Regarding the first indicator of learning interest, titled "Interest in Learning", which includes six items, the data suggests that students prefer face-to-face learning over online methods. This is supported by the finding that 80% (26 students) strongly agreed (SS) with this preference. For item two, which assessed students' enjoyment of drawing, 21 students selected "strongly agree". In contrast, item three, which included the statement "I don't like drawing," saw many students selecting "disagree" (TS), further reinforcing their interest in learning to draw.

The second indicator "Attention in Learning" reveals that students in the experimental class paid significant attention during lessons. This is demonstrated by 30 students (98%) choosing "strongly agree" (SS). Furthermore, 32 students strongly agreed (SS) with the statement in item nine, indicating their comprehension of the material through video tutorials. Similarly, 32 students strongly agreed on item ten, which stated, "I feel more confident in drawing shapes when video tutorials are shown".

The indicator of learning interest titled "Motivation to Learn" derived from Slameto (2010) also showed highly positive results. All students (100%) strongly agreed with item 12, stating, "I want to watch more drawing tutorial videos". Additionally, when facing difficulties with drawing assignments, students were proactive in seeking help from the teacher, as evidenced by 20 students selecting "disagree" (TS) with the notion of hesitating to ask for assistance. In item 15, 32 students strongly agreed (SS), further demonstrating the effectiveness of video tutorials in enhancing their understanding of the lessons.

The final indicator "Knowledge" reflects the students' understanding of drawing basics gained through video tutorials. Before the intervention, students lacked knowledge of basic drawing techniques. However, after using video tutorials, 100% of students (33 individuals) reported gaining an understanding of these techniques, as indicated in item 16. Additionally, 31 students (95%) strongly agreed in item 17 that they now understood the fundamentals of drawing, showing the significant impact of the learning media.

In the control class, findings on the first indicator, "Interest in Learning" show that students also preferred face-to-face learning over online methods. This was supported by 82% (28 students) selecting "strongly agree" (SS). However, item two revealed that 14 students disagreed (TS) with the notion that they enjoyed drawing. Item three showed a preference for the statement "I don't like drawing," as many students strongly agreed (SS), highlighting their limited interest in learning to draw.

For the second indicator "Attention in Learning" students in the control class demonstrated less engagement. This is evidenced by 20 students selecting "disagree" (TS), representing 75% of participants who reported difficulty understanding the material through non-video media. Item nine further supports this, with 30 students disagreeing

(TS) with the statement, "I understand the material on drawing shapes better using non-video media". Similarly, in item ten, 28 students (82%) indicated they lacked confidence in drawing shapes during the Arts and Culture lessons.

The third indicator "Motivation to Learn" yielded poor results for the control class. Half of the students (50%) disagreed with item 12, "I want to study shape-drawing material," indicating a lack of motivation. Additionally, 32 students strongly agreed with item 13, expressing reluctance to ask the teacher for assistance with drawing assignments. Item 15 further confirmed this, with 32 students disagreeing (TS) about understanding lessons delivered via printed books and a blackboard.

Finally, for the "Knowledge" indicator, the control class showed limited improvement in their understanding of drawing techniques. A total of 93% (30 students) disagreed with item 16, stating they lacked knowledge of drawing techniques. However, item 17 revealed that 28 students had acquired some basic knowledge of drawing, suggesting that non-video media provided some benefit. Nonetheless, when compared to the experimental class, the impact of video tutorials was significantly more pronounced, highlighting the need for improved learning media in the Arts and Culture subject at SHS 1 Padang Gelugur.

CONCLUSION

The findings of this study revealed significant differences in students' interest and learning outcomes in drawing shapes in Arts and Culture subjects between the control class and the experimental class at SHS 1 Padang Gelugur. The descriptive analysis showed that the experimental class, which utilized shape-drawing video tutorials as the learning medium, achieved a higher average score of 42.52 in learning interest compared to the control class, which relied on non-video media and had an average score of 33.38. Furthermore, the hypothesis testing confirmed that the learning outcomes in the experimental class (Class X Natural Sciences 4) were considerably better than those in the control class. The students in the experimental class achieved an average score of 85.39, indicating a substantial improvement in their ability to draw shapes when taught using video tutorials. In contrast, the control class, which was taught using traditional print media and blackboard-based instruction, displayed significantly lower outcomes. These results demonstrate that the use of video tutorial media in teaching drawing shapes not only increases students' interest in learning but also enhances their overall academic performance. This underscores the importance of adopting innovative and engaging teaching methods to improve learning effectiveness in Arts and Culture subjects.

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and effective learning process. Furthermore, the principal of SHS Padang Gelugur can play a key role by promoting the use of video tutorial media among teachers and providing full support for its implementation in fine arts lessons. This initiative can significantly contribute to improving the quality of teaching and learning in cultural arts education.

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