

Increasing interest and social studies learning outcomes through YouTube video based learning media in class IX B SMPN 1 Bandar Laksamana

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Abstract. *This research was motivated by the low social studies learning outcomes of Grade IXB SMPN 1 Bandar Laksamana students due to the lack of student interest in participating in the social studies learning process using unattractive learning media and for this reason, efforts need to be made to increase students' interest in learning social studies so that learning outcomes can increase. The type of research used was participant class action research. This research was conducted at SMPN 1 Bandar Laksamana, Api-api Village Village, Bandar Laksamana District, Bengkalis Regency, Riau Province. The research subjects were Class IXB Students of SMPN 1 Bandar Laksamana with a total of 25 students. This research was conducted in odd semesters starting in July. The research procedure consisted of four stages namely planning, action, observation, and reflection. Research flow adapted from Kemmis and Mc Taggart. Data collection techniques used were questionnaires, observations, tests, interviews, documentation, and field notes. The data analysis technique uses percentage analysis. The research results show that the interest and learning outcomes of class IX.B students of SMPN 1 Bandar Laksamana by implementing YouTube video-based learning media have increased from cycle I to cycle II. The observations showed that the student's interest in cycle I reached a strong 20%% and experienced an increase in cycle II to a very strong 60%. This increase means that there is an increase in the character of student discipline by using YouTube video-based learning media from the good to the very good category. The observations showed that the average student learning outcomes also increased, starting from cycle I at 55.6 and increasing in cycle II to 79. With this increase,*

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INTRODUCTION:

Education is a necessity for every individual. Education is a process of changing humans to be better, more proficient, and more skilled. The goals of National Education are reflected in the meaning of education formulated in UUSPN No. 20 Years 2003 namely:

"... Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the nation's community, and country".

Education is a very important issue in the life of the nation and state, so almost all countries in the world deal directly with issues related to education. Education is carried out by an educator (teacher) because the teacher is one of the important elements in education that is directly related to a person (student) therefore the educator (teacher) must play an active role and be able to place his position as a professional who is required to carry out the transformation of knowledge to achieve maximum positive development of students.

Therefore, it is not surprising that learning and the Law of the Republic of Indonesia, which previously emphasized teaching or teaching, are always changing and developing. A paradigm shift from teaching (teaching), or instruction that focuses on teacher activities (teacher-centered) towards learning, which focuses on student activities (student-centered) (Tafsir, 2012:36-38). With this change, various learning methods are one of the strategies for students to participate actively in learning.

Learning is an activity or a process to gain knowledge, improve skills, improve behavior, and attitudes, and strengthen personality. In the context of becoming to know or the process of acquiring knowledge, according to conventional scientific understanding, human contact with nature is termed experience. Experiences that occur repeatedly give birth to knowledge or a body of knowledge (Suryono, 2014: 9).

In the teaching and learning process, the teacher has a very important role to achieve these learning objectives. The role of the teacher is influenced by the mastery of knowledge possessed, how to provide teaching, and foster students' interest in learning. In addition, the teaching and learning process can run smoothly, well, and successfully if an educator (teacher) can master the material and choose the right or appropriate teaching method for the subject. For this reason, a professional educator (teacher) will be reflected in the implementation of service tasks which are marked by expertise both in mastering the material and selecting methods for the continuity of the teaching and learning process (Kunandar, 2010:47).

Social Sciences is a subject that examines a set of events, facts, concepts, and generalizations related to social issues that exist in life. . Through social studies subjects, students are directed to become citizens of Indonesia who are democratic and responsible, as well as citizens of the world who love peace. The integrated Social Sciences subject matter for grade 9 which is by the 2018 K13 revision book has been arranged to start from semester 1 material to semester 2 material. This integrated IPS material consists of 4 CHAPTERS where CHAPTER 1 and CHAPTER 2 are included as learning in semester 1 while CHAPTER 3 to CHAPTER 4 is material that will be studied in semester 2. One of the learning materials included as a routine problem that is encountered is in semester 1 material CHAPTER 1 concerning Interactions Between Asian Countries and Other Countries. The learning objectives achieved in CHAPTER 1 are divided into 4 discussion groups, namely 1) the Location and Area of the Asian Continent and other Continents, 2) the Natural Conditions of Countries on the Continent, 3) the Population Dynamics of Continents in the World, and 4) Effects of Change Space and Interaction Between Space in Asia and other Continents.

Based on initial observations that researchers encountered at SMP Negeri 1 Bandar Laksamana, especially class IXB, researchers found that student's interest in learning in semester 1 material CHAPTER 1 concerning Interactions Between Asian Countries and Other Countries was still low. According to Slameto (2010: 180) interest is a feeling of liking something more and an interest in something or an activity based on self-awareness. Therefore, students' interest in learning is very important to develop in students so that they have the self-awareness to learn and achieve the desired results.

There are several indicators of interest in learning according to Safari (2015: 150) including feelings of pleasure, student interest, student attention, and student involvement. However, in the findings of the researchers, there were no indicators of interest in learning in Class IXB Students at SMPN 1 Bandar Laksamana in semester 1 material CHAPTER 1 concerning Interactions Between Asian Countries and Other Countries. This is evidenced in addition by the many discussions achieved in this material, when given assignments many students did not submit assignments according to the agreement, and when the teacher explained learning there were still many students who were busy alone or lacked concentration. Many students are often allowed to leave during learning and this will interfere with the ongoing learning process, students are not enthusiastic about learning and even sleep while learning is taking place, students often ask permission to leave and it will be very disturbing for other students and also can cause him to be unable to absorb the material presented by the teacher. In addition, it can be seen from the learning method used that does not attract students' attention when learning takes place. Problems like this also occur in class IX.B students' interest in learning social studies subjects, especially in the interaction material between Asian countries and countries, is also low. This was also said by one of the social studies teachers, Didit Santoso. He stated that in learning many students lack focus on learning material and are busy alone. In addition, students are still difficult to condition. seen from the learning method used is less attractive to students when learning takes place. Problems

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Based on the information the researchers obtained from one of the Bandar Laksamana 1 Public Middle School students named Novia Zuriat. On March 22, 2022, the author obtained information that when social studies learning took place students did not understand the material well. The dense coverage of material on social studies subjects, especially in CHAPTER I, makes students less interested in learning, not to mention adding other subjects. At the time of the initial observation, students preferred to talk to friends and sometimes often asked permission to go to the toilet.

From several indicators of interest in learning that the researcher did not find in Class IXB Students of SMPN 1 Bandar Laksamana, researchers need to conduct classroom action research to increase students' interest in learning social studies in semester 1 material CHAPTER 1 concerning Interactions Between Asian Countries and Other Countries. Student learning interest is very influential on student learning outcomes. in line with the presentation of the research results of interest in learning according to Nurlaili (Fitrianingrum, 2017) habits and interest in learning greatly affect learning outcomes significantly because the higher the interest in learning, the higher the learning outcomes obtained. Any form that makes us want to do something about it or attracts our attention is usually called interest.

Hamdan & Khader (2015) explained that learning outcomes are the basis for measuring and reporting student academic achievement, and are key in developing more effective subsequent learning designs that have harmony between what students will learn and how they will be assessed. Each learning process certainly expects students to obtain good learning outcomes. but in reality, student learning outcomes are not always good and as expected.

As well as the findings of researchers related to the results of the daily test scores of class IX.B students are low compared to other classes. Of the 25 students, only 7 people (28%) have finished studying, and the remaining 18 people (72%) have not finished studying. The KKM set for IPS subjects, especially in class IX.B is 75. In increasing interest and good learning outcomes, it is necessary to pay attention to internal and external conditions. Internal conditions are conditions or situations that exist within students, such as health, skills, abilities, and so on. External conditions are conditions that exist outside the human person, for example, a clean study room, adequate learning facilities, and infrastructure. One of the characteristics of the learning system is to develop a learning process that is directed at student activities using the 2013 curriculum which was compiled and implemented by each educational unit/school that was socialized in 2013. This learning process must be supported by the use of methods/media learning that supports the 2013 curriculum.

Therefore, one effort that can be done is to use learning media that can increase student interest and learning outcomes in social studies learning, one of which is by using learning media based on YouTube videos. According to Irfan (2014), YouTube is a site, programs, and video content with various categories ranging from entertainment, diaries, natural sciences (science), social sciences, religion, and other things that can be accessed by the public both paid and free (no charge).

The use of YouTube media to improve the quality of learning has previously been used by Albatani and Madkur (2017) in learning Arabic. The results of this study recommend teachers use the resources available on YouTube with a note that they must give them selectively to students. In addition, students at Yarmouk University have concluded that they agree to say that YouTube has given them greater motivation to learn English. YouTube has helped them improve their performance and language skills (Obeidat and Athreh, 2022). With YouTube media used in Interaction material between Asian Countries and Other Countries, it will help students to more easily understand the explanation of the material being presented.

Utilizing YouTube video-based learning media can increase student interest and learning outcomes because students will be more interested in understanding a theory and knowledge, and students can understand the material more quickly than studying textbooks because learning media is made interesting, so students don't feel saturated (Mujianto, 2019:37). In line with the statement above, the YouTube video-based learning media that researchers apply to students can increase student interest and learning outcomes in class IX B SMPN 1 Bandar Laksamana because every YouTube video that researchers display has its uniqueness. As in the YouTube video of meeting 1 with the title "Location and Area of the Continent of Asia and Other Continents", the explanation of the material from the video shown is in easy-to-understand language, and the explanation of the material accompanied by the writing of the material presented. With a video accompanied by writing, students will be interested in reading every piece of writing in the video.

Furthermore, the YouTube video at meeting 2 with the title "Natural Conditions of Countries on the Continent" in the explanation was accompanied by pictures that were in line with the material presented. An explanation accompanied by pictures on the video can arouse students' interest in learning because students' curiosity about the pictures will be triggered, so students will be enthusiastic about learning and their learning outcomes can also increase. Similar to the video at meeting 2, the YouTube video for meeting 3 with the title "Population Dynamics of Continents in the World" material explanation is also accompanied by interesting pictures, but the difference is in the video meeting 2 the explanation is not accompanied by writing, whereas at meeting 3 the material is delivered on the video accompanied by writing.

Next, a YouTube video at meeting 4 with the title "The Effect of Spatial Changes and Inter-Spatial Interactions in Asia and Other Continents". explanation of the material is accompanied by animations that are in line with the material. The explanation video is also accompanied by writing, but the writing is more detailed, so with the video accompanied by detailed writing, students understand more about the material presented, because simply by watching the video students will find it easier to remember the material. In this case, the video can arouse students' learning interest and their learning outcomes also increase because students can learn easily from the videos they watch. Based on this description, to overcome the learning problems that occur at SMPN 1 Bandar Laksamana," is necessary to.

METHOD

The type of research being conducted is classroom action research, which is reflective research by the behavior of actions carried out by the teacher himself to improve the learning process which is his responsibility. In this case, the researcher collaborated (collaborated) with the teacher in the class to help find effective solutions in learning by using YouTube video-based learning media as an effort to increase student interest and learning outcomes in social studies learning. The research was conducted at SMPN 1 Bandar Laksamana, Api-api Village, Bandar Laksamana District, Bengkalis Regency, Riau Province. This research was conducted at this school because the academic achievement of SMPN 1 Bandar Laksamana students on the subject of Interaction Between Asian Countries and Other Countries was still low.

This research was carried out in the odd semester of the 2022/2023 academic year starting in July. This classroom action research was carried out through two cycles to see an increase in student interest and learning outcomes in social studies learning with four series of activities. The series of activities according to Kemmis (1992:21) are: "1) Formulating problems and planning actions, 2) Carrying out actions, 3) Observation/monitoring, 4) Reflection on the results of observations, as changes/revisions to planning for further development". This research activity can be described in the flow of research in the form of cycles. This classroom action research was planned for two cycles, to see students' interests and learning outcomes in Social Studies learning by using YouTube video-based learning media. Data collection techniques used in this study were questionnaires, observations, tests, interviews, documentation, and field notes. The results of observations in the learning process about students' interests and learning outcomes were analyzed using percentage analysis.

RESULTS AND DISCUSSION

Result

1. Cycle 1

a. Planing

Planning is carried out to increase student interest and learning outcomes in cycle I, including: Developing a learning implementation plan with a YouTube-based learning media model, Making student

worksheets, Compile a list of discussion group names that are made heterogeneously, Make discussion observation sheets, Make evaluation sheets, Arrange learning observation sheet formats in class

b. Implementation of Action

Based on the plans that have been prepared, the teacher carries out actions according to the steps according to the learning media used, namely: Student activities in identifying topics, Student activities in planning tasks to be studied, Student activities in carrying out investigations, Student activities in preparing final reports, Student activity in presenting the final report, Student activity in evaluating.

1) First Meeting of Cycle 1

The first meeting of cycle 1 begins with preliminary activities, core activities, and final activities. This first meeting was held on Thursday 4 August 2022 with a total of 25 students with a composition of 13 women and 12 men. In cycle I, the researcher conveys the subject matter of learning "Location and Area of Continents", with Competency Achievement Indicators: 1) Understanding spatial changes and interactions between spaces of Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economic, social, educational and political, 2) Presenting the results of studies on spatial changes and inter-spatial interactions of Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in the economic, social, educational and political.

2) Cycle 1 Second Meeting

At the second meeting, this was carried out as an effort to improve the learning process which had not been maximized at the first meeting. The second meeting in cycle I was held on Friday 5 August 2022 with a total of 25 students present, 13 girls and 12 boys. The material in this second meeting is "Natural Conditions of Countries in the World", with Competency Achievement Indicators namely 1) Understanding spatial changes and interactions between spaces of Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economics, social, education and politics, 2) Presenting the results of studies on spatial changes and interactions between Asian countries and other continents caused by natural factors

c. Observation (Observation)

1) Description of Observation Data of Student Interests in Cycle I

a) Results of Observation of Student Interests in Cycle I First Meeting

The results of observations made in the first cycle of the first meeting on student learning interest in the social studies learning process using YouTube video-based learning media obtained findings from 25 students 21 people (84%) were in the weak category, 4 people (16%) were in the weak category. enough. So it can be concluded that in the first cycle of the first meeting, the learning interest of class IX.B students in social studies subjects was in the WEAK category.

b) Results of Observation of Student Interests in Cycle I Second Meeting

The results of observations made in the first cycle of the second meeting on students' learning interest in the social studies learning process using YouTube video-based learning media obtained findings from 25 students 4 people (16%) were in the weak category, 16 people (64%) were in the weak category. enough, and 5 people (20%) are in a strong category. So it can be concluded that in the first cycle of the second meeting, the learning interest of class IX.B students in social studies subjects was in the ENOUGH category.

2) Description of Student Learning Outcomes Data Cycle I

a) Observation of Student Learning Outcomes Cycle I First Meeting

Student learning outcomes were obtained from the results of learning evaluations using test sheets given to students to test cognitive abilities. Then student learning outcomes were obtained in the first cycle of the first meeting for the cognitive aspect with the results obtained starting from 10 (lowest score) and 80 (highest score). . The total score of the test results was 1130 with an average of only 45. At the first meeting of the cycle I, the student's highest score was 80 and the lowest score was 10. Based on the KKM that had been set (75), the results of the assessment above the students who complete only 5 people (20%) and students who do not complete as many as 20 people (80%).

b) Observation of Student Learning Outcomes Cycle I Second Meeting

Student learning outcomes were obtained from the results of learning evaluations using test sheets given to students to test cognitive abilities. Then student learning outcomes were obtained in the second cycle

of the second meeting for cognitive aspects with a score of 50 (lowest score) and 90 (highest score). . The total score of the test results was 1,650 with an average score of only 66. At the second meeting of the cycle I, the student's highest score was 90 and the lowest score was 50. Based on the KKM that has been set (75), the results of the assessment above, only 9 students (36%) completed and 16 students (64%) did not complete.

So, based on the explanation above regarding student learning outcomes that have been described, the results of observations (observations) in the implementation of social studies learning using YouTube video-based learning media in class IX.B at SMPN 1 Bandar Laksamana can be seen in the data tabulation of student learning outcomes for the cycle I at the first meeting the average student learning outcomes was 45.2 only 5 students out of 25 people (20%) had finished studying, the remaining 20 students out of 25 people (80%) had not finished yet. Furthermore, at the second meeting, the average student learning outcomes were 66, only 9 students out of 25 people (36%) had finished studying, and the remaining 16 students out of 25 people (64%) had not finished studying. However, even so, between the first and second meetings in cycle I, there was an increase in both the average student scores and the level of student completeness.

d. Reflection

Based on the results of observations or observations, the reflection on students' interests and learning outcomes at each meeting in cycle I, where there are still many students who have not reached the specified KKM is due to the learning process that has not been maximized. The results of reflection on student interests and learning outcomes can be seen in the following reflections:

1) Results of reflection on student learning interest

After discussions with collaborators, the results found during the learning process for student learning interest were as follows: 8 students were still late, even though the teacher had started learning, there were still students who did not bring textbooks during social studies learning, not on time in collecting assignments given, so many of them do not collect assignments, untidy uniforms, many are late every Monday during the flag ceremony, like to make a fuss in class

Based on the problems found in the field regarding the characteristics of student interest in learning above, the efforts to be taken so that this incident does not recur in the next cycle or reduce the impact of student interest in learning are as follows: Advice students not to come late again, and provide good direction for those who are often late, Re-data of entry permits given by the picket to students who arrive late whether they are original or engineered from these students, Give gifts or praise to students who submit assignments on time, and for those who are often late or even do not submit assignments will be recorded in their behavior notes so that they can be handled further. For students who are late and enter class who are not wearing neat uniforms, told them to go out and tidy up their uniforms first. Followed up further on their absence during the flag ceremony. They could be given sanctions such as standing respectfully at the flag if they were late for school. For those who like to be noisy in class, the effort is if they sit in the back, then they can change their seats to the front so that their chatting friends don't exist.

2) Reflection on Student Learning Outcomes

Based on the results of observations and discussions conducted with observers, the obstacles or problems found in the learning process regarding student learning outcomes are as follows: Many students still do not understand the learning media applied by the teacher. The division of study groups is less heterogeneous so many students feel difficulty, there are still many student scores that are below the KKM, Shiva is less enthusiastic about participating in learning, many students are noisy in groups talking about other things, students are less active in learning both discussions and following the presentation explained by their friends, and the students did not respond either by giving suggestions or additions to the group of presenters.

Based on the problems found during the learning process regarding student learning outcomes, the researcher as the teacher of the subject concerned is assisted by the observer to take an action that is useful to change or eliminate the problems that occur in cycle I so that they do not happen again in the next cycle, as for the things that are done are as follows: Explain in advance to students about the learning media that will be applied during the learning process, so that students understand the flow of learning by using YouTube video-based learning media, Dividing study groups into heterogeneous or even divisions, so that no one feels left out between the smart and the moderate, Increasing student learning outcomes so that they can reduce the level of student incompleteness, Providing enthusiasm to students, starting from directing and giving rewards to students to be more enthusiastic and active again in participating in the learning process, Reprimand groups that are often noisy that are not clear, and provide punishment for groups that are often noisy and inactive will be rewarded, and Provide applause, or praise and even giving gifts to students who like, often and are active

in groups, not only individual gifts, but giving gifts in groups can also increase student enthusiasm and learning outcomes. and giving punishments to groups that are often noisy and inactive will be rewarded, and Giving applause, or praise and even giving gifts to students who like, often and are active in groups, not just gifts personally, but giving gifts in groups can also increase enthusiasm and student learning outcomes. and giving punishments to groups that are often noisy and inactive will be rewarded, and Giving applause, or praise and even giving gifts to students who like, often and are active in groups, not just gifts personally, but giving gifts in groups can also increase enthusiasm and student learning outcomes.

2. Cycle II

a. Action Planning

The planning activities in cycle II include: Arranging learning implementation plans with YouTube video-based learning media, Creating student worksheets, Compiling lists of discussion group names that are made heterogeneously, Making discussion observation sheets, Making evaluation sheets, and Arranging observation sheet formats for classroom learning.

b. Action Implementation

Based on the plans that have been made, the teacher carries out actions according to the steps of the model used, namely: Student activities in identifying topics, Student activities in planning tasks to be studied, Student activities in carrying out investigations, Student activities in preparing final reports, Student activities in presenting the final report, student activity in evaluating. For student learning outcomes (cognitive, affective, and psychomotor), the implementation of actions based on YouTube video-based learning media was analyzed using questionnaires, observation sheets, tests, interviews, and documentation. This media is used to increase student interest and learning outcomes with two meetings in each cycle.

1) Cycle II First Meeting

The first cycle II meeting was held on Thursday 11 August 2022 with 25 students with a composition of 13 women and 12 men. The main material in this meeting is about "Population Dynamics of Continents in the World", with Competency Achievement Indicators: 1) Understanding spatial changes and interactions between spaces of Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economics, social, education and politics, 2) Presenting the results of studies on spatial changes and inter-spatial interactions of Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economic, social, educational and political terms. The first meeting of cycle 1 begins with preliminary activities, core activities, and final activities.

2) Second Meeting of Cycle II

At the second meeting, this was carried out as an effort to improve the learning process which had not been maximized at the first meeting. The second meeting in cycle II was held on Friday 12 August 2022 with a total of 25 students present, 13 girls and 12 boys. The main material in this second meeting was "spatial changes and interactions between continents". This second meeting again began with preliminary activities, core activities, and final activities.

c. Observation (Observation)

1) Description of Observation Data of Student Interests in Cycle II

a) Results of Observation of Student Interests in Cycle II First Meeting

The results of observations made in cycle II of the first meeting on student learning interest in the social studies learning process using YouTube video-based learning media obtained findings from 25 students 18 people (72%) were in a strong category, 7 people (28%) were in a strong category. very strong. So it can be concluded that in cycle II the first meeting, the learning interest of class IX.B students in social studies subjects is in a STRONG category.

b) Results of Observation of Student Interests in Cycle II Second Meeting

The results of observations made in cycle II of the second meeting on student learning interest in the social studies learning process using YouTube video-based learning media obtained findings from 25 students 10 people (40%) were in a strong category, 15 people (60%) were in the very very category strong. So it can be concluded that in cycle II, the second meeting, the learning interest of class IX.B students in social studies subjects was in the VERY STRONG category.

c) Description of Student Learning Outcomes Data Cycle II

2) Observation of Student Learning Outcomes in Cycle II First Meeting

Student learning outcomes were obtained from the results of learning evaluations using test sheets given to students to test cognitive abilities. Then student learning outcomes were obtained in the first cycle of the first meeting for the cognitive aspect with the results obtained starting from 10 (lowest score) and 80 (highest score). The total score of the test results obtained was 1900 with an average score of only 76. At the first meeting of cycle II, the student's highest score was 90 and the lowest score was 50. Based on the KKM that has been set (75), the results of the assessment above, only 14 students (56%) completed and 11 students (44%) did not complete it.

3) Observation of Student Learning Outcomes Second Cycle II Meeting

Student learning outcomes were obtained from the results of the learning evaluation using test sheets given to students to test cognitive abilities. Then the second cycle II student learning outcomes were obtained for the cognitive aspect with the results obtained starting from 70 (lowest score) and 90 (highest score). The total score of the test results obtained was 2050 with an average of 82. At the second meeting of cycle II, the student's highest score was 95 and the lowest score was 70. Based on the KKM that has been set (75), then from the results of the assessment above students who complete 22 people (88%) and students who do not complete as many as 3 people (12%).

The learning outcomes of cycle II by using Youtube Video-Based Learning Media in class IX.B which were conducted in two meetings, it can be concluded that at the first meeting the average student learning outcome was 76, because only 14 students out of 25 people (56%) complete learning, the remaining 11 students out of 25 people (44%) have not finished yet. Furthermore, at the second meeting, the average student learning outcomes rose to 82 because already 22 students out of 25 people (88%) had finished studying, and the remaining 3 students out of 25 people (12%) had not finished studying. However, even so between the first and second meetings in cycle II there was an increase in both the average student score and the level of student completeness.

d. Reflection

Some of the results obtained from the actions taken in Cycle II are as follows: Students are no longer late for class, students who are late are honest and no longer falsify the picket supervisor's signature, students are on time in submitting assignments given, Students are dressed or in neat uniforms, students have brought textbooks in learning, and students are no longer making noise in class.

Based on the reflection results regarding students' learning interests above, it can be concluded by applying YouTube video-based learning media in class IX.B SMPN 1 Bandar Laksamana can increase student interest in learning by providing action on every problem encountered, for example by giving gifts, praise, and other actions. Furthermore, in terms of learning outcomes, researchers also held discussions with observers and obtained the improvement obtained after implementing YouTube video-based learning media in class IX.B in cycle II as follows: The distribution of study groups was evenly distributed so that students were calm in a group study, Student learning outcomes have increased and many are above the KKM, students are enthusiastic about learning with the actions given in every problem found, students are serious in their study groups, and students are active in participating in the group learning process.

Based on the reflections found in cycle II above, it can be concluded that applying YouTube video-based learning media in class IX.B can improve student learning outcomes by taking action on any problems found in their learning outcomes such as giving gifts, praising, patting shoulders, and other things that can increase student enthusiasm for learning and learning outcomes.

Discussion

1. Use YouTube Video-Based Learning Media in Social Studies Subjects Can Increase Student Learning Interest in Class IX.B SMPN 1 Bandar Laksamana.

Interest is the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship the greater the interest. Learning can also be said to be an activity or a process to gain knowledge and practice to improve skills, improve behavior, and attitudes and strengthen personality (Hariyanto 2012:19, Suprijono (2012:3).

While the notion of interest in learning is a psychological aspect of a person who manifests itself in several symptoms, such as passion, desire, and feelings of liking to carry out the process of changing behavior through various activities which include seeking knowledge and experience. Interest in learning is the

attention, liking, and interest of a person (student) in learning which is shown through enthusiasm, participation, and activeness in learning (Widyastuti, 2012: 5-6).

At this point it can be concluded, interest in learning is a feeling of liking and feeling interest as well as curiosity in a lesson which is shown by participation and activeness when the lesson takes place to achieve its goals and carry out the process of changing behavior as a result of individual experiences in interaction with their environment. This is in line with the findings of researchers which show that students' feelings of liking and interest in Class IXB SMPN 1 Bandar Laksamana increased in social studies after the researchers applied YouTube video-based learning media.

In line with the results of Nilam Cahayani research (2017) that YouTube video learning media can increase interest and learning outcomes for class VIII E students of SMP Negeri Padang. Likewise, with the results of Ni Putu Eka Ernawati's research (2020), there was an increase in learning outcomes after the implementation of YouTube video-based learning media and students enjoyed participating in learning with the application of YouTube video-based media.

The application of YouTube video-based learning media that researchers download from YouTube has been validated beforehand by the supervisor so that it is suitable for social studies lessons in Class IXB SMPN 1 Bandar Laksamana. As for the application of YouTube video-based learning media that researchers do per cycle, namely, cycle I and cycle II. In cycle, I the researcher broadcast a video that has been downloaded from YouTube about "Landscape and natural conditions of Japan and other countries" to raise questions or things that students want to know. Orient students to the problem "How are the landscape and natural conditions of Japan and other countries". Researchers guide to carry out investigations both individually / in groups about Japan and other countries by reading books or googling on the Internet to work on worksheets. Develop and present the results of the work obtained jointly by sharing assignments. Analyzing and evaluating data search and trying to find solutions according to commendable norms and rules accompanied by data. Guiding students to conclude the findings and solutions.

Furthermore, in cycle II the researcher menShow a YouTube video downloaded from YouTube with the title "residents of the continent of Asia and other continents" to raise questions or things students want to know. Then formulate the problem by identifying "What do you know about the population? Finding material about the population dynamics of continents in the world by reading books, googling the internet, and others to answer worksheets that are done in groups.

Stimulate by opening YouTube videos about socio-cultural change to raise questions or things students want to know. Provide a problem statement by identifying forms of socio-cultural change. Collect data about alternatives and solutions on the Internet/reading books. Process the data information obtained together by sharing tasks. Proving results by presenting data search results and trying to find solutions according to commendable norms and rules. The teacher guides students to conclude the findings and solutions.

After the YouTube video was shown, students showed interest in the video and there was a change in behavior in learning as students were more enthusiastic and enthusiastic to pay attention to the video being shown. This is in line with the theory of behaviorism put forward by Skinner that learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change experienced by students in terms of their ability to behave in new ways as a result of the interaction between stimulus and response. A person is considered to have learned something if he can show changes in his behavior (Budiningsih, 2005:21).

Based on the researchers' findings, YouTube videos that are broadcast by the teacher (stimulus) can produce changes in behavior in learning as well as more enthusiasm and focus in student learning (response), because the application of learning media is defined as educating which means changing student behavior. This behavior change must be embedded in students so that it becomes a habit. For this behavior to become customary, every time there is a change in positive behavior towards the desired goal, reinforcement must be given, in the form of notification that the behavior is correct. This increase in student learning interest occurred due to the application of YouTube video-based learning media applied by researchers, who had never used this model before.

2. Use YouTube Video-Based Learning Media in Social Studies Subjects Can Improve Student Learning Outcomes in Class IX.B SMPN 1 Bandar Laksamana.

The increase in student learning outcomes can be seen in increasing the average grades and student completeness. Based on class IX.B SMPN 1 Bandar Laksamana. The data obtained from 2021/2022 even semester UH study results, the average student exam results are below the KKM. While the KKM was set at

75, out of 25 students only 7 were able to achieve the KKM set by the teacher. Based on these problems then by using YouTube video-based learning media outlines the findings from cycle I to cycle II.

Based on the learning outcomes of the first cycle by using YouTube video-based learning media in class IX.B which was held in two meetings, it can be concluded that at the first meeting, the average student learning outcomes were still said to be low. However, even so, between the first and second meetings in cycle I, there was an increase in both the average student scores and the level of student completeness. Based on the first finding, the obstacles, in this case, are: Based on the results of observations and discussions conducted with observers, the constraints or problems found in the learning process regarding student learning outcomes are that many students still do not understand the learning media applied by the teacher, the division of study groups is less heterogeneous, so many students feel difficult, there are still many student scores that are below the KKM, students are less enthusiastic about participating in learning, many students are noisy in groups talking about other things, students are less active in learning both discussions and attending presentations explained by their friends. suggestions and additions to the group of presenters.

Based on the problems found during the learning process regarding student learning outcomes, the researcher as the teacher of the subject concerned is assisted by the observer to take an action that is useful to change or eliminate the problems that occur in cycle I so that they do not happen again in the next cycle, as for the things that are done is to first explain to students about the learning media that will be applied during the learning process, so that students understand the flow of learning by using YouTube video-based learning media, dividing study groups into heterogeneous or even divisions, so that no one feels isolated between the smart ones and moderate ones, increasing student learning outcomes so that they can reduce the level of student incompleteness, giving encouragement to students, starting from directing and giving reward to students to be more enthusiastic and active again in participating in the learning process, admonishing groups that are often noisy that are not clear, and giving punishment to groups that are often noisy and inactive will be rewarded, giving applause hands, or praise and even giving gifts to students who like, often and are active in groups, not just individual gifts, but giving gifts in groups can also increase student enthusiasm and learning out comes and giving punishments to groups that are often noisy and inactive will be rewarded, giving applause, or praise and even giving gifts to students who like, often and are active in groups, not just gifts personally, but giving gifts in groups can also increase enthusiasm as well as student learning out comes and giving punishments to groups that are often noisy and inactive will be rewarded, giving applause, or praise and even giving gifts to students who like, often and are active in groups, not just gifts personally, but giving gifts in groups can also increase enthusiasm as well as student learning outcomes.

Furthermore, based on the learning outcomes of cycle II by using YouTube video-based learning media in class IX.B which was held in two meetings, it can be concluded that in the first meeting, the average qualification of student learning outcomes was good, in the second meeting the average student learning outcomes rose to very good qualifications. However, even so between the first and second meetings in cycle II there was an increase in both the average student score and the level of student completeness. Researchers also conducted discussions with observers and obtained improvements obtained after implementing YouTube video-based learning media in class IXB In cycle II, the distribution of study groups is evenly distributed so that students are calm in a group study, student learning outcomes have increased and there are many above KKM, students are excited about learning with the actions given in each problem found, students are serious in their study groups, students are already active in following the group learning process.

Based on the results in cycle II, it can be concluded that implementing YouTube video-based learning media in class IX.B can improve student learning outcomes by providing action on any problems found in their learning outcomes such as giving gifts, praise, patting on the shoulder and things which can increase student enthusiasm for learning and learning outcomes. Improving student learning outcomes in social studies subjects in class IX.B by using YouTube video-based learning media in line with what was stated by (Hamalik 2014:30). Learning outcomes are evidence that someone has learned, which can be seen from changes in behavior in that person from not knowing to knowing and not understanding to understanding. Learning outcomes are changes in behavior that occur in someone who receives learning, from a condition of not knowing and not understanding something, because he learns so that he produces knowledge and understands what he is learning.

Susanto (2015: 5) says that student learning outcomes are abilities that children acquire after going through learning activities. Because learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. In learning activities or instructional activities, teachers usually set learning goals. Children who are successful in learning are those who succeed in achieving learning goals or

instructional goals. According to Nawawi in K. Brahim in 2007: 39 (in Susanto 2015: 5) says that learning outcomes can be interpreted as the level of success of students in learning subject matter at school which is expressed in scores obtained from test results to recognize a certain amount of subject matter. Based on the above opinion, it can be concluded that learning outcomes are abilities possessed by students after receiving their learning experience. In the form of changing patterns of behavior values, understandings, attitudes, appreciation, and skills. Learning outcomes are outputs that are produced after students participate in learning activities and can be seen through evaluation activities that aim to obtain evidentiary data that will indicate the level of ability of students in achieving learning objectives.

CONCLUSIONS AND SUGGESTIONS

Conclusions

By the formulation of the problem and research objectives that have been stated, it can be concluded based on the findings and results of the research described in the previous chapter, it can be concluded that the interest and learning outcomes of class IX.B students of SMPN 1 Bandar Laksamana by applying YouTube video-based learning media increased from cycle I to cycle II. The observations showed that the student's interest in cycle I reached a strong 20% and experienced an increase in cycle II to a very strong 60%. This increase, it means that there is an increase in the character of student discipline by using YouTube video-based learning media from the good to the very good category. The results of observations show that the average student learning outcomes have also increased.

Based on the results of research on the application of YouTube video-based learning media so that it can run smoothly, it requires careful teacher preparation, the ability to manage classes, the ability to understand student character, and the ability to understand and apply learning media to be used to achieve maximum results. Students are expected to take part in a serious learning process so that they can achieve optimal learning objectives.

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