

THE INFLUENCE OF LEARNING VIDEOS ON LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF PERMATA BUNDA AWALIAH MIDDLE SCHOOL STUDENTS IN BANDAR LAMPUNG

Indah Rumingsari¹, Lahmuddin Lubis², Risydah Fadilah³

^{1,2,3}Psychology Masters Study Program, Faculty of Psychology Universitas Medan Area

Corresponding author: uterusindah7272@gmail.com

Abstract

This research aims to determine the effect of learning videos on learning independence and learning motivation of Permata Bunda Awaliah Middle School students in Bandar Lampung. The population of this study was 76 students. Sampling in this study was carried out using a purposive technique, namely taking samples based on certain characteristics, determining the sample by screening during the pre-test, so a sample of 22 students was obtained. This research uses a quasi-experimental method with a ne group pretest posttest design. The measuring instruments used are the learning independence scale and learning motivation scale as well as learning videos. Data analysis used the T test. The results of this study showed that there was no effect of learning videos on student learning independence, with a t coefficient value of -0.181 and a significance value of $0.789 > 0.05$, so the hypothesis was rejected. Furthermore, the research results also show that there is no influence of learning videos on student learning motivation, with a t coefficient value of -0.691 and a significance value of $0.493 > 0.05$, so the hypothesis is rejected.

Keywords: *learning independence, learning motivation, learning videos*

1. INTRODUCTION

Ultimately, learning success is determined more by the processes that occur during learning as a result of students' active interaction with various learning resources in an interesting, fun and meaningful learning environment. Successful learning is more possible with the active involvement of students with all the potential they have during learning or it could be said that students actively learn independently. Learning independence has a significant influence on the use of media as a learning resource (Juwandi, 2019). Juwandi, et al. (2019), stated that learning success in general is greatly influenced by the curriculum used and the characteristics of the subjects, the ability of educators to deliver material and manage learning, differences in student characteristics and abilities, as well as the availability and suitability of learning facilities and infrastructure. Apart from influencing the achievement of learning success, this component of the education system also influences the quality of the learning process. This can be further explained that independent learning is basically individual learning activities with the freedom to determine, manage their own materials, time, place, and utilize various learning resources as needed (Tahar, 2006). This will initiate individuals to independently search for, fulfill, enrich and study learning resources, or in other words, not depend on, wait for direction or material, but try to fulfill their own needs for learning resources, including enriching, exploring and studying the material provided. the teacher will explain.

Uno (2011) said that learning objectives are an aspect that needs to be considered in planning learning, because all learning activities lead to achieving these objectives. Carrying out learning activities is important for teachers. A teacher must be material ready, mentally ready, strategy ready and media ready. Learning media is very influential in the continuity of the teaching and learning process which is useful for making learning in the classroom easy and the learning process can be achieved completely as expected. Apart from that, there are many benefits from using media, some of which are overcoming limitations of space, time and energy, increasing students' enthusiasm for learning and the interaction between students and learning resources and

THE INFLUENCE OF LEARNING VIDEOS ON LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF PERMATA BUNDA AWALIYAH MIDDLE SCHOOL STUDENTS IN BANDAR LAMPUNG

Indah Rumingsari, Lahmuddin Lubis, Risydah Fadilah

teachers is increasingly visible. Ristianti (2017), in her research on the influence of media on students' interest in learning, proved that there was an increase in students' interest in learning after teachers implemented learning videos in presenting the material. Interest in learning before implementing learning video media was in the medium category and after implementing learning videos was in the high category. This is evident from the 28 students who were sampled, namely from 6 students (21.43%) who had a high category of interest in learning, increasing to 12 students who were motivated by their interest in learning, namely around 42.86%.

The progress of information technology in today's civilization can be felt in almost all aspects of life including educational aspects and this involves children as users of technology and information (Rahmania & Haryanto, 2017) and the ability of teachers to be more creative in creating learning methods with different teaching resources. -different. Technological advances that we can enjoy now include the presence of various cell phones, namely cellphones, smartphones, gadgets. Nowadays, the use of smartphones with their various features and applications is no longer just a communication tool, but also encourages interaction through voice, text/writing, and images and videos. This will of course make the learning process easier for teachers and students at school, especially by using learning videos. The research results of Rahmania & Haryanto (2017) show that children become users of information and communication technology because there are current needs in the context of education, communication and increasing creativity.

There are several reasons for the low interest in learning and learning outcomes in Social Sciences (hereinafter abbreviated to Social Sciences), namely that the learning process for Social Sciences subjects generally goes by watching. The learning process from one material to another is never separated from the use of the lecture method, followed by questions and answers, and ends with practice working on questions. This results in low student interest so that learning outcomes are not optimal (Yuke Rizma, 2017). In line with this, based on the results of Dapriansyah's pre-research (2013), regarding interest in social studies subjects obtained from 130 junior high school students in one of the schools in the city of Bandar Lampung, it can be seen that the average interest in learning of students in social studies subjects is still low, namely : 23.65% chose the almost disliked category and 10.27% of students chose the least liked category. Low student interest causes motivation to study subjects which is also low and this in turn has an impact on their learning outcomes.

The low social studies learning outcomes are due to the fact that the curriculum used is only limited to measuring cognitive abilities, and does not yet measure students' overall learning competency. Social studies learning is carried out simply to fulfill the curriculum load and is only limited to delivering abstract material, so that most students tend to think of social studies as a difficult and boring subject. Under such conditions, students are less aware of the importance of mastering social studies competencies in everyday life and they are not interested in studying in depth. In a social studies learning system like this, in the field (school) several basic problems are found as mentioned above. If this problem is limited, the problem is related to the quality of social studies learning in schools, both related to the quality of the teachers who teach it, and related to the way it is taught. In line with that, Sapriya (2017), said that in the field of social studies education, both school-based and community-based, the challenges faced are not simple. The urgent challenge that needs to be answered is related to efforts to improve the quality of education. One variable that has a significant contribution to the good and bad quality of education is the element of the teacher or educator.

Based on the opinion above, improving the quality of social studies teachers to improve the quality of learning for students in schools is a priority that must be taken seriously. Whether we admit it or not, there is still a tendency for teachers in social studies learning to use conventional or traditional methods (teacher-centered lecture methods), learning is not student-centered. This is not only caused by the lack of facilities (means) for learning social studies, it is also driven by the low

understanding, experience and skills of teachers regarding a quality (meaningful) learning process for students, including effective ways of learning social studies so that this affects students' interest in learning, towards social studies subjects. Low learning outcomes could also be due to the learning media used by teachers, especially during the online learning period. When researchers conducted interviews with students, they also said that they preferred learning by using videos from YouTube for learning because it was more interesting with moving animations compared to having to read social studies modules. And this is proven by the increase in Formative exam results for social studies lessons over a period of 3 months offline by up to 50% when compared to when studying online. Students also become enthusiastic and motivated during offline learning. Another factor was that when researchers interviewed one of the students who had low social studies learning outcomes and asked what was the cause, they answered that social studies was a boring subject, they were lazy about reading modules because they were difficult to understand and there was too much memorization.

This causes students to not be motivated to study social studies and not learn actively or learn independently. And this difficulty increases with online learning conditions. In learning social studies, it is necessary to pay attention to a number of principles in learning social studies. Social studies learning activities should be held in an interactive, inspiring, fun, challenging manner, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence in accordance with the students' talents, interests and physical and psychological development. For this reason, learning planning, implementation of the learning process as well as assessment of learning processes and outcomes, remediation, enrichment, and interaction with parents, are directed at increasing the efficiency and effectiveness of achieving graduate competencies. In accordance with Minister of Education and Culture Regulation number 103 of 2013 concerning Learning in Primary and Secondary Education, one of the principles of learning is that students must learn from various learning sources and learning should be based on applied skills. This leads to a dynamic change in the teaching methods of social studies teachers who have previously used the lecture method with the learning source being modules replaced with other media, for example learning videos as a new learning resource so that not only learning outcomes will increase but students in the learning process are motivated, able to do learn independently, diligently learn and discover something new and useful for the lives of themselves and others.

Based on this, the researcher wants to conduct research, especially focusing on improving the quality of the learning process in an effort to improve learning outcomes in social studies subjects at Permata Bunda Awaliyah Middle School students. The social studies subject is an abstract subject so other learning media are needed to help teachers when delivering the material, a media in the form of learning videos that can be used both during offline and online learning, considering that we don't know when this pandemic will end, namely by making efforts to use social studies learning videos and their influence on increasing learning independence and learning motivation for junior high school students. When researchers conducted interviews with students, they also said that they preferred learning by using videos from YouTube for learning because it was more interesting with moving animations compared to having to read social studies modules. And this is proven by the increase in Formative exam results for social studies lessons over a period of 3 months offline by up to 50% when compared to when studying online. Students also become enthusiastic and motivated during offline learning. Another factor was that when researchers interviewed one of the students who had low social studies learning outcomes and asked what was the cause, they answered that social studies was a boring subject, they were lazy about reading modules because they were difficult to understand and there was too much memorization.

This causes students to not be motivated to study social studies and not learn actively or learn independently. And this difficulty increases with online learning conditions. In learning social studies, it is necessary to pay attention to a number of principles in learning social studies.

THE INFLUENCE OF LEARNING VIDEOS ON LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF PERMATA BUNDA AWALIYAH MIDDLE SCHOOL STUDENTS IN BANDAR LAMPUNG

Indah Rumingsari, Lahmuddin Lubis, Risydah Fadilah

Social studies learning activities should be held in an interactive, inspiring, fun, challenging manner, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence in accordance with the students' talents, interests and physical and psychological development. For this reason, learning planning, implementation of the learning process as well as assessment of learning processes and outcomes, remediation, enrichment, and interaction with parents, are directed at increasing the efficiency and effectiveness of achieving graduate competencies. In accordance with Minister of Education and Culture Regulation number 103 of 2013 concerning Learning in Primary and Secondary Education, one of the principles of learning is that students must learn from various learning sources and learning should be based on applied skills. This leads to a dynamic change in the teaching methods of social studies teachers who have previously used the lecture method with the learning source being modules replaced with other media, for example learning videos as a new learning resource so that not only learning outcomes will increase but students in the learning process are motivated, able to do learn independently, diligently learn and discover something new and useful for the lives of themselves and others.

Based on this, the researcher wants to conduct research, especially focusing on improving the quality of the learning process in an effort to improve learning outcomes in social studies subjects at Permata Bunda Awaliyah Middle School students. The social studies subject is an abstract subject so other learning media are needed to help teachers when delivering the material, a media in the form of learning videos that can be used both during offline and online learning, considering that we don't know when this pandemic will end, namely by making efforts to use social studies learning videos and their influence on increasing learning independence and learning motivation for junior high school students. Even though humans are born needing other people to fulfill their needs, as time goes by and developmental tasks, a teenager will slowly try to be responsible, free himself from several dependencies, such as those with his parents, namely by learning to be independent. In line with this, according to Surya (2003), independent learning is learning that is carried out with little or no help from outside parties. In this opinion, adolescent learning independence is demonstrated by being responsible for decisions related to the learning process and having the ability to implement the decisions they make. In other words, a state of independence will arise if someone learns and conversely independence will not appear by itself if someone does not want to learn.

The explanation of independence is closely related to two terms that are often used, namely Independence and Autonomy. However, Steinberg (Basry; 2016) said that the two terms have different meanings. Independence shows the capacity possessed by an individual to behave as desired. This is shown by a three year old child who tries to explore his own world and do things according to his wishes. During adolescence, Independence grows into Autonomy which has emotional, cognitive and behavioral aspects. Furthermore, Steinberg explained that Autonomy is not only influenced by oneself, such as independence, but also influenced by relationships with family, peers and people outside the family. Cognitively, teenagers are able to think from other people's points of view and compare it with their own point of view so that they are able to decide which is the best solution to their problem. Apart from that, teenagers are also able to think about morals and ethics so that they can determine good and bad behavior without authority from other people so that they do not act as they please and can harm other people. In social life, teenagers are faced with changes in their role in society. When they are able to work, get married or have the right to vote in elections, they must have responsibility for their roles without having to be supervised by parents or teachers. This situation means that teenagers must also have the ability to make good decisions.

Even though humans are born needing other people to fulfill their needs, as time goes by and developmental tasks, a teenager will slowly try to be responsible, free himself from several dependencies, such as those with his parents, namely by learning to be independent. In line with

this, according to Surya (2003), independent learning is learning that is carried out with little or no help from outside parties. In this opinion, adolescent learning independence is demonstrated by being responsible for decisions related to the learning process and having the ability to implement the decisions they make. In other words, a state of independence will arise if someone learns and conversely independence will not appear by itself if someone does not want to learn. The explanation of independence is closely related to two terms that are often used, namely Independence and Autonomy. However, Steinberg (Basry; 2016) said that the two terms have different meanings. Independence shows the capacity possessed by an individual to behave as desired. This is shown by a three year old child who tries to explore his own world and do things according to his wishes. During adolescence, Independence grows into Autonomy which has emotional, cognitive and behavioral aspects. Furthermore, Steinberg explained that Autonomy is not only influenced by oneself, such as independence, but also influenced by relationships with family, peers and people outside the family.

Cognitively, teenagers are able to think from other people's points of view and compare it with their own point of view so that they are able to decide which is the best solution to their problem. Apart from that, teenagers are also able to think about morals and ethics so that they can determine good and bad behavior without authority from other people so that they do not act as they please and can harm other people. In social life, teenagers are faced with changes in their role in society. When they are able to work, get married or have the right to vote in elections, they must have responsibility for their roles without having to be supervised by parents or teachers. This situation means that teenagers must also have the ability to make good decisions. According to Candy (1991), the aspects of independence are (1) Personal Autonomy. The aspect of personal autonomy shows the individual characteristics of people who are able to learn independently. Individuals who have independence are individuals who are free from both external and internal pressure, have a set of personal values and beliefs that provide consistency in their lives. This means that the person is able to make plans or goals in life, is free to make choices, uses his capacity for reflection rationally, has will power, is self-disciplined and sees himself as an independent person. (2) Self-management in learning (Self-Management in Learning). Self-management explains the willingness and capacity within a person to manage himself.

This capacity is demonstrated by the presence of skills or competencies in an independent person. (3.) Achieving the freedom to learn (The Independent Pursuit of Learning). The aspect of achieving freedom in learning describes the individual's need to obtain opportunities to learn. This aspect explains that adults have a need to improve themselves through learning various things in life. (4) Student control/mastery of learning (Learner-Control of Instruction). Aspects of student control over learning, explaining the student's role in formal learning situations which involve how to organize learning goals. The explanation of this dimension is related to things that are considered to be part of teacher supervision, namely the organization of learning objectives, learning materials, learning speed, learning steps, learning methodology and learning evaluation. Mc. Donald (Islamuddin, 2012) said, motivation is energy change within the person characterized by affective arousal and anticipatory goal reactions. Motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. According to Hamalik (Dalyono, 2002) the change in energy within a person takes the form of a real activity in the form of physical activity, because a person has a certain goal for his activity, then a person has a strong motivation to achieve it with all the efforts he can make to achieve it.

Santrock (2019) defines motivation as a process that gives enthusiasm, direction and persistence of behavior, meaning that motivated behavior is behavior that is full of energy, directed and long-lasting. In line with this, Slavin (2019) said that motivation is defined as an internal process that activates, guides and maintains behavior over time. This is in line with the conclusions put forward by Awan, et al. (2011), who defines motivation as an internal condition that stimulates, drives and maintains behavior, while Singh (2011) mentions motivation as a drive to

THE INFLUENCE OF LEARNING VIDEOS ON LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF PERMATA BUNDA AWALIYAH MIDDLE SCHOOL STUDENTS IN BANDAR LAMPUNG

Indah Rumingsari, Lahmuddin Lubis, Risydah Fadilah

achieve targets and a process to maintain this drive. In simple language, motivation is something that causes someone to take a step, keeps him going, and determines where that person tries to go (Slavin, 2019). Motivation itself is then defined as an internal process that activates, guides, and maintains behavior over time (Slavin, 2019). This is in line with the conclusions put forward by Awan, et al. (2011), who defines motivation as an internal condition that stimulates, drives and maintains behavior, while Singh (2011) mentions motivation as a drive to achieve targets and a process to maintain this drive. In simple language, motivation is something that causes a person to take a step, keeps him going, and determines where the person tries to go (Slavin; 2019).

In the learning process, motivation is very necessary, because someone who does not have motivation to learn will not be able to carry out learning activities (Islamuddin; 2012). Motivation has an important role in the learning process to get better academic results (Singh; 2011), because with this motivation a person will have the energy to move, and be able to maintain it to get maximum academic results. A person who has motivation will generally be able to complete the goals he wants to achieve, even though on the way to achieving these goals, he will face quite a few obstacles. Therefore, many experts have concluded that motivation is closely related to behavior, in fact, according to behavioral learning theory, the concept of motivation is closely related to the principle that behavior that has been reinforced in the past is more likely to be repeated than behavior that has not been reinforced (Slavin; 2019). Another opinion expressed by Martinis (2011) is that learning motivation is a psychological driving force within a person to be able to carry out learning activities and skills and experience. Motivation encourages and directs interest in learning to achieve certain goals. Naturally, student motivation is closely related to the student's desire to be involved in the learning process. Motivation is very necessary for the creation of an effective learning process in the classroom. Motivation has a very important role in learning, both in the process and in achieving results. A student who has high motivation is generally able to achieve success in the learning process and output.

Dimiyati et al, (2009) in the book *Studying and Learning* stated several characteristics that distinguish individuals with high learning motivation, namely (a) Enjoy doing challenging tasks. Tends to choose challenging tasks, which will allow for success. They avoid tasks that are too easy because they provide little challenge or satisfaction. (b) Work quickly. Be more persistent or more persistent in doing tasks, even when the task becomes difficult and do the task quickly. (c) Enjoys competing. More interested in tasks that involve competition and the opportunity to excel. They are also more task-oriented and try to work on and complete more tasks than individuals with low learning motivation. (d) Work independently. Be more personally responsible at the start of their performance, because that way they can feel satisfied when they can complete a task well. The term media is the plural form of medium which means intermediary or introduction. Another understanding is that according to Arsyad (2009), the term media is often associated with the word technology which comes from the Latin words *tekne* and *logos*, while the essence of learning is a communication process. According to Heinich et al (1996), who say that learning media is a communication tool for carrying information intended for learning, and according to Gagne et al (1992), learning media includes tools that are physically used to convey lesson material.

Learning media as a means of conveying information has certain functions and characteristics that differentiate it from other communication media. As a tool for conveying learning material, media is more of a teaching aid that can present learning materials, both visual, audio and audio-visual in a more concrete way, so it is often also called teaching aids in learning. Meanwhile, as a communication channel in education, the use of media allows the expansion of the learning process and independent learning occurs. According to Riyana (2007) learning video media is media that presents audio and visuals containing learning messages that contain concepts, principles, procedures, theory and application of knowledge to help understand learning material. Video is audible (audio visual) learning material that can be used to convey messages/lesson material. It is said to be heard because the hearing elements (audio) and visual/video elements

(appearance) can be presented simultaneously. Video is learning material packaged via video tape and can be viewed via a video/VCD player connected to a television monitor (Sungkono 2003). Learning video media can be classified into types of audio visual aids (AVA) media or media that can be seen and heard.

A media is said to be a learning medium if it has certain characteristics that are suitable for use in learning. According to Gerlach and Ely as quoted by Arsyad (2009), the characteristics inherent in learning media include:

- Fixative, the ability of media to record, store and reconstruct an event
- Manipulative, allows the transformation of an event
- Distributive allows the delivery of messages without space and time limits

In this case, the fixative characteristic allows an event to be sequenced and rearranged in the media, and can be used at any time, the manipulative characteristic allows an event that lasted for days to be presented in a few minutes, an event can be slowed down, repaired, reduced, or added to as needed, and can be used repeatedly, while the distributive characteristic allows the message to be presented to a large number of students and individuals, and can be used by anyone, anywhere, and at any time while still providing relatively the same stimulus.

2. RESEARCH METHOD

This type of research uses a quasi-experimental method, identifying research variables consisting of the dependent variables are Learning Independence (Y1) and Learning Motivation (Y2) while the independent variables are Learning Videos (X). Operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, a sample of 69 students was taken based on a purposive sampling technique according to the criteria. By selecting through screening, a sample of 22 people was obtained. The data collection method is obtained through scale instruments. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Learning Independence scale, Learning Motivation scale and Learning Modules and Videos.

3. RESULTS AND DISCUSSION

Determination of Score Results

Based on the results of pretest and posttest research data on the subject group, it is known that learning independence and learning motivation before being given the learning video were in the low category. Furthermore, after being given intervention in the form of providing learning videos and conducting a posttest, the results showed that there were students who experienced a slight increase in their scores. The learning independence score at the pretest is in the score range 111-154, with an average score of 138.18 and standard deviation 12.003, and at the posttest is in the score range 113-163, with an average score of 138.86 and a standard deviation of 12.959 from 22 subjects with statistical descriptions using SPSS 22 in the table below:

THE INFLUENCE OF LEARNING VIDEOS ON LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF PERMATA BUNDA AWALIYAH MIDDLE SCHOOL STUDENTS IN BANDAR LAMPUNG

Indah Rumingsari, Lahmuddin Lubis, Risydah Fadilah

Table 1. Research Data on Learning Independence Scores

Descriptives			Statistics	Std. Error
LEARNING INDEPENDENCE	Mean		138.52	1,862
	95% Confidence Interval for Mean	Lower Bound	134.77	
		Upper Bound	142.28	
	5% Trimmed Mean		138.70	
	Median		139.50	
	Variance		152,488	
	Std. Deviation		12,349	
	Minimum		111	
	Maximum		163	
	Range		52	
	Interquartile Range		15	
	Skewness		-.404	,357
	Kurtosis		-.107	,702

Descriptives

LEARNING INDEPENDENCE								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
PRE-TEST	22	138.18	12,003	2,559	132.86	143.50	111	154
POST-TEST	22	138.86	12,959	2,763	133.12	144.61	113	163
Total	44	138.52	12,349	1,862	134.77	142.28	111	163

From the analysis of differences in the average pretest score, the value was 138.18 with an average posttest score of 138.86. It can be stated that there was no increase in learning independence in the subject group after the intervention of providing learning videos considering that the difference in the average score was only 0.68. Next, the subject's learning motivation score at the time of the pretest is in the score range 41-62, with an average score of 53.73 and standard deviation 5.946 and at posttest is in the score range of 47-62, with an average score of 54.82 and standard deviation of 4.415 from 22 subjects with statistical descriptions using SPSS 20 in the table below:

Table 2. Research Data on Learning Motivation Scores

			Statistics	Std. Error
Motivation to learn	Mean		54.27	,785
	95% Confidence Interval for Mean	Lower Bound	52.69	
		Upper Bound	55.86	
	5% Trimmed Mean		54.45	
	Median		54.00	
	Variance		27,087	
	Std. Deviation		5,204	
	Minimum		41	
	Maximum		62	
	Range		21	
	Interquartile Range		8	
	Skewness		-.288	,357
	Kurtosis		-.509	,702

Descriptives								
Motivation to learn								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
pre-test	22	53.73	5,946	1,268	51.09	56.36	41	62
post-test	22	54.82	4,415	,941	52.86	56.78	47	62
Total	44	54.27	5,204	,785	52.69	55.86	41	62

From the analysis of differences in the average pretest score, the value was 53.73 with an average posttest score of 54.82. It can be stated that there was no increase in learning motivation in the subject group after the intervention of providing learning videos considering that the difference in average score was only 1.09.

Hypothesis Test Results

T Test Results

t testis a test used to find out whether the independent variable partially influences the dependent variable. If the Significance value (Sig.) < probability 0.05 then there is an influence of the independent variable (X) on the dependent variable (Y), and vice versa.

The Effect of Learning Videos on Learning Independence

The results of the hypothesis test on the effect of learning videos on learning independence using the T-test found that there was no difference in student learning independence between before and after being given the video learning method. This means that the video learning method has no influence or effect on student learning independence. This is indicated by the t coefficient of -0.181 with a significance value of $p = 0.789$, so Asymp. Sig. > 0.05. then H_0 is accepted and H_1 is rejected, which means there is no influence of learning videos on the learning independence of

THE INFLUENCE OF LEARNING VIDEOS ON LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF PERMATA BUNDA AWALIYAH MIDDLE SCHOOL STUDENTS IN BANDAR LAMPUNG

Indah Rumingsari, Lahmuddin Lubis, Risydah Fadilah

Permata Bunda Awaliyah Middle School students in Bandar Lampung. This can be seen in the following table:

Table 3. Effect of Learning Videos on Learning Independence

		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
KEMA	Equal variances assumed	.072	.789	-	42	.857	-.682	3.766	-8.282	6.918
NDIRI	Equal variances not assumed			.181						
AN	Equal variances assumed			-	41	.857	-.682	3.766	-8.283	6.919
BELAJAR	Equal variances not assumed			.181	756					

The Effect of Learning Videos on Learning Motivation

The results of the hypothesis test on the effect of learning videos on learning motivation using the T-test found that there was no difference in students' learning motivation between before and after being given the video learning method. This means that the video learning method has no influence or effect on student learning motivation. This is indicated by the t coefficient of -0.691 with a significance value of $p = 0.493$, so $Asymp. Sig. > 0.05$. then H_0 is accepted and H_a is rejected, which means there is no influence of learning videos on the learning motivation of Permata Bunda Awaliyah Middle School students in Bandar Lampung. This can be seen in the following table:

Table 4. Effect of Learning Videos on Learning Independence

		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
Motivation to learn	Equal variances assumed	2,765	.104	-.691	42	.493	-1,091	1,579	-4,277	2,095

	Equal variances not assumed			- .691	38,75 8	,494	-1,091	1,579	- 4,285	2,103
--	-----------------------------------	--	--	-----------	------------	------	--------	-------	------------	-------

The results of the analysis using the T-test method showed that there was no influence of learning videos on the learning independence and learning motivation of Permata Bunda Awaliyah Middle School students in Bandr Lampung. This can be seen from the results of data analysis using the SPSS (Statistical Packages For Social Science) program version 22 for Windows.

Discussion

The Effect of Using Learning Videos on Learning Independence and Motivation of Permata Bunda Awaliyah Middle School Students in Bandar Lampung.

The results of data analysis using the T-test found that there was no difference in student learning independence between before and after being given the video learning method. This means that the video learning method has no influence or effect on student learning independence. This is indicated by the t coefficient of 0.181 with $p = 0.789$ ($p > 0.05$). Furthermore, the results of data analysis using the T-test found that there was no difference in student learning motivation between before and after being given the video learning method. This means that the video learning method has no influence or effect on student learning motivation. This is indicated by the t coefficient of 0.691 with $p = 0.493$ ($p > 0.05$). This could be caused by several things, including because students do not pay attention to the procedures for filling out questionnaires which are carried out after sports subjects so that students do not focus on filling in the questionnaires given by researchers, children feel tired. Filling out the questionnaire was carried out in the hall where the students were not familiar with the room, so it could affect the learning process and they were used to being separated by men and women so that there was an impression of embarrassment if they were put together so they were not fully paying attention.

This can also be caused by other factors from uncontrolled variables in the research, namely Experimental Mortality Where the possibility of the subject being sick and unable to take part in the research, fatigue during the course of this research, Testing Effect, namely experience with the treatment itself so that it may increase learning independence and motivation to learn, or stimulate competition against oneself or the time span of the pre-test and post-test which is too close to the memory recall effect which influences the subject's answers when carrying out the post-test (Triona, in Jenny 2022).

4. CONCLUSION

1. There is no effect of learning videos on learning independence, this result is shown by the t coefficient of -0.181 with a significance value of $p = 0.789$, so Asymp. Sig. > 0.05 , meaning that the learning video has no influence or effect on the learning independence of Permata Bunda Awaliyah Middle School students in Bandar Lampung.
2. There is no influence of learning videos on learning motivation. This result is shown by the t coefficient of -0.691 with a significance value of $p = 0.493$, so Asymp. Sig. > 0.05 , which means that the learning video has no influence or effect on the learning motivation of Permata Bunda Awaliyah Middle School students in Bandar Lampung.

REFERENCES

- A.M. Sardiman. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada
- Ahmad, Ida Farida. (2008). *Pengaruh Kemandirian Belajar dan Disiplin Belajar Terhadap Prestasi Belajar Siklus Akuntansi Siswa Kelas X SMK Negeri 7 Yogyakarta Tahun Ajaran 2007/2008*. Skripsi. Yogyakarta: UNY Press.
- Ahmadi, H. Abu. Nur Uhbiyati. (2015). *Buku Ilmu Pendidikan*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. (1996). *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta.
- Azhar, Arsyad. (2009). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada Rineka Cipta
- Basry. (2016). *Hubungan Antara Kompetensi Guru Dan Kepercayaan Diri Dengan Kemandirian Belajar Siswa SMP Negeri 2 pangkalan Susu Kabupaten Langkat*. Program Pascasarjana UMA.
- Dalyono, M. (2001). *Psikologi Pendidikan*. Jakarta: PT. Rineka Cipta
- Dapriansyah. (2013). *Faktor-Faktor Yang Mempengaruhi Minat Belajar IPS Peserta Didik Smp Negeri 3 Terusan Nunyai Lampung Tengah*. UNILA.
- Desmita. (2009). *Psikologi Perkembangan Peserta Didik*. Bandung: PT. Remaja Rosdakarya.
- Dimiyati dan Mujiono. (2002). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
- Djamarah, Syaiful Bahri. (2011). *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Fitri, Siti Fadia Nurul. (2021). *Problematika Kualitas Pendidikan di Indonesia*. *Jurnal Pendidikan Tambusai*, 5.1: 1617-1620.
- Gagne, R.M. & L.J. Briggs. (1974). *Principle of Instructional Design*. New York: Holt, Rinehait & Watson.
- H. Asrori, M. (2017). *Psikologi Pembelajaran*. Bandung: CV Wacana Prima.
- Hadi, Sutrisno. (1989). *Metode Penelitian Research*, Yogyakarta: Andi Offset.
- Heinich R., Molenda, dan J.D. Russel. (1996). *Instructional Media*. New York MacMilan Publishing Company.
- Hj. Manizar, Elly. (2005). *Pengantar Psikologi Pendidikan*. Palembang: IAIN Raden Fatah Press.
- Islamuddin, Haryu. (2012). *Psikologi Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Juwandi; Widyana, Rahma. (2019). *Pengaruh Kemandirian Belajar Terhadap Pemanfaatan Internet Sebagai Sumber Belajar*. *Jurnal Spirits*, 10.1: 49-64.
- Martinis, Yamin. (2011). *Paradigma Baru Pembelajaran*. Jakarta: Gaung Persada.
- Miarso, Yusufhadi. (2004). *Menyemai Benih Teknologi Pendidikan*, Jakarta: Prenada Media.
- Noor Syam, Muhammad (1999). *Pengantar Filsafat Pendidikan*. Malang: FIP IKIP Malang.
- Nurhayati, Eti. (2011). *Psikologi Pendidikan Inovatif*. Yogyakarta: Pustaka Pelajar.
- Pebruanti, Lies; Munadi, Sudji. (2015). *Peningkatan motivasi dan hasil belajar pada mata pelajaran pemograman dasar menggunakan modul di SMKN 2 Sumbawa*. *Jurnal Pendidikan Vokasi*, 2015, 5.3: 365-376.
- Ristianti, Litia. (2017). *Penerapan Media Video Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran SKI DI Kelas VII MTs Paradigma Palembang*. UIN Raden Fatah Palembang.
- Riyana, Cheppy. (2007). *Pedoman Pengembangan Media Video*. Bandung: Program P3AI Universitas Pendidikan Indonesia.
- Santrock, J.W. (2002). *Perkembangan Masa Hidup*. Edisi 5, Jilid I. Jakarta: Erlangga.
- Santrock, J.W. (2003). *Adolescence: Perkembangan Remaja (6th ed)*. Jakarta: Erlangga.
- Santrock, J.W. (2019). *Psikologi Pendidikan, Educational Psychology*. Jakarta: Salemba Humanika.
- Sapriya, Prof. (2017). *Pendidikan IPS Konsep dan Pembelajaran*. Bandung: PT. Remaja RosdaKarya.
- Schultz, Duane P. & Sydney Ellen Schultz. (2014). *Teori Kepribadian*. Penerbit Buku Kedokteran, EGC.

- Seels, Barbara B. & Rita C. Richey. (1994). *Instructional Technology, The Definition and Domains Of The Field*. Washington, DC.
- Setiawan, Yasin. (2007). *Perkembangan Kemandirian Seorang Anak*. Indeks Artikel, Siaksoft, Posted by. Edratna 28 Juli 2007.
- Silvani, Angga. (2012). *Pemanfaatan media timeline video pembelajaran untuk meningkatkan proses dan hasil belajar IPS siswa kelas IV SDN Gunung Jati 01 Kec. Jabung Kab. Malang*. Pemanfaatan media timeline video pembelajaran untuk meningkatkan proses dan hasil belajar IPS siswa kelas IV SDN Gunung Jati 01 Kec. Jabung Kab. Malang/Angga Silvani.
- Singarimbun, Masri dan Sofian Efendi. (ed.), *Metode Penelitian Survey*, Jakarta: LP3ES, 1995.
- Steinberg, L. (2002). *Adolescence*. New York: Mc. Graw Hill Companies, Inc.
- Sugihartono, dkk. (2007). *Psikologi Pendidikan*. Yogyakarta: UNY Pers.
- Sukarno, Anton. (1999). *Ciri-Ciri Kemandirian Belajar*. Jakarta: Kencana Prenada Media.
- Sungkono. (2003). *Pengembangan dan Pemanfaatan Bahan Ajar Modul Dalam Proses Pembelajaran*. Yogyakarta.FIP UNY.
- Surya, Hendra. (2003). *Kiat mengajak Anak Belajar dan Berprestasi*. Jakarta: Gramedia.
- Uno, Hamzah B. (2011). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.
- Wahab, Rohmalina. (2018). *Psikologi Belajar*. Jakarta: Rajawali Press.
- Wasito (2019). *Hubungan Antara Motivasi Belajar dan Cooperative Learning terhadap Prestasi Belajar di SD Muhammadiyah Sokonandi Yogyakarta*. Sukma: Jurnal Pendidikan, 3.1: 35-56.
- Wibowo, Catur Hari. (2015). *Problematika Profesi Guru dan Solusinya bagi Peningkatan Kualitas Pendidikan di MTs Negeri Nguntoronadi Kabupaten Wonogiri*. Media. Neliti. Com. Institut Agama Islam Negeri Surakarta.