

# Effectiveness of Video Learning Media to Improve the Creativity of Class VII Students of SMP N 1 Mojolaban

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## ABSTRACT

Video media is a presentation media that can convey five forms of information, namely images, lines, symbols, sounds, and movements. This study aims to determine the effectiveness of video tutorial media in enhancing the creativity of drawing decorative items of students of SMP Negeri 1 Mojolaban. This research is a Research and Development (RnD) research using Borg & Gall (1983) model. The media used has validated by two media experts, one material expert, and a practitioner. After being approved, the media was tested on a small scale to 12 students and then check on a large scale to 32 students. The test instrument used in the study was an ornamental product assessment test. Data were analyzed using analysis of Independent-sample T-Test and Paired-Sample T-Test with a significance level of 5% ( $\alpha = 0.05$ ). The results showed that there were significant differences in the increase of students' creativity in the material in drawing decorative items.

**Keywords:** video media, creativity, ornamental variety

## INTRODUCTION

The curriculum used in education in Indonesia today is the 2013 curriculum. The 2013 curriculum is a curriculum with an approach based on students' creativity. Therefore, students are required to be more creative and innovative. Enhancing student creativity can do with many things, one of which is inserting every subject in school, one of them is art and culture subjects. Learning art and culture is an important part of the education system as a whole. Learning art and culture is a strategic and functional element for humanity's breeding efforts. The role of learning art and culture is not only to create artists but also to create creative and innovative personalities, in fact teaching literature and culture today has not been maximized in enhancing student creativity. The reason is learning

conventional art and culture. Munandar (2004: 52) suggests that the cause of low creativity caused by the environmental factors of the learning system in schools that do not provide opportunities for individuals to develop their curiosity, the courage to express ideas, confidence in showing differences or even innovating. Based on the above opinion, it is not surprising that the current work of students is not representing their ideas and ideas, students are only pegged to the existing image, resulting in less meaningful learning and the learning objectives that not expected.

The less optimal learning of art and culture becomes an obstacle to student creativity, even though creativity is very important for student development because it has a big influence on the totality of a person's personality. The implementation of

learning art and culture is still very concerning; one example is the creativity of students in drawing ornamental variety. Students are still not maximal in making decorative items; this is evidenced by the lack of creative, creative products that students produce, that is, the process of making products does not represent some important techniques in creating creative products. Creative products in drawing decorative items must have several indicators. According to Fitriana (2012: 27), there are indicators of creativity namely fluency, flexibility, originality, elaboration. To achieve the expected goals, a learning media is needed, which includes indicators of creativity, to make students more creative and create excitement during the learning process. The learning media referred to in this study are media video tutorials. Video media according to Rudy Bretz in Mardiani (2016: 20) explained that video media is a presentation media that can convey five forms of information, namely images, lines, symbols, sounds, and movements. The video is a visible learning material (audio-visual), said to be because the hearing elements (audio) and visual elements (visible) can be present together. The use of media video tutorials is selected, developed and used appropriately and well, it hopes that it can provide significant benefits for teachers and students.

According to Daryanto (2010: 90), the interests of the video include: video display size is very flexible and can be adjusted according to need, the video is non-printed teaching material that is rich in information and straightforward because it can reach students directly, and video adds a new dimension to learning. In general, the benefits that can obtain are the learning process is more interesting, more interactive, the quality of student learning can be improved, as well as increasing students' motivation in learning art and culture to keep seeing it. Through a variety of tutorial-based video tutorial learning media, is expected that the message strategy will be easier to convey and can also display

the procedures for making decorative items in more detail. With the explanation above, researchers are interested in doing learning with media video tutorials to enhance students' creativity in drawing ornamental variations. According to Warwick and Kershner (2008), teachers must recognize the advantages of ICT so that learning is better and more effective. Teachers also need to be given training courses to learn about ICT in teaching and learning. The process of using ICT is a sustainable step that can support learning and information sources (Young 2003). This study aims to determine the effectiveness of the media video tutorial in enhancing the creativity of drawing decorative ornaments of students at SMP N 1 Mojolaban.

## **RESEARCH METHODS**

The development of video media in this study is based on research and development of Research and Development (R & D) by Borg & Gall (1983). The effectiveness of learning video media is obtained based on the comparison of two different treatments to the research subject. The first group of learning using video tutorial videos (X1) is called the experimental group and the second group of learning without using tutorial videos (conventional) (XO) is called the control group. The study was carried out at SMP Negeri 1 Mojolaban in VII grade students. The research conducted at the time of learning from January 2017 - April 2017. The subjects of this study were students of class VII 2017/2018 school year. The test given is a test drawing ornamental variety according to the sample of objects that are around the environment. The form of analysis is in the way of practical questions, the practice questions that are measured are about the indicators of creativity namely fluency, flexibility, originality, elaboration. Different t-test techniques analyzed the collected data on two free samples with Independent sample T-test analysis and two examples that correlated with paired-sample t-test analysis. Then the data is

analyzed qualitatively to obtain more information about student creativity.

## RESULTS AND DISCUSSION

Before the test instrument used as a data capture tool, it first tested on 32 students as trial respondents. Based on the validity test and reliability test that has tested on 32 students, the results of the instrument reliability calculation obtained  $r_{11} = 0.879$ , and it can show that the interpretation of instrument reliability is high. The next step is to analyze the prerequisite test by testing the normality and homogeneity test. Test the normality of students' creativity questionnaire using the Shapiro-Wilk statistical test in the experimental class and control class showed that  $p > 0.05$  or  $0.702 > 0.05$ , so  $H_0$  was accepted and in the control class showed that  $p > 0.05$  or  $0.160 > 0.05$ , then  $H_0$  is taken. Then it can be stated that the data normally distributed. Next is the homogeneity test on student creativity questionnaire data using Test F statistical test with a significance level of 0.05. Based on the results of the homogeneity test using the F test shows that failed to reject  $H_0$  because of the P-value of the experimental class and P-value of the control class ( $1.711703 > 0.05$ ) so it shows that the sample group has the same/ similar variant. The results of the descriptive analysis show that using video tutorial videos, there are differences in the creativity of drawing decorative items. This can be seen from the average acquisition of pretest and posttest scores in the experimental group compared to the average pretest and posttest scores in the control group. Summary of the results of the descriptive analysis with the help of the SPSS 23 for windows computer program as presented in Table 1.

**Table 1. Large-scale Test Average Value**

	Control	Experiment class
Pre-test	71.2	73.7
Post-test	73.9	80.3

Based on Table 1. In the experimental group in drawing ornamental variants that use video tutorial media, there

was an increase of 7 scores, namely from an average value of 73.6875 to 80.375 while in the control group, which is drawing decoration using conventional learning, increased two counts, namely from the average cost of 71.15625 to 73.875. Based on the results of the data analysis above, it can show that the use of tutorial videos in drawing ornamentation, there are differences in the level of creativity in making decorative items. The difference in the average posttest score in the two groups shows that the video tutorial media is more effective in increasing the creativity of students at SMP N 1 Mojolaban. Next is to test the effectiveness of the product by using T-Test for Two secondary data and two independent samples T-Test. The significance level used is 5% or 0.05. In the Paired-sample Test, the hypothesis used is  $H_0: \mu_1 = \mu_2$  (the pre-test group has an average value greater than or equal to the post-test group) and  $H_1: \mu_1 < \mu_2$  (the pre-test group has an average value smaller than the post-test group). Test statistics in the Paired-sample Test, this uses the formula where:

$$t = \frac{\bar{X}_D - \mu_0}{s_D / \sqrt{n}} \cdot \bar{X}_d = \frac{\sum D}{n}$$

$$s_d = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

From the calculation above obtained the value of  $t \text{ count} > t \text{ table}$  ( $7.280972 > 1.69552$ ). It shows  $H_0$  rejected. It can be stated that there are differences in creativity in drawing ornamental varieties before and after being treated through the use of video tutorial videos in the experimental class. Two independent sample T-Test tests are used to determine whether there are differences in creativity drawing, treatment between two classes, namely the control class and the experimental class. In the Independent-Sample T-Test, Hypothesis  $H_0: \mu_1 = \mu_2$  (the control group has an average value smaller or equal to the experimental group), while  $H_1: \mu_1 < \mu_2$  (the control group has an average value greater

than the group post-test). Test statistics in the Independent-Sample T This test uses a formula

$$t = \frac{X1 - X2}{\sqrt{\frac{S1^2 + S2^2}{n}}}$$

where:

$$S^2 = \frac{1}{n} (S1^2 + S2^2)$$

Based on the calculation, the value of t arithmetic > t table (5.423277 > 1.6698) obtained. This shows Ho is rejected. It can be stated that there are differences in learning motivation between the control class and the experimental class. Thus it can be said that the development of instructional media in video tutorials can enhance the creativity of drawing students' ornamental variety in art learning.

## DISCUSSION

Hypothesis Testing Results which say that the learning of product design using the video tutorial media there is a significant difference in the creativity of drawing ornamental variants of class VII students of SMP N 1 Mojolaban. The role of creativity in attracting this ornament found in the video as an example of picture 1.a students

observe the sunflower object. The object that will be the source of making decorative items. In Figure 1a, students can find sunflowers directly, and students are asked to observe more details about the part of the sunflower, students can use all parts of the sunflower to be used as a source in making an ornamental variety, for example, crowns, pistils, cucumber, leaves, roots, stems. In figure 1c, 1d, 1e creativity begins to emerge; students begin to learn to explore sunflowers into ornamental varieties, with three basic techniques, namely enrichment, point of view and deformed. The method of drawing ornamental variety by not changing its original shape, in this technique students are taught to give decoration to the picture and not limit students' creativity. In Figure 1d the students are invited to explore objects with deformed techniques. Techniques Changed form is to draw ornamental variations to separate elements by not leaving the composition. Here students draw a variety of ornamental sunflowers can separate the elements of flowers, such as petals, stamens, pistils.

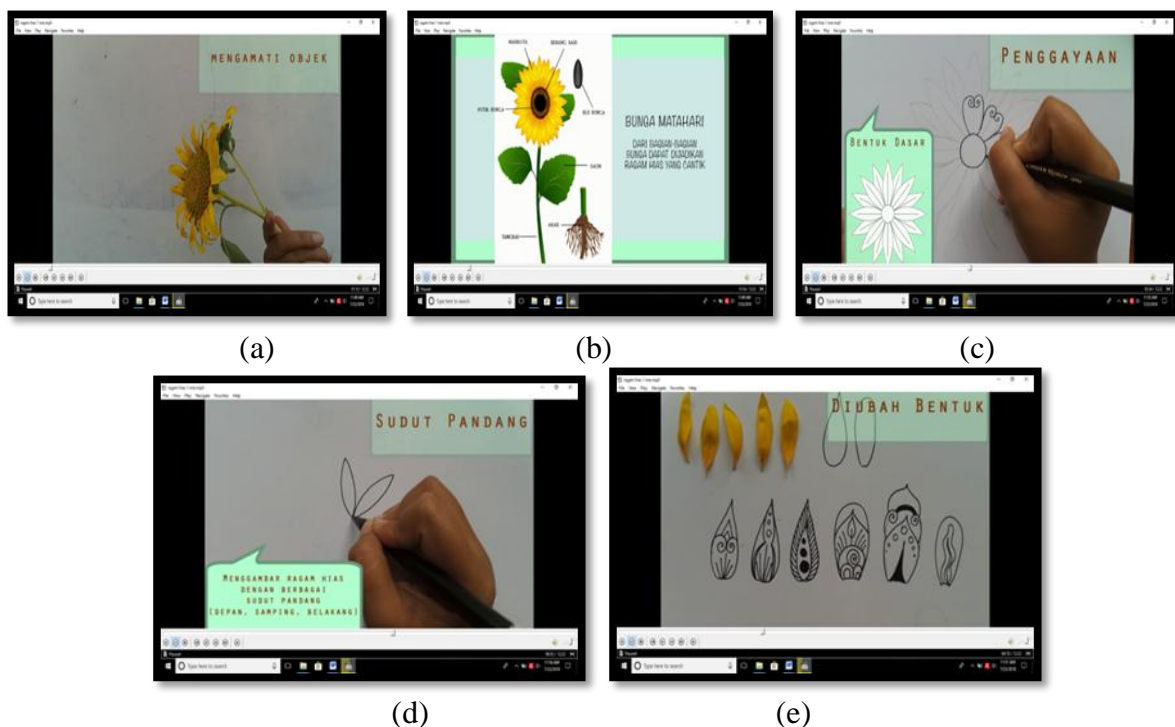


Figure 1. (a) Viewing objects directly, (b) knowing the parts of the sunflower, (c) questioning the form, (d) point of view, (e) changing form

The third ornamental variety technique in Figure 1e is the point of view, drawing a variety of ornaments with various points of view (front, bottom, and top). This tutorial video provides something new, that is, it can develop students' creativity because in this video students are not limited to ideas in making decorative items. In this video, students can also see how creativity indicators such as fluency, flexibility,

originality, elaboration are also displayed. In the video tutorial on drawing decorative items students are invited to produce lots of ideas, opinions and can be more open-minded that all plants, animals or humans can make into an ornament. Also, students are taught to make shape shapes well, make matching decorations, create image designs with unique combinations, and can add variations to each section.



(a)



(b)

Figure 2. (a) The results of the student's drawing before the use of the video tutorial, (b) The results of the student's drawing after the use of the video tutorial

The difference in the use of video tutorials towards increasing creativity in drawing decorative items for grade VII students of SMP N 1 Mojolaban is shown by the average score of posttest scores which is higher when compared to the average rating of pretest in the experimental group, namely 73.6875 (at the time of pretest) and 80.375 (in during posttest). The experimental group which uses ornamental video using tutorial videos has a higher average value compared to the average posttest score in the control group in

decorative learning with traditional learning. It means the use of video tutorials in drawing ornamentation; there are differences in the level of creativity. The results of the increase in creativity in bringing ornamental varieties before and after the use of video tutorials can see in Figure 2. Ghavifekr, S. & Rosdy, W.A.W. (2015). Research shows that technology-based learning is more effective than conventional classes because technology learning is more exciting and useful for teachers and students.

## CONCLUSIONS AND SUGGESTIONS

Learning with video tutorials is effective in increasing students' creativity in drawing decorative items. It indicated by the difference between the control class and the experimental class. The results of the T-test analysis show that the experimental class has higher learning outcomes than the control class with an average of 80,375. Some research shows that the use of ICT in teaching and learning will improve students' ability in active learning (Jamieson-Procter et al., 2013; Jorge et al., 2003; Young, 2003; Finger & Trinidad, 2002).

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