

Improving Student's Motivation and Learning Outcomes by Using Video Based Learning

Marice Saragih^{1*)}, Binner Sihaloho²⁾, Devita Ginting³⁾

¹⁾³⁾Institut Teknologi dan Bisnis Indonesia, ²⁾STIKes Sehati

¹⁾maricesaragih@gmail.com, ²⁾Binnersihaloho82@gmail.com, ³⁾Devitaginting@gmail.com

Submitted : 25 July 2025 | **Accepted** : 29 July 2025 | **Published** : 30 July 2025

Abstract: The use of video based learning is the appropriate media that use for the students in this modern era. Most of the teacher taught without using media and it will make the students uninterested in the learning process, a teacher should be able to use interesting and interactive media as a tool of learning so that students can become more interesting and more easier understanding the lesson that the teacher has been delivered. The objective of this research is to find out the students motivation and learning result by Using Video Based Learning in English. The Methodology of This research is quantitative research, namely by conducting classroom action research, where in looking at the results of this research a test is given to the control group and experimental group by giving a pre-test and post-test. The population of this study was Singosari Class X High School, and the sample consisted of 62 people. The results of this research were the experimental class pre-test 51.48 and post test 79.25. while in the control group class it was 47.29 and post test 54.87. The Conclusion of this research was that the students motivation and the students learning result improve after using video in the learning process at the SMA Singosari class X Delitua High School students.

Keywords: Video Based Learning, Motivation, Learning Outcomes

INTRODUCTION

Education is an important pillar in shaping future generations. To form an intelligent generation, it is necessary to provide motivation so that students are enthusiastic about participating in learning. The methods and strategies used by teachers in teaching will make students motivated and enthusiastic in participating in learning. With the enthusiasm of students in participating in learning, the learning will be more quickly the students understand about the lesson. A problem that is often found in schools is the lack of creativity of teachers in delivering learning material. Motivation to learn is an urge that arises from stimulation from within and from outside so that a person desires to make changes in certain behavior/activities to be better than the previous situation. (Keller, 2019) defines motivation as the intensity and direction of a behavior and is related to the choices a person makes to do or avoid a task and shows the level of effort he makes. Motivation is the key to success in achieving quality education goals. Therefore, this article aims to explain several strategies and factors that can increase learning motivation at school. Student motivation to learn not only influences students' academic achievement, but also shapes positive character and behavior towards education. Sari (2021) believes that the use of learning media by teachers will make students happier and more comfortable in participating in the learning process. The definition of learning media is media that is used to stimulate students' thoughts, feelings, abilities and attention in the classroom learning process. Learning media is a term used to describe the type of media used to describe the type of media used by educators during the learning process. Media can be divided into two types based on their function: 1) media in a broad sense are all objects that a person uses to make changes in the hope that these changes will last a long time, which occur through direct or indirect experience; 2) learning media are used by educators during the teaching and learning process to solve problems in the learning process (Junaidi, 2019). Thus, the use of media is something that is very important to apply in the teaching and learning process. The appropriate media to use in the learning process in this era is the application of Video Based Learning media. Video Based learning is one way of delivering learning in the 4.0 era so that it contains elements development of the Industry 4.0 revolution (Putri at al, 2020). Learning videos are also a media that has become a trend in e-learning (electronic learning) for a decade. This is because humans themselves will find it easier to connect by tracking a movement and this creates interest in a moment or

information. Learning videos make things more interesting than just text (Maulana). Learning through video media is more effective and efficient for students to absorb the essence of learning. Media is very important to use in the teaching and learning process, but teachers still use media minimally in learning, so the author is interested in researching the use of video based learning media in increasing student motivation and learning outcomes in Singosari 10th grade high school.

LITERATURE REVIEW

The word media comes from Latin, namely *Medius*, which means "middle", "intermediary" or "introduction". So, media can be concluded as an intermediary or messenger from the sender to the message recipient. Media can be something like materials (software) and tools (hardware) (Jalinus&Ambiyar, 2016). In general, media can be understood as an intermediary for information to be received by the recipient. This information can be anything, whether educational, political, technological or informational or what is usually called news (Nunuk et al., 2018) Video Based Learning is learning that uses video media in its application, with the aim of optimizing student learning in a new atmosphere and as a method that can develop the way teachers learn so that learning is more interesting.

The use of learning videos can make it easier for students to understand each lesson delivered. This is known from previous researchers who have researched the use of learning videos in the learning process. DeLozer at all, 2017 stated that through video-based learning students gain new knowledge while increasing their ability to create a basis for interaction between students. Sadeghi et al., 2014 stated that video-based learning can make it easier for educators to provide understanding to students. With learning videos provided by the teacher, it will be easier for students to understand the learning being delivered because through videos students can learn to repeat learning wherever they learn. Eka Fitria (2021). stated that the use of learning videos is part of multimedia learning which is effectively used to help achieve learning. Lupita et al., (2021) stated that learning videos are very suitable for use in learning process activities, student learning outcomes will increase with interactive learning videos. Pradilasari et al., 2019 stated that the preparation of learning video media starts from planning a discussion of the material which includes presentation of the material, explanation of the content of the material, example questions and practice or evaluation questions.

With current technological developments, a teacher should be able to use interesting and interactive learning media so that students can become more interested in learning. With the existence of learning video-based learning media, it will be a means for teachers to make it easier for teachers to deliver the material being presented. Through the learning videos provided, teachers can use this means to teach students with fun learning and encourage students to be interactive. There are several types of learning media, one of the learning media that is interesting for students is the use of video/audio visuals. By using this learning media, the aim is that students can more quickly understand what the teacher is saying. Ketut Agustini (2020) stated that learning videos have a positive impact on students' learning activities by demonstrating material, motivation, tutorials and time effectiveness. The use of learning videos makes it easier for students to understand the material so that it can increase students' interest in learning (Heo & Toomey, 2020; Tegeh et al., 2019; Yusnia, 2019). The use of learning video media makes it easy for students to understand learning that is still abstract because the nature of videos can make messages concrete. Ketut Agustini and Jero Gede Ngarti (2020) stated that Learning videos have a positive impact on the learning activities of demonstration students material, motivation, tutorials, and time effectiveness. From using this learner video make it easier for students to understand the material, so that they can increase interest in learning students (Heo & Toomey, 2020; Tegeh et al., 2019; Yusnia, 2019). Use of video media learning makes it easy for students to understand ongoing learning abstract because of the nature of videos that can concretize messages (Adriyani&Suniasih, 2021; Soucy et al., 2016; Taqiya et al., 2019). This creates an increase in learning motivation learners. With the use of media

The world of education needs a transformation to face major changes in revolutionary science, and the use of learning videos will create enthusiasm and motivation in learning and will be visible in student learning outcomes. This increases students' learning motivation. With the use of video media, learning motivation and learning outcomes are certainly related. The world of education needs a transformation to face major changes at the stage of revolutionary science. (Luritawaty et al., 2022; Dewi and Afriansyah, 2022) The use of this learning video will create enthusiasm and motivation in students' learning, learning motivation will be visible in students when students get optimal results. Obtaining optimal results for students is of course influenced by several aspects, one of which is the good learning strategies that the teacher provides. This means that a teacher is certainly expected to have high creativity to achieve learning goals. This learning motivation is a driving factor for someone to mobilize their existing potential, create high desires and increase enthusiasm so that the desired goals are achieved. This motivation plays an important role in learning activities. Having high learning

motivation makes students enthusiastic about learning and makes student learning outcomes optimal. Motivation is reviewed based on its source, divided into two types: Intrinsic Motivation and extrinsic motivation.

1. Intrinsic motivation

Intrinsic motivation is that does not require external stimulation because it comes from the individual himself, namely in accordance with or in line with his needs. Intrinsic motivation is encouragement that comes from the heart, generally because of awareness of the importance of something or because of talent encouragement if there is suitability for the field being studied.

2. Extrinsic Motivation

Extrinsic motivation is things or circumstances that come from outside the individual that encourage him to carry out learning activities. Extrinsic motivation is encouragement that comes from outside (the environment), for example parents, teachers, friends and community members. Extrinsic motivation is motives that are active and function because of external stimuli. Example: Someone studies because they have an exam tomorrow, they study in the hope of getting good grades so that their parents, teachers and friends will praise them (Masni, 2015)

Based on the previous research above the writer think that the use of Video Based Learning is the appropriate media that use in the learning studying process and it given the motivation of the students to study English, and the students have high score when the teacher use media Video Based Learning in the.

METHOD

The method that used in this research is Quantitative research, This type of research includes classroom action research (Action Research). The population of this research was the first grade students of SMA Singosari Delitua which consist of 124 students and the sample of this research consist of 62 students. The main concept of action research consists of four components, namely : Planning- implementation- observation- reflection(Farhana, 2012) In this research, data collection used pre-test and post-test in the control group and experiment group. The Tests are given to students to reveal students' abilities in English before and after using Video Based Learning media, whether there is improvement or not. Data collection tools are: written tests and interviews.

In this study the researcher used interview test as the instrument for collecting data. The interview test was conducted in both groups: Experimental and Control group. The accuracy of the result was very determined on how accurate the use of instrument. Relating to researcher used oral test as an instrument. Ary (2005; 216) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Moreover Heaton(2007; 89) states that the test must be appropriate in terms of our objectives, it depends on the evidence provide and particular situation.

The data collection techniques used in this research are: (a) interviews of class teachers and students, (b) observation of teacher and student activities during the learning process, (c) documentation.

The data analysis technique used in this research is: (a) qualitative data analysis, namely describing data that has been obtained from observations regarding student and teacher activities, the application of the video learning based in the learning process, (b) Quantitative data analysis, quantitative data obtained from observation data of teacher and student activities in learning by applying video as a student learning medium (Arikunto, 2007). A research instrument is a tool used to measure something natural and social phenomena that are specifically observed, namely research variables (Sugiyono, 2013, p.148).The test instrument is used to measure the level of mastery of the order concept can enter the stage of creative thinking in students. To measure the test This mastery uses multiple choice questions made according to indicators. There are 30 questions in the learning tool in the cognitive . Data has been collected through pretest and posttest results will then be analyzed. The pretest and posttest data were then analyzed with the score that has been achieved then calculated. The technique to measure the learning outcomes is the amounts of the students score divided the students total score times one hundred (Sugiono, 2017) .

Table 1
 Scoring Rubric of the students' learning result and the Students' Learning motivation

Score	Interval Presentasi	Criteria
76-100	76-100	Very High
51-75	51-75	High
26-50	26-50	Enough
0-25	0-25	Low

RESULT

In this study there were 62 students who were used as samples, 31 people as samples in the control group and 31 people as samples in the experimental group. Data from the analysis of the assessment of the written test process as an evaluation instrument which has been reflected can be seen that in the control class the English learning group did not achieve maximum results because the average score in the pre-test and post-test was very low, because in the teaching and learning process the teacher did not use media in learning English, the average score in the pre-test was found. The average score in the pre-test and post-test was very low, because in the teaching and learning process the teacher did not use media in learning English, it was found that the average score in the pre-test was 47.29 and the post test was 54.87. The highest score in the pre-test was 65 while the lowest score was 34, and the highest score in the post-test was 70 and the lowest score was 45 And the deviation found in the control group between the pre-test and post-test was 7.5, so it can be said that the results are very low. The average score of the experimental group in the pre-test and post-test was quite high, because in the teaching and learning process the teacher used the Video Based Learning application media in the English learning process, it was found that the average score in the pre-test was 51.48 and the post test was 79.25. And the deviation found in the experimental group between the pre-test and post test was 26, so it can be said that the results are high, thus it can be said that the Video Based Learning application can increase motivation and English learning outcomes, especially in students' English grammar, and this application is highly recommended in improving students' English grammar skills.

DISCUSSIONS

Data obtained from the test results given. Data collection was taken from two groups, namely the experimental class and the control class and each group was given a pretest and post-test, in the experimental group was the group that used the Video as media and the control group was the group that did not use the application media. With the test given, deviations from the experimental group and control group can be seen.

To obtain data the author held two groups, namely a control group and an experimental group. In group control, a pre-test will be given without using an application, and then the researcher applies Video Based Learning in English language learning which is called group control, and after being given material by using the application, students will be given a test called post-test. To see the results of whether there is an influence of Video Based Learning on English grammar skills for Singosari Delitua High School students, a pre-test and post-test were held. The results of the pre-test and post-test of students in the able I group and experimental group can be seen in the able below:

Table 2
 Calculation of the Students' Score from the Control Group

NO	INISIAL NAMA SISWA	PRE-TEST	POST-TEST	DEVIASI
1	AFS	51	55	4
2	ACMS	61	66	5
3	AFWS	45	53	8
4	BS	34	40	14
5	CUP	43	45	2
6	CAS	45	50	5
7	DMN	42	52	10
8	EDS	47	58	11
9	EN	40	45	5
10	EMN	45	62	7
11	FEB	65	66	1
12	FSB	65	66	1
13	GJP	60	65	5
14	HDW	44	48	4
15	INS	45	51	6
16	JN	47	59	12
17	JT	41	54	13

18	LIN	43	48	5
19	LKS	45	55	10
20	MZ	44	48	4
21	NVP	40	47	7
22	ONH	39	53	14
23	PBH	37	44	7
24	PCS	53	59	6
25	RHS	40	53	13
26	SJ	53	58	5
27	SN	59	65	6
28	WAS	60	70	10
29	WL	50	52	2
30	ZN	44	47	3
31	MS	44	50	6
	TOTAL	1432	1651	201
	MEAN	47,29	54,87	7,5

The average score in the pre-test and post-test is very low, because in the teaching and learning process the teacher does not use media in learning English, it was found that the average score in the pre-test was 47.29 and the post test was 54.87. The highest score in the pre-test was 65 while the lowest score was 34, and the highest score in the post-test was 70 and the lowest score was 45. And the deviation found in the control group between the pre-test and post test was 7.5, so it can be said that the results were very low.

Table 3
 The Calculation of the Students' Score in Experimental Group

NO	STUDENTS' INITIAL NAME	PRE-TEST	POST-TEST	DEVIATION
1	AGN	52	82	30
2	ALX	70	79	9
3	ANDK	54	70	16
4	ASM	39	72	33
5	BHT	61	82	21
6	DS	60	78	18
7	DNA	45	70	25
8	DWI	40	75	35
9	ES	60	82	22
10	FS	68	88	20
11	GUM	50	71	21
12	GAH	60	79	19
13	IPS	60	80	20
14	IBS	36	76	32
15	JP	35	75	40
16	JH	62	74	12
17	JT	71	93	22
18	JD	36	85	49
19	JFS	64	80	16

20	JISN	42	80	38
21	JN	52	86	34
22	KAL	54	79	25
23	KHS	36	75	39
24	LS	62	69	7
25	MJS	40	85	45
26	MS	55	85	30
27	MPB	60	85	20
28	MFS	52	84	32
29	NKPG	36	83	47
30	OSWS	41	75	34
31	RS	43	80	37
	TOTAL	1596	2457	769
	MEAN	51, 48	79,25	26

The average score of the experimental group in the pre-test and post-test was quite high, because in the teaching and learning process the teacher used the Video Based Learning application media in the English learning process, it was found that the average score in the pre-test was 51.48 and the post test was 79.25. And the deviation found in the experimental group between the pre-test and post test was 26, so it can be said that the results are high, thus it can be said that the Video Based Learning application can increase motivation and English learning outcomes, especially in students' English grammar, and this application is highly recommended in improving students' English grammar skills.

CONCLUSION

Based on data analysis in this research, the research question regarding the effectiveness of using video based learning when applied as a learning medium has been answered accompanied by accurate evidence, the results revealed that there was a very high and significant increase in results, the experimental class when carrying out the pre-test was 51.48 and the post test was 79.25. while in the control group class it was 47.29 and post test 54.87. This result is the prove that there is the influence of the students motivation and the students learning result after using video in the learning process at the SMA Singosari class X Delitua Hight School students.

ACKNOWLEDGMENT

1. The authors would like to thank the to the Rektorof IT&B Indonesia for providing access to Publish the journal
2. Special thanks to Roberto Kaban M.Kom for their helpful suggestions on the manuscript."
3. This research was supported by KampiunSidebang as my husband dan also thanks to my two daughters Hana and Thalia Sidebang and to my son Yehezkiel Sidebang
4. The authors are grateful to Binner Sihaloho and Devita Ginting for their assistance with statistical analysis."

REFERENCES

- Adriyani, N.L. & Suniasih. W.(2021) Developmen of Learning Video Based Learning on Problem Solving Characteristic of Anials and Their Habitats Cintain in Science Subject on 6th grade.Jurnal of Education 5(1) 7-47
- Agustini, Ketut dan Jero GedeNgarti (2020). Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa Menggunakan Modal R&D. Jurnal Ilmiah Pendidikan (JIIP), 4(1) DOI:<http://dx.doi.org/10.23887/jipp.v4i1.18403>
- Ary, Donald. 2005. Introduction to Research in Education. New York: Northern Illionis University
- Cut Dhien, Nurwahidah, Zahara Zahara, Ibnu Sina. (2021). Media Video Pembelajaran Dalam Meningkatkan Motivasi dan Prestasi Mahasiswa. Vol 17 No.1

- Fitria, Eka. (2021) .Analisis Pemanfaatan Meia Online pada Pembelajaran Daring Fisika Terhadap Motivasi Belajar Siswa. *Jurnal of Innovation in Teaching and Instructional Media*.6(7) 56-60
- Lupita, L., & Amdriani, S. (2021). Video Edukatif Youtube Berbantuan Powtoon Aplication Berbasis etnomatematika Materi Bangun Ruang Sisi Lengkung Siswa SMP/MTs. *Maju : Jurnal Ilmiah Pendidikan Matematika*, 8(1),11.
- Heo, M., Toomey, N. (2020). Learning With Multimedia: The Effect Of Gender, Type of Multimedia Learning resources, and spatial ability. *Computer and Education*, 146, 103747. <https://doi.org/10.1016/j.compedu.2019.103747>
- Luritawaty, I. P. (2018) Pembelajaran take and Give dalam upaya mengembangkan kemampuan Pemahaman Konsep Matematis. *Mosharafa : Jurnal Pendidikan Matematika*, 7(2), 179-188.
- Lelis Adrianty at al(2024). Meningkatkan Motivasi Belajar dengan Penggunaan Vidio Pembelajaran di MtsS Asy-Syarif Sidang Koto Laweh. *Jurnal Ilmu Sosial, Pendidikan Dan Humaniora* Vol. 3, No.1 April 2024. e-ISSN: 2829-3886; p-ISSN: 2829-3479, Hal. 244-251 DOI: <https://doi.org/10.56910/jispendiora.v3i1.1250>
- Novita, L., Sukmanasa, E.m & Pratama, M.Y. (2019). Penggunaan Media Pembelajaran Video Terhadap Hasil Belajar Siswa SD. *Indonesia Jurnal of Primary Education Penggunaan*, 3(2), 62
- Pradilasari, L., Gani, A., &Khalidun(2019) . Pengembangan Media Pembelajaran Berbasis Audio Visual Pada MAteri Koloid Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa SMA. *Jurnal Pendidikan Sains Indonesia*, 7(1), 9-15
- Putri marliani, Lita. (2021). PengembanganVidioPembelajaranUntukMeningkatkan MotivasiBelajarSiswaSekolahDasar. UIN Syarif Hidayatullah.
- Sadewo, Y. D., & Purnasari, P.D. (2021). Pengembangan Vidio Pembelajaran Matematika Berorientasi Kebudayaan Lokal Pada Sekolah Dasar. *Sebatik*, 25(2), 590-597
- Sari, Wan Nuridiana. (2021). Pendidikan Karakter Melalui Pembelajaran IPS. *Jurnal Inovasi Penelitian*. Vol 1 No. 1 Hal 2255-2262.
- Suryana, D., & Hijriyani, A. (2021). Pengembangan Media Video Pembelajaran Tematik Anak Usia Dini 5-6 Tahun Berbasis Kearifan Lokal. *Jurnal Pendidikan Anak Usia Dini*, 6(2), 1077-1094. <https://doi.org/10.31004/obsesi.v6i2.1413>
- Soucy, J.N., Owens, V. A. M., Hadjistavropoulos, H.D., Dirkse, D. A., & Dear, B. F. (2016). Educating Patiens about internet- delivered cognitive behavior therapy: Perception among treatment seekers and non-treatment seekers before and after viewing and educational video. *Internet interventions*, 6, 57-63.
- Syaparuddin. (2020). Strategi Pembelaaran Aktif Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Pendidikan Guru Sekolah Dasar*. 25(4) 256-280.
- Tegeh, Simamora, & Dwipayana. (2019). Pengembangan Media Video Pembelajaran Dengan Model Pengembangan 4D Pada Mata Pelajaran Agama Hindu.*Jurnal Mimbar Imu* , 24(2), 158-166.<https://doi.org/10.22219/jpg.v1i1.12462>
- Taqiya, Nuroso & Reffiane.(2019) Pengaruh Model Pembelajaran Terpadu Tipe Connectea Bantu Media Video Animasi. *Mimbar PGSD Undiksha*, 7(3), 289-295
- Tegeh, Simamora, & Dwipayana. (2019). Pengembangan Media Video Pembelajaran Dengan Model Pengembangan 4D Pada Mata Pelajaran Agama Hindu. 7(5). 242-245
- Yunita, dkk.(2019). Pengembangan Video Pembelajaran Matematika melalui Moel Pembelajaran Flipped Classroom di Sekolah Menengah Kejuruan, *Imajiner*.v i6,4868.
- Yusnia, Y.(2019). Penggunaan Media Video dalam Pembelajaran Literasi Sains Untuk Mahasiswa PGAPAUD. *Cakrawala Dini: Jurnal Pendidikan Usia Dini*, 10(1), 71-75,<https://doi.org/10.17509/cd.v10i1.17436>