Comparative Analysis of Learning Methods and Their Influence on Enthusiasm and Level of Focus at SMP PGRI Karawang

Fazrian Thursina[1], Riffalni Dela Nurlaila[2]
[1,2] PGRI Sukabumi Teaching College of Education

Article Info	ABSTRACT
	This study aims to determine the comparative effectiveness of the implementation of two different learning methods, namely conventional learning methods (lectures) with technology-based learning methods (video-based learning/vbl), on enthusiasm and the level of focus of class VIII A students at SMP PGRI Karawang in the process of absorbing social science teaching materials chapter on conflict and integration in social life and its influence on student learning outcomes. This type of research is experimental research. This research was conducted at SMP PGRI Karawang, and the sample was VIII A class students determined by a simple random sampling technique. Data collection uses tests and questionnaires. The validity of the instrument is measured by calculating the percentage.

Corresponding Author:

Name: Fazrian Thursina
Institution: PGRI Sukabumi Teacher Training College
E-mail: ajrinajrin2@gmail.com

1. INTRODUCTION

We can see real education in the classroom through learning and teaching between teachers and students. The relationship between teacher and students is the primary one we encounter in the school, and the relationship between this community is very influential in supporting the success of a learning process. A comfortable, active learning environment will be created through the relationship between the two. The class will be a suitable environment for growing abilities: good academics, spirituality, and good character from teachers and students.

Advances in technology today can also be used to support the development of the learning process in the world of education.

Today's technological developments have many positive impacts, including the ease of accessing all kinds of information through gadgets. But besides that, the emergence of negative implications from technological advances cannot be avoided, one of which is student addiction to devices which causes students to be more interested in their gadgets than listening to learning in class, which can cause a decrease in student learning outcomes.

Most of the learning methods currently applied by teachers are conventional methods (lectures), where the process of delivering material is only carried out in one direction by the teacher, and students are only required to listen to the material presented by the teacher. Because by

using gadgets, students will be spoiled with interesting visualizations, which of course, in this case, will affect the habits of student learning activities in the classroom where students feel that learning is monotonous so that students can reduce the level of enthusiasm and focus of students in listening to learning in class and Students will also feel bored quickly in these learning activities. This also causes conventional learning methods (lectures) to no longer align with current developments in education.

Therefore, to keep pace with the times and as a solution to improve the quality of student learning, a new learning method was created, namely, a technology-based learning method (video-based education/VBL) which can facilitate student visuality and is felt capable of meeting today's student learning needs. This is also adapted to student habits, inseparable from gadget visualization, and can restore and increase student enthusiasm and focus in following learning in the classroom.

In connection with the problems that arise, we in this classroom action research try to compare the application of conventional learning methods (lecture methods) with technology-based learning methods (video-based learning/VBL) on the enthusiasm and level of focus of class VIII A students at SMP PGRI Karawang in the process of absorbing social studies teaching materials chapters on conflict and integration in social life and their influence on student learning outcomes, which one is more effective in implementing to get maximum results, and following the objectives of Education in Law No. 20 of 2003 regarding the basis, functions, and purposes of the system National Education; principles of education administration.

To realize this, especially in the context of improving student learning outcomes, we hope that with this classroom action research, we can assist teachers in solving learning problems in class VIII A and also so that the results obtained from this classroom action research can be an alternative and can be used as a better option

in the process of selecting and implementing the learning methods currently used, especially in class VIII A.

2. LITERATURE REVIEWS

Theoretical studies that support this PTK are theories about: (1) the Definition of learning methods, (2) the Understanding of conventional learning methods, (3) the Understanding of technology-based learning methods, (4) The relationship between learning methods and student enthusiasm, (5) The effect of implementing learning methods on student learning outcomes.

2.1 Definition of learning methods

In short, the learning method can be interpreted as a method used to implement plans prepared as real and practical activities to achieve learning objectives.

The learning method is how the teacher organizes learning and how students learn. Based on the explanation above, it can be concluded that the teacher uses the learning method to convey a lesson so that students can easily understand it [1].

2.2 Definition of conventional learning methods

Conventional learning methods are traditional learning methods or lecture methods. This method has long been used to communicate orally between teachers and students in the learning and learning process [2].

What does the conventional method mean, according to experts? Endro further explained that the conventional method in question is a method in which the teacher does not transfer knowledge but instead does repetition. "Students' brains are asked to memorize but not analyze critically," he explained [3].

2.3 Definition of technology-based learning methods

Technology-based learning combines a learning process with the use of educational media. The media is

technological, be it in the form of the internet, video, LCD (in focus), and others.

Technology is "the systematic application of scientific or other organized knowledge to practical tasks." Technology is the systematic application of scientific or other organized knowledge to practical tasks [4].

2.4 *The relationship between learning methods and student enthusiasm*

Student learning interest or student enthusiasm can be seen from the high attendance of students in participating in the teaching and learning process and the desire of students to master the material provided by the teacher in class. With the attitudes mentioned above, it can be said that students are interested in specific subjects taught by the teacher in class and their relation to the learning methods used.

2.5 *Effect of learning methods on learning outcomes*

With the teacher's approach, it will be easier to understand what the teacher conveys. The primary purpose of the learning method is to facilitate the process and results of student learning so that students can achieve what has been planned as well and as easily as possible.

3. METHODS

The method used in this research is using the Classroom Action Research (PTK) method. What is meant by Class Action Research is that in English, it is defined as Classroom Action Research, abbreviated as CAR. So Classroom Action Research is research conducted by the teacher in his class through self-reflection, aiming to improve performance as a teacher so that learning outcomes and students' interest and reasoning also increase [5].

PTK is one of the strategic ways for teachers to improve educational services that must be held in the context of classroom learning and improving the quality of school programs as a whole. The purpose of Classroom Action Research is to strengthen and enhance classroom learning practices on an ongoing basis. The benefits of PTK are learning innovations, curriculum development at the school and class levels, and increased teacher professionalism.

4. RESULTS AND DISCUSSION

4.1 Cycle I

4.1.1 Attendance

As many as 17 out of 21 students, or around 81% of the total number of class VIII A members, attended and took part in the learning in the implementation of class I cycle action research. As for the four people who were absent, the details were two sick students and two other alpha students (without explanation).

4.1.2 Results of practice questions (post-test) I

As many as 6 out of 17 students or as much as 35% of the number of students who took part in the practice questions (post-test), I was able to meet/achieve/exceed the minimum completeness criterion score (KKM) of 70, with the acquisition of scores from the six students of 80.

As many as 11 out of 17 students or as much as 65% of the number of students who took part in the practice questions (post-test) I still could not meet/achieve/exceed the minimum completeness criteria (KKM) score of 70, with details of the acquisition of a score of 1 student with a score of 60, 4 students with a score of 40, 2 students with a score of 30, 1 student with a score of 20, and 1 student with a score of 10.

So, if the average score students obtain in the practice questions (post-test) cycle I am 50.

4.2 Cycle II

4.2.1 Attendance

As many as 20 out of 21 students, or around 95% of the total

number of class VIII A members, attended and took part in the learning in the implementation of class I cycle action research. As for the students who were not present, they said they were sick.

4.2.2 *Exercise ResultsQuestions (Post Test) II*

As many as 20 out of 21 students, or around 95% of the total number of class VIII A members, attended and took part in the learning in the implementation of class I cycle action research. As for the students who were not present, they said they were sick.

A total of 20 students participated in the practice questions (post-test 2). In this post-test, all students met the KKM score (70). With details of the acquisition of a score of 90, as many as three students and 17 others get a value of 100. So, if the average score obtained by students in the exercise (post-test) cycle II is 98.

4.2.3 *Questionnaire*

As many as 20 (twenty) students who were present at the implementation of Cycle II PTK acted as respondents.

4.3 Data Analysis

From the results of class action research in cycle I and cycle II above, data can be obtained:

4.3.1 *LevelStudent enthusiasm can be seen in attendance*

There was an increase of 14% in student attendance in class. From the original 81%, student attendance rose to 95%. And it can also be seen that there is an increase in student enthusiasm for class learning activities with an increase in the attendance percentage.

4.3.2 *Levelthe focus and absorption of students on teaching material can be seen from the results of the post-test in cycles I and II*

There was an increase in learning outcomes of 64.71%, from the initial score of students who reached/exceeded the KKM was 35.29% in the post-test cycle I rose to 100% in the post-test process II, which means that all students took the post-test In this second cycle, all of them had scores above KKM. With the results of the acquisition of the average student score, which was initially in the post-test I, the average student score acquisition was 50/100, increasing to 98/100 in the post-test II. This is proof that an increase in student focus also increases student absorption of teaching material in class, and this is directly proportional to the increase in student learning outcomes.

4.3.3 *The learning method that students are more interested in is seen from the results of the questionnaire*

As many as 19 out of 20 students agreed that learning with technology-based methods (video-based learning/VBL) could help increase enthusiasm and student learning outcomes.

5. CONCLUSION

Technology-based learning methods (video-based learning) are more practical to be applied in the classroom in helping to increase student enthusiasm and focus in absorbing teaching materials in teaching and learning activities so that they can provide significant changes to student learning outcomes in class VIII A. as the data we get through this research shows that there is an increase in student learning outcomes of 64.71%, where the 20 students who took this second post-test were all able to answer the questions given. The acquisition of their scores exceeded the specified KKM compared to purchasing post-test results using the lecture method.

Technology-based learning methods (video-based learning) are preferred and in

demand by students in organizing teaching and learning activities in the classroom. Based on the results of the questionnaire we conducted during the research, we can see that ≥85% of students strongly agree that the video primary learning method can help improve student learning outcomes.

ACKNOWLEDGEMENTS

With the primary learning video learning method, students are expected to understand the context of the subject better, increase their memory of learning material and facilitate the learning process, increase enthusiasm for learning, and improve maximum learning results. As a material consideration for the teacher to apply the primary learning video learning method in the classroom, it can add to the teacher's teaching experience by using the learning method. It can help solve one of the problems teachers face in the school regarding learning outcomes and student enthusiasm. In addition, the primary learning video learning method can also be tested on other subjects, with the hope that this is for improving student learning outcomes in the topics to be taught. Schools can support and consider teachers in applying the primary learning video learning method so that learning in the classroom is more active, creative, effective, and fun so that it can solve problems of enthusiasm, level of focus, and student learning outcomes as well as an indicator for improving the quality of better schools.

REFERENCES

[1]   A. Barizi and M. Idris, "Menjadi guru unggul," *Yogyakarta: Ar-ruzz media*, 2009.
[2]   D. S. Bahri, "Aswan Zain, Strategi Belajar Mengajar." Jakarta: PT. Rineka Cipta, 1996.
[3]   "Metode Pengajaran Konvensional sebabkan siswa kurang berpikir kritis," 2011. https://www.umy.ac.id/metode-pengajaran-konvensional-sebabkan-siswa-kurang-berpikir-kritis#:~:text=Lebih   lanjut   Endro   menjelaskan   metode,menganalisis secara kritis%2C"urainya.
[4]   T. J. Newby, *Educational technology for teaching and learning*. Prentice Hall, 2006.
[5]   Z. Aqib and E. Rohmanto, "Membangun profesionalisme guru dan pengawas sekolah," *Bandung: Yrama Widya*, vol. 62, pp. 63–64, 2007.