



# The Influence of the Jurisprudential Inquiry Learning Model Assisted by Video Media on the Intellectual Skills and Learning Outcomes of Students

Jalu Tommy Prawoto<sup>1</sup>, Ha Van Thang<sup>2</sup>, Vojtech Blazek<sup>3</sup>

<sup>1</sup>Geography Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia

<sup>2</sup>Geography education, Ho Chi Minh City University of Education, Vietnam

<sup>3</sup>Department of Geography, Faculty of Education, University of South Bohemia, Ceko

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## ABSTRACT

**Purpose of the study:** The aim of this research is to find out (1) whether there is a significant influence in the application of the jurisprudential inquiry learning model assisted by video media on students' intellectual skills. (2) is there a significant influence in the application of the jurisprudential inquiry learning model assisted by video media on student learning outcomes

**Methodology:** The population in this study were all class XI high school students who were divided into 4 classes. The sampling technique is random sampling. The sample in this research was students in class XI social sciences 1 and XI social sciences 2, totaling 66 students. The research method used is an experimental research method. The research design used was Quasi experimental design with nonequivalent control group design. The data collection techniques used are observation and tests. The data analysis technique used was the one-way ANOVA test with a significance level of 0.5%

**Main Findings:** The results of the research show (1) there is a significant influence in the application of the jurisprudential inquiry learning model assisted by video media on students' intellectual skills as evidenced by the mean comparison of 22.8888: 20.8056 tested using one way ANOVA with a significance level of 5% obtained  $F_{obs} > F_{table}$  (7.98131106 > 3.07). (2) there is a significant influence in the application of the jurisprudential inquiry learning model assisted by video media on student learning outcomes as evidenced by the mean comparison of 10.1111: 8.1949 which was tested with one way ANOVA with a significance level of 5% obtained  $F_{obs} > F_{table}$  (27.35758 > 4.56)

**Novelty/Originality of this study:** This research uses a jurisprudential inquiry learning model assisted by video media, which combines a legal learning approach and the use of video media. This approach can be considered its latest, because it tries to combine two different elements to improve student learning. This can provide new insights into how to improve intellectual skills and learning outcomes through a combination of innovative learning models and media

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### Corresponding Author:

Jalu Tommy Prawoto

Geography Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia

Email: [jalutommy@gmail.com](mailto:jalutommy@gmail.com)

## 1. INTRODUCTION

Education is something that really influences human life because we criticize education not only when we are at school but also in everyday life [1]–[3]. Education is a basic need that must be met by everyone,

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without education people cannot be guaranteed to have a decent life. Education is often also defined as an effort undertaken by a person or group of other people to become mature or reach a higher level of life or livelihood in a mental sense [4]–[6]. Schools are a means of serving society in fulfilling the need to mature students so that as adults and as citizens they can live and carry out their lives in an increasingly complex advanced and modern society [7].

The learning process includes several components such as models, techniques, methods or even media [8]. Choosing the right model, technique, method and media will greatly influence the learning process and the achievement of learning goals, so instructors or teachers are expected to be able to read students' conditions and adapt to the models, techniques, methods or media that will be used [9]. Apart from that, what needs to be paid attention to is that the knowledge transfer process must be successful in addition to creating an interesting learning process because the knowledge given at school is not just a formality, but this knowledge can be used as a provision in facing the tough world of competition in getting a job.

Geography is one of the subjects that has the study of various materials or substances, the study is always from a spatial perspective, producing geographic areas that characterize similarities in objects, phenomena, patterns, problems, potential, that exist on the face of the earth as a form of equality. (as well as differences in) objects, phenomena, patterns, problems, potential, land surface, presented, displayed or visualized in the form of geographic maps. Geography learning material in schools extends from the lithosphere, hydrosphere, atmosphere, biosphere, to anthroposphere, and should also be based on a spatial perspective. Geography learning objectives include three aspects, namely knowledge, skills and attitudes.

Based on the Geography learning objectives above, geography learning requires a good and appropriate learning model. However, in reality there are still many complaints about geography learning in high school not attracting students' attention, being boring, leading to less weighty memorization, adding more burden and so on and so on.

Another problem, namely in implementing the curriculum, is that teachers must be creative in finding appropriate and innovative learning models. However, the large content of Geography material and the lack of lesson hours result in teachers having difficulty implementing innovative learning that makes students active. Conventional models such as lectures, discussions and questions and answers are often used by teachers in learning so that the material presented is in accordance with the predetermined program time targets.

Based on the results of the preliminary study, it was found that there was a lack of intellectual skills and student learning outcomes. This is caused by several factors, including that students are not used to learning by using examples of problems around them. This is shown during the learning process. When the teacher asks about environmental issues or problems, the students' answers have not yet reached a critical resolution of the issue. Apart from that, based on the Mid-Semester Exam Results scores, of the 184 students who reached the minimum completeness criteria, there were 95 students, 89 students who had not reached the minimum completeness criteria, meaning that almost 50% of the total number of students had not reached the minimum completeness criteria. The average student score is 2.98, meaning that the overall average student score is still below the minimum completeness criteria, namely 3.0. Furthermore, the results of Daily Test 2, Basic Competency Analyzing the Distribution of Mining Goods, showed that the students who achieved the minimum completion criteria were 81 students with a percentage of 44%. Meanwhile, there are 103 students who have not reached the minimum completeness criteria with a percentage of 56% and the minimum completeness criteria: 3.0 with an overall average student score: 2.92.

During the learning process, the Geography teacher for class XI high school often shows learning videos. This video media is used as an apperception or interlude in teaching and learning so that learning is not boring. One of the impacts of using audio-visual media or often called video for students is increasing the criticality of students' thinking power. However, in reality, teachers do not utilize video media to improve students' intellectual skills.

The problem of the low level of intellectual skills and learning outcomes of students must immediately find a solution. To overcome these problems, a learning model with the right approach is needed in order to develop students' intellectual skills and learning outcomes. The model that can be applied in Geography learning is the Jurisprudential Inquiry Learning Model Assisted by Video Media. This learning model has the characteristics of Social Interaction learning which can stimulate students' creativity in developing students' intellectual skills so that understanding of the material provided becomes broader and students' learning outcomes can improve.

The Jurisprudential Inquiry learning model is a learning model that is based on legal studies which involves students being critical and sensitive in examining policies made by authorized officials. One of the impacts of using audio-visual media or often called video for students is increasing the criticality of students' thinking power [10]. From this opinion, the author developed the syntax of the learning model using video media. The video media chosen are videos that show social issues such as problems with the distribution of mining goods, utilization of mining goods, issues regarding the exploitation of mining goods [11]. These social issues are adapted to the main subject of environmentally friendly exploration and exploitation of mining goods.

Based on the description above, researchers are interested in conducting research on the influence of the Jurisprudential Inquiry Learning Model Assisted by Video Media on the Intellectual Skills and Learning Outcomes of Students on the Main Material of Exploration and Exploitation of Environmentally Friendly Mining Goods in Geography Subjects in Class XI High School. The aim of this research is to find out (1) whether there is a significant influence in the application of the jurisprudential inquiry learning model assisted by video media on students' intellectual skills. (2) is there a significant influence in the application of the jurisprudential inquiry learning model assisted by video media on student learning outcomes.

## 2. RESEARCH METHOD

This research is a quasi-experimental research which aims to determine the effect of the model/treatment provided. This research is characterized by special treatment. In this research, a Quasi Experimental Design was used, namely using a Nonequivalent Control Group Design. In the Nonequivalent Control Group Design, there are two groups selected not randomly. The first group was given treatment and the other group did not or used the treatment that was usually given. The group that is treated is called the experimental group and the group that is not treated is called the control group.

The research was carried out in high school. The population is all objects to be studied that have certain characteristics or features to obtain a conclusion [12]–[14]. The population in this study was class XI social science students, totaling 144 students divided into 4 classes. The sample is a representative part of the population and has the same characteristics as the population [15]–[18]. The sample used in this research was students in class XI social sciences 1 as an experimental class, totaling 36 students. And class XI social science 2 students as a control class totaling 36 students. The sample in this study was obtained using a simple random sampling technique.

Data collection in this research used tests, observation and documentation. The test used in collecting data in this research is an objective test in the form of 6 essay questions to test intellectual skills and 15 multiple choice questions to test student learning outcomes which include levels C1 (Knowledge), C2 (Understanding), C3 (Application), C4 (Analysis). Observations in this research were carried out to observe students' attitudes using 4 indicators, namely activeness, conscientiousness, cooperation and responsibility.

Data analysis used in this research is by using descriptive statistical methods and inferential statistics. Descriptive statistical analysis is used to describe or provide an overview of data in the form of average values in order to easily obtain an idea of the nature or characteristics of objects from the data [18], [8], [19]. Inferential statistics are used for hypothesis testing. Hypothesis testing in this research is one-way analysis of variance (Anova) with a significance level of 5%.

## 3. RESULTS AND DISCUSSION

### 3.1. Result

The Control Class and Experimental Class received the same post-test to measure the results of students' Intellectual Skills. The test consists of 15 multiple choice questions to measure students' learning outcomes and 6 descriptive questions to measure the results of students' intellectual skills.

The control class was given lecture and discussion learning treatment consisting of 36 students. After the learning is complete, students are given questions in the form of descriptions, totaling 6 questions. The lowest score on the posttest of this research was 6 and the highest score was 30. The Control Class got the lowest score of 15 and the highest score of 26. Data on the intellectual skills results of the Control Class can be seen in Table 1.

Table 1. Distribution of Intellectual Skills Result Data for Control Class

Interval	Middle Value	Frequency	Percentage
15-16	15.5	3	8.33%
17-18	17.5	8	22.22%
19-20	19.5	4	11.11%
21-22	21.5	7	19.44%
23-24	23.5	10	27.78%
25-26	25.5	4	11.11%
Amount		36	100%
Mean	20.8056		
Median	22		
Standard Deviation	3.0875		
Minimum	15		

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Maximum                      26

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Table 1 shows the distribution of data on the intellectual skills results of the control class. From the data presented above, it can be seen that the control class has the largest frequency in the score interval 23-24, namely 10 students. The control class has a mean of 20.8056, a median value of 22 and a standard deviation of 3.0875.

The Experimental Class consists of 36 students. After completing learning using the Jurisprudential Inquiry learning model, students are given questions to measure intellectual skills with 6 descriptive questions. The lowest score obtained for this class was 16 and the highest score was 28, so the intellectual skills score interval started from 16 to 29. Data on the intellectual skills results of the experimental class can be seen in Table 2.

**Table 2. Distribution of Experimental Class Intellectual Skills Data**

Interval	Middle Value	Frequency	Percentage
15-16	15.5	1	2.78%
17-18	17.5	4	11.11%
19-20	19.5	3	8.33%
21-22	21.5	4	11.11%
23-24	23.5	13	36.11%
25-26	25.5	6	16.67%
27-28	27.5	5	13.89%
Amount		36	100%
Mean	22.8889		
Median	23		
Standard Deviation	3.1693		
Minimum	16		
Maximum	28		

Table 2 shows the distribution of intellectual skills data in the experimental class. From the data presented above, it can be seen that the Experiment class has the largest frequency in the 23-24 interval, namely 13 students. The experimental class has a mean of 22.8889, a median value of 23, and a standard deviation of 3.1693. The Experimental Class has the lowest score of 16 and the highest score of 28.

The Control Class and Experimental Class received the same posttest to measure student learning outcomes. The test consists of 15 multiple choice questions and is used to measure aspects of students' knowledge and an observation table to measure aspects of attitudes and skills. Data on the attitude aspects of control class students can be seen in Table 3 below.

**Table 3. Distribution of Control Class Attitude Values**

Value	Frequency	Percentage
Very good	9	25.000%
Good	26	72.222%
Enough	1	2.778%
Not good	0	0.000%
Amount	36	100.00%

The table above shows that the percentage of control class attitude scores has four levels, namely very good, good, fair and not good. The excellent attitude score was 25%, the good score was 72.222%, the fair score was 2.778%, and the poor score was 0%. Furthermore, data on the attitudes of Experiment Class students can be seen in the table below.

**Table 4. Distribution of Attitude Values for the Experimental Class**

Value	Frequency	Percentage
Very good	16	44.444%
Good	16	44.444%
Enough	4	11.112%
Not good	0	0.000%
Amount	36	100.00%

The table above shows that the percentage of attitude scores for Experiment class students has a very good score of 44.444%, a good score of 44.444%, a fair score of 11.112%, and a poor score of 0%. Furthermore, the data on the knowledge aspect of students, in the knowledge aspect of the Control Class, was given lecture and discussion learning treatment consisting of 36 students. After learning is complete, students are given questions in multiple choice form, totaling 15 questions. The lowest score on the posttest of this research was 0 and the highest score was 15. The Control Class got the lowest score of 5 and the highest score of 11. Data on the Control Class learning outcomes can be seen in Table 5 below.

Table 5. Distribution of Learning Outcome Data on Knowledge Aspects of Control Class Students

Interval	Middle Value	Frequency	Percentage
5-6	5.5	5	13.88%
7-8	7.5	15	41.67%
9-10	9.5	12	33.33%
11-12	11.5	8	22.22%
Amount		36	100%
Mean	8.1944		
Median	8		
Standard Deviation	1.6648		
Minimum	5		
Maximum	11		

Table 5 above shows the distribution of data on the knowledge aspects of control class students. From the data presented above, it can be seen that the control class has the largest frequency in the 7-8 score interval, namely 15 students. The control class has a mean of 8.1944, a median value of 8 and a standard deviation of 1.6648.

The Experimental Class consists of 36 students. After completing learning using the Jurisprudential Inquiry learning model, students are given questions to measure the students' knowledge aspects, consisting of 15 multiple choice questions. The lowest score obtained for this class is 8 and the highest score is 13, so the intellectual skills score interval starts from 7 to 14. Data on the learning outcomes of experimental class students can be seen in Table 6.

Table 6. Distribution of Learning Results Data on Knowledge Aspects of Experimental Class Students

Interval	Middle Value	Frequency	Percentage
7-8	7.5	7	19.44%
9-10	9.5	15	41.67%
11-12	11.5	13	36.11%
13-14	13.5	1	2.78%
Amount		36	100%
Mean	10.1111		
Median	10		
Standard Deviation	1.4298		
Minimum	8		
Maximum	13		

Table 6 above shows the distribution of knowledge aspect data in the experimental class. From the data presented above, it can be seen that the Experiment class has the largest frequency in the 9-10 interval, namely 15 students. The experimental class has a mean of 10.1111, a median value of 10, and a standard deviation of 1.4298. The Experimental Class has the lowest score of 8 and the highest score of 13.

Next, aspects of students' skills are studied. The data on student skills aspects below was obtained from the student activity observation sheet carried out during the learning process. Data on the skills aspects of control class students can be seen in Table 7 below.

Table 7. Distribution of Control Class Skill Values

Value	Frequency	Percentage
Very good	12	33.33%
Good	22	61.11%
Enough	2	5.56%
Not good	0	0.00%
Amount	36	100.00%

The table above shows that the percentage of skill scores for the control class has a very good score of 33.33%, a good score of 61.11%, a fair score of 5.56% and a poor score of 0%. Furthermore, data on the distribution of skill scores for the experimental class is presented in table 8 below.

Table 8. Distribution of Data on Experimental Class Skill Aspects

Value	Frequency	Percentage
Very good	18	50.00
Good	18	50.00
Enough	0	0.00
Not good	0	0.00
Amount	36	100.00

The table above shows that the percentage of scores for the skill aspects of the Experimental class has a very good score of 50%, a good score of 50%, a fair score of 0%, and a poor score of 0%. Before testing the hypothesis using one-way ANOVA, a normality test and homogeneity test are carried out first. The data used in the normality and homogeneity tests are data on intellectual skills and learning outcomes of students in the control class and experimental class.

The normality test is carried out to determine whether the sample comes from a normally distributed population or not [20]–[22]. The normality test was carried out using the Liliefors method with a significance level of 5%. Summary data on normality test results for intellectual skills in the control class and experimental class can be seen in Table 9 below.

Table 9. Homogeneity Test Results

Class	Number of Samples	$L_{count}$	$L_{table}$	Conclusion
Control Class	36	0.12	0.1542	Normal
Experimental Class	36	0.083	0.1383	Normal

Determination of data normality is done by reading the  $L_{count}$  and  $L_{table}$  values. If the  $L_{count}$  value  $< L_{table}$  then the conclusion is that the data is normally distributed. On the other hand, if  $L_{count} > L_{table}$  then the conclusion is that the data is not normally distributed. Based on table 4, it can be seen that the  $L_{count}$  value in the control class and experimental class is smaller than  $L_{table}$ . So the conclusion is that  $H_0$  is accepted, meaning that the samples in the study consisting of the Control Class and Experimental Class came from a normally distributed population.

The homogeneity test is carried out to determine whether the data variance comes from homogeneous data or not [15]. The homogeneity test was carried out using the Bartlett test with a significance level of 5%. Summary data on the results of the homogeneity test of intellectual skill scores in the Control Class and Experimental Class can be seen in Table 10 below.

Table 10. Results of the Homogeneity Test for Variants of Intellectual Skills

Class	$X^2_{obs}$	$X^2_{table}$	Conclusion
Control Class	0.0237	5.991	Homogen
Experimental Class			

Data homogeneity test research was carried out by reading the  $X^2_{obs}$  value and the  $X^2_{table}$  value. If the value of  $X^2_{obs} < X^2_{table}$ . So the conclusion is that the data is homogeneous. On the other hand, if  $X^2_{obs} > X^2_{table}$  then the conclusion is that the data is not homogeneous. Based on table 10 above, it can be seen that the  $X^2_{obs}$  value in the Control Class and Experimental Class is smaller than in  $X^2_{table}$ . So in conclusion, the data comes from a heterogeneous population.

Hypothesis testing uses one way ANOVA. Hypothesis testing using ANOVA is used to test whether or not there is an effect of different learning treatments on students' intellectual skills. It is said that there is an influence if there is a difference between learning treatments on the results of students' intellectual skills. Data from the calculation of one-way ANOVA analysis for the first hypothesis can be seen in Table 11 below.

The first hypothesis used in the one-way ANOVA calculation was: "The use of the Jurisprudential Inquiry learning model assisted by video media has a significant influence on students' intellectual skills in the subject matter of exploration and exploitation of environmentally friendly mining goods".

Table 11. One Way Anova Calculation Results for the First Hypothesis

Source	JK	Dk	RK	F <sub>obs</sub>	F <sub>table</sub>
Method	78.125	1	78.125	7.98131106	3.07
Error	685.1944	70	9.788492063	-	-
Total	763.3194	71	-	-	-

Table 11 shows the results of the one-way ANOVA test with different cells. The results of the ANOVA test are made just by looking at F<sub>obs</sub> and F<sub>table</sub>. The F<sub>obs</sub> value is 7.98131106 and F<sub>table</sub> is 3.07. When compared, F<sub>obs</sub> > F<sub>table</sub> (7.98131106 > 3.07). Based on this comparison, the decision taken is that H<sub>a</sub> is accepted. It can be concluded that there is a significant difference in the results of students' intellectual skills between the use of the Jurisprudential Inquiry and Discussion Lecture (Conventional) models because they provide unequal average results. This proves the first hypothesis which states that the use of the Jurisprudential Inquiry learning model assisted by video media has a significant influence on students' intellectual skills in the subject matter of exploration and exploitation of environmentally friendly mining goods.

Hypothesis testing uses one way ANOVA. Hypothesis testing using ANOVA is used to test whether or not there is an influence of different learning treatments on student learning outcomes. It is said that there is an influence if there is a difference between learning treatments on student learning outcomes.

The second hypothesis used in the one-way ANOVA calculation is: "The use of the Jurisprudential Inquiry learning model assisted by video media has a significant influence on student learning outcomes on the subject matter of environmentally friendly exploration and exploitation of mining goods".

Table 12. One Way ANOVA Calculation Results for the Second Hypothesis

Source	JK	Dk	RK	F <sub>obs</sub>	F <sub>table</sub>
Method	66.125	1	68.125	27.35758	4.56
Error	169.1944	70	2.417063	-	-
Total	235.3194	71	-	-	-

Table 12 shows the UI results of one way ANOVA with unequal cells. The results of the ANOVA test are made just by looking at F<sub>obs</sub> and F<sub>table</sub>. The F<sub>obs</sub> value is 27.35758 and F<sub>table</sub> is 4.56. When compared, F<sub>obs</sub> > F<sub>table</sub> (27.35758 > 4.56). Based on this comparison, the decision taken is that H<sub>a</sub> is accepted. It can be concluded that there is a significant difference in student learning outcomes between the use of the Jurisprudential Inquiry and Discussion Lecture (Conventional) models because they provide unequal average results. This proves the second hypothesis which states that the use of the Jurisprudential Inquiry learning model assisted by video media has a significant influence on student learning outcomes on the subject matter of exploration and exploitation of environmentally friendly mining goods.

### 3.2. Discussion

The first hypothesis testing was carried out using a one-way ANOVA test. The results obtained in this ANOVA test were F<sub>obs</sub> > F<sub>table</sub> (7.98131106 > 3.07). The test decision only looks at F<sub>obs</sub> and F<sub>table</sub>, if F<sub>obs</sub> > F<sub>table</sub> then H<sub>a</sub> is accepted while F<sub>obs</sub> < F<sub>table</sub> then H<sub>a</sub> is rejected. So the one way ANOVA test decision is H<sub>a</sub> accepted because F<sub>obs</sub> > F<sub>table</sub>. It can be concluded that there is a significant difference in students' intellectual skills between the application of the Jurisprudential Inquiry model assisted by video media and the Lecture and Discussion model. Differences in intellectual skills show that there is an influence of the learning models applied in different classes [23]. This is in accordance with the first hypothesis which states that the use of the Jurisprudential Inquiry learning model assisted by video media has a significant influence on students' intellectual skills in the subject matter of environmentally friendly exploration and exploitation of mining goods.

Jurisprudential Inquiry is a social learning model. Learning using Jurisprudential Inquiry trains students to be sensitive to social issues in society. Students' sensitivity is tested through the process of taking a position (attitude) and defending their argument. Learning with Jurisprudential Inquiry also provides opportunities for students to work together and be responsible with their groups. In learning using Jurisprudential Inquiry the teacher divides students into 5 large groups. Each group discusses and exchanges information. This can increase

students' sense of responsibility and cooperation in learning activities. In learning that uses the Lecture and Discussion model, the teacher only delivers material to students by lecturing in front of the class and gives students the opportunity to be active after the teacher has finished delivering the material. To balance it with other classes, the teacher also forms discussion groups consisting of 5-6 students.

The Intellectual Skills score in the Experiment class has an average learning outcome of 22.8889, while the Control class has an average learning outcome of 20.8056. This means that the average intellectual skills results of Experiment class students are higher than the average intellectual skills results of Control class students. In conclusion, the application of the Jurisprudential Inquiry model is better than the Lecture and Discussion model on the results of students' Intellectual skills.

Testing the second hypothesis was carried out using a one-way ANOVA test. The results obtained in this ANOVA test were  $F_{obs} > F_{table}$  ( $27.35758 > 4.56$ ). The test decision only looks at  $F_{obs}$  and  $F_{table}$ , if  $F_{obs} > F_{table}$  then  $H_a$  is accepted while  $F_{obs} < F_{table}$  then  $H_a$  is rejected. So the one way ANOVA test decision is  $H_a$  accepted because  $F_{obs} > F_{table}$ . It can be concluded that there is a significant difference in student learning outcomes between the application of the Jurisprudential Inquiry model assisted by video media and Discussion Lectures. The differences in learning outcomes show that there is an influence of the learning models applied in different classes. This is in accordance with the second hypothesis which states that the use of the Jurisprudential Inquiry learning model assisted by video media has a significant influence on student learning outcomes on the main material of environmentally friendly exploration and exploitation of mining goods.

The learning outcome score in the Experiment class has an average learning outcome of 10.1111, while the Control class has an average learning outcome of 8.1949. This means that the average learning outcomes of Experiment class students are higher than the average learning outcomes of Control class students. In conclusion, the application of the Jurisprudential Inquiry model is better than the Lecture and Discussion model for student learning outcomes. Geography learning outcomes not only measure students' cognitive abilities, but also measure students' attitudes and skills. Attitude values are obtained from teacher observations of students during discussion activities. Skill values are obtained from presentation activities resulting from student discussions.

Based on the attitude aspect, Experiment class students showed a very good score of 44.4444%, while Control class students showed a very good score of 25.0%. This means that the treatment of the Jurisprudential Inquiry learning model assisted by video media can make students more active, thorough, cooperative and responsible in groups compared to the Lecture and Discussion learning model. Based on the skills aspect, Experiment class students showed a very good score of 50.0%, while Control class students showed a very good score of 33.33%. This means that the use of the Jurisprudential Inquiry learning model assisted by video media can make students better at presenting, asking and answering compared to lecture and discussion learning models. This is because learning Jurisprudential Inquiry with the help of video media trains many students to interact with other students. So that students' speaking skills are more trained in Jurisprudential Inquiry learning assisted by video media than in Lecture and Discussion learning. So it can be concluded that the attitude and skill values of students who received the Jurisprudential Inquiry learning model assisted by video media were better than the Lecture and Discussion learning model.

#### 4. CONCLUSION

Based on the results of data analysis and discussion of the research results that have been described, it can be concluded that: 1) There is a significant difference in the intellectual skills of students who use the Jurisprudential Inquiry learning model assisted by video media with the lecture and discussion learning model with an average ratio of 22.8888; 20.8056 and proven by the one way ANOVA test with a significance level of 5%, obtained  $F_{obs} > F_{table}$  ( $7.98131106 > 3.07$ ); 2) There is a significant difference in the learning outcomes of students who use the Jurisprudential Inquiry learning model assisted by video media with the lecture and discussion learning model with a mean ratio of 10.1111; 8.1949 and proven by the one way ANOVA test with a significance level of 5%, obtained  $F_{obs} > F_{table}$  ( $27.35758 > 4.56$ ).

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