



Effort Increase Learning Outcomes on Subject Poetry People Eye Lesson Language Indonesia Student Through Media Videos Learning

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ABSTRACT

Purpose of the study: This research aims to investigate the impact of using multimedia learning on students' academic performance. Specifically, it examines efforts to enhance learning outcomes in the discussion of folk poetry in Indonesian language subjects for seventh-grade students through the use of educational videos.

Methodology: This study employs a CAR approach, allowing for continuous evaluation and improvement of the learning process. The research was conducted at Junior high school Jambi. The subjects were 32 seventh-grade students, consisting of 16 males and 16 females. Data collection techniques included observation, data recording, document analysis, questionnaires, tests, and documentation. The data were analyzed using critical analytical techniques.

Main Findings: The results from the first cycle of the CAR indicated an improvement in students' abilities compared to the pre-action phase, as evidenced by increased learning outcomes in the discussion of folk poetry in Indonesian language lessons. The percentage of students achieving the Minimum Competency Criteria was 46.9% in the first cycle, which significantly increased to 84.38% in the second cycle.

Novelty/Originality of this study: The development of multimedia technology offers significant opportunities to transform student learning. Multimedia tools also enable teachers to develop effective teaching techniques, leading to optimal and maximum learning outcomes. The success of teachers in enhancing students' potential is a primary goal in education, aiming to achieve high student performance and desired learning outcomes. Generally, two factors influence learning outcomes: internal and external factors. These factors interact in the individual student's learning process, determining the quality of learning outcomes.

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1. INTRODUCTION

The COVID-19 pandemic has significantly impacted the education sector worldwide. According to Circular Letter of the Minister of Education and Culture Number 4 of 2020 regarding the Implementation Policy of Education during the Emergency Period of Coronavirus Disease (Covid-19), the learning process in all educational units in Indonesia must be conducted from home through online or distance learning. This shift has posed substantial challenges, especially in effectively using learning media to support online education [1]-[4]. Teachers are expected to innovate in the learning process to ensure that educational objectives are met [5]-[7].

Media refers to all forms and channels used to transmit messages or information. In the context of education, media is defined as a communication tool that helps convey information from teachers to students. Learning media play a crucial role in clarifying the messages conveyed by teachers, thus facilitating the achievement of learning objectives [8]. With the advancement of technology, learning media can be categorized into four types: print technology media, audiovisual technology media, computer-based technology media, and combined print and computer technology media. Utilizing learning media can increase attention, generate motivation, stimulate learning activities, and even influence students psychologically [9]. Effective use of learning media at the teaching orientation stage significantly enhances the learning process and the transmission of messages and content.

However, based on observations and interviews with a teacher at Junior High School in Jambi, the use of diverse learning media is still limited. Teachers primarily use simple PowerPoint presentations and the lecture method to deliver learning materials. The reference materials are mainly textbooks provided by the school, with minimal utilization of other sources such as the internet. This limited approach results in a lack of student engagement and interest in the learning modules, as evidenced by the low response rate and enthusiasm among students after lessons. More interactive learning media, such as educational videos, could address this issue by making the learning process more engaging and effective.

Audiovisual media, which provide both sound and images simultaneously through various digital applications, can optimize the learning process. These media, often referred to as video media, can increase student interest and engagement by providing dynamic and interactive content [10]-[13]. Interactive videos, in particular, can provoke student responses during the learning process, enhancing their understanding of the material [14]-[16]. The development of multimedia technology offers significant opportunities to transform how students learn and how teachers teach. Multimedia allows teachers to develop teaching techniques that can achieve optimal learning outcomes. The success of teachers in enhancing students' potential is the primary goal of education, aiming to lead students to high achievement and desired learning outcomes. Two main factors influence learning outcomes: internal factors (such as students' attitudes and perceptions) and external factors (such as teaching methods and media). These factors interact to determine the quality of learning outcomes [17]-[19].

The research gap in this study are despite the potential benefits of using multimedia, particularly video media, in enhancing learning outcomes, there is limited research on its specific impact on student performance in various subjects. Previous studies have highlighted the general advantages of multimedia in education, but there is a need for more detailed analysis of its effectiveness in specific contexts, such as the teaching of folk poetry in Indonesian language classes. Furthermore, the practical implementation of these technologies in rural or less-resourced schools remains underexplored. This study aims to investigate the impact of using video learning media on student learning outcomes, specifically in the context of folk poetry discussions in Indonesian language classes for Grade VII students at Junior High School in Jambi. The research seeks to identify how multimedia can enhance student engagement, understanding, and retention of learning materials.

2. RESEARCH METHOD

This research uses a classroom action approach (CAR) Which where study This done so that can evaluate And make improvements along with the progress of the learning process. On basically study action class is A cycle Which consists on, exists problems, plan action, implementation, evaluation, And reflection. Matter This because Because exists problem Which faced No can direct resolved in One action, by Because That required something action repair continuation to problem Which Not yet resolved. Study held in Junior High School 1 in Jambi. The subjects in this study were 32 class VII students of Junior High School 1 Jambi, with 16 male students and 16 female students. Apart from students, class teachers too including in subject study This. Party Which Act as Teacher eye lesson Language Indonesia is Mother Sunarni.

Researcher use technique collection data with observation, recording data sources and documents, questionnaires, tests and documentation. Instrument study is tool Which used researcher in gather data so that his job more easy And the result more good [20] Guidelines observation done with plunge direct to field Which the goal is For gather data with note see And ask Alone to object Which currently researched. As for guidelines observation can seen on table below this.

Table 1. Observation Guidelines

No.	Process Learning
	Teacher
1.	a. The process of starting activities learning b. Convey learning materials c. Involve students when learning d. Use correct language and behave polite polite e. Make conclusion And closing the lesson
	Student
2.	a. Notice explanation Teacher b. Capable submit And answer question c. Capable put forward opinion

Guidelines interview used For gather information with use ask answer between researcher with respondents [21]. Guidelines interview This used to Teacher eye lesson. As for guidelines interview can seen on table below this.

Table 2. Interview Guidelines

Question	Answer
How method teach Which Mother apply so far?	
Are there any difficulties you encountered during teaching Indonesian, especially in material poetry people?	
Are students active in following the lesson?	
is results Study student during This Already Good?	
is Mother Already Once use instructional Media form videos?	
According to Mother, how to improve results Study student?	

The data analysis technique used in research is analytical techniques critical. Technique the covers activities For disclose weakness And excess process learning Which happen in class during study taking place between Teacher And student. Results analysis the become base preparation plan action furthermore in accordance cycle Which There is. Because study action class is a form of collaboration between researchers and teachers, data analysis will be carried out together between Teacher And researcher.

3. RESULTS AND DICUSSION

3.1 Pre-Action Description

Observations made by researchers when collecting pre-action data using interviews and observations carried out on the 24th March 2022 in class VII A with 32 students. Based on the results observation And interview with Mother Sunarni, S.Pd., as Teacher eye lesson Language Indonesia class VII, he own a number of difficulty in learning, especially in the use of insufficient learning media varies so that student not enough enthusiastic when Study And not enough interested with learning materials. This student's lack of enthusiasm for learning showed with at least response student on moment Teacher give question around lesson Which has explained. Based on observation in on, only There is around 8 student Which show attitude Spirit Study And interested on material Poetry People eye lesson Language Indonesia. If amount student Which show attitude Spirit Study presented only around 25%. Matter the can is known during learning ongoing, when Teacher give explanation about material, student Which give response And listen explanation from Teacher only as much 10 student. Whereas student Which other more fun speak with other students or play with tool he wrote.

The above situation causes the learning outcomes achieved by students to decrease and many still have not reached the KKM (Minimum Completion Criteria), as many as 22 students or 68.75% of 32 students. Meanwhile, students who have Only 10 students reached the KKM or 31.25% of the 32 students. As for Completeness Criteria Minimal For Poetry People is 67. List mark before action with amount student 32 can seen in the table following This.

Table 3. Frequency Mark Pre Action

Range Mark	Frequency
33 – 44	4
45 – 55	7
56 – 66	11
67 – 77	8
78 – 88	2
Amount	32

The above situation causes the learning outcomes achieved by students to decrease and many still have not reached the KKM (Minimum Completion Criteria), as many as 22 students or 68.75% of 32 students. Meanwhile, students who have Only 10 students reached the KKM or 31.25% of the 32 students. As for Completeness Criteria Minimal For Poetry People is 67. List mark before action with amount student 32 can seen in the table following This.

From results evaluation pretest obtained mark average 60.6%, can seen from table 4 that there is 2 student or 6.3% Which get mark 35; there is 2 students or 6.3% Which get mark 40; there is 2 student or 6.3% who gets mark 45; there is 3 student or 9.4% Which get mark 50; there are 3 or 9.4% Which get mark 55; there is 6 student or 18.8% Which get value 60; there are 5 student or 15.6% Which get mark 65; there is 3 students or 9.4% Which get value 70; there is 4 student or 12.5% who got a score of 75; there was 1 student or 3.1% who got a score of 80; there is 1 student or 3.1% Which get mark 85.

Description of Cycle I

Before implementation cycle, researcher do procedure Which has customized with Study Action Class. There is 4 stage in Study Action Class, that is planning, action, observation, And reflection. The first cycle of action consists of 2 meetings, each meeting, namely 1 time learning activity (2 x 40 minutes). The learning method that will be used For carry out Study Action Class in class VII A is learning with method learning conventional or method lecture Which emphasize to level focus student And understanding student to material Which be delivered by Teacher in a way details.

a. Planning Stage

Before carry out study cycle I, held stage planning that starts from preparing learning tools such as preparation Plan Implementation Learning (RPP), module learning related material poetry people, And question evaluation cycle I. The steps to be taken are guided by the eye syllabus Class VII Indonesian language lessons, which contain Competency Standards, Basic Competencies, Indicators and Indonesian language subject matter. The preparation of learning tools has also been adjusted to the results observation researcher, No only that researcher Also do interview with Teacher eye lesson Language Indonesia Class VII For obtain results Which accurate. For collect data on cycle I related results Study students, use evaluation questions that will be given at the second meeting cycle I.

Refer on results analysis And reflection meeting 1, researcher planning a meeting 2. The information obtained is in the form of information which must be improved from meeting 1, which requires alternatives solution to problem. Things that are still lacking in meeting 1 must be improved in meeting 2, such as increasing the role and focus of students in learning folk poetry. When collecting data, researchers only Sit down observe process learning Which held Teacher And application of methods applied during the learning process. On stage planning Also done Return equalization perception between researchers with Teacher guardian eye lesson Language Indonesia Class VII, as well as explain technical implementation study action class This.

b. Action Stage

a) Meeting I

Cycle I meeting 1 was held on Thursday 31st March 2022 started o'clock 09.40-11.00 WIB, followed by 32 student class VII A. Implementation Study Action Classes are held in accordance with lesson plan Which has made previously. Teacher give explanation related material poetry people with method learning conventional or lecture method as is usually used when learning takes place, with the aim of the teacher being able to convey material learning Which wide And practice focus student to learning. Following details activity on cycles I meeting 1.

- Activity beginning
 - (1) The teacher conditions students to start learning and pray.
 - (2) Teacher give motivation Study to student.
 - (3) The teacher links the previous material with the learning material furthermore.
 - (4) Teacher convey learning objectives.
 - (5) Teacher explain what which will studied.
- Core activities
 - (1) Teacher convey learning related material understanding poetry people, characteristic features poetry people, And example poetry people.
 - (2) Teacher give chance student For identify matter things that have not been understood related to the existing material be delivered.
 - (3) Student ask to Teacher related material that not yet understood.
 - (4) Teacher give a number of question Which relate with poetry material people (understanding, characteristic features, and examples).
- End activities

- (1) The teacher gives conclusion related material Which have studied.
- (2) Teacher close learning And pray.

b) Meeting 2

Cycle I, meeting 2, was held on Friday, April 1 2022 started on o'clock 07.40-09.00 WIB, followed by 32 student class VII A. Following details activity on cycle I meeting 2.

- Activity beginning
 - (1) The teacher conditions students to start learning and pray.
 - (2) Teacher give motivation Study to student.
 - (3) The teacher recalls previous material with learning material furthermore with question "Do you remember what we discussed at yesterday's meeting ?" "There is Which Can mention characteristic features from each poetry people Which Already We learn Yesterday?"
- Core activities
 - (1) The teacher continues to convey the material on differences and equality poetry people.
 - (2) Teacher give chance student For identify matter Which not yet understood the material which has been submitted.
 - (3) After 20 minutes of presenting material on differences and equality poetry people, teachers share question evaluation cycle I.
- End activities
Teacher close learning And pray.

c. Observation Stage

Observations are made at every meeting. Every cycle consists of 2 meetings with a duration of 2 lesson hours (2 x 40 minutes). Observation done For obtain data, information, And bait come back for researchers. The observations made are direct observations (without intermediary). Direct observation is observation carried out directly by researcher (without intermediary) to subject study. Tool Which used in stage observation direct is notes field Which containing about activity And incident during learning Which need noted For evaluated And analyzed. Besides That, researcher Also use sheet evaluation learning to student, with objective For judge so far where ability student in understand learning Which Already held. As for results observation on cycle I is as following. Indicator:

- Conclude characteristic general folk poetry (pantun, poetry, gurindam).
- Conclude fill folk poetry (pantun, poetry, gurindam).
- Compare the similarities and differences in the structure of pantun, poetry, and poetry gurindam.

d. Reflection Stage

After do activity study action class cycle I, researcher continue with do activity reflection. Researcher hold discussions with subject teachers to evaluate results Study student on cycle I. Matter This done For know There is or not enhancement ability student in principal discussion poetry people Indonesian language subjects before and after the action. Following The list of scores after the first cycle of action with a total of 32 students can be seen in the table following This.

Table 4. Frequency of Cycle I Values

Range Mark	Frequency
45 – 55	6
56 – 66	11
67 – 77	3
78 – 88	8
89 – 99	4
Amount	32

From the results of the first cycle evaluation, an average value of 69.8% was obtained , figure This shows an increase in the average value of the previous class action And after action cycle I as big as 9.2%. Can seen from table 5 that there is 2 student or 6.2% student Which get mark 45; there are 3 student or 9.4% student Which get mark 50; there is 1 student or 3.1% student Which get mark 55; there is 5 student or 15.6% student who got a score of 60; There were 6 students or 18.8% of students who got marks 65; there is 1 student or 9.2% student Which get mark 70; there is 2 students or 6.2% of students who got a score of 75; there are 3 students or 9.4% students who get a score of 80; there were 5 students or 15.6% of students who got a score of 85; there were 3 students or 9.4% of students who got marks 90; there is 1 student or 3.1% students who get mark 95.

From data in on can is known amount student Which complete KKM And Not yet completed KKM. Criteria Completeness Minimum (KKM) for material folk poetry is 67. From the description above there are 17

students or 53.1% of students who Not yet reach KKM, while students who have achieved KKM as many as 15 students or 46.9% of students. The target cycle work indicators are: I for students' ability on the subject of folk poetry is 40% student demands KKM. This means target indicator Work cycle I Already achieved, However For activity learning Alone Still happen a number of obstacles, Good from students and from Teacher.

Based on the analysis of observation results, there are several obstacles- constraint Which must found breaker every problem Which will applied on next cycle or cycle II. As for obstacles And breaker the problem can be summarized as following :

- Student Which brave put forward opinion only A little, solution the problem that is with grow flavor believe self And inner courage self student.
- Teachers still use conventional learning methods or lectures so that students feel bored and choose more Playing alone, solving the problem is with more involving students in learning or more interaction between teachers And student.
- There are still many students who are too busy playing alone with tools he wrote and did not pay attention to the teacher's explanation, solution The problem is to make the learning material more visible interesting for students, one of which is video learning media, therefore desire know and student interest increase.

From the results of the description of the obstacles and solutions to each problem, researchers decide need do cycle II with change method learning from conventional methods or lecture methods becomes demonstration method, which will involve more students in learning activities so that they can grow self-confidence and courage in self student. So researcher Also utilise use media learning videos For interesting attention student on material what is being explained, so students can focus on what is happening objective from learning poetry people Which be delivered by the teacher.

Description of Cycle II

After implementing cycle I, there was an increase in learning outcomes class VII A students in the subject of folk poetry in the language subject Indonesia. Cycle II held For repair learning Where when on cycle I found several problems. This problem will come later become repair And Then discussed return together Teacher subject teacher. When teachers and researchers obtain agreement, then cycle II was carried out in accordance with the revisions that had been discussed previous to improve the ability of student Which desired.

On cycle II researcher repair steps in learning, namely by changing the use of conventional learning methods or Lectures are a demonstration method where students are given direct examples and can be more involved in learning. Cycle II was carried out 2 times meeting with a duration of 2 hours of lessons (2 x 40 minutes) attended by 32 student class VII A.

a. Planning Stage

Before stage planning cycle II done, researcher see return results observation And analysis on cycle I. From results analysis can Deficiencies were obtained that must be improved in cycle II, with targets work indicators for improving student learning outcomes by 70% of students reach KKM. On cycle II preparation researcher that is do preparation device learning like preparation Plan Learning Implementation (RPP), learning module related to poetry material people in the form of learning videos, and previous cycle II evaluation questions discussed together with Teacher eye lesson To use cover lack Which is at on learning cycle I. Steps Which carried out guided by the Indonesian language class syllabus VII, which contains Competency Standards, Basic Competencies, Indicators, and material eye lesson Language Indonesia.

b. Action Stage

a) Meeting 1

Cycle II meeting 1 was held on Thursday 7th April 2022 starts at 09.40-11.00 WIB, attended by 32 students class VII A. This classroom action research was carried out in accordance with lesson plan Which has arranged and previously approved together with Teacher subjects. The teacher provides an explanation regarding folk poetry material by using the demonstration method, where the teacher gives direct examples to students and ask students to get involved practice so that there is a lot of good interaction between teachers And student. Following details activity cycle II meeting 1.

- Activity beginning
 - (1) The teacher conditions students to start learning and pray.
 - (2) Teacher give motivation to learn student.
 - (3) The teacher relates previous material to the material learning furthermore.
 - (4) Teacher convey objective learning material Which will discussed.
 - (5) Teacher explain principal discussion What just Which will studied.
- Core activities
 - (1) The teacher delivers lessons related to folk poetry material through media videos learning.

- (2) The teacher gives students opportunities to identify things Which Not yet understood related material Which Already be delivered.
 - (3) Students are given the opportunity to ask the teacher questions regarding the material Which Not yet understood.
 - (4) Teacher give a number of question Which relate with material poetry people.
- End activities
 - (1) Teacher give conclusion related material Which Already studied.
 - (2) Teacher close learning And pray.

b) Meeting 2

Cycle II meeting 2 held on day Friday, 8 April 2022 started on o'clock 07.40-09.00 WIB, followed by 32 student class VII A. Following details activity on cycle II meeting 2.

- Activity beginning
 - (1) The teacher conditions students to start learning and pray.
 - (2) Teacher give motivation Spirit Study to student.
 - (3) Teacher recall material Which Already explained previously with question: "Does anyone still remember what we learned from the video at the meeting Yesterday?"
- Core activities
 - (1) Teacher give question around material Which has be delivered at the meeting previously, like:
 - "Can anyone name the characteristics of pantun?"
 - "Name 2 just characteristic features poetry!"
 - "What difference gurindam and rhymes?"
 - "What panun equation, poetry, And gurindam?"
 - (2) Teacher give chance student For practice method reply pantun Which Good And Correct
 - (3) Teacher give student opportunities read verse and gurindam
 - (4) After 30 minute convey material And give chance student For contribute direct in learning, Teacher share question evaluation cycle II.
- End activities

Teacher close learning And pray.

c. Observation Stage

Observation done every meeting ongoing, with duration 2 hours lesson (2 x 40 minute). Observation Which done form observation direct. Activity observation covers observation activity student, observation activity Teacher, And notes field. Indicator:

- Conclude general characteristics folk poetry (pantun, poetry, And gurindam).
- Summarize the content of the poem people (pantun, poetry, And gurindam).
- Compare equality And difference structure pantun, poetry, And gurindam .

d. Reflection Stage

After do activity study action class cycle II, all data Which has obtained during process learning collected then reflected on to find out the extent of the results of the implementation learning video media on the subject of folk poetry Indonesian. Researchers held discussions with subject teachers to evaluate the learning outcomes and learning process of cycle II. This matter This is done to determine whether there is an increase in students' abilities after carrying out cycle II actions. The following is a list of values after the action cycle II with amount student 32 person can seen on table following This.

Range Mark	Frequency
45 – 55	2
56 – 66	3
67 – 77	9
78 – 88	12
89 – 99	6
Amount	32

From the evaluation results of cycle II, an average value of 77.9 % was obtained the show exists enhancement mark average class from action cycle I to cycle II action was 8.1%. It can be seen from table 7 that there is 1 student or 3.1% student Which get value 50; there is 1 students or 3.1% of students who got a score of

55; there are 2 students or 6.3% of students who got a score of 60; there was 1 student or 3.1% of students who received mark 65; there is 6 student or 18.8% student Which get mark 70; there are 2 students or 9.3% student Which get mark 75; there is 4 student or 12.5% student Which get mark 80; there is 8 student or 25% student Which get mark 85; there is 2 student or 6.3% student Which get value 90; there is 4 student or 12.5% student Which get mark 95.

From data in on can in know amount student Which complete KKM And Not yet complete KKM. Criteria Completeness Minimal (KKM) For material poetry people is 67. From the description above there are 5 students or 15.62% of students who have not reach KKM, whereas student Which Already reach KKM as much 27 students or 84.38% of students. Based on the reflection results of cycle I and cycle II can seen there is enhancement results Study And ability student in the subject of folk poetry, Indonesian language subjects through media videos learning. As for enhancement results Study student from pre cycle until with cycle II can seen in table 6.

Table 6. Comparison Completeness KKM Student

Stage	Completeness of KKM	
	Complete	No Complete
Pre Action	31.25%	68.75%
Cycle I	46.9%	53.1%
Cycle II	84.38%	15.62%

From table in on can seen enhancement results Study And ability student in principal discussion poetry people eye lesson Language Indonesia from each cycle. There was an increase of 15.6 % from pre action to cycle I And enhancement as big as 37.5% from cycle I to cycle II. Criteria indicator Work For ability student in identify the information contained in folk poetry is 70% of students got mark minimum 67. With provision the so use media videos learning to improve student learning outcomes is successful in the cycle II.

Based on data in on can made comparison results Study Which covers mark Lowest, mark highest, average mark class, And student Study complete. Comparison of pre-action learning results, cycle I and cycle II can be done seen on table 7.

Table 7. Comparison Completeness KKM Student

Information	Pre Action	Cycle I	Cycle II
Mark Lowest	35	45	50
Mark Highest	85	95	95
Average Value	60.6%	69.8%	77.9%
Student Study Complete	31.25%	46.9%	84.38%

Application of alternative problem solvers will be obstacles in cycle I can be minimized as students express their opinions Already increase, process learning become more interesting with Utilizing learning video media, students' focus is focused on material delivered through learning video media, involvement student in process learning Good in do demonstration and answering questions from the teacher creates interaction between the teacher and student more Lots happen, atmosphere class become conducive. However obstacles like That will appear return If preparation Teacher before teaching and the teacher's ability to control the class is not good. So the teacher's ability to teach using learning video media need improved Again.

Novelty of this study are the development of multimedia technology offers significant opportunities to transform student learning. Multimedia tools also enable teachers to develop effective teaching techniques, leading to optimal and maximum learning outcomes [22]-[26]. The success of teachers in enhancing students' potential is a primary goal in education, aiming to achieve high student performance and desired learning outcomes [27]-[32]. Generally, two factors influence learning outcomes: internal and external factors. These factors interact in the individual student's learning process, determining the quality of learning outcomes. The use of demonstration methods and video learning media significantly improved student engagement and learning outcomes in Indonesian folk poetry. This suggests that integrating multimedia and interactive teaching methods can enhance student interest and understanding in language arts. One limitation of this study is the focus on a single classroom with a specific subject matter, which may not be generalizable to other subjects or educational contexts. Additionally, the study relied heavily on teacher observations and self-reported data, which may introduce bias. Recommendations future research should explore the impact of multimedia learning across different subjects and diverse student populations. It is also recommended that teachers receive training in utilizing various teaching methods and technologies to maintain student interest and improve learning outcomes.

4. CONCLUSION

Based on the results of classroom action research conducted over two cycles and four meetings using video learning media on the subject of folk poetry in the Indonesian language for Class VII students at Negeri 1 Jambi Junior High School during the 2021/2022 school year, it can be concluded that the use of video learning media significantly enhances student participation. This includes improvements in student focus and interest, the creation of a relaxed, enthusiastic, serious, and orderly learning atmosphere, increased competitive activities among students, and heightened student satisfaction in the learning process. The results from the first cycle of the classroom action research showed an improvement in students' abilities compared to before the intervention (pre-action), marked by an increase in students' performance in the principal discussion of folk poetry in Indonesian language lessons. The percentage of students who succeeded in reaching the Minimum Completeness Criteria (KKM) was 46.9% in the first cycle. In the second cycle, there was a significant improvement, with 84.38% of students reaching the KKM.

The findings imply that incorporating video learning media in teaching can be an effective strategy to enhance student engagement and learning outcomes. The significant improvement from the first to the second cycle suggests that video media not only captures students' attention but also facilitates a deeper understanding of the subject matter. This approach can be particularly beneficial in subjects that require interpretative and analytical skills, such as language and literature. To maximize the benefits, educators should consider integrating multimedia tools regularly into their teaching methods. Additionally, the positive impact on student satisfaction and classroom atmosphere indicates that video learning can contribute to a more dynamic and enjoyable learning environment. For future practice, it is recommended that schools provide the necessary resources and training for teachers to effectively use multimedia tools. Furthermore, continuous assessment and adaptation of these tools to meet the evolving needs of students will ensure sustained improvement in educational outcomes.

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