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The Effect of Using Film-Based Learning Media on Increasing Student Interest in Learning in Tamalate Makassar

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ABSTRACT

Purpose of the study: This research aims to address the low student learning outcomes and motivation in the history learning subjects of class XII students at vocational school Tamalatea Makassar by using film media as teaching material and examining its effectiveness in enhancing the student learning achievement and interest.

Methodology: This research uses a quantitative method with a population of all class XII students at Tamalatea vocational High School and a sample of 25 students. The data collection techniques are observation, questionnaires and documentation methods. The data analysis technique uses descriptive inferential statistical techniques and qualitative descriptive methods.

Main Findings: The research data shows that using film media as teaching material can improve the history subject grades of class XII students at vocational school Tamalatea Makassar. The average score increases from 29.88 with a standard deviation of 6.948 to 84.40 with a standard deviation of 6.481 after using film media, exceeding the expected outcome of 75%.

Novelty/Originality of this study: Used film media as teaching material in the history learning subjects of class XII students at vocational school Tamalatea Makassar, which may have different characteristics and needs from other students in other regions or countries. The research also contributes to the existing knowledge in the field of history education and media education, by showing the positive influence of film media on the student learning outcomes and motivation. The research has implications for the improvement of the history curriculum and the teacher training program in vocational schools.

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1. INTRODUCTION

Education is an interaction man between educator or teacher with pupils or students who can support holistic human development oriented towards values and preservation as well cultural development related to human development efforts. Education is seen as one of the main factors that determine economic growth, namely through increasing the productivity of an educated workforce. Apart from that, education is seen as having an important role in ensuring the development and survival of the nation. The quality of education can be known from two things, namely: the quality of the process and the product [1]-[7]. Education is said to be of quality if effective and efficient learning occurs by involving all educational components, such as including teaching objectives, teachers and students, learning materials, strategies or teaching and learning methods, learning tools and resources as well as evaluation [8]-[11].

However, For create education Which effective very difficult. Wrong One fundamental problem in the world of education is how to improve the teaching and learning process so that effective and efficient results are obtained, including history lessons. Some say that it gives lesson history is something Which No enter reasonable or impossible at all, because history lessons are not the basis of science, in fact they really obscure historical concepts and principles. In fact, in any nation in the world, there has never been a nation that has forgotten the history of its people, their origins and struggle for life and independence, because history is a part of a group of sciences that stands alone. The noble aim of history is to instill a national spirit, love of the nation and country, and the teaching of history is a source of inspiration for relationships international And country, so that child understand that He is part of the community of countries in the world [12]-[14]

In process learning history in class XII for example, known Students' interest in studying history is actually very low and more many students become bored. This can be seen from student activities during teaching and learning activities, many students tell their own stories about their themes and there are students who work on assignments from other subjects while the teacher explains. The provision of history textbooks has so far turned out to be less effective, because it is more about providing instant material about historical facts to students rather than providing students with creative power to understand a historical event [15]-[18]. The author of the book does not give students space to think about how historical facts emerge and historical narratives are presented. As a result, students cannot be immersed in a historical narrative, so students get bored reading history texts at school. Students are also rarely invited to dialogue about how a historical work in a certain period appeared. For That, teaching history Which want to realize core And the goal so need made interesting. Developing the appeal of history lessons, especially for history educators, because in the hands of history educators the soul of history will be visible.

Film can help in process learning, What Which visible by the eye and heard by the ear, more quickly and more easily remembered than what can only be read or heard only [19]-[21]. Initially, this film or live image was just a series of still images placed closely together, shown alternating at high speed, the person who saw it would experience the illusion as if there was movement. In subsequent developments, William Friese Greene and Thomas Alva Edison created the first camera specifically designed to record still motion picture film (called a kinetograph). Currently, with the development of technology, film equipment has experienced very rapid development.

Vocation high school Tamalate Makassar is one of the upper secondary level educational institutions spread across one class level. Vocation high school Tamalate Makassar is a school that implements or uses film media, but it is not optimal yet with inadequate human resource indicators in using this media. Based on initial observations on November 15 2017 at Vocation high school Tamalate Makassar the average student score in literature learning was 69 while the minimum completion criteria was 72.

This means that students' learning outcomes in history using the G30 S/PKI film media are still lower than the minimum completeness criteria (KKM). One factor in the low student learning outcomes is use model And media learning Which in apply by Teacher It 's still a lecture so students' activeness in following the lesson seems very minimal. So far, the methods applied by teachers are still relatively mediocre which makes learning only the teacher active in the learning process. Meanwhile, students are just silent and passive in the teaching and learning process in class. In the current development of Communication Technology which is very directed towards the development of information packaging through film media, several of the advantages of the nature of video, namely fixative, manipulative and distributive, increasingly confront us as message planners for always be creative in creating message packaging (Barat, 2011). The advantage of film media which is able to display moving images and sound is its own attraction, because we are able to absorb messages or information using more than one sense. Teaching and learning activities using this media will increase the level of success in delivering the material and strengthen students' appreciation and facilitate the development of the material for what is being taught.

2. RESEARCH METHOD

This type of research is a type of qualitative descriptive research which will describe data through simple and realative (present) tables and is a form of survey research. And if viewed in terms of location, then this type of research is a type of research that means the data that has been collected will be analyzed in a qualitative descriptive manner. Study This take location in Vocation High School Tamalatea Makassar.

Variables are the part studied. Research variables or what is the point of interest or research [22]. Thus, variables are an important part of research, because they are the subject of research or the point of research attention. On generally variables can classified into two, namely the independent variable and the dependent variable variable. The independent variable is a variable that influences and prioritizes the dependent variable. Meanwhile, the dependent variable or dependent variable is the variable that is influenced. Based on the opinion above So in this research there are two variables become point attention that is media film as variable free (X) and, variables bound in study This is interest Study student in history subjects (variable Y).

To make the implementation of this research easier and more focused, the author first determined the population. The population is the whole that is the source of data and information. Regarding something that has to do with research on the power required. Population is all the data that concerns us within a scope and time that we determine. Meanwhile, population is a large group and the area that is the scope of research [23]. From the definition above, the author can draw a conclusion that population is nothing other than the total number of individuals which will be the object of research. Based on the above understanding, the research concludes that the population is all individuals who are the targets of the research. This is the population of this research There are 30 students at Vocation high school Tamalatea Makassar.

Furthermore, to determine the number of samples to be used, if there are less than 100 subjects, it is better to take all of them so that the research is population research [24]. If the number of subjects is large, between 10-15% or 20-25% or more can be taken. Based on the opinion above, the author concludes that this research was conducted on the population of Vocation high school Tamalate Makassar students in the odd semester, academic year 2018/2019 with the number 25 students.

Research instruments are a very important element of research, because they function as a means of collecting data that determines a lot success something study. By Because That, instrument must relevant to the problem and aspects that must be measured. Based on the problem to be researched, the following research instruments are used: Observation Guidelines, namely a data collection method that is carried out by observing and communicating directly with information sources (informant) about location study covers condition school facilities, available infrastructure, learning media used during the teaching and learning process, number of students, etc. Questionnaire Guidelines, is a data collection method by giving written questions in multiple choice form to informants to obtain quantitative data needed in research. To obtain accurate data in this writing, the author used the following method. Observation is the systematic observation and recording of the phenomena being investigated. A questionnaire is a written list of questions used to obtain certain data/information from respondents. Documentation of semester results can be obtained from the sum of all data divided by the number of data. This data includes daily grades, mid-semester exam scores and final semester exam scores.

The results of this research will be analyzed using a quantitative descriptive method which will describe the data collected by drawing percentages and using a simple regeneration formula to find the truth of the hypothesis, then concluded using a quantitative descriptive method. For quantitative descriptive analysis, use simple tables using the percentage formula.

$$\boldsymbol{P = \frac{F}{N} \text{ x } 100\%}$$

Information :
P = Percentage
F = Number of Frequencies
N = Number of Respondents

3. RESULTS AND DICUSSION

This research was carried out over 6 meetings, where the first meeting was given a pretest to determine students' initial abilities, the next 4 meetings carried out learning by applying film-based learning media and meetings. final given posttest For know ability student after being given treatment. The class used as the experimental class is class XII. Before implementing History learning using learning media based film on class XII, moreover formerly given pretest to determine students' initial abilities. After carrying out history learning by applying film-based learning media in class XII, each student was then given a posttest to determine the student's abilities after the learning media was applied. The research data were analyzed using descriptive analysis and inferential analysis.

Description of the initial abilities of class XII vocation high school Tamalate Makassar students before being taught using film-based learning media (experimental class).

The results of descriptive statistical analysis of students' initial ability scores in the experimental class using film-based learning media after carrying out *the pretest* can be seen in the table below, which was carried out at vocation high school Tamalate Makassar as follows:

Table 1. Descriptive Statistical Values of Pretest Results for the Experimental Class

Statistics	Class Experiment
N	25
Mean	29.88
Std. Deviation	6,948
Minimum	18
Maximum	50
Range	32

Based on table 1 above, it can be seen that the average initial ability value student class experiment before taught use media based learning movies are 29.88from score ideal 100.00. Mark lowest ones obtained 18 and mark the highest 50. Results processing *SPSS* data can seen in attachment (B). If the student's initial History ability value before being taught using media learning based film For class experiments, grouped to in five category Which determined by vocation high school Tamalate Makassar so obtained distribution frequency And percentage like on table following:

Table 2. Frequency Distribution and Percentage of Initial Ability of Tamalate Makassar High School Students on the Film-Based Learning Media Pretest for Experimental Classes

Score	Category	Frequency	Percentage (%)
$00 \leq X \leq 64$	Very Low	25	100
$65 \leq X \leq 74$	Low	0	0
$75 \leq X \leq 84$	Currently	0	0
$85 \leq X \leq 89$	High	0	0
$90 \leq X \leq 100$	Very high	0	0
Total		25	100

On table 2, it can be seen that as many as 25 out of 25 students or 100% of class And there were no students who obtained grades in the categories, low, medium, high, and very high. Thus, the students' history test results before the application of film-based learning media to the experimental class were still considered very low. Furthermore, the student test scores before applying film-based learning media for the experimental class which are categorized based on completeness criteria can be seen in the following table:

Table 3. Description of the Completeness of Student Test Results Before Applying Film-Based Learning Media to the Experimental Class

Intervals Score	Category	Frequency	Percentage (%)
$0 \leq X \leq 75$	Not Completed	25	100
$7 \leq X \leq 100$	Complete	O	0
Total		25	100

Based on the data obtained from table 3, it can be concluded that in general the student test results before the application of film-based learning media for experimental classes were still in the incomplete category, both individually and classically. This was shown from the pretest results of all class have not reached the KKM value determined by the school, namely 75.

Description of the Learning Results of Class XII vocation high school Tamalate Makassar After Being Taught Using the Film Media Learning Model (Experimental Class) and Conventional Learning (Control Class)

Results of descriptive analysis of student learning outcomes in class experiment after learning was carried out using film-based learning media, after *the posttest was carried out* , it can be seen in table 3.4 below, which was carried out at vocation high school Tamalate Makassar as follows:

Table 4. Descriptive Statistical Values of Posttest Results for the Experimental Class

Statistics	Class Experiment
N	25
Mean	84.40
Std. Deviation	6,481
Minimum	75
Maximum	95
Range	20

Based on table 4, yes seen that value average results Student learning in the experimental class after being taught using film-based learning media was 84.40 from the ideal score of 100.00 . The lowest score obtained is 75 and the highest score is 95. The results of SPSS data processing can be seen in appendix (B). If the history learning outcomes scores of students taught after implementing film-based learning media for the experimental class are grouped into categories grouped by vocation high school Tamalate Makassar, then the frequency and percentage distribution is obtained as in the following table:

Table 5. Frequency Distribution and Percentage of Ternate Makassar High School Students' Learning Outcomes in Posttests Using Film-Based Learning Media for Experimental Classes

Score	Category	Frequency	Percentage (%)
$00 \leq X \leq 64$	Very Low	0	100
$65 \leq X \leq 74$	Low	0	0
$75 \leq X \leq 84$	Currently	13	52
$85 \leq X \leq 89$	High	6	24
$90 \leq X \leq 100$	Very high	6	24
Total		25	100

Based on Table 5, shows that the percentage of history learning outcomes for experimental class students after being taught through film-based learning media is 0% are in the very low category, 0% are in the low category, 52% are in the medium category. 24% are in the high category, and 24% are in the very high category.

Description of Observation Results of Student Activities

Results observation activity student with using media Film-based learning during 4 meetings is expressed in the percentage table below.

Table 6. Percentage of Student Activities Using Film-Based Learning Media

Activity Student	First Meeting						Average	Percentage (%)
	I	II	III	IV	V	VI		
Student Which present appropriate time moment process teaching and learning takes place		25	22	20	21		22	88
Student Which pay attention to moment Teacher explain the lesson material		23	21	21	24		22.25	89
Students asking questions about material that is not yet understood		20	22	18	20		20	80
Students who answer questions Which submitted by the teacher	PREQESQ	23	20	19	22	POSQQESQ	21	84
Student Which pay attention to the picture shown by the teacher		23	20	19	21		21	84
Students who pay attention and take notes things important		18	20	21	24		20.75	83
Students who are interested in the material Which served with learning media		24	19	20	24		21.75	87
Students doing activities other in outside learning activities (not paying attention to the teacher's explanation, being sleepy, sleeping, disturbing friends, and going in and out of the room, etc.)		2	1	3	3		2.25	9

Based on table 6, it can be seen that student activity when implementing film-based learning media during 4 meetings shows that:

Activity positive students, 1) Student Which present appropriate time moment process learn how to teach taking place 88%; 2) Student Which notice on when the teacher explain material lesson 89%; 3) Student who submitted it question about material which has not been understood 80%; 4) Student Which answer question Which submitted by Teacher 84%; 5) Student Which notice picture Which is displayed Teacher 84%; 6) Student Which notice And take notes things important 83%; 7) Students who are interested in the material presented with learning media 87%

Activity student Which negative, Students who carry out other activities outside of learning activities (not paying attention to the teacher's explanation, being sleepy, sleeping, disturbing friends, etc going in and out of the room, etc.) 9% . Based on the description above, the percentage of students' positive activity through the application of film-based learning media is 85% and the percentage of students' negative activity is 9%, so we get 85% - 9% = 76%. So that student activities through the application of film-based learning media can be said to be of quality because they have met the established indicators of success for student activities, namely at least 75% are actively involved in the learning process. Because 76% > 75%, it can be concluded that students are actively involved in the learning process.

Description of Student Responses to Learning Activities

Data results student responses can be seen on attachment D. Data obtained in the table is obtained from the average score of the number of students who responded to certain categories which are stated in the following table

Table 7. Description of the Average Percentage of Student Responses to Film-Based Learning Media

Question	Answer		Percentage(%)	
	Yes	No	Yes	No
is You love the eyes lesson history	21	4	84	16
is You like eye lesson history applied using film media	25	0	100	0
is often Teacher serve material G30 S/PKI using film media	25	0	100	0
If your teacher teaches using media learning based film, is Will it help you understand the material being taught?	23	2	92	8
According to You is media learning G30 movies S/PKI Which used has in accordance with the material taught?	22	3	88	12
Do you think? with the application of media learning based film, is learning in the classroom more varied?	24	1	96	4
is Study with use Film-based learning media helps increase knowledge?	25	0	100	0
is media learning based film can help you overcome difficulties during learning activities?	24	1	96	4
Total Percentage (%)			94.5	5.5

Based on table 3.7 above, it can be concluded that students' responses to film-based learning media are positive.

Results of Inferential Statistical Analysis

Inferential statistical analysis in this section is used to test the hypothesis that has been formulated, and before carrying out inferential statistical analysis a normality test is first carried out.

Normality test

After carrying out descriptive statistical tests from the learning outcomes test score data experimental class, then the next step is to carry out a normality test between learning outcome test scores. This normality test is carried out to find out whether the experimental class learning outcome test score data is normally distributed or not. Normality testing of mathematics learning outcomes tests was carried out using the *Kolmogorovon-Sminorv statistical test* with the help of the program SPSS.

The results of the analysis of initial History ability scores (*pretest*) were p = 0.147 and learning outcomes (*posttest)* were p = 0.199 for the experimental group. This shows that the results of *the pretest* and *posttest analysis* for experimental class d are normally distributed (0.147>0.05). Therefore, it can be concluded that the data on History learning outcomes for the class comes from a population with a normal distribution. Complete calculations can be seen in appendix (B).

Hypothesis testing

After paying attention to the characteristics of the variables studied and the analysis requirements, furthermore done testing to hypothesis.In testing This The sample dependent *t* -test was carried out because the data was normally distributed. As for the criteria testing hypothesis Ho rejected And H_1 accepted If $p<\alpha$, It means There is influence results Study mathematics student Which taught through usage media learning based

film. Vice versa Ho accepted And H^1 rejected If p> α, This means that there is no influence on the mathematics learning outcomes of students who are taught through the use of film-based learning media.

Results analysis show that Ho rejected or H^1 accepted Because mark P. *value* < 0.05, namely (0.000 < 0.05), which means that there is an influence on the treatment given to increase students' interest in learning in History lessons by using film-based learning media for experimental classes at vocation high school Tamalate Makassar. The SPPS calculation results can be seen in attachment (B).

Based on the research results described previously, this section will describe the research results, namely discussion of the results of descriptive analysis and discussion of the results of inferential analysis. The discussion of the results of this analysis includes student learning outcomes, student activities in the learning process through the application of film-based learning media, as well as student responses to the learning process [25]-[31].

Results Study Before Application Media Based Learning Film

Results of data analysis of student learning outcomes before implementing history learning through application media learning based film show that Of the 25 students, none achieved individual completeness (got a minimum completeness score of 75), in other words, student learning outcomes before applying film-based learning media were generally still classified as very low and did not meet the classical completeness criteria.

Results Study After Application Media Learning Based Film

Results of data analysis of student learning outcomes after implementing History learning through media application learning based movie shows that out of 25 students, 25 students achieved the Minimum Completeness Criteria (KKM). In other words, student learning outcomes after applying film-based learning media have met the classical completeness criteria.

Shiva Activities

Results of observations of student activities in learning history through the application of film-based learning media for class XII students vocation high school Tamalate Makassar shows that students are actively involved in learning. The results of the analysis show that the percentage of students' positive activity is 85% and the percentage of students' negative activity is 9%, so we get 85% - 9% = 76%. So that student activities through the application of film-based learning media can be said to be effective because they have met the indicators for the success of student activities which has set that is at least 75%. Because 76% > 75%, it can be concluded that students are actively involved in the learning process.

Student Response

Based on a questionnaire on student responses to learning history using film-based learning media in class XII vocation high school Tamalate Makassar, it was found that 97% of students answered YES and 3% answered NO. This means that almost all students gave positive responses.

Inferential Analysis

Based on the results of inferential statistical analysis using the t-test, p = 0.000 and α = 0.05 because p < α (0.000< 0.05), it can be concluded that Ho rejected And H^1 accepted, Which means there is influence on enhancement interest Study student in lesson History For class experiment with the use of film-based learning media for class XII students at vocation high school Tamalate Makassar.

Based on the description above, a conclusion can be drawn that film-based learning media in its application in the classroom requires really thorough preparation, with the hope that students can play an active role during the learning process and students do not experience passivity. Apart from that, it is hoped that film-based learning media can increase students' interest in learning in history lessons in class XII Tamalate vocation high school, Makassar.

4. CONCLUSION

Students' history learning outcomes before the application of film-based learning media were still below the minimum completeness criteria determined by vocation high school Tamalate Makassar, namely 75 which can be seen from the average value obtained. obtained by students before being given treatment was 29.88 with a standard deviation of 6.948. Student history learning outcomes after implementing film-based learning media said influential to results study History student, why is that because the average score obtained by students is much higher than the previous pretest score , while the average posttest score obtained students, namely 84.40 with a standard deviation of 6.481. The average score of student activity in learning using film-based learning media is 76%, it can be said that students are actively involved in the learning process. So it can be concluded that the average student activity in learning using film-based learning media can increase students' interest in

learning. The average score of student responses to learning using film-based learning media is 89%, it can be said that students are actively involved in the learning process. So it can be concluded that the average student activity in learning uses film-based learning media can increase interest student learning. There was an influence shown by Tamalate Makassar vocation high school students after implementing film-based learning media on improvement Student interest in learning in the experimental class of class XII vocation high school Tamalate Makassar.

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