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Improving Learning Motivation by Using Tutorial Video Media on Computer Design Courses

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ABSTRACT
Low learning motivation needs to be improved through learning innovation. This research purposes to discover: (1) The learning process used video tutorial media can increase student learning motivation in Computer Design courses, (2) The learning process used video tutorial media can improve student learning outcomes in Computer Design courses. This research is classroom action research. It involved 21 students of Fashion Design who took Computer Design courses in the Semester of July-December 2021. The data on learning motivation was processed with percentages and data on learning outcomes by calculating the average. The results revealed that: (1) The learning motivation of students in the first cycle with higher category was 23,81%, medium category was 42,86% and lower category was 33.33%. In the second cycle of higher category increased to 66,67%, medium category 23,81% and 9,52% lower category. (2) Student learning outcomes in the first cycle of the 23,81% value of 75; 19,05% value of 70; 9,52% value of 65; 23,81% value of 60 and 23,81% value of 50, while in the second cycle, 19,05% value of 90; 28,57% value of 85; 19,05% value of 80; 19,05% value of 75 and 14,28% value of 70. It can be concluded that: (1) The learning process using video tutorial media can increase learning motivation, (2) The learning process by using video tutorial media can improve learning outcomes.

Keywords: *Learning motivation, Learning outcome, Computer design, Teaching media.*

1. INTRODUCTION

The success of lecturers in the learning process is dominated by the learning media used, because it will increase the interaction between lecturers and students. Learning media is anything that can communicate learning material to students that provides stimulation to thoughts, attention, interests and motivation in order to make the learning process and learning outcome are satisfying [1]. The problem is how to convey the material so that it is easily understood by students, especially skills material. The reality is that lecturers are always trying to find the right learning media in computer design learning so that the goals are achieved. Therefore, lecturers must be more initiative in choosing the learning media used to make it easier to be understood by students.

There are four functions of teaching media, they are: (1) as a tool to create an effective and efficient learning situation; (2) something that must be developed by the lecturer so that its use is relevant to the learning purpose and content; (3) to attract students' interest; (4) to make teaching methods are more varied. Rusman (2018) classified learning media into five parts, namely: (1) visual media, (2) audio media, (3) audio-visual media, (4) presenting media and (5) interactive media [2].

Lecturers have to optimize the use of learning media. Optimization must be adjusted to: learning objectives, material to be delivered, students characteristics, and available time [1]. In Learning video media is classified as media that presents audio and visuals that contains of learning messages involved concepts, principles, procedures, and application theories to help students in understanding a learning material [3].

Video tutorials are an example of audio-visual media used in the learning process. Video tutorial media is a form of teaching material that is made to guide students in understanding a subject matter so that students can learn independently. Students can follow the steps described in the video tutorial according to their own learning speed. This is in line

that videos can overcome the limitations of space and time, are more realistic and can be repeated or stopped as needed [4].

Learning outcomes are classified into three domains, they are; cognitive, affective and psychomotor [5]. The cognitive domain includes several levels of mastery, namely: receiving, responding, appreciating and characterizing. The psychomotor domain is the effort obtained by a person as a result of personal action activities that cause changes in abilities and skills to imitate, manipulate, perform with precise movements, articulation and naturalization.

The low learning outcomes are determined by two factors, namely: (1) factors that come from outside the student (external), consisting of social and non-social factors, such as: lecturer qualifications, curriculum, methods, media, equipment, evaluation, etc. (2) factors that come from students (internal), consisting of physiological factors, such as: intelligence, interests, talents, motivations, perceptions, and ways of learning [6].

Learning motivation is one of the factors that determine the success of students to carry out learning activities, because it becomes the driving force and impetus in students to carry out learning activities [7]. Students learning motivation will not be realized properly if there is no encouragement from themselves. There are four categories that contain motivation, namely: (1) interest, (2) the relevance of the learning process results with needs, (3) expectations for success and (4) satisfaction/success in learning [8].

The results of the early stage, the lecture process was delivered using power point media, visual media, job sheet media and module media, it was seen that most of the students' participation in the lectures had low learning motivation and were less focused on the lectures they attended. It can be seen from students' behaviors such as: (1) The learning process was still centered on the lecturer so that learning activities become passive. (2) In online learning activities, students found that it was difficult to understand the explanation from the lecturer because the activities are not practiced directly. (3) Lack of student motivation in learning to make fashion designs, fashion patterns and decorative designs using computers independently at home. (4) Students still have difficulty in using the functions of each tool in the application of Corel Draw, Adobe Photoshop and Adobe Illustrator.

Based on the description above, it can be concluded that a learning media is needed that can be used independently by students during online learning activities at home. The developing media in the form of video tutorials will be used in the learning process of making designs using computers to help the learning process is going help and motivate students to be able to learn independently.

However, as a wise educator, the problem of learning motivation cannot be seen from students, the outside effect of the students will contribute to their high and low learning motivation [9]. The factor that is no less important is the cause of the gap in the course of Computer Design lectures, it is assumed that the lecturer's efforts to carry out the learning process effectively have not been optimal.

Based on the observations above, it can be concluded that the video tutorial media used in the computer design learning process is affect the learning motivation and learning outcomes. Therefore, this study aims to reveal whether video tutorial media can increase learning motivation and learning outcomes.

2. METHODS

The kinds of the research is action research. This research was conducted to clarify the problems being faced in the classroom. Classroom action research is a form of reflective study by the perpetrators of the actions taken to improve the rational ability of the actions they take and to improve the conditions in which the learning practices are carried out [10]. Furthermore, classroom action research is a research conducted by the researcher himself, in this case the teacher, to improve the learning process in the classroom by making changes and studying the changes [11]. In action research the researcher pays attention to the learning process and takes action to change events (interventions)

The subjects of this study were students of the Department of Family Welfare Education Study Program, concentration of Fashion, Faculty of Tourism and Hospitality, Universitas Negeri Padang who took the Computer Design course in the semester July-December 2021, totaling 21 people.

The main instrument of this study was the researcher who was equipped with other instruments,

a learning motivation observation guide, action test sheets, and video tutorial media. The usefulness and frequency of use of each instrument is shown in the following table:

Table 1. Research instruments and Uses

Intrument	Use	Frequency of use
Observation sheet (observation guide)	To obtain data about student learning motivation is used by video tutorial media	During the first and second cycles,
Action test sheet	To obtain data on student learning outcomes and exercises using video tutorial media	During the learning process in the first and second cycles
Video tutorials media	Media that helps students in every learning computer design practice	During the learning in first and second cycles.

From the table 1, it shows that the data analysis technique used for learning motivation is percentage. Data on learning and exercise results by giving a value of 10-100 then calculate the average.

3. RESULT

Table 2. The Data of Student Learning Motivation in Computer Design Learning (Cycle I)

Item	Aspects Observed	4		3		2		1		N	%
		F	5	F	%	F	%	F	%		
A	**Learning Interest**										
1	Study attention	4	19	11	52.4	6	28.6	-	-	21	100
2	Learning Eager	5	23.8	10	47.6	6	28.6	-	-	21	100
3	Ask	-	-	5	23.8	16	76.2	-	-	21	100
B	**Relevantion**										
4	Willingness to learn	-	-	9	42.9	12	57.1	-	-	21	100
5	Seriousness	2	9.52	14	66.7	5	23.8	-	-	21	100
C	**Result Expectation**										
6	Participation	4	19	6	28.6	11	52.4	-	-	21	100
7	Study Effort	-	-	8	38.1	13	61.9	-	-	21	100
8	Seriousness of learning	-	-	9	42.9	12	57.1	-	-	21	100
D	**Learning Satisfaction**										
9	Curiosity	6	28.6	8	38.1	7	33.3	-	-	21	100
10	Confident	-	-	12	57.1	9	42.9	-	-	21	100
11	Discipline of study	-	-	11	52.4	10	47.6	-	-	21	100
12	Discipline to do the work	-	-	9	42.9	12	57.1	-	-	21	100

Table 3. Observation on Student Learning Motivation in Computer Design Learning (Cycle II)

Item	Aspects Observed	4		3		2		1		N	%
		F	5	F	%	F	%	F	%		
A	**Learning Interest**										
1	Study attention										
2	Learning Eager	10	47.6	10	47.6	1	4.76	-	-	21	100
3	Ask	13	61.9	7	33.3	1	4.76	-	-	21	100
B	**Relevantion**	5	23.8	7	33.3	9	42.9	-	-	21	100
4	Willingness to learn										

5	Seriousness	14	66.7	5	23.8	2	9.52	-	-	21	100
C	**Result Expectation**	7	33.3	11	52.4	3	14.3	-	-	21	100
6	Participation										
7	Study Effort	6	28.6	7	33.3	8	38.1	-	-	21	100
8	Seriousness of learning	12	57.1	6	28.6	3	14.3	-	-	21	100
D	**Learning Satisfaction**	10	47.6	6	28.6	5	23.8	-	-	21	100
9	Curiosity										
10	Confident	12	57.1	7	33.3	2	9.52	-	-	21	100
11	Discipline of study	10	47.6	8	38.1	3	14.3	-	-	21	100
12	Discipline to do the work	11	52.4	5	23.8	5	23.8	-	-	21	100

Based on Table 2 and Table 3 reveal the data of comparison of student learning motivation in the first cycle and second cycle of learning process, an increase in learning motivation from cycle one to cycle two.

Based on the result calculation, the grouping of high group learning motivation scores in cycle one were 5 people (23.81%), the medium group was 9 people (42.86%) and the low group was 7 people (33.33%). In the second cycle is 14 people (66.67%) high motivation, 5 people (23.81%) medium group and 2 people (9.25%) low group.

2. The Data of Student Learning Outcomes

The instruments used to measure student learning outcomes are objective tests and essays. The test is carried out at the end of the cycle. The level to be achieved from the test results is what percentage of students can answer correctly the material given. The rating range is 10 – 100. The data can be seen in table 4 below:

Table 4. Student Learning Outcomes Data Cycle I and Cycle II

Cycle I			**Cycle II**			**N**
Nilai	F	%	Nilai	F	%	
50	2	9.524	60	2	9.524	21
60	2	9.524	70	3	14.29	21
70	8	38.1	80	4	19.05	21
75	5	23.81	85	9	42.86	21
80	4	19.05	90	3	14.29	21
Total	21	100	Total	21	100	

4. DISCUSSION

The results of the research generally reveal that student motivation and learning outcomes can be improved through the learning process by using video tutorial media, especially in Computer Design courses.

Based on observations of student learning motivation in general there is an increase in a positive direction. However, if observed in detail, it was revealed that, in the first cycle, the sub-indicators of interest in learning were still lacking such as attention and enthusiasm in learning, asking the percentage that stood out was still on a scale of two. In the indicator of relevance, the percentage that stands out is also on a scale of two, namely willingness to learn, while there are two students who appear on a scale of four in terms of seriousness. On the indicator of hope for success that stands out on a scale of two, namely effort in learning, but there are four students who appear on a scale of four in terms of class participation. On the indicator of satisfaction in learning that stands out on a scale of two and three

but there is something that appears on a scale of four, namely curiosity.

In the second cycle of action, revealing a shift in the percentage of student learning motivation increased. Sub-indicators that are very prominent are interest in learning, where the alternative answer on a scale of two is only one person, attention in learning increases to 47.6%, enthusiasm in learning 61.9%, and asking questions to 23.8%. The most prominent indicator of relevance increased, namely willingness to be 66.7%, while seriousness in learning had been much reduced. In the indicator of hope for success, participation increased from 19% to 28.6%, while effort in learning increased from not appearing to 57.1% and enthusiasm in learning from not appearing to 47.6%. In the indicators of satisfaction in learning, curiosity increased by 28.6% to 57.1%, self-confidence increased to 47.6%, learning discipline to 52.4% and discipline to do assignments 57.1%.

Some research results that support the success of learning using video tutorials in increasing student learning motivation are as follows. First, the results of Safi'i's research show that video tutorial-based learning media has a significant effect on students' learning motivation [12]. Second, the results of Maulani's research state that the use of video in integrated learning makes a good contribution to students' learning motivation [13]. Thus, it turns out that learning media adapted to learning materials can increase student learning motivation in the Computer Design learning process.

Learning using video tutorials has several advantages compared to others, namely making it easier for students to understand the subject matter presented. The benefits of learning video tutorials in the teaching and learning process can generate new desires and interests for students, generate motivation and stimulation for learning activities and even bring psychological effects on students [14]. The problem of computer design learning is considered to be able to be overcome by learning video tutorials because it is able to attract the attention of students and is displayed with directions and displays that are not boring.

Student learning outcomes during the learning process also increased in a positive direction in the second cycle. This can be seen from the lowest score of only 60 students, namely 2 students, while the scores achieved by many students were 70 as much as 14.3%, 80 as much as 19%, 85 as much as 42.9% and 90 as much as 14.3%. This shows that using video tutorial media in Computer Design learning causes student learning outcomes to increase more significantly.

Some research results that support the success of learning using video tutorials to improve student learning outcomes are as follows. First, the results of Sutiyani's research which shows that learning by using video media can improve student learning outcomes [15]. Second, the results of the research by Parida stated that there was an effect of learning by using video tutorials on student achievement[16]. While the results of Susanti's research state that there is a difference in learning outcomes using conventional media with video tutorial media [17]. The difference in learning outcomes can be said that there is an influence of video tutorial learning media on student learning outcomes.

Overall, the results of this study indicate that learning using video tutorials provides higher learning achievement compared to learning from textbooks, job sheets and learning modules, especially with regard to computer design learning. From these findings, it can also be interpreted that in improving learning achievement in computer design courses, students can use video tutorial learning. The use of video tutorials in learning can also be applied to other fields of study.

5. CONCLUSION

1. The learning process using video tutorial media can increase student learning motivation.
2. The learning process using video tutorial media can improve student learning outcomes.
3. Starting from the results of interviews with students about the Computer Design learning process, it turns out that the video tutorial media is very helpful in the learning process.

6. SUGGESTION

1. To improve the practical learning process, it is better to use video tutorial media, especially for practical learning in the Computer Design course.
2. Students who are involved in action research are expected to be able to maintain and preserve learning motivation and learning methods that have been applied in the Computer Design learning process, and can even be improved.

3. For aspects of the learning process and learning outcomes that are not yet optimal, it is deemed necessary to continue this action research in other subjects.

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