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The influence of using video learning media and teaching creativity on fine arts learning outcomes at SMA Negeri 2 tomohon

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Abstract
This research aims to investigate the influence of the use of learning video media and teaching creativity on fine arts learning outcomes at SMA Negeri 2 Tomohon. The data collection techniques used are questionnaires, tests and documentation. The data analysis technique is carried out through stages, namely descriptive data analysis, analysis prerequisite tests, multiple regression analysis, and hypothesis testing. The results show that: (1) The use of learning video media has a positive effect on student learning outcomes at SMA Negeri 2 Tomohon. The correlation coefficient value shows that the use of learning video media (X1) has a positive influence on student learning outcomes (Y). By always implementing learning videos in class (X1) it will make a positive contribution to student learning outcomes at SMA Negeri 2 Tomohon. (2) Teacher creativity in teaching has a positive effect on student learning outcomes at SMA Negeri 2 Tomohon. The correlation coefficient value shows that teacher creativity (X2) has a positive influence on student learning outcomes (Y). Teachers who always have creativity, especially in teaching, make children even more enthusiastic about learning and this has an impact on student learning outcomes at SMA Negeri 2 Tomohon. (3) The use of learning videos and teachers' teaching creativity has a positive influence on student learning outcomes at SMA Negeri 2 Tomohon, especially in fine arts subjects. Both the learning videos used by teachers and teacher creativity, together, support student learning outcomes.

Keywords: learning video media, teaching creativity, learning results, fine arts

Introduction

As a prospective professional educator, an educator must be able to have ideas that can increase his own creativity and that of students in particular. Educators must have a patient soul and be willing to sacrifice for their students. Educators must have high enthusiasm so that students become high human resources, so that Indonesia is able to compete with developed countries in the increasingly growing era of globalization. In the field, we know that only a few teachers have the teaching ability to create a comfortable and challenged atmosphere in learning, create new combinations, and find many answers to a problem where this can become original work that did not previously exist.

The process of teaching and learning activities in the classroom really depends on how the teacher presents learning to students. One way to foster high interest in learning in the classroom is by utilizing video media in the learning process, as stated by Sipayung and Darwin (2016: 42). According to Mimik Supartini, the use of learning media is effective in improving student learning achievement. Through the use of learning media, students will carry out more learning activities. Because students not only listen to the teacher's explanations but also do other activities such as observing, doing demonstrations and other activities so that students don't feel bored. Therefore, the use of learning media in teaching and learning activities is very important because media can be used as an intermediary or tool that functions to convey learning material.

Likewise with teacher creativity, considering that success in the learning process is determined by the role of a teacher. For this reason, teachers are always required to have high creativity, especially in presenting material in an interesting way, choosing the right media, presenting material carefully, and using appropriate learning approaches and strategies. Thus, in the learning process a lively and enjoyable atmosphere is created, students continue to be enthusiastic about learning, their curiosity and desire to increase knowledge increases and ultimately can improve student learning achievement (Mimik Supartini. 2016: 277-293).

Learning that is in the nature of understanding concepts and skills or performance, if you do not use the right media to convey the material, will make students find it difficult to understand the material being taught. One of the subjects that is conceptual in nature and requires practical skills is fine arts subjects. Rianti (2015: 12) states that learning fine arts provides understanding and a sense of satisfaction for students in responding to their own works of art and the works of others. Fine arts learning hones students' skills and creativity which are expressed in the form of fine arts. Quality fine arts learning can result in the learning objectives being achieved, both in basic knowledge and skill competencies. Teachers must find fun learning methods in delivering material, such as varying the way the material is delivered to students. The method that can be used by teachers is to use media as stated by Burhanudin (2017: 68). This opinion is the same as Azhar (2006: 2) who wrote that "the learning process that occurs in schools can be more dynamic and will achieve the desired targets if tools or media are added, because using these tools or media enables students to better understand learning."

According to Sadiman (2002: 6) media is anything that can be used to channel messages from sender to recipient so that it can stimulate students' feelings, attention and interest in such a way that the learning process occurs. Learning media plays a very important role in the success of learning in the

classroom. This learning media includes tools that are physically used to convey the content of teaching material consisting of books, tapes, recorders, cassettes, videos, cameras, video cameras, films, slides, photos, pictures, graphics, television and computers, as stated by Anshor (2015:32). Video media can be used in the learning process because it can provide experience to students (Kurniawan, 2016). This opinion is in line with Sipayung and Darwin (2016: 42) who write that by using video media in the learning process, the expected result is to foster high interest.

Teachers have an important role in managing learning in the classroom and ensuring students achieve the expected learning outcomes. Teachers must apply creative learning methods so that students can achieve optimal learning outcomes. Three principles or methods that can be used by teachers who want to teach children to be more creative are recognizing and realizing children's creative potential, respecting their questions and ideas, and asking them with provocative problems to create a curious nature. and imagination (Hasan Langgulung 1995: 228-249). From this opinion, it can be concluded that teacher creativity in teaching here is the teacher's ability to teach to create a comfortable and calm learning atmosphere by creating new ideas that can make students feel challenged in learning, increase student interest and curiosity.

The role of teachers is very important in the context of educational management where teachers have the task of being managers in classroom management, not just focusing on delivering material. Good classroom management can make students comfortable and enthusiastic about participating in class learning. It will also be easier for teachers to convey material to students if the class has been conditioned from the start of learning. Implementation of classroom management that is less than optimal will have an impact on low student learning outcomes. Rifai'i (2012: 69) states that learning outcomes are changes in behavior that students obtain after experiencing learning activities.

In the learning process, not all teachers are able to carry out this managerial role well. Lack of learning management skills from teachers can have an impact on student learning outcomes. If teachers are unable to design and implement effective learning strategies, students may not achieve optimal learning outcomes. As learning managers, teachers must be able to design and manage effective learning strategies by utilizing available infrastructure suggestions and implementing creative and fun learning methods, to improve the quality of learning. Therefore, quality learning activities are influenced by many factors, for example the methods used (Sutrisno 2011: 39). One of the facilities and infrastructure that can be utilized is learning media, especially video as an effective learning aid and applying teaching creativity.

Therefore, research needs to be carried out to find out how the use of technology, such as learning videos and teacher creativity, affects student learning outcomes in various subjects. The use of learning videos in fine arts subjects can have a positive influence on student learning outcomes. Deliza Oktavira's research results (2018) concluded that learning outcomes using video media in fine arts learning received good and high scores when compared to using conventional media.

Based on the results of observations and observations made at SMA Negeri 2 Tomohon in class X, especially in Fine Arts learning, the problem found was that the teaching and learning process took place in a simple manner. This is caused by the limitations of multimedia devices and the lack of use of technology in the Fine Arts learning process. Teachers deliver material using lecture methods and learning media such as printed books and whiteboards. It can be seen that students' attention to learning is still lacking, they do not pay attention to the teacher, they lack enthusiasm and students find it difficult to be creative in the learning process. Likewise, when carrying out assignments given by the teacher, there are students who are not yet serious, so they are not able to complete the assignments given by the teacher. Due to lack of understanding and mastering process skills in Fine Arts in accordance with the basic competencies of the material being taught. This has an impact on class has not yet reached the minimum completion criteria score of 75. Based on the above background, research was conducted which aimed to investigate the influence of the use of learning video media and teaching creativity on fine arts learning outcomes at SMA Negeri 2 Tomohon.

Method

This research uses a quantitative research approach with a survey method. The population used in this research were all students at SMA Negeri 2 Tomohon, with a total of 54 people registered in the odd semester of 2023/2024. The sample in this research was 54 class X students of SMA Negeri 2 Tomohon. The instruments used in this research are questionnaires, questions or tests, documentation. Next, the instrument was tested for validity and reliability. The data collection techniques used are questionnaires, tests and documentation. The data analysis technique is carried out through stages, namely descriptive data analysis, analysis prerequisite tests, multiple regression analysis, and hypothesis testing.

Results and Discussion

A. Validity and Reliability Test of the Instrument

The questionnaire instrument created must meet the validity and reliability of the instrument, and go through a validation process for stability and consistency of the instrument. The validity of the instrument was studied theoretically and empirically, where the theoretical study was based on input from experts (expert judgment) and was empirical, namely based on field trials held at SMA Negeri 2 Tomohon with a total of 30 students.

1. Instrument Validity

Next, the researchers tested the instrument at SMA Negeri 2 Tomohon, totaling 30 students. Researchers tested this instrument on 30 students who were not members of the sample. And after the data is tabulated, factor analysis is carried out by correlating the number of factor scores with the total score. Next, to check whether each item in the instrument is valid or not, a correlation is made between the item score and the total score. Testing the validity of this instrument is completed by looking for significant differentiating power from the scores of each item between groups that give high answers and low answers. For this reason, the t-test formula is used (Sugiyono 2019: 128) as follows: the validity test in this research is the product moment correlation method.

If the calculated t is greater than the t table, then the difference is significant, so the instrument is declared valid. Validity testing with this difference test is based on the assumption that the group of respondents used as a test is normally distributed. Thus the high and low score groups should differ significantly, according to the shape of the normal curve. Instrument validity analysis using Pearson Product Moment, namely the criteria for valid questionnaire items where rcount > rtable where rtable is 0.361. Based on instrument testing, it was obtained after comparing the results of Rcount and Rtable, where the data was said to be valid if Rtable was greater than Rcount. The results show that the learning video media variables and teaching creativity are valid.

2. Instrument Reliability

Instrument reliability aims to find out and show how consistently an instrument can be relied on to measure research. In this research, reliability testing was carried out using Cronbach's Alpha and calculated with the help of the IBM SPSS application. The reliability criteria used are the criteria proposed by Guilford (1956: 145) to determine that the measuring instrument is classified as good. Based on Guilford's reliability level criteria, the instruments for using video learning media and teaching creativity are included in very good reliability.

B. Data Description

Based on the conceptual framework and hypotheses that have been proposed, the variables analyzed in this research are divided into two groups, namely (1) independent variable (X), consisting of 2 variables, namely Learning Facilities (X1), learning motivation (X2), and the dependent variable (Y), namely student learning achievement. The results of descriptive data analysis are as follows:

1. The variable student use of video learning media has an average value of 80.98, median of 80 and mode of 78.
2. The teaching creativity variable has a minimum score of 70 and a maximum of 100, range 30.
3. The learning outcome variable has an average value of 84.63, a minimum score of 70, a median and mode of 85.

C. Classic Asumi Test

1. Normality Test

The normality test is a test designed to test whether variables are normally distributed or not. A good regression mode is a data distribution that is close to normal. The method used by researchers is the Kolmogorov-Semirnov statistical test. So, if the significance of the Kolmogorov-Semirnov test results is greater than 0.05, the distribution is normal, and if it is less than 0.05, the distribution is not normal. The research results show that Asymp.sig. (2-tailed) is at a value of 0.807. The mean is greater than 0.05. Thus this data is normally distributed.

2. Linearity Test

The criterion for using Deviation from Linearity is if the Sig. value deviation from linearity > 0.005, then the linearity test has been fulfilled. Meanwhile, if the Sig. deviation from linearity < 0.005, then the linearity test is not fulfilled. Based on the anova test, it can be concluded that this criterion for testing both variable Y over variable X1 and Y over X2 meets the linearity requirements.

3. Multicollinearity Test

This test is used to test whether in the regression process there is a high correlation between the independent variables or not. This test is carried out by calculating the Variance Inflation Factor (VIF) and tolerance. If the calculated data results show a tolerance value greater than 0.10 and a VIF value smaller than 10.00 then multicollinearity does not occur. Good data is data that does not occur multicollinearity. It is known that the VIF values of X1 and X2 are 1.010 (<10) and the tolerance value is 0.979 (>0.1), then there is no multicollinearity in the data.

4. Heteroscedasticity Test

The heteroscedasticity test can be seen with a graphic plot (scatterplot) where the distribution of the points generated is formed randomly, does not form a particular pattern and the direction of the distribution is above or below the number 0 on the Y axis (Figure 1).

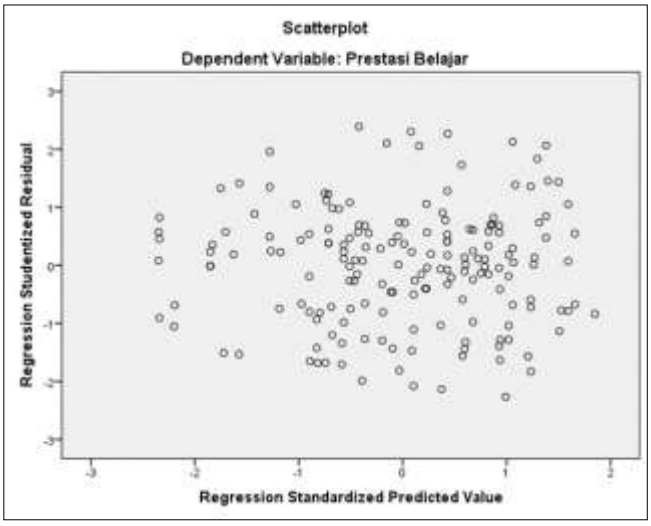

Fig 1: Heteroscedasticity Test Scatterplot

The basis for decision making using scatterplots is as follows. :

1. If the scatter plot graph shows dots that form a certain regular pattern (for example wavy, widening then narrowing), then it can be concluded that a Heteroscedasticity problem has occurred.
2. If in the scatter plot graph, the points spread above and below zero on the Y axis and do not form a certain regular pattern (for example wavy, widening then narrowing), then it can be concluded that there is no problem of heteroscedasticity (same variance/homoscedasticity).

D. Hypothesis Testing

1. The Effect of Using School Learning Videos on Student Learning Outcomes

The magnitude of the influence between the variable use of learning video media (X1) on student learning outcomes (Y) calculated by the correlation coefficient is 0.400 (rX1Y=0.400). This shows the positive influence of the use of video media on student learning outcomes. The regression equation has a beta coefficient value: $\hat{Y} = a + bX1 = 52.206 + 0.400X1$, while the t test results show t calculated at 3.747 > t_{table} 1.674 and significance value = 0.000 < α = 0.05. Thus the effect of using learning videos on student learning outcomes is positive.

Learning videos are a set of components or media that are capable of displaying images and sound at the same time Sukiman (2012:187-188). Meanwhile, in the opinion of Sadiman (2009:74), video is an audio-visual media that displays images and sound. The messages presented can be factual or fictitious, they can be informative, educational or instructional.

According to Kustandi (2013:64) video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes. Azhar (2006:48) believes that film or live images are "images in frames where frame by frame are projected through the projector lens mechanically so that on the layer you can see that the image is alive, the film moves quickly and alternately so as to provide continuous visuals". Likewise with films, videos can depict an object moving together with natural sound or sound matching.

Daryanto (2010:88) reveals that video media is anything that allows audio signals to be combined with moving images sequentially. In learning programs video programs can be utilized, because they can provide students with unexpected experiences, they can be combined with animation and pacing to demonstrate changes over time.

2. The Influence of Work Motivation on Student Learning Outcomes

The magnitude of the influence between the teacher work motivation variable (X2) on student learning outcomes (Y) calculated by the correlation coefficient is 0.343 or (rX2Y= 0.343). The regression equation has a beta coefficient value: $\hat{Y} = a + bX2 = 105.115 + 0.343X2$, while the t test results show that the calculated t is 4.890 > t_{table} 1.674 and the significance value = 0.000 < α = 0.05. Thus, the influence of teacher work motivation on student learning outcomes is positive.

Hasan Langroll in the book "Humans and Education, an Analysis of Psychology and Education" says that creativity is an attribute of God "Al-Khaliq" which can be developed in humans and according to Islamic philosophers it is considered worship in a very broad sense (Hasan Langroll 1995: 244). Meanwhile, according to the Big Indonesian Dictionary, creativity is the ability to create or be (contain) creative power (work that requires intelligence and imagination) (Big Indonesian Dictionary 1988:682). One of the experts arguing about creativity is Anderos (1961). He believes that creativity is a process that an individual goes through in the midst of his experience and which causes him to improve and develop himself (Al-Khalili, 2006: 13). If you look closely at the above opinion, creativity is a process where an individual faces a difficult and urgent problem and then can respond by solving the problem through new ideas that are different from other people's.

According to Mead, quoted by Hasan Langroll, creativity is a process carried out by a person which causes him to create something new for him (Hasan Langroll 1991: 174). Meanwhile, according to Slameto in the book "Learning and the factors that influence it, that: Creativity is related to discovery something, regarding things that produce something new by using something that already exists (Slameto 2010: 145). According to SC Utami Munandar (2002:47-50) creativity is the ability to create new combinations, based on data, information or existing elements. Creativity can also be defined as the ability to find many possible answers to a problem, where the emphasis is on quantity, appropriateness and diversity of answers. Another definition is the ability that reflects fluency, flexibility and originality in thinking and collaborating (developing, enriching, detailing an idea).

3. Simultaneous Influence of Professional Competence and Work Motivation on School Student Learning Outcomes

The correlation coefficient (r) value is 0.524, which means that the use of learning video media (X1) and teacher teaching creativity (X2) together have a positive influence on student learning outcomes (Y). The Rsquare value is 0.524. Rsquare can be called the termination coefficient, which in this case means that the contribution of using video learning media (X1) and teacher teaching creativity (X2) together to student learning outcomes is r^2 = 52%. The remaining 48% of student learning outcomes are influenced by other factors. The regression equation has a beta coefficient value: $\hat{Y} = a + bX1 + bX2 = 72.525 + 0.399X1 + 0.239X2$. To test the regression coefficients together, use anova (analysis of variance). From the results of the F test, it shows that F_{count} is 9.668 > F_{table} 2.550 and the significance value = 0.000 < 0.05.

Conclusion

1. The use of learning video media has a positive effect on student learning outcomes at SMA Negeri 2 Tomohon. The correlation coefficient value shows that the use of learning video media (X1) has a positive influence on student learning outcomes (Y). By always implementing learning videos in class (X1) it will make a positive contribution to student learning outcomes at SMA Negeri 2 Tomohon.
2. Teacher creativity in teaching has a positive effect on student learning outcomes at SMA Negeri 2 Tomohon. The correlation coefficient value shows that teacher creativity (X2) has a positive influence on student learning outcomes (Y). Teachers who always have creativity, especially in teaching, make children even more enthusiastic about learning and this has an impact on student learning outcomes at SMA Negeri 2 Tomohon.
3. The use of learning videos and teachers' teaching creativity has a positive influence on student learning outcomes at SMA Negeri 2 Tomohon, especially in fine arts subjects. Both the learning videos used by teachers and teacher creativity, together, support student learning outcomes.

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