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The Effect of Students' Responses to Instructional Videos is Associated with Motivation and Responsibility

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ABSTRAK

Saat ini siswa sangat membutuhkan sebuah media pembelajaran yang memudahkan dalam proses pembelajaran, salah satu media pembelajaran yang efektif digunakan siswa adalah video learning untuk meningkatkan motivasi dan tanggung jawab siswa. Penelitian ini bertujuan untuk mengetahui bagaimana hasil statistik dan perbedaan serta pengaruh siswa terhadap variabel respon siswa, motivasi, dan tanggung jawab pada mata pelajaran PJOK di SMA dapat bermanfaat sebagai tolak ukur dalam meningkatkan respon siswa, motivasi dan tanggung jawab siswa melalui video pembelajaran dan dapat digunakan sebagai referensi dalam penelitian selanjutnya. Jumlah responden sebagai sampel adalah 140 siswa. metode penelitian ini adalah model penelitian dan pengembangan R&D (Research and Development). Teknik pengumpulan data menggunakan random sampling. Hasil penelitian menggunakan uji regresi bahwa terdapat pengaruh antara video pembelajaran terhadap respon siswa terhadap motivasi dan tanggung jawab siswa. sehingga dapat dikatakan bahwa video pembelajaran sangat berpengaruh terhadap respon siswa terhadap motivasi dan jawaban siswa pada mata pelajaran PJOK di tingkat sekolah menengah. Implikasi dari penelitian ini adalah respon siswa sangat penting untuk motivasi dan tanggung jawab sehingga dapat diimplementasikan dalam hasil belajar siswa. Dengan demikian, respon siswa yang baik terhadap motivasi dan tanggung jawab siswa akan meningkatkan hasil belajar siswa di SMA.

ABSTRACT

Currently students really need a learning media that facilitates the learning process, one of the effective learning media used by students is video learning to increase student motivation and responsibility. This study aims to find out how the statistical results and differences as well the influence of students on student response variables, motivation, and responsibility in PJOK subjects in high school will be useful as a benchmark in improving student responses, motivation and student responsibility through learning videos and can be used as a reference in further research. The number of respondents as a sample is 140 students. this research method is a research and development model of R&D (Research and Development). The data collection technique used random sampling. The results of the study using a regression test that there is an influence between learning videos on student responses to student motivation and responsibility. so it can be said that the learning video is very influential on student responses to motivation and student answers on PJOK subjects at the secondary school level. The implication of this research is that student response is very important for motivation and responsibility so that it can be implemented in student learning outcomes. Thus, a good student response to student motivation and responsibility will improve student learning outcomes in high school.

1. INTRODUCTION

Learning video is a media that presents audio visuals containing learning materials that contain concepts, principles, procedures, theories and examples of knowledge with the hope that the audience from the video can understand the content of the learning (Nicolaou et al., 2019; Syaparuddin & Elihami, 2020; Nurfadhillah et al., 2021). An interactive and fun learning process can be built by presenting learning media in the form of video (audio visual) (Murtiyah et al., 2021; Purba et al., 2021; Rahmatika et al., 2021). Learning through videos will make it easier for teachers to deliver learning materials, as well as make it easier for students to understand the context of the subject. The first benefit of video media for educators is as an archive of documentation of the material being taught (Aliwardhana, 2021; Amin, Kurniawan, Azzahra, et al., 2021; Inawati & Puspasari, 2021). So when creating content, students can save these videos as archives. So one day, for example, this content is needed at a certain time or a certain place, just play it. Physical Education, Sports, and Health (hereinafter abbreviated as PJOK) is essentially an educational process that utilizes physical activity to produce holistic changes in individual qualities, both in physical, mental, and emotional forms (Aliwardhana,

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2021; Firmanto & Pujianto, 2021; Shukurov, 2021). PJOK is one of the subjects taught in schools (Darsana et al., 2021; Piñeiro-Cossio et al., 2021; Welch et al., 2021). In PJOK lessons the teacher also provides PJOK learning videos to students. Learning videos in corners are very important for teachers and students. The benefit to the teacher is that it is very easy to convey sports material because the video can be reviewed by students. The benefit for students is that they can learn easily because the video can also be repeated if the lesson is difficult to reach (Lengkana & Sofa, 2017; Raibowo & Nopiyanto, 2020; Wahyudi et al., 2020).

Gymnastics is a sport that involves the performance of movements that require strength, speed and harmony of regular physical movements (Oktariyana et al., 2021; Kamid, Rohati, et al., 2021; Kamid, Syaiful, et al., 2021). Modern forms of gymnastics are unbalanced bars, balance beams, and floor exercises. Several types of gymnastics carried out in schools are aerobics, artistic gymnastics, floor gymnastics, basic gymnastics, and sports rhythmic gymnastics (Kamid, Sofnidar, et al., 2021; Kamid, Syaiful, et al., 2021; Sahabuddin et al., 2020). The purpose of doing gymnastics is to train balance and body coordination (Ernawati et al., 2021; Utomo et al., 2018). By doing healthy children's gymnastics, children can train agility, body flexibility, and coordination between the legs (hands and feet). Learning motivation means encouragement from students to achieve learning goals, for example understanding material or developing learning (Ahn et al., 2021; Brooker et al., 2018; Canning et al., 2019). With motivation, students will always be enthusiastic to continue learning without any coercion from any party (Lazarides et al., 2019; Syaparuddin & Elihami, 2020). Motivation is one of the important factors in the success of the teaching and learning process in schools (Lazarides et al., 2019; Wahyuningsih, 2021). This research is in line with previous research conducted by (Winata et al., 2019) which discussed student motivation for learning achievement. The study said that it is important for students to have motivation so that the teaching and learning process can run smoothly. However, this study did not carry out several tests carried out by this study, one of which was the normality test where the normality test was important to determine whether the data were normally distributed or not.

Responsibility is a person's awareness of the obligation to bear all the consequences of something he has done (Tahirsylaj, 2019; Veloso et al., 2021; Yuliyanto et al., 2018). Forms of responsibility as students include obeying school rules and doing tasks given by the teacher (Ayish & Deveci, 2019; Burkhonov et al., 2021). Students work on assignments to completion and completion (Arroyave et al., 2021; Classens & Sytsma, 2020). This research is in line with previous research, which discussed student motivation for learning achievement (Winata et al., 2019). The study said that it is important for students to have student responsibilities so that students can have good personalities. However, this study did not perform several tests carried out by this study, one of which is regression where normality tests are important to determine whether there is an influence between student motivation and other variables such as motivation. The urgency in this study is very important because there are rarely studies that compare student responses to learning videos by relating them to motivation and responsibility variables at the high school level. This research can be used as a source for further research. The position of this research is very important, namely by knowing student responses to PJOK subjects and by knowing its effect on student motivation and responsibility so that it can be developed properly in the future. In this study, the variables used were student response variables, motivation, and responsibility. However, this study has a weakness, namely only conducting tests at the class level not at the level of comparing schools to find out more specifically student responses, motivation, and responsibilities based on school level. This study aims to answer the research question, namely how the results of student descriptive statistics on student response variables, motivation, and responsibility at SMAN 12 Jambi City on PJOK subjects. Is there a difference and influence between student response variables, motivation, and responsibility at SMAN 12 Jambi City on PJOK subjects.

2. METHOD

This research on the development of learning videos for students of SMA N 12 Jambi City uses the R&D (Research and Development) research and development model. The development of learning multimedia has been studied in detail by Lee, W.W., and Owens, D.L., (2004) in (Rusdi, 2018) in their book entitled Multimedia-Based Instructional Design. The book describes the steps in detail using the ADDIE framework. “ADDIE stands for Analysis, Design, Development, Implement, and Evaluation. In other words, there are 5 stages in the ADDIE model”. The five stages in the ADDIE model must be carried out systematically and systematically. This is intended to assist users in creating effective, efficient and interesting learning. Population The research sample is the research subject that will be examined for characteristics and other things that will be needed in a study (Amin, Kurniawan, Septi, et al., 2021). The population of this study was 140 students consisting of 70 grade 10 students and 70 grade 11 students at SMAN 12 Jambi City. The sampling technique is random sampling. The reason for taking research subjects from grades 10 and 11 at SMAN 12 Jambi City is because the school has done a lot of PJOK learning so that it can be seen the variables in the range of high school.

The instrument in this study used the type of observation sheet and questionnaire instrument. Where the observation sheet is used to determine student responses and the questionnaire used consists of motivation and responsibility. There are 48 valid statement items on this instrument using a Likert scale. The scale consists of 5 points with a very appropriate value is 4, appropriate is 3, less appropriate is 2, and not appropriate is 1. Each statement is a representative of each attitude indicator. The focus of this research is on 3 variables, namely student responses to motivation and responsibility. In the motivation variable, there are 2 indicators, namely the existence of encouragement and needs in learning and the existence of hopes and aspirations for the future. In the responsibility variable there are 2 indicators, namely being responsible for every action and doing group tasks together. Due to the observation sheet, namely student responses and motivation and responsibility questionnaires on PJOK subjects using a Likert scale consisting of 5 categories, there are intervals in each category, and the intervals in each category can be seen in the table below. The grid of student response observation sheets on PJOK subjects is presented in Table 1. Grid of student motivation questionnaire instruments on PJOK subjects showed in Table 2. Grid of responsibility questionnaire instruments for PJOK subjects showed in Table 3.

Table 1. Grid of Student Response Instruments on PJOK Subjects

Variabel	No. Statement Items
Student response	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,20
Number of Statements	20

Table 2. Grid of Student Motivation Questionnaire Instruments on PJOK Subjects

Variabel	Indicator	No. Statement Items
Motivation	There is a drive and a need for learningr	1,2,3,4,5,6,7,8
	There are hopes and aspirations for the future	9,10, 11,12,13,14,15
Number of Statements		15

Table 3. Grid of Responsibility Questionnaire Instruments for PJOK Subjects

Variabel	Indicator	No. Statement Items
Responsibility	Responsible for every action	1,2,3,4,5,6,7
	Working on group assignments together	8,9,10, 11,12,13
Number of Statements		13

Due to the student response questionnaire, motivation and responsibility in PJOK subjects using a Likert scale consisting of 5 categories, there are intervals in each category, and the intervals in each category can be seen in the table below. The descriptions of the categories of student responses, motivations and responsibilities in PJOK subjects is presented in Table 4.

Table 4. Categories of Student Responses, Motivation, Student Responsibility in PJOK Subjects

Category	Interval variabel/Indikator				
	Student response	Motivation		Responsibility	
		There is a drive and a need for learning	There are hopes and aspirations for the future	Responsible for every action	Working on group assignments together
Very not good	1.0-4.0	8.0-14.4	7.0-12.6	7.0-12.6	6.0-10.8
Not good	5.0-8.0	14.5-20.8	12.7-18.3	12.7-18.3	10.9-15.6
Enough	9.0-12.0	20.9-27.2	18.4-23.8	18.4-23.8	15.7-20.4
Good	13.0-16.0	27.3-33.6	23.9-29.4	23.9-29.4	20.5-25.2
Very good	17.0-20.0	33.7-40.0	29.5-35.0	29.5-35.0	25.3-30.0

The data analysis technique used is a group test because the sample used is SMAN 12 Jambi City students who study PJOK subjects according to student responses to motivation and responsibility variables. From this data, descriptive statistical tests were then carried out to determine the percentage, minimum, maximum, median and mean data. then an inverential test is carried out in the form of testing assumptions and hypotheses. In the assumption test, two tests were carried out, namely the normality test and the linearity test. Normality test serves to determine whether the data is normally distributed. Linearity test serves to determine

whether two or more variables have a linear relationship or not significant. Then test the hypothesis in the form of a regression test. regression test to determine the effect of student response variables, motivation, and responsibility at SMAN 12 Jambi City on PJOK subjects (Budiarti et al., 2022).

3. RESULT AND DISCUSSION

Result

The following describes the results of descriptive statistics on student response variables, motivation, and responsibility. Where the results obtained from the distribution of questionnaires at SMAN 12 Jambi City. Descriptions of the responses of grade 10 and grade 11 students at SMAN 12 Jambi City is presented in Table 5.

Table 5. Description of the Response Variables of Grade 10 and Grade 11 Students at SMAN 12 Jambi City

Class	Category	Interval	F	%	Mean	Med	Min	Max
10	Very not good	1.0-4.0	7	9.8	3.7	3.7	1.0	5.0
	Not Good	5.0-8.0	5	7.0				
	Eough	9.0-12.0	18	25.2				
	Good	13.0-16.0	27	37.8				
	Very good	17.0-20.0	13	18.2				
11	Very not good	1.0-4.0	0	0	4.3	4.0	2.0	5.0
	Not Good	5.0-8.0	5	7.2				
	Eough	9.0-12.0	20	28.4				
	Good	13.0-16.0	31	44.3				
	Very good	17.0-20.0	14	20.1				

From the description of the table above, it can be seen that the comparison with the good category in class 11 is higher than class 10 so that it can be said that class 11 is superior to class 10 in the student response variable to PJOK subjects. The description of motivation on the indicators of encouragement and need in learning in grade 10 and grade 11 at SMAN 12 Jambi is presented in Table 6.

Table 6. Description of Motivational Variables on Indicators of Encouragement and Need in Learning in Grade 10 and Grade 11 at SMAN 12 Jambi City

Class	Category	Interval	F	%	Mean	Med	Min	Max
10	Very not good	8.0-14.4	0	9.8	4.4	4.0	1.0	5.0
	Not Good	14.5-20.8	4	5.6				
	Eough	20.9-27.2	10	15.0				
	Good	27.3-33.6	35	50.2				
	Very good	33.7-40.0	21	29.4				
11	Very not good	8.0-14.4	3	4.2	4.0	3.6	1.0	5.0
	Not Good	14.5-20.8	6	8.4				
	Eough	20.9-27.2	14	19.6				
	Good	27.3-33.6	30	42.0				
	Very good	33.7-40.0	17	23.8				

From the description of the table above, it can be seen that the comparison with the good category in class 10 is higher than class 11 so that it can be said that class 10 is superior to class 11 on indicators of encouragement and need in learning. Descriptions of motivation on indicators of future hopes and aspirations for grade 10 and grade 11 at SMAN 12 Jambi City is presented in Table 7.

Table 7. Description of Motivational Variables on Indicators of Future Hopes and Aspirations for Grade 10 and Grade 11 at SMAN 12 Jambi City

Class	Category	Interval	F	%	Mean	Med	Min	Max
10	Very not good	7.0-12.6	0	0	4.3	3.8	1.0	5.0
	Not Good	12.7-18.3	5	7.0				
	Eough	18.4-23.8	15	21.0				
	Good	23.9-29.4	24	33.6				
	Very good	29.5-35.0	26	36.4				
11	Very not good	7.0-12.6	0	0	4.5	4.0	1.0	5.0
	Not Good	12.7-18.3	0	0				

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Eough	18.4-23.8	10	14.0				
	Good	23.9-29.4	26	36.4				
	Very good	29.5-35.0	34	47.6				

From the description of the table above, it can be seen that the comparison with the very good category in class 11 is higher than that of class 10, so it can be said that class 11 is superior to class 10 on indicators of future hopes and aspirations. The description of the responsibility indicators responsible for each grade 10 and grade 11 at SMAN 12 Jambi City is presented in Table 8.

Table 8. Description of the Responsibility Variables on the Indicators Responsible for Each Class 10 and 11 Class Actions at SMAN 12 Jambi City

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Very not good	7.0-12.6	5	7.0				
	Not Good	12.7-18.3	10	14.0				
10	Eough	18.4-23.8	17	23.8	3.8	4.0	1.0	5.0
	Good	23.9-29.4	20	28.0				
	Very good	29.5-35.0	18	25.2				
	Very not good	7.0-12.6	3	4.2				
	Not Good	12.7-18.3	7	9.8				
11	Eough	18.4-23.8	16	22.4	4.0	4.3	1.0	5.0
	Good	23.9-29.4	25	35.0				
	Very good	29.5-35.0	19	26.6				

From the description of the table above, it can be seen that the comparison with the good category in class 11 is higher than class 10 so it can be said that class 11 is superior to class 10 on the indicator of being responsible for every action. The description of the responsibilities on the indicators of Working on group assignments for 10th and 11th graders at SMAN 12 Jambi City is presented in Table 9.

Table 9. Description of the Responsibility Variables on the Indicators Working on Group Assignments Together in Grade 10 and Grade 11 at SMAN 12 Jambi City

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Very not good	6.0-10.8	7	9.8				
	Not Good	10.9-15.6	5	7.0				
10	Eough	15.7-20.4	18	25.2	3.5	4.0	1.0	5.0
	Good	20.5-25.2	27	37.8				
	Very good	25.3-30.0	13	18.2				
	Very not good	6.0-10.8	3	4.2				
	Not Good	10.9-15.6	6	8.4				
11	Eough	15.7-20.4	14	19.6	3.8	4.4	1.0	5.0
	Good	20.5-25.2	30	42.0				
	Very good	25.3-30.0	17	23.8				

From the description of the table above, it can be seen that the comparison with the good category in class 11 is higher than in class 10 so it can be said that class 11 is superior to class 10 on the indicator of Working on group assignments together. The normality test of student response communication, motivation, and responsibility at SMAN 12 Jambi City is presented in Table 10.

Table 10. Test the Normality of Student Responses, Motivation, and Responsibility at SMAN 12 Jambi City

Class	Variabel	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
10	Student response	0.086	70	0.200	0.862	70	0.481
	Motivation	0.145	70	0.200	0.875	70	0.377
	Responsibility	0.133	70	0.200	0.874	70	0.472
11	Student response	0.096	70	0.200	0.877	70	0.348
	Motivation	0.096	70	0.200	0.868	70	0.469
	Responsibility	0.097	70	0.200	0.865	70	0.462

Based on the results of the table above, it can be concluded that the data is normally distributed. The normality test was obtained by the Kolmogorov-Smoirnov test, the significance value was > than 0.05. The linearity test of student responses, motivation, and responsibility at SMAN 12 Jambi City is presented in table 11.

Table 11. Test the Linearity of Student Responses, Motivation, And Responsibility at SMAN 12 Jambi City

Class	Variabel	Kolmogorov-Smirnov[a] Sig	Deviation from linearitas Sig
10	Student response	0.035	0.034
	Motivation	0.042	0.033
	Responsibility	0.041	0.032
11	Student response	0.036	0.045
	Motivation	0.049	0.036
	Responsibility	0.048	0.035

Based on the table above, it can be concluded that the linearity test of the variables above has a linear relationship between grade 10 and grade 11 at SMAN 12 Jambi City. It is proven that the result of sig is less than 0.05. The regression test of student responses, motivation, and responsibility at SMAN 12 Jambi City is presented in Table 12. Based on the table above, it can be said that there is a relationship between grade 10 and grade 11 at SMAN 12 Jambi City. It is proven from the results of sig. smaller than 0.05.

Table 12. Regression Test for Grade 10 and Grade 11 at SMAN 12 Jambi City

Class	Variable	N	Sig. (2-tailed)
10	Student response	70	0.035
	Motivation	70	0.036
	Responsibility	70	0.037
11	Student response	70	0.036
	Motivation	70	0.037
	Responsibility	70	0.038

Discussion

The resulting data was processed using several tests, one of which was descriptive statistics. Descriptive statistics are used to see the mean, median, frequency, percentage by analyzing the results based on existing categories (Amin, Alimni, Azzahra, et al., 2021; Ernawati et al., 2021). Descriptive statistical test results obtained. Based on table 5, the average number of students chose the good category with the percentage for grade 10 was 37.8% and grade 11 was 44.3%. So it can be concluded that grade 11 is superior to grade 10 in student response variables. Based on table 6, the average number of students chose the good category with the percentage for grade 10 being 50.2% and grade 11 being 30%. So it can be concluded that grade 10 is superior to grade 11 on indicators of encouragement and need for learning. Based on table 7, the average number of students chose the good category with the percentage for grade 10 was 50.2% and grade 11 was 30%. So it can be concluded that grade 11 is superior to grade 10 on indicators of future hopes and aspirations. Based on table 8, the average number of students chose the good category with the percentage for class 10 being 28.0% and class 11 being 35.0%. So it can be concluded that grade 11 is superior to grade 10 on indicators of future hopes and aspirations. Based on table 9, the average number of students chose the good category with the percentage for grade 10 was 37.8% and grade 11 was 42.0%. So it can be concluded that class 11 is superior to class 10 on the indicators of working on group assignments together.

The next test is the assumption test which consists of a normality test, a linearity test and a homogeneity test. The first assumption analysis test is about the normality test. The normality test was carried out to determine whether the data were normally distributed or not by looking at Kolmogorov Smirnov's results greater than 0.05 (Kamid, Rohati, et al., 2021; Syahrial et al., 2019). Based on table 10, the results of the normality test of student responses, motivation, and responsibility are in Class 10, which is 0.200 and in Class 11, which is 0.200, it can be concluded that the results obtained are > 0.05 so it can be said that the data is normally distributed. The second assumption analysis test is about linearity test. The linearity test was carried out to determine whether the data had a linear pattern with a result of sig < 0.05, then the data had a linear pattern. The data is said to be linear if the value is from Sig < 0.05 and the data has a linear pattern. Based on table 11, the results of the linearity test of student responses, motivation, and responsibility in Class 10 are 0.034, 0.033, 0.032 and in Grade 11 are

0.045, 0.36 and 0.035. it can be concluded that the results obtained <0.05 so it can be said that the data has a linear pattern. The third assumption analysis test is about the homogeneity test.

Furthermore, the hypothesis test is carried out, namely the regression test. In the second hypothesis test, which is about the correlation test, it is carried out with the aim of knowing the relationship between two schools by comparing two variables (Kamid, Syaiful, et al., 2021; Syahrial et al., 2020). Based on table 12, the results of the regression test for student responses, motivation, and responsibility are in Class 10, namely 0.035, 0.036, 0.037 and in Class 11, namely 0.036, 0.037, 0.038 so it can be concluded that there is a relationship between Grade 10 and Grade 11. sig result. smaller than 0.05.

This research is in line with previous research, on student motivation (Dyrberg et al., 2017; Rosmalina & Zulyanty, 2019). The research discusses the importance of motivation for students who are supported by parental factors (Handayani et al., 2021; Lonanda et al., 2015; Susanti, 2021). If the student's motivation is great, the hope is that students will become better. However, this study did not perform several comparisons as was done by this study. Research conducted in this study is to compare classes. Where to see the motivation of students at the first level, namely grade 10 or at the second level, namely grade 11. This research is in line with previous research, on responsibility (Fitriani et al., 2021; Zakiah & Samlawi, 2019). The research discusses the responsibility of students towards learning. If students have responsibilities then things about lessons and everyday life feel younger. However, this study did not carry out a complete test as was done in this study. One of the tests is the t-test where the t-test is useful for comparing one variable to another. So it can be said that previous research is not as clear and detailed as this research. The results showed that the effect of student responses on learning videos related to motivation and responsibility was quite good but it needed to be improved so that students' motivation and responsibility were more optimal so that they could affect learning outcomes in schools, especially in PJOK subjects. The contribution given by this study is the result of the effect of student responses on learning videos related to motivation and responsibility that will be useful as a school benchmark in increasing student motivation and responsibility in high school and this research can be used as a source for further research.

The generalization and updating of this research is to know the comparison and influence of student response, motivation, and responsibility. Where there is rarely research that examines three variables, namely student responses, motivation, and responsibility at two levels with the same material. In two classes, namely grade 10 and grade 11 in the same school. And the variables used in this research are three variables. So that this research is an update from previous rare research on PJOK subjects at the high school level. The implication of this research is that student response is very important for motivation and responsibility so that it can be implemented on student learning outcomes. Thus, student responses can be implemented with excellent student motivation and responsibility for high school students. The limitation of this study is that it only compares by class. However, it has not been tested with a comparison of schools so that it can be known specifically the student response variables, motivation, and responsibility in PJOK subjects. The researcher suggests conducting further research to compare variables based on school and the researcher suggests conducting research at the high school level.

4. CONCLUSION

It can be concluded that there is a comparison between student response, motivation, and responsibility at SMAN 12 Jambi City and Islamic religious education subjects and there is an influence between student responses, motivation, and responsibility.

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