THE USE OF VIDEO TO ENHANCE STUDENTS' LEARNING MOTIVATION AT LKP KUBUS – PALANGKA RAYA

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KEYWORDS	ABSTRACT
Learning medium Motivation, Learning interest	Lack of motivation and interest in learning might be caused by some problems. One of them is the absence in using teaching and learning media by teachers or instructors. This problem also occurred at Lembaga Kursus Pendidikan (LKP) Kubus, Palangka Raya, Central Kalimantan. One solution applied to the English Course Center at LKP was by using video in teaching-learning activities. This study used descriptive-qualitative method utilising interview and observation as the instruments of data collection. The study was conducted within a month, from March to April 2024 with the participants of English Course at LKP Palangka Raya, as the subjects of the study. The results of data analysis show that the use of video as a learning medium had a positive impact on students' learning motivation at LPK Kubus. The development of students' performance in learning English proved that using video as a learning medium had an impact on students' learning outcomes. By using video as a learning medium, students experience an increase in activity, such as being more interactive. Moreover, in understanding the learning material, students also experienced improvement. Therefore, the use of video as a learning medium can be considered successful in increasing students' interest and learning outcomes.

INTRODUCTION

Students as agents of change are one of the four important roles of students expected by society (Cahyono, 2019). As part of society with value, students are expected to be able to take on roles in the fields of education and also in society empowerment. The role of students is not only limited to the classroom but also to society in terms of their knowledge application. This aims at developing the ability of grassroot communities to identify needs, obtain resources to meet those needs, and empower them collectively (Zubaedi, 2013). Therefore, sixth-semester students of the English Education Study Program at Palangka Raya University are enrolled in the course Project on Community Development.

Project on Community Development is one of the courses programmed by the English Education Study Program and is compulsory for all students in the sixth semester. This course aims to equip students with knowledge and skills in English language, both oral and written, which are generally used for activities, such as Translation, English for Specific Purposes, and English for Entrepreneurship in the form of Project on Community Development. The course adopts the Case Study and Project-based learning models. Through this course, a final product in the form of a Project on Community Development final report is generated at the end of the course.   Through this course, the reearchers decided to conduct a Project on Community Development at an Educational Course Institution, *Lembaga Kursus Pendidikan Kubus*, which is located on Jalan Sisingamangaraja III, Gang Apol. This institution already has a National School Identification Number (NPSN), which is K0564907. The course institution provides courses for students from kindergarten to junior high school levels and has been operating since 2005. In addition to focusing on English language teaching, this course institution also offers teaching in mathematics and literacy.

Based on the results of interviews and pre-observations conducted by the reseaarchers, there are several problems or obstacles faced by the partner, *LKP Kubus*, in its daily practices. One of the most obvious obstacles is the lack of students' motivation in learning, resulting in difficulty in concentration. This occurs due to several factors, such as students' fatigue after attending full-day school, the lack of attractiveness of the media used in the learning process, and the lack of interaction between teachers and students during the course.

Based on the problems above, a precise solution is needed to overcome these issues. One solution that can be implemented is the use of media in teaching and learning activities. The use of teaching media and innovative teaching strategies by teachers can stimulate students' interest, motivation, and learning activities, as well as create meaningful, interactive, enjoyable, and challenging learning experiences that meet students' holistic needs according to Wahyuni (2016). Based on this statement, the author's team decided to ismplement the use of audio-visual teaching media in the form of videos as a solution for the partner..

The use of video learning media can enhance students' motivation (Syaparuddin & Elihami, 2020). This is supported by other research indicating that students have a positive experience when using video as a medium in learning English as a foreign language (Utami, Oktaviani, & Emaliana, 2021). Furthermore, most students agree that video provides benefits for them, such as increased motivation in learning, acquiring new vocabulary, and improving pronunciation of English words.

In teaching young learners, teachers have many options when choosing teaching strategies. An English teacher should create active learning conditions and develop their techniques to help learners communicate more effectively by considering suitable activities for each group of learners (Saputra, 2017). A study that was conducted by Tri Pujiani, Windy Harsiwi, and Neilia Almustaflikhah in 2022 entitled "THE USE OF ANIMATION VIDEO AS ONLINE LEARNING MEDIA TO TEACH ENGLISH FOR YOUNG LEARNERS" revealed that the role of animation video as online learning medium for young learners is effective in motivating students to learn. Therefore, the researcher team would like to see if video as a learning medium is also effective as a solution for the partner.

For the purpose of this study, the Project on Community Development activity aims at enhancing students' motivation at *Lembaga Kursus Pendidikan Kubus*, especially those at the junior high school level who are learning English using audio-visual media in form of videos.

METHODOLOGY
A. Type of Study
This study used descriptive- qualitative method as it looked a phenomenon as it was, that is the use of video to enhance students' learning motivation at LKP Kubus Plangka Raya, Central Kalimantan. The data were gained through interview and observation toward the participants of English corse at LKP Kubus. By this method, the analysis of the acqured data was done in a qualitative manner, viz: by using words.

B. Place and Time
This Project on Community Development was conducted at the Kubus Course Education Institution located on Sisingamangaraja III, Gang Apol No. 23, Menteng, Jekan Raya District, Palangka Raya City, Central Kalimantan. This course focuses on teaching English, Math, as well as Reading-Writing-Counting and has been operating since 2005.

The project on Community Development activities were carried out from February 29 - March 21, 2024. This activity was carried out with a duration of 1 hour 30 minutes each time, adjusting to the duration of the course. The following is a schedule of Project on Community Development activities.

Table 1: Project on Community Development's Schedule

No.	Date	Activity
1.	Thursday, February 29, 2024	Interview for the Owner & Staff
2.	Thursday, March 7, 2024	Observation
3.	Thursday, March 14, 2024	Implementation of solution; video as learning media
4.	Thursday, March 21, 2024	Second Implementation of solution; video as learning media

C. Stages of Solution Development and Implementation Activities

Activity 1
The first week activity was partner interviews, which were conducted to find out information about partners, including the problems they faced.

Activity 2
The activity in the second week was the first observation. In the first observation, the activity carried out was to observe the situation that occurred at the partner's place directly. This was done to match the problems previously expressed by the partners with what actually happened in the field.

Activity 3

The activity in the third week was the second observation. Unlike the first observation, the second observation was carried out by implementing solutions to the problems faced by partners.

Activity 4

The activity in week four was the third observation. Similar to the second observation, the chosen solution was still applied in the third observation. This observation was carried out to ensure that the solutions implemented really had an impact on partners.

Table 2: The Implementation of Using Video in Teaching Learning at KUBUS

No.	Meeting	Activity
1.	First Meeting (Thursday, March 14, 2024)	At the first meeting the problems-solutions, we offered media by using videos. Students began to see a slight change with the liveliness in learning participation that looked enthusiastic, with an increase in the high involvement of students, and in the material being taught.
2.	Second Meeting (Thursday, March 21, 2024)	In the second meeting after continuing to implement the solution from the first, the development of students looked more active in learning participation. It seemed that learners were more interactive and could understand the material better.

D. Stages of Solution Assessment

Several stages need to be taken in assessing the solution. These stages are carried out to thoroughly assess the learning process and student behavior effectively.

Table 3: Learning Process Assessment

No.	Assessed Aspect	Assessment Description
1.	Opening learning	Opening learning in the learning process solution assessment stage refers to the initial step where instructors design strategies to introduce concepts or topics to students in an interesting and effective way.
2.	Presentation of material	Presentation of material in the assessment stage of the learning process solution is the process by which instructors communicate information or

		concepts to students using various learning methods and strategies that suit their needs.
3.	Learning method	Learning methods in the learning process solution assessment stage are techniques or approaches used by instructors to deliver learning materials to students, which can include lectures, discussions, demonstrations, or project-based learning.
4.	Use of language	The use of language in the assessment stage of the learning process solution is an evaluation of the instructor's ability to convey learning materials with clear language, in accordance with the level of student understanding, and facilitate effective communication.
5.	Time allocation	The time allocation in the assessment stage of the learning process solution includes evaluating the efficiency of time used by instructors and students in achieving the set learning objectives.
6.	Learning process	In the assessment stage of learning process solutions, 'Motion' refers to the step where students are actively engaged in learning activities, such as discussions, experiments or hands-on practice.
7.	Motivation	How to motivate students in the assessment stage of the learning process solution includes the use of various techniques and strategies to increase students' interest and enthusiasm for learning in diverse learning contexts.
8.	Questioning technique	The questioning technique in the assessment stage of the learning process solution refers to the way instructors use relevant and in-depth questions to encourage student understanding and promote interaction and reflection in the learning process.
9.	Class control technique	Classroom mastery technique" in the assessment stage of the learning process solution refers to the instructor's skills in maintaining order, safety, and student focus during learning.
10.	Use of media	The use of media in the assessment stage of the learning process solution is the application of various tools or technologies to convey information and facilitate student understanding in a learning context.
11.	Evaluation	The form and method of evaluation in the assessment stage of the learning process

		solution refers to the method or technique used to measure students' understanding and achievement of the learning material t
12.	Closing the learning	Closing learning in the assessment stage of the learning process solution is the last step where the teacher plans activities to review and reflect on students' understanding of the material that has been taught and provide appropriate feedback.

By evaluating the learning process, educators can identify learning gaps, allowing for timely intervention and additional support where needed. This assessment also helps refine teaching strategies by understanding which methods are effective.

Table 4: Students' Behavior Asessment

No.	Assessed Aspect	Assessment Description
1.	Student Behavior in the Classroom	Student behavior in the classroom in the stage of behavior solution assessment refers to the observation and evaluation of students' actions and interactions during the learning process.
2.	Student behavior outside the classroom	Student behavior outside the classroom in the stage of behavior solution assessment refers to the actions and interactions of students in the school environment outside the classroom, such as in extracurricular activities, school trips, or in break areas.

Monitoring students' behaviors provide insights into engagement levels, which are essential for creating an engaging learning environment.

Additionally, assessing both aspects allows for a more personalized approach to education, tailoring methods to fit the unique needs of each student. This comprehensive evaluation helps measure educational outcomes, ensuring that goals are met and areas for improvement are identified. Furthermore, positive student behavior contributes to a conducive learning environment, supporting overall learning and growth. The relationship between learning processes and student behavior is reciprocal, as effective teaching promotes positive behavior, which in turn enhances the learning process.

RESULT AND DISCUSSION

Results

The bservation and interview were conducted to assess whether instructional media in forms of video could be used to enhance student motivation at LPK Kubus. Based on the observation results obtained during our time at the partner institution, we found that the use

of videos as instructional media indeed had a positive impact on students at LPK Kubus. The following is a table of the results from the first observation to the third observation.

Results of First Observation, Interview and Implementation

Table 5: First Observation, interview and Implementation

No.	Assessed Aspect	Description of Observation Results
A	**Learning Materials**	
	1. Curriculum	The instructor implemented a competency-based learning approach in accordance with the principles of Curriculum 2013, with a focus on developing students' skills and understanding.
	2. Teaching Materials	In the teaching process, the instructor relied on the English textbook for 7th grade junior high school (SMP/MTs) as the main material for delivering the content.
B	**Learning Process**	
	1. Opening learning	The lesson started with the teacher asking about the material learned in the previous session. Then, the instructor demonstrated that they open the lesson by introducing an engaging topic and relating it to students' real-life experiences; thus, it created high interest and engagement from the beginning of the learning session.
	2. Presentation of material	The instructor used Kahoot! games with the current lesson material. With the interactive quiz presented through Kahoot!, the instructor was able to increase student engagement and reinforce understanding of the material more effectively.
	3. Learning method	Project-Based Learning (PjBL) involved in facilitating students in finding solutions to given problems, providing clear guidance, and encouraging collaboration among students.
	4. Use of language	During the explanation of the material, the instructor more frequently used Indonesian language, while English was used only at certain times, such as in giving examples and asking questions to the students.

	5. Time allocation	The instructor effectively utilized time by structuring a well-planned lesson from the beginning to the end and allowing students to actively engage in discussions and practical exercises.
	6. Learning process	His body movements were well-coordinated; the instructor uses clear hand gestures to communicate key concepts, facilitating students' understanding. When explaining more complex material, his movements became calmer and more focused.
	7. Motivation	The instructor motivated students through the use of inspirational stories, class challenges, and group discussions, successfully creating a learning environment that ignites students' learning spirit.
	8. Questioning technique	During the observation, the instructor effectively used questioning techniques to facilitate understanding and knowledge evaluation among students.
	9. Class control technique	The instructors utilized the classroom space effectively. They moved from one student to another, providing personal attention and ensuring that every student is engaged in the learning process.
	10. Use of media	The media used included the teacher's laptop, students' smartphones, and the English textbook for 7th grade junior high school (SMP/MTs).
	11. Evaluation	"The forms of evaluation used were highly diverse, including tests, projects, discussions, and assignments. The instructor utilized evaluation tools that were relevant and aligned with the learning materials. Written tests were used to measure conceptual understanding, while classroom discussions and oral questions were also part of the evaluation, allowing the instructor to assess students' communication skills and critical thinking abilities."
	12. Closing the learning	At the end of the lesson, it was evident that students effectively summarized the material taught, providing them with an opportunity to reflect on their learning. The instructor ensured that the learning objectives had been achieved before concluding the session through

		questioning.
C	**Student Behavior**	
	1. Student Behavior in the Classroom	In the classroom, all students were active when playing games; they were competitive yet cohesive. During instructor explanations and when the teacher asks questions to students, some students actively responded to the teacher. However, there were some who tended to be passive, either confused by the questions or reluctant to answer.
	2. Student behavior outside the classroom	The behavior of students outside the classroom appeared ordinary, yet they remained cohesive in their friendships with each other.

Results of Second Observation, Interview and Implementation

Table 6: The Second Observation, interview and Implementation Results

No.	Assessed Aspect	Description of Observation Results
A	**Learning Materials**	
	1. Curriculum	The instructor implemented a competency-based learning approach in accordance with the principles of Curriculum 2013, focusing on the development of students' skills and understanding.
	2. Teaching Materials	During the teaching process, the instructor relied on the English textbook for 7th grade junior high school (SMP/MTs) as the main material for delivering the content.
B	**Learning Process**	
	1. Opening learning	The lesson began with the instructor greeting the students to start the class in a calm and relaxed manner, and then the instructor started the material by asking questions like, 'Does anyone know the meaning of asking and giving

		direction?' to prompt student knowledge.
	2. Presentation of material	The material was presented using PowerPoint media, which delivered the learning material. After presenting the material, at the end of the presentation, there was a game served to test the students' knowledge.
	3. Learning method	The method used was PBL (Project-Based Learning), which assisted students, especially in course learning, to find solutions to given problems (according to the material taught), provide clear guidance, and encourage collaboration among students.
	4. Use of language	"Throughout the explanation of the material, the instructor balanced the use of Indonesian and English languages. Similarly, students could follow the language changes quite well."
	5. Time allocation	"For approximately half an hour, the instructor discussed and evaluated the 'asking and giving direction' teaching material with the students." Then, approximately for fifteen minutes, the instructor invited the students to play games using the Kahoot tool with the students' mobile media. In this game, they were tested on their knowledge with questions still related to the 'asking and giving direction' material. Lastly, the instructor provided worksheets or student work sheets, where the worksheets were done in pairs among students. These worksheets tested the students' skills.
	6. Learning process	The body languages of the instructor and students were well-coordinated. To help students understand important topics, the instructor delivered them with clear hand gestures. His movements became more focused and calm when he discussed the more difficult material.
	7. Motivation	The instructor teaching this time was something new, and both the teacher and the students could be said to still and somewhat awkward. Therefore, the way to motivate students was by creating a more enjoyable classroom atmosphere first. In addition to inviting students

		to sing songs related to the 'asking and giving direction' material, the teacher also prepareed games using the Kahoot tool that students could access through their personal mobile phones. This method not only increased student motivation but also fostered competitiveness and cooperation among students.
	8. Questioning technique	The instructor started by asking at the beginning of the class, 'Who knows the meaning of asking and giving direction?' and the instructor appreciated students who were willing to answer. Then, the instructor prompted again with the question, 'Who has ever given directions to someone who asked you?' and students responded based on their experiences.
	9. Class control technique	Classroom management conducted by the instructor could proceed smoothly because students were well coordinated. First, the instructor ensured the readiness of students to start learning. Then, the instructor explained the material with a loud and clear voice so that students could understand the material well. A loud and firm voice could also control the situation when the classroom atmosphere suddenly became less conducive. Second, creating an active classroom atmosphere. The instructor encouraged students not to be passive by making them read and answer the teacher's questions. Games with Kahoot! were also used to stimulate students' learning enthusiasm. Using Kahoot! to boost student motivation also became a game that educated students' responsiveness.
	10. Use of media	The media used included an LCD TV for displaying PowerPoint presentations, students' smartphones, and the English textbook for 7th grade junior high school (SMP/MTs) published by Pariwara Publisher.
	11. Evaluation	The form of evaluation in the "Asking and Giving Direction" learning was through an essay test. So, one group of students were given worksheets and answer essays based on the instructions provided.

	12. Closing the learning	Students effectively summarized the learning material, refleced on their learning, and achieved the learning objectives before ending the session with teacher's questions.
C	**Student Behavior**	
	1. Student Behavior in the Classroom	The behaviors of students in the classroom were generally quite passive and awkward, possibly due to their adaptation to the new teacher. However, when the instructor explained the material and asked questions to the students, some of them actively responded to the instructor although there were still some who tended to be passive, either confused by the questions or reluctant to answer. When the teacher engages them in a Kahoot! game, the students' behavior changes to become more active, enthusiastic, and competitive.
	2. Student behavior outside the classroom	The behavior of students outside the classroom was not different from when they were inside the classroom; they still exhibited their typical behaviors.

Results of Third Observation, Interview and Implementation

Table 7: The Third Observation, Review and Implementation Results

No.		Assessed Aspect	Description of Observation Results
A		**Learning Materials**	
	1.	Curriculum	The instructor implemented a competency-based learning approach in accordance with the principles of Curriculum 2013, focusing on the development of students' skills and understanding.
	2.	Teaching Materials	During the teaching process, the instructor relied on the English textbook for 7th grade junior high school (SMP/MTs) as the main material for delivering the content.
B		**Learning Process**	

1. Opening learning	The lesson began with greeting the students to create a relaxed classroom atmosphere before starting the learning. The instructor then initiated the lesson by asking a few questions such as, - 'Does anyone know the meaning of school activities?' Then, the instructor demonstrated that they opened the lesson by introducing an interesting topic and relating it to students' real-life experiences, thus creating high interest and engagement from the beginning of the learning session.
2. Presentation of material	The presentation of the material began with an explanation of the 'School Activities' topic, with the use of displayed images making it easier for students to recognize and understand the ongoing learning. Video media related to School Activities was also used to support the learning.
3. Learning method	The method used was PBL (Project-Based Learning), which assisted students, especially in course learning, to find solutions to given problems (according to the material taught), provide clear guidance, and encourage collaboration among students.
4. Use of language	Throughout the explanation of the material, the instructor balanced the use of Indonesian and English languages. Similarly, students could follow the language changes quite well.
5. Time allocation	The instructor effectively utilized time by structuring a well-planned lesson from the beginning to the end, allowing students to actively engage in discussions and practical exercises.
6. Learning process	Body movements were well-coordinated; the instructor used clear hand gestures to communicate key concepts, facilitating students' understanding. His movements became calmer and more focused when explaining more complex material.
7. Motivation	The way to motivate students was by creating a fun classroom atmosphere first. Besides inviting students to sing songs related to the "asking and giving direction" material, the teacher also prepared questions to test students' knowledge after watching a video about School Activities.

	This method not only increased students' motivation but also fostered friendly competitiveness among students.
8. Questioning technique	The form of evaluation in the "School Activities" learning was through a written test. Students were grouped and given worksheets to answer essays based on the instructions provided.
9. Class control technique	The instructor ensuresd the readiness of students to start learning. Then, the instructor explained the material with a clear voice so that students can understand the material well. When the conditions suddenly became less conducive or students started to get noisy, the instructor asked them to remain calm. Then, the instructor created an active classroom atmosphere by having students watch a video related to School Activities, and then the instructor prepared several questions related to the video watched by the students. This type of questioning technique was used to stimulate students' focus and learning enthusiasm.
10. Use of media	The media used included the instructor's laptop, students' smartphones, and the English textbook for 7th grade junior high school (SMP/MTs).
11. Evaluation	The forms of evaluation used were highly diverse, including tests, projects, discussions, and assignments. The instructor employed relevant evaluation tools that aligned with the learning materials. Written tests were used to measure conceptual understanding, and classroom discussions and oral questions were also part of the evaluation, allowing the instructor to assess students' communication skills and critical thinking abilities.
12. Closing the learning	At the end of the lesson, it was evident that students effectively summarized the taught material, providing them with an opportunity to reflect on their learning. The instructor ensured that the learning objectives had been achieved before concluding the session through questioning.

C	Student Behavior	
	1. Student Behavior in the Classroom	The behaviors of students in the classroom were generally active. However, when the instructor explained the material and asked questions to the students, only a few active students responded. There were still some who tended to be passive, either confused by the questions or reluctant to answer. But the students' condition remained conducive with the instructor's equal attention to all students.
	2. Student behavior outside the classroom	The behaviors of students outside the classroom seemed normal, and they remained cohesive in their friendships with each other.

Discussion

The findings indicated that the use of video as a learning media had a positive impact on the motivation of students at LPK Kubus. According to Zubaedi (2013), community development aims at enhancing the abilities of the lower classes of society in identifying needs, acquiring resources to meet those needs, and empowering them collectively. In the results of this report, participants at the educational institution experienced development in their resources such as activity, speed in understanding material, and in completing the assigned tasks.

The use of video as a learning media in this report played a significant role in the development experienced by the learners. In the teaching and learning process, as stated by Utami et al, media plays a crucial role in the teaching and learning of English subjects (Utami et al., 2021). Because of the use of video in the learning process, learners become more enthusiastic and active in learning English.

The development of students in learning English in this study proved that using video as a learning media had an impact on students' learning outcomes. While using video as a learning medium, students experienced an increase in activity, such as being more interactive. In understanding the learning material, students also experienced improvement. The use of video as a learning media could be considered successful in increasing students' interest and learning outcomes.

CONCLUSION

Based on the findings, it can be concluded that the use of video as a learning media has a positive impact on student motivation at LPK Kubus. This aligns with the concept of community development aimed at enhancing individuals' abilities to identify needs, acquire resources, and empower them collectively. The findings also indicate that the use of video in English language learning increases students' interest and activity, as well as positively influences their learning outcomes. Overall, the use of video as a learning media can be considered successful in enhancing the learning process and student outcomes.

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APPENDIX

- Second Observation (Implementation of solution; video as learning media)
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  https://youtu.be/FZPmnw4Ws5A?si=bbeP3lSKfWNt87W0
- Implementation
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