

THE EFFECT OF USING SOCIAL SCIENCE LEARNING VIDEOS ON UPT SPF SD INPRES PERUMNAS ANTANG III MANGGALA DISTRICT MAKASSAR CITY

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ABSTRACT

This research is Quantitative Research Pre - Experimental that aims to know the description of the use of Social Science learning videos, to see the description of learning interest students in learning Social Science, and to determine whether there is an Effect of Using Social Science Learning Videos on Learning Interest Student of 5th Grade Primary School Education. The approach in this research is a One-Group Pre-Test Post-Test Design. The independent variable in this study was the use of Social Science learning videos, while the dependent variable was student interest in learning. The population and sample in this study were all 5th Grade SPF SD Inpres Perumnas Antang III with a total of 31 students. The research data were obtained by giving a questionnaire in the form of Pre-Test and Post-Test. The data analysis technique is descriptive statistical analysis and inferential statistical analysis. Based on inferential statistics, the paired sample t-test was 0,000 smaller than 0,05. It can be concluded that applying the Social Science learning videos has a significant effect on the learning interest. Benefits are for academics and further researcher is a reference using social studies learning videos on student interest in learning. While for researchers, an experience and opportunity to become professional teachers. Research was conducted at the SPF SD Inpres Perumnas Antang III Manggala District, Makassar City. Discipline of science in this research is in the realm of Primary Teacher school education. The novelty of this research uses learning videos from the Geniora – Kita Bisa application, namely the geographical location of Indonesia and the location of Indonesian astronomy. Using LoSaRI v.1.0: Web-Based Statistical Data Software to process research data. Using social studies learning videos in the social studies learning process attracts students' attention increasing student interest in learning social studies subjects.

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INTRODUCTION

Education has an important role in human life, without human education it is difficult to progress and develop over time. The government has paid attention to education in Indonesia because the next generation must have quality human resources for the progress of the nation and state. This is in line with the regulations issued by the government, regulated and contained in Article 1 paragraph 1 Government Regulation of the Republic of Indonesia No. 57 of 2021 concerning national education standards states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation, and state. Education aims to improve the quality of knowledge of the Indonesian people

Education as a forum for developing skills and knowledge for the community is carried out systematically and in stages. Efforts to improve education can also be done through efforts to improve the learning process. According to (Helmiati, 2012), "learning can be defined as the process of teaching students or making students learn (make student learn)". (p.5). The goal is to help students learn by manipulating the environment and engineering activities and creating learning experiences that allow students to go through, experience, or do it. In the learning process, one of the subjects taught in Social Studies.

IPS (Social Sciences) are subjects at the basic education level set by the government. Realizing the importance of social studies learning in schools, the Government Regulation of the Republic of Indonesia No. 57 of 2021 concerning National Education Standards Article 40 Paragraph 2 it is emphasized that "the curriculum for primary and secondary education includes IPS". So that social studies in the process are widely applied in aspects of social life. Social Studies is a scientific discipline that contains and studies material on Geography, History, Sociology, Anthropology, and Economics. Students can conduct studies from various perspectives or social views, such as studies through learning history, geography, economics, sociology, anthropology, politico-government, and simplified aspects of social psychology to achieve learning objectives.

Social studies learning objectives in elementary schools can be realized by applying varied and innovative learning to create a more meaningful, interesting, and fun learning atmosphere for students. Fun learning will further help students to understand the material in depth delivered by the teacher which will ultimately increase interest in learning. One of the materials in Social Sciences that needs to be concreted is Geography which discusses the geographical location of Indonesia and the location of Indonesian astronomy. So that the use of learning media in social studies subjects allows for concrete learning materials and is useful for attracting students' interest in social studies subjects who are not able to think abstractly.

Students who study with a high interest in learning will consider learning as a necessity, a process, and live it enthusiastically and seriously. According to (Parnawi, 2020), "Interest is a persistent tendency to pay attention and remember some activities" (p.71). People who are interested in activity will pay attention to the activity continuously with pleasure. In other words, interest is a sense of liking and a sense of attachment to a thing or activity, without anyone telling. It can be interpreted that interest is a form of tendency, reminiscing, and paying attention with pleasure without any prompting. Success in learning cannot be separated from a high interest in student learning.

Students in elementary school in understanding social science concepts still need activities related to real objects. Because students in elementary schools are still in the concrete operational stage. This means dealing with real objects through experiences that are acceptable to the student's mind. According to (Marinda, 2020), "The concrete operation stage occurs in the age range of 7-11 years. At this stage, you will be able to think logically about concrete events and classify objects into different forms. The ability to classify something already exists, but it has not been able to solve abstract problems" (p. 124). So that the use of learning media in social studies subjects can be concrete learning materials and is useful for attracting students' interest in social studies subjects who have not been able to think abstractly.

According to (Milawati et al., 2021) "learning media are everything that is used as an intermediary or liaison from the information provider, namely the teacher to the recipient of information or students which aims to stimulate students to be motivated and be able to follow the learning process in a complete and meaningful way" (p.29). Meanwhile, (Hamdan, 2020) states "learning media are all forms of objects and tools used to support the learning process" (p. 4). One form of learning media that can concrete learning materials and attract students' interest is learning videos.

According to (Tri, 2012), "learning videos are media in the form of real moving images, and the material is delivered in the audio-visual form". (p. 95). Meanwhile, according to (Daryanto, 2016), "the advantages of learning videos are: 1) Videos add a new dimension to learning, videos present moving images to students in addition to the accompanying sound. 2) Video can show a phenomenon that is difficult to see in real" (p. 79). The use of learning

videos will make it easier for students to understand the material because videos can be played repeatedly, and videos can manipulate space, time and objects can be presented in learning video media.

Based on the experience of researchers in January 2022 at UPT SPF SD Inpres Perumnas Antang III, Manggala District, Makassar City. Obtained information and facts that obstacles during the social studies learning process took place. Fifth-grade students have very low interest in social studies learning, during class time some students are sleepy, disturbing their friends, not paying attention to the material presented and mastery of social studies subjects is still low.

In line with this, relevant research conducted by (Amrah, 2020) shows that the use of mathematics learning video media on the interests and learning outcomes of fourth-grade students at SDN 24 Kalibonde has increased. This is evidenced by the higher interest and student learning outcomes after the use of instructional video media. Then, based on the results of research by (Pagarra, 2017), showed that there was a significant effect of using instructional video media on interest in learning science.

Based on the explanation above, it can be seen that learning media for geographical location and Indonesian astronomy is needed, which can help the fifth-grade students of UPT SPF SD INPRES Perumnas Antang III, Manggala District, Makassar City in achieving the learning objectives. The use of Learning Video media is expected to be able to attract students' interest in learning. Because of the problems that have been stated above, the researcher feels the need to conduct a study with the title " The Effect of Using Social Science Learning Videos on Learning Interest Student of 5th Grade UPT SPF SD Inpres Perumnas Antang III Manggala District Makassar City

METHOD

The approach in this research is qualitative. This quantitative approach was carried out to find out how much influence the use of social studies learning videos had on the learning interest of Grade V students at UPT SPF SD INPRES Perumnas Antang III, Manggala District, Makassar City. The type of research used in this research is Experiment. This type was chosen because the researcher will provide treatment to the experimental class. The form of this research is Pre - Experimental. This form of research was used because there were no control variables and the sample was not chosen at random. This study uses an initial test in the form of a pre-test to determine the students' initial interest before being given treatment and a final test in the form of a post-test to determine the final interest of students so that they can know for sure the effect of using social studies learning videos on students' interest in learning. The time of this research is Even Semester on April 14 - 22 2022. The place of this research is in class V UPT SPF SD Inpres Perumnas Antang III which is located at JL. Manggala I/II Block VII Perumnas Antang, Manggala District, Makassar City.

The research design used in the research is the One-Group Pretest-Posttest Design. The design in this study includes a Pre-Test before being given treatment (Treatment) and Post-Test. Thus the results of the Post-Test and the treatment given can be known for sure more accurately, researchers can compare the situation before and after being given treatment. Subjects were given treatment in the form of social studies learning videos regarding the geographical location of Indonesia and the location of Indonesian astronomy. The design is as follows:

Table. 3.1 Research Design

Class	Pre-Test	Treatment	Post-Test
V	O ₁	X	O ₂

Source: Sugiono (2017, p. 74)

Information:

- V = Experimental class
- O₁ = Pre-test score (Before treatment)
- O₂ = Post-test score (After being given treatment)
- X = Social studies learning video treatment

Based on the table above, before giving treatment, the researcher first gave a pre-test (O_1). The results of the pretest carried out can be used as a basic reference in conducting research. Furthermore, the treatment is given by showing the IPS learning video (X). After giving the treatment, the researcher gave a post-test (O_2) to find out how much influence the treatment had given, by comparing the results between the pre-test (O_1) and post-test (O_2). The population in this study were students of Class V UPT SPF SD Inpres Perumnas Antang III, Manggala District, Makassar City in the even semester of the 2022 academic year with a total of 31 students. More details can be seen in the following table:

Table 3.2 List of Class V students

Class V	Total
Male	15 People
Female	16 People
Total	31 People

Source: UPT SPF SD Inpres Perumnas Antang III District Manggala Makassar City (2022)

The sample in this research is Class V with a total of 31 students. The sampling technique used is saturated sampling. This sampling technique is used to determine the sample where all members of the population are used as research samples. Prospective researchers want to make generalizations with very small errors and all members of the population are sampled.

The research procedure was carried out, namely, learning was carried out for four meetings. The first meeting was given a pre-test questionnaire, the second and third meetings were given treatment and at the fourth meeting, a post-test questionnaire was given. The provision of pre-test questionnaires and post-test questionnaires was adjusted to the learning time. Learning meetings are conducted in 2 x 35 minutes.

Data collection techniques used by researchers in this study are as follows:

1. Observation.

The observation sheet aims to obtain data related to the use of learning videos in social studies lessons and activities that occur in the classroom which include observation sheets on the implementation of the learning process. The aspects observed were the opening, the delivery of material using social studies learning videos, the student discussion process, feedback, and closing. The observed aspects are categorized in the following table:

Table 3.3 The feasibility of the learning process

Score	Category
< 20 %	Very not good
21% - 40%	Less effective
41% - 60%	Quite effective
61% - 80%	Effective
81% - 100%	Very Effective

Source: Arikunto (2013, p. 272)

2. Questionnaire

The main data collection technique in this research is a questionnaire. Questionnaires are used to determine student interest in social studies subjects. According to (Sugiyono, 2016) "questionnaire is a data collection technique that is carried out by giving a set of written statements or questions to respondents to answer". (p. 199).

The researcher presents a closed questionnaire so that respondents are only allowed to fill in the alternative answers provided. This study uses a questionnaire in the form of a Likert scale which is used to measure attitudes, opinions, and perceptions of a person or group of people. The Likert scale has four alternative answers, namely very appropriate (SS), appropriate (S), not appropriate (TS), and very inappropriate (STS).

Table 3.4 Weighting of Questionnaire Items

Alternative Answer	Score	Positive (+)	Negative (-)
Very Fit (SS)	4	4	1
Very (S)	3	3	2
Unsuitable (TS)	2	2	3
Very Inappropriate (STS)	1	1	4

Source: Sugiono (2017, p. 94)

3. Documents

The documents used in the study were the pre-test and post-test scores, activity documentation, letters, and observations. The instruments in this study were observation sheets and questionnaire. Observation sheet to measure the implementation of the learning process. While the questionnaire sheet to determine student interest in learning.

Table 3.5 Grid of Students' Learning Interest Instruments developed based on Abdulla's theory (2013)

Statement	Item Indicator
Feeling Happy	Learning without coercion
	Feeling happy while studying
	Feelings if you don't take social studies subjects
Student Engagement	Ask the teacher if you don't understand the social studies lesson
	Active Student Involvement in the learning process
Student Attention	Doing homework or assignments well and submitting on time
	Attention Students Listen and pay attention to the teacher's explanation
Student Interest	Take notes on the teacher's explanation
	Interested in study material
	Student Interests Interested in the attitude of the social studies teacher
	Interested in doing social studies questions

Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group of people related to an event or social phenomenon. There are two types of questions contained on the Likert scale, namely the types of positive questions to measure the positive scale, and the types of negative questions to measure the negative scale. Questions in the positive form were given a score of 4, 3, 2 and 1. While the questions in the negative form were given a score of 1, 2, 3, and 4. Each of the questions contained 15 questions and the total number of questions was 30 items. Students' Learning Interest Instruments can be seen in the appendix.

Data analysis technique

1. Descriptive Statistics

Descriptive statistical analysis in this study was used to describe the level of students' interest in learning mathematics when treated with the use of mathematics learning videos. The descriptive statistics referred to in this study are describing data on the acquisition of student interest in research such as the average value (mean), median, mode, standard deviation, variance, the lowest data value (minimum), and the highest data value (maximum) using LoSaRI v.1.0: Web-Based Statistical Data Processing Software.

Students' interest in learning is grouped into 5 categories, namely having very high, high, medium, low, and very low learning interest. These categories can be seen in the following table:

Table 3.6 Category of Learning Interest

Score	Category
81% - 100%	Very High
61% - 80%	High
41% - 60%	Moderate
21% - 40%	Low
0% - 20%	Very Low

Source: Arikunto (2014, p. 319)

2. Statistic Inferensial

The inferential statistical analysis aims to test the research hypothesis. Hypothesis testing in this study used a different test (T-test), but before testing the hypothesis, validity and normality tests were first carried out as a requirement to test the hypothesis.

a. Instrument Validity Test

Instrument validity refers to the accuracy of the instrument in measuring aspects of teaching indicators or behavioral aspects that are measured. Validity is a concept related to the extent to which the test has measured what it is supposed to measure. Likewise, research tests examine students' interest in learning to know students' liking or interest in learning. In this research, the validator of the student learning interest questionnaire is the person who is an expert in their field. The instrument used in this study was a student interest questionnaire in Social Studies. This questionnaire is used to measure students' interest in learning before and after being given treatment. Before making a questionnaire, first, make a grid of questionnaire instruments so that each represents an indicator of interest in learning.

b. Normality test

A normality test was conducted to determine the distribution of data in the variables to be used in the study. In this study, the normality test was conducted to determine whether the data on the effect of using mathematics learning videos on student interest in social studies subjects were normally distributed or not. A normality test was conducted on students' interest in social studies learning data. This test was carried out with the help of LoSaRI v.1.0: Web-Based Statistical Data Processing Software.

c. Hypothesis testing

Hypothesis testing using the Paired Sample T-test testing technique was used to see the difference in test results before and after being given treatment using mathematics learning videos for class V students. The data were analyzed using the Paired Sample T-test using the help of LoSaRI v.1.0: Web-Based Statistical Data Processing Software.

Data interpretation:

- 1) If the value of $P \text{ sig} > 0.05$, the null hypothesis (H_0) is accepted and the alternative hypothesis is rejected, meaning that there is no influence of the use of social studies learning videos on the learning interest of Class V UPT SPF SD INPRES Perumnas Antang III Subdistricts, Manggala City, Makassar City.
- 2) If the $P\text{-value} < 0.05$, the alternative hypothesis is accepted and the null hypothesis is rejected, meaning that there is an effect of the use of social studies learning videos on the learning interest of class V UPT SPF SD INPRES Perumnas Antang III, Manggala District, Makassar City.

RESULTS AND DISCUSSION

The research was conducted at UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City with 4 meetings on April 14-22, 2022. At the first meeting, a pretest is given to find out the initial interest in learning students. The second and third meetings gave treatment by applying social studies learning videos. At the last meeting, a final test (posttest) was given to find out whether there were differences in students' learning interests before and after applying social studies learning videos to social studies subjects. The results of this study are described as follows:

1. Overview of the Use of Social Studies Learning Videos for Class V Students of UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City

a. Observed Learning Process

The learning process with the use of social studies learning videos is very effective. This can be seen from students' enthusiasm in the learning process that takes place with the application of social studies teaching videos. Students are more active and excited during the learning process. The use of social studies learning videos in social studies subjects are described through an observation sheet for the implementation of the learning process. The observed learning observation sheets are teacher observation sheets and student observation sheets. The observation sheets of the observed teachers are starting from the preliminary, core, and closing activities consisting of ten numbers of indicators questions. Meanwhile, the observation sheet of the observed students starts from the introduction, core, and cover consisting of fifteen indicator questions.

b. Results of Observation on the Implementation of the Learning Process

The learning process of applying social studies learning videos can be said to be good for the social studies learning process. This can be seen in the attention of students, enthusiasm, and appreciation of students in participating in learning when the teacher delivers material by applying social studies learning videos. Students can analyze the videos shown, listen to material explanations, work on prepared student worksheets, and conclude learning together so that the learning process can take place effectively and easily understood by students well. The results of observations that have been made in the social studies learning process using social studies learning videos can be seen in the following table.

Table 4.1 Value of Results of The Implementation of the Learning Process using Social Studies Learning Videos

	Treatment 1	Treatment 2
Maximum Score/Score at Teacher Observation Sheet	28/30	30/30
Maximum Score/Score at Student Observation Sheet	40/30	45/45
Percentage on Teacher Observation Sheet	93,3%	100%
Percentage on Student Observation Sheet	88,8%	100%
Categories	Good (Highly Effective)	Good (Highly Effective)

Source: Analysis Results from the Observation Sheet for the implementation of the Learning process using Social Studies Learning Videos (2022)

Based on Table 4.1 above, it can be concluded that in the first treatment the learning process carried out can be categorized as good and very effective with a percentage of achievement rate of 93.3% on the teacher's observation sheet and 88% on the achievement sheet on the student observation sheet. Meanwhile, in the provision of treatment, the two learning processes carried out can be categorized as good and very effective with a percentage of achievement rate of 100% on the teacher's observation sheet and 100% on the student observation sheet achievement sheet. This achievement is obtained by dividing the indicator score achieved by a maximum score multiplied by 100%. This shows that implementing learning by exposing social studies learning videos can be said to be very effective.

2. Overview of Learning Interest in Social Studies Learning for Class V Students of UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City

The results of the initial test (Pretest) of students' interest in learning in social studies subjects can be obtained before being given treatment for the use of social studies learning videos for class V UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City, obtained from the results of the questionnaire that has been given to 31 students. The questionnaire provided there are items with details: (1) for positive statement items regarding students' interest in learning there are 15 alignments, and (2) for negative statement items there are 15 statements. The number of items of the statement is 30 items of questions with four answers with a score provision of 4,3,2,1 which is very appropriate, appropriate, appropriate, incompatible, and very inappropriate for a positive statement while the provision of a score of 1,2,3,4 is very appropriate, appropriate, appropriate, not appropriate, and very inappropriate for negative statements. The results of the questionnaire are entered into a table to become quantitative data.

a. Pretest Descriptive Analysis

The results of the initial test (Pretest) are carried out to find out students' initial learning interests before applying the social studies learning video which can be seen in the table as follows:

Table. 4.2 Descriptive Analysis of Pretest

Statistical Descriptive	Statistical Value
Number of Sample (Nobs)	31
Lowest Value (minimum)	40.00
Maksimum Score	90.00
Average (Mean)	53.39
Median valu (Median)	47.00
Total value (Sum)	1,655.00
Variance	15.86251.56
Standard deviation (STdev)	15.86

Source: LoSaRI Data Output v.1.0: Software

Based on table 4.2 mentioned above, it can be seen that from the number of samples 31 its lowest value (Minimum) is 40.00 while at the value (Maximum) it is 90.00. The average (Mean) is 53.39 which means that the trend value obtained from the student's initial test results (Pretest) and the middle value (Median) is 47.00. Its total value (Sum) is 1,655.00 and its variance (Variance) is 251.65. While the Standard deviation (STdev) is 15.86 which means that interest in learning varies because the actual value becomes the number 0, the data is homogeneous.

The initial test score (Pretest) of the student's learning interest is grouped into 5 categories so that a list of distributions of frequency and percentage of categorization of student learning interest is obtained in the table as follows:

Table 4.3 Frequency and Percentage of Pretest Result Categories

Categories	Interval	Frequency	Persent
Very High	102-120	0	0%
High	84-101	4	12%
Medium	66-83	1	3.23%
Low	48-65	8	25.83%
Very Low	30-47	18	58.02%

Source: Research analysis results

Based on table 4.3 of the frequency and percentage in the table above, it can be known that the number of students who obtained a value of an interest in learning in social studies subjects with a very high category was 0%,

which means that there were no students who obtained interval scores with high categories The number of students who obtained a value of an interest in learning in social studies subjects with a high category is 4 people with a percentage of 12.91%. The number of students who obtained learning scores in social studies subjects with the Medium category was 1 person with a percentage of 3.23%. The number of students who obtained learning scores in social studies subjects in the Low category was 8 people with a percentage of 25.83%. The number of students who obtained study scores in social studies subjects with the Very Low category was 18 people with a percentage of 58.02%. Based on the descriptive analysis that has been carried out, it can be concluded that the results of the initial pretest test on students' interest in learning in social studies subjects are in the very low category, it can be seen based on the average score (mean) of the student's overall learning interest amounting to 53.39.

b. Posttest Descriptive Analysis

The final test (posttest) is carried out to obtain data after the learning is carried out by applying social studies learning videos. The results of the final test data processing (posttest) can be seen in the following table:

Table. 4.4 Posttest Descriptive Analysis

Statical Descriptive	Statistical Value
Number of Sample (Nobs)	31
Lowest Value (minimum)	89.00
Maksimum Score	111.00
Average (Mean)	96.39
Median value (Median)	96.00
Total value (Sum)	2,998.00
Variance	22.18
Standard deviation (STdev)	4.71

Source: LoSaRI Data Output v.1.0: Software

Based on table 4.4 mentioned above, it can be seen that from the number of samples the 31 lowest values (Minimum) are 89.00 while the value (Maximum) is 111.00 and the average (Mean) is 96.39 which means that the trend value obtained from the final test (Posttest) of students and the middle value (Median) is 96.00. Its total value (Sum) is 2,988.00 and the variance (Variance) is 251.65. While the Standard deviation (STdev) is 4.71 which means that the interest in learning varies because the actual value becomes the number 0, the data is homogeneous. The final test score (Posttest) of student learning interest is grouped in 5 categories so that a list of distributions of frequency and percentage of categorization of student learning interest is obtained in the table as follows:

Table 4.5 Distribution of Frequency and Percentage of Pretest Result Categories

Categories	Interval	Frequency	Persent
Very High	102-120	2	6.46%
High	84-101	29	93.62%
Medium	66-83	0	0%
Low	48-65	0	0%
Very Low	30-47	0	0%

Source: Research analysis results

Based on table 4.5 of the frequency and percentage in the table above, it can be known that the number of students who obtained an interest in learning scores in social studies subjects with a very high category was 2 people with 6.46%, which means that there were students who obtained interval scores with the Very High category. The number of students who obtained a value of the interest in studying social studies subjects in the High category was 29 people with a percentage of 93.62%. The number of students who obtained study scores in social studies subjects

with the Medium category was 0 people with a percentage of 0%. The number of students who obtained study scores in social studies subjects in the Low category was 0 people with a percentage of 0%. The number of students who obtained study scores in social studies subjects with the Very Low category was 0 people with a percentage of 0%, thus there were no students who got Medium – Very Low grades. Based on the descriptive analysis that has been carried out, it can be concluded that the results of the final post-test test on students' learning interest in social studies subjects are in the High category, it can be seen based on the average score (mean) of student learning interest as a whole totaling 96.39.

3. The Effect of The Use of Social Studies Learning Videos on the Learning Interests of Class V STUDENTS UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City

The effect of the use of social studies learning videos on students' learning interests is known through inferential statistical analysis. As for inferential statistical analysis which consists of a normality test and a hypothesis test. A more detailed explanation of its inferential statistical analysis are:

a. Normality Test

A normality test is performed to find out whether the sample is normally distributed or not. The statistic used to test its normality is the Shapiro-Wilk normality test using the help of LoSaRI v.1.0: Web-Based Statistical Data Processing Software. If the specificity is obtained $>\alpha$ (0.05), then it can be said that the data is normally distributed. Conversely, if the data is not distributed normally, the level of significance obtained $< \alpha$ (0.05). Data On the results of the student's initial test normality test (pretest) and final test (posttest) can be seen in the table below:

Table 4.6 Pretest and Posttest Data Normality Test Results

Data	Significance	Information
Pretest Student Learning Interest	0.040	0.040 > 0.05
Posttest Student Learning Interest	0.102	0.102 > 0.05

Source: LoSaRI Output Data v.1.0

Based on these data, it shows that the results of the initial data (pretest) and the final test (posttest) are normally distributed. This can be seen from the normality test in the two data where a probability value greater than 0.05 was obtained. Thus, it can be concluded that the data is distributed normally.

b. Hypothesis Test

The hypothesis test uses the Paired Sample t-Test Pretest Posttest to find out and see the difference between the results of the initial test (pretest) and the final test (posttest) after being given treatment in the form of a learning video. This analysis uses LoSaRI v.1.0: Web-Based Statistical Data Processing Software. The data requirement is said to be significant if the significant value is < 0.05 . The results of the Paired Analysis of Posttest Pretest Pretest Samples are:

Table 4.7 Paired Results of Posttest Pretest t-Test Samples

Paired Sample t test

T Statistic	df	p. value	Conf_int_lower	Conf_int_upper
-18.24453	30	0.000000000000000008668894	-47.81337	-38.18663

Source: LoSaRI Output Data v.1.0

Based on the results of the Paired Sample t-Test Pretest Posttest obtained a significant value of < 0.05 of 0.000. So it can be concluded that there is a significant influence on students' interest in learning before and after being given treatment by applying social studies learning videos.

This research was conducted in the Even Semester on April 14-22, 2022 to determine the influence of the use of social studies learning videos on the learning interests of class V V UPT SPF students of SD INPRES Perumnas Antang III Manggala District, Makassar City. The approach used in this research is a quantitative approach with a Pre - Experimental type of research, using the One Group Pretest-Posttest Design. The design of this study was because the researcher gave treatment (Treatment) in the form of the use of learning videos.

1. An Overview of Learning Implementation by Applying Social Studies Learning Videos for Class V Students of UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City

The learning process by applying social studies learning videos is carried out in as many as 2 treatments with material on the geographical location of the first treatment and the location of Indonesian astronomy in the second treatment. In the first treatment, the learning process that is carried out can be categorized as good and very effective with a percentage of achievement rate of 93.3% on the teacher's observation sheet and 88.8% on the achievement sheet the student observation sheet. Meanwhile, in the provision of treatment, the two learning processes carried out can be categorized as good and very effective with a percentage of achievement rate of 100% on the teacher's observation sheet and 100% on the student observation sheet achievement sheet. This achievement is obtained by dividing the indicator score achieved by a maximum score multiplied by 100%. This shows that the implementation of learning by exposing social studies learning videos can be said to be good and very effective.

2. Overview of Learning Interest in Social Studies Learning for Class V Students of UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City

Based on the descriptive analysis that has been carried out, it can be concluded that the results of the initial pretest test on students' interest in learning in social studies subjects are in the very low category, it can be seen based on the average score (mean) of the student's overall learning interest amounting to 53.39. While the descriptive analysis that has been carried out can be concluded that the results of the final post-test test on students' learning interest in social studies subjects are in the High category, it can be seen based on the average score (mean) of the student's overall learning interest amounting to 96.39. Based on this, the use of social studies learning videos is successful to be used in learning in Class V UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City.

3. The Effect of The Use of Social Studies Learning Videos on the Learning Interests of Class V STUDENTS UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City

Data on student interest in learning taught by applying mathematics learning videos shows that the interest in learning of all students has increased. Descriptively, students' interest in learning in class V mathematics subjects has increased. Furthermore, the second analysis was carried out, namely inferential statistical analysis to see the probability value of the initial test (pretest) and the final test (posttest) that had been collected. The test carried out is a normality test. The normality test of the initial test (pretest) and the final test (posttest) of students' learning interest in class V used the Shapiro-Wilk normality test which showed that the data were normally distributed. After conducting a normality test, a hypothesis test was then carried out, namely using the Paired Sample t-Test test, which

was known that there was influence the use of mathematics learning videos when viewed from the average score (mean) of the final test (posttest) greater than the initial test (pretest) which was $96.39 > 53.39$.

The data generated from the initial test (pretest) and the final test (posttest) is with a sample number of 31 students, the lowest score obtained during the initial test (pretest) is 40, while when the final test (posttest) is 89, then the highest score of the initial test (pretest) is 90 and the final test (posttest) is 111. The average (mean) of the initial test (pretest) is 53.39 and the final test (posttest) is 96.39. When viewed from the standard deviation of the pretest 15.86 and posttest 4.71. This shows that the diversity of post-test values falls into the high category because it stays away from zero which indicates that the distribution of data is heterogeneous or diverse with a variance value of 22.18.

Hypothesis testing using the paired Sample t-Test test can be said to have an effect if the value of the significance < 0.05 of 0.000 is smaller than 0.05 after the paired sample t-test has been obtained a value of 0.000, which means $0.000 < 0.05$. So that there is a significant influence on students' interest in learning before and after being given treatment by applying social studies learning videos. This is in line with the results of research conducted by Amrah (2020) conducted by that there is a significant influence on the use of learning videos on students' learning interests with a significance value of $0.000 < 0.05$. Meanwhile, Pagarra (2017) that there is a significant influence on the use of learning videos on students' learning interests with a significance value of $0.000 < 0.05$.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that several things include:

1. The learning process lasted for four meetings and was observed using a learning process implementation sheet using social studies learning videos, the results obtained showed that progress had improved in each meeting and was categorized as good and very effective.
2. The condition of students' interest in learning before being given treatment (treatment) is that there are some students in the very low category, while after being given treatment in the form of social studies learning videos, the condition of student learning interest increases, namely that there are no students who are in the very low category in social studies subjects. This shows that there is an improvement in student learning outcomes before and after treatment.
3. After hypothesis testing and analysis, results were obtained, and there was a significant influence on the use of social studies learning videos on the learning interest of class V students of UPT SPF SD INPRES Perumnas Antang III Manggala District, Makassar City.

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