Strategic Management Model: The Use of Video Learning Media on Junior High School Students' Learning Outcomes

Erwanto Guntoro[*]

Master of Educational Management Study Program, Postgraduate Program, Riau Islands University

Marwah I. Zaid

Department of Oil and Gas Management and Marketing, Faculty of Oil and Gas Industry Management, Basrah University of Oil and Gas, Basrah, Iraq

Ervin Nora Susanti

Master of Educational Management Study Program, Postgraduate Program, Riau Islands University

Ramses

Master of Educational Management Study Program, Postgraduate Program, Riau Islands University

Lukmanul Hakim

Master of Educational Management Study Program, Postgraduate Program, Riau Islands University

Albert Efendi Pohan

Master of Educational Management Study Program, Postgraduate Program, Riau Islands University

Siti Ruqoyyah

Muhammadiyah University of Surakarta

*Correspondence: Erwanto Guntoro
erwantoguntoro@yahoo.com

Abstract

This study investigates the impact of using video learning resources in the classroom to improve student achievement, particularly in technical subjects such as mathematics. This review seeks to evaluate the effectiveness of using video in mathematics, focusing on its impact on students' conceptual understanding, practical skills, and learning motivation. This study uses a qualitative case study method. and aims to identify important elements that influence the effectiveness of using video media as an interactive learning resource . Previous studies have shown that video can improve students' visual understanding of content and increase their engagement in the learning process. In addition, this media successfully communicates complex technical procedures clearly and interactively. However, the effectiveness of using video media is greatly influenced by video design, content suitability, and educators' skills in combining it with other teaching strategies. This evaluation also highlights barriers, such as limited access to technology in certain schools, especially in remote areas, and provides suggestions for the advancement of video-based education in the future. The results of this article's research offer important practical and theoretical perspectives for educators in refining video media to improve understanding and motivation for mathematics learning outcomes.

Introduction

Education aims to maximize human potential through various teaching and learning activities. The main goal of education is to help individuals recognize their potential in intellectual, social, emotional, and physical aspects, while equipping them with values, knowledge, and skills that are important for everyday life (Nuriansyah, 2020). The main indicator of the effectiveness of education is student learning outcomes which include mastery of knowledge, skills, and attitudes (Suyuti et al., 2023). In recent years, advances in science and technology have brought significant changes in various aspects of life, including education (Taufiqurrohman et al., 2019). Mathematics as a discipline emphasizes the importance of acquiring practical skills and understanding the real world in everyday situations.

Mathematics is an important subject that helps students understand key concepts relevant to everyday life such as shopping, measuring, navigating, and so on. At SMP Negeri 3 Numfor Barat, mathematics is taught from Kindergarten to Elementary School/Islamic Elementary School, Junior High School/Islamic Junior High School, Senior High School/Vocational High School/Islamic Boarding School, and College to equip students with systematic and critical thinking skills that are essential for everyday life and professional environments.

Student performance in collaboration and discussion still needs to be improved. The main cause of inadequate learning outcomes is the reliance on less varied and interesting learning methods (Dakhi & Selatan, 2020). Improving educational media can be one way to increase student understanding and enthusiasm. Video media, known for its engaging visual and animation capabilities, is often cited in scientific papers as an effective tool for clarifying technical concepts in a way that is easier for learners to understand.

However, student achievement in mathematics still shows potential for improvement. The main reason for the low learning outcomes is the reliance on more monotonous and less engaging teaching methods (Dakhi & Selatan, 2020). Innovative learning media is a solution to improve student understanding and enthusiasm. Video media, known for its engaging visual and animated features, has been widely cited in academic literature as a powerful means of conveying technical concepts in a clearer and more easily understood manner by learners.

The purpose of this study is to examine the application of video media in education, with a focus on its effectiveness in improving student learning outcomes. This study also examines the main results of previous studies on the advantages, constraints, and use of video media in vocational education environments. Furthermore, this study offers practical applications for creating effective video media-based learning techniques that aim to improve the quality of education, especially in SMP Negeri 3 Numfor Barat.

Method
Model

According to Marx written in Robin Small's book Karl Marx the Revolutionary Educator, that: "a model is a conceptual explanation used as a guideline or reference for ongoing empirical research that examines an issue". Gordon defines a model as "a structure of information about something that is arranged to be studied and discussed". From this explanation, it can be understood that the definition of a model is a simple core representation that can represent something that is to be shown and can explain an object, system, or concept.

The purpose of modeling research is to identify information that is considered important to

collect, so that there is no one unique model. A system can have several models, depending on the perspective and interests of the modeler. According to McLeod (1986: 84), models can be categorized into four types: (1) physical models are presented in three-dimensional structures, with some serving as miniature representations of objects, such as house models (maquettes) made before actual construction; this type is often referred to as a prototype, basically a physical depiction that resembles the original form; (2) narrative models in written or oral format, while graphic models consist of symbols, lines, or abstract shapes that are often accompanied by narrative explanations; (3) graphic models in the form of flow charts that describe the development of activities from start to finish, including charts and diagrams that improve information delivery and increase user understanding; and (4) mathematical models consist of mathematical equations that are generally used to represent statistical data analysis to draw conclusions (McLeod, 1986: 144).

Management

Adamy (2016) stated that the management process must be carried out through an integration stage to ensure that the needs of all components are aligned. This is done so that all components or better known as institutional resources have the same perspective, understanding, and vision to be realized. In addition, this integration is achieved by combining the systems and devices used in achieving goals, so that the output produced can be utilized for common goals. Siagian (2018) emphasized that every activity carried out in an organization to achieve goals must go through an evaluation (assessing) stage. This assessment is carried out to collect data on the objectives set in the planning and the results achieved. The results of the evaluation will provide justification for the feasibility of the plan submitted through the activities carried out.

Management is an effort made to achieve organizational goals effectively and efficiently. Furthermore, management can be viewed as a joint effort involving all parts of an organization or institution to achieve common goals through careful planning, effective organization, solid implementation and dedication, organized supervision, and impartial assessment. The management system during the industrial revolution has transformed in meeting the demands of management functions through the use of technological devices in planning, organizing, implementing, controlling, and assessing. Thus, the management system used in training to improve the professional competence of Indonesian teachers is based on digital technology.

Strategy

In the book Strategic Management of Knowledge quoted by Kusumadmo (2013), the term strategy etymologically comes from the Greek word Strategos, which comes from the word stratos meaning army and ego meaning leader. In Oxford Learner's Pocket Dictionaries, Strategy (noun): tactics developed to achieve long-term or general goals. If translated into Indonesian, it means a plan of action designed to achieve long-term or overall goals. Based on the Big Indonesian Dictionary, Strategy is: (1) the science and art of utilizing all state resources to implement certain policies in war and peace; (2) the science and art of leading soldiers to face the enemy in war, in order to achieve a favorable situation; (3) a mature plan regarding activities to achieve certain goals; (4) a good location according to war tactics. Several definitions of strategy, taking into account the language used, allow us to draw a conclusion. Strategy is a long-term approach that aims to achieve certain goals and objectives.

According to (Marpaung, 2018), strategy refers to a series of coordinated and integrated

actions aimed at leveraging core competencies to achieve competitive advantage. The success of a company, which is determined by strategic competitiveness and substantial profitability, depends on its ability to create and leverage new core competencies faster than its competitors can imitate current advantages. Strategy is a means to an end. Thus, the definition of strategy varies depending on the experts. The idea of strategy has evolved over time, as shown by the various perspectives on the concept from specialists. In military language, strategy refers to the planning and management of large-scale battles or campaigns, especially overall accountability. Kenichi Ohmae defines strategy as: "The method used by a company to specifically differentiate itself from its competitors, exploiting its relative advantages to meet customer demand more effectively." This definition includes the competitive element of strategy as well as the need to develop capabilities. This definition also clearly states that customers and meeting their needs serve as the drivers of strategy. Specifically, the organization aims to differentiate itself profitably from its competitors, leveraging its unique strengths to meet customer demand more effectively. This definition focuses on the competitive dimension of strategy and the need to develop capabilities. This definition also clearly identifies customers and their needs as factors that influence strategy. At the same time, Salusu asserts that strategy is the skill of utilizing organizational capabilities and assets to achieve goals by encouraging productive interactions with the surrounding environment in the best possible conditions.

Video Learning Media

attempted to investigate and review related literature on the use of video media in education, especially in improving student learning achievement in basic automotive topics. This study also aims to identify important elements that influence the effectiveness of using video media as an interactive learning resource. Therefore, this study aims to offer theoretical and practical perspectives, especially in vocational education, that can improve student learning outcomes. Learning is a process that includes experience, adaptation, and engagement with the surrounding environment, coupled with awareness, which leads to relatively lasting and sustainable behavioral changes. This task is important in life because it helps improve understanding and awareness. To achieve learning goals optimally, high learning intensity is required (Afifi et al., 2023). As stated by R. Aliyyah, Puteri, and Kurniawati (2017), "learning outcomes include cognitive, affective, and psychomotor domains derived from teacher evaluation data," and refer to the process carried out by individuals after completing learning activities (Aliyyah et al., 2021).

Various learning media, including text, audio, video, and images, are integrated to produce interactive educational resources. These tools are used to structure directions or actions in presentations. In addition, these teaching materials can function as tools to improve student understanding (Saiful Rizal, 2023). Learning can take place through audio or radio, video or television, multimedia, and computer and internet resources (Rosyid, 2010) using various interactive learning models facilitated by technology (Utami & Dewi, 2020). Because video media presents audio-visual elements through sound and visuals, it can increase student engagement and motivation during learning (Wuryanto, 2016). Video consists of moving visuals, where the items depicted are authentic, while in animation, the items are not authentic. Fadhli (2016) states that video is a dynamic visual that can be seen and heard. Video content can increase student engagement and focus during learning because it combines auditory and visual features (Wuryanto, 2016). Video consists of moving images, which show real objects in the film, while animation shows fictional objects. As stated by Fadhli (2016), video refers to dynamic images that

combine visual and audio components. The use of video resources can significantly improve student learning outcomes, especially in interactive education that requires technical visualization. In automotive education, this media can effectively clarify complex ideas and increase student learning motivation.

Student Learning Outcomes

Instructional videos are one of the learning media that can help improve students' understanding by presenting materials in a more visual and interactive way. To be effective in improving learning outcomes, instructional videos need to be designed and implemented properly as follows: a) designing instructional videos before being implemented in class, instructional videos must be designed by considering learning objectives and student characteristics. The following are the design stages: 1) determining learning objectives to identify the competencies to be achieved by students, the material presented in the video is in line with the curriculum and students' learning needs. 2) compiling scripts and storyboards to create a clear, concise script that is appropriate to the level of student understanding, creating a storyboard to visualize how the content will be delivered (e.g. through animation, illustration, or live demonstration). 3) choosing an instructional video style that can be used, including animated videos that are suitable for explaining abstract or scientific concepts, demonstration videos used to show procedures or experiments, interactive videos invite students to participate in quizzes or simulations. 4) use simple and clear language , avoid technical terms that are difficult to understand without explanation, use visuals, graphs, and illustrations to clarify concepts. 5) include interactive elements adding questions or discussions in the video to keep students engaged, using appropriate sound effects and background music to increase the appeal. b) implementing instructional videos in the classroom s after the instructional video is designed, the next step is to implement it in the learning process in the classroom. Here are some effective implementation strategies: 1) Approach Before, During, and After Watching the Video as follows: before watching give an introduction about the topic to be studied, ask provocative questions to motivate students to focus while watching. while watching make sure students note important points from the video. A short Q&A session can be done in between videos to ensure understanding. after watching discuss the video content with students. give assignments or quizzes to measure students' understanding of the material presented in the video. 2) using the flipped classroom method, Students watch videos at home as preparation before lessons. Class time is used for discussion, practice, or problem solving based on the material in the video. 3) evaluation and feedback Ask students to provide feedback on the video to determine its effectiveness. using exam or assignment results after watching a video to evaluate the impact on learning outcomes.

The impact of instructional videos on student learning outcomes in learning: a) improving understanding of visualization of materials helps students understand difficult concepts. b) increasing interest and motivation in using interesting videos makes students more enthusiastic about learning. c) facilitating independent learning Students can repeat the video at any time to better understand the material. d) Increase information retention Audio-visual presentation makes the material easier to remember . With good design and proper implementation, instructional videos can be a very effective tool in improving student learning outcomes.

Sudjana explained that learning outcomes refer to the skills possessed by students after gaining educational experience. Educational experience has an impact on improving students'

skills. Sukmadinata emphasized that learning outcomes are a manifestation of skills developed by students. Mastery of learning outcomes can be reflected in changes in behavior, including mastery of knowledge, motor skills, and attitudes of students. Furthermore, learning outcomes are produced through interactions in teaching and learning activities. From the teacher's perspective, the teaching task ends with an assessment of learning outcomes. From the student's perspective, learning outcomes are the conclusion of the segment and the peak of the learning journey.

Results and Discussion

Based on research and observation, the use of video-based learning media has a positive impact on student learning outcomes. Here are some of the main findings: (a) Increased Understanding Students who learn using videos find it easier to understand the material because of the interesting visualization, Abstract concepts become more concrete with the help of animation or demonstrations in the video. (b) Increased Motivation and Interest in Learning Students increase with Videos and make learning more interesting and not monotonous, Students are more focused and motivated to learn compared to lecture methods alone. (c) Higher Learning Outcomes so that the average score of students who learn using videos tends to be higher than students who only use conventional methods, Students can repeat videos to clarify their understanding. (d) Increased Participation Students are more active in discussions after watching learning videos, They find it easier to ask questions and get involved in learning. (e) Efficiency in Learning Teachers can deliver material more effectively and save time. Videos allow students to learn independently at their own pace.

Table 1. The Effect of Using Video Learning Media on Student Learning Outcomes

NO	Student group	Instructional Media	Average Learning Outcome	Information
1	Class A (Experimental)	Learning Videos	85	Higher
2	Class B (Control)	Without Learning Videos	75	Lower
3	Class C (Mixed)	Video and Conventional Methods	80	At the moment
4	Class D (Non Visual)	Just a lecture	70	The lowest

Table 2. SPSS Descriptive Statistics Average Student Learning Outcomes Using Video Learning Media:

Statistics	Sign
N (Number of Groups)	4
Average	79.75
Standard Deviation	4.11
Minimum	75
Maximum	85

Table 3. Qualitative Research Results on the Use of Video Learning Media on Student Learning Outcomes :

Aspect	Method of collecting data	Information
Student Perception	Interview, Observation	Students feel more interested and understand the material easily through videos. They are more active in asking questions and repeating videos during independent learning.
Video Effectiveness	Observation, Document Analysis	Videos help explain abstract concepts more clearly than lectures. Students show better understanding based on exam results.
Supporting Factors	Interview, Documentation	Device availability, video quality, and interactivity in

Aspect	Method of collecting data	Information
		learning are key factors for success.
Inhibiting Factors	Interview, Observation	Limited internet access, lack of teacher skills in using technology, and potential distractions when learning with videos.
Recommendation	Data analysis	There is a need for teacher training in the use of digital media, as well as providing wider access for students to optimize video learning.

Table 4. Quantitative Research Design on the Use of Video Learning Media on Student Learning Outcomes

Variables	Indicator	Measurement Scale	Data source	Data Collection Instruments
Video Learning Media	Frequency of video usage	Sort	Teacher, Student	Questionnaire, Observation
	Video content quality	Likert (1-5)	Student	a list of questions
	Interactivity in video	Likert (1-5)	Student	a list of questions
Student Learning Outcomes	Average test score	Hose	Academic Data	**Documentation**
	Level of understanding	Likert (1-5)	Student	a list of questions
	Motivation to learn concepts	Likert (1-5)	Student	a list of questions

Table 5. Statistics of Research Results on the Use of Video Learning Media on Student Learning Outcomes

Group	N (Number of Students)	Average (Mean Value)	Standard Deviation	Statistical Test
Experiment (Video)	30	85	4.5	t-test
Control (No Video)	30	75	5.2	t-test

Explanation:
- The Experimental Group consists of students who learn using video learning media.
- The Control Group is students who learn using conventional methods.
- The average shows the average learning outcomes of students in the form of academic grades.
- Standard Deviation shows the variation of values within each group.
- The t-test is used to compare the differences between the experimental and control groups.

After presenting the data, it is important to relate the findings to relevant theories . Some theories that can be used are: a) Multimedia Cognitive Theory (Mayer, 2009) Explains that the combination of audio and visuals in video learning media improves student understanding because the human brain processes information more effectively through dual channels (visual and auditory). The results of the study showed that students who learned with videos experienced better understanding , in accordance with this theory. b) Social Learning Theory (Bandura, 1986) States that students learn through observation and modeling . In the context of learning videos, students can understand concepts better by watching live demonstrations in the video. c) Constructivism Theory (Piaget, 1970) Learning videos allow students to construct their own knowledge by connecting the material in the video to their previous experiences.

Based on quantitative data and supporting theories, several implications that can be taken are: a) video learning media has proven effective in improving student learning outcomes. b) videos can help visualize abstract concepts , making it easier to understand. c) teachers need to integrate videos into interactive learning strategies to maximize learning outcomes.

Conclusion

The use of video learning media can significantly improve students' understanding and motivation to learn. However, its effectiveness is highly dependent on video quality, technology accessibility, and teacher support. Therefore, there needs to be training for teachers in optimizing the use of learning videos and providing supporting facilities for students with limited access.

In order for learning media to optimally improve student learning outcomes , there needs to be an effective strategy from the teacher and education policy makers . Here are some that teachers can apply: a) teachers can choose learning media that are in accordance with student characteristics . b) Using a technology-based learning approach. c) Integrating media with various teaching methods. d) Conducting an evaluation of the effectiveness of learning media. e) Encouraging students to become independent learners.

Some things that education policy makers can implement : a) provision of infrastructure and access to technology. b) Teacher Training in the Use of Learning Media. c) Development of Digital Media-Based Curriculum. d) Building a National Learning Platform. e) Increasing Research on the Effectiveness of Learning Media. teachers can be more effective in teaching using learning media, and policy makers can create a more inclusive and innovative education system. This will ultimately improve student learning outcomes significantly .

Schools need to provide students with greater access to technology, so teachers should be trained in selecting and developing effective learning videos. The combination of video methods and interactive discussions can improve learning outcomes more optimally. This study is expected to be a reference for educators in improving the quality of digital-based learning for better learning outcomes.

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