

that serves as a trigger or stimulation of learning so that students are interested in learning and do not feel bored with the learning process and students will later be able to grasp the material faster accompanied by interactions between students and teachers who have previously been triggered through learning using interactive videos.

The research conducted by Agustiniingsih, about the video as an alternative to learning media to support the successful implementation of the curriculum 2013 in elementary school, with the subject in the research of grade IV students at Ajung State Elementary School 03 Jember and use experimental research types (Agustiniingsih, 2015). This research results in the conclusion that there is an influence on video implementation of student learning outcomes so that video can be used as an alternative to learning media to support the successful implementation of the 2013 curriculum.

Research conducted by Dewi and Rimpiati, on the effectiveness of the use of interactive video learning media (Dewi and Rimpiati, 2016). By setting small group discussions to improve critical thinking skills in young children, with a total population of 125 people spread in classes B1, B2, B3, B4, B5, and B6 2014/2015 school year at Widya Craya Kindergarten. The sample of this study were all 40 students in two classes. Determination of the control class and the experimental class used a random system, with quasi-experimental research (quasi-experimental). This research concludes that there is an influence of the use of interactive video learning media by setting small group discussions in improving critical thinking skills in early childhood.

Research conducted about the effectiveness of the use of interactive video learning media to improve the learning outcomes of service engine practices and their components, this study uses an experimental method with a Pre-test Post-test Control Group Design pattern (Izzudin et al., 2013). The population of this study was 87 students from three classes of XI TKR in SMK Negeri 4 Semarang who took service engine competencies and their components. The research sample by random method, as many as 29 students in class XI TKR 3 as an experimental class and 29 students in class XI TKR 2 as a control class. This research concludes that interactive video learning is effectively used in the learning process of service engine competencies and their components (Engine Tune-Up EFI).

Research conducted by Radityan, Kuntadi, and Komaro about the effect of interactive multimedia on student learning outcomes in differential improvement competencies (Radityan et al., 2014). This study was conducted using a quasi-experimental method with a non-equivalent control group design. The population in this study were students of class XI SMKN 6 Bandung competency of light vehicle engineering expertise totaling 70 students. The instruments used in this study were pre-test questions that were carried out before students carried out the learning process and post-tests after students carried out the learning process. This research concludes that interactive multimedia has a significant effect on student learning outcomes in differential improvement competencies.

Research conducted by Imansari and Sunaryantiningsih about the effect of using interactive e-modules on student learning outcomes on occupational health and safety material (Imansari and Sunaryantiningsih, 2017). This type of research is quasi-experimental research (quasi-experimental), which aims to determine the effect of the use of interactive e-module learning media on learning outcomes of fifth-semester students majoring in Electrical Engineering Education IKIP PGRI Madiun. This study concluded that the interactive e-module learning media that were made were feasible to be used in the teaching and learning process of class in electric workshop subjects. Student learning outcomes using interactive e-module media are declared to be complete with an average classical completeness score of 82.22. Student responses to the use of interactive e-module media in the learning process also fall into either category.

Research conducted by Aryaningrum and Pratama about the use of interactive multimedia internet to improve student learning outcomes in social science learning (Aryaningrum and Pratama, 2017). The method used in this research is quantitative experiments with data collection techniques obtained using tests and documentation. The average value of student learning outcomes in the experimental class can be categorized as good at 82.5 by applying interactive multimedia internet learning media, while the average value of learning outcomes of the control class using the lecture method can be categorized sufficiently. This research concludes that the hypothesis that there is an influence or an increase in student learning outcomes in social studies subjects by using seventh-grade multimedia internet at SMP Negeri 7 Pemulutan can be accepted and can be applied in schools, especially at SMP Negeri 7 Pemulutan.

Research conducted by Atmawarni on the use of interactive multimedia to

create innovative learning in schools, this research seeks to explain how and the requirements of interactive multimedia implementation, and What advantages of using interactive multimedia at school (Atmawarni, 2011). This study resulted in the conclusion that interactive multimedia implementation in school learning is one of the solutions to create interesting and innovative learning. This is because using interactive multimedia as a message, will be able to stimulate the mind, feelings, attention, and willingness of students to encourage a more interactive and communicative learning process. Besides, interactive multimedia forms can be used to enhance the student learning experience to be more concrete. As such, we can expect results and learning experiences to be more meaningful to students.

Research conducted by Rosita, Suriaty, and Mardiana about the differences in interactive cd learning media with video tutorials on student learning outcomes, this study is included in quasi-experimental quantitative research (Rosita et al., 2018). The sampling technique used in this study is purposive sampling. The sample is eleven classes majoring in pharmacy as an experimental class with thirty-two students, and the class taught using Interactive CD learning media and eleven class nursing majors as a control class with thirty-two students, classes taught using instructional media Video Tutorials. Data collection is done by using the initial test (pre-test) and the final test (post-test) with a form of practice tests. The results of this research are the Difference between Learning Outcomes using Interactive CD Learning Media and Video Tutorials, where Learning Outcomes using Interactive CD is better than the Video Tutorial.

3. RESEARCH METHOD

Using experimental methods that work to measure the success rate of the selected treatment. With the independent variable used as an experimental variable where the characteristics are believed to produce differences, while the dependent variable is the result of a study (Sunyoto, 2013). This research was conducted in a class where the independent variable (pre-test) was not examined but treated naturally, then the dependent variable (post-test) was monitored and measured carefully (as a result of the treatment applied). The design of this study uses the same participants in two experimental conditions called repeated measures design or within-subject design (Ghozali, 2016). With the number of participants as many as 38 people formed by one group or called one group pre-test - post-test design. According to one group pre-test design - post-test design is part of the pre-experimental design, in this design, the treatment is given to a group then data is taken (before treatment is given) pre-test. So the results can be known more accurately because it can be compared with the situation before being treated and after being treated (Dantes, 2017). Besides that, this design is also better than the one-shot-case-tudy design. The design stages of this study refer to Dantes, the first is to measure the dependent variable of a group of subjects (pre-test), the second is that the subject is treated for a certain period, the third is carried out the second measurement (post-test) towards the dependent variable, then the final pre-test measurement results are compared with the post-test measurement results (Dantes, 2017). The analysis tool uses IBM SPSS version 23 software. Before testing and interpreting hypotheses, prerequisite tests are first carried out, which include tests of normality and homogeneity tests. Then next measure the initial and final answers, whether statistically significant or not. Then answer the research hypothesis based on the output of the Independent sample T-Test from the SPSS 23 software and explain it in detail.

4. RESULTS AND DISCUSSION

Table 1: Participants by Gender

Gender	Amount	Percentage
Male	20	52.6
Female	18	47.4
Total	38	100.0

Source: Processed Data 2019

Table 2: Participants By Age

Age	Amount	Percentage
14	17	44.7
15	21	55.3
Total	38	100.0

Source: Processed Data 2019

Normality test is used to determine the distribution of data from a group or variable whether it is normally distributed or not.

Table 3: Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		38
Normal Parameters	Mean	.0000000
	Std. Deviation	2.29304784
Most Extreme Differences	Absolute	.164
	Positive	.089
	Negative	-.164
Kolmogorov-Smirnov Z		1.011
Asymp. Sig. (2-tailed)		.258
Source: Processed Data 2019		

From table 3, the significance value of 0.258 is obtained, which means that it is greater than 0.05. Thus the research data is stated as normally distributed. Homogeneity test does not need to be done because the participants used are the same, both before and after treatment, this explanation is supported by Raharjo who explains that experimental research with within-subject design where pre-test and post-test uses data from samples, so pairing does not need to be tested for similarity of variance (homogeneity) (Raharjo, 2018). In this study, thirty-eight participants were measured twice, first by answering 30 questions to see the initial results and the same question to see the final results (after treatment), with (value) point 1 for the correct answer and point 0 for wrong answers.

Because the subject is measured twice, it is called a repeated measure (Ghozali, 2016). The research hypothesis is:

- ✓ H_0 = The average score of the answer before getting treated is the same as the average score after getting treated
- ✓ H_A = The average score of the answer before getting treated is different from the average score after receiving treatment

Table 4: Paired Samples Statistics

	Mean	N	Std. Dev	Std. Error Mean
Pre-Test	15.32	38	2.712	.440
Post-Test	26.42	38	2.297	.373

Source: Processed Data 2019

Table 5: Paired Samples Test (Pre-test and post-test)

Mean	Std. Dev	T	df	Sig. (2 tailed)
-11.105	3.447	-19.861	37	.000

Source: Processed Data 2019

In table 4, the results show that the average score of answers before getting treatment is 15.32, while the average score after getting treated is 26.42. So there is a difference in the average value of 11.1, in table 5 looks a significance value of 0.000 which means less than 0.05 (5%), it can be stated that H_0 is rejected and H_A is accepted. Where after the participants got treatment the correct answers on average increased to 15.32 from the previous increase significantly to 26.42, which means there is an influence of video tutorial learning media on increasing knowledge of students' financial literacy.

The results of this study are in line with Baharuddin who examines the Effectiveness of Using Video Tutorial Media as a Support for Mathematics Learning Against Interests and Learning Outcomes of Students in SMA Negeri 1 Bajo, Luwu Regency, South Sulawesi (Baharuddin, 2014). This research was pre-experimental and used a one-group pretest-posttest design. Data was collected using an interest questionnaire and a test of learning outcomes. The data obtained were analyzed with descriptive statistics and inferential statistics. Descriptive analysis results show students' interest in learning mathematics before using video tutorials in the medium category and after using the video tutorial also in the medium category, with normalization the gain is in a low category. Learning outcomes of students before using video tutorials are in the very low category, and after using video tutorials, they are in the medium category, with normalization the gain is in the medium category. The results of inferential analysis (paired t-test) showed that there were differences in the average interest of students before and after applying the video tutorial media.

The results of this study are also in line with Batubara and Ariani, who examined the Use of Video as a Mathematics Learning Elementary School (Batubara and Ariani, 2016). This study uses a literature review by tracing various references to obtain valid and reliable data. The advantages of video as a learning medium are easy to use and able to explain content more real. The results of this study are also in line with who researched the Feasibility of Video Tutorials on Making Ginger Donuts Sub material Roles of Plants in the Economy (Apriani et al., 2018). The study uses a descriptive quantitative method. The instrument of video tutorial validation by media experts consisted of 8 aspects and 15 criteria, while the validation by material experts consisted of 3 aspects and ten criteria. The results as a whole video tutorial on making ginger donuts are feasible to be used as a medium to assist learning in making ginger donuts on the sub material of the role of plants in the economic field.

5. CONCLUSION

1. Learning methods using Video Tutorial facilities help students understand each material presented.
2. The use of video tutorials provides a pleasant atmosphere when learning because there is an animated display that can move, sounds, and songs that make it easy for students to accept and master every topic presented.
3. The creation of a pleasant and entertaining learning atmosphere can improve student learning enthusiasm for the better because there is a visual display that can be seen and heard by students, to reduce boredom and sleepiness when studying.

6. SUGGESTION

1. The use of technology to facilitate the learning and teaching process between students and teachers is so rapidly advancing, and the teacher must be able to adapt well to these changes.
2. The teacher is expected to be a good example, to be able to provide information transfer effectively and efficiently by being able to create a pleasant learning atmosphere for students, which in turn will affect student achievement, because students enjoy the lesson.
3. Improvement of facilities and pre-facilities in schools is an absolute thing to do, especially related to the procurement of equipment such as projectors, laptops, and speakers, to support the teaching and learning process to be more interesting and enjoyable for students.

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