BirLE-Journal
Budapest International Research and Critics in Linguistics and Education
p.ISSN: 2655-2647
e.ISSN: 2655-1470
Budapest Institute

The Effect of Quantum Teaching Model with the *Camtasia* Instructional Media and Learning Motivation on PPKn Subject Learning Outcomes in 7th Grade Student of Junior High School PGRI 4 Medan

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Abstract : *The aim of the study is to analyze the effect of the quantum teaching model with camtasia instructional media and learning motivation on PPKn subject learning outcomes. This study is conducted in 7th grade student of junior high school PGRI 4 Medan with a population of 46 students. The sample in this study were 39 students is using purposive random sampling technique. The instruments of this study are learning outcomes tests and learning motivation questionnaires. This study uses quasi-experimental methods, while the research design uses Non Equivalent Control Group Design. Data analysis techniques used in this study are descriptive analysis and also non-parametric inferential statistics. This study is based on the 2013 curriculum teaching which gives authentic assessment to students which includes cognitive, affective, and psychomotor domains, therefore this study presents the acquisition of learning outcomes in terms of cognitive, affective, as well as psychomotor. There are 3 hypotheses that have been proven in this study including: PPKn learning outcomes of students taught using Quantum Teaching models with camtasia instructional media is more higher than the PPKn learning outcomes of students taught by using Quantum Teaching models with media images, PPKn learning outcomes of students who have high learning motivation is more higher than students who have low learning motivation, and there is an interaction between the Quantum Teaching learning model and camtasia instructional media and learning motivation on the PPKn learning outcomes of 7th grade student of junior high school PGRI 4 Medan. The conclusion show that the use of the Quantum Teaching Model with camtasia instructional media and learning motivation is very effected in improving learning outcomes both cognitive, affective, and psychomotor.*
Keywords : *Quantum teaching model; learning motivation; learning outcomes.*

I. Introduction

The professionalism of a teacher is not solely on their ability to channel knowledge theoretically, but the professionalism of the teacher also speaks of the ability of the teacher to carry out interesting and meaningful learning for students, because when the teacher in implementing the teaching and learning process is interesting and meaningful learning achieve the expected learning goals. Learning is a modification or strengthening behavior through experience. According to them, this experience can be obtained from the interaction between individuals and their environment (Wirnadingsih & Mardhatillah, 2016). Learning activities in schools are the main activities in improving the quality of national education. Through the teaching and learning process it is expected to achieve educational goals in the form of changes in students' behavior. This learning process requires language to enable people to interact and communicate with each other, share experiences, learn from others, and improve their intellectuality (Anzar & Mardhatillah, 2018).

The first education passes and receives by children is education in the family. Children tend to be heard, seen, experienced and taught by their parents, both knowledge, skills, formation of behavioral attitudes, everything that is accepted, it is possible that everything in the family will continue to be practiced outside their home or social environment (Mardhatillah & Trisdania, 2018)

PPKn is a useful subject as part of efforts to shape character and also as part of community political education, it can be concluded that in learning PPKn the teacher is not only teaching but deeper is educating because it deals with character formation, so not only channeling knowledge only. For this reason, it is necessary that the learning taught to students does not go away but can bring a positive impact on their lives so that every material they learn can be applied in their daily lives. The presentation of the problem implies the meaningfulness of PPKn learning which should be realized properly and is not well realized.

Table 1. The Acquisition of Semester Examination Value of PPKn Subjects in ^{7th} Grade Student of Junior High School PGRI 4 Medan of School Year 2017/2018

No	School year	Lowest value	Highest value	Average
1	2017/ 2018 (Odd)	50,00	88.00	67,51
2	2017/ 2018 (Even)	40,00	90.00	68,93

From table 1.1 above, it can be concluded that the average student test scores in both odd semester and even semester do not meet the minimum completeness criteria (KKM), with the KKM applicable at school is 70. Therefore the researcher provides a solution for overcome problems that occur in the field by using Quantum Teaching Model with *Camtasia* instructional Media and Learning Motivation.

II. Review of Literatures

2.1 Model Quantum Teaching

Shoimin (2014: 138) states that "Quantum Teaching is a way to change the lively learning conditions with all its nuances, which focus on dynamic relationships both in the classroom environment, interactions that establish the foundation and framework for carrying out learning activities".

Bobbi De Porter, et al (2014: 34) states that "Quantum Teaching is a learning model that is carried out in various interactions that exist in and around the learning moment. Such interactions include elements for effective learning that affect student success ".

Wena (2013: 160) states that:

The Quantum Teaching model is a new way that facilitates the learning process, which combines elements of art and directed achievement for all subjects by combining learning features into a form of teaching planning that will boost student achievement.

2.2 *Camtasia* Media

Adi (2014: 1) states "*Camtasia* Studio is one of the multimedia software that is often used to make videos, both in the form of film editing and video tutorials." Aripin (2009: 2) argues that "*Camtasia* studio is an application program that is packaged for recoding, editing, and publishing so that in making tutorial videos, or video presentations on computer screens.

From this understanding it can be concluded that *camtasia* studio is an application program that can be used as an instructional media to create and edit a video.

2.3 Learning Motivation

Someone is said to have motivation in learning if he has a strong drive both encouragement from within himself and from outside himself who motivates him to enthusiasm in learning. This is in line with the opinion In addition, Winkel (2005: 160), mentions learning motivation is the overall psychic driving force in students that lead to learning activities in order to achieve a goal.

Learning motivation is the overall impulse that comes both from within students and outside themselves to carry out learning activities in order to achieve a goal that can affect their success in learning.

2.4 Learning Outcomes

Learning outcomes can be achieved after completing the learning process. The success of learning outcomes achieved by a student is based on the learning objectives that have been achieved. Suprijono (2013: 5) learning outcomes are patterns of actions, values, understandings, appreciation attitudes, and various skills.

Sudijono (2012: 32) reveals learning outcomes is an evaluation action that can reveal aspects of thought processes, psychological aspects that include values and attitudes and aspects of skills inherent in each student.

From some of the statements it can be concluded that learning outcomes are achievements obtained by students after completing the learning process, which means that the learning outcomes can provide a holistic picture of both knowledge, attitudes, and skills after the learning process takes place.

III. Research Methods

In this study the population is all seventh grade students of junior high school PGRI 4 Medan, 2018/2019 school year, which amounted 46 students. The research sample uses a purposive random sampling technique or selecting samples based on research considerations. Samples were set at 39 people, of which there were 19 students in the 7^{th}a grade and 20 students in the 7^{th}b grade. This study uses quasi-experimental methods. The research design used in this study is Non Equivalent Control Group Design.

IV. Discussion

The discussion obtained in this study includes the score of learning outcomes before treatment (pretest) and scores on learning outcomes after being given treatment (posttes) both in the control class and experimental class, data acquisition of motivation level of each student before being given treatment both in the control class and class experimentation, and student learning outcomes with different levels of motivation after being given treatment.

This study uses data analysis techniques in the form of descriptive analysis that is useful for describing data, describing research data in the form of frequency distribution lists and histogram graphic and inferential statistical analysis for hypothesis testing. The inferential statistics used in this study are non-parametric statistics.

To test the extent of the effect of the Quantum teaching learning model by using *camtasia* media and image media on the learning outcomes of PPKn students used the Wilcoxon test with the help of SPSS. Obtaining a comparison between the control class and the experimental class can be seen in the table:

Table 1. The Comparison of Wilcoxon Test Experiments and Control Classes Results

Class	Output Ranks			
		N	Mean	Sum Rank
Experiment (VIIB)	Negative Rank	0	0	0
	Positive Rank	20	10,50	210
	Ties	0		
Control (VIIA)	Negative Rank	1	3	3
	Positive Rank	18	10,39	187
	Ties	0		

Based on the table, it can be compared to the improvement of student on PPKn learning outcomes in which the Ranks output in the "Negative Rank" class of Experiments is superior with the acquisition of 0 compared to "Negative Rank" in the Control Class. In the "Positive Ranks" section the experimental class is also superior with the acquisition of "Mean" 10.30 and "Sum Rank" up to 210. Learning motivation in the low, fair, and high categories also affects learning outcomes.

Table 2. The Evidence of Differences in the Acquisition of the Mean Motivation and Learning Outcomes of the Control Class

Motivation Levels	Mean (Average)	
	Learning Motivation	PPKn Learning Outcomes
Low	52.74	56.57
Fair	68.01	62.17
High	92.36	80.84

Table 3. The Evidence of Differences in the Acquisition of Mean Motivation and Learning Outcomes of Experimental Class

Motivation Levels	Mean (Average)	
	Learning Motivation	PPKn Learning Outcomes
Low	56.6	57.6
Fair	71.61	68.53
High	98.46	91

From the table it can be concluded that high learning motivation will produce higher PPKn learning outcomes than students who have moderate or low motivation. To find out the interaction between the learning model used and learning motivation in influencing learning outcomes, non-parametric inferential statistics were used using "Spearman Rank Correlation Analysis".

Correlations

			Learning Model	Learning Motivation	PPKn Learning Outcom
Spearman's rho	Learning Model	Correlation Coefficient	1.000	.632**	.578**
		Sig. (2-tailed)	.	.000	.000
		N	39	39	39
	Learning Motivation	Correlation Coefficient	.632**	1.000	.450**
		Sig. (2-tailed)	.000	.	.004
		N	39	39	39
	PPKn Learning Outcom	Correlation Coefficient	.578**	.450**	1.000
		Sig. (2-tailed)	.000	.004	.
		N	39	39	39

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 1. Correlation

Based on the SPSS output table, the Sig. value is obtained. (2-tailed) of 0.00. Sig. value. (2-tailed) < 0.05 so that it can be concluded that the interaction between variables is significant.

For the acquisition of affective assessments from both the control class and the experimental class is obtained the differences in value acquisition. The difference is stated in the table.

Table 4. Differences in the Results of Acquisition Affective Assessment

Class	Student Number	Criteria			Mean
		Very Good	Good	Fair	
Control	19	2	12	5	83.3
Experiment	20	**10**	10	0	**87.9**

Based on the table it can be concluded that students in the experimental class who were treated with the Quantum teaching model using *camtasia* media had a better "confident" attitude compared to students in the control class who were treated with Quantum teaching models using media images. .

For the acquisition of psychomotor assessments from both the control class and the experimental class is obtained the differences in value acquisition. The difference is stated in the table.

Table 5. Differences in the Results of Acquisition Psychomotor Assessment

Class	Student Number	Criteria			Mean
		Very Good	Good	Fair	
Control	19	3	8	8	81.9
Experiment	20	**8**	12	0	**87.2**

Based on the table it can be concluded that students in the experimental class who were treated with the Quantum teaching model using *camtasia* media had an impact on students' skills better when compared to students in the control class who were treated with the Quantum teaching model using media images.

V. Conclusion

Based on the data that has been described, conclusions are obtained in the following:

1. PPKn learning outcomes of students taught using the Quantum Teaching model with *camtasia* instructional media higher than the PPKn learning outcomes of students taught by using Quantum Teaching models with media images,
2. PPKn learning outcomes of students who have high learning motivation are higher than students who have low learning motivation,
3. There is an interaction between the Quantum Teaching learning model and camtasia instructional media and learning motivation on the PPKn learning outcomes of 7th grade student of junior high school PGRI 4 Medan.
4. Based on the data presented in the discussion, it can be concluded that the Quantum Teaching Model with learning motivation can have a significant impact on both affective and psychomotor aspects.

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