



The Effect of Video Learning Media on Communication Skills and Creativity of Students of The History Study Program of Stkip Yayasan Abdi Pendidikan

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ABSTRACT

This study aims to examine the influence of the use of video media on communication skills and creativity of students of the STKIP History Study Program, Yayasan Abdi Pendidikan Foundation. Video media was chosen because it is considered to facilitate more interactive and effective learning. This study uses an experimental method with a pretest-posttest design. The respondents of this study were 50 students who were divided into two groups: an experimental group that used video media in learning and a control group that used traditional methods. Data was collected through observations, questionnaires, and tests of communication and creativity skills. The results showed a significant increase in communication skills and creativity of students who used video media compared to the control group. This study concludes that video media has a positive influence on improving students' communication skills and creativity.

INTRODUCTION

Communication and creativity are two important skills that need to be mastered by students in order to face the challenges of the world of education and the world of work. Along with the development of technology, video media has become one of the popular learning tools in improving both skills. Video media-based learning is believed to stimulate creative thinking and improve communication skills more effectively compared to conventional methods.

The multimedia learning theory, initiated by Richard E. Mayer in *Multimedia Learning Theory* (2005), states that learning that uses a combination of text, images, sounds, and videos is more effective than using only one type of media.

According to Bonwell and Eison (1991), active learning is a process in which students are directly involved in their learning activities, not just listening to lectures. Active learning, which can be achieved through group discussions or video-based presentations, strengthens communication skills as students are encouraged to speak, listen, and interact with their peers. According to (Berlo, 1960), effective communication occurs when the sender of the message (source), message (message), communication channel (channel), and receiver (receiver) are in good condition. Video media enriches communication channels and provides an opportunity to convey messages in a more dynamic and visual way, which improves the quality of communication between the sender and receiver of the message.

Guilford (1950) in his theory states that creativity involves the ability to think divergently—that is, to generate various ideas from one basic concept. Video as a learning medium gives students the opportunity to see various perspectives and solutions to a problem, which can stimulate their creative thinking skills. Kolb (1984) stated that effective learning occurs when students learn from their experiences. Video media often involves visual elements and stories that can inspire students to think creatively and apply the concepts they learn in real-life situations. For example, in history courses, videos that show important events allow students to develop new ideas related to historical analysis and interpretation.

Amabile (1996) in his theory of the creative environment stated that a supportive and stimulus-rich environment can increase individual creativity. Video media serves as an environmental factor that can stimulate students' creativity by providing various forms of visual and audio information that challenge their thinking and encourage them to think more innovatively.

Piaget and Vygotsky in their theory of constructivism state that students build their own understanding through experience and interaction with the environment. Video media helps build students' understanding by providing them with visual experiences that enrich their thinking. Through videos,

students can "see" concepts or events directly, which helps them construct knowledge more clearly and deeply.

According to Barton and Levstik (2004), history taught visually can help students to more easily remember and connect historical facts. Video media allows students to view reconstructions of historical events, listen to interviews with historical witnesses, or view in-depth data visualizations that support their understanding. This theory proposes that learning that integrates visual elements, such as images or videos, can improve students' memory and comprehension. In history learning, the use of video media allows students to see a more vivid picture of historical events, which strengthens their understanding and stimulates their imagination.

The History Study Program at STKIP Yayasan Abdi Pendidikan as a higher education institution in the field of history, also has to face challenges in developing student competencies. With the development of information and communication technology, it is hoped that students will be able to master good communication skills and increase creativity in delivering history learning materials. This study aims to determine the influence of the use of video media on the communication skills and creativity of students of the History Study Program of STKIP Yayasan Abdi Pendidikan Foundation, with the hope of contributing to the development of more innovative learning methods.

METHODOLOGY

This research uses an experimental design with pretest-posttest. Pretest is done before the intervention (use of video media), while posttest is done after the intervention. This design allows researchers to see the changes that occur after the use of video media in learning.

Population and Sample

The population of this study is students of the STKIP History Study Program of the Abdi Pendidikan Foundation class of 2023, consisting of 200 students. The sample taken was 50 randomly selected students, who were then divided into two groups: the experimental group (using video media) and the control group (using traditional learning methods).

Research Instruments

To measure students' communication skills and creativity, test instruments developed in the form of questionnaires and observations are used. The communication skills test focuses on the ability to speak, listen, and convey ideas effectively, while the creativity test measures students' ability to come up with new ideas and innovative solutions.

Research Procedure

The research begins by giving a pretest to both groups. After that, the experimental group participated in a learning session using video media, while the control group followed the learning using traditional methods. After the learning process is completed, a posttest is carried out to measure changes in students' communication skills and creativity.

Data Analysis Data obtained from tests and questionnaires were analyzed using the t-test to determine significant differences between the experimental and control groups in terms of communication skills and creativity.

RESULT

The results of this study aim to determine the influence of video media on communication skills and creativity of students of the History Study Program of STKIP Abdi Pendidikan Foundation. This study involved two groups of students, namely an experimental group that used video media in learning and a control group that used traditional learning methods. The results of data analysis obtained through pretest and posttest in both groups, as well as statistical tests conducted to compare the changes that occurred. Results of Communication Skill Improvement.

Results of Communication Skill Improvement

To measure communication skills, observations were made on students regarding their ability to speak, convey ideas clearly, as well as listening and responding skills in interactions. Communication skills scores are measured before and after learning, and here are the results:

- a. The Experimental Group, an experimental group that was treated using video media showed a significant improvement in their communication skills. Before the intervention (pretest), the average communication skill score was 60 out of 100, and after the intervention (posttest), the average score increased to 85. This represents an increase of 25%. This increase can be explained by the use of video media that introduces new ways of conveying ideas visually, which encourages students to be more active and confident in communicating.
- b. The control group, the control group, which followed learning with traditional methods, experienced a smaller increase in communication skills. Before the intervention, the average score was 58, and after the intervention, the average score increased to 64. This represents an increase of only 10%. Despite the improvements, traditional methods are not as effective in stimulating students' communication skills as video media can enrich their learning experience.

Results of Increased

Creativity To measure students' creativity, instruments are used that measure their ability to generate new ideas, think out of the box, and find innovative solutions to given problems. Here are the results of increased creativity in both groups:

- a. Experimental group, the experimental group experienced a greater increase in creativity, which was by 30%. Before using video media, the average creativity score was 65, and after the intervention with video media, the average score increased to 95. This improvement shows that video media stimulates students' creativity in a more visual and interactive way, allowing them to see a variety of examples and perspectives that encourage more creative thinking.
- b. The control group, the control group only experienced a 12% increase in creativity. The average creativity score before the intervention was 62, and after traditional learning, the average score increased to 70. Although there was an improvement, it was smaller compared to the experimental group. Traditional learning that relies on lectures and book texts does not provide enough space for students to develop their creativity optimally.

Statistical Test (t-test)

To find out if there is a significant difference between the experimental group and the control group in improving communication skills and creativity, statistical analysis is carried out using a t-test :

- a. Communication Skill, the results of the t-test for communication skills showed a $p < \text{value of } 0.05$, which means that there was a significant difference between the experimental group and the control group. With a very low p value, it can be concluded that the use of video media has a positive effect on improving students' communication skills compared to traditional learning.
- b. Creativity, The t-test for creativity also showed a $p < \text{value of } 0.05$. This indicates that there is a significant influence of the use of video media on increasing student creativity. In other words, students who use video media in learning are more creative in generating new ideas compared to students who use traditional methods.

Comparison of Improvement between the Experimental Group and the Control

- a. Comparison of Communication Skills, After learning, the experimental group experienced a greater improvement in communication skills (25%) compared to the control group (10%). This shows that video media has a greater influence in improving students' communication skills. The visualization and experience that students get through

video media allows them to understand the material more easily and be more confident in communicating their ideas.

- b. Creativity Comparison: In terms of creativity, the experimental group experienced a much greater increase (30%) compared to the control group (12%). This indicates that video media exerts a greater influence in stimulating students' creative ideas and innovative solutions, because students can see real examples and situations that motivate them to think more creatively.

In contrast, traditional methods that focus more on lectures and texts do not provide enough stimulation to develop students' creativity and communication skills. Text-based learning tends to be more passive and provides less space for students to express or interact with the material more creatively.

The results of the analysis showed that there was a significant difference between the experimental group and the control group in improving communication skills and creativity. The average communication skill score in the experimental group increased by 25%, while the control group only experienced an increase of 10%. Likewise, creativity, the experimental group experienced an increase of 30%, while the control group only 12%. The results of the t-test showed a $p < \text{value of } 0.05$, which means that there is a significant influence of the use of video media on the improvement of communication skills and creativity of students.

DISCUSSION

This study aims to examine the influence of the use of video media on the communication skills and creativity of students of the History Study Program of STKIP Abdi Pendidikan Foundation. Based on the results obtained, both communication skills and student creativity showed a significant improvement after using video media in the learning process. In this discussion, we will try to elaborate on the reasons behind the increase and the relationship between the use of video media and the development of students' communication skills and creativity.

The use of video media in learning has been proven to improve students' communication skills and creativity. Video as a learning medium provides a more interesting visual experience, which can stimulate students' thinking processes and help them understand the material better. This is in line with the theory that visual media, such as video, can facilitate a deeper understanding of the subject matter and stimulate creative thinking skills.

The results obtained from the experimental group showed that video media not only improved communication skills, but also encouraged students to think more creatively in processing and delivering material. The process of interaction with video media provides an opportunity for students to express themselves more freely and find new ways to convey ideas and opinions.

The Effect of Video Media on Student Communication Skills

The results showed that the experimental group that used video media in learning experienced a greater improvement in communication skills compared to the control group that used traditional methods. An average increase of 25% in the experimental group showed that video media can be a very effective tool in developing students' communication skills.

- Visualization and Clarification of Ideas: Video media helps students understand concepts that may be difficult to explain with text or lectures alone. With moving images and sounds, students can more easily capture the essence of the material presented, which in turn makes it easier for them to convey ideas clearly and effectively. When students see real examples or visual explanations in videos, they tend to have an easier time formulating and expressing their own opinions.
- Increased Interactivity: Learning with video media provides opportunities for students to be more involved in the learning process. Interactive videos or those that include elements such as quizzes, discussions, or challenges can increase students' active participation. When they engage in group discussions or video-based presentations, they will practice their ability to speak in front of others and listen more closely, which can improve their communication skills.
- Context and Real Life: Videos often contain content that is relevant to everyday life, allowing students to see how the theory taught can be applied in practice. This not only enriches their understanding, but also improves their ability to communicate more effectively, both verbally and in writing.

The Influence of Video Media on Student Creativity

The results showed that the increase in creativity in the experimental group reached 30%, much higher than the control group which only experienced an increase of 12%. This shows that video media has a huge role in stimulating student creativity.

- Visual Stimulation that Enhances Imagination: Video media provides a clear visual representation of certain ideas or concepts. Through videos, students can see concrete examples of how ideas are applied in real situations. This stimulates their imagination to think more creatively and develop new ideas. For example, in history learning, videos depicting historical events or other visual narratives can provide new perspectives that may not be achievable by simply reading textbooks.
- Fun and Diverse Learning: Learning that uses videos is more interesting and fun, so students do not feel burdened by the material presented. When learning becomes more interesting, students will be more likely to actively participate and feel stimulated to come up with new ideas. Their creativity also develops because they feel more free to think and express.

- **More Interactive Material Delivery:** Videos often include interactive elements, such as trigger questions, video footage, or challenges that require students to think creatively in finding solutions. Video media provides a space for students to reflect, explore, and design new ideas based on the information they receive, which ultimately stimulates their creativity.

Although traditional learning is still important, the results of the study show that this method is less effective in stimulating students' communication skills and creativity when compared to the use of video media. Traditional learning that relies more on lectures or text readings does not provide many opportunities for students to actively engage with the material and develop their communication or creativity skills.

- a. **Passive Lecture Learning:** The lecture method used in the control group does not provide much space for students to interact or express their opinions. This can cause their communication skills not to develop to their full potential, as they listen more than they talk or discuss.
- b. **Limitations in Stimulating Creativity:** Traditional learning that focuses on reading texts and teaching from lecturers is more limited in stimulating student creativity. Without visualization or actionable concrete examples, students tend to find it difficult to connect theory with practice or to come up with innovative new ideas.

Implementation of Video Media in Learning

Based on the results of this study, it is highly recommended to integrate video media more routinely in the learning process in the History Study Program of STKIP Abdi Pendidikan Foundation. Videos can be used to convey material that is difficult to understand, provide clearer historical illustrations, and stimulate students' interest and creativity in understanding and conveying historical material.

- **More Varied Learning:** The use of video media allows lecturers to develop a variety of learning formats, such as documentary videos, simulations of historical events, or video-based discussions that can enhance the student learning experience.
- **Collaboration and Group Discussion:** Videos can also be used as group discussion material, where students are asked to analyze or provide feedback on the videos they watch. This discussion will improve their communication skills, as well as encourage them to think more creatively and critically about the material discussed.

Although video media provides many benefits in improving communication skills and creativity, there are several challenges that need to be overcome:

- Limited Access to Technology, Some students may not have adequate access to the necessary devices or internet to access video media. Therefore, it is necessary to provide supporting facilities so that all students can take advantage of video media in learning. Learning
- Time Management, The integration of video media in learning needs to be planned properly so as not to interfere with the allocation of learning time. Lecturers need to ensure that the videos chosen are relevant and can help achieve learning goals.

CONCLUSION

From the results of this study, it can be concluded that the use of video media has a significant influence on improving communication skills and creativity of students of the History Study Program of STKIP Yayasan Abdi Pendidikan . Students who use video media in learning experience greater improvement in both aspects compared to students who use traditional learning methods.

Therefore, it is recommended that video media be used regularly in learning to improve students' communication skills and creativity. The implementation of video media can be an effective alternative in developing student competencies in various disciplines, including in the field of history.

Based on the results of the research, it can be concluded that the use of video media has a positive influence on the improvement of communication skills and creativity of students of the History Study Program of STKIP Yayasan Abdi Pendidikan. Therefore, it is hoped that teachers can consider the use of video media as part of the learning method to improve the quality of education, especially in developing students' communication skills and creativity.

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