

CHAPTER I INTRODUCTION

1.1. Research Background

Education is a very important thing for human life. Through human education will grow and develop as a whole person. Education is expected to play an important role on the progress of a country and nation. If the higher level of public education in a country, then the higher the level of prosperity of the people in the country. In addition, education can also be interpreted as a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed himself and society.

Physics is a science lesson that underlies the development of technology and the concept of living in harmony with nature. Nevertheless, there are still many students who assume that physics is a difficult subject, both in the use of formulas and understand the concept of physics.

Along with the advancement of Information Technology (IT) systems, the world of education is constantly moving forward dynamically, in particular to create an increasingly interesting, interactive and comprehensive media, methods and educational materials. Therefore the education sector should be able to utilize Information Technology (IT) to develop the education system.

In the learning methodology there are two most prominent aspects of learning methods and media as teaching aids. Learning media can be categorized as external factors that influence the learning process in the classroom, both in the teachers themselves and the learner.

Media is anything that can help students in the learning process so that students can understand the messages conveyed in the learning. Learning media in addition to improving learning motivation also plays a role in the achievement of learning achievement. When viewed from the benefits Ely in Danim mentions the benefits of media in learning are as follows: (a) Improving the quality of education by improving the intelligence of learning, (b) Provide the possibility of

education that is more individualized, (c) Providing a more scientific basis of teaching, d) Teaching can be done steadily, (e) Improving the realization of proximity of learning, and (f) Providing a broader presentation of education.

The use of learning media can help the achievement of learning success. It was confirmed by Danim that the results of the research have proven the effectiveness of the use of tools or media in the teaching and learning process in the classroom, especially in terms of improving student achievement. The use of teaching aids, the role of education and learning media in schools began to adjust to technological developments. Noteworthy is that all school equipment and supplies must be tailored to the curriculum's demands and materials, methods and levels of students' ability to achieve the learning objectives. Thus the use of media in classroom teaching is a necessity that can not be ignored.

The purpose of learning according to constructivism is not just to teach information but also to create an environment so that students are able to create their own interpretation of the information. Environment in learning such as places of learning, methods, media, and facilities and infrastructure needed to package learning so as to facilitate students to learn. As part of the learning environment, science learning media is important and has a role in creating an environment to help students build their knowledge and skills. A learning environment equipped with drawings gives impact 3 times stronger and deeper than words (lectures). While if images and words are combined, then the impact is stronger than words alone. Therefore, learning media can combine words (sounds) and images that are believed and proven to provide an important role in supporting the effectiveness of learning done by teachers.

The use of media in science learning combined with the right learning model in order to achieve the learning objectives is also influenced by other factors such as learning styles. Pritchard (2009) defines learning styles as a way of learning that is the way better preferred by someone in doing activities thinking, obtaining and processing information, and show the learning process. From the above explanation can be concluded that the learning style is one of the factors that affect the process of achieving the objectives of learning.

Aqib (2013) argues that in terms of supporting the use of a model, it is necessary to use certain instructional media. In the beginning, learning media was only considered as a tool to assist teachers in teaching activities. These tools are intended to provide a more concrete experience, motivate, and enhance the absorption and memory of students in learning. In terms of supporting the use of the model, then one of the media is a learning video.

The use of software in learning can facilitate understanding in learning. In addition to providing about the material but also provide software operating skills and skills in thinking. Then the use of software can be used for learning media. one of the software that develops today in education is videoscribe. In the use of this media can be believed teachers can trigger students and can guide students on the given material. The Internet also plays a role in this media, therefore the media sparkol videoscribe can be accessed anywhere and anytime.

Based on the description above, the researcher is interested to conduct research with the title **The Effect Of Cooperative Learning Model Using Sparkol Videoscribe Toward Student Learning Outcomes Physics.**

1.2 Problem Identification

Based on the above background can be made identification problem as follows:

1. Physical learning that is less fun and attract students.
2. Physics learning process is still centered on the teacher so that students are less active in teaching and learning activities.
3. Teachers are less use of learning models.
4. Physics teachers still use conventional learning with lecture method.
5. In the learning process rarely use experiments.
6. Schools do not have enough tools and materials to conduct experiments.
7. Lack of textbook variations.
8. Teachers rarely teach physics using learning media.
9. Multimedia (software) functions to facilitate the learning process.

10. The learning method used is not fully in accordance with the characteristics of students who vary.

1.3 Problem Limitation

In order for the research conducted to be more optimal, then the scope of material discussed is limited. Therefore, in this study the limitations of the problem in the X SMA Negeri 2 Binjai A.Y 2017/2018 are:

1. The subjects of the research are the students of class X of second semester.
2. The subject matter that is taught is Work and Energy.
3. Physics learning media developed in the form of Sparkol Videoscribe with cooperative learning model.
4. Compare learning using Sparkol Videoscribe model of cooperative learning model with conventional learning.

1.4 Problem Formulation

Based on the limitations of the problems that have been raised above, as for the formulation of the problem in this study in the students of class X SMA Negeri 2 Binjai A.Y 2017/2018 on subject matter Work and Energy are:

1. How student learning outcomes by cooperative learning model using Sparkol Videoscribe?
2. How student learning outcomes by using conventional learning?
3. How the effect learning outcomes by cooperative learning model using Sparkol Videoscribe with conventional learning?
4. How student learning activities use cooperative learning model using Sparkol Videoscribe student learning outcomes?

1.5 Research Objective

The purpose of this research in student of class X SMA Negeri 2 Binjai A.Y 2017/2018 on subject matter Work and Energy is:

1. Student learning outcomes with cooperative learning model using Sparkol Videoscribe.
2. Student learning outcomes with conventional learning.
3. To know the effect learning outcomes by cooperative learning model using Sparkol Videoscribe with conventional learning.
4. To know student learning activity use cooperative learning model using Sparkol Videoscribe student learning outcomes.

1.6. Research Benefit

1. For School: Can contribute well in order to improve learning process and improve school quality by facilitating teacher's learning and professionalism.
2. For teachers: As a consideration in choosing a better learning model than conventional learning model.
3. For students: Students are more motivated to learn physics, because abstract concepts of physics can be more real through cooperative learning model so, the learning process becomes more interesting and more attractive to improve students' understanding.
4. For researchers: As an illustration to apply more effective learning models and methods that can be used as a reference.