

**THE USE OF LEARNING VIDEO MEDIA TO INCREASE STUDENT
LEARNING INTEREST IN BIOLOGY SCIENCE LESSONS AT SMP NEGERI
3 MERBAU**

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Abstract

Low student interest in learning is a common problem that occurs in schools. The problem of low student interest in learning also occurs in SMP Negeri 3 Merbau in Biology Science learning, especially in Cell material. The main cause of low student interest in learning is because students cannot see the shape of the cell structure directly so that they find it difficult to understand the abstract concepts of cell material. This study uses a descriptive method, describing the state of a research object with facts that appear to be true. The data collection technique used in this study was direct interviews with research instruments in the form of interview sheets. Other factors that cause low student interest in learning Biology Science learning are the difficulty of students to focus during learning, low student memory skills, and lack of tools for the learning process. The use of video as a learning medium is a solution to solve the problems that occur. This is because video learning media provides many benefits to both students and teachers, namely video teaching media increases student interest in learning, students are enthusiastic in listening to the material presented. With learning using videos, students can remember the material longer and their curiosity also increases.

Keywords: *Learning Video Media, Interest in Learning*

Abstrak

Rendahnya minat belajar siswa menjadi permasalahan umum yang terjadi di sekolah. Masalah rendahnya minat belajar siswa juga terjadi di SMP Negeri 3 Merbau pada pembelajaran IPA Biologi, terutama pada materi Sel. Penyebab utama rendahnya minat belajar siswa ialah karena siswa tidak dapat melihat secara langsung bentuk struktur sel sehingga mereka sulit untuk memahami konsep-konsep materi sel yang bersifat abstrak. Penelitian ini menggunakan metode deskriptif, menggambarkan keadaan suatu objek penelitian dengan fakta yang tampak benar adanya. Teknik pengumpulan data yang dipakai dalam penelitian ini adalah wawancara langsung dengan instrumen penelitian berupa lembar wawancara. Faktor lain yang menyebabkan rendahnya minat belajar siswa terhadap pembelajaran IPA Biologi adalah sulitnya siswa untuk fokus selama pembelajaran berlangsung, kemampuan mengingat siswa yang rendah, serta kurangnya alat bantu untuk proses pembelajaran. Penggunaan video sebagai media pembelajaran menjadi solusi untuk menyelesaikan permasalahan yang terjadi. Hal ini dikarenakan media video pembelajaran memberikan banyak manfaat baik kepada siswa maupun guru, yaitu media ajar video meningkatkan minat siswa dalam belajar, siswa antusias

dalam menyimak materi yang disampaikan. Dengan adanya pembelajaran menggunakan video siswa dapat lebih lama mengingat materi serta rasa keingintahuan juga lebih meningkatkan.

Kata Kunci: Media Video Pembelajaran, Minat Belajar

I. INTRODUCTION

Education is a learning process through various learning methods to acquire knowledge, understanding, and behavior as needed. Learning activities require interaction between educators (i.e., teachers) and students. Teachers are the dominant factor in the learning process at school (Saleh, Daniel & Junda, 2017). Learning activities require interactive interaction between educators (i.e., teachers) and students. This interaction creates an effective learning environment. Teachers can easily understand students' needs, and learning objectives can be easily achieved.

The relationship between learning interest and the achievement of learning objectives is very close, because students who have a strong learning interest tend to be more active and consistent in absorbing learning (Karina, 2017). A strong learning interest provides a more meaningful and in-depth learning experience, where students are more likely to ask questions, complete assignments well, and strive to understand the material in depth. Based on an interview with a science teacher at SMP Negeri 3 Merbau, it was found that student interest in Biology is still relatively low, especially in understanding the material on cells. This is due to the school's inadequate laboratory equipment, which prevents students from directly observing the abstract structure of cell organelles, making it difficult for them to grasp the concepts explained. The science teacher also stated that for some students with a strong interest in learning, Biology lessons are easier to understand. Some students have difficulty focusing during lessons due to not understanding the material presented. They also struggle to remember the material, and they lack enthusiasm for being active and asking questions during the lesson.

According to Noviyanto, Juanengsih & Rosyidatun (2015), classroom learning activities will proceed well if supported by teacher competence in teaching and supporting learning media. Most materials are delivered using conventional methods, such as lectures, with the aid of a whiteboard and textbooks as learning resources. The textbooks students use lack sufficient images related to the material being taught, resulting in monotonous and often boring learning experiences.

One medium that can support the learning process is video, as some materials cannot be directly observed, particularly in Biology. Some materials require aids or media for learning, such as cells. This is relevant to the statement (Azis, Taiyib, & Muis, 2018) that not all biological phenomena and symptoms can be observed directly with the naked eye. This is especially true for physiological processes occurring within living organisms, such as humans. Therefore, aids or media are needed to support the learning process. With this background, the researcher is interested in conducting research on the use of video learning media to increase student interest in Biology, especially in the cell material, in eighth grade at SMP Negeri 3 Merbau. This research is expected to foster student interest in learning and facilitate understanding of the learning material.

II. THEORETICAL STUDIES

The theoretical studies presented are all related to the research problems formulated in the article.

III. RESEARCH METHODS

This study uses a descriptive method, describing a problem that is currently or has occurred and tends to focus on actual problems. The descriptive method describes the state of a research object with facts that appear to be true. Therefore, this study prioritizes the background of individuals in a universal manner that is descriptive. The subjects involved in this study were science teachers at SMP Negeri 3 Merbau. The data collection technique used in this study was direct interviews with research instruments in the form of interview sheets. The data obtained from the interview results were analyzed using qualitative descriptive analysis methods in the form of descriptions that were strengthened by research results and theories from relevant experts.

IV. RESEARCH RESULTS

Results

An interview with a science teacher at SMP Negeri 3 Merbau revealed that student interest in Biology is still relatively low, particularly in understanding the concept of cells. This is due to inadequate laboratory equipment at the school, preventing students from directly observing the abstract structure of cell organelles, making it difficult for them to grasp the concepts being explained. Other factors contributing to low student interest in Biology include students' difficulty focusing during lessons, low memory capacity, and a lack of learning aids.

Discussion

The interview revealed low student interest in Biology, particularly in the concept of cells. This is due to students' inability to directly observe the abstract structure of cells, making it difficult for them to understand the concepts being explained, low memory capacity, and a lack of learning aids. One of the topics in biology that is difficult for some students to understand is cells, due to its abstract nature, which reduces student interest in learning (M. EkoDaris, 2023). One factor that causes students to lack interest in biology is the need to memorize many complex physiological concepts in biology (EvaZahora, 2021). Learning difficulties are a condition in which the skills acquired or mastered do not meet established standard criteria, whether in terms of attitudes, knowledge, or skills. Learning difficulties are conditions in which students cannot learn effectively due to obstacles that slow their concentration in acquiring knowledge.

The reality in the field is that when the learning process is only carried out in the classroom and often only with the aid of textbooks, it actually causes boredom for students. This leads to low student motivation in learning. Low student motivation leads to inattention to learning, which affects student learning outcomes that are less than satisfactory.

One suitable medium for solving problems faced by eighth-grade students at SMP Negeri 3 Merbau in Biology learning is the use of instructional videos. Video is an engaging learning medium for students because it combines images and text, making it easy to view and understand. Video is a highly effective medium for supporting the learning process, whether for group, individual, or group learning. Video is also a highly informative, non-printed teaching material because it can be delivered directly to students (Daryanto 2013).

The use of instructional videos in Cell lessons at eighth-grade SMP Negeri 3 Merbau provides numerous benefits to students, including capturing their attention, enhancing their understanding of the material, and facilitating teacher delivery. Videos can also stimulate students' senses and help them understand abstract concepts through visualization. This aligns with previous research, which suggests that video-based learning has the advantage of being auditory and can foster students' understanding of learning concepts in line with learning objectives. Another advantage is that the use of videos can be a solution to the saturation of conventional learning systems. In addition, learning media in the form of videos can simplify complex materials so that they are easy to understand in the learning process (Fauzan, 2017).

V. CONCLUSION

Based on the results of the research, it was concluded that students' interest in studying Biology science is still relatively low, especially in understanding cell material. This is because the laboratory equipment in schools is incomplete, causing students not to be able to see directly the abstract structure of cell organelles so that students have difficulty understanding the concepts explained. Another factor that causes students' low interest in learning Biology science is the difficulty. students have to focus during learning, students' low memory skills, and a lack of tools for the learning process.

The use of video as a learning medium is a solution to solve the problems that occur. This is because learning video media provides many benefits to both students and teachers, namely attracting students' attention, increasing understanding of the material, and making it easier for teachers to deliver lessons, and videos can also stimulate students' attention in helping students understand abstract concepts through visualization.

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