

The Effect of OBS Studio Learning Media on the Learning Achievement of Class X Economics Students at Mahmudiyyah Senior High School

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Abstract

This study used a quantitative approach with a quasi-experimental type of research using the Nonequivalent Control Group Design which aims to determine the effect of the OBS Studio learning media on the learning achievement of class X economics during the Covid-19 pandemic. The variables in this study consisted of variables related to learning achievement (Y), and learning media variables (X). The population in this study were students of class X majoring in Economics with a total of 75 students consisting of 36 students in the experimental class and 39 students in the control class. Sampling technique with the type of probability sampling. The data analysis methods used are: validity and reliability test, descriptive analysis, classical assumption test of normality and homogeneity, one sample t test analysis, one binomial sample and independent sample t test.

The results of the analysis showed that: (1) OBS Studio (Open Broadcaster Software) learning media in economics subjects was shown by the coefficient value of 81.46 and the value of sig 0.217 > sig value of 0.05 (5 %), which means H₀ was rejected, and H₁ was accepted. (2) the learning achievement of class X economics was shown by the coefficient value of the exact sig (1-tailed) value of 0.436 > 0.05, then H₁ was accepted, namely the classical completeness of student learning achievement in economics class X exceeded 75 % (3) the effect of using OBS Studio learning media on the learning achievement of class X students in the economics subject was shown by the coefficient value of Group Statistics and the achievement of the Control class was 79.25 and the Experiment class was 81.46.

The results of this study indicated that: (1) the average score class X economics class after being taught with Open Broadcaster Software learning media was higher than the KKM. (2) Classical completeness in the experimental class learning achievement exceeds 75%. (3) There was a significant difference between the economics learning achievement of class X experimental and class X control

Key words: Open Broadcaster Software, Learning Achievement, Economics

INTRODUCTION

Adip Rifqi Setiawan (2020:29) stated that the Covid-19 pandemic would certainly be a lot of obstacles or problems, especially in educational institutions, especially for academics, students, educators and students to carry out learning at each institution that should be done. The spread of the Covid-19 outbreak has urged the education sector to implement distance learning, which has almost never been done simultaneously before for all elements of education including students, educators to parents or guardians of students. At Mahmudiyah Vocational School Cicurug, I obtained information that the economics learning process during the pandemic used classroom media as a learning medium. The learning process on economics subjects was still included in conventional learning, because teachers still used the lecture method in delivering material, giving practice questions - giving questions. Students also found it difficult to learn because the material only comes from what is conveyed by the teacher. Even though there are many current media that can be used to help the learning process more effectively. One of the media that I think is effective is OBS (Open Broadcaster Studio).

Mohammad Kemal Agusta et al (2020:2) said that Open Broadcaster Software (OBS) is software for cross-platform recording (and streaming). This software is open-source and can be used free of charge. OBS allows lecture slide recorders to be combined with video recordings, other software and so on. It is hoped that by using this media, student and teacher interaction will increase, students can also capture material better in a fun way. Teachers can also apply several methods in teaching so that learning can run more effectively. As stated by Hasan Basri (2020), that OBS media has several advantages, namely; (1) Teachers do not need to edit videos that have been made because they are ready to be uploaded to YouTube or other applications. (2) The learning media is free and has many features that are very supportive for making learning videos. (3) Stream to most live streaming video platforms and (4) More than 20 plugins that enhance functionality.

Although OBS media allows users to maximize learning, OBS is also not free from several weaknesses, including this media requires access to a large enough memory and can only run on computers or laptops that have windows 7 specifications and above. However, I think these obstacles can be anticipated in order to achieve better learning objectives. I focused this research on Economics subjects in class X at Mahmuddiyah High School Cicurug, because there were findings that student achievement in Economics subjects decreased due to several factors, especially the learning media used. In fact, economics subjects are included in subjects that can later equip students in the future. According to Putong (2013:4) economics is the study of how people manage resources that are always limited or scarce. In addition, economics learning is one of the social sciences that studies

human activities related to the production, distribution, and consumption of goods and services.

Specifically, there are 3 objectives in this study; to find out the average achievement of experimental class after being taught with OBS Studio learning media (2) To determine completeness achievement on student achievement Experimental class after being taught with OBS learning media and (3) To find out the significant difference between economic learning outcomes for class X Experiment and class X control at Mahmudiyah High School Cicurug.

Similar studies using several interactive media have been conducted previously by several other authors. For example, Muhammad Kholik (2015) who researched the effect of Macromedia Flash Software Interactive learning media on student learning outcomes at SMK Negeri 1 Balikpapan and Sri Usdekti et al (2012) who examined the effect of using MYOB software as a learning medium and student interest in learning on learning outcomes.

RESEARCH METHOD

This research refers to a quantitative research approach. Quantitative research method is one type of research that is systematic, planned and clearly structured from the beginning to the making of the research design (Sugiyono, 2012). This type of research is a Quasi Experimental Design with Nonequivalent Control Group Design. The population in this study were all students of class X Economics SMA Mahmudiyah Cicurug, totaling 75 people divided into 2 classes. The sampling technique used cluster random sampling with a sample of class 2 class X, where one class was used as the control class and the other class was used as the experimental class. Both classes were given a pretest obtained from indicators on the basic competencies of economic subjects that had been determined. Then in the control class, learning is done conventionally. In the experimental class, learning is carried out using OBS as a learning medium. Before the instrument is used, the instrument must be declared valid and reliable first by testing the validity and reliability.

RESULT AND DISCUSSION

Based on the One Sample Test Output above, the sig value is $0.217 >$ the sig value is 0.05 (5 %), which means H1 is rejected, and H0 is accepted which can be seen in the table below

One-Sample Test

	Test Value = 80					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Prestasi Belajar	1.255	38	.217	1.462	-.90	3.82

From the table, it can be concluded that the results of the sample analysis above the learning achievement of the experimental class are not the same as the KKM, but exceed the KKM.

Then based on the results of the one sample binomial test, it is shown by the coefficient value of the exact sig (1-tailed) value of 0.463 as shown in the table below;

Binomial Test

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
Ketuntasan	Group 1	KKM	30	.77	.75	.476 ^a
	Group 2	TIDAK KKM	9	.23		
	Total		39	1.00		

a. Alternative hypothesis states that the proportion of cases in the first group < .75.
 Sumber Tabel: Diolah Oleh Peneliti, SPSS Ver. 22

The results of the analysis above show that the classical mastery of economics learning achievement for class X Experiments at SMA Mahmudiyah Cicurug exceeds 75%. Classical completeness has a positive and significant effect on learning achievement with an exact sig (1-tailed) value of 0.463 > 0.05, then H1 is accepted.

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After the researcher gave the economics subject matter in class, there was an influence felt by the class X students and it was seen from the learning outcomes, that there was a slight change in the scores obtained by the students towards a better direction, although not too high but towards a better result. Hypothesis testing shows that the OBS studio learning media has an effect on learning achievement in economic subjects for class X students of SMA Mahmudiyah Cicurug.

The mean value in the experimental class is shown by the results of the Independent Group Statistics analysis of 81.46. This value means that if based on

the output of Group Statistics, the achievement of the Control class is 79.25 and the Experiment class is 81.46. Then the output of the Independent Samples Test is known to have a sig value of 0.244 > a sig value of 0.05 (5%), which means that H₀ is accepted. Based on all the explanations above that there is a significant difference in the effect of using OBS Studio learning media on student achievement in Economics class X SMA Mahmudiyyah Cicurug.

CONCLUSION

Based on the research problems that have been formulated and the results of the research that has been carried out, the authors conclude that the average achievement of class X Experiment economics learning at SMA Mahmudiyyah Cicurug after being taught with OBS Studio (Open Broadcaster Software) learning media is higher than the average achievement of learning achievement in the control class. This indicates that the use of OBS studio can improve learning achievement in economic subjects at SMA Mahmudiyyah Cicurug. In addition, the classical mastery of the experimental class X economics learning achievement at SMA Mahmudiyyah Cicurug exceeds 75%, which means that the use of OBS studio has a good role in increasing learning mastery. So, overall, OBS studio has an effect on student achievement at SMA Mahmudiyyah Cicurug.

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