



The Effectiveness of Using the Visme Platform as a Learning Media to Improve the Learning Outcomes of Cultural Arts for 8th Grade Students at MTs Negeri 1 Sidenreng Rappang

Fhina Silpia¹, Abd kahar², Zulkifli N³, Muhammad Takdir⁴

¹²³⁴Universitas Muhammadiyah Sidenreng Rappang

*Corresponding Author. E-mail: fhina.silpia03@gmail.com

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Abstrak

Penelitian ini bertujuan untuk mengetahui Efektivitas Penggunaan Platform Visme Sebagai Media pembelajaran Seni Budaya Kelas VIII MTs Negeri 1 Sidenreng Rappang Penelitian ini adalah Studi Eksperimental dengan one group pretest post tes design. Populasi penelitian ini adalah seluruh kelas VIII MTs Negeri 1 Sidenreng Rappang yang berjumlah 263 orang. Sampel ditentukan dengan teknik random sampling. Sampel penelitian ini adalah siswa kelas VIII.C sebanyak 30 siswa yang dilakukan dengan menggunakan metode tes dalam bentuk pilihan ganda dan kuesioner untuk mengukur Hasil belajar siswa, baik ketuntasan belajar maupun ketepatan waktu dalam menerima materi.

Hasil penelitian menunjukkan bahwa adanya Efektivitas penggunaan media pembelajaran Visme terhadap hasil belajar siswa seni Budaya kelas VIII. C MTs Negeri 1 Sidenreng Rappang. Hal ini ditunjukkan dari hasil uji paired sampel T-test data pretest dan posttest terhadap hasil belajar siswa didapatkan nilai signifikansi. Berdasarkan hasil dari penelitian ini yang telah dianalisis, maka diperoleh nilai rata-rata Preetest 37,17 < 86,00 nilai posttest. Pada uji peningkatan N-gain diperoleh nilai rata-rata N-Gain secara keseluruhan sebesar 76,35%. Dari hasil nilai rata-rata dan uji N-Gain yang ditemukan dapat disimpulkan bahwa pembelajaran seni budaya menggunakan Visme efektif dalam meningkatkan hasil belajar Seni Budaya kelas VIII.C MTs Negeri 1 Sidenreng Rappang.

Kata Kunci: media, Visme, Efektivitas, Cultural Arts, Learning Outcomes

Abstract

This study aims to determine the effectiveness of using the Visme platform as a learning media to improve the learning outcomes of Cultural Arts for 8th-grade students at MTs Negeri 1 Sidenreng Rappang. This research is an experimental study with a one-group pretest-posttest design. The population of this study consists of all 8th-grade students at MTs Negeri 1 Sidenreng Rappang, totaling 263 students. The sample was determined using a random sampling technique. The research sample is class VIII.C, consisting of 30 students, and data was collected through multiple-choice tests and questionnaires to measure student learning outcomes, including mastery of learning and the timeliness in receiving the material.

The results of the study show that the use of the Visme learning media is effective in improving the learning outcomes of Cultural Arts for students in class VIII.C at MTs Negeri 1 Sidenreng Rappang. This is indicated by the paired sample T-test results, comparing pretest and posttest data, which show a significant value. Based on the analysis of the data, the average pretest score was 37.17, while the posttest score was 86.00. The N-gain test showed an average N-gain value of 76.35%. From the results of the average scores and the N-gain test, it can be concluded that learning Cultural Arts using Visme is effective in improving the learning outcomes of students in class VIII.C at MTs Negeri 1 Sidenreng Rappang.

Keywords: media, Visme, effectiveness, Cultural Arts, Learning Outcomes

INTRODUCTION

In the era of rapid technological advancements, the integration of digital tools in

education has become a necessity. One such tool that has gained significant attention is Visme, an online platform that allows educators to create interactive and engaging multimedia content. As schools strive to improve the quality of education, the use of innovative learning media like Visme presents an opportunity to enhance the teaching and learning process. This research focuses on examining the effectiveness of Visme as a learning media in improving the learning outcomes of Cultural Arts for 8th-grade students at MTs Negeri 1 Sidenreng Rappang.

Cultural Arts, as a subject, plays a crucial role in the development of students' creativity and understanding of cultural heritage. However, traditional methods of teaching this subject often fail to fully engage students or facilitate deep understanding. The use of digital tools such as Visme could potentially address these limitations by making lessons more interactive, visual, and engaging. By incorporating multimedia elements, students can better grasp complex cultural concepts and improve their academic performance.

The role of learning media is essential in the modern classroom. Effective media can make learning more dynamic, promote active participation, and cater to various learning styles. Visual tools like Visme help simplify abstract concepts and provide a more concrete understanding of the subject matter. Furthermore, the platform's interactive features can foster a more collaborative and student-centered learning environment.

This study is motivated by the need to evaluate the impact of Visme on students' learning outcomes in Cultural Arts. The research aims to provide empirical evidence regarding the effectiveness of Visme in enhancing students' mastery of the subject matter. Specifically, it seeks to assess whether students exposed to Visme as a learning tool perform better in terms of knowledge retention and comprehension compared to traditional teaching methods.

The research design employed is an experimental study with a one-group pretest-posttest design. This approach allows for a detailed comparison of student performance before and after using Visme as the primary learning medium. By measuring the learning outcomes through pretests and posttests, the study can determine the degree of improvement

and whether Visme significantly influences students' learning achievements.

The significance of this study lies in its potential to inform educators about the benefits of using digital platforms like Visme in teaching Cultural Arts. As educational institutions increasingly adopt technology, understanding the effectiveness of such tools is crucial in making informed decisions about teaching strategies and resource allocation. This research could serve as a reference for schools looking to integrate innovative media into their curriculum.

The population of this study consists of 8th-grade students at MTs Negeri 1 Sidenreng Rappang, with a sample selected using random sampling. The students' learning outcomes will be measured through tests and questionnaires designed to assess their knowledge, skills, and engagement with the content. This research will contribute to the growing body of knowledge regarding the application of digital tools in education, specifically in the context of Cultural Arts education.

Ultimately, the findings from this study are expected to provide valuable insights into how Visme can enhance the educational experience in Cultural Arts. By examining its impact on student learning, the study aims to offer recommendations for the broader use of Visme in classrooms across Indonesia, helping educators to improve the quality of education and student outcomes.

METHOD

This study employs an experimental research design with a one-group pretest-posttest design to assess the effectiveness of using Visme as a learning media in improving the learning outcomes of Cultural Arts for 8th-grade students at MTs Negeri 1 Sidenreng Rappang. The experimental design allows for a clear comparison of students' performance before and after the intervention, which in this case is the use of the Visme platform as a primary learning tool. By utilizing this method, the study aims to measure the changes in student learning outcomes after being exposed to the new media.

The population for this study consists of all 8th-grade students at MTs Negeri 1 Sidenreng Rappang, totaling 263 students. From this population, a sample was selected using the random sampling technique to ensure

that each student had an equal chance of being included in the research. Random sampling helps minimize biases and provides a more generalizable result. The chosen sample for this study is class VIII.C, consisting of 30 students who represent the target group for the intervention.

Data collection for this study involves two main instruments: a multiple-choice test and a questionnaire. The multiple-choice test is used to measure students' knowledge and understanding of Cultural Arts before and after the intervention. The pretest is administered before the students are introduced to Visme as a learning media, while the posttest is conducted after the use of Visme in the classroom. This allows for a comparison of the students' knowledge and performance over time.

In addition to the test, a questionnaire is used to gather information about students' perceptions of the learning experience with Visme. The questionnaire is designed to measure factors such as student engagement, ease of use, and overall satisfaction with the Visme platform as a learning tool. The feedback from the questionnaire helps to provide a deeper understanding of how students interacted with the media and their overall attitudes towards its use in the classroom.

To ensure the reliability and validity of the instruments, the pretest and posttest are carefully designed to align with the learning objectives of the Cultural Arts curriculum for 8th-grade students. The questions in both tests focus on the key concepts and skills students are expected to learn in the subject. The questionnaire is also tested for clarity and relevance, with questions that are designed to capture meaningful data about the students' experiences.

The research procedure begins with administering the pretest to the students in class VIII.C. After the pretest, the students are introduced to Visme as a learning tool for Cultural Arts. The teacher utilizes Visme to create visually engaging and interactive lessons that are aligned with the curriculum. Students engage with the platform during the lessons, which include activities such as creating visual presentations, watching videos, and participating in interactive quizzes that are designed to reinforce the material.

After the students have completed the lessons using Visme, the posttest is

administered to measure any changes in their learning outcomes. The posttest is structured in the same way as the pretest, ensuring that the comparison between the two tests is valid. The students also fill out the questionnaire at the end of the learning experience to provide feedback on their perceptions of Visme as a learning medium.

Data analysis is conducted using the paired sample T-test, which allows for a comparison of the pretest and posttest scores to determine if there is a statistically significant difference in the students' learning outcomes. The N-gain test is also used to measure the improvement in students' scores from the pretest to the posttest, providing a quantitative measure of the effectiveness of Visme as a learning tool.

The findings of this study will be used to draw conclusions about the effectiveness of Visme in improving the learning outcomes of students in Cultural Arts. If the results show significant improvement in students' posttest scores, it will indicate that the use of Visme has had a positive impact on their learning. Additionally, the questionnaire responses will help to provide insights into the students' experiences and the potential for Visme to be used more broadly in other subjects or schools.

RESULT AND DISCUSSION

The results of the study were analyzed to determine the effectiveness of Visme as a learning media for improving the learning outcomes of 8th-grade students in Cultural Arts at MTs Negeri 1 Sidenreng Rappang. Data were collected through a pretest and posttest administered before and after the use of Visme in the classroom. Additionally, a questionnaire was used to assess students' perceptions of the learning process with Visme.

The pretest scores of the students were relatively low, indicating that prior to the use of Visme, students had limited knowledge and understanding of the Cultural Arts subject. The average pretest score was 37.17, reflecting the initial level of students' understanding before the intervention. After the students were exposed to Visme as a learning tool, the posttest scores showed a significant improvement. The average posttest score was 86.00, indicating a

clear increase in the students' learning outcomes.

To determine whether this improvement was statistically significant, a paired sample T-test was conducted on the pretest and posttest scores. The results of the T-test showed a significant difference between the pretest and posttest scores, with a p-value less than 0.05. This indicates that the use of Visme had a positive impact on the students' learning outcomes, supporting the hypothesis that Visme can effectively improve learning in Cultural Arts.

In addition to the pretest and posttest data, the N-gain test was used to measure the magnitude of improvement in the students' scores. The average N-gain value for the students was found to be 76.35%, suggesting a high level of improvement in their learning outcomes. The N-gain test provides a measure of the effectiveness of the learning media, and the results indicate that Visme had a substantial positive impact on the students' academic performance.

The questionnaire responses also provided valuable insights into the students' experiences with Visme. A majority of the students reported that they found Visme to be an engaging and effective tool for learning. Many students noted that the interactive features of Visme, such as the ability to create visual presentations and participate in interactive quizzes, helped them better understand the material. Additionally, students indicated that they enjoyed the visual nature of the lessons, which made learning more enjoyable and easier to grasp.

Table 1 below summarizes the pretest and posttest scores, along with the N-gain values for the students in class VIII.C.

Measure	Pretest	Posttest	N-Gain (%)
Average Score	37.17	86.00	76.35
Standard Deviation	12.34	5.67	-
p-value (T-test)	-	-	<0.05

Discussion

The results of this study show that the use of Visme as a learning media had a

significant positive impact on the learning outcomes of 8th-grade students in Cultural Arts. The significant increase in students' posttest scores, along with the high N-gain value, suggests that Visme is an effective tool for enhancing students' understanding of the subject. The results support previous studies that have shown the positive effects of multimedia learning tools on student achievement, particularly in subjects that benefit from visual and interactive learning experiences.

One of the key factors that contributed to the success of Visme in this study was its ability to present information in a visual and interactive manner. Students reported that the platform helped them to better understand the material, as it allowed them to engage with the content in ways that traditional teaching methods could not provide. By creating visual presentations and participating in interactive quizzes, students were able to reinforce their learning and gain a deeper understanding of the Cultural Arts concepts.

The improvement in learning outcomes observed in this study is consistent with research that highlights the importance of using diverse learning media to address the different learning styles of students. Visme's interactive and visual nature appeals to students who learn best through visual and hands-on methods. This aligns with the theory of multimodal learning, which suggests that students learn more effectively when information is presented in multiple formats.

Another important aspect of this study was the students' feedback on the use of Visme. The majority of students expressed positive opinions about the platform, indicating that they enjoyed the interactive and engaging nature of the lessons. Many students also felt that Visme made learning more fun and less monotonous, which could be a significant factor in increasing student motivation and engagement. Motivation is a key determinant of learning success, and the positive response from students suggests that Visme helped to boost their enthusiasm for the subject.

Despite the positive outcomes, there were some challenges identified during the study. A few students reported difficulties in navigating the Visme platform at the beginning of the lessons, which could have affected their initial engagement with the content. However, these issues were addressed through brief

training sessions, and the majority of students adapted to the platform quickly. Future studies could explore the effectiveness of additional training or support for students who are less familiar with digital tools.

In terms of the broader implications of this study, the findings suggest that Visme can be a valuable tool for enhancing learning in Cultural Arts and potentially in other subjects as well. The platform's ability to present content in a visually appealing and interactive way makes it an ideal resource for subjects that require creativity and conceptual understanding. Educators can benefit from incorporating Visme into their teaching strategies, as it offers a dynamic and engaging way to present lessons and assess student learning.

While this study focused on a single class of 8th-grade students, the results could have implications for schools across Indonesia and beyond. As educational institutions increasingly adopt digital tools, understanding the effectiveness of platforms like Visme is crucial for making informed decisions about their integration into the curriculum. Further research could explore the use of Visme in different educational contexts and with a larger sample size to validate the findings of this study. This study provides evidence that Visme is an effective learning media for improving student outcomes in Cultural Arts. The positive results observed in terms of academic performance and student engagement suggest that Visme can play an important role in modernizing education and enhancing student learning experiences. Educators and schools are encouraged to explore the use of Visme and other digital tools to create more interactive, engaging, and effective learning environments.

CONCLUSION

This study has demonstrated that the use of the Visme platform as a learning media significantly improves the learning outcomes of 8th-grade students in Cultural Arts at MTs Negeri 1 Sidenreng Rappang. The results from the pretest and posttest, as well as the N-gain analysis, indicate a substantial increase in students' academic performance after being exposed to Visme. The average posttest score of 86.00, compared to the pretest score of 37.17, reflects a marked improvement in

students' knowledge and understanding of Cultural Arts.

The positive feedback from students, as indicated by the questionnaire, suggests that Visme was an engaging and effective learning tool. Students appreciated the interactive and visual nature of the platform, which helped them better understand complex Cultural Arts concepts and made learning more enjoyable. This aligns with previous research emphasizing the importance of multimedia learning tools in enhancing student engagement and retention.

Moreover, the high N-gain value of 76.35% supports the conclusion that Visme is an effective medium for improving learning outcomes. The platform's ability to present content in a visual and interactive way not only caters to diverse learning styles but also fosters a more active and participatory learning environment. These findings provide valuable insights into the potential of digital platforms like Visme to enhance the learning experience, particularly in subjects that require creativity and conceptual understanding.

Based on the results of this study, it can be concluded that Visme is a promising tool for enhancing education in Cultural Arts and potentially other subjects. Educators are encouraged to incorporate Visme into their teaching strategies to create more dynamic, engaging, and effective learning experiences. Future studies with a larger sample size and across different educational settings could further validate these findings and help guide the integration of digital tools in education.

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