

THE EFFECTIVENESS OF DIGITAL LITERACY VIDEO TO IMPROVING STUDENTS' DIGITAL LITERATURE SKILL

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ABSTRACT

This study aims to determine the effectiveness of digital literacy-based learning videos on increasing students' digital literacy skills between classes that use and do not use learning videos. This research is a quasi-experimental research with a quantitative approach. The quasi-experimental type chosen was the control group design that was not treated with the same pre-treatment and post-treatment samples. The research was carried out for six months. The population of this study were 310 students (8 classes) of Accounting Education FE UNY with a sample of 81 students (2 classes). The sampling technique used is purposive sampling. Research data collection techniques using questionnaires and documentation. The validity of the instrument is proven by exploratory factor analysis, while the reliability is estimated by the Alpha formula. The data analysis technique used the independent sample t test hypothesis test. The results showed that there was a significant difference in the effectiveness of digital literacy-based learning videos on increasing students' digital literacy skills between classes that used and did not use learning videos with tcount of 2.881 and the value of Sig. of 0.005. The experimental class has a higher mean score than the control class with a difference of 5.375. That is, the provision of learning video treatment is able to improve students' digital literacy skills in the experimental group

Kata Kunci: *learning video, digital literacy*