

Different Effects of Video and Module Use as Electronic Record Learning Media towards Student Skills

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ABSTRACT

This study aims to determine the differences effect of using video and modules as electronic record learning media towards student learning achievement. This study uses a quasi-experimental design with a pretest-posttest model. The research subjects consisted of 29 students of class A as a video experimental group and 31 students of class B as a module experimental group. Data collected by observation techniques and test techniques. The instrument used to collect data was a list of observations and test questions. Because the number of samples is small and the data is not normally distributed, the data analysis technique used was quantitative analysis with nonparametric statistical tests. The nonparametric statistical test used was Mann Whitney test. The results of the study conclude that: 1) there are no difference effect of the use of modules and videos as learning media on student skill of electronic filing practice; 2) there are differences effect of the use of modules and videos as learning media on students mastery of electronic filing theory; 3) the use of modules has more influence than the use of video on mastering electronic record theory.

Kata Kunci: differences in influence, videos, practicum modules, learning media, student skills