

The Role of Video Animation on Students Concept Mastery in Title Separation of Pure Substances and Mixtures

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Abstract

The purpose of this research is to investigate the role of video animation in the concept of pure substances and mixtures to differentiate the students' concept mastery and determine which cognitive level more influenced by video animation. This study used quasi experimental method. Comparing pretest-posttest comparison group were used as research design in this study. The population were in grade 7th A and B of Junior High School students in Lab School Bandung. This study used random sampling technique and chose two classess as experimental group and control group. Experimental group was given treatment by showing video animation in the learning process, meanwhile control group was given by powerpoint presentation in the learning process. The matching of normalized gain between experimental group (0.35) and control group (0.24) shows that the showing video animation is more effective in increasing students' concept mastery in the concept of separation pure substances and mixtures in experimental group. So, showing video animation made an significant difference between experimental and control group. Showing video animation is more influence in analyzing ability (C4) and evaluating ability (C5). It can be concluded that showing video animation in learning process make the students easily understand in their study.

Keywords : Video animation, Powerpoint Presentation, Concept Mastery, Cognitive Level, Separation Pure Substances and Mixtures.

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