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IMPROVING STUDENT PARTICIPATION AND LEARNING OUTCOMES THROUGH VIDEO TEACHING AT SLB PANCA KASIH MANOKWARI

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ABSTRACT. This research was conducted to improve students participation and learning outcomes in a special education classroom at SLB Panca Kasih Manokwari. The research was conducted using Classroom Action Research (CAR). Data were collected through pre-cycle, cycle 1, and cycle 2 tests, observation sheets, and students' worksheets. The research focused on applying video teaching to enhance students' participation and student learning outcomes. The findings revealed a significant improvement in both students' participation and learning outcomes. The mean score increased from 52.86 in the pre-cycle to 82.86 in cycle 1 and 91.43 in cycle 2. Moreover, the percentage of students achieving the minimum completeness criteria increased from 28.6% in the pre-cycle to 71.4% in cycle 1 and 100% in cycle 2. In terms of participation, the findings revealed a significant improvement in students' participation from Cycle 1 to Cycle 2. Which refers to the extent of their active engagement in classroom activities such as answering questions, asking questions, responding to instructions, and showing interest during lessons, increased noticeably after the implementation of video teaching. Through the cycles of action and reflection, the implementation of video teaching showed continuous improvement in students' participation and learning outcomes, indicating that video teaching effectively facilitated the learning process improvement in a special education setting.

Keywords: *Video Teaching, Student Participation, Learning Outcomes, Special Education Setting*

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Introduction

As part of modern education, English has become a crucial subject. Proficiency in English not only helps students gain access to global knowledge and technology but also supports future employability and communication skills (OECD, 2021). However, teaching English to students with special needs is a significant challenge. These learners often face

limitations in abstract reasoning, memory retention, or attention span, which directly affect their ability to acquire a second language (Sharma & Salend, 2018).

Student participation is widely regarded as a key indicator of effective teaching and meaningful learning. Fredricks et al. (2022) define student engagement as a multidimensional construct that includes behavioral, emotional, and cognitive involvement in learning activities. When students, especially those with special needs, are not given the appropriate support, their engagement and learning outcomes often remain low.

Meanwhile, research shows that many special education classrooms still rely on lecture-based methods, which do not effectively engage students — especially those with learning disabilities — in meaningful participation and understanding. This gap highlights the need for more interactive, visual teaching strategies (IJRIAS, ; Afrasiabifar & Mosavi, 2019; Chisholm Academy, 2023).

To address this challenge, innovative instructional methods such as video teaching have emerged as effective tools to support inclusive education. Mayer (2021), in his revised Cognitive Theory of Multimedia Learning, argues that combining words and visuals enhances comprehension, memory retention, and motivation, particularly for students who benefit from visual support. Video-based instruction allows learners to process information at their own pace, repeat segments, and visually grasp abstract concepts—making it ideal for students with special needs.

This research is guided by the following research questions: (1) How does the implementation of video teaching improve students' participation in special education classrooms during English lessons? (2) How does the implementation of video teaching improve the learning outcomes of the students in special education classrooms during English lessons?

Research Method

This research used a Classroom Action Research (CAR) design. The purpose of this design was to improve the learning process and outcomes through the implementation of video teaching to increase students' participation and learning achievement in a special education classroom. To clarify the focus of the research, the following variables, sub-variables, and indicators are used:

Table 1. Variables and their indicators

Variable	Sub Variable	Indicator
Video Teaching	-	Use of video media during lessons, visualization of material, audio explanations, and interactive task
Student Participation	Verbal Participation	Answering questions, asking questions, group discussions
	Non-Verbal Participation	Raising hand, nodding, following teacher's instructions
Learning Outcome	Test Result	Pre-test and post-test scores, improvement in score after the treatment

This study used both descriptive and inferential analysis to determine the improvement in students' participation and learning outcomes through the implementation of video teaching. Descriptive analysis, in this research, the data were analyzed by using descriptive analysis since the purpose of Classroom Action Research (CAR) is to observe the improvement of students' learning outcomes and participation from pre-cycle, cycle I, and cycle II. The data were taken from students' test results, observation sheets, and field notes.

Mean Score

To find the average score of the students in each cycle, the following formula was used:

$$\bar{X} = \Sigma X / N$$

Where:

$\bar{X}$ = the mean score

ΣX = the total score of students

N = the number of students

To know the percentage of students who passed the minimum mastery criteria (KKM), the formula used was:

$$P = (F / N) \times 100$$

Where:

P = percentage of students' mastery

F = number of students who passed the KKM

N = total number of students

To know the percentage of students' participation based on the observation sheet, the following formula was used:

$$P = (F / N) \times 100$$

Where:

P = percentage of participation

F = total score obtained (checklist indicators students)

N = total number of students

Finding & Discussion

1. The Use of Video Teaching in Improving Students' Participation in Special Education Classroom

   The findings of this study revealed that students' participation improved significantly after the implementation of video teaching. During the pre-cycle, students were still reluctant to respond, showed limited verbal interaction, and only a few were actively engaged. However, in Cycle I, students began to respond more confidently to simple greetings and classroom activities. By Cycle II, all students participated actively, both verbally and nonverbally.

   This improvement supports the framework of Fredricks et al. (2004), who define student engagement as including behavioral, emotional, and cognitive aspects. The use of video attracted students' attention and encouraged them to participate more actively. Furthermore, Mayer's (2001) Cognitive Theory of Multimedia Learning explains that combining visual and auditory channels can enhance attention and motivation, which was evident in this study.

These findings are consistent with Rahim (2020), who found that video-based learning increased the engagement of students with special needs. Similarly, Putri and Dewi (2021) highlighted that multimedia helps reduce students' anxiety and increases their willingness to participate in class discussions. Therefore, the current study confirms that video teaching is an effective method to improve participation in special education classrooms.

2. The Use of Video Teaching in Improving Students' Learning Outcomes in Special Education Classroom

The results also indicated a remarkable improvement in students' learning outcomes. The mean score increased from 53 in the pre-cycle to 83 in Cycle I, and further to 91.43 in Cycle II. The number of students meeting the KKM rose gradually, with all students passing by the end of Cycle II. This gradual but consistent improvement demonstrates the effectiveness of video teaching in enhancing academic achievement.

The results align with Mayer's (2001) theory that presenting information through both visual and auditory channels strengthens understanding and memory retention. Students in this study were able to recognize, repeat, and respond to greetings more accurately, showing clear progress in their learning outcomes.

Previous studies support these findings. Nugroho (2022) showed that video-based storytelling helped students with autism spectrum disorder (ASD) understand simple conversations better. Fitriani and Sari (2019) also reported that video storytelling significantly improved students' vocabulary retention. In line with these studies, the findings of this research highlight that video teaching not only enhances participation but also leads to better learning outcomes among students in special education classrooms.

3. The Way of Video Teaching in Facilitating the Improvement of Students' Participation

The study further revealed that the structured use of video teaching played an important role in facilitating students' improvement. Teachers played short video clips, paused them at specific moments, repeated the materials when necessary, and encouraged students to respond directly after watching. This method allowed students to process information at their own pace, which is crucial in special education settings.

This practice reflects the principles of Universal Design for Learning (UDL) proposed by CAST (2020), which emphasize providing multiple means of representation, engagement, and expression. Similarly, Tomlinson (2014) stresses that differentiated instruction through flexible teaching strategies helps meet diverse student needs. In this study, the repetitive and multimodal nature of video teaching allowed students to feel more comfortable and confident in responding.

These findings are consistent with Widyaningrum (2018), who reported that the use of video supported Down Syndrome students in imitating pronunciation and boosted their confidence in classroom participation. Thus, the way video teaching was applied in this research successfully facilitated the improvement of students' participation in the special education classroom.

4. Factors Contributing to Success

Several factors contributed to the successful implementation of video teaching in this study: Teacher's Role – The teacher acted as a facilitator by guiding students, adjusting the pace, and providing reinforcement during the learning process. Appropriate Video Selection – The use of short, relevant, and repetitive videos helped students understand and retain the material. Student Motivation – Students showed higher interest and enthusiasm because of the novelty and attractiveness of the video content. Supportive Classroom Atmosphere – The classroom environment encouraged both verbal and nonverbal participation, making students feel more confident. Repetition and Reinforcement – The ability to replay videos ensured that students with slower processing speeds could still follow and succeed.

5. Implications

he findings of this study provide important implications for teachers and educators in special education classrooms: For Teachers – video teaching can be used as an effective instructional strategy to foster both participation and learning outcomes, especially when integrated with clear guidance and repetition. For Students – video-based learning provides multisensory input that supports different learning styles, helps reduce anxiety, and builds confidence in communication.

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Conclusion

Based on the findings of this Classroom Action Research, the following conclusions can be drawn. The implementation of video teaching in the SLB classroom significantly improved students' learning outcomes. The mean score increased from 53 in the pre-cycle to 83 in Cycle 1, and 91.43 in Cycle 2, with students meeting the KKM rising from 28.6% to 100%. This indicates that video-based instruction effectively facilitated understanding and retention of the lesson material.

Students' participation also improved across the cycles. Observation results showed increases in both verbal and non-verbal participation, demonstrating that students were more involved in classroom activities, paid attention to instructions, and responded actively to teacher prompts. This confirms that video teaching can motivate students and foster active involvement in the learning process.

The results are consistent with Multimedia Learning Theory (Mayer, 2001), which states that combining visual and auditory input enhances comprehension and retention. They also support Active Learning Principles (Tomlinson, 2020; Schwartz & Pollishuke, 2018) and Engagement Theory (Fredricks et al., 2004), as well as findings from previous studies (Rahim, 2020; Putri & Dewi, 2021; Nugroho, 2022; Fitriani & Sari, 2019; Widyaningrum, 2018). The current study confirms that video teaching is an effective instructional strategy for students with special needs, even without the inclusion of sign language, when combined with teacher guidance and structured content.

The use of video teaching in the SLB classroom successfully enhanced both learning outcomes and active participation, providing a clear and effective method to support students with special needs.

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