

Use of Picture Media through Spectra Multimedia to Improve Student Learning Motivation in IPS Study in State 3 Vocational School, Tanah Putih Rokan Hilir Regency, Riau

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Abstract-This study aims to increase the motivation to learn the social subject with the use of media images through multimedia Spectra in class X SMK Tanah Putih 3 with totalling 20 people students. The research was conducted in two cycles in which the data were collected through observation of teacher activity, student activity observation and student motivation during the learning process. The results showed that the use of media images through multimedia spectra could increase learning motivation IPS. It proved the observation of each cycle has increased — the results obtained for the first cycle of teacher activity with a percentage of 65% increase in the second cycle to 85%. Along with the increased activity of teachers in the second cycle, the student activity also increased, in the first cycle of activity students gain a percentage of 56.00% and increased to 85.00%. Students' motivation has also seen rising. It is evident from the percentage of student motivation in the first cycle with the percentage of 50.63%. The percentage increased to 78.13%. Based on these results indicate that using media images through multimedia spectra increase students' motivation in social studies

Keywords-Media images, Spectra Multimedia and Motivation

I. INTRODUCTION

The education plays an essential role in developing and forming dignified national character and civilization in order to educate the nation. Education has a mission related to fostering and improving the quality of human resources, now and in the future. The purpose of education leads students towards changes in intellectual, moral and social behaviour in order to live independently as individuals and social beings.

One of the factors within students that determines the success or failure of students in the teaching and learning process is student motivation. Motivation can be interpreted as an encouragement that allows students to act or do something. The weak strength or enthusiasm of the effort that a person does to achieve the goal will be determined by the strong weakness of the motive that person has. Motives and motivation are two things that cannot be separated because motivation is the incarnation of motives.

Often students who are underachieving are not caused by lack of ability, but because there is no motivation to learn so that he does not try to exert all his abilities. Thus low-achieving students are not necessarily caused by their low ability but may be caused by lack. Based on the experience of researchers during teaching in class X SMK Negeri 3 Tanah Putih, it turns out that most of the problems that occur most students in following the teaching and learning process only come, listen to the teacher's lecture, see the teacher writes on the blackboard, then remember all the information provided by the teacher. The teacher dominates the conversation and sticks to the textbook with student involvement when the learning process is minimal. So that it causes student boredom in learning, students are less diligent in learning, less tenacious in facing difficulties, less responsive to various problems, less happy learning, unable to maintain opinions, lack of confidence and not happy to solve problems.

It is what makes no motivation contained in a person to try to make changes in behaviour that is better in meeting their needs. As a result of many students who do not feel they need new knowledge or information from the teacher, do not understand the importance of listening to what is conveyed by the teacher and do not have the desire to get an award from the teacher for what he gets in the learning process. It is what will result in a decrease in student learning outcomes. For a reason, improvements need to be made in the learning process so that students have the motivation to participate in each stage of learning and feel their involvement. With strong motivation will be able to change the atmosphere of learning that was once boring for students is now a fun and dear thing to miss.

In this case, the researcher chose to use Image Media through multimedia Spectra as a step of change in the learning process so that later it would have an impact on the learning motivation of social studies in class X SMK Negeri 3 Tanah Putih. According to [1] stated the use of image media through multimedia spectra was chosen because it has the advantage of providing opportunities for students to be active in the learning process because an "image" can

convey much information concisely and can be more easily remembered than explanation the long one. While multimedia Spectra is a software innovation that contains learning material content, presented based on interactive multimedia, which combines aesthetic elements of appearance, sound, image, song, movie, animation. Which the effectively and efficiently can increase creativity, the memory of lessons and maximize the process and motivation to learn. So that is expected to eliminate some of the problems caused by the lack of motivation of students in learning the material being taught. Based on the above research background, the formulation of the problem can be made namely whether the use of Picture Media through Multimedia Spectra can increase students learning motivation in social studies at SMK Negeri 3 Tanah Putih? The goal to be achieved in this class action research is to improve student learning motivation towards social studies subjects using image media through Multimedia Spectra at SMK Negeri 3 Tanah Putih.

II. MATERIALS AND METHOD

The place of this research was conducted at SMK Negeri 3 Tanah Putih. This research was conducted in the even February semester 2017-2018 Academic Year. This research will apply cycle planning which consists of 4 main steps, namely: (i) planning phase, (ii) the implementation phase of the action, (iii) stage of observation, and (iv) reflection stage. These stages can be briefly described as follows:

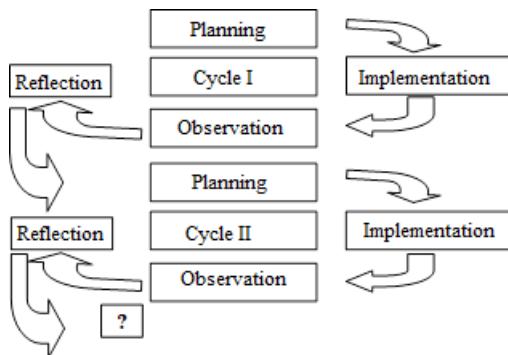


Fig. 1 Classroom Action Research (PTK) cycle chart

The details of the activities for each of these stages are as follows: (a) planning phase with the stages: (i) preparation stage by making RPP based on learning syllabus, (ii) making observation sheets to assess the activities of teachers and students, (iii) making observation sheets to assess student learning motivation, and (iv) prepare pictures of the lessons presented, (b) stage of action. At this stage, the design of the strategy and learning application scenarios will be applied. The action plan is applied in the class according to the scenario. The scenario of action must be carried out properly and seem reasonable. The stages in the implementation are as follows: (i) introduction with the (a) implementing apperception, and (b) delivering learning objectives.

TABLE I CORE ACTIVITIES OF TEACHER AND STUDENT ACTIVITIES USING IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA.

No	Teacher's activities	Student's activities
1.	Teacher shows a picture with multimedia spectra	The students looking at the picture
2	The teacher shows the picture well	Briefly examine the picture that has designated by the teacher.
3	The teacher gives the student question related to the picture.	The student responds the questions from the teacher.
4	The teacher makes information beside the picture.	The student makes the conclusion.
5	Teacher make questions based on the picture	Student make evaluation

This stage runs in conjunction with the execution. Observations are made when the action is in progress, so both take place at the same time. At this stage, the observer observes and records all the things that are needed and occur during the implementation of the action. The results of the implementation of the actions and observations carried out by observers were then conducted with the observer by evaluating the activities at each meeting to determine corrective actions at the next meeting.

The subjects of the study were 20th-grade students of SMK Negeri 3 Tanah Putih, consisting of 13 female students and seven male students, who were farmers children and still had a familial relationship. In the PTK it is generally collected types of quantitative data and qualitative data. The data is used to describe changes that occur. This technique is used to collect data about teacher activities, student activities and measure the level of learning motivation of students in the process of social media learning based on Picture Media through Multimedia Spectra.

The data collected in each observation activity from the implementation of the research cycle were analyzed descriptively by using a percentage technique to answer the formulation of problem one using a formula like the following.

$$P = \frac{F}{N}$$

description: :

P: Percentage of answers

F: Frequency of respondent's answers

N: Number of respondents

Whereas to answer the second problem formulation, graph analysis is used so that the results of the interrelationships between research variables can be identified. The data needed in this study are data about teacher activity, student activity, and student learning motivation towards social science subjects.

III. FINDINGS AND DISCUSSION

SMK Negeri 3 Tanah Putih as one of the formal education institutions located on Jl. Local government No. 06 Rantau Bais, sub-district Tanah Putih Rokan Hilir Regency. State Vocational High School 3 has two majors namely accounting and computer engineering and

networking majors. The State School 3 commits to improving the quality of education by the vision and mission as a normative reference in the face of a globalization era that is full of challenges.

In improving the quality of students, this vocational school has a vision and mission as a challenge that must be faced. The vision of State Vocational School 3 is to realize a generation of high quality and good character, skilled in work and trust in attitude. The vision is supported by the mission of creating believers who are devoted and devoted to God Almighty, noble, intelligent and competent according to the area of expertise. In achieving the vision and mission, this Vocational School was coached by 28 educators with 106 students. For more details, can be seen in the following table 2 below:

TABLE II DATA STAFF OF SMK NEGERI 3 TANAH PUTIH

Kind of expert	Gender		The status of staffing		Education			
	L	P	PNS	Non PNS	SMA	D3	S1	S2
Teacher	12	13	5	20	1	1	22	1
Official	1	2	-	3	3	-	-	-
Total	13	15	5	23	4	1	22	1

Research on the use of media images through multimedia spectra carried out in social studies with competency standards Understanding money and banking in class X even semester 2017-2018 SMK Negeri 3 Tanah Putih sub-district Tanah Putih, Rokan Hilir Regency. This research was carried out for two weeks including two cycles. The application of the action was carried out by the vocational school teacher who also acted as a researcher with peer observers. Observations carried out on activities in the use of media images through multimedia spectra that includes teacher activities and student activities during the learning process takes place the situation of the class under study is safe and quiet because it is far from the highway, so the situation is not noisy.

The learning that has been carried out so far is only by explaining it variable, students sometimes seem bored listening, telling stories even some of them are very annoying to their friends. Learning without being accompanied by media is difficult to be motivated but if learning using media makes students active and motivated to participate in the learning process so that the teacher's function is no longer dominant with learning.

It is done because theoretically, the use of image media through multimedia spectra has characteristics can improve real learning, attract non-boring interest and help students learn and teachers educate. This characteristic is expected to improve the weaknesses of learning that is usually done by the teacher in each lesson (telling stories and making abstract drawings).

The implementation of classroom action research (CAR) consists of 2 cycles. The first cycle is carried out on the

subject explaining the concept of money supply and demand, each cycle consisting of 1 meeting and one day test. Observer observes student activities and teacher activities and student learning motivation during the learning process.

In the planning stage, the preparation stage is to make RPP compiled by researchers based on the relevant syllabus and teaching materials in class X Social Studies subjects at SMK Negeri 3 Tanah Putih with basic competencies explaining the concept of money supply and demand. The making observation sheets are made by researchers based on research instruments compiled by the researchers themselves. Observation sheets consist of teacher activity sheets that are adjusted to the steps of the media image that are linked to the observation sheet of student activities. Whereas for the observation sheet student motivation is taken from motivational indicators. The next plan is to create an image media through multimedia spectra adapted to the learning material carried out. The implementation of the research in the first cycle is based on learning tools that have been prepared by researchers consisting of RPP, Syllabus, media images through multimedia spectra and observation sheets.

Preliminary, this stage is carried out beginning with greetings and prayers together, then filling in absences according to the order of the names present, alpha, permission, or illness. Students in class X attend all the next teacher doing apperception by displaying images using multimedia spectra aims to motivate and convey the learning objectives

The core activities, the core activities are carried out by the teacher displays images through multimedia spectra by using a projector that is displayed to students. After the picture is displayed, the teacher shows the picture to students by displaying the pictures one by one according to the learning material. The teacher directs students' attention to the picture by giving questions related to the picture by pointing at one student.

The teacher writes information on the side of the questions given directly in the multimedia spectra so that students better understand the material being studied. The teacher writes questions on the side of the picture directly in the multimedia spectra so that students can answer the questions posed.

Closing, at the end of the learning process the teacher guides students to conclude the subject matter. Finally, the teacher examines the students' understanding through the post-test, and the students greet the lesson marks are over.

In the implementation of the class action as an observer is Maiza Yeni as a social studies teacher at SMK Negeri 3 Tanah Putih, Tanah Putih Sub-district, Rokan Hilir Regency. The observer sits at the back of the learning process and fills the teacher's activity sheet, student activities and student learning motivation sheets to get the results of the cycle I research. The observation results are using picture media includes 5 indicators with 4

classifications by scoring ($K = 1, C = 2, B = 3, BS = 4$) 1 to 4, so that a maximum score of 20 (5×4) and score is obtained, and the minimum score of 5 (5×1).

$$\text{Interval} = \text{Maximum score} - \text{minimum score} = 20 - 5 = 3.75$$

Number of classifications 4

TABLE III. TEACHER INTERVALS AND ACTIVITY CATEGORIES USE OF IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA

No	Interval	Category
1	16,28 – 20,03	Very good
2	12,52 – 16,27	good
3	8,76 – 12,51	Enough
4	5,00 – 8,75	less

The observations of the teacher's activities in using picture media through multimedia spectra in the first cycle are as follows:

TABLE IV TEACHER ACTIVITY CYCLE I BY USING MEDIA IMAGES VIA MULTIMEDIA SPECTRA

No	Teacher Activity	Implement by				Amount
		K	C	B	BS	
1	Teacher displays images through multimedia spectra			✓		3
2	The teacher shows the picture well			✓		3
3	The teacher directs the student's attention to the picture by giving questions related to the picture	✓		✓		2
4	The teacher writes information on the side of the picture			✓		3
5	The teacher writes the question on the side of the		✓			2
Total amount percentage category						13 65% good

Based on table 4 shows the activity of teachers using media images through multimedia spectra in the first cycle reached a score of 13 with a percentage of 65% (Good). Teacher activity in the first cycle is still not satisfactory, especially in the aspect of the teacher directing students' attention by giving questions related to the picture and writing questions on the side of the picture is not good enough. Because the teacher has not optimally directed students, it is seen that there are still some students who do not pay attention to the teacher's questions and participate in answering the questions submitted.

Activities of students in participating in learning activities using media images include 5 indicators with a total of 20 students and 4 classifications, so that a maximum score of $5 \times 20 \times 1 = 100$ and a minimum score of $5 \times 20 \times 0 = 0$ can be made class as follows:

$$\text{Interval} = \text{Maximum value} - \text{Minimum value} = 100 - 0 = 25$$

Number of classifications 4

TABLE V. INTERVALS AND CATEGORIES OF STUDENT ACTIVITIES WITHIN USING IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA

No	Interval	Category
1	75,3 – 100,3	Very good
2	50,2 – 75,2	Good
3	25,1 – 50,1	Enough
4	0,0 – 25,0	Less

Description of student activities, in cycle I based on the frequency of the score can be seen in the following:

TABLE VI. FREQUENCY DISTRIBUTION OF STUDENT ACTIVITY CYCLE I WITH USING IMAGE MEDIA VIA MULTIMEDIA SPECTRA

No	Kategori	Interval	Student's amount	Percentage
1	Very good	4	2	10%
2	Good	3	1	5%
3	Enough	2	8	40%
4	Less	1	9	45%
Total			20	100%

From table 6 it can be seen that the number of students who get Very Good categories with a score of 4 is two students with a percentage of 10%, while the number of students who get fewer categories with a score of 1 is nine students with a percentage of 45%. Acquisition of student activity scores in the first cycle occurs because students are not accustomed to carrying out learning activities using image media through multimedia spectra, then to better understand student activities in cycle I based on student activity indicators, can be seen in the table below:

TABLE VII. STUDENT ACTIVITY CYCLE I BY USING MEDIA IMAGES ON MULTIMEDIA SPECTRA

No	An indicator of student's learning activity	Cycle I	
		Score	Percentage
1	Students pay attention to the picture	13	65%
2	Students look at the picture designated by the teacher	12	60%
3	Students Answering Teacher Questions	9	45%
4	Students make conclusions	10	50%
5	students doing evaluation	12	60%
Total Category		56	65%
			Good

Based on table 7 shows the activity of students using media images through multimedia spectra in cycle I reached a score of 56 with a percentage of 65% (Good). For student activity in cycle I on indicators of learning activities, students pay attention to the picture, students look at the picture designated by the teacher and the students doing the evaluation are good, while students answer the teacher's questions and students make conclusions from the picture description is not good. The shortage of student activity in the first cycle will be corrected in cycle II because student activity is said to be successful if it gets a very good. The motivation of students in using picture media includes eight indicators with the number of students 20 people and four classifications by scoring 1 and 0. Scoring if implemented is 1, and if it is not implemented the

value is 0, so that the maximum score is $8 \times 20 \times 1 = 160$, and minimum score of $8 \times 20 \times 0 = 0$.

$$\text{Interval} = \frac{\text{Maximum score} - \text{minimum score}}{\text{Number of classifications}} = \frac{160 - 0}{4} = 40$$

TABLE VIII. INTERVAL AND CATEGORY OF STUDENT MOTIVATION INSIDE USE OF IMAGE MEDIA VIA MULTIMEDIA SPECTRA

No	Interval	Category
1	123 – 163	Very good
2	82 – 122	Good
3	41 – 81	Enough
4	0 – 40	Less

Description of student motivation in cycle I based on the frequency of the score can be seen in the following:

TABLE IX. FREQUENCY DISTRIBUTION OF STUDENT LEARNING BY USING IMAGE MEDIA THROUGH MULTIMEDIA MOTIVATION CYCLE I SPECTRA

No	Category	Interval	Student's amount	Percentage
1	Very good	7 – 8	2	10%
2	Good	5 – 6	6	30%
3	Enough	3 – 4	8	40%
4	Less	0 – 2	4	20%
Total		20		100%

From table 9 it can be seen that the number of students who get Very Good categories with scores of 7-8 is two students with a percentage of 10%, while the number of students who get the less category with a score of 0-2 is four students with a percentage of 20%. Acquisition of student activity scores in the first cycle occurs because students are not accustomed to carrying out learning activities using image media, then to find out more about student activities in cycle I based on indicators of student learning motivation, can be seen in the table below:

TABLE X. STUDENT LEARNING MOTIVATION CYCLE I USING PICTURE MEDIA VIA MULTIMEDIA SPECTRA

No	An indicator of Student Learning Motivation	Cycle I	
		Score	%
1	Persevere facing task	13	65%
2	Tenacious facing difficulty	12	60%
3	Showing interest in various problems	8	40%
4	Happy and studious	16	80%
5	Enthusiastically	10	50%
6	Can maintain his opinions	5	25%
7	It is not easy to remove things that are already believed	7	35%
8	Nice to solve the problem	10	50%
Total		81	50,63%
Category			Good

Table 10 explains the average percentage of students' learning motivation in Cycle I, namely the number 81 with a percentage of 50.63% in the Good category. Not satisfying the level of student motivation in the first cycle due to indicators of student learning motivation that is showing

interest in various problems, full of enthusiasm, can maintain their opinions, not easy to let go of things that are already believed, and happy to solve problems, still low. To achieve excellent categories, students' learning motivation in this first cycle, will later be improved in the second cycle so that students' learning motivation gets excellent categories.

The results of the research in the first cycle were carried out by observation using observation sheets, teacher activities, student activities, students' motivation to use picture media through multimedia spectra, researchers found successes and failures of the actions given. Based on the results of the discussion with the observer, it can be concluded that the teacher's activity displays images through multimedia spectra, the teacher shows the picture well, and the teacher writes a description on the side of the picture that has been categorized as good.

Whereas when the teacher directs the student's attention to the picture, the teacher gives questions related to pictures that have not been categorized as good. Many students do not respond to teacher questions like busy themselves, pretending to take notes, because the teacher asks questions not to refer to one student. On the indicator writing the questions in the picture still looks bad because the questions written by the teacher the size of the writing is less large and the colour is too bright so that the students who sit at the back are not bright enough to read it.

The teacher's activity has an impact on the student's activities, namely the students pay attention to the picture, the students look at the picture designated by the teacher and the students do the evaluation in good category, while the students' activities to answer the teacher's questions are not in good category because there are some students who are just silent because learning has only been conventional and students make conclusions from the picture information is not good because there are students who have not completed a summary of the material notes submitted by the teacher because students have not understood the material presented by the teacher "See Student Hal observation sheet.

Likewise, students' learning motivation, on indicators, diligently facing the task, tenacious in facing difficulties, happy and diligent in learning, and happy to solve problems have been categorized as good. Indicators show interest in various problems students have not categorized as good because students are less responsive to answering questions posed by teachers, indicators are full of enthusiasm, have not been able to maintain opinions and are not easy to let go of things that are believed to be categorized as lacking because students lack confidence in expressing their opinions on when the learning process takes place because all this time in conveying the teacher's material it does not involve students actively participating in the learning process. The weaknesses in the first cycle will be corrected so that the same mistakes do not occur again in the second cycle with the aim of getting maximum results and the goal is expected to be achieved.

Based on the evaluation carried out in the first cycle, action will be taken in the implementation of the second cycle, the implementation steps are still the same as in cycle

I all students attend and follow the teaching and learning process, this process is carried out based on RPP 2 which is compiled by researchers based on the relevant syllabus and teaching materials in Class X Social Studies subjects at SMK Negeri 3 Tanah Putih Basic competencies distinguish the roles of commercial banks and central banks.

The next plan is to make picture media through multimedia spectra adjusted to the learning material. In the second cycle is improved to overcome the deficiencies found in this cycle I. Weaknesses of teacher activities such as the teacher directing students' attention to the picture by giving questions related to the picture of the solution is that the teacher appoints one of the students to come forward to explain the picture the teacher asks so that all students. While the weaknesses in the indicators write the questions in the picture still not good because the questions written by the teacher the size of the writing is less large and the colour is too bright so the students who sit most

The rear is not clear enough to read; the solution is to improve the image media through multimedia spectra by increasing the size of the writing larger, and the colour of the writing must be darker. Likewise with the lack of student activity on the indicator answering the teacher's question is not in the good category because some students are just silent because learning so far is only conventional. The solution is that the teacher must be more active and give special attention to passive students during the learning process. Moreover, students make conclusions from the picture description is not good the solution is to help students make conclusions so that students can make conclusions based on the results of their thoughts.

While the shortcomings in students' motivation on the indicators showed interest in various kinds of problems students have not categorized well because students are less responsive to answering questions posed by the teacher, indicators full of enthusiasm, not able to maintain opinions and not easy to let go of things that are believed to be categorized as lacking because students lack confidence in expressing their opinions when the learning process takes place because all this time in conveying the teacher's material, students do not actively participate in the learning process.

The research implementation in the second cycle is based on the learning tools that have been prepared by researchers consisting of RPP 2, Syllabus, media images using multimedia spectra and observation sheets. The steps in the learning process are as follows:

Preliminary

This stage is carried out beginning with greetings and prayers together, then filling in absences according to the order of the names present, alpha, permission, or illness. Students in class X attend all the next teacher doing apperception by displaying images using multimedia spectra aims to motivate and convey the learning objectives.

Core activities

The teacher displays images through multimedia spectra by using a projector that is displayed to students. After the picture is displayed, the teacher shows the picture to students by displaying the pictures one by one according to the learning material. The teacher directs students' attention to the picture by giving questions related to the picture by pointing at one student. The teacher writes information on the side of the questions given directly in the multimedia spectra so that students better understand the material being studied. The teacher writes questions on the side of the picture directly in the multimedia spectra so that students can answer the questions posed.

Closing

At the end of the learning process, the teacher guides students to conclude the subject matter. Finally, the teacher examines the students' understanding through the post-test, and the students greet the lesson marks are over. Based on the observations made by observers in general in this learning process students seem motivated. So with clear images and colours that attract students to enjoy learning. Moreover, this II meeting students increasingly understood the steps of using image media through the correct multimedia spectra. Observers' observations of teacher activities in using image media in the second cycle are described in the table below.

TABLE XI CYCLE II TEACHER ACTIVITY USING MEDIA IMAGES VIA MULTIMEDIA SPECTRA

No	Teacher's Activity	Implemented by				Total
		K	C	B	BS	
1	Teacher displays images through multimedia spectra				✓	4
2	The teacher shows the picture well				✓	4
3	The teacher directs students' attention to the picture by giving questions related to the picture			✓		3
4	The teacher writes information on the side of the picture			✓		3
5	The teacher writes the question on the side of the picture			✓		3
		Total amount	percentage			17
						85%
						Very good

Based on table 11 the percentage of teacher activity in cycle II by using image media through multimedia spectra obtained a total score of 17 with a percentage of 85.00% in the excellent category. Teacher activity obtained in cycle II experienced an increase compared to teacher activities carried out in cycle I. This increase in teacher activity occurred because the teacher had carried out activities well. In using image media through multimedia spectra, the teacher can explain to students well. With the increase in teacher activity in the second cycle, it is expected that student activities will also increase.

TABLE XII. FREQUENCY DISTRIBUTION OF STUDENT CYCLE II ACTIVITIES BY USING IMAGE MEDIA MULTIMEDIA SPECTRA

No	Category	Interval	Total amount	Percentage
1	Very good	4	11	55%
2	Good	3	3	15%
3	Enough	2	6	30%
4	Less	1	-	-
Total			20	100%

From the table above it can be seen that the number of students who obtained Very good categories with a score of 4 was 11 students with a percentage of 55%, while the number of students who received the less category with a score of 1 did not exist. Acquisition of student activity scores in cycle II increased when compared to the acquisition of student learning activity scores in cycle I. This increase occurred because students had been accustomed to carrying out learning activities using image media through multimedia spectra, then to better know the activities of students in cycle II based on activity indicators students, can be seen in the table below:

TABLE XIII. CYCLE II STUDENT ACTIVITY USING MEDIA IMAGES VIA MULTIMEDIA SPECTRA

No	An indicator of student learning activities	Cycle II	
		Score	Percentage
1	Students pay attention to the picture	19	95%
2	Students look at the picture designated by the teacher	15	70%
3	Students Answering Teacher Questions	17	70%
4	Students make conclusions from the caption	15	75%
5	students doing evaluation	19	95%
Total		85	85%
Category		Very good	

From table 13 it can be seen that student learning activities in cycle II are 85 with a percentage of 85.00% with Very Good Categories. Student learning activities in the second cycle have increased compared to the first cycle. It happens because students have been doing learning activities using media images through multimedia spectra. Almost all the students seemed enthusiastic about participating in learning activities using media images through multimedia spectra. The students who still have low activity in cycle I, are motivated to do activities correctly in cycle II. With the increase in student activity in the second cycle, students' learning motivation also increased. Description of student learning motivation in cycle II based on the frequency of the score can be seen in the following:

TABLE XIV. FREQUENCY DISTRIBUTION OF STUDENT LEARNING MOTIVATION CYCLE II BY USING IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA

No	Category	Interval	Total amount	Percentage
1	Very good	7 - 8	9	45%
2	Good	5 - 6	9	45%
3	Enough	3 - 4	2	10%
4	Less	0 - 2	-	-
Total			20	100%

From table 14 it can be seen that the number of students who get very good categories with scores of 7-8 is 9 students with a percentage of 45%, while the number who

get enough categories with a score of 3-4 is 2 students with a percentage of 10%. The acquisition of student activity scores in this second cycle occurs because students have been accustomed to carrying out learning activities using image media, then to find out more about student activities in cycle II based on student motivation indicators, can be seen in the table below:

TABLE XV. STUDENT CYCLE II LEARNING MOTIVATION USING

No	Indicator of student motivation	Cycle II	
		Score	Percentag e
1	Persevere with tasks	18	90%
2	Resilient faces difficulties	17	85%
3	Show interest in various problems	19	95%
4	Happy and studious	17	85%
5	Enthusiastic	16	80%
6	Can maintain opinions	11	55%
7	It is not easy to remove things that are already believed	12	60%
8	Nice to solve problems	15	75%
Total		125	78.13%
Category		Very good	

Table 15 describes the average percentage of students' learning motivation in Cycle II, namely the number of 125 with a percentage of 78.13% with a very good category. The increase in students' learning motivation that occurred in the second cycle occurred because students' activities had also increased. Students were already getting used to learning by using media images through multimedia spectra. By increasing student learning motivation in this second cycle, proving that using image media through multimedia spectra can improve student learning motivation so that in the end it can improve student learning outcomes.

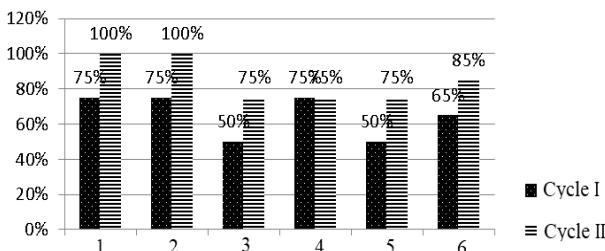
Based on the results of the discussion with the observer in the implementation of learning cycle II, it can be concluded that the teacher's activity displays the picture, the teacher shows the picture has shown a very good category. While the teacher writes information on the side of the picture, directs the students' attention and writes the questions in the picture already shows good categories. The teacher's data has an impact on the activity of students looking at the picture and the students doing the evaluation have been well-defined, while the students look at the picture designated by the teacher, the student answers the teacher's question, and the student makes a summary or notes are categorized as good.

Likewise students' learning motivation, on indicators, diligently facing assignments, tenacious facing difficulties, showing interest in various problems, happy and diligent in learning, full of enthusiasm have been categorized very good while being able to maintain their opinions, not easy to let go of things that are already believed and happy solving problems has been categorized as good. With increasing student learning motivation in this second cycle, classroom action research using media images through multimedia spectra is only done in two cycles, because performance

indicators for student learning motivation have been achieved.

TABLE XVI. CHANGES IN TEACHER ACTIVITY CYCLE I AND CYCLE II WITH USING IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA

No	Teacher activity	Cycle				Improvement
		I	%	II	%	
1	Teacher displays images via multimedia spectra	3	75	4	100	1
2	The teacher shows the picture well	3	75	4	100	1
3	The teacher directs the student's attention to the picture by giving questions related to Figure	2	50	3	75	1
4	The teacher writes information on the side of the picture	3	75	3	75	-
5	The teacher writes the question on the side of the picture	2	50	3	75	1
Total amount		13		17		
Percentage			65%		85%	
Category			good		Very good	



Information:
 1: Teacher displays images via multimedia spectra
 2: The teacher shows the picture well
 3: The teacher directs the student's attention to the picture by giving questions related to Figure
 4: The teacher writes information on the side of the picture
 5: The teacher writes the question on the side of the picture
 6: Average Cycle I and II

Fig. 2 Graph of Increased Teacher Activity Cycle I and Cycle II Using Image Media through Multimedia Spectra

From the table and graph above it can be seen that using image media through multimedia spectra can increase teacher activity in carrying out learning. Increased teacher activity affects increasing student activity, to find out the increase in student activity can be seen in the following tables and graphs:

TABLE XVII. CHANGES IN STUDENT ACTIVITY CYCLE I AND CYCLE II WITH USING IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA

No	Student activity	Cycle		Improvement
		I	II	
1	Students pay attention to pictures	65%	95%	30%
2	Students look at the picture designated by the teacher	60%	75%	15%
3	Students Answering Teacher Questions	45%	85%	40%
4	Students make conclusions from the description of the picture	50%	75%	25%
5	students doing evaluation	60%	95%	35%
Total		56%	85%	29%
Category		Good	Very good	

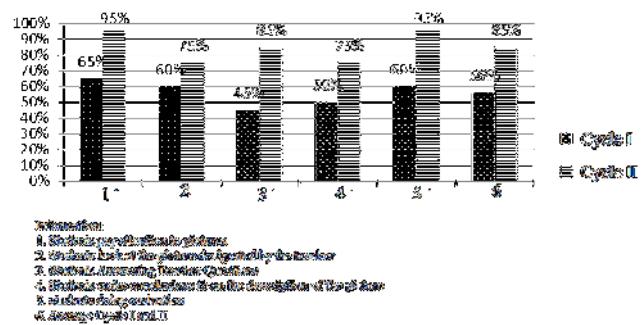


Fig. 3 Graph of Increasing Student Activity Cycle I and Cycle II Using Image Media Through Multimedia Spectra

From the tables and graphs above the student activities above can be seen that using image media can increase student activity in carrying out learning. Increased student activity in learning also has a positive impact on student learning motivation, to determine the increase in student motivation can be seen in the following tables and graphs:

TABLE XVIII. CHANGES IN STUDENT LEARNING MOTIVATION CYCLE I AND CYCLE II USING IMAGE MEDIA THROUGH MULTIMEDIA SPECTRA

No	Indicator of Student Learning Motivation	Cycle		Improvement
		I	II	
1	Persevere with tasks	65%	90%	25%
2	Tenacious faces difficulty	60%	85%	25%
3	Showing interest in various problems	40%	95%	55%
4	Happy and studious	80%	85%	5%
5	Enthusiastic	50%	80%	30%
6	Can maintain opinions	25%	55%	30%
7	It is not easy to remove things that are already believed	35%	60%	25%
8	Nice to solve problems	50%	75%	20%
Percentage		50.63 %	78.13%	

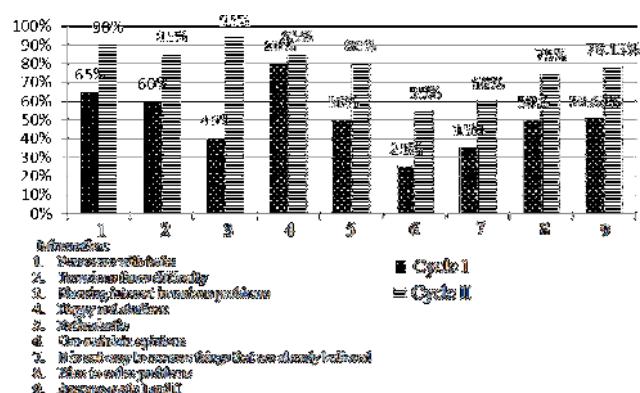


Fig. 4 Graph of Increasing Student Learning Motivation Cycle I And Cycle II Using Image Media through Multimedia Spectra

Based on the increase in teacher activity, student activity and student learning motivation during classroom action research, the hypothesis by using picture media through multimedia Spectra in Class X Social Studies Subjects in SMK Negeri 3 Tanah Putih, Tanah Putih sub-district, Rokan

Hilir District, Academic Year 2017/2018 answered. Increased student learning motivation occurs because students feel attracted to the media images through multimedia spectra presented by the teacher. To see an increase in student activity, teacher activity and overall student learning motivation can be seen in the following table:

**TABLE XIX. CHANGES IN TEACHER ACTIVITY,
STUDENT ACTIVITY AND MOTIVATION
STUDENT LEARNING USING IMAGE MEDIA
THROUGH MULTIMEDIA SPECTRA**

No	Category	Cycle		Improvement
		I	II	
1	Teacher activity	65.00%	85.0%	20.0%
2	Student activity	56.00%	85.0%	29.0%
3	Student motivation	50.63%	78.13%	27.5%

From the results of the above table, it can be concluded that the use of image media through multimedia spectra can increase student learning motivation, as evidenced by the fact that teacher activities using media images through multimedia spectra have increased from a percentage of 65% to 85%. Along with the increased activity of teachers in cycle II, student activity also increased, wherein the first cycle student activity only gained a percentage (56.00%) and increased to (85.00%). With the increase in teacher activity and student activity, student motivation is also seen to increase. Where in the first cycle get a percentage of 50.63%, increasing to a percentage of 78.13%. Briefly can be seen or shown from the graph below:

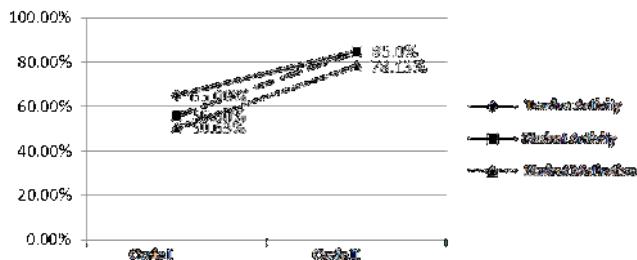


Fig. 5 Graph Changing Teacher Activity, Student Activity and Student Learning Motivation Using Image Media Through Multimedia Spectra

From the graph 5 and the descriptions that have been stated above, it appears that teacher activity and student learning motivation are increasing from cycle I to cycle II. This situation proves that using image media through multimedia spectra can improve the learning motivation of Class X students of SMK 3 Tanah Putih, Tanah Putih Subdistrict, Rokan Hilir Regency, Academic Year 2015/2016. It means that hypotheses relating to the use of image media through written multimedia spectra are received. The discussion the use of media images through multimedia spectra can improve student learning motivation Based on the results of this study entitled Use of Image

Media Through Multimedia Spectra Can Increase Student Motivation in Social Studies in SMK Negeri 3 Tanah Putih, the results obtained in the first cycle for teacher activities with a percentage of 65% with good category but not in accordance with the criteria expected, in the second cycle increased to 85% with excellent categories.

Along with the increasing activity of teachers in cycle II, student activity also increased, wherein the first cycle the activity of students only gained a percentage (56.00%) and increased to (85.00%) with excellent categories. With increasing teacher activity and student activity, student motivation also appears to increase. It is evident from the percentage of students' learning motivation in the first cycle which only gained 50.63% with enough categories, increasing to 78.13% with excellent categories.

From this increase, it can be concluded that the use of image media through multimedia Spectra is very useful in increasing student motivation in social studies lessons. The results of the study are by the theories of [2] that image media is a tool used to channel messages or information as clear and robust facts and ideas that can generate motivation. Thus the use of media contributes positively to the learning process and increases student learning motivation.

IV. CONCLUSION

Based on the result of data analysis and discussion, from the implementation of this research it can be concluded that the use of picture media through multimedia spectra can improve student's learning motivation in social studies class X SMK Negeri 3 Tanah Putih this can be saw from the results obtained as follows first, teacher activity has increased in the first cycle 65% in the good category, increasing to the percentage (85%) in the very good category, second with the increase in teacher activity in cycle II, student activity also increased, wherein the first cycle the activity of students only gained a percentage (56%) and increased to (85%) in the excellent category, and third the student motivation is also seen to increase. This is evident from the percentage of students' learning motivation in the first cycle which only gained 50.63% with enough categories, increasing to 78.13% with excellent categories.

Based on the discussion of the results of the research and the conclusions above, relating to the use of image media to improve student learning motivation, the researchers propose some suggestions to improve student learning motivation, image media can be used using multimedia spectra in the teaching and learning process, because the use of picture media is one way to increase learning motivation. The other sides, the schools can provide infrastructure facilities related to teaching and learning activities in the use of multimedia as a tool in the teaching process.

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- [2] A. Arsyad, *Media Pembelajaran*. Jakarta: Rajawali Press, 2007.