



The Influence of CERDIK and Short Story Videos on Students' Learning Motivation in Indonesian Prose Fiction Appreciation

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ABSTRACT

Short story appreciation is a literary appreciation taught early from elementary schools to universities. Short stories contain various lessons, including moral, religious, nationalism, and other didactic values. The current digital era encourages the use of technology to facilitate short story learning. Technology is expected to motivate students to learn. The short story didactic application (CERDIK) is an android-based learning application that can support short story learning in this digital era. This paper discussed the influence of CERDIK and short story videos on students' motivation in the study of Indonesian prose fiction appreciation. The respondents consist of students of the students of a language and literature education program at a university in Bandung. The results showed a unidirectional relationship between the use of CERDIK and students' learning motivation. In addition, there is a positive unidirectional relationship between the second variable, which is the use of short story videos, and student learning motivation. Therefore, it can be concluded that the use of CERDIK and short story videos can increase students' learning motivation in Indonesian prose fiction appreciation.

Keywords: *CERDIK application, Indonesian prose fiction appreciation, Learning motivation.*

1. INTRODUCTION

A new phenomenon commonly known as cyberspace is created due to the increasingly rapid development of technology (Ali, 2011). Cyberspace provides opportunities that lead to both positive and negative impacts. One of its impacts is cybercrime amongst millennials (Ali, 2011; Hius, Saputra, & Nasution, 2014). Cybercrime has had an impact on moral decline/moral decadence (Azizah, 2016; Hius et al., 2014). One of the causes of moral decadence in adolescents is the influence of globalization which is not balanced with knowledge and strong preventive actions from the community itself (Azizah, 2016).

The problem of moral decadence is a common problem in the field of education. Teachers and prospective teachers are at the forefront as role models for students. In accordance with the goals of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, students are expected to have the following

characteristics: faithful and devoted to God Almighty, noble-hearted, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen of state.

According to Central Statistics Agency (2019), only 17.34% of the population aged 5 years and over read story books during the past week. Therefore, the school literacy movement is expected to foster character values in the Indonesian people through the provision of knowledge, moral values, and other education presented in reading materials.

A short story is one of the literary works that contains many meanings and goals that the author wants to convey to the readers, both about personal self-description, socio-cultural, political, legal, historical descriptions, and others. In line with this statement, Rampan (2009) states that short stories generally contain a moral message because their authors have a moral responsibility to society, the state, and God. Many Indonesian short stories contain didactic values containing moral, religious, social, ideological, or scientific messages that can be

used as examples or role models in everyday life (Halimah, Sumiyadi, Mulyati, & Damaianti, 2020). For example, the short stories by M. Kasim, H.B. Jassin, and Seno Gumira Ajidarma contain the values of a dignified personality, polite behavior, intelligence, skills, critical thinking skills, democracy, self-control, responsibility, independence, sincerity, courage, creativity, and morality (Halimah & Damaianti, 2018; Halimah, Sumiyadi, & Mulyati, 2019; Yulianeta, Halimah, & Sembiring, 2020). It can also support the efforts of building characters through literary learning, especially Indonesian short stories that reflect the Indonesian people (Halimah & Sundusiah, 2020; Halimah, 2021).

Educators must be aware that technological advances can be used as a learning tool (Amirullah & Susilo, 2018; Chao, Parker, & Fontana, 2011). Therefore, CERDIK is a learning application that offers various information about didactic short stories and a forum for discussion with literary experts intended for schools and universities. CERDIK can also provide broad benefits in various fields of life including cognitive, linguistic, and sociocultural development. In addition to the lack of digital-based literary learning media, one of the considerations for making smartphone applications into learning media is the high number of smartphone users in Indonesia. CERDIK accommodates short story learning, starting from the study of the intrinsic and extrinsic elements of short stories, short story didactic studies, as well as various learning strategies that can be used in short story learning. CERDIK also features short story videos for the purpose of teaching and learning activities.

Videos can be used to convey information that can be heard and seen by students so that they can describe a problem or concept, something that is abstract and incomplete to be clear and complete. Short story videos are impressionable to students because they are presented through animation, images, and sound. Videos have the potential to be preferred by students because they can watch and easily imagine what is presented during a playback. Videos can also help in easily achieving learning objectives. Therefore, it is natural that students who are taught with the help of videos have enthusiasm and passion during the learning process. The problem studied in this study is the effect of using the didactic short story application (CERDIK) and short story videos on students' learning motivation in the study of Indonesian short story appreciation.

2. LITERATURE REVIEW

2.1. CERDIK

CERDIK is a smartphone application that provides didactic short stories and learning strategies for Indonesian teachers and prospective teachers. The naming of this application is based on an acronym, *cerpen didaktik* (didactic short stories). Based on the

Indonesia Dictionary (Ministry of Education and Culture, 2016), *cerdik* means quick to understand (about situations and so on), good at finding solutions, resourceful, and ingenious. This naming is in accordance with the hope that Indonesian language teachers and prospective teachers can quickly understand the material in this application. This application is designed to be used with smartphones to carry out very practical mobile learning. Mobile learning is a combination of e-learning and mobile computing that can access a learning application anytime and anywhere. In its presentation, mobile learning combines various forms of learning, and integrates various ways to access content, for example, web-based, desktop, and mobile (Goh, 2009). CERDIK is an android-based application that is compatible with most smartphones. Learning media applications are also available for other subjects, such as Economic Agent used by MAN I Malang students as a tool in studying the role of economic actors in economic activities (Alhafidz & Haryono, 2018). In biology, the development of Android-based mobile learning applications has also been carried out, the results of the study show that it is used as a source of student learning. The Android Operating System (OS) is an open platform that can run on various Mobile and Internet Devices (MID) devices. Due to its open nature (open source), Android provides an opportunity for everyone to develop applications for it. One strategy to take advantage of that is to create learning applications. Open source on Android makes it possible for developers to create various features based on the needs of their users (Bergvall-Kåreborn & Howcroft, 2013). According to Alhafidz and Haryono (2018), the advantages and limitations of Android-based mobile learning media are as follows:

1. Development advantages:
 - a. The application supports students to utilize and maximize smartphones in the learning process because they can be obtained for free through the play store;
 - b. The application is a learning media that is easy to carry so that it can be used anywhere and anytime.
2. Development limitations:
 - a. The application is limited to android smartphones only;
 - b. Lack of animation or images due to size limitation;
 - c. The media only includes one basic competency on the role of economic actors in economic activities.

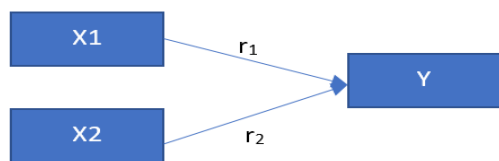
2.2. Didactic Literature

According to the Indonesia Dictionary (2016), the word didactic means 'educating'. Educating is an activity that maintains and provides training (teaching, guidance, leadership) regarding morals and intelligence of the mind. This understanding shows that didactics as a scientific discipline covers various fields of science, including fields that are scientific development of skills, knowledge and life experiences. Meanwhile, literature is

a literary work whose content and form express the experience of the human soul drawn from life then designed and arranged in beautiful language as a means to achieve high aesthetic requirements (Ministry of Education and Culture, 2016). Abrams (2009) suggests that the adjective ‘didactic’, which means “intended to teach”, is applied to literary works designed to describe a branch of knowledge, or to realize another goal, in an imaginative or fictional, moral, religious, doctrinal or philosophical themes.

2.3. Learning Motivation

According to Safari (2005), learning motivation is a pleasure in doing activities that can invoke a person’s passion to fulfill their willingness to learn. High learning motivation will affect success in achieving learning outcomes. Motivation is related to learning ability and greatly affects student learning. Jamaris (2013) says that motivation is a force or energy that makes individuals move and choose to commit to an activity. Each student has different motivations in terms of learning, so the task of a teacher is to generate motivation so that students are enthusiastic about participating in the learning process. Individual motivation is classified into two, namely intrinsic motivation and extrinsic motivation. Brophy (2010) says that intrinsic motivation is when someone pursues their desires because they want to not because they need to. While extrinsic motivation is when someone pursues their desires because there is a desired need. Intrinsic motivation is an encouragement from within a person. This learning motivation comes from the hearts of these students in completing their tasks without any coercion to get rewards, prizes or threat of punishments. Students who have high intrinsic motivation tend to experience an increase in academic achievement (Hsieh, 2014; Oyserman & Dawson, 2021; Taylor et al., 2014). Therefore, it can be said that learning motivation positively contributes to student learning performance (Chan, Maneewan, & Koul, 2021).



Note.
 X1: CERDIK
 X2: Short Story Videos
 Y: Learning Motivation

Figure 1 The independent and the dependent variable in this study.

3. METHODS

This study uses a quantitative approach. The research data are obtained using numbers and statistics for analysis. The study is descriptive research with a quantitative descriptive analysis method to provide an overview of the problem in the form of numbers. The independent variables in this study are the use of CERDIK and short story videos, the dependent variable is student motivation in learning Indonesian short story studies (see Figure 1). The motivational variables used in research according to Safari (2005) include liking, interest, attention, and involvement.

This study involved 34 third-semester students of the Language and Literature Education study program of UPI. The data collection technique is a student response questionnaire to the research variable by giving an evaluation in the form of a Likert scale. Correlation Data Analysis (see Equation (1)) was used to determine the magnitude of the relationship between other variables.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \tag{1}$$

Note.

r_{xy} = correlation between variables x and y

x = $(X_i - \bar{X})$

y = $(Y_i - \bar{Y})$

A hypothesis test (t-test) was used to determine whether there was a significant effect in the use of CERDIK and short story videos on students’ learning motivation. The formula used to determine the effect is shown in Equation (2).

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \tag{2}$$

(Sugiyono, 2017)

Table 1. Result of correlation calculation between CERDIK (X1) and short videos (X2) on learning motivation (Y)

Correlations				
		Y	X1	X2
Pearson Correlation	Y	1.000	.752	.677
	X1	.752	1.000	.640
	X2	.677	.640	1.000
Sig. (1-tailed)	Y	.	.000	.000
	X1	.000	.	.000
	X2	.000	.000	.
N	Y	34	34	34
	X1	34	34	34
	X2	34	34	34

4. FINDINGS AND DISCUSSION

The number of respondents in this study was 34 students of the students of a language and literature education program at a university in Bandung.

4.1. Correlation Calculation Results

The influence of CERDIK (X1) and short videos (X2) on learning motivation (Y) can be seen in Table 1.

The correlation calculation between X1 and Y variables obtained a value of $r_1 = 0.752$. This value indicates a strong positive relationship. This means that there is a unidirectional relationship between the use of CERDIK and learning motivation. The contribution given by the variable X1 to Y is $= (r)^2 \times 100\% = (0.752)^2 \times 100\% = 56.55\%$. The statistical results indicate that there is a positive and strong relationship between the variables X1 in the form of the use of the Cerdik application and X2 in the form of using short story video clips on the motivation to learn the appreciation of Indonesian fiction prose. In this case, the motivation in the form of liking, interest, attention, and student involvement in learning is very high. Therefore, it can be said that the use of CERDIK can increase students' learning motivation in Indonesian prose fiction appreciation.

The correlation calculation between X2 and Y variables obtained a value of $r_2 = 0.677$. This value indicates a strong positive relationship. This means that there is a unidirectional relationship between the use of short story videos as learning media and learning motivation. The contribution given by the variable X2 to Y is $= (r)^2 \times 100\% = (0.677)^2 \times 100\% = 45.83\%$. Therefore, it can be said that the use of short story videos clips as learning media can increase students' learning motivation in Indonesian prose fiction appreciation.

4.2. Answer to Hypothesis

Hypothesis 1 is as follows:

H0: There is no significant influence between the use of CERDIK and short story videos on student's learning motivation in Indonesian prose fiction appreciation.

Ha: There is a significant influence between the use of CERDIK and short videos on student's learning motivation in Indonesian prose fiction appreciation.

Answering the hypothesis can be seen from the results of processing the summary model table, coefficients, and ANOVA.

Based on the results of the model summary table and ANOVA, the calculated F value is 26,376, while the F table is 3.305. Based on the decision criteria, if F count > F table then H0 is rejected and Ha is accepted, meaning that there is a significant influence between the use of

CERDIK and short story videos on student's learning motivation in Indonesian prose fiction appreciation.

Based on the coefficients table, the t-count value for X1 is 3.794, the t-count for X2 is 2.332, and the t-table is 2.036933. Based on the decision criteria, if t-count > t-table then H0 is rejected and Ha is accepted, meaning that there is a significant influence between the use of CERDIK and short story videos on student's learning motivation in Indonesian prose fiction appreciation.

The above analysis explains that the use of CERDIK can increase students' learning motivation in Indonesian prose fiction appreciation. The results of this study are in line with several other relevant studies including research by Ottohyat (2019) which states that the use of Android-Based Mobile Learning is able to increase students' learning motivation for Class XI of Vocational High School students.

Hartono (2019) states that the use of video learning media has an effect on increasing the learning interest of class VIII students at State High School of Binamu 1 in Indonesian subjects.

In several fields of science, the use of Android applications and video learning media is often implemented, almost all of them positively influence students' learning motivation. The results of Syamsudin's (2018) research show that the use of Smartphone Applications significantly affects Student Motivation and Learning Achievement in Islamic Education Subjects at State Elementary School of Kebon Baru IV Cirebon.

5. CONCLUSION

The use of CERDIK can increase students' learning motivation in Indonesian prose fiction appreciation. The use of short story videos as learning media can increase students' motivation in Indonesian prose fiction appreciation. Simultaneously, the use of CERDIK and short videos can increase students' motivation in Indonesian prose fiction appreciation.

Based on the results of this study, the Android-based CERDIK is very supportive in appreciation of prose fiction, especially in the study of Indonesian short stories. CERDIK needs to be developed further so that it can provide even more benefits through improving features that support learning Indonesian literature.

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