



# The Use of Time Magazine Media in History Subjects to Improve Learning Motivation of SMA Negeri 1 Baitussalam Class XI Social Sciences

Teuku Kusnafizal<sup>(✉)</sup>, Nurasih, Ayu Noviana, M. Yusrizal, and Muhjam Kamza

History Education, Syiah Kuala University, Banda Aceh, Indonesia

**Abstract.** One of the factors that determines whether or not the goals of a lesson are met is the quality of the learning media used to transmit the subject. This study seeks to determine the use of time magazine media in class XI IPS and the motivation of students in class XI IPS to learn history through time magazine media. This type of research is analytical descriptive, employing qualitative methods to describe the object under study. The study's goal is to increase students' motivation to learn history by utilizing the media of Time magazine. According to the findings of this study, prior to the use of time magazine media in history learning, student motivation was only 58% in the sufficient category, whereas after the use of time magazine media, it increased to 72.2% in the good category. Thus, using time magazines to learn increases student motivation by 14.2%. This demonstrates that time magazines can increase students' motivation to learn history, making them suitable for use in schools and universities.

**Keywords:** time magazine media · learning motivation · history learning

## 1 Introduction

Education is critical to human survival and a basic human need. All activities or conscious efforts made by educators to students in all aspects of personality development, both physical and spiritual, formal, informal, and non-formal, that are carried out on a continuous basis in order to achieve happiness and noble values, both human values and divine values in humans [1]. The goal of education is to broaden one's general knowledge. Teachers, as knowledge distributors, play a critical role in efforts to create the right learning process in order to achieve educational goals. According to Moh [2], the purpose of education is to foster societal ideals and desires. This entails preparing students to be able to function independently in society. To increase student motivation, teachers must understand how to teach effectively. Teachers should use new media to pique students' motivation and curiosity in order to implement an effective teaching method for increasing student motivation. On March 2, 2021, it was discovered that there was a lack of motivation for history subjects at SMA Negeri 1 Baitussalam, Aceh Besar District. This is evident following observations using motivation indicators. Researchers

discovered: (1) students who were frequently involved during the learning process; (2) students who were not interested in the material taught by the teacher; and (3) a lack of availability of learning media facilities such as infocus.

Some of these findings indicate a lack of student learning motivation. The use of appropriate media in the learning process can be an alternative solution to these issues. Time magazine media is used to increase student motivation in history subjects at SMA Negeri 1 Baitussalam. According to previous research, the magazine application increased students' learning motivation. Based on the above description, the authors wish to conduct additional research on the use of magazine media as a new learning medium under the title "Using Time Magazine Media in History Subjects to Increase Learning Motivation of Class XI Social Studies Students at SMA Negeri 1 Baitussalam". The objectives of this research are as follows: (1) to discover how the application of time magazine media to the history subject of class XI Social Studies Students at SMA Negeri 1 Baitussalam; and (2) to analyze the use of time magazine media in increasing students' learning motivation in the history subject of class XI Social Studies at SMA Negeri 1 Baitussalam.

Learning is a natural activity that everyone engages in, whether consciously or unconsciously. According to Sutiah [3], who contends that learning is a continuous process of becoming better than oneself, learning is a relatively permanent change in behavior that occurs as a result of practice in order to strengthen experience. Learning is thus a process of transforming people for the better. The concept of learning is inextricably linked to the concept of learning. Learning activities are those that students and teachers engage in. In essence, the learning process is a communication process or message delivery from the source of information, namely the teacher, to the receiver of information, namely the students [4]. Learning and learning are very close and inseparable, as efforts made can achieve a change that improves a person's quality as a result of his own experience in his interaction with his environment, activities carried out together with teaching activities are becoming learning activities. Teaching, also referred to as learning. Learning motivation is an internal encouragement to accomplish a goal in learning. Lestari [5] defines learning motivation as "a person's encouragement that arises from within and outside a person's self that will affect a person's desire to learn and a conscious effort to move, and maintain his behavior so that he is encouraged to do something to achieve results or a specific purpose." It is obvious that motivation is an internal urge to act and achieve goals. The function of motivation in learning is to act as a driver in carrying out work, as a director in work, and as a driver of student behavior in the learning process in order to achieve the goals that students have set for themselves [6]. According to B. uno [7], there are six indicators of motivation: (a) the desire and desire to succeed; (b) the presence of encouragement and need in learning; (c) the presence of hopes and aspirations for the future; (d) the presence of appreciation in learning; and (e) the presence of interesting activities in learning. The indicators that will be used in this study are: (a) the desire and desire to succeed; (b) the existence of encouragement and need in learning; (c) the existence of hopes and aspirations for the future; (d) the existence of appreciation in learning; and (e) the existence of interesting activities in learning.

Learning media is a tool that teachers use to help them communicate information to students. Learning media, according to Pakpahan et al. [8], are any person, material, or

event that provides opportunities for students to acquire knowledge, skills, and attitudes. In a more narrow sense, learning media are non-personal (non-human) tools used by teachers to achieve goals in the teaching and learning process. Learning media plays a critical role in the learning process, making the learning environment more effective and efficient, and establishing good communication between students and teachers. Learning media, according to Zainiyati [9], serves as an effective regulator of the relationship between the two main parties in the teaching and learning process, namely teachers and students. According to this viewpoint, learning media foster a mutually beneficial relationship between teachers and students.

A magazine is a type of learning media. Magazines are made up of a collection of printed papers that have been assembled. The printing press creates the writings in the magazine. There are no standard provisions in the preparation of magazines, according to Argaheni et al. [10]. Magazines typically contain a variety of topics that are relevant to the magazine's objectives. The magazine contains pictures that aim to illustrate the writing as well as make the magazine's contents more beautiful and interesting. In contrast to general magazines, time media is a magazine with a design similar to infographics; the difference is that time magazine media are arranged in the form of magazines, whereas infographics are generally in the form of leaflets. In addition to these distinctions, time magazines have a feature in the latest news, as the term "time" implies, namely that the topics published in time magazines must be historical facts. Of course, there are steps in the implementation process for every learning media. Magazine media must undoubtedly take systematic steps to implement it. According to Nurfadillah [11], there are three major steps in implementing learning media applications: (a) preparation; (b) implementation; and (c) follow-up. The following are the steps in the application of time magazine media that have been designed: The first step in preparation is for the teacher to prepare time magazine media for distribution to students. The two steps of implementation are as follows: (1) the teacher explains the goals to be achieved; and (2) the teacher explains what the students should do. The three subsequent steps are as follows: (1) the teacher invites students who want to make a presentation; (2) the teacher invites students to respond and ask questions; and (3) students who have made presentations raise one of the themes according to the rules.

Time magazine adheres to the principles of space and time, allowing students to comprehend educational materials concerning historical events with more ease. Time magazines are ordered chronologically in accordance with historical time sequences, and the accuracy of their content can be defended. In the era of globalization, the use of this media in the learning process is thought vital because it is a renewable medium and far from conventional conceptions. This study confirms that learning history through time magazine media can increase students' learning motivation, so it can be offered as a solution to the boredom of studying history at both the secondary and university levels.

## 2 Methods

A qualitative research design was used in this study. In general, qualitative research methods seek to explain and critically describe or describe a phenomenon, event, or event of social interaction in order to seek and find meaning in the real world [12]. This

study employs a qualitative research method with descriptive analytic research. This type of descriptive analytical research is used to determine the relationship between variables. According to [13], analytical descriptive research is a method that serves to describe or provide an overview of the object under study using data or samples collected as they are without analyzing and drawing generalizable conclusions. Meaning. In other words, this type of analytical descriptive research focuses on the problems as they existed at the time the research was conducted, and then the research findings are processed and analyzed to reach a conclusion. Researchers use descriptive analytic research to analyze and draw conclusions about the use of time magazine media in increasing students' learning motivation in the history subject of SMA Negeri 1 Baitussalam class XI Social Sciences students.

This investigation will take place at SMA Negeri 1 Baitussalam. Purposive sampling was used in this study to select the subject. Purposive sampling is a data collection technique that involves establishing specific criteria [14]. The subjects of this study were students from SMA Negeri 1 Baitussalam's class XI Social Studies Students 1. This subject was chosen based on the findings of observations, which revealed a lack of student participation during the learning process. The focus of this research is the object of study. The goal of this study is to increase the learning motivation of class XI social studies students at SMA Negeri 1 Baitussalam by using time magazine media in history subjects.

This study's data collection technique aims to ensure that the data obtained are relevant, accurate, and reliable. The following techniques are used to collect data in this study: (1) Observation is used as a data collection technique if the research is related to human behavior, work processes, natural phenomena, and if the number of respondents observed is not too large [15]. Researchers will conduct observations with colleagues in this study to determine how the process of using time magazine media in class XI Social Studies Students at SMA Negeri 1 Baitussalam is. The indicators used in this observation are indicators of Nurfadillah [11] proposed application of learning media, namely: (a) planning; (b) execution; and (c) follow-up or evaluation. (b) questionnaire, the purpose of the questionnaire in this study is to assess students' motivation to use time magazine learning media. This study's questionnaire was an open questionnaire. This type of open questionnaire allows respondents to express their opinions in accordance with their perspectives and abilities [12] using the Likert scale as Table 1.

**Table 1.** Likert Scale

Statement	Code	Positive Item Score	Negative Item Score
Strongly Agree	SA	5	1
Agree	A	4	2
Neutral	N	3	3
Disagree	D	2	4
Strongly Disagree	SD	1	5

Source: [16]

**Table 2.** Grade Score Classification

Interval Score	Category
84–100%	Very Good
69–84%	Good
54–69%	Enough
0–54%	Not Enough

Source: (Hidayatullah, 2018)

and (c) documentation, specifically how to locate data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lenger, agenda, and so on [17]. The syllabus, school lesson plans, list of names of students who will be used as research samples, identity or school profile of SMA Negeri 1 Baitussalam, and photos taken during the research process are among the documentation data in this study. Data processing is the data analysis technique used, which involves describing research data with statistical calculations. To obtain a clear picture of the research, data analysis was performed using statistical techniques; the classification of motivational scores based on intervals (range of distances) can be seen in the explanation below (Table 2).

$$P = \frac{f}{n} \times 100\%$$

(Supranto, 2000)

### 3 Results and Discussion

The use of time magazine learning media occurs in three stages: planning, implementation, and evaluation. The researcher's planning stage involves preparing the items required for conducting research, specifically research instruments. The implementation stage is the application of learning beginning with the introduction, core activities, and ending with all stages of implementation being observed by and three observers related to activities performed by teachers and students. The evaluation stage involves processing data from the student worksheet results as well as student questions and answers. The teacher begins learning during the implementation stage by preparing the class, ensuring student attendance, conditioning the class, and conveying the material to be studied, the objectives to be met, as well as the steps for using time magazine media with students. The teacher gives students time in the core activity to think and write down important points into a simple report, followed by a presentation by each student. Then, as a group, conclude the material that has been studied and collect the results of a simple report in the closing activity. The meeting concludes with the teacher delivering the material to be studied at the following meeting. The percentage of students who have complete predicates is 87 percent, while the percentage of students who have incomplete predicates is 23 percent. The observer's observation sheet on the application of time

**Table 3.** Observation Analysis Results

Scale	SA	A	N	D	SD
Amount	14	12	1	0	0
Percentage	51,9%	44,4%	3,7%	0%	0%
Maximum Score	9 x 5 x 3 = 135				

magazine media is processed using the percentage formula, which is transformed into the determination of the percentage scale. The following are the findings of observations on the use of time magazine media (Table 3).

$$\begin{aligned}
 P &= \frac{\text{Observation Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{111}{135} \times 100\% \\
 &= 87\%(\text{Good})
 \end{aligned}$$

Based on the findings of the preceding observations, it is clear that the percentage of time magazine media application is 82 percent, which falls into the good category. As a result, the application of time magazine media in learning history for SMA Negeri 1 Baitussalam class XI Social Studies Students 1 students has been carried out in accordance with the steps for using time magazine media. This is supported by the findings of student evaluations, which show that 87 percent of students can complete learning and only 23 percent cannot. This conclusion implies that time magazine media can effectively inform learning material. Teachers can carry out varied learning based on the context of scientific development as a result of the application of this time magazine media [20]. The process of assessing student motivation was divided into two stages: pre-questionnaire and post-questionnaire. The goal of gathering this questionnaire data was to accurately compare student learning motivation before and after the use of the time magazine. The following presentation shows the results of the pre- and post-questionnaire data collection:

Pre-Questionnaire, the data questionnaire, was obtained directly from students via a questionnaire that contained 15 statement items with 5 alternative answers. Questionnaires were filled out in the classroom with the assistance of researchers and teachers, ensuring that students understood the intent and purpose of completing the Questionnaire. The Table 4 shows the results of a questionnaire on students' motivation to learn history in class XI Social Studies Students 1 prior to the use of time media:

$$\begin{aligned}
 P &= \frac{\text{Questionnaire Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{656}{1.125} \times 100\%
 \end{aligned}$$

**Table 4.** Results of Question-Pre Analysis

Scale	SA	A	N	D	SD
Amount	14	72	80	55	4
Percentage	6,2%	32%	35,6%	24,4%	1,8%
Maximum Score	15 x 5 x 15 = 1.125				

$$= 58\%(\text{Enough})$$

According to the results of the pre-questionnaire data processing, the students' history of learning motivation prior to the application of time magazine was 58 percent with sufficient category. According to the percentages of students' history learning motivation statements, there are 6.2 percent who strongly agree, 32 percent who agree, 35.6 percent who say neutral, 24.4 percent who disagree, and 1.8 percent who strongly disagree. Questionnaire-Post, the questionnaire is filled out in the classroom with the assistance of researchers and teachers, ensuring that students understand the intent and purpose of completing the questionnaire. The Table 5 shows the results of a questionnaire on the motivation to learn history of students in class XI Social Studies Students 1 at SMA Negeri 1 Baitussalam on the use of Time Magazine media in history learning.

$$\begin{aligned}
 P &= \frac{\text{Questionnaire Score}}{\text{Maksimum Score}} \times 100\% \\
 &= \frac{111}{1.125} \times 100\% \\
 &= 82\%(\text{Good})
 \end{aligned}$$

According to the results of the post-questionnaire data processing, the students' history of learning motivation following the use of time magazine media was 72.2 percent with a good category. With the following percentage of learning motivation statements: 9.8 percent of students said they strongly agreed, 47.5 percent said they agreed, 29.8 percent said they were neutral, 8 percent said they disagreed, and 4.9 percent said they strongly disagreed.

According to the two data, there is a 14.2 percent increase in the motivation to learn history of students in class XI Social Studies Students 1 at SMA Negeri 1 Baitussalam.

**Table 5.** Results of Question-Post Analysis

Scale	SA	A	N	D	SD
Amount	22	107	67	18	11
Percentage	9,8%	47,5%	29,8%	8%	4,9%
Maximum Score	15 x 5 x 15 = 1.125				

The students' motivation to learn history increased from 58 percent to 72.2 percent, moving them from the moderate to the good category. This study explains the learning process using time magazine media; all teaching and learning activities are observed by observers to assess the success or failure of the application of time magazine media in learning history for SMA Negeri 1 Baitussalam class XI social studies students. These observations were made on observation sheets from the start of the learning process to the end of the learning process. Overall, the implementation of history learning activities through the use of time magazine media has gone extremely well. The teacher taught in accordance with the steps in the use of time magazine media.

Based on the previous analysis, each indicator in the observation sheet produced positive results. When acquiring a statement strongly agrees up to 51.9 percent, a statement agrees up to 44.4 percent, and a neutral statement up to 3.7 percent. While the statement of disagreement and the statement of strongly disagreed were both 0 percent. It received a score of 82 percent with good categories based on a calculation of the percentage of the learning process using time magazine media. The evaluation process also went well, with almost all students completing the evaluation and only two students failing to do so. According to [19], a good learning process is one that achieves a score of at least 70 percent. As a result of the above explanation, it is possible to conclude that the learning process in the application of time magazine media met the steps and indicators of achieving learning objectives successfully.

In this study, two measurements of students' motivation for learning history were conducted. The first measurement process was conducted to determine students' motivation to learn history prior to the application of time magazine media. When asked about their motivation, 6.2 percent of students said they strongly agreed, 32 percent said they agreed, 35.6 percent said they were neutral, 24.4 percent said they disagreed, and 1.8 percent said they strongly disagreed. With a total score of 656 filled in and a percentage score of 58 percent, you fall into the sufficient category. The second process of measuring student learning motivation used time magazine learning media to determine students' motivation to learn history. In the second measurement of student motivation, 9.8 percent of students stated strongly agree, 47.5 percent of students agreed, 29.8 percent of students stated neutral, 8 percent of students disagreed, and 4.9 percent of students strongly disagreed. With an overall score of 812, you get a percentage score of 72.2 percent, which puts you in the good category.

Based on these two measurements, it can be concluded that the use of time magazine learning media in increasing the motivation to learn history in class XI Social Studies Students at SMA Negeri 1 Baitussalam is a good alternative, with the use of time magazine media increasing students' motivation to learn history by 14.2 percent. The initial number of students ranged from 58 percent in the adequate category to 72.2 percent in the good category. This is consistent with the Tresnawaty [21] belief that the learning process has been successful if a behavioral process changes and leads to a better direction, in this case the behavior in question is student learning motivation, which increases and shows changes to a higher standard.



## 4 Conclusion

The application of time magazine media in history learning in class XI Social Studies Students 1 at SMA Negeri 1 Baitussalam has gone well according to the time magazine media steps. This can be seen in the findings of an analysis of the application of time magazine learning media, where the learning steps using time magazine media went well, beginning with well-implemented lesson plans and teachers and students interacting with each other. The students' learning motivation toward the use of time magazine media has a good track record. This can be seen in students' behavior during the learning process, where students are happy, encouraged to learn, interested, and listen to and follow the steps directed by the teacher. The teacher creates a conducive learning environment in which students can be motivated to learn. Before the application of time magazine media in learning history, student motivation was only 58%, but after the application of time magazine media, student motivation increased to 72.2%, a 14.2% rise. While the use of time magazine media is considered necessary in globalization, students who are already technologically literate frequently perceive history as a rigid and boring subject. Time magazine, as a renewable media, is a solution to be used in learning history at the secondary and university levels in order to achieve learning objectives and produce quality graduates.

## References

1. Darmadi. Pengantar Pendidikan Era Globalisasi. Tangerang: AnImage; 2019. 316 p.
2. Moh S. Belajar & Pembelajaran. Yogyakarta: Deepublisher; 2018. 218 p.
3. Sutiah. TEORI BELAJAR DAN PEMBELAJARAN. 1st ed. Sidoarjo: Nizamia Learning Center; 2016. 86 p.
4. Ismail MI. Teknologi Pembelajaran Sebagai Media Pembelajaran. 1st ed. Makassar: Cendikia Publisher; 2020. 220 p.
5. Lestari ET. Cara Praktis Meningkatkan Motivasi Siswa Sekolah Dasar. 1st ed. Yogyakarta: Deepublish; 2020. 98 p.
6. Sutikno S. Strategi Pembelajaran. 1st ed. Jawa Barat: CV. Adanu Abimata; 2021. 133 p.
7. B. uno H. Teori Motivasi dan Pengukurannya (Analisis di Bidang Pendidikan). Jakarta: Bumi Aksara; 2016. 146 p.
8. Pakpahan AF, Ardiana DPY, Mawati AT, Wagiu EB, Simarmata J. Pengembangan Media Pembelajaran. 1st ed. Yayasan Kita Menulis; 2020.
9. Zainiyati HS. Pengembangan Media Pembelajaran Berbasis ICT. 1st ed. Jakarta: Kencana; 2017.
10. Argaheni NB, Sari atriani N, Sukamto IS. Modul Praktik Sistem Teknologi Informasi. 1st ed. Jawa Barat: CV Jejak, Anggota IKAPI; 2021. 1–76 p.
11. Nurfadillah S. Media Pembelajaran: Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-jenis Media Pembelajaran, dan Cara Penggunaan Kedudukan Media Pembelajaran. Jawa Barat: CV Jejak, Anggota IKAPI; 2021.
12. Yusuf M. Metode Penelitian: Kuantitatif, Kualitatif dan Gabungan. Jakarta: PT Fajar Interpretama Mandiri; 2017. 480 p.
13. Karmanis, Karjono. Buku Pedoman Belajar Metode Penelitian. Pilar Nusantara; 2020.
14. Fadjarjani S, Satiyasih E, Patimah S, Nasrullah. Metodologi Penelitian Pendekatan Multi-disipliner. Gorontalo: Ideas Publishing; 2020.

15. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&G*. Bandung: Alfabeta; 2018.
16. Riyanto S, Hatmawan aglis andhita. *Metode Riset Penelitian Kuantitatif di Bidang Manajemen, Teknik, Pendidikan Dan Eksperimen*. Yogyakarta: Deepublisher; 2020.
17. Nizamuddin, Azan K, Anwar K, Dewi I. *Metodologi Penelitian Kajian teoritis Bagi Mahasiswa*. Riau: DOTPLUS Publisher; 2021.
18. Supranto. *Statistik (Teori dan aplikasi)*. Jakarta: Erlangga; 2000.
19. Hidayatullah. *Penelitian Tindakan Kelas*. Banten: LKP Setia Budhi; 2018.
20. Kamza M. Pengembangan Pembelajaran Sejarah aceh berbasis Inquiri Widya Wisata untuk Meningkatkan Motivasi dan Prestasi Belajar Mahasiswa. *Riwayat*. 2018;1(1):13–9.
21. Tresnawaty D. *ANTILIGO: Multiperspektif Keilmuan di Masa Pandemi COVID-19*. 1st ed. Tresnawaty D, editor. Yogyakarta: Deepublisher; 2021.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

