

Utilization of Learning Media in Motivating Student Learning

1st Rudi Salam

*Department Office Administration
Education
Universitas Negeri Makassar
Makassar, Indonesia
rudisalam@unm.ac.id*

2nd Haedar Akib

*Public Administration Department
Universitas Negeri Makassar
Makassar, Indonesia
haedarakib@unm.ac.id*

3rd Dahyar Daraba

*Public Administration Department
Institut Pemerintahan Dalam Negeri
Jatinangor, Indonesia
dahyadaraba@ipdn.ac.id*

Abstract— Learning media is instrumental in motivating students to change the paradigm of thinking and acting (Cook-Sather, 2002). Also, the learning media can penetrate the boundaries of change in navigating the challenges faced by educational institutions. This research is quantitative research with the type of associative research. Respondents in this study as many as 47 people. Data collection techniques used in this study are observation, questionnaires, interviews, and documentation. Data analysis technique using Importance-Performance Analysis. The results showed that the utilization of instructional media in Vocational High School (SMK) Negeri 1 Makassar has experienced development by the times. As in motivating students have utilized instructional media such as Liquid Crystal Display (LCD), media in the form of images. So the students are more interested in following the learning that has been presented by the teacher.

Keywords— *Learning Media, Learning Motivation Introduction*

I. INTRODUCTION

Students are state assets that are the spearhead of the next generation [1]–[3]. Therefore, the government should help them achieve the ideals of the nation. One effort is to motivate students to be able to learn optimally. So to be human intelligent and efficient for the nation and state [1], [4]. However, the reality that occurs in Indonesia students who become state assets sometimes not disorder as much as possible. As a result, many students are unable to continue their higher education [5]. In addition, students are not able to learn maximally because many internal and external factors that should be assisted by the government [6], [7].

This is in accordance with various opinions which reveal that the factors that influence learning achievement are classified into 2 things, such as: internal factors of students themselves, and external factors from outside students [8]. Internal factors include; intelligence or intelligence, talent, attention, interest, maturity, motivation, readiness and fatigue. While the external factors in question are: school environment, family, and community environment. Another opinion revealed that the factors that influence learning achievement such as: internal factors (factors within human beings) which include: 1) physiological factors (physical) such as: illness, body record, while 2) psychological factors include: intelligence. The External Factors that come outside of a person, such as: 1) family, 2) School environment, 3)

Community Environment. Based on these factors, it is very influential to know student learning achievement [8]–[11].

Motivation has an important role in the learning process of each student [12], [13]. Students who have motivation will be able to increase interest in learning and not waste time. Students can streamline their time to be exploited as possible, have a clear view of life and a high desire in reaching the ideals [14]. Students who want to achieve the ideals of the spirit in doing various learning activities very well. In these circumstances many things that make student learning motivation decreased during the learning process took place, such as: students consider the lesson is not too important, the nature of the teacher's influence, style/learning system applied, the influence of the use of limited learning media, family issues/class friends, as well as the state of the room that makes students uncomfortable [15].

Utilization of instructional media is one that can increase student learning motivation. The use of learning media in teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students. In this case the utilization of learning media influence on student learning motivation. Students will learn that they have a strong motivation to learn. Therefore, the utilization of instructional media developed must be by the interests and needs of the students themselves. Utilization of instructional media, students are expected to get a correct view and understanding [16]. While teachers are expected to focus students' attention during the lesson and help to redirect students with the knowledge and skills learned by the students [17]–[19].

Based on the observations made at the apprenticeship at SMK Negeri 1 Makassar stated that in the process of teaching and learning in the classroom there are still many students who pay less attention to the material presented by the teacher, it can be seen there are some students who tell and play with friends, absence responses from students when teachers give the opportunity to ask, there are students who feel bored and wandering outside. It shows that students still have low learning motivation in following the ongoing learning process. To be able to attract the attention of students then it is very important for teachers to utilize the existing learning media by the ability possessed so that it can lead the students / I with the material that is taught. With the use of interactive learning media in the classroom teachers

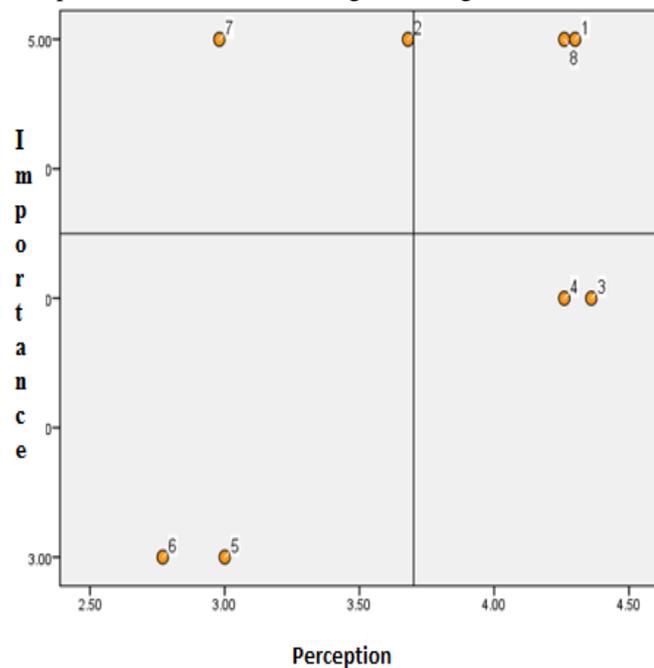
can attract attention and improve student learning motivation.

II. RESEARCH METHODS

This research is quantitative research with the type of associative research [20]–[22]. The population in this study as many as 155 people and samples of 30 percent of the population or as many as 47 people as respondents with technique random sampling. Data collection techniques used in this study are observation, questionnaires, interviews, and documentation. Data analysis technique using Importance-Performance Analysis [23]. In addition, in order to provide more accurate data, we conduct qualitative research analysis, namely interactive policy models [24].

III. RESULT AND DISCUSSION

Learning media is an intermediary tool used by teachers to convey a message/stimulus to students to achieve learning objectives. Therefore, students will be motivated in the learning process. To know the description of the use of learning media in SMK Negeri 1 Makassar, the researchers will present in the Cartesian diagram in Figure 1.



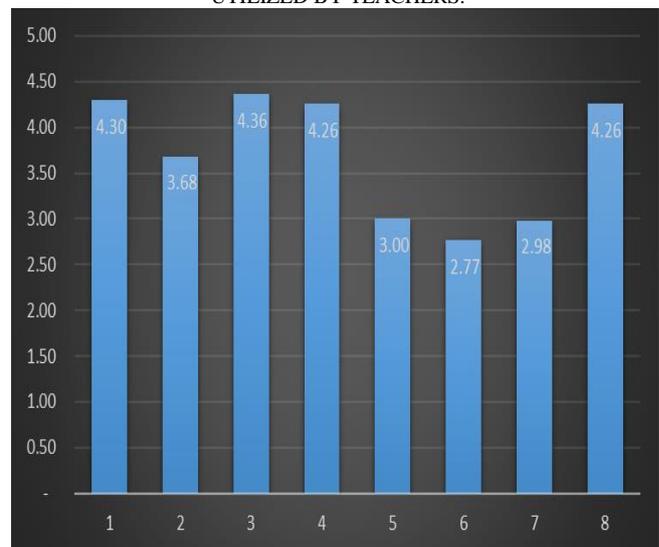
- Information:**
1. Utilization of images in learning activities
 2. Utilization of animation in learning activities
 3. Utilization of module book in supporting the learning process
 4. Utilization of graphs in learning activities
 5. Use of radio in learning
 6. The teacher makes use of the recorder during the learning process
 7. Video Utilization in the learning process
 8. LCD utilization in the learning process

Fig. 1. Cartesian Diagram of Hope and Perception of students in the utilization of instructional media

Based on the picture 1 researchers divide into four quadrants. Quadrant A explains that students' expectations

of the media used by teachers to improve student motivation are in the high category, but the reality of student perception is still low. This, by the indicator in question such as video utilization and learning animation. Quadrant B explains that students' expectations and perceptions are directly proportional to instructional media. Such as the use of images and LCDs used by teachers by student expectations. Quadrant C explains that students' expectations and perceptions are low, such as radio usage and recording devices. Quadrant C explains that students' expectation of learning media is low, but student perception is very high. Also, will also be presented the use of learning media in improving student motivation in table 1.

TABLE 1 STUDENT PERCEPTIONS OF LEARNING MEDIA UTILIZED BY TEACHERS.



- Information:**
1. Utilization of images in learning activities
 2. Utilization of animation in learning activities
 3. Utilization of module book in supporting the learning process
 4. Utilization of graphs in learning activities
 5. Use of radio in learning
 6. The teacher makes use of the recorder during the learning process
 7. Video Utilization in the learning process
 8. LCD utilization in the learning process

Table 1 shows that the learning media most frequently utilized by teachers in the learning process as an effort to improve student motivation is the use of media in the form of drawings, learning modules, LCD and graph media. However, the media most rarely used by teachers in motivating students is learning media in the form of radio, video, and recording devices.

Based on the presentation of the data in Figures 1 and 1, it provides an illustration that the teacher has utilized instructional media by the development of the times such as LCD utilization and image media that interest by students. Likewise, learning media should be abandoned, so the teacher has made an effort not to use such other media that is needed in the millennial era.

The use of instructional media in learning activities is very important and very helpful because when teachers deliver materials and directly utilize the existing learning media, it will greatly help students to easily understand and

understand the material presented. For example in the subjects of correspondence and archives teachers always take pictures/photo form letters, drawing tool storage letters. By utilizing the media learning process will run well and will achieve the learning objectives.

The results of the media can attract attention and generate interest and improve student learning motivation [25], [26]. And according to [27] that "the use of learning media in the learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students." This is also similar to the results that the use of instructional media influences the motivation of learning which is due to media utilization helps teachers in delivering students' materials more easily understand and understand the material presented by teachers and students are also actively involved in the learning process so that the students are also motivated to follow the ongoing learning process.

so are some other opinions which reveal that using media will increase students' motivation to learn. besides, it will have an impact on various things such as: increasing student achievement. even so, other researchers revealed that learning media is not the most decisive factor in motivating students but, many factors are able to have a more meaningful impact [28]–[32].

IV. CONCLUSION

Efforts in the utilization of instructional media conducted by teachers have been able to increase student motivation by the times. The learning media such as the use of LCD and media images of interest by students. Both of these is a medium of learning that is often used by teachers. While other learning media are still used, however, the level of intensity has been reduced. This is because the media, each year the learning media will experience a very drastic change.

ACKNOWLEDGMENT

Thanks to the Dean of the Faculty of Social Sciences who have provided financial support for this research. Furthermore, I thank the teachers and students at SMK Negeri 1 Makassar who have helped in providing data in the form of primary data and secondary data in the success of the research conducted.

REFERENCES

- [1] B. T. Edwards, R. Ander, dan S. Herda, "Teaching Arabic in our schools: Globalizing education for Chicago's next generation," *Chicago Counc. Glob. Aff. (http://www.thechicagocouncil.org/sites/default/files/EL%202015%20ArabicReport_v5.pdf)*, *Consult. el*, vol. 21, 2015.
- [2] M. Painter dan K. H. Mok, "Reasserting the public in public service delivery: The de-privatization and de-marketization of education in China," *Policy Soc.*, vol. 27, no. 2, hal. 137–150, 2008.
- [3] A. Cook-Sather, "Authorizing students' perspectives: Toward trust, dialogue, and change in education," *Educ. Res.*, vol. 31, no. 4, hal. 3–14, 2002.
- [4] M. Caparini, "Controlling and overseeing intelligence services in democratic States," in *Democratic Control of Intelligence Services*, Routledge, 2016, hal. 25–46.
- [5] E. Edgar, "Employment as an outcome for mildly handicapped students: Current status and future directions," *Focus Except. Child.*, vol. 21, no. 1, 2018.
- [6] D. Waldo, *The administrative state: A study of the political theory of American public administration*. Routledge, 2017.
- [7] Takkirmin, P. Bundu, H. Upu, dan G. D. Dirawan, "Analysis understanding of the smp students build concept and principles of flat in math," *Man India*, vol. 95, no. 3, hal. 821–827, 2015.
- [8] M. Li dan M. Bray, "Cross-border flows of students for higher education: Push–pull factors and motivations of mainland Chinese students in Hong Kong and Macau," *High. Educ.*, vol. 53, no. 6, hal. 791–818, 2007.
- [9] N. Agarwal dan P. Somaini, "Demand Analysis Using Strategic Reports: An Application to a School Choice Mechanism," *Econometrica*, vol. 86, no. 2, hal. 391–444, 2018.
- [10] A. Qayyum, "Student help-seeking attitudes and behaviors in a digital era," *Int. J. Educ. Technol. High. Educ.*, vol. 15, no. 1, 2018.
- [11] A. Yani, A. Mulyadi, dan M. Ruhimat, "Contextualization of spatial intelligence: Correlation between spatial intelligence, spatial ability, and geography skills," *J. Balt. Sci. Educ.*, vol. 17, no. 4, hal. 564–575, 2018.
- [12] C. R. Wibrowski, W. K. Matthews, dan A. Kitsantas, "The role of a skills learning support program on first-generation college students' self-regulation, motivation, and academic achievement: A longitudinal study," *J. Coll. Student Retent. Res. Theory Pract.*, vol. 19, no. 3, hal. 317–332, 2017.
- [13] M. Huda, N. Sabani, M. Shahrill, K. A. Jasmi, B. Basiron, dan M. I. Mustari, "Empowering Learning Culture as Student Identity Construction in Higher Education," in *Student Culture and Identity in Higher Education*, IGI Global, 2017, hal. 160–179.
- [14] C. Bereiter dan M. Scardamalia, "Child as coinvestigator: Helping children gain insight into their own mental processes," in *Learning and motivation in the classroom*, Routledge, 2017, hal. 61–82.
- [15] E. A. Vincent, *Examining the Experiences of Innovative Counselor Educators: A Grounded Theory Approach*. North Carolina State University, 2017.
- [16] R. T. Mangesa dan G. D. Dirawan, "Development of learning module work competence integrated character value of electricity in vocational high school," *Int. J. Appl. Eng. Res.*, vol. 11, no. 10, hal. 6943–6948, 2016.
- [17] M. S. Saggaf, R. Salam, dan R. Rifka, "The Effect of Classroom Management on Student Learning Outcomes," in *International Conference on Education, Science, Art and Technology*, 2017, hal. 98–102.
- [18] R. Salam, "Regional Council Role in the Welfare Society Program," 2017.
- [19] M. S. Saggaf, N. Nasriyah, R. Salam, dan H. Wirawan, "The Influence of Teacher's Pedagogic Competence on Learning Motivation of Student of Office Administration Expertise Package," 2018.
- [20] D. M. Mertens, *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications, 2014.
- [21] C. Silver dan A. Lewins, *Using software in qualitative research: A step-by-step guide*. Sage, 2014.
- [22] J. w. Creswell, *Research Design: qualitative, quantitative, and Mix Methods Approaches*, Fourth. Los Angeles, USA: Sage Publications, 2014.
- [23] J. a Martilla dan J. C. James, "Importance-Performance Analysis," *J. Mark.*, vol. 41, no. 1, hal. 77–79, 1977.
- [24] M. B. Miles, A. M. Huberman, dan J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3 ed. United States of America: Sage Publications, 2014.
- [25] B. R. Robin, "The effective uses of digital storytelling as a teaching and learning tool," *Handb. Res. Teach. Lit. through Commun. Vis. arts*, vol. 2, hal. 429–440, 2015.
- [26] K. Kiemer, A. Gröschner, A.-K. Pehmer, dan T. Seidel, "Effects of a classroom discourse intervention on teachers' practice and students' motivation to learn mathematics and science," *Learn. Instr.*, vol. 35, hal. 94–103, 2015.
- [27] P. Buckley dan E. Doyle, "Gamification and student motivation,"

- Interact. Learn. Environ.*, vol. 24, no. 6, hal. 1162–1175, 2016.
- [28] S. L. Watson, J. Loizzo, W. R. Watson, C. Mueller, J. Lim, dan P. A. Ertmer, “Instructional design, facilitation, and perceived learning outcomes: an exploratory case study of a human trafficking MOOC for attitudinal change,” *Educ. Technol. Res. Dev.*, vol. 64, no. 6, hal. 1273–1300, 2016.
- [29] R. J. Wlodkowski dan M. B. Ginsberg, *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. John Wiley & Sons, 2017.
- [30] T. Wagner, *The global achievement gap: Why even our best schools don't teach the new survival skills our children need and what we can do about it*. Basic Books, 2014.
- [31] M. S. Saggaf dan R. Salam, “Examining Academic Service using Importance Performance Analysis (IPA),” 2017.
- [32] M. S. Saggaf, M. Aras, H. Akib, R. Salam, A. Baharuddin, dan M. Kasmita, “The Quality Analysis of Academic Services Based on Importance Performance Analysis (IPA),” 2018.