

The Use of Learning Media to Increase Students Learning Motivation in Elementary Schools

Desi Wulandari ^{1*}, Fajar Nugraha ², Lia Rahayu ³

^{1, 2, 3, 4, 5} Politeknik Dewantara Palopo, Indonesia

* desiwulandari99@gmail.com

Abstract

The research was carried out in the class to know how students learning motivation. The method used in this research was a qualitative research method. Methods of data collecting used observation and interviews. Based on the observation with the teachers of elementary schools in Purbalingga, Indonesia found that the teachers used lecturing method and book as their resources in learning process. In fact, this method was less attractive for the students in studying, so they did not understand the materials and their motivation decreased. In addition, students were also more interested in chatting with their classmates, daydreaming, and being busy alone. Books as learning resources that always used in learning process made students got bored quickly and found difficulty to understand the materials. Based on results of the interviews, students became more interested in the learning process used media rather than books. Therefore, another alternative was needed in the learning process to increase students learning motivation. One alternative was to utilize technology as a medium in the learning process.

Keywords: *Learning Media; Students Learn; Motivation; Elementary School*

Introduction

Learning is an activity carried out with the aim of acquiring knowledge, mastering certain competencies and shaping students' attitudes. The success of learning can be seen from changes in behavior and student learning outcomes. Learning activities will run smoothly if students have the motivation to learn. According to Sardiman (2012), motivation can be interpreted as a driving force that arises within students that led to learning activities, guaranteed the continuity of the learning process, and provided guidance in the learning process so that learning objectives can be achieved. Learning motivation is one of the determining factors in achieving learning objectives. Through learning motivation, students will have the urge to follow the ongoing learning process.

There are many ways that teachers can do to foster students learning motivation. Using challenging learning strategies such as games can motivate students and bringing fresh, contextual material or interactive media can stimulate them from within. Beside motivation that comes from within oneself, motivation can also be increased through stimulation provided through the student's learning environment. Teachers have an important role in the process of increasing student motivation because teachers have a lot of time with students at school. Teachers can increase students' learning motivation by developing learning strategies as students' external motivation to learn. Learning strategies include methods and media used in

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the learning process. According to Sudjana (2009), the teaching method is the method used by the teacher in interacting with students during learning. This interaction process will run well if students are active in participating in learning. Therefore, teaching needs to apply teaching methods that can foster student learning activities. The methods commonly used in learning are lectures, discussions, demonstrations, and so on. The use of learning methods cannot stand alone because the media is also needed as a tool to convey material or information to students. Learning media is used as a means of supporting the learning process so that learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical that is used by teachers in conveying material to students so that it is more effective and efficient. So that learning material is more quickly accepted by students as a whole and attracts students to learn further (Musfiquon, 2012).

Learning media used appropriately in the learning process will be a more effective and efficient supporting tool in achieving learning goals. Moreover, learning media will also increase students learning motivation, this is in line with the statement expressed by Sanaky (2009) that the benefits of learning media include: (a) By using learning media, the learning process will be more interesting, making it more interesting. can lead to student learning motivation; (b) Can clarify learning material, so that students can easily understand the material and enable students to master the learning objectives; (c) By using learning media, the learning process becomes more varied. Material is not only conveyed orally, so students don't get bored quickly and are more effective and efficient; and (d) Students listen to the material delivered by the teacher, do more learning activities such as: observing, doing, demonstrating, and so on. The privilege of learning media can encourage experiential classrooms so as to foster student learning involvement.

Based on the benefits stated by Sudjana and Rivai in Sanaky (2009), learning media needs to be used to overcome the limitations of the learning process. As an example of learning media in the learning process is in grade 5 elementary school social studies subjects with the material of the Meaning of Hindu-Buddhist and Islamic National Heritage in Indonesia. This material is usually delivered using the didactic lecture method and using material books as supporting media. Current technology can be used as a learning medium to support the learning process. From an article, research conducted by Heafner (2004) stated that "the use of technology in social studies as a means to motivate students by involving students in the learning process using familiar teaching tools that increase student self-efficacy. and self-esteem." From the article, it can be concluded that the use of technology in social studies as a means to motivate students by involving students in the learning process can increase self-efficacy and self-worth.

Delivery of material in the learning process sometimes experienced several obstacles. Some of the obstacles faced by teachers were boring learning methods and less attractive media. One way to overcome this problem was to use technology as a medium in the learning process. Learning videos are one of the media commonly used to engage students in the learning process and deliver material effectively (Pebriani, 2017). By watching some learning videos students can see and imagine real and contextual material. The research about the use

of video-based learning from Choi & Johnson (2010) showed the feasibility of videos to motivate students. In this study, there was a significant difference in students' motivation in terms of attention between video-based learning and traditional text-based learning. In addition, students reported that video-based instructions were easier to remember than traditional text-based instructions. This study implied that context-based videos in online courses had the potential to increase learner motivation (Ismail, et.al. 2017).

Learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other in achieving learning objectives. In this case the human element in learning includes students, teachers, educational staff, and so on. Material elements in learning include books, blackboards, and so on. Elements of facilities and equipment include classrooms, laboratories, and so on. While the elements of procedures include learning schedules, learning methods and so on (Hamalik, 2008). Learning is the ability to manage components related to learning operationally and efficiently. Components related to schools in improving the quality of learning are teachers, students, school supervisors, facilities/infrastructure, and learning processes (Yamin, 2013).

Learning media is anything that can be used to convey messages so that it can stimulate the feelings, thoughts, will, and attention of students and encourage the learning process (Miarso, 2009). Meanwhile, according to Musfiqon (2012), learning media can be interpreted as a tool in the form of physical and non-physical that is used by teachers in conveying material to students to make it more effective and efficient. The use of instructional media is expected to be able to more quickly accept student learning materials and attract students' interest in learning.

So, learning media can be interpreted as hardware or software tools used in delivering material by teachers to students in the learning process. In learning, the media was expected to make the learning process more effective and efficient in accordance with the learning objectives. The theoretical basic for using media in the learning process according to Dale in Daryanto (2013) is the cone of Dale's experience. According to Dale's Cone of experience, direct (concrete) experience provided the highest learning outcomes. Followed by artificial objects, dramatizations, field trips, television, live exhibition images, still images, visual symbols and word symbols (abstract) which provided the least portion. However, the learning process did not have to start with direct experience of students but can use experiences which were appropriate to learning needs.

Technology-based multimedia can be used as learning media in class. Husain (2014) stated that the use of multimedia, especially in presentation, had a large and useful effect to improve students learning outcomes. The use of multimedia in presentations aimed to accommodate all the optimization of all students' senses in the form of audio, visual, or a combination of both. In addition, the internet also influenced the tendency to use media in class and learning outcomes. Moreover, Husain (2014) stated that the internet influenced the choice of methods both inside and outside the classroom. The use of the internet provided

independence, acceleration, feedback, affordability, effectiveness, and productivity in the learning process.

One of the functions of learning media was as a tool in delivering material in the learning process. It was also as delivering material in the learning process. Other functions in Asyhar (2012) are as follows: (a) Media as a learning resource; (b) The semantic function related to words, terms, signs or symbols. (c) The manipulative function was the ability of the media to reload an object/event in various ways, according to the conditions, circumstances, aims and objectives; (d) The fixative function was in capturing, storing and reshaping an object or event that has occurred a long time ago; (e) The distributive function of the media used in the learning process can be followed by a large number of students or an unlimited range of media; (f) Psychological function, learning media had a function of attention, affective function, cognitive function, imaginative function and motivational function; and (g) socio-cultural function.

The use of media in learning can overcome socio-cultural barriers between students with different customs, habits, environments, and experiences. While the principles of using media in the learning process according to Musfiquon (2012) can be divided into three main principles, namely: (a) The principle of effectiveness and efficiency. Effectiveness in the concept of learning is the achievement of a learning process in achieving learning objectives. While efficiency is the achievement of learning objectives by using time, costs, facilities/infrastructure, and other resources to a minimum; (b) The principle of relevance. As a teacher, you should be able to choose media according to the objectives, content, learning strategies, and evaluation of learning; and (c) The principle of productivity. Practice in the learning process was an optimal goal by utilizing available natural resources and human resources.

Anitah (2009) mentioned that there are several types of media, namely: (a) Visual media that are not projected, such as caricatures, illustrations, charts, graphs, diagrams, maps, and so on; (b) Projected visual media, such as: Slides (film frames), Overhead Projectors (OHP), Opaque Projectors, Silm strips (composite films); (c) Audio media, such as: radio, optical media, tapes, telephones, and so on; (d) Audio-visual media, such as: television and sound slides; (e) Multimedia, such as: interactive media, hypermedia, virtual reality, and multimedia kits. According to Sadiman, Rahardjo, Haryono, and Harjito (2012) in general, educational media has the following uses: (a) Clarify the presentation of information or messages so that they are not too verbalistic (in the form of written or spoken words); (b) Overcome the limitations of space, time, and senses, for example: objects that are too large can be replaced with pictures, films, and so on; (c) The use of various educational media in the learning process will strengthen students' active attitudes and can motivate students to learn; and (4) With the different characteristics, environment, and experiences of students, educational media can be used as a tool for teachers. It was due to the same educational media, the same learning experience, and the provision of the same stimulus to students.

A learning process must make students the center of activity. students in learning activities determine the success of learning. Ningsih, Soetjipto & Sumarmi (2017) said that learning activities are very important in the learning process because learning is an activity or process to acquire and strengthen personality. withdrawal will also be taken from the motivation. Motivation is a change in energy within a person which is characterized by affective arousal and anticipatory goal reactions (Hamalik 2014; Aini, 2021). Motivation in the learning process can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within students, such as the desire to acquire knowledge, the desire to achieve learning goals, the urge to meet learning needs, and so on.

While extrinsic motivation is motivation that comes from outside the student, such as parents' demands, a comfortable learning environment, fun learning partners, interesting and unpleasant learning activities. Sardiman (2012) mentioned the forms and ways of fostering motivation in learning activities, namely: (a) giving numbers. Because high numbers are considered as something real for the effort they put in; (b) gifts. This prize can be used as one of the prizes in learning activities; (c) competition. This competition can increase self-existence for the winner; (d) ego involvement. Raising awareness of learning and assignments is important; (e) give the test. Giving tests will make students prepare themselves to learn to get high scores; (f) knowing the learning outcomes. This will provide information whether the value is in accordance with the specified target; (g) Compliment. This compliment is a form of positive reinforcement; (h) punishment. This punishment is a form of negative reinforcement; (i) desire to learn; (j) interest. The learning process will run smoothly if accompanied by interest; and (k) a recognized purpose. Submission of learning objectives to be achieved after the learning process. Indicators of learning motivation according to Uno (2014) can be classified into (a) desire and desire to succeed; (b) drive and need to learn; (c) future hopes and aspirations; (d) appreciation in learning; (e) there are interesting activities in learning; and (f) the existence of a conducive learning environment, enabling students to study well.

Method

This study aimed to analyze the learning process carried out in elementary schools, found the main learning resources used by teachers and described the potential of schools to create new learning resources to support the learning process, especially to increase students learning motivation. The research methods used were observation, interviews, and document analysis. Observation according to Satori and Komariah (2011) is a data method used to collect research data through observation and sensing. This observation includes the learning process in class, the completeness of facilities and infrastructure in schools. According to Esterberg (Sugiyono, 2015), an interview is a meeting of two people to exchange information and ideas through question and answer, resulting in communication and construction of shared meaning about a topic.

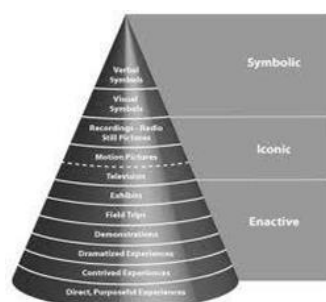


Figure 1 Dale's Cone of Experience (Daryanto, 2013)

The interviews were conducted to the fifth-grade teachers at SDN Arenan and SDN Cipawon, Purbaligga District, meanwhile document analysis from student reports and lesson plans were used to obtain primary information. The sample was randomly selected from 10 teachers as population and was limited to social studies subjects. The data analysis used was Miles and Huberman's interactive model with data collection steps, presentation of reductions in the form of a summary or chart and followed by drawing conclusions.

Results and Discussion

The learning process carried out in schools cannot be separated from the obstacles faced by teachers and students. Some of the obstacles that often arose were the learning methods used by teachers were still traditional and student learning resources were still limited to books. Learning methods were still monotonous basically can be collaborated with learning media so that the learning process became more varied. Then, the lack of learning resources can be overcome by using technology in the learning process. In learning in the classroom besides the right learning method, teachers also need to use the right learning media.

Learning media is media that is used as a tool to convey material or information from teachers to students. In addition, learning media also functions as a tool to stimulate student interest so that it is hoped that student learning motivation will increase. Learning media can be in the form of audio media, visual media, or video (Yusup et al, 2016; Riady, 2021). Learning media in the learning process aims to equate students' perceptions of the material presented. Currently there are still many teachers who have not utilized technology in the learning process optimally. It is marked by the lack of knowledge and ability of teachers to understand and know the benefits that can be drawn from using technology as a learning medium. With current technological advancements, it is hoped that teachers will be willing and able to utilize technology as a supporting medium in the learning process.

This study described the findings that the didactic method was still an option for conveying material conventionally. The choice of this method was suspected as the cause of the lack of students learning motivation which is correlated with the results of the final report of social studies students. As stated by Adilah (2017) in this study that the weakness of the ancient method was the dominance of the teacher's role so that it ignored student involvement in learning activities. Activities will be dominated by rote material. It also did not help students in organizing long-term memory and stimulates creativity. This study suggested combining

didactic methods or other conventional methods used with supporting learning media such as learning videos or other ICT-based media. It was hoped that a combination of structured and well-developed learning methods and media can attract students' attention and furthermore their motivation to learn (Pan, et.al, 2012).

The lack of learning resources was also a significant problem outlined in this study. The use of textbooks as the only source of learning made students easily bored because they had no other options to be chosen. It became a bigger effect because it depends on the students' reading interest. For students who have less interest in reading, they became difficult to participate in learning activities. This result supported Arsyad's statement (2011) that there are many benefits to using learning media. One of them is capturing students' interest with interesting and different methods. This feature can motivate students to understand the material clearly and achieve learning goals in the end. Learning methods will be more interesting by reducing verbal communication and incorporating lots of reviewing & demonstrating activities based on experience.

The availability of ICT devices had not been used optimally by teachers. It can be related to teachers' perceptions of and readiness to use technology in the classroom. Students and teachers who have good perceptions of using technology in the classroom will potentially optimize learning media (Hanif et al, 2018; Hasnawati, 2021) using technology can be an alternative to finding appropriate methods and strategies to support learning objectives. Readiness to apply technology in class is considered a major factor (Hanif et al, 2018). Many teachers who are not ready to apply modern technology are higher than those who are. The group that is considered ready to apply technology in learning still dominates the other groups (Nurhalisa et al, 2021; Ramadhan, 2022). The use of technology as a learning medium has actually been implemented in schools that already support the use of technology in the learning process.

The facilities and infrastructure that are available at school such as laptops, LCD projectors, and internet access. If the existing facilities and infrastructure can be utilized properly, those all can make the learning process more interesting. However, it turned out that the teachers had not utilized the existing facilities and infrastructure at the school. The technology also had not been utilized optimally in teacher competence in mastering existing information technology, especially for senior teachers (Risabette et al, 2017; Dornyei, 2001). They prefer to use the lecturing method and use the existing media. Learning technology has not been utilized resulting in a less effective and efficient learning process. In addition, from the results of class observations, students had not reached the Minimum Criteria for Learning Completeness. As many as 50% of students had not reached the Minimum Criteria for Mastery Learning and 50% had reached the Minimum Criteria for Mastery Learning but not too high.

The use of technology in the form of learning media can be an alternative to overcome the limitations of space and time in the existing learning process, so that the teacher did not need to explain material to students excessively. The use of easy media was also expected to be utilized by senior teachers so that oral transmission can be minimized. It was appropriate with

the benefits of learning media expressed by Sudjana and Rivai in Sanaky (2009) as a tool in the learning process are as follows: (a) the learning process will be more interesting, so that it can lead to student learning motivation; (b) Can clarify learning material, so that students can easily understand the material and enable students to master the learning objectives; (c) the learning process becomes more varied. Material is not only conveyed orally, so students don't get bored quickly and are more effective and efficient; and (d) Students listen to the material presented by the teacher, do more learning activities.

Conclusion

The results of the observations made with elementary school teachers in Purbalingga, Indonesia found that in teaching the teachers used the lecturing method and the learning resources used were books. The use of the lecturing method in the learning process did not attract students' attention so that students did not understand the material presented and students learning motivation decreased. Besides, students were also more interested in chatting with their classmates, daydreaming, and being busy alone. The learning source that was always used was books, where the delivery of all material came from books so that students got bored quickly and found difficult to understand the material. Based on the results of the interviews found that students more interested in the learning process by using media rather than books. Therefore, another alternative was needed in the learning process to increase students learning motivation. One alternative was to utilize technology as a medium in the learning process. To further support the learning process in the classroom, it was hoped that teachers can take advantage of available technology so that the learning process became more effective and efficient and not boring. The use of media in the learning process can also have a positive effect for students in increasing their learning motivation.

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