

APPLICATION OF MULTIMEDIA LEARNING MEDIA TO INCREASE STUDENT MOTIVATION AND LEARNING OUTCOMES IN PKN SUBJECTS AT SMP 01 ISLAM JEMBER

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Abstrak

the teacher's learning process has an important role in making teaching more meaningful and memorable so that students are motivated to learn. To improve learning outcomes, an effective teaching media is needed, so that students are motivated to learn by using learning media. This study uses a descriptive qualitative research approach. Qualitative research is research that intends to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action and others. the use of multimedia learning media by teachers can explain the material without having to rewrite the material described. In addition, the benefits obtained by students are students can more easily understand the material / teaching materials. This is felt by students because the material is presented with videos which allow students to know the material is not abstract / just wishful thinking, so that their learning motivation will increase. the evaluation of the application of multimedia learning media this time has shown a high level of student learning enthusiasm. In addition, some of the benefits of using this learning media have been obtained by both teachers and students

Keywords: Multimedia Learning Media, Motivation, Student Learning Outcomes



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Introduction

Education is the process of developing students' abilities to adapt to the environment as much as possible. This will cause a change in him that will allow him to play a role in people's lives. The task of teaching and learning is to control this process in such a way that the goals of change can be achieved as desired.

According to the National Education System Law no. 20 of 2003 concerning the National Education System Chapter I Article 1 (1), that: Education is a conscious and planned effort to create an educational atmosphere and learning process in which students actively develop their potential to gain religious spiritual strength, self-control, and good character. necessary for himself, society, nation and state, intelligence, noble character. character, and skills. (2012). : 2).

The world of education cannot be separated from the education and learning process. In essence, learning activities are interactions between teachers and students. This interaction is commonly referred to as educative interaction and is a bond-based interaction for educational

purposes. But more specifically in the field of education known as the interaction of education and learning.

Formal institutional learning takes place in schools. This is in accordance with the view of Oemar Hamalik (2001: 5) that schools are educational institutions that provide formal education, in contrast to families and communities that provide formal education.

In the old society's sense, we believed that learning was a way of acquiring knowledge, and by learning, learning was an exercise that automatically formed habits. But in today's era, learning is a process by which people acquire different skills, abilities, and attitudes (Margaret, 1991: 1).

Teachers in a learning process have an important role in making teaching more meaningful and memorable so that students are motivated to learn. One of the things that must be done by a teacher so that students are motivated to learn is to use learning media.

Learning media is a container for messages that the sender or distributor wants to forward to a destination or recipient of the message. Therefore, the location of the media is always between the communicator and the communication, between the source of the message and the recipient of the message. (Sugeng Listyo, 2010:117).

Effective teaching can be applied if teachers have access to learning resources and media required by the curriculum (Sa'dun Akbar, 2013: 111). Thus, learning tools are tools used by teachers, facilitate the delivery of material to students, and can be used as sources and learning tools in accordance with curriculum requirements.

The use of learning media can indirectly motivate students to learn. As stated by Munadi Rif'an that one of the functions of using learning media is a psychological function, learning media generate attention, emotion, arouse emotions, and accept or reject something students. , events) that can be used at the level of developing imagination, motivating students to be actively involved in the education and learning process, and participating in learning. You can overcome barriers to communication between humans (Rif'an Humaidi, 2013: 44) . Therefore, there is a relationship between the use of learning media, especially motivational multimedia learning media with student learning outcomes.

Civics subject teachers at SMP 01 Islam Jember in teaching Civics material often use multimedia learning media. Learning activities in the classroom follow the development of knowledge and the progress of the times in using learning media, the multimedia system that we now know is actually implemented by the Civics teacher. So for that reason, researchers are interested in researching multimedia to better understand how to use multimedia learning media in learning activities, especially in Civics subjects.

Based on the results of an interview with a Civics teacher at SMP 01 Islam Jember who stated that at first I used this multimedia learning media because in the material for the Formulation and Stipulation of Pancasila as the first semester of the state, the test results that I gave to students did not show maximum results. Of the number of students I tested, only 5 students scored above the KKM. I was surprised at that time, how difficult the material that I gave was. Then I tried to use the LCD projector in the office. After I applied multimedia learning media to students with the same material, it turned out to give maximum results.

The value of children is increasing and those who score above the KKM are increasing. In my opinion, this is a positive impact from the use of multimedia learning media that I apply. And it's true, when I apply this media, the children become more enthusiastic in starting lessons and are active in the learning process. Children become motivated to follow the lesson. So for this reason I use the learning media in other Civics subject matter (interview with Syamsul Arifin).

The use of media is necessary in learning, especially for junior high school students who also like a fun learning atmosphere. The application of multimedia learning media presented in the classroom in the form of text, images, audio, video, etc. is one of the teacher's efforts so that the learning atmosphere is not monotonous. By displaying text, images and videos, students will not be bored during the learning process, thus making the material easy for students to accept and understand

Based on the results of the observations and interviews above, the researcher with the research title Application of multimedia learning media to increase student motivation and learning outcomes in Civics subjects wants to know the use of multimedia learning media that can increase student motivation and learning outcomes. Results of SMP 01 Islam Jember.

a. Learning Media

1) The word media comes from the Latin *medius* which means middle, middle, or front. In Al-Azhar, Gerlach and Elie state that mass media are people, materials or events that create conditions for students to acquire knowledge, skills or attitudes (Azhar Arsyad, 2011: 3).

2) In contrast to the opinion expressed by Munadi in Humaidi above, the following are the functions of learning media according to Sundayana for a teacher including the following (Rostina Sundayana, 2015:10):

1) Provide guidelines and instructions to achieve goals; explain the structure and sequence of teaching well;

2) Provide a systematic framework for quality education;

3) Make it easier for teachers to control subjects;

4) Contribute to the accuracy, completeness of the presentation of the subject; raise the confidence of a teacher; and

5) Improve the quality of teaching.

Therefore, according to the opinion of the experts above, it can be concluded that some of the functions of learning media are the function of learning resources, semantic functions, operational functions, psychological functions, and the function of providing guidance and direction for the realization of learning target.

While in Sukirman, Sudjana and Rifa'i describe the benefits of learning media. According to Sudjana and Rifa'i in Sukirman, the benefits of learning media are: (Sukirman, 2012:43):

1) Learning can attract students' attention and motivate them to learn.

2) Learning materials have a clearer meaning so that students can better understand, acquire, and achieve their learning objectives.

3) Teaching methods are more diverse than just verbal communication by the teacher by saying words, so that students do not get bored and the teacher runs out of energy, especially when the teacher teaches each lesson.

4) Students can do more learning activities because they do not only listen to the teacher's description, but also other activities such as observation, implementation, demonstration, action and others.

Consistent with the view expressed by Sudjana and Rifa'i in Sukiman, Harjanto argues that educational media can be associated with the benefits of educational media in the student learning process for four reasons, including (Harjanto, 2011:243-244):

1) The material has a clearer meaning so that it can help students understand it better and help them better understand the purpose of the material.

2) Teaching methods that are more diverse than just verbal communication by the teacher by saying words so that students do not get bored or run out of energy, especially when the teacher teaches each lesson.

3) Students will be more involved in learning activities, not only listening to teacher explanations, but also listening to other activities such as observation, implementation and demonstration.

4) Education will attract more students' attention so that they can motivate themselves to learn.

Arsyad also argues about how learning media has a positive impact on the learning process. According to Arsyad, the benefits of learning media in the teaching process include: (Azhar Arsyad, 2013:29-30):

1) Clarify the way messages and information are presented, to facilitate and improve the learning process and its outputs.

- 2) Raise and direct children's attention so that they can learn independently according to their willingness to learn, their direct interaction with their environment, as well as their abilities and interests.
- 3) Overcoming the boundaries of taste, space and time.
- 4) Can equip students by sharing experiences about events in their environmenta

a. **Pengertian Multimedia**

Multimedia comes from the words multimedia and media. Mulch comes from Latin. Latin is a noun with many or many different meanings. Media comes from Latin. In other words, media means an intermediary or something that is used to convey, convey, or carry something. In general, multimedia is associated with the use of several types of media to present information (Munir, 2012).

According to Asyhar, multimedia is media that combines several media and devices into a learning process or activity (Rayandra Asyhar, 2012: 45). Vaughan Asyhar explained that multimedia is any combination of text, graphics, sound, animation, and video that is received by users through computer hardware (Rayandra Asyhar, 2012: 45).

While Oblinger defines multimedia as a combination of two or more communication media such as text, graphics, animation, audio and video that produce an attractive presentation (Munir, 2012: 2)..

b. **Motivation to learn**

Motivation comes from the Latin mover which means to move. In terms of terminology, experts have proposed various definitions of motivation, including (Esa Nur Wahyuni, 2010:11-12):

- 1) Freud stated that motivation is the physical energy that empowers people to perform certain actions.
- 2) Chauhan quotes A.W. Bernard, who defines motivation as a phenomenon that involves stimulation (stimulating action towards certain goals that previously existed little or nothing).
- 3) Atkinson stated that motivation is a term that refers to the tendency to act in order to obtain one or more results.

METHOD

1. Approach and Type of Research

This study uses a descriptive approach with qualitative research. Qualitative research is research whose purpose is to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action, and others (Lexy J. Moleong, 2007: 6).

Called descriptive because this study aims to describe the characteristics of a situation with words and language. Descriptive research, as explained by Whitney, is a statement of fact with the right interpretation (Moh. Nadzir, 2003:16).

Therefore, the researcher wants to know in this case the uniqueness or complex problems of the object under study, so he uses a descriptive qualitative approach. In addition, they want to know more about what happened by systematically explaining and based on field facts and presenting it in the form of an explanation.

In terms of genre, the types of studies used in this research are case studies, one location, one subject, one document repository, or one strategy for investigating certain events. (Robert K. Yin, 2012:30). . This research is a field study because it focuses more on the results of data collection from previously identified informants. before (Lexy J.

Meleong, 2007: 135). In this case, it is about the use of multimedia learning media to increase learning motivation and learning success in Civics subjects at SMP Islam 01 Jember.

Research Location

The location of the research conducted by the researcher is at SMP Islam 01 Jember. Researchers chose the location because this institution, especially teachers, use teaching aids, namely multimedia when presenting material in the learning process. Civics subject teachers use multimedia

learning media because they find changes in students' learning motivation after the implementation of these learning media and the use of media can improve student learning outcomes

Researcher Presence

The role of researchers in qualitative research is too important to reveal. Researchers must be able to interpret information from the symbols used by informants during dialogue. Determination of information providers with snowball technology. Before determining an informant, the researcher looked for a gatekeeper. Apart from being an informant, the gatekeeper also helps identify and provide further informants. With the direct presence of researchers, researchers can capture phenomena that cannot be captured except face-to-face, because there are informants who are open and some are half-covered. This is where the presence of researchers is important, because researchers can capture new nuances or something that may not be captured by others or not revealed in interviews (J. R. Raco, 2018:114)

Data Source

This section reports on data types and data sources. The description includes the data collected, their characteristics, the characteristics of people, informants or subjects who are informants or research subjects, and data collection methods to ensure their effectiveness (preparation). Tim, 2018: 49)

Determination of subjects used by researchers as primary sources are those who have an important role or are closely related to known features. So in that regard, the research subjects or informants that we involved in this research include, principals, Civics subject teachers and students.

Data Collection Procedure

The data collection technique is the most strategic step in the survey, because the main purpose of the survey is to collect data. Without knowledge of data collection techniques, researchers will not be able to obtain data that meets a set of data criteria (Sugiyono, 2013: 218-219). Data is very important in a study. Therefore, in collecting the data, it is necessary to go through the techniques used to explore and collect the data needed in the research.

RESULTS AND DISCUSSION

Results

This study uses a reflexive description method to analyze the data, then uses three methods, namely observation, interviews, and literature searches to present the data and explore information related to the research focus.

After conducting the research process and collecting data in the field, various data collection techniques were used, ranging from general data to specific data.

Furthermore, a sharp and critical data analysis was carried out, with the hope that accurate data was obtained, consistent with the research focus, then the research data were presented as follows:

1. Planning the use of multimedia learning tools to improve student motivation and learning outcomes in civil law subjects at SMP Islam 01 Jember.
2. Implementation of multimedia learning media applications to increase student motivation and learning outcomes in civil subjects at Islamic Junior High School 01 Jember
3. Evaluation of the Application of Multimedia Learning Media to Improve Students' Motivation and Learning Outcomes in Civics Subjects at SMP 01 Islam Jember

Discussion

This discussion describes research conducted through interviews, observations, and documentation based on a predetermined conceptual framework. The analysis designed to determine the use of multimedia learning tools to improve student motivation and learning outcomes in civil law subjects at SMP Islam 01 Jember in terms of planning, implementation and evaluation is as follows:

1. Planning for the Application of Learning Multimedia to Improve Student Motivation and Learning Outcomes in Civics Subjects at SMP Islam 01 Jember

You need to have fun learning to achieve effective learning and follow the learning goals you need to achieve. A pleasant learning atmosphere is an indicator that students' motivation to learn is increasing. The first thing a teacher does before starting a lesson is to prepare lesson plans. The lesson plans that are made must be based on the objectives, materials, methods and learning media that will be applied. In this study, the learning media used by civil teachers at SMP Islam 01 Jember was multimedia learning media. Learning media in this era can help teachers deliver material and stimulate students' interest in learning. Thus learning media that can be used to channel messages (learning materials) and involve students' attention, interests, thoughts, and emotions in learning activities that aim to achieve learning success, I agree with Dariant's opinion that this can be done. Could be a target (Daryanto, 2010: 6).

In applying learning media, teachers must apply the same principles of learning media. The standards that are met in the use of learning media this time are clear and neat. Presentation of powerpoint in the LCD monitor is able to present physical points that are written in a concise and easy to understand manner. In addition, the criteria for using instructional media in this study are the media used are relevant to the topic being taught. Because it uses LCD presentation media, the material about the formulation and identification of Pancasila as the basis for the case that will be presented in the slides is relevant to the learning media used.

The criteria above are in line with several criteria for selecting a good educational broker according to Asyhar Rayandara, one of which is clear and regulated. Good media must be clear and organized in its presentation. Chaotic media can reduce the attractiveness and clarity of the media, so that its function to improve learning is not optimal. In addition, the selection criteria for learning media must be in accordance with the subjects to be taught and the learning objectives. This is to ensure that the media can support the learning process effectively, in accordance with and in accordance with the needs of learning tasks and students' mental abilities (Rayandra Asyhar, 2012:81).

In this case, the multimedia teaching aid used by Civics teachers is the use of an LCD screen as a means to explain the material. Before carrying out the learning process, the teacher first arranges the material to be taught on a powerpoint slide in the form of points/cores for the material to be explained. Presentation material is material related to the learning objectives to be achieved

The material displayed in PowerPoint is made by the teacher as attractive as possible to attract students' interest. This is in line with Asyhar Rayandra's statement which stipulates the criteria for selecting a good media, namely that learning media must be clean and attractive. Clean and attractive here means text, images, sound, and video are unobtrusive. Impure media are usually unattractive because they interfere with the concentration and attractiveness of the media. In addition, learning media must be practical, flexible, and resistant. These criteria allow teachers to choose media that are available, accessible, or easy for teachers to create their own. The selected media must be available anytime, anywhere with available equipment and easily mobile and portable anywhere (Rayandra Asyhar, 2012: 81).

So in the planning stage this time, the teacher has paid attention to multimedia learning media before being used in the learning process. The plans that have been prepared include the suitability of the lesson plans with the material and learning objectives and the principles of using the media itself. In addition, media selection criteria have also been considered, namely the use of media that is neat and clear, relevant to the topic being taught, attractive presentation, practical, flexible, and durable.

Implementation of the Implementation of Multimedia Learning Media Improving student motivation and learning outcomes in Civics subjects at Islamic Junior High School 01 Jember

The implementation process is a form of implementing the planning program that has been made previously. In each learning process, teachers need to have different creativity to present interesting learning media so that learning can be effective and efficient. One possibility to increase students'

motivation and success in learning is the use of learning media in the classroom. The use of learning media can also create psychological conditions for students to receive material more easily.

The application of the use of multimedia learning media should be able to increase student learning motivation. This is done by presenting the material in the form of a short text containing material points. In addition, to increase students' motivation and learning outcomes, the teacher presents several pictures and videos that accompany the learning materials. This is in line with the opinion of Asyhar Rayandra which states that multimedia is media that involves several types of media and devices in an integrated learning process or activity.

Multimedia learning includes text media, still images, moving images, audio, and visual and auditory experiences through computer interactive media and information and communication technology. An example of multimedia is a PowerPoint presentation. (Rayandra Asyhar, 2012: 46).

In this study, the type of multimedia learning device used by the teacher is linear media, namely media that can be played sequentially by the user. The teacher plays multimedia to be presented using a laptop computer and an LCD screen as a multimedia presentation tool. When referring to the multimedia elements and operations that can be performed, the multimedia in this lesson can be categorized as non-temporal multimedia and temporal multimedia. This is because the material displayed in this multimedia consists of text, images and animated videos. With the display of text, images and animated videos, it is hoped that the implementation of learning will be more effective and can increase students' interest in learning.

In terms of the use of multimedia learning media, the criteria for selecting good teaching materials must also be taken into account. In this learning process, the criteria for teaching materials displayed are interesting, interesting here, namely in terms of the color display used is not too flashy. In addition, the text of the material used is presented in dense, clear and easy to understand language which aims to make students understand the material easily. The use of the video shown is also an animated video, which is adapted to the characteristics of Ibtidaiyah school students who like animated cartoon videos.

The statement regarding the criteria for using learning materials mentioned above agrees with Asikhar's opinion that some of the criteria for multimedia learning materials are learning materials and must be attractive in terms of the shape of the image and the color combination used. In addition, the story or language must be clear and understandable by students, adapted to media users to make learning more effective; materials presented in an interactive mode allow students to engage; learning materials must be in accordance with student characteristics, material characteristics and objectives that need to be achieved; and according to student characteristics, material characteristics and goals that need to be achieved (Rayandra Asyhar, 2012: 173).

Thus, at the implementation stage of implementing multimedia learning media, teachers have also paid attention to several things such as the criteria for teaching materials delivered in teaching, and the characteristics of the multimedia learning media used. This is evidenced by a conducive learning atmosphere and effective use of time.

The teaching materials displayed in the multimedia learning media have been taken into account by the teacher, for example by making the text display on the slide as attractive as possible and displaying videos related to the material so that students feel motivated to receive the subject matter enthusiastically. In addition, teaching materials must be in accordance with the characteristics of students so that teaching materials can be conveyed appropriately and students' learning motivation is increasing.

1. Evaluation of the Application of Multimedia Learning Media to Improve Student Motivation and Learning Outcomes in Civics Subjects at SMP 01 Islam Jember

Evaluation in an activity is an important thing to measure the level of success of the activity. Especially in this case is a learning activity, evaluation of the application of multimedia media becomes necessary to analyze because it is to find out whether the use of the media is in accordance with what is expected or not.

In this study, the assessment of the use of multimedia learning tools to increase students' motivation and learning outcomes showed a significant level of success. This is indicated by the seriousness of students in understanding the material explained by the teacher using multimedia devices.

The application of multimedia learning media has provided benefits and advantages to the learning process. The application of the learning media has attracted the attention and interest of students, because the material is presented with text, images and animated videos. This is in line with Munir's view that one of the benefits of multimedia is the combination of sight, sound and movement that can attract attention and attention. Moreover, human memory is limited. In addition, text, sound, images, video and animation enhance alternative media for communicating information. (Munir, 2012: 6).

Another benefit obtained is that teachers are helped by the use of multimedia learning media because they explain the material without having to rewrite the material described. In addition, the benefits obtained by students are students can more easily understand the material / teaching materials. This is felt by students because the material is presented with videos which allow students to know the material is not abstract / just wishful thinking, so that their learning motivation will increase.

So the evaluation of the application of multimedia learning media this time has shown a high level of student learning enthusiasm. In addition, some of the benefits of using this learning media have been obtained by both teachers and students.

CONCLUSIONS AND SUGGESTIONS

Conclusion

From the results of observations, interviews, and documentation found in the field, it can be concluded that:

1. Planning to introduce multimedia learning tools into civil society subjects to increase student motivation and learning outcomes. This means that you need to plan ahead of time when you carry out the learning process. This is a lesson plan (RPP) and an interesting choice of media that fits the learning material and learning objectives.
2. Implementation of the use of multimedia learning media in civil subjects to increase student motivation and success, namely the initial stage, teaching learning objectives and perceptions of the material to be discussed by the teacher. The teacher then explains the material using the displayed powerpoint slides. At this stage the teacher then shows several pictures and videos interspersed with explanations and answers to teacher and student questions about the material. At the last level, the teacher gives a written test in the form of descriptive questions about the material and learning objectives.
3. Assessing the use of multimedia learning media in citizenship subjects to increase student engagement and learning outcomes by observing and interviewing several research themes. Then ponder a few things during the implementation of the activity. Some of these things are supported by high student enthusiasm and high learning outcomes as well. This proves that the use of multimedia learning media can increase students' motivation and success in learning.

Suggestion

After several stages of research have been carried out, suggestions can be formulated to several parties, including:

1. Principal

It is hoped that the Principal of SMP 01 Islam Jember will continue to encourage teachers to continue to innovate and be creative in applying learning methods and media, especially multimedia learning media.

2. Educator

It is hoped that the teachers at SMP 01 Islam Jember will be more creative in teaching students to

create a comfortable learning environment and increase their motivation and learning outcomes.

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