

Using Learning Media to Increase Learning Motivation in Elementary School

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This research is a preliminary study that aims to find out how the learning process is implemented in the classroom and how the students' learning motivation. The method used in this research is qualitative research method. Methods of data collection in the form of observation and interview. The results of observations made with elementary school teachers in Purbalingga, Indonesia found that in the learning of teachers using lecture methods and learning resources used were books. The use of lecture methods in the learning process does not attract students so students do not understand the material presented and student learning motivation decreased. In addition, students are also more interested in chatting with the classmate, daydreaming, and busy by themselves. Learning resources are always used is a book, where the delivery of all material comes from the book so that students quickly get bored and difficult to understand the material. Interview results make students more interested in the learning process using media other than books. Therefore, another alternative in the learning process is needed to improve students' learning motivation. One alternative is to utilize technology as a medium in the learning process.

Keywords: learning motivation, technology, learning media, elementary school, media

INTRODUCTION

Learning is an activity undertaken with the aim of acquiring knowledge, mastering certain competencies and forming student attitudes. The success of learning can be seen from the changes in behavior and student learning outcomes. Learning activities will run smoothly when students have the motivation to learn. According to Sardiman (2012), motivation can be interpreted as the driving force that arises in the students that lead to learning activities, ensuring the continuity of the learning process, and provide guidance in the learning process so that the learning objectives can be achieved. Motivation to learn is one of the decisive factors in the achievement of learning objectives. Through learning motivation, students will have the drive to follow the ongoing learning process.

Many ways can be executed by the teacher to foster students' motivation to learn. Using a challenging learning strategy such as a game can motivate students and bringing a contextual and fresh material or interactive media can stimulate it from inside. In addition to the motivation that comes from within their-self, motivation can also be enhanced through the stimuli provided through the student learning environment. Teachers have an important role in the process of improving students' learning motivation because teachers have a lot of time with students in school. Teachers can improve students' learning motivation by developing learning strategies as an external motivation for students to learn. Learning strategies include methods and media used in the learning process.

Citation: Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53-60. <https://doi.org/10.29333/aje.2019.426a>

According to Sudjana (2009), the teaching method is a way that teachers use in interaction with students during the lesson. This interaction process will run well if the students are active in following the learning. Therefore, it is necessary for teaching to apply teaching methods that can foster student learning activities. The methods commonly used in learning are lectures, discussions, demonstrations, and so forth. The use of learning methods can not stand alone because the media is also required as a tool to convey materials or information to students. Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more. (Musfiqon, 2012).

Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition learning media will also increase students' learning motivation, this is in line with the statement expressed Sanaky (2009) that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

On the basis of the benefits presented by Sudjana and Rivai in Sanaky (2009), learning media needs to be utilized to overcome the limitations of the learning process. As an example of media learning in the process of learning is in the 5th grade of elementary school subjects social studies with material Meaning of National Heritage of the Hindu-Buddhist and Islam in Indonesia. This material is usually delivered with a didactic method of lecturing and using material books as a supporting medium. The current technology can be utilized as a learning medium to support the learning process. From the research conducted by Heafner (2004) states that "this article advocates the use of technology in social studies as a means to motivate students by engaging students in the learning process with the use of a familiar instructional tool that improves students' self-efficacy and self-worth". The article 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 improve self-efficacy and self-worth.

Submission of material in the learning process sometimes experience some obstacles. Some of the constraints faced by teachers are boring learning methods and the media used is less interesting. One way to overcome this problem is to use technology as a medium in the learning process. An instructional video is one of the media commonly used to involve the student in the learning process and effectively deliver the material (Pebriani, 2017). By watching instructional video students see and imagine the real and contextual material. The research on the use of video-based learning of Choi & Johnson (2010) showed the feasibility of video to motivate students. In this research, there was a significant difference in learners' motivation in terms of attention between video-based instruction and traditional text-based instruction. In addition, the learners reported that the video-based instruction was more memorable than the traditional text-based instruction. This study implies that context-based videos in online courses have the potential to enhance learners' motivation (Ismail, et.al. 2017).

Learning

Learning is a combination that is composed of human elements, materials, facilities, equipment, and procedures that affect each other in achieving the objectives of learning. In this case, the human elements in learning include students, teachers, education personnel, and so forth. Material elements in

learning include books, whiteboards, and so forth. Elements of facilities and equipment include classrooms, laboratories, and so forth. While the elements of procedures include learning schedule, learning methods and so forth (Hamalik, 2008).

Learning is the ability to manage the components related to learning operationally and efficiently. Components related to the school in improving the quality of learning are teachers, students, school builders, facilities/infrastructure, and learning process (Yamin, 2013).

Instructional Media

Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Miarso, 2009). Meanwhile, according to Musfiqon (2012), learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. The use of learning media is expected to be more quickly accepted student learning materials as well as attract students to learn.

So the learning media can be interpreted as a tool of hardware or software used in the delivery of materials by teachers to students in the learning process. In learning, media is expected to make a more effective and efficient learning process in accordance with the purpose of learning.

The theoretical basis of media usage in the learning process by Dale in Daryanto (2013) is Dale's Cone of experience. The cone of Dale's experience can be seen as follows:

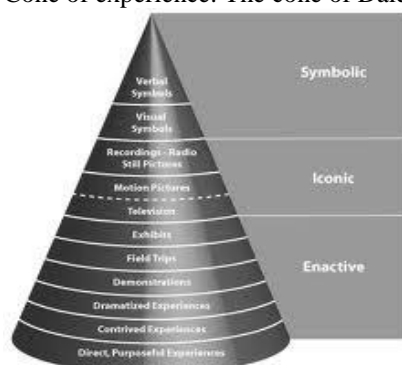


Figure 1
Dale's Cone of Experience (Daryanto, 2013)

According to Dale's Cone of experience, direct experience (concretely) provides the highest learning outcomes. Followed by artificial objects, dramatizations, field trips, television, live exhibition pictures, still images, visual symbols and word symbols (abstracts) that provide the least portion. However, the learning process does not necessarily begin with the immediate experience of the students but can use experience appropriate to the learning needs.

Technology-based multimedia can be utilized as classroom learning media. Husain (2014) stated that the utilization of multimedia especially on presentation has a big effect and useful to increase student learning result. The use of multimedia on presentation aims to accommodate all the optimize all sense of student in the form of audio, visual, or combination of both. In addition, the internet also influences the trend of media use in the classroom and the result of learning. Husain (2014) stated that the internet influences the option of method both in and out of the classroom. The utilization of the internet provides independence, acceleration, feedback, affordability, affectivity, and productivity in the learning process.

Functions and Principles of Media in Learning

One of the functions of learning media is a tool in delivering the material in the learning process. Aside from being a tool for conveying materials in the process of learning other functions in Asyhar (2012) are as follows: (a) Media as a learning resource; (b) The semantic function is related to the word, term, sign or symbol. (c) Manipulative function is the ability of the media to reload an object/event in various ways, according to its conditions, circumstances, objectives, and targets; (d) Fixative function that is in capturing, storing and recasting an object or event that has long occurred; (e) Distributive functions of the media used in the learning process can be followed by students in large numbers or unlimited media coverage; (f) Psychological functions, learning media has the function of attention, affective function, cognitive function, imaginative function and motivation function; and (g) socio-cultural functions. The use of media in learning can overcome the socio-cultural barriers between students with different customs, habits, environments, and experiences.

While the principle of media usage in learning process according to Musfiqon (2012) can be divided into three main principles, namely: (a) Princip's effectiveness of efficiency. Effectiveness in the concept of learning is the achievement of a learning process in achieving learning objectives. While efficiency is to achieve learning objectives by using time, cost, facilities/infrastructure, and other resources to a minimum; (b) Principles of relevance. As a teacher, one should be able to choose the media that is compatible with the objectives, content, learning strategies, and evaluation of learning; and (c) Principles of productivity. Practice in the learning process is the goal of optimal goals by utilizing natural resources and human resources are available.

Type of Learning Media

Anitah (2009) mentions there are several types of media, namely: (a) Non-projected visual media, such as caricatures, illustrations, charts, graphs, diagrams, maps, and so on; (b) Projected visual media, such as: Slide (film frame), Overhead Projector (OHP), Opaque Projector, Silm strip (composite film); (c) Audio media, such as: radio, optical media, tapes, telephones, and so on; (d) Audio-visual media, such as: television and voice slides; (e) Multimedia, such as: interactive media, hypermedia, virtual reality, and multimedia kits.

The usefulness of Media in Learning

According to Sadiman, Rahardjo, Haryono, and Harjito (2012) in general education media has several uses as follows: (a) Clarify the presentation of information or messages so as not to be too verbalistic (in the form of written or oral words); (b) Overcome the limitations of space, time, and sense-power, 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) Given the characteristics, environments, and experiences of students of different educational media can be used as a tool for teachers. This is thanks to the same educational media, the same learning experience, and providing the same stimulus to the students.

Motivation to Learn

A learning process should gain the student as a center of activity. The engagement of the student in learning activity determines 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 a process to acquire and strengthen personality. The engagement will also be drawn from motivation. Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction (Hamalik 2014). Motivation in the learning process can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation derived from the student self, such as the desire to acquire knowledge, the desire to achieve learning goals, the drive to meet the learning needs, and so forth. While extrinsic motivation is a motivation that comes from

outside the student self, such as parents' demands, a comfortable learning environment, fun learning partners, interesting and unpleasant learning activities.

Sardiman (2012) mentions the forms and ways of foster motivation in learning activities, namely: (a) give a number. Because high numbers are considered as something real for the effort they do; (b) gift. This gift can be used as one of the rewards in the learning activities; (c) competition. This competition can increase self-existence for the winner; (d) ego involvement. Raise awareness of learning and task is important; (e) giving a test. Giving the test will make students prepare to learn to get a high score; (f) know learning outcomes. This will provide information on whether the value is in accordance with the specified target; (g) Praise. This praise is one form of positive reinforcement; (h) punishment. This punishment is one form of negative reinforcement; (i) desire to learn; (j) interest. The learning process will run smoothly if accompanied by interest; and (k) recognized goals. Submission of learning objectives to be achieved after the learning process.

The learning motivation indicators according to Uno (2014) can be classified into (a) the desire and desire to succeed; (b) the impulse and the need to learn; (c) the hope and ideals of the future; (d) an appreciation in learning; (e) the existence of interesting activities in learning; and (f) the existence of a conducive learning environment, thus enabling students to learn well.

METHOD

The aims of this research are to analyze the learning process executed in elementary school, to find the main learning resources used by teachers and explain the potential of school to create new learning resources as supporting of learning process specially to enhance student's motivation. The research method used is observation, interview, and document analysis. Observation by Satori and Komariah (2011) is a data method used to collect research data through observation and sensing. This observation includes the process of learning in the classroom, completeness of facilities and infrastructure in schools. According to Esterberg (Sugiyono, 2015), an interview is a meeting of two persons to exchange information and ideas through question and responses, resulting in communication and joint construction of meaning about a particular topic. This interview activity was conducted to the fifth-grade teacher of National Elementary School of Arenan and National Elementary School of Cipawon of Purbalingga Regency, while document analysis from students reports and lesson plan of the teacher to gain the primary information. The sample is chosen randomly from 10 teachers' population and limit to the social science subject. The data analysis used was an interactive model of Miles dan Huberman by step of data collecting, reduction serving in the form of summary or chart and followed by a conclusion.

FINDINGS

This research found that in social science subject learning of those two schools in Purbalingga (a) The methods used in the learning process in class ie lecture, question, and answer method and discussion. This lecture method is more often used to describe abstract materials because of the lack of supporting media to deliver the material. This becomes an obstacle because teachers are difficult to equate perceptions in each student. As a result, students have a different understanding of the material presented. Furthermore, the use of the didactic method will influence the students' learning motivation. The chosen method forces student to easily fee bored and break the focus. The student then tries to do something else with their friends. The didactic method can be tricked by collaboration with interesting learning media to maximize the memorable material.

(b) Learning resources used other than teachers are books. The book serves as a source of material support delivered by the teacher, so the information obtained by students is less varied. Most of the students are also neglecting to read books that serve as material presented by the teacher. Besides lazy reading students are also less interested in the abstract and rote material because they can only imagine the material without them knowing the original form. For example, on the material Meaning of

National Heritage of the Hindu-Buddhist and Islam in Indonesia. This material is abstract because, with limited time and space, they can only see the remains of the period in the book only. So, the students can only imagine the form of relics in Hinduism, Buddhism, and Islam through the books it has. Based on the interview result, can be gained that students are more interested if in the process of learning teachers using another media. The teacher also stated that students will be more excited and pay attention to explanations when teachers use the media in the learning process. This is because students are not fixated on the teacher's explanation in front of the class.

c) the school has been completed by several ICT supported technologies. The school has utilized computer, LCD and audio set in all classes to support instructional activity. Unfortunately, those equipment's have not been utilized to support learning material optimally. In contrary to the supported ICT device, the teachers use the didactic method. Most of the teacher traditionally using the textbook as learning sources and media as well. ICT based media is also can be developed to optimize the fresh method and strategy in learning. The ICT device can be truly helpful to enhance a variety of learning media used. Variety of learning media can finally foster the students' engagement on learning activity. Motivation to learn is also can be stimulated by using varied and probably new learning media so the result of students' outcomes can be improved.

CONCLUSION, DISCUSSION AND SUGGESTIONS

The learning process carried out in schools is not free from the constraints faced by teachers and students. Some of the obstacles that often arise are the method of learning used by teachers is still traditional and student learning resources are still limited to the book. Learning methods that are still monotonous can collaborate with the learning media so that the learning process becomes more varied. As for the lack of learning resources can be overcome with the use of technology in the learning process.

In classroom lessons other than appropriate learning methods, teachers also need to use appropriate instructional media. Learning media is media used as a tool to convey material or information from teachers to students. In addition, the learning media also serves as a tool to stimulate student interest so that student learning motivation is expected to increase. Learning media can be audio media, visual media, or video (Yusup, Aini, & Pertiwi, 2016). 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 the technology in the learning process optimally. This is marked by the lack of knowledge and ability of teachers in understanding and knowing the benefits that can be taken from the use of technology as a medium of learning. With the current technological progress is expected teachers willing and able to utilize technology as a supporting medium in the learning process.

This research outlines the finding that the didactic method is still become the option to deliver material conventionally. This chosen method was assumed as the reason for the lack of learning motivation of students in correlation with the result of students' final report of social science subject. As Adilah (2017) stated in this research that the weakness of the old-fashioned method is the domination of teachers' role thus neglecting students' involvement in the learning activity. The activity will be dominated by memorizing material. It is also a lack of helping students to organize the memory to be long term and stimulate creativity. This research suggested combining the didactic or other conventional method used with the supporting learning media such as video instructional or other ICT-based media. Hopefully by a structural and well-developed combination of method and learning media can take the students' attention and then the motivation to learn (Pan, et.al, 2012).

The lack of learning resources is also a significant problem outlined in this research. The use of the

textbook as the only learning source made student easily feel bored since they have no other option to choose. It will be a greater effect since depends on students' reading interest. For the student who has a lack of reading interest, they will difficult to follow the instructional activity. It supported the statement of Arsyad (2011) that many benefits of using learning media. One of them is gaining students' intention with an interesting and different method. This feature can motivate the student to clearly understand the material and reaching the learning goal in the end. Learning method will be more fascinating by reducing verbal communication and combining many activities of reviewing & demonstrating based on experience.

The availability of ICT device has not been utilized by teacher optimally. It can be associated with the perception of the teacher and the readiness to use technology in the classroom. student and teacher who have a good perception on using technology in class will potentially optimize the instructional media (Hanif, Asrowi, Sunardi, 2018) the utilization of technology can e an alternative seeking the appropriate method and strategy to support learning goals. The readiness of applying technology in class is assumed as the main factor (Hanif & Asrowi, 2018). Many teachers unready for implementing modern technology is higher than those who are ready for. The groups perceived as ready for implementing technology in learning still dominating other groups.

Utilization of technology as a learning media has actually been implemented in schools that already support the use of technology in the learning process. Facilities and infrastructure available in schools include laptops, LCD projectors, and internet access. If existing facilities and infrastructure can be utilized properly, this will make the learning process more interesting. But apparently, teachers have not utilized the facilities and infrastructure that exist in the school. Technology that has not been maximally utilized in the competence of teachers in mastering existing information technology, especially for senior teachers. They prefer to use lecture methods and use existing media. Learning technology has not been utilized to produce a less effective learning process and efficient. In addition, from the results of class observations, the students have not encountered the Minimum Criteria for Mastery Learning. As many as 50% of students have not reached the Minimum Criteria for Mastery Learning and 50% have met 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 of the existing learning process so that teachers do not need to explain the material to students in excess. The use of easy media is also expected to be utilized by senior teachers so that oral transmission can be minimal. This is in accordance with the benefits of instructional media expressed by Sudjana and Rivai in Sanaky (2009) as a tool in the learning process is as follows: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others.

To further support the process of learning in the classroom is expected teachers can take advantage of technology that is available for the learning process becomes more effective and efficient seta not boring. The use of media in the learning process will also positively influence the students in regarding to increase their learning motivation.

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