

INFLUENCE MEDIA OF LEARNING TO STUDY MOTIVATION IN THE PANDEMIC ERA

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Abstract

The purpose of this study was to determine the implications of learning media on students' motivation to learn online at XI class SMA Widya Manggala. This study used descriptive quantitative as the method and questionnaire to collect data. The participants were fifty-one students among 103 population. The analysis of this study used a simple regression test with a correlation coefficient (r) is 0.568. It means that the relationship of learning media with the learning motivation of class XI students at SMA Widya Manggala is moderate. The coefficient of determination is $r^2 = 0.323$ or 32.3%, which means that the influence of learning media on the learning motivation of class XI students is 32.3%, while the 67.7% difference is explained by other variables not examined in this study. Based on the results of the coefficient of determination test, it was obtained Adjust R Square (coefficient of determination) of 0.309, which means that the influence of the learning media variable (X) on learning motivation (Y) was 30.9%, while the 69.1% was explained by other variables not examined in this research. Based on the t-test results, the t count was 4,831, and the t-table value was known to be 2.00758. By comparing the t-count with t-table, it was found that $t \text{ count} > t \text{ table} = 4,831 > 2,00758$. Because the t-value is greater than the t-table, it can be concluded that the regression coefficient of the learning media variable is significant ($\alpha = 0.000 < 0.05$). So, it can be concluded that the regression coefficient on the learning media variable partially (individually) affects the motivation to learn online learning. Thus the learning media influences students' online learning motivation in the pandemic era.

Keywords: Learning Media, Learning Motivation. Online Learning

PRELIMINARY

Education is one of the essential factors in preparing the new generation. Education is carried out to educate the nation's life and is one of the national goals of the Indonesian nation as stated in the Preamble to the 1945 Constitution. Therefore, education must be carried out and possible to produce quality future generations of the nation and compete with the global world. Aqi, et al. (2020:47) Educational institutions must balance the development of science and technology by improving themselves by making learning innovations and adjusting to the needs of the user community.

Problems in education are a top priority that must be resolved, one of which concerns the quality of education. The quality of education is currently experiencing challenges as a result of the Covid-19 virus outbreak. Covid-19 is a global distress pandemic. As a result, the government issued a policy for all community members to carry out social distancing or maintain a distance. So, it was forbidden to gather and have an activity outside the home. One of the impacts of social distancing also occurs in the learning system in schools.

Based on Circular Number 4 of 2020 concerning the Implementation of Education Policies

in the emergency period of the spread of the virus, the Minister of Education and Culture urges all educational institutions not to carry out the teaching and learning process directly or face-to-face, but must perform indirectly or remotely. All educational institutions change the learning method used, namely to be online or in a network.

Not all of the education that students receive while in school is well received by students. Because each student has different thoughts, opinions, and perceptions of the subject matter delivered by the teacher. Therefore, the teacher must be able to master the class because the teacher is a communicator in the learning process in class. Teachers have an essential role in the world of education because teachers are one of the determining factors for the success or failure of learning activities in school. Therefore the teacher must create a situation that can direct students to carry out learning activities. Given the task of a teacher as a motivator, a teacher has a significant role as a teacher. Without motivation, students will not be able to get good results from the learning process.

Motivation is a driving force within students so that students are willing to learn, which can ensure the continuity of the learning process and provide direction to learning activities. So that the goals to be achieved from the learning process can be realized. In

learning activities, the use of media is one way that can be used to generate student motivation. Therefore, a teacher should use instructional media as much as possible in the teaching and learning process.

Engaging learning media will be able to generate student learning motivation. When students feel that what is displayed by the teacher is engaging, students will feel interested in knowing what the teacher wants to convey. Likewise, if students feel that what is displayed by the teacher is not attractive, students will be regular in participating in the learning activity process. Therefore, exciting learning media is needed to generate student learning motivation so that the teaching and learning process can run well and fun.

Based on the author's observations at SMA Widya Manggala, some teachers still carry out the learning activity process without using learning media such as audio media, visual media, and audio-visual media. So, that causes many students to play and chat with their friends while learning is in progress, and they lose concentration. After all, students will not pay attention to what is conveyed by the teacher; besides that, students are also not motivated to learn, so that the teacher's learning is in vain. Based on these problems, researchers are interested in examining this matter to know the implications of learning media on the learning motivation of class XI students at SMA Widya Manggala.

RESEARCH METHOD

The type of research in this research is descriptive quantitative research. In this study, the population was all students of class XI at SMA Widya Manggala, amounting to three classes and 103 students from the three classes. Determination of the sample size using the Slovin formula with an error tolerance limit of 10%. $n = N / (1 + N \cdot e)$ 2) The sample used in this study was 51 students. What is learned from the sample, the conclusions will apply to the population. For this reason, samples taken from the population must be truly representative.

This study was carried out by using a questionnaire to obtain data about the use of media and student learning motivation. This research instrument uses a questionnaire with a checklist model with a Likert scale, learning media is assessed from the assessment score obtained from respondents' answers through a questionnaire given with a Likert scale with a weighted value: Always = 5, Often = 4, Sometimes = 3, Rarely = 2, never = 1 which consists of 14 statements or questions.

Learning motivation is the value of the assessment score obtained from the respondent's answer through a questionnaire given on a Likert scale with a weighted value: Always = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1, which consists of 16 statement items or questions that are following the conditions experienced and faced by the

respondent. The steps taken in developing the instrument were: 1) compiling the research variable indicators, 2) compiling the instrument grid, 3) performing the instrument test, and 4) testing the validity and reliability. The statistical techniques used in this research are descriptive statistics and inferential statistics.

The instrument used to determine how to use learning media for this study was to use a questionnaire, with a questionnaire statement grid: 1) use of visual media, 2) use of audio media, and 3) use of audio-visual media. Instruments for measuring learning motivation, using a grid of statements: 1) desire and desire to learn; 2) encouragement and need in learning; 3) hopes and dreams for the future; 4) appreciation in learning; 5) activities that are interesting in learning; and 6) a conducive learning environment. The analysis technique in this research uses simple linear regression analysis, product moment correlation analysis, determination coefficient analysis and hypothesis testing (t test).

RESULTS AND DISCUSSION

1. Simple Regression Test Results

This analysis is used to determine how much influence the learning media has on learning motivation.

Table 1
Simple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	38,446	5,690		6,757	,000
MP_X	,583	,121	,568	4,831	,000

a. Dependent Variable: MB_Y

From the table above, it is known that the value of Constant (a) is 38.446 while the value of Learning Motivation (MB) / b (regression coefficient) is 0.583, so the regression equation can be written:

$$Y = a + bx$$

$$Y = 38,446 + 0,583$$

This equation can be explained:

- A constant of 38.446 means that the consistent value of the learning motivation variable is 38.44
- The regression coefficient X (learning media) is 0.583, which means that for each addition of 1 value of learning media, the value of learning motivation increases by 0.583. The regression coefficient is positive, so it can be concluded that the X variable (learning media) positively affects the Y variable (learning motivation).
- Based on the table of simple linear regression test results above, the Sig value is 0.000 < 0.05, so it

can be concluded that there is an effect of variable X (learning media) on variable Y (learning motivation). Hasil Uji Korelasi Product Moment

Table 2
Product Moment Correlation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,568 ^a	,323	,309	7,56578

a. Predictors: (Constant), MP

Based on the correlation test, the result of the calculation of the product-moment, the results of the correlation between learning media (X) and learning motivation (Y) are (r) of 0.568, based on the Sugiyono table, the score is 0.40 - 5.99 with a moderate level. The coefficient of determination is $r^2 = 0.323$ or 32.3%, which means that the influence of learning media on the learning motivation of class XI students is 32.3%, while the difference is 67.7%, explained by other variables not examined in this study.

To find out whether the correlation of the calculation results is significant or not, then compared to the calculated value of 0.568 with r table using a significant 5% with 51 respondents, then 0.271 can be obtained from the results that meet the requirements, namely $r_{\text{count}} > r_{\text{table}}$, then the results which is obtained shows that there is a significant relationship of student motivation in class XI SMA Widya Manggala

2. Determination Coefficient Analysis

The coefficient of determination (r) in essence, measures how far the model can explain the variation in the dependent variable. The coefficient of determination is between zero and one.

Table 3
Results of the Determination Coefficient Correlation Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,568 ^a	,323	,309	7,56578

a. Predictors: (Constant), MP

From the coefficient of determination above, it is obtained adjust R Square (coefficient of determination) of 0.309, which means that the influence of learning media variables (X) on learning motivation (Y) is 30.9% while the difference is 69.1%

explained by other variables not examined in this study.

3. Hypothesis Testing Analysis

Hypothesis testing (t-test) aims to determine whether the independent variable (X) has a significant effect on the dependent variable (Y).

Table 4
Results of the t-test

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	38,446	5,690		6,757	,000
MP_X	,583	,121	,568	4,831	,000

a. Dependen Variabel: MB_Y

From the coefficient table, the t-count value is 4,831 and the t-table value is 2,00758. By comparing the t count with t-table, $t_{\text{count}} > t_{\text{table}} = 4.831 > 2.00758$ because the t value is greater than t-table, it can be concluded that the regression coefficient of the learning media variable is significant and the results obtained from the comparison of the sig. with a significance level: $\text{sig } a = 0.000 < 0.05$. Because $\text{sig } a < \alpha$, it can be concluded that H_a is accepted and H_o is rejected, meaning that the regression coefficient on the learning media variable partially (individually) affects learning motivation. Thus the learning media influences learning motivation.

This research was conducted during a pandemic, where schools were not allowed face-to-face, so they had to use distance-learning or online. In testing the results of the simple regression test, an equation is obtained, namely $Y = 38.446 + 0.583X$, the value is constant (α) or the fixed value of the equation 38.44, which means that when the learning media is equal to 0, the learning motivation is 38.466 units. B is 0.584, which means that each increase is 1 % on learning media, it will increase the motivation to learn SMA Widya Manggala. The teacher's application of instructional media will encourage students to learn the material taught by the teacher. As research conducted by Putri (2017: 1) states that there is a significant influence between learning media on student learning motivation in Arabic lessons at madrasah Tsanawiyah.

Aurora & Efendi (2019:11) also reinforced the research results, which showed a relationship between e-learning and student learning motivation, namely with a correlation coefficient value of 0.625. This value means that it has a high relationship. Furthermore, a regression analysis was carried out to see the effect of the use of e-learning media on student learning motivation, and a regression coefficient (x) of 0.737 was obtained. This value means that for every 1% increase in the value of using E-Learning media, the value of student motivation increases by 0.737.

Then based on the results of the correlation coefficient test, the results obtained a correlation coefficient (r) of 0.568, which means the relationship of learning media with the learning motivation of class XI students at SMA Widya Manggala is moderate. In the learning process the teacher uses media but the media used does not really attract students. According to Robandi & Mudjiran (2020: 3498), it is known that student learning motivation in online-based learning 11% of students are in the very high category, 38% of students are in the sufficient category, 27% of students are in the medium motivation category and 24% of students are in the motivation category. low. From these results, the achievement of learning motivation results has not been maximized, so efforts are needed to increase student learning motivation so that it is more optimal.

This is also shown by the results of research by Cahyani, et al (2020: 123) showing that learning motivation in students who take online or online learning in the midst of the Covid-19 pandemic conditions has decreased, because the significance value of 0.000 is less than 0.05 ($p < 0, 05$).

Based on the results of the calculation of the determination coefficient test (KD), the result is 30.9% while the 69.1% is explained by other variables not examined in this study, which indicates that the learning media variable (X) is able to influence learning motivation) amounting to 30.9%. Syachtiyani & Trisnawati (2021: 90) from the research conducted showed that the six indicators of learning motivation got an average of 84.28%, which means that student learning motivation falls into the high motivation category. While the average value of student learning outcomes got a percentage of 82.64% which means that student learning outcomes fall into the category of good learning outcomes.

From the results of the calculation of the two-sided hypothesis test, the t-count is 4,831 and the t-table is 2,00758. This means that t-count > t-table, then H_0 is rejected and H_a is accepted. Thus the learning media influences the learning motivation of class XI students at SMA Widya Manggala. Mulyadi A (2016: 43) conducted a study that showed that learning media had a positive effect on student learning motivation in Accounting subjects. The results of this study have been tested and accepted with a confidence level of 95%. This is evidenced by the correlation value of 0.453 and the coefficient of determination of 0.205. This means that the use of learning media affects student learning motivation in Accounting subjects by 20.5%. While the remaining 79.5% is influenced by other factors.

CONCLUSION

Based on the results previously described. So it can be concluded that there is that the regression coefficient on the learning media variable partially (individually) affects the motivation to learn online learning. Thus the learning media has an influence on

students' online learning motivation in the pandemic era.

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Author's Biography

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