IMPROVING STUDENTS MOTIVATION AND LEARNING ACTIVITY THROUGH INTERACTIVE MEDIA IN CLASS III SDN PETOK

Rizan Zakiyya[1*], Agung Setyawan[2]
[1,2,3,4,5] Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo Madura, East Java, Indonesia

correspondence e-mail: : 190611100140@student.trunojoyo.ac.id[1],
agung.setyawan@student.trunojoyo

ABSTRACT	ARTICLE INFO
One of the characteristics of students who have high learning motivation is active in learning activities. This is one indicator that learning can be said to be meaningful. One way to increase students motivation and activeness in learning is to use interactive media. The purpose of this study was to determine whether the use of interactive media can increase the motivation and activity of third grade students at SDN Petok. This study uses data collection techniques in the form of interviews, observations, tests, and documentation. The data was then analyzed using qualitative data analysis techniques. The results of this study indicate that there is an increase in student activity based on the results of observations made by researchers. Until the end of the second cycle, all students from the front to the back seemed active and enthusiastic about the material presented by the researcher. All students look serious in discussion activities and when working on group assignments. In addition, there were some students who actively asked questions when they found material they did not understand and were responsive in answering several questions from the teacher. Based on the results of the study, it can be concluded that interactive learning media can increase students motivation and activeness in learning.	

A. Introduction

Learning motivation is a psychological condition that encourages a person to learn (Khodijah, 2014). Learning motivation is something that can affect the learning process and student learning outcomes (Rahman, 2021). The higher the students learning motivation, the higher the learning outcomes achieved. One indicator of the level of learning motivation is the level of student activity during learning. Someone with high learning motivation will certainly be more motivated to be actively involved in participating in learning activities. Student activity is very much needed to create meaningful and effective learning (Emda, 2017). Therefore, it is very important for teachers to be able to present learning that can make students more motivated to be actively involved in learning. According to a study in the journal of education science, this motivation can come from several aspects, such as family, community environment, nor teacher. The motivation that can be obtained from parents is the support and enthusiasm given to their children. The learning motivation given by the teacher is appreciation, praise, methods, and learning media.

Learning media is a learning resource that can help teachers add insight to students and make it easier for them to understand a subject matter (Nurrita, 2018). The use of this learning media is one way for learning to run more effectively by increasing student motivation so that students become more motivated and active in carrying out learning activities (Miftah, 2013). Media that can be used by teachers can be sourced from the development of science and technology. Advances in science and technology have had a significant influence on the world of education, through technology that is developing rapidly, educators can use it as a learning medium to facilitate students in learning. In addition, students who use technology for learning media do not guarantee an increase in learning motivation, because of obstacles such as difficulties in using the media. Therefore, to be able to increase student motivation to be more active in the classroom is to use two-way learning media.

Interactive media is a two-way media. There are several media that are two-way, such as interactive videos, interactive power points, educational games, etc. However, the selection of interactive media must also be adjusted to the abilities of students and school conditions. Based on the results of observations made by researchers in class III at SDN Petok, it was found that the root of the problem was that students were less enthusiastic because there was a lack of motivation to learn

in students, besides that the learning applied in the school tended to be one-way so that students were less active in participating in learning. Based on these problems, the researchers provided interactive video media to increase students learning motivation.

Researchers focused this research on third grade students of SDN Petok on Theme 2 with the title Caring for Animals and Plants, Sub-theme 1 with a focus on the material Benefits of Plants for Human Life, Learning 1 which contains thematic material including reading fairy tales, adding numbers, and singing tree songs. fir. The purpose of this study was to determine whether interactive media can increase students motivation and activeness in learning.

B. Method

This research is a classroom action research. Classroom action research is research carried out by providing special actions by a teacher or a researcher to address the gap between theory and learning practice in the field (Susilowati, 2018). The classroom action research design used by the researcher is the Kurt Lewis model design. This model is the first basic model introduced by Kurt Lewis from the action research model. The model consists of 4 steps, namely: First, Planning (Planning); Second, action or action (acting); Third, observation (observing); And fourth, reflection (Halisi, 2021). The data collection techniques used were observation, interviews, tests, and documentation. The data is then analyzed through 4 stages, namely data reduction, data presentation, and drawing conclusions.

C. Result and Discussion

One of the characteristics of students who have high learning motivation is active in learning activities (Zaeni et al., 2017). Activity is a person's participation in participating in learning activities (Winarti, 2013). This learning activity is one indicator that learning can be said to be meaningful (Djamaluddin & Wardana, 2019). There are several characteristics of a student who can be said to be active in learning, this is alluded to by (Sudjana, 2016), including: (1) When teaching and learning activities take place students participate in carrying out their learning tasks, (2) Students want to be involved in solving problems in learning activities, (3) Students want to ask friends or the teacher if they do not understand the material or encounter difficulties, (4) Students want to try to find information that

can be needed to solve the problems they are facing, (5) Students conduct group discussions according to the teacher's instructions, (6) Students are able to assess their abilities and the results they get, (7) students practice solving problems or problems, and (8) students have the opportunity to use or apply what they have obtained in completing tasks or problems they face. In this study there are 5 of the 8 indicators that will be used by researchers in assessing student activity in the classroom, namely student discipline in doing assignments, student compliance in carrying out learning activities, student activity in asking when there is material they do not understand, activeness in group discussions , and the level of responsiveness during the Q&A session.

Precycle

Based on the results of the pre-action analysis, the researchers found a problem, namely the lack of learning motivation in students. This is evidenced by the lack of active students in participating in learning, as well as being less enthusiastic about the learning delivered by the teacher. Therefore, researchers began to design a lesson plan using a direct learning model with a student learning centered approach. The material to be studied is a sincere apple tree tale using interactive storytelling videos. The second material is the addition of whole numbers using interactive video and interactive ppt used for class games. The last material, students will be invited to sing fir songs using interactive videos.

Cycle I

The implementation of learning runs in the first cycle adjusted to the lesson plan that has been designed. At the beginning of the lesson, the students looked less enthusiastic. This can be seen from some students who look not enthusiastic when answering greetings. However, starting the apperception activity, the students looked more enthusiastic again. In the main activity, the teacher shows a short video to attract students attention. Learning activities took place well and in an orderly manner. Students seem enthusiastic at the beginning of learning, but at the end of learning the teacher must still occasionally remind students to ask questions and convey their thoughts.

Based on the results of observations made by the teacher, all students have done their duties with discipline. Some students in the front row seemed active and enthusiastic in following the learning flow. During the group discussion session, most of the students seemed serious in the discussion activities and doing their group assignments. In addition, there were some students who actively asked

questions when they found material they did not understand and were responsive in answering several questions from the teacher. In more detail, as many as 16 or 64% of students met the criteria of activity set by the researcher, while 9 or 36% of other students still looked embarrassed to answer questions from the teacher. Some of the students who are still passive, are students who sit in the middle and back seats. Based on the results of observations, some students who sat in the back seat looked less enthusiastic and confused even though learning had been supported by learning media.

In this cycle, there are still 36% of students who are less active in learning using interactive video media. Therefore, the researcher repeated the action in cycle II. The repetition of this action was carried out because the results obtained in cycle I had not reached the success target set by the researcher and to ascertain whether the implemented actions were successful or not (Mulyatiningsih, 2015).

Cycle II

The implementation of learning runs in cycle II adjusted to the learning implementation plan that has been designed. In cycle II, the model teacher made several corrective actions including: providing more variety of activities such as singing, discussion, and question and answer in pairs to increase students learning motivation, giving impromptu questions to students who are not active in class, supervising students by occasionally walking around. class. In cycle II, from the beginning of learning the students seemed to have been excited. This can be seen from some students who look responsive in answering greetings and apperception activities. In the core activity the teacher shows a short video to attract students attention, at this stage, students are then given several questions to increase focus and arouse students curiosity and motivation in learning. Learning activities took place well and in an orderly manner. All students look active and eager to participate in learning activities.

Based on the results of observations made by the teacher, all students have done their duties with discipline. In addition, all students in the front row to the back seemed active and enthusiastic about the material presented by the researcher. All students look serious in discussion activities and when working on group assignments. In addition, there were some students who actively asked questions when they found material they did not understand and were responsive in answering several questions from the teacher. The results of this observation, when compared with the results of the first cycle of observations, the activeness of

Rizan Zakiyya[1], Agung Setyawan[2]

students in the second cycle of learning has increased. In this cycle there were more students who were active in discussing, doing group assignments, asking and responding to questions from the teacher. In more detail, as many as 25 students or 100% of students are motivated and active in learning

D. Conclusion

Based on the results of the research conducted, it can be concluded that interactive learning media can increase students motivation and activeness in learning. This is evidenced by the increase in student activity based on the results of observations made by researchers. In the first cycle, all students have done their assignments with discipline. Some students in the front row seemed active and enthusiastic in following the learning flow. During the group discussion session, most of the students seemed serious in the discussion activities and doing their group assignments. In addition, there were some students who actively asked questions when they found material they did not understand and were responsive in answering several questions from the teacher. Student activity increased in the second cycle, namely all students had done their assignments with discipline. In addition, all students in the front row to the back seemed active and enthusiastic about the material presented by the researcher. All students look serious in discussion activities and when working on group assignments. In addition, there are some students who actively ask questions when they find material that they do not understand and are responsive in answering some questions from the teacher.

References

Djamaluddin, A., & Wardana. (2019). *Belajar dan Pembelajaran*. CV. KAAFAH LEARNING CENTER.

Emda, A. (2017). Kedudukan Motivasi Belajar Siswa dalam Pembelajaran. *Lantanida Journal*, *5*(2), 2017.

Halisi, L. (2021). Peningkatan Hasil Belajar PPKn Siswa Kelas VII.2 SMP Negeri 17 Kendari Melalui Model Pembelajaran Kooperatif Tipe Think-Pair-Share. *Amanah: Jurnal Amanah Pendidikan Dan Pengajaran*, *2*(2), 151–157.

Khodijah, N. (2014). *Psikologi Pendidikan*. Rajawali Press.

Miftah, M. (2013). Fungsi dan Peran Media Pembelajaran sebagai Upaya Peningkatan Kemampuan Belajar Siswa. *Jurnal KWANGSAN*, *1*(2), 95–105.

Mulyatiningsih, E. (2015). Metode Penelitian Tindakan Kelas. In *Modul Pelatiihan Pendidikan Profesi Guru: Fakultas Teknik, Universitas Negeri Yogyakarta*. Universitas Negeri Yogyakarta.

Nurrita, T. (2018). Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa. *Misykat*, *3*(1), 171–187.

Rahman, S. (2021). Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar. *Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0*, 289–302.

Sudjana, N. (2016). *Penilaian Hasil Proses Belajar Mengajar.* Rosdikarya.

Susilowati, D. (2018). Penelitian Tindakan Kelas (PTK) Solusi Alternatif Problematika Pembelajaran. *Edunomika*, *2*(1), 36–46.

Winarti. (2013). Peningkatan Keaktivan dan Hasil Belajar Siswa Pokok Bahasan Penyusutan Aktiva Tetap dengan Metode Menjodohkan Kotak. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, *8*(2), 123–132.

Zaeni, Aulia, J., Hidayah, & Fatichatul, F. (2017). Analisis Keaktifan Siswa Melalui Penerapan Model Teams Games Tournaments (TGT) pada Materi Termokimia Kelas XI IPA 5 di SMAN 15 Semarang. *Seminar Nasional Pendidikan, Sains Dan Teknologi ISBN: 978-662-61599-6-0 Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Muhammadiyah Semarang*, 416–425.