# A Study on the Use of Learning Media and Its Implications for Student Learning Motivation

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## Abstract

*Learning media plays an important role in increasing student motivation in various educational contexts. In addition, the use of varied and interesting learning media can motivate students to be actively involved in the learning process, increase their interest in subjects, and develop cognitive and social skills. This study aims to investigate the relationship between learning media and student learning motivation. By applying quantitative methods, this research was applied to class XI of IPA YPPK Yosudarso High School Merauke, South Papua, with a total of 18 students. Data collection was carried out by questionnaires consisting of four categories of choices, in addition, for sampling techniques, the Convinience Sampling Method was used as a data collection method. As a finding, the level of learning media is at a high level with mean score = 3.60 while student learning motivation is at a very high level namely meanscore = 4.69. The results showed that there was a significant relationship between learning media and student learning motivation. However, although learning media has great potential to increase student learning motivation, other factors such as students' physical and psychological conditions, learning environment, and the role of parents also play a role in influencing student learning motivation. In addition, the role of teachers in integrating learning media with the right teaching methods is also an important factor. Teachers who are able to use learning media effectively can increase the attractiveness and relevance of learning, and provide positive feedback to students. This can increase students' learning satisfaction and encourage their motivation to continue learning and achieve better results.*

*Keywords: Learning Media, Learning Motivation, Learning Technology, Correlation*

## Introduction

In an educational goal inseparable from the role of an educator, educators are expected to be able to develop innovation and creativity in order to realize appropriate learning goals. However, it is undeniable that there are still many obstacles for an educator in implementing a learner-based education system (Lengkoan et al., 2022). The obstacle that teachers generally encounter is to vary when learning takes place. In the use of media, educators sometimes lack mastery and do not use effectively and efficiently (Liando &; Martha, 2019); (Liando et al., 2022).

In the current era of globalization, the learning process faces relatively large challenges, which are related to the extraordinary development of science and technology (IPTEK). The rapid development of science and technology offers various

new conveniences in learning, especially the variety of learning media that educators can use in delivering learning materials (Tatipang et al., 2021). The use of the internet to answer problems in learning, especially chemistry, is mandatory. The internet can be used as a learning resource for students by providing interactive learning multimedia.

In achieving a quality education system, components such as students, teachers, creative learning models, especially media are needed to meet educational goals. Alfansyur &; Mariyani, (2019) The existence of media in teaching is very important and becomes part of the teaching component. In other words, learning media with teachers cannot be separated because with the learning media, the learning process can run well. This opinion is supported by Hasan et al., (2020); Setyaningsih &; Atmaja, (2021) suggest that "media are effective in teaching as a support for specific instructional goals, both cognitive and affective purposes". The ability to think, accept and respond to what students do can increase with the media. To help students achieve maximum results, teachers need to utilize learning media because "effective learning media will ease students' learning efforts in understanding the material presented" (Dewi Putri et al., 2021). Student success is not only measured by how much knowledge he has but must be supported by adequate facilities.

Understanding multimedia, as integrating more than one media in communicating or combining various media such as text, sound, graphics, animation, video, images, and spatial models in computer systems (Febrianti, 2019). The interactive classification in the scope of multimedia learning does not lie in the hardware system, but rather refers to the learning characteristics of students in responding to the stimulus displayed by the computer monitor screen. According to Yulyani, (2020) interactive learning media is an effective computer-based communication system that is able to create, store, present, and re-access information in the form of text, graphics, sound, video or animation.

There are many factors that influence children in the learning process, one factor that is quite supportive in learning is motivation. According to Wardani &; Setyadi, (2020) "in teaching and learning activities, motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities, so that the desired goals of the learning subject can be achieved". Student success can be determined by the learning motivation he has.

Pradani, (2022) said that student learning motivation is indeed very interesting to study, because motivation is one aspect of education, especially to carry out the learning process. Motivation is seen as the main factor that plays an important role in determining student achievement (Nurwahidah et al., 2021). Human behavior must be motivated, motivation encourages humans to make every effort to achieve the greatest success and avoid failure (Maulani et al., 2022), without motivation. Similarly, with students, without student motivation it will be difficult to receive learning material because in the learning process motivation is needed so that students can achieve their goals, namely understanding the material delivered so that students will get good learning results.

The use of technology as a learning medium makes the expansion of student opportunities in improving their learning. According to Pradani, (2022), Wardani &; Setyadi, (2020), Dewi Putri et al., (2021) the use of technology and information in learning, especially chemistry, is very important. This is reinforced by Hae et al., (2021) who stated that learning with visual media devices provides benefits, such as exploring individual emotional honesty, creating effective communication and providing flexibility in learning activities. Meanwhile, according to Maulani et al., (2022) multimedia integration on the website

provides several advantages, namely learning materials can be viewed anytime and anywhere; learning materials can be updated at any time; by organizing hyperlinks, students can access other relevant learning resources; and can contain documents not found in textbooks, such as spectra, molecular graphs or videos.

Learning media is a tool in the teaching and learning process in order to facilitate delivery and is expected to be better understood by students and students. Learning media is very diverse, one of which is visual media. Visual media is a way of presenting learning materials using teaching media tools that can demonstrate these materials so that students can see and witness directly, observe carefully, hold / feel the demonstration materials. Every time the presentation of teaching materials should be teachers use teaching media such as turning sheets, planel boards, projectors, and so on. The use of media should vary with each lesson. Permana &; Kasriman, (2022) explained that "students will feel bored in participating in learning activities if the media used by teachers never changes". Teachers need to try to create or provide learning media that suits student needs so that the learning delivered can attract the attention of students and understand well the message conveyed by the teacher. The use of media in the teaching and learning process makes students understand directly the meaning of the learning taught by the teacher.

Results of previous studies from Zulfahmi &; Wibawa, (2020); Faizatun &; Renoningtyas, (2021); Maulani et al., (2022); Limpo, (2020) shows that student learning motivation is low. One of the causes can be reflected in the learning process that only uses monotonous and uninteresting learning methods and models, causing students to have no interest and motivation to learn. Learning motivation can arise due to intrinsic factors and extrinsic factors. The intrinsic factor is the desire and desire to succeed and the drive of learning needs, the expectation of ideals. While the extrinsic factor is the appreciation of a conducive environment and interesting learning activities (Ardiansyah &; Rochmawati, 2022). Many factors affect learning motivation, one of the factors that will be studied is learning media. Learning media is strongly suspected to affect learning motivation.

In addition, research results from Setyaningsih &; Atmaja, (2021); Yulyani, (2020); Pradani, (2022) shows that more than 70% of students have a very low level of learning motivation, this is due to the monotony of how to chase teachers and not utilizing interesting learning media. In the learning process, the use of learning media can increase students' ability to do assignments by 78.67%. The results of this study support the possibility of developing interactive media and interesting visualizations to attract students' interest and activation in their learning process. Therefore, based on the formulation of the problem from this study is "is there an influence of learning media on student learning motivation?". Thus the purpose of this study is to analyze the influence of learning media on student learning motivation.

## Method

This research was a quantitative research. Quantitative research where to measure the level of use of video learning media and the level of student motivation using numbers in analyzing data. Kusumastuti et al., (2020) Explain that quantitative research "uses nominal, ordinal, ratio and interval measurements". In addition, in data analysis, this study also applies descriptive and correlation research. Descriptive analysis is used to explain or describe the level of use of learning media by teachers and the level of student learning motivation. Meanwhile, correlation is used to determine whether there is a significant relationship between learning media and student learning motivation. Questionnaires on video learning media and student learning motivation were used for data collection. Moreover, the subjects in this study

are grade XI science students totaling 18 students at YPPK Yosudarso Merauke High School, Papua Selatan, in the 2022/2023 academic year. To collect data, the Convenience Sampling method is used. Where the sample in this study was students who were present when the data collection was held.

In addition, the technique used to analyze the data is to use the following statistical calculation program: the mean score and Percent Product Moment Correlation are used to find out whether there is a significant relationship between video learning media and student learning motivation. Also, to measure each category in the questionnaire, researchers used a liker scale with a total of 4 choices (4=4.50–5.00: Very High, 3=3.50–4.49: High, 2=2.50–3.49: Medium, and 1=1.50–2.49: Low) adapted from (Liando &; Tatipang, 2022); (Lengkoan &; Rombepajung, 2022).

**Findings and Discussion**

This chapter focuses on the results of scientific research that has been carried out with the aim of analyzing and understanding certain phenomena. This study aims to answer the research questions that have been asked, test hypotheses, and contribute to the understanding of the topic under study, namely the use of learning media on student learning motivation in class XI IPA SMA YPPK YOSUDARSO Merauke.

In this chapter, we will present the results of the research we conducted using carefully designed methods. We will present our key findings and analyse those results in the context of relevant literature. The results of this research are expected to make a valuable contribution to knowledge in this field. Our research involves careful analysis steps and meticulous data collection. We use quantitative methods to collect data and analyze it using desckriptive and correlation analysis. The steps we have taken have been designed to ensure the validity and reliability of our research results.

In this chapter, we will discuss the results of our research systematically. We will present our main findings based on the research questions that have been asked and relate them to the relevant literature. We will also provide an in-depth interpretation and analysis of our findings, as well as discuss their implications and relevance in a broader context.

In addition, through this chapter, we hope to provide a clear and comprehensive understanding of the results of our research. We also hope that our findings will make a meaningful contribution to the development of knowledge in this area and lay the foundation for future research. Hence, without further ado, let us step into the results of our research and gain valuable new insights in this field. In the early stages of data presentation, there is an interpretation of data regarding learning media and learning motivation, where these two variables are presented in two separate tables, namely tables 1 and 1. More details can be seen below:

Table 1. Mean of Learning Media

| Category | N | Min | Mx | Mean | Std | Ket |
|---|---|---|---|---|---|---|
| Learning Media | 18 | 2.0 | 7.6 | 3.60 | .82 | High |

Based on the results addressed in table 1 above, it was found that the level of learning media was at a high level with a mean = 3.60. Thus, it can be said that. Through these results, it can be illustrated that class XI IPA students of YPPK High School Yosudarso Merauke use learning media whether it's video, PPT, internet, music, and other technologies in learning to help in obtaining new information and experiences in learning, understanding the subject matter provided by the teacher, and

making it easier to remember lessons. The next analysis is to look at the mean level of student motivation, this can be seen in table 2 below:

#### Table 2. Mean of Student Learning Motivation

| Category | N | Min | Mx | Mean | Std | Ket |
|---|---|---|---|---|---|---|
| Student Learning Motivation | 18 | 1.5 | 8.0 | 4.69 | .80 | Very High |

Referring to the results of the analysis in table 2 above about the motivation of grade XI students of YPPK Yosudarso Merauke High School, it was found that student learning motivation was at a very high level with a mean = 4.69. Therefore, through these results, it can be said that motivation can make students diligent in doing the questions and exercises that the teacher gives, providing special time to study, using study time on time, ready to answer the questions the teacher gives and interested in the subject matter that the teacher delivers. Finally, for the final analysis in this study is a correlation test between learning media and student learning motivation, this can be seen in table 3 below:

#### Table 3. Correlation Test on learning media and student learning motivation

| Correlation | Media | Motivasi |
|---|---|---|
| Pearson Correlation | 1 | .960 |
| Sig. (2-tailed) | | .000 |
| N | 18 | 18 |
| Pearson Correlation | .960 | 1 |
| Sig. (2-tailed) | .000 | |
| N | 19 | 18 |

Through the presentation of table 3 above, it can be seen that there is a significant relationship between learning media and student learning motivation with p =,000. This indicates that the p value is smaller than the alpha value of .05. There is a significant relationship between video learning media and student learning motivation with p =,000. This indicates that the p valueis smaller than the alpha value .05. Based on the data that has been collected and after being tested using a statistical calculation program, it was found that the level of learning media was at a high level with a mean score = 3.60 while student learning motivation was at a very high level, namely meanscore = 4.69. The results showed that there was a significant relationship between learning media and student learning motivation. In conclusion, learning media has a strong relationship with student learning motivation. The use of varied, interesting, and relevant learning media can increase student motivation, encourage active involvement in learning, and produce better learning outcomes. Therefore, it is important for educators and curriculum developers to consider the use of appropriate learning media in designing motivating and effective learning experiences for students. In addition, the role of teachers in integrating learning media with the right teaching methods is also an important factor. Teachers who are able to use learning media effectively can increase the attractiveness and relevance of learning, and provide positive feedback to students. This can increase students' learning satisfaction and encourage their motivation to continue learning and achieve better results.

### Conclusion

The value of the learning media category is at a high level, mean score = 3.60. This can be seen in the data that has been obtained that learning media helps in obtaining new information and

experiences in learning, understanding the subject matter provided by the teacher, and making it easier to remember lessons. The level of student learning motivation, is at a very high level that mean score = 4.69. This means that motivation can make students diligent in doing the questions and exercises that the teacher gives, providing special time to study using my study time on time, ready to answer the questions that the teacher gives and interested in the subject matter that the teacher delivers.

A significant relationship between learning media and the learning motivation of class XI science students of YPPK Yosudarso High School Merauke, South Papua. This means that the motivation of students comes from students, in this case learning media as a means of supporting the teaching and learning process so as to affect student learning motivation. Based on the results of this study, researchers concluded that the level of learning media has a relationship with student learning motivation because learning media can increase student motivation to diligently do the questions and exercises that the teacher gives, provide special time for learning, use study time on time, be ready to answer questions that the teacher gives and be interested in the subject matter that the teacher delivers.

Therefore, teachers and the world of education should be able to conduct further research related to learning media and student learning motivation. Also, students gain knowledge about media that can be used in learning in the classroom. Students can also develop their ability to utilize learning media needed in learning and teaching activities.

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