The Influence of Learning Media and Learning Motivation on Learning Outcomes

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Abstract: This research aims to determine the differences that occur between the learning outcomes and motivation of students who are taught using the inquiry learning method with interactive media and inquiry learning with image media. The method used in this research is a quantitative research method that uses a deductive-inductive approach with data collection techniques in the form of motivational questionnaires and learning outcomes tests between the interactive media inquiry method and the image media inquiry method. This data analysis uses ANOVA analysis which requires homogeneous sample data. Meanwhile, data validation uses SPSS, where the validity test results show that the question significance value is less than 0.05 with the conclusion that the instrument used is valid. With a research hypothesis test value of sig 0.00 < 0.05 where H0 is rejected and H1 is accepted. From the results of the research that has been carried out, data is obtained that (1) there are differences between the inquiry learning method with interactive media and the inquiry learning method with image media on Indonesian language learning outcomes. (2) there are differences in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media on Indonesian language learning outcomes.

Keywords: Influence, Learning Media, Learning Motivation, Learning Results

1. Introduction

The world of education currently requires a professional teacher, where the teacher must be able to convey the material well and optimally so that students can understand the material given, Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020). Providing material for elementary school children is not easy because it requires a big heart to provide learning material so that it can provide a pleasant atmosphere and be understood easily, remembering that elementary school children need complex and real explanations so that they can be easy to learn, because we know that factors Teachers as instructors in the teaching and learning process greatly determine student learning outcomes, Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). Good and high learning achievement can be achieved through the seriousness of various parties involved in the world of education, including the students themselves, Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019). The level of achievement obtained by students can be influenced by many factors, one of which is student learning motivation, Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020). Not all students have high motivation in learning. In this case, it is necessary to choose the learning method and media used so that the learning objectives can be achieved well, Widianto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020) Ristiyani, et. al (2019); Wanabuliandari, et. al (2019).

According to Al-Tabani (2018) the Inquiry method is a core part of contextual-based learning activities. It is hoped that the knowledge and skills acquired by students are not the result of remembering a set of facts. But rather the result of finding it yourself. According to AT-Tabani (2018) Inquiry learning itself has several characteristics, the first is that it emphasizes maximum student activity to search and find, secondly all activities carried out by students are directed at searching and finding their own answers to something that is being questioned, so they are expected to be able to foster an attitude of self-confidence, thirdly, the aim of the Inquiry learning method is to develop the ability to think systematically, logically and critically or develop intellectual abilities as part of the mental process. Apart from that, there are several advantages of several Inquiry learning methods, namely emphasizing the development of cognitive, affective and psychomotor aspects in a balanced way so that learning is considered to be more meaningful, Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018). This learning is also a strategy that is considered in accordance with the development of modern learning psychology which is a process of changing behavior. thanks to experience, Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). Apart from that, students who have above average abilities will not be hampered by students who have learning limitations, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Fakhriyah et.al (2016); Pujiati, et.al (2018).

In the inquiry learning method, it can be done using several media, including interactive media and image media. Interactive media is a communication medium where the results obtained come from user input, which has the aim of adding interaction and interesting features to be used, especially in the teaching and learning process, Kanzunnudin, et.al (2018); Yuliani et.al (2018); Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017). Where interactive media can be in the form of computer applications for learning and interactive games because there are elements of moving images, sound and educational games to complete examples of the learning process, Ahsin, et.al (2018); Ahsin, et.al (2017); Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019).

From this situation, elementary school students will easily become bored quickly, will not focus and have difficulty understanding because it only consists of monotonous memorization, images that cannot move and cannot make sounds to support learning explanations such as material about animals and their environment, Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). Based on the background above, an inquiry learning method is needed with interactive media in the form of computer applications to provide explanations to students in the teaching and learning process, which really helps motivate students towards learning outcomes because they practice directly through educational games that have been provided to support explanation of material, for example on the theme of animals and the environment. Students can find out how animals move, animal sounds and three-dimensional (3D) shapes of animals, apart from that the attractive colors in computer applications can provide memory to better understand the differences in each form of animated image shown. By using interactive applications in learning, it is hoped that it can provide a new, enjoyable atmosphere in the teaching and learning process at school. Apart from that, it will make memory and comprehension easier, physiologically humans will be more sensitive in using their senses. According to Sardiman (2018), learning motivation is the overall driving force within students which gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved. If learning efforts are based on good motivation, learning results with good achievements will also be obtained. Students' achievement motivation tends to strive to achieve success goals.

Based on the background above, an inquiry learning method with interactive media in the form of a computer application is needed to provide explanations to students in the teaching and learning process, which is very helpful in motivating students towards learning outcomes because they practice directly through educational games that have been provided for students. supporting the explanation of the material, for example on the theme of animals and the environment. Students can find out how animals move, animal sounds and three-dimensional (3D) shapes of animals, apart from that the attractive colors in computer applications can provide memory to better understand the differences in each form of animated image shown. By using interactive applications in learning, it is hoped that it can provide a new, enjoyable atmosphere in the teaching and learning process at school. Apart from that, it will make memory and comprehension easier, physiologically humans will be more sensitive in using their senses.

2. Structure of References

This is as stated by Uno (2018) that essentially motivation can arise due to intrinsic factors in the form of desire and encouragement for learning needs, hopes and ideals, apart from extrinsic factors, student learning motivation can be influenced by awards, a conducive learning environment and interesting learning activities. One effort that can be made to increase students' learning motivation is by creating interesting learning activities. To create interesting learning activities, we can use learning media.

For image media, according to Sadiman (2018), image media is an image related to subject matter which is useful for conveying messages from teachers to students, where image media can help students to express the information contained in a learning problem so that the relationship between the components in the problem can be seen clearly. However, there are several things that are disadvantages of image media, namely that they can only be seen visually without having audio or sound elements. Purwanto and Alim (2018) state that images that are complex and limited in

size will be very less effective in learning activities that only emphasize eye sense perception. . Apart from that, Sudjana and Rivai (2018) also stated that "one of the benefits of teaching media in the student learning process is that teaching will attract more students' attention so that it can foster learning motivation".

In general, media has various uses as stated by Sadiman (2018), namely: 1. Clarify the presentation of messages so that they are not too verbalistic (in the form of written or spoken words only) 2. Overcome limitations of space, time and sensory power. 3. Using learning media appropriately and variedly can overcome children's passive nature. 4. With the unique nature of each student plus different environments and experiences, while the curriculum and learning materials are determined the same for each student, teachers experience many difficulties if they have to overcome all of this themselves. This will be more difficult if the backgrounds of the teacher and students are also different.

According to Arsyad (2018), interactive media is a group of choice for cutting-edge technological media. The latest technological media itself can be divided into (1) telecommunications-based media, for example teleconferences, distance learning and (2) microprocessor-based media, for example interactive games, compact (video) discs. According to Rusman (2018), using interactive media in the form of computer applications can be studied anytime and anywhere and can be repeated to master the material thoroughly.

According to Sudjana (2018) learning outcomes are the abilities that students have after receiving their learning experience. Therefore, continuity is needed between the learning media used in order to provide enjoyable learning to students so that they can provide good learning motivation to obtain learning results with good achievements.

3.   Research Methodology

In this case the researcher uses quantitative research methods. According to Arikunto (2018) the population is the entire research subject. In other words, population is all elements of an object as a source of data with certain characteristics in a study. The population in this study was class 1 students, totaling 103 children consisting of two classes, namely classes A, B at Dersalam 1 elementary school and two classes A, B at Dersalam 2 Kudus elementary school. With class 1A grouping with 26 children at Dersalam 1 school and class 1A with 25 children at Dersalam 2 elementary school using the inquiry learning method with interactive media. Meanwhile, class 1B with 27 children at Dersalam 1 elementary school and class 1B with 25 children at Dersalam 2 elementary school use the inquiry learning method using picture media. Sample according to Sugiyono (2018) states that a sample is part of the number and characteristics of the population, in other words a sample is a portion of the population taken and can represent the entire population. The sample in this study was students in class 1 of Dersalam 1 Kudus elementary school and Dersalam 2 elementary school for the 2019/2020 academic year, semester 2, a total of 103 children consisting of 45 boys and 58 girls.

Data collection techniques in this research used:

a. The motivation questionnaire is in the form of a series of questions regarding learning activities using optional techniques with answer options available. This questionnaire technique is used to determine the level of students' learning motivation based on their actual situation. In this case, grade 1 elementary school students are accompanied by a teacher to provide an explanation of the meaning of the question considering that they still need assistance in understanding commands in a sentence, even though they can already read.

b. Learning outcomes tests function to measure students' mastery of the material provided. This learning outcomes test is given in two stages, namely before the teacher provides an explanation, better known as the Pre Test, both for students who use the inquiry learning method with interactive media and those who use the inquiry learning method with image media. Next, the second stage is where the teacher first provides an explanation of the thematic Indonesian material and then gives an Indonesian written test to students, both those who use the inquiry learning method with interactive media and those who use the inquiry learning method with picture media for grade 1 Dersalam 1 elementary schools. Dersalam 1 and Dersalam 2S elementary schools. In the Indonesian written test, reading and questions are presented, students are asked to answer by choosing the answer that suits the reading and choosing the most correct answer. The duration of time given is 60 minutes or two hours of lessons.

Data analysis is an important part because with data, the validity of the hypothesis applied can be tested. The data analysis used in this research uses a two-way variance analysis technique:

a. Analysis prerequisite tests in the form of normality tests and homogeneity of variance tests. The purpose of the normality test is to find out whether the data obtained is normally distributed or not. The test used is Kolmogorov-Smirnov with the hypothesis:

H0 = data is normally distributed

H1 = data is not normally distributed

With the following criteria:

1. sig probability, $\alpha > 0.05$ then the data is normally distributed.

2. sig probability, $\alpha < 0.05$ then the data is not normally distributed.

The aim of the variance homogeneity test is to determine whether the data being analyzed is homogeneous, using the formula: F = Largest variance

       Smallest variant

By criteria, data has a homogeneous variance if $F_{count} < F$ ½(n1-1)(n2-2). To test the hypothesis, the data must have a homogeneous variance.

b. Test the hypothesis, where for hypothesis 1 and hypothesis 2 using the independent t-test, while for the hypothesis it is tested using a two-way Anova which refers to the following steps:

calculate the total sum of squares (JKt), between A (JKA), between B (JKB), AxB interactions (JKAB), and within groups (JKd).

Calculating degrees of freedom in total (dbt), between A (dbA), between B (dbB), AxB interactions (dbAB), and within groups (dbd)

Calculating the average square between A (RKA), between B (RKB), AxB interactions (RKAB), and within groups (RKD)

Calculate the ratio of FA, FB and FAB.

4.   Result and Discussion

The general aim of the research is to increase learning motivation for student learning outcomes and specifically to determine the increase in learning motivation for student learning outcomes. Based on the research results, the data obtained:

1. Data on the results of learning Indonesian using the inquiry learning method using interactive media and image media. After the learning was carried out, an evaluation was carried out on the learning carried out using the inquiry method with interactive media and image media from both Dersalam 1 school and Dersalam 2 elementary school. The results of the normality test using the Kolmogorov Smirnov approach were with a value of 0.198, where the value is more than 0.05, so it can be concluded that the data on learning outcomes for Indonesian language subjects using the inquiry method using both interactive media and image media is normally distributed. Meanwhile, the homogeneity test using 4 classes divided into the image media group and the interactive media group from two different schools obtained a significance value of 0.082. The value of 0.082 is greater than 0.05 so it can be stated that the test sample used is homogeneous. In the SPSS program, the media significance value was 0.000, the motivation significance was 0.000, the media*motivation significance was 0.000. With the conclusion that H0 was rejected and H1 was accepted. The validity test was used to test whether the research instrument was truly valid and reliable in collecting research data. The results of calculating the validity of the instrument using SPSS are as follows:

Table 1: Validity test results

NO	Soal	sig
1	item 1	0,024
2	item 2	0,024
3	item 3	0,000
4	item 4	0,034
5	item 5	0,034
6	item 6	0,000
7	item 7	0,023
8	item 8	0,000
9	item 9	0,022
10	item 10	0,023
11	item 11	0,023
12	item 12	0,023
13	item 13	0,014
14	item 14	0,000
15	item 15	0,000

Based on the results of the validity test, it was found that the significance value of the questions for items 1 to 15 was less than 0.05. Thus it can be concluded that the instrument used is valid. The reliability test is used to test whether the research instrument used is reliable. In the sense that if currently data is taken at Dersalam 1 elementary school and Dersalam 2 elementary school, one month later the data is taken again and compared with the previous data, it will produce values that are not much different.

Table 2: Reliability test results

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,663	0,494	15

Based on the results of the reliability test, the Cronbach Alpha value was more than 0.663. This means that with this value, when compared with the minimum reliability standard value of 0.5, it can be concluded that the research instrument used is reliable. Data exposure and descriptive statistics were carried out by researchers on learning outcome data and learning motivation from both groups that used the inquiry learning method with interactive media and groups that used the inquiry learning method with image media after an evaluation was carried out from Dersalam 1 elementary school and Dersalam elementary school. are as follows:

Table 3: Learning results for the image media and interactive media groups Statistics

		media_interaktif	media_gambar
N	Valid	51	52
	Missing	0	0
Mean		75.6275	69.1923
Std. Deviation		10.05974	7.52262
Minimum		60.00	53.00
Maximum		97.00	93.00

Based on the data above, learning outcomes were obtained for both the interactive media group and the image media group with the explanation that the interactive media group, which consisted of 51 children, obtained an average learning outcome score of 75.62, while the image media group, which consisted of 52 children, obtained an average amounting to 69.19. The standard deviation of the interactive media group is 10.05 and the image media group is 7.52. The minimum score for the interactive media group is 60 and the image media group is 53. The maximum score for the interactive media group is 97 and the image media group is 93.
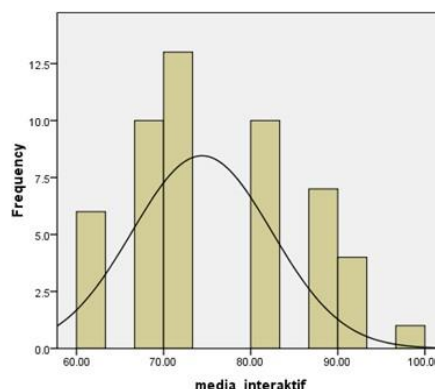

Figure 1: Distribution of learning outcomes for the interactive media group

Based on the learning results in the picture above, it can be seen that the minimum score is 60 for 6 children, while the maximum score is 97 for 1 child. Thus, the learning outcomes are found on the left side with the mode or value that often appears is 73 with a total of 13 students. The bar diagram image above follows a bell curve pattern which can indicate that the learning outcomes above are normally distributed.
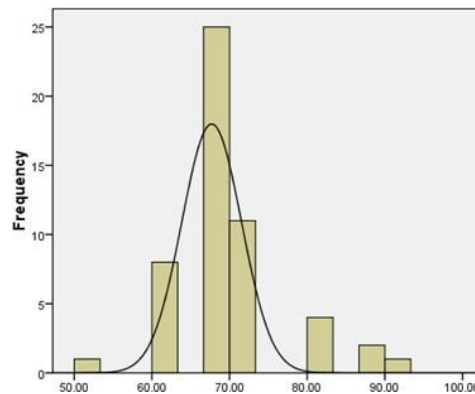
Figure 2: Distribution of learning outcomes for the image media group

Based on the image above, the bar graph follows a bell curve pattern, which means the data distribution is close to a normal distribution. With a value of 67 as the mode or value that often appears with a total of 25 students. The resulting research hypothesis is as follows: The first hypothesis states that there is a difference between the inquiry learning method with interactive media and the inquiry learning method with image media on the Indonesian language learning outcomes of grade 1 students at Dersalam1 and Dersalam 2 elementary schools for the 2019/2020 academic year. H0 = There is no difference between the inquiry learning method using interactive media and inquiry learning using image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 and Dersalam 2 elementary schools for the 2019/2020 academic year. H1 = There is a difference between the inquiry learning method using interactive media and inquiry learning using image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 and Dersalam 2 elementary schools for the 2019/2020 academic year. Based on the results of the test value calculation, the test value obtained is sig 0.0 < 0.5 so it can be concluded that H0 is rejected and H1 is accepted. With the conclusion of H1, namely that there is a difference between the inquiry learning method using interactive media and inquiry learning using image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 elementary school and Dersalam 2 elementary school for the 2019/2020 academic year. The second hypothesis states that there is a difference in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 elementary school and Dersalam 2 elementary school for the 2019/2020 academic year. H0 = There is no difference in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 elementary school and Dersalam 2 elementary school for the 2019/2020 academic year. H1 = There is a difference in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 elementary school and Dersalam 2 elementary school for the 2019/2020 academic year. Based on the results of the test value calculation, the test value obtained is sig 0.0 < 0.5 so it can be concluded that H0 is rejected and H1 is accepted. With the conclusion of H1, namely that there is a difference in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media on the Indonesian language learning outcomes of grade 1 students at Dersalam 1 elementary school and Dersalam 2 elementary school for the 2019/2020 academic year. Education experts state that all teaching methods in providing learning are all good, because it all depends on the teaching objectives, the material being taught, supporting facilities and individual abilities, on that basis all teaching can be carried out using simple or complex approaches. According to Dimyati (2018); Darmuki et al. (2018) found that in teaching and learning activities in schools there are two subjects, namely teachers and students, where students play an important role.

5. Conclusion

Based on data from trial results and analysis of research data regarding the influence of learning media and learning motivation on elementary school Indonesian language learning outcomes, it can be concluded that the use of the inquiry method with interactive media facilitates students' memory and comprehension in the teaching and learning process because students can directly practice the information. the learning received so that the Indonesian language learning results obtained are better compared to using the inquiry method with image media. Apart from that, the use of the inquiry method with interactive media can stimulate increased student learning motivation because by using interactive media students do not feel bored quickly and are more focused on learning so that learning motivation becomes higher which apparently influences student learning outcomes for Indonesian language lessons with grades. above average compared to using the inquiry method with image media. Thus, overall it can be concluded that there is an increase in learning motivation and student learning outcomes in Indonesian language lessons using the inquiry method with interactive media at Dersalam 1 and Dersalam 2 Kudus elementary schools.

Conflict of Interest

The authors declare no conflicts of interest.

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