

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, leading to the conclusion that the instrument used is valid. With a research hypothesis test value of $\text{sig } 0.00 < 0.05$, H_0 is rejected and H_1 is accepted. From the results of the research that has been carried out, data indicates 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 in Indonesian language learning outcomes.

Keywords: inquiry learning method, interactive media, image media

1. Introduction

The world of education currently requires a professional teacher, and the teacher must be able to convey the material well and optimally so that students can understand the material provided (Ahsin, et. al 2020; Angelia, et. al 2020; Arukah, et. al 2020; Hidayati, 2020; Darmuki & Hidayati, 2019). 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. In this case, it is necessary to choose the learning method and media used so that the learning objectives can be achieved well (Arukah, et. al 2020; Dewanti, et. al 2020; Fathurohman, 2020; Hidayati, 2021; Darmuki dkk., 2017). According to (Al-Tabani, 2014), 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 them yourself. According to (AT-Tabani 2014; Fathurohman, et. al 2020; Fathurohman, et. al 2020; Fathurohman, et. al 2019), 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 for 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; and thirdly, the aim of the inquiry learning method is to develop the ability to think systematically, logically, and critically, or to develop intellectual abilities as part of the mental process. Apart from that, there are several

advantages to 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. This learning is also a strategy that is considered to be in accordance with the development of modern learning psychology, which is a process of changing behavior thanks to experience. Apart from that, students who have above-average abilities will not be hampered by students who have learning limitations. In the inquiry learning method, it can be done using several media, including interactive media and image media.

1.1 Literature Review

Learning Media

Learning media are tools or means used to convey lesson material to students with the aim of increasing learning effectiveness. Learning media can be print, audio, visual, or multimedia media, (Arsyad, 2019; Hardiyanti, et. al 2019; Hartani, et. al 2018; Kara, et. al 2020).

a. Type of learning media

- Print Media : textbooks, modules, student, worksheets.
- Audio Media : voice recordings, podcasts.
- Visual Media : drawings, photos, diagrams.
- Audiovisual Media : learning videos, educational films.
- Interactive Multimedia : e-learning, learning applications base on computer.

b. The influence of learning media on learning outcome

Research shows that the use of appropriate learning media can improve student learning outcomes. Interesting and interactive media can increase students' attention and interest, so that they are more actively involved in the learning process, (Daryanto, 2016; Kara, et. al 2020; Kanzunnudin, et. al 2019; Mujiwanto, et. al 2019; Satria, et. al 2020). Apart from that, varied learning media can help students understand abstract concepts to become more concrete (Sudjana & Rivai, 2011; Septaningsih, et. al 2020; Setianti, et. al 2019; Sofia, et. al 2020).

Learning Motivation

a. Definition of learning motivation

Learning motivation is encouragement that comes from within the student or from the surrounding environment, which influences the student's enthusiasm for learning (Sardiman, 2011; Tamarudin, et. al 2020; Purnaningtyas, et. al 2020). This motivation can be intrinsic (encouragement from within oneself) or extrinsic (encouragement from external factors, such as rewards or punishment).

b. Factors that influence learning motivation

- Internal Factors : students's interests, needs, goals, and student feelings.
- External Factors : family environment, school, peers, and socio-economic conditions.

c. The influence of learning motivation on learning outcomes

High learning motivation is positively correlated with good learning outcomes. Students who have high motivation tend to be more persistent in facing learning challenges, more diligent in carrying out assignments, and more active in the learning process (Uno, 2016; Purnaningtyas, et. al 2020; Widiyanto, et. al 2019). Motivation also influences students' concentration and memory, which in turn improves learning outcomes (Schunk, Pintrich, & Meece, 2008).

2. Methodology

In this case the researcher uses quantitative research methods

	Pre test	Perlakuan	Motivasi	Post tes
Eksperimen	0 ₁	X	M _t	0 ₂
	0 ₃	X	M _r	0 ₄
Kontrol	0 ₅	-	M _t	0 ₆
	0 ₇	-	M _r	0 ₈

According to Arikunto (2002), 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 and B at Dersalam Kudus elementary school and two classes A and B at Karang Bener Kudus elementary school. . class 1A grouping with 26 children at Dersalam elementary school and class 1A with 25 children at Untung Suropati elementary school using the inquiry learning method with interactive media. Meanwhile, class 1B with 27 children at Dersalam Kudus elementary school and class 1B with 25 children at Karang Bener Kudus elementary school use the inquiry learning method using picture media. A sample, according to Sugiyono (2011), is part of the number and characteristics of the population; in other words, a sample is a part of the population taken and can represent the entire population. The sample in this study was students in class 1 of Dersalam Kudus elementary school and Karang Bener Kudus elementary school for the 2019/2020 semester 2 academic year, a total of 103 children consisting of 45 boys and 58 girls.

This research uses data collection techniques in the form of questionnaires, tests, normality tests, homogeneity tests, and hypothesis tests.

- 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.

PERNYATAAN	
Respon	Skor
Sangat Setuju	4
Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

- c. Learning outcome tests, which 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 elementary schools. Dersalam and Karang Bener elementary schools. In the Indonesian written test, reading and questions are presented, and 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.

d.

Tingkat Penguasaan Materi	Nilai Huruf	Nilai Angka
90% - 100%	A	90 - 100
80% - 89%	B	80 - 89
65% - 79%	C	65 - 79
55% - 64%	D	55 - 64
Dibawah 55%	E	Dibawah 55

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 used a two-way variance analysis technique.

- e. The prerequisite tests for the analysis for the analysis are a normality test and a variance homogeneity test. 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 a hypothesis:

H0 = data is normally distributed

H1 = data is not normally distributed

With the following criteria:

1. probabilities sig, $\alpha > 0,05$ so that the data is normally distributed.
2. probabilities sig, $\alpha < 0,05$ so that the data is not normally distributed.

The purpose of the homogeneity test is to determine whether the data being analyzed is homogeneous or not, using a formula:

$F = \frac{\text{Big variance}}{\text{Small variance}}$

Small variance

According to the criteria, the data has a homogeneous variance if F is calculated. $< F_{\frac{1}{2}(n1-1)(n2-2)}$ To test a hypothesis, the data must have a homogeneous variance.

- f. Hypothesis testing, where for hypothesis 1 and hypothesis 2, the independent t-test is used, while for the hypothesis, it is tested using a two-way ANOVA, which refers to the following steps:

1. Count the total number of squares (JKt), between A (JKA), between B (JKB), interactions AxB (JKAB), and in groups (JKd).
2. Calculate total freedom degrees (dbt), between A (dbA), between B (dbB), AxB interactions (dbAB), and in groups (dbd).
3. Calculate the square averages between A (RKA), between B (RKB), AxB interactions (RKAB), and in groups (RKD).
4. Calculate the ratio of FA, FB, and FAB.

3. Results and Discussion

Inquiry learning method with interactive media and image media. After learning, evaluation of learning is done using the method of inquiry with interactive media as well as image media from both Dersalam elementary school and Karang Bener elementary school. The result of the normality test with the Kolmogorov-Smirnov approach has a value of 0.198, where the value is more than 0.05, so it can be concluded that the learning results of Indonesian language subjects with both the method of inquiry using interactive media and the image media are normally distributed. While the homogeneity test using four classes divided into image media groups and interactive media groups from two different schools obtained a significance of 0.082 and a value of 0.082, which is greater than 0.05, it can be stated that the sample used is homogenous. In the SPSS program, they obtained media significance values of 0.000, motivation significance of 0.000, and media* motivation importance of 0.000. With the conclusion that H0 was rejected and H1 was accepted, Validity tests are used to test whether the research instrument is truly valid and reliable for collecting research data. As for the validity calculation of instruments using SPSS, it is as follows:

Table 3: Validity test result

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. It means that if currently data is taken at Dersalam elementary school and Karang Bener 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 4: Reliability data
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 greater 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 outcomes and learning motivation data from both groups that used inquiry learning methods with interactive media and groups that used inquiry learning methods with image media after evaluations were carried out at Dersalam Elementary School and Karang Bener Elementary School. are as follows:

Table 5: Learning outcomes of the image media and interactive media group 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.

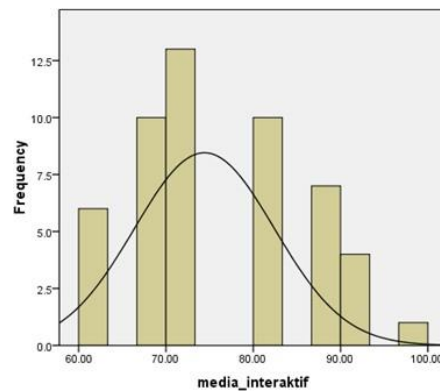


Figure 1: The result of learning group interactive media outcomes

Based on the learning results in **Figure 1**, 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 being 73 for 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.

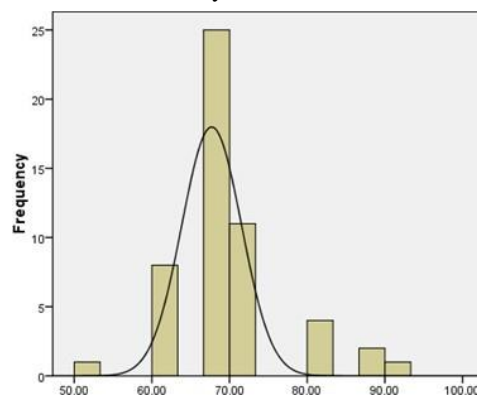


Figure 2: The result of learning group image media

Based on **Figure 2** 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 Dersalam and Karang Bener elementary schools for the 2019/2020 academic year. H_0 = 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 and Untung Suropati elementary schools for the 2019/2020 academic year. H_1 = 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 and Karang Bener elementary schools for the 2019/2020 academic year. Based on the results of the test value calculation, the test value obtained is $\text{sig } 0.0 < 0.5$, so it can be concluded that H_0 is rejected and H_1 is accepted. With the conclusion of H_1 , 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 elementary school and Untung Suropati elementary school for the 2019/2020 academic year.

Conclusion

From the results of the research that has been carried out, data indicates 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 in Indonesian language learning outcomes.

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