

**The effect of the use of audiovisual media ini IPS learning to increase learning motivation
of grade IV SDN 21 Kampung Beru**

Kecamatan Turatea Kabupaten Jeneponto

Artati, Widya Karmila Sari Achmad & Nurfaizah

Elementary School Teacher Education Study Program FIP UNM

Email: 1Artati.489@gmail.com

2wkarmila73@unm.ac.id

3ap_nurfaizah@yahoo.com

The problem in this research is how to use audiovisual media in learning , as for the formulation of the problem (1) How to describe the use of audiovisual media in learning IPS students class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto (2) How to describe students motivation after using audiovisual (3) Is there an effect of using audiovisual media on learning motivation in learning IPS in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. The purpose of this research : (1) To find out how to describe the use of audiovisual in learning IPS in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto (2) To determine the description of students learning motivation after the use of audiovisual in IPS learning at school SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. (3) To find out whether is an effect of the use of audiovisual on the learning motivation of class students IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. This research approach is quantitative with experimental research type. The students. Are less than 30 or relatively small. Data collection techniques used were questionnaires, observation, documentation. Normality test using Kolmogorov-smirnov normality test with pretest results are in the good in the good category. The posttest result are in the very good category . Hypothesis testing using paired . Sample T test with pretest and posttest data has an effect. The research conclusion shows that there are adversaries to the use of audiovisual media in learning in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto.

Keywords: *Audiovisual media and learning motivation.*

RELIMINARY

Indonesian's national education system on Pancasila and the 1945 constitutions as a crystallization of the life values of the Indonesian nation. In its implementation, the education system is implemented in accordance with the needs of the Indonesian nation geographically, historically and culturally. Education is also a strategic position in terms of the nation's development of human resources, as formulated in the law to realize the functions and objectives of national education, which is stated in the law of the Republic of Indonesia number 20 of 2003 concerning the national education system.

(2007) that:

“ The function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students so that humans who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen”.

According to Djamarah (2002:114) in the learning process, motivation is needed, because someone who does not have motivation in learning will not do learning activities. Motivation is an encouragement contained in students to try to make students changes in behavior that are more in meeting their needs. The teacher as a motivator should provide motivation to make students motivated and able to receive lessons well. The impact of this affects the

learning of students who have high learning motivation will be active in the learning process students who have low learning motivation will find it difficult to be active in the learning process. Learning so that it has an impact on the learning process that is less than optimal.

Technological advances in the era of globalization have entered the world of education. In this era, the world has used technology as a medium of learning to provide education that can motivate students in learning, especially social studies subjects. One of the learning media that can increase students learning motivation is audiovisual media.

According to Daryanto (2010: 2) audiovisual media is media that has elements of images and sounds that can be used by a teacher in applying learning materials to students easily. Through audiovisual media, it is hoped that the senses of sight and hearing play a full role in capturing all learning information and can increase student learning motivation.

Social science (IPS) is one of the lessons given in elementary schools that examines a set of events, facts, concepts and generalizations related to social science lessons include geography, history, sociology, and economics.

According to Hamid, et al (2009: 1) states that, social studies learning should be able to prepare, foster and shape the ability of students who master the knowledge, attitudes, values and skills needed in

community life. The quality and success of learning is strongly influenced by the ability and determination of the teacher in choosing and using learning methods.

Based on the background that has been described, in an effort to overcome these problems, the researchers examined it through experimental research entitled effect of using audiovisual media in social studies learning on the learning motivation of fourth grade students at SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto.

1. Learning Media

a. The Definition of Learning Media

In communication studies, the term media is often placed on the word mass, mass media whose manifestation can be seen in the form of newspapers, magazines, radio, video, television, computers, internet and intranets and so on. Along with advances in information technology, the media has become an interesting study and much in demand in almost all disciplines, although with slightly different names. For example, telecommunications media, propaganda media, computer mediated language learning, learning media and so on. In the field of social communication, the term media is often attached to social or social media or some call it a social network, which is currently very popular everywhere (Arsyad, 2013).

Daryanto (2010: 5) the term media is used synonymously with learning technology. This is understandable because in the early development of learning technology, emphasis was placed on these main elements; teacher, chalk, and text

books which are the essence of learning process, the media plays a role in handling the process of delivering and sending messages and information.

b. Benefits of Learning Media

In general, the benefits of learning media are to facilitate interaction between teachers and students so that learning activities are more active and efficient, while according to Sudjana & Rivai (in Arsyad, 2013: 28) learning media in the learning process.

1. Learning will attract the attention of students so that it can motivate.
2. Learning materials will have a clearer meaning so that they can be better understood by students and achieve learning objectives
3. Teaching methods are more varied, not merely verbal communication through the utterance, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches every lesson.
4. Students can do more learning activities because not only listen to the teachers' description, but also other activities such as observing, doing, demonstrating, explaining, and others.

c. Characteristics of Learning Media

Media is classified as audiovisual media that is able to display messages and information through images and sound elements. The characteristics of media according to Arwudarachman (2005, h. 21-22) that is:

1. It is linear

2. Presenting dynamic visuals
3. Used in a way that has been predetermined by the designer/manufacture
4. It is a physical representation of a real idea or an abstract idea
5. Developed according to the psychological principles of behaviorism or cognitive
6. Teacher oriented with a low level of student interactive engagement.

This activity is carried out to strengthen students' understanding of. Material that has been delivered using audiovisual media. This activity aims to measure the effectiveness of the learning that has been implemented.

d. Steps to Use Audiovisual Media

Audiovisual learning media has steps in its use as well as other learning media. According to Pribadi, Benny (2017: 98) the steps for learning using audiovisual media are:

1. Preparation

The activities carried out by the teacher during preparation are making plans for the implementation of learning, studying the instruction manual for the use of media, preparing and managing the media used.

2. Implementation/presentation

When carrying out learning using audiovisual media the teacher needs to consider such as ensuring the media and all equipment are complete and ready to use, explaining the objectives to be achieved, explaining learning materials to students during the learning process. Avoid events that can disrupt student concentration

3. Follow-up

2. Motivation to Learn

a. Media Meaning

According to Hamalik (2016) motivation is a change in energy in a person's self (personal) marked by the emergence of feelings and reactions to achieve goals. Motivation is a force that drives individual activities to carry out an activity to achieve goals. In line with this, Uno (2017: 3) states that motivation is the driving force in a person to carry out certain activities in order to achieve certain goals. Thus, motivation is an impulse contained in a person to try to make changes in behavior that are better in meeting their needs.

Motivation and learning are two things that influence each other. Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or goal-based reinforcement to achieve certain goals. Damiyati & Mudjiono (2017) learning motivation is the drive and strength in a person to carry out certain goals he wants to achieve, in other words learning motivation can be interpreted as an impulse that exists in a person so that he wants to do learning activities in order to gain some skills and experience.

Sumantri (2015: 378).

b. Factors That Affect Learning Motivation

According to Damyanti dan Mudjiono (2017: 97) elements that affect learning motivation include:

1. Aspirations or aspirations of students
2. Student ability
3. Student condition
4. Student environmental conditions
5. Dynamic elements in learning and learning
6. The teacher's efforts in teaching students are happy in the learning process at home.

RESEARCH METHODOLOGY

The approach used in researching the effect of using audiovisual media in social studies learning on the learning motivation of fourth grade students at SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto, is quantitative research approach with the intention that data generated from the media is more accurate.

The type of research used in the study of the influence of the use of audiovisual media in social studies learning on learning motivation of fourth grade students at SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto

The research design used is pre-experimental using one group pretest-posttest, while the research design is described as follows

c. Indicators Of Learning Motivation

Hamzah B. Uno (2011: 23) mention indicators of student learning motivation

1. The desire and desire to succeed
2. There is a drive and need for learning
3. There are hopes or aspirations for the future
4. There are interesting activities in conducive learning, so that it allows a students to learn well.

O₁	X	O₂
----------------------	----------	----------------------

Tabel 3.1 Research design design

Description

O₁= Motivation to study pretest experimental

O₂= Motivation to learn posttest experimental

X = Treatment of the effect of using audiovisual media

The operational definition of a variable is to define a definition according to the title of the study. The independent variable (X) is the influence of the use of audiovisual media that is used to easily apply learning materials to student. The variable (Y) is student learning motivation which is the encouragement that each students has on learning motivation. The higher the motivation to learn, the higher the students learning achievement using an instrument in the form of a questionnaire. In the research,

the instrument used has been validated so that it is said to be valid.

The population in this study werw all fourth grade students at SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto school year 2020/2021 totaling 28 people.

Tabel 3.2 Research population

School	Class	Number of People
SDN 21 Kampung Beru	IV	28 orang
Total		28 orang

Source : Attendance list for fourth grade students at SDN 21 Kampung Beru

The technique used in this study is saturated sampling or sampling technique by taking all the population to be sampled because the population is relatively small or less, so the sample used is according to the population, namely 28 people.

The implementation of this data collection involves the researcher directly to collect, manage, and draw conclusions from the data obtained. The data collection techniques used in this study are.

The questionnaire used to determine the data on the learning motivation of fourth grade students at SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. The questionnaires that will be used in this research are positive questions and negative questions.

Tabel 3.3 Alternative answers and questionnaire weight

Alternative Answers	Positif (+)	Negatif (-)
Strongly agree (SS)	4	1
Agree (S)	3	2
Do Not Agree (TS)	2	3
Strongly disagree (STS)	1	4

Observation is one way of making observations to obtain data related to learning by using audiovisual media.

Documentation is used to obtain data and information that can support research. The documentation in the form of the implementation of learning (RPP). Kist of names of participants, and the condition of students and all the data needed in the study.

Data analysis was carried out after the data was collected completely, the data analysis technique used by the prospective researcher was statistical test. The data analysis techniques used are: descriptive data analysis and inferential statistical analysis.

The data analysis technique in this research is using statistical data. The purpose of the descriptive analysis statistical test is to test the descriptive analysis statistical test is to test the hypotheses of descriptive researchers. Descriptive analysis in this study is to determine the effect of using audiovisual media to increase students learning motivatio

RESEARCH RESULTS AND DISCUSSION

The results of this study will describe the purpose of the research to be carried out, namely to find out the description of the use of audiovisual media, to know the learning process of the level of students learning motivation in social studies learning by using audiovisual media in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto, and to determine the effect of using audiovisual media on students learning motivation for social students in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. The purpose of this research will be explained in detail in this chapter.

1. Descriptive Statistical Analysis

a. Pretest Data About Students Learning Motivation

The pretest of student learning motivation was held on Tuesday, November 10, 2020 with a total of 28 students. After the pretest data is obtained then it is processed using the help of the statistical package for social science (SPSS) version 22.0. to find out data description of students pretest scores in social studies learning.

Tabel 4.1. Pretest score description

Statistik Deskriptif
Nilai Statistik
Jumlah Sampel
28
Nilai Terendah
21
Nilai Tertinggi
61
Rata-rata(Mean)

41.86

Rentang (Range)
Standar Deviasi
Median
Modus
21

Source: *Statistical Package For sosial Science (SPSS)* versi 22.0

Based on table 4.1, it can be seen that the average pretest score is 41.86 while the media value of this value is 42.50 and the score most obtained by students is 21. The standard deposit (Standard deviation) of 13.888 indicates that the standard deposit is very mean. So that the mean value can be used as representative of the entire data. The highest (maximum) value obtained is 61 while the lowest (minimum) value abtained is 21 and the range of values, among others, the highest value and the lowest value is 40.

Tabel 4.2. Distribution and presentation of pretest scores

No	Skor	Kategori
Frekuensi	Presentase	
1	80% - 100%	Sangat
Setuju	-	-
2	70% - 85%	Setuju
8	28,57%	
3	70% - 85%	Tidak
Setuju	10	61,5%
4	41% - 55%	Sangat
Tidak Setuju	10	61,5%
Jumlah		28

Based on the frequency table, it is known that the number of students who scored in the agreed category were 8 students with a percentage of 28,57%

While the number of students who obtained the category of strongly agree was 0 students with a percentage of 0%. The number of students who obtained the disagree category was 10 students with a percentage of 61.5%. Based on the results of the description analysis that has been carried out, it can be concluded that the results of the pretest are in the fairly good category, this can be seen based on the average value (mean) of the students learning motivation level of 41,86.

b. Student Posttest Data

About learning motivation the posttest of student learning motivation was carried out on Tuesday 10 November 2020 with a total of 28 subjects. After the data is obtained then it is processed using the statistical package for social science (SPSS) version 22.0 program, to find out the score description data from the students posttest scores in social student learning the posttest results data can be seen in the following table

Tabel 4.3. Deskripsi Skor Nilai Posttest

Statistik Deskriptif
Nilai Statistik
Jumlah Sampel
28
Nilai Terendah
64
Nilai Tertinggi
87
Rata-rata(Mean)

76.86

Rentang (Range)

Standar Deviasi

Median

Modus

73

Source: *Statistical Package For sosial Science (SPSS) versi 22.0*

Bases on table 4.3, it can be seen that the average pretest score is 76,86. While the mean of the largest value is 77,50 and the most common score obtained by students is 73. The standard deposit (standard deviation) of 6,187 indicates that the standard deposit is very small compared to the mean, so the mean value can be used as a representative of the entire data. The highest (maximum) value obtained is 87 while the lowest (minimum) value obtained is 64 and the range of values (range) includes the highest value and the lowest value of 23.

Tabel 4.4. Distribusi dan Presentase Skor Nilai Posttest

No	Skor	Kategori
Frekuensi	Presentase	
1	80% - 100%	Sangat
Setuju	14	50%
2	70% - 85%	Setuju
12	42,85	
3	70% - 85%	Tidak
Setuju	1	3,57
4	41% - 55%	Sangat
Tidak Setuju	1	3,57%
Jumlah		28

Based on the frequency table, it can be seen that the number of students who obtained the category value strongly disagreed 1 student with a percentage of 3,57. While the number of students who obtained the disagree category was 1 student with a percentage of 3,57% agreeing as many as 12 students with a percentage of 42,85%. The number who obtained the category strongly agree was 14 students with a percentage of 50%. Based on the results of the has been carried out, it can be concluded tha the posttest results learning can be increased by several existing categories, this can be seen based on the average (mean) level of student learning motivation with a total of 28 students.

1. Normality Test

Normality test to determine whether the pretest and posttest data are normal or not. Normality test processing using statistical package for social science (SPSS) version 22.0. Normality test in this study using the Kolmogorov-smirnov test that has been determined 5% (0.05).

Tabel 4.5. Hasil Uji Normalitas Data Pretest dan Posttest

Data	Nilai Probolitas
Pretest	41.86
> 0.05 Normal	
Posttest	76.86
> 0.05 Normal	

Source: *Statistical Package For Sosial Science (SPSS) versi 22.0*

Based on these data, the results of the pretest and posttest can be said to be normal. It can be seen from the results of the normality test on both data that the probolitatad value is

greater than 0.05 it can be concluded that the data can be normally distributed.

2. Hypothesis Testing

The analysis was carried out to test the results of the pretest and posttest using the statistical package for social science (SPSS) version 22.0. Conditions can be said to be significant if the probability value is less than 0.05. This analysis aims to determine the difference in the level of students learning motivation before and after being given treatment. The following are the results of the paired sample t-test, the pretest and posttest scores.

a). Test Paired Sample t-Test

Tabel 4.6 Paired Sample T-Test dan Posttest

Data	T	Df
Nilai Probalitas		
Keterangan		
Pretest dan Posttest	-11.663	27
0.000	0.000 < 0.05 =	

Ada Perbedaan

Source: *Statistical Package For Sosial Science (SPSS) versi 22.0*

Based on the table, it can be seen that the probability value is less than there are differences in student learning motivation before the funds are given treatment. Likewise, if the value of. Likewise, if the value of t count as -11.663 compared to value t table with $\alpha = 5\%$ and $df = 27$.

CONCLUSION

1. An overview of the use of audiovisual media in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. Giving a positive influence is proven by the results of observations that have been carried out at each meeting which has increased from effective and very effective.
2. Students learning motivation is increasing. This is evidenced by the posttest score is in the category of strongly agree.
3. There is an effect of using audiovisual media in class IV SDN 21 Kampung Beru Kecamatan Turatea Kabupaten Jeneponto. This is matter because there is a difference between the pretest and posttest scores after the use of audiovisual media, this is because the probability value is smaller than 0.05.

SUGGESTION

1. For school principals, giving appreciation to teachers with the use of audiovisual media can be used to increase students learning motivation in social studies learning.
2. For teachers, the use of audiovisual media can increase students learning motivation in social studies learning.
3. For students, they can participate in learning more actively, enthusiastically, and better understand social studies learning by using audiovisual media.

4. For other researchers, it can be used as a reference in conducting research and can use audiovisual media.

REFERENCES

- Azhar, 2013. *Buku Ilmu Pengetahuan Sosial*. Jakarta: Politeknik Negeri Media.
- Arsyad, A. 2013. *Media Pembelajaran* Jakarta: PT. Raja Grafindo Persada.
- Arif, S. Sadimana Dkk. 2015. *Media Pendidikan Pengertian Pengembangan dan Manfaatnya*. Jakarta: Pustekom Dikbud An PT. Raja Grafindo.
- A.M, Sardiman. 2016. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Raja Grafindo.
- Benny, A. Pribadi. 2017. *Media dan Teknologi Dalam Pembelajaran*. Jakarta: Prenadamedia Group.
- B.Uno. 2017. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Cecep, K., & Sutjipto, B, (2011). *Media Pembelajaran*. Bogor: Ghalia Indonesia.
- Djamarah, 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Daryanto, 2010. *Media Pembelajaran*. Yogyakarta: Gava Media.
- Damiyati, M. 2017. *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta.
- Hamalik. 2016. *Teori Belajar dan Pembelajaran*. Bandar Lampung: MediaAkademi.

- Hamalik, O. 2016. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Hasan, said., h. 1996. *Pendidikan Ilmu-ilmu Sosial*. Bandung: Rineka Cipta.
- M, Sumantri. 2015. *Perkembangan Peserta Didik*. Jakarta: Rajawali Pers.
- Munadi. Y. 2010. *Media Pembelajaran*. Jakarta: Pustaka BookPublisher.
- Mutakin, A. 2003. *Belajar dan Faktor-faktor yang mempengaruhinya*. Jakarta: PT. Rineka Cipta.
- Undang-undang R/No. 20 Tahun 2003 pasal 13 ayat 1 tentang Pendidikan Nasional.(n.d.)*.
- Rusman, Kurniawan, D., & Riyana, C. (2013). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta: Rajawali Pers.
- Siregar, E., & Hartini, N. 2015. *Teori Belajar dan Pembelajaran*. Bogor: Galia Indonesia.
- Supriana, Nara. 2006. *Ilmu Pengetahuan Sosial*. Jakarta: Grafindo Media Pratama.
- Susanto, 2016. *Pengembangan Pembelajaran IPS di Sekolah Dasar*. Jakarta: Pranadamedia Group.
- Sugiyono, P. D. (2017). *Metedologi Penelitian Pendidikan*. Bandung: Alfabeta. Retrieved From Www. Cvalfabeta.Com.
- Sumarni. 2013. *Strategi Pembelajaran Berorientasi KTSP*. Jakarta: PrestasiPustaka Publisher.
- Winkel. 2012. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.