

The Effect of Learning Media on Increasing Learning Motivation in terms of Creativity for Class X students in State Aliyah Madrasah in Kudus Regency

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Abstract. This research aims to find out: The difference of significant effect between the use of multimedia and worksheet media, high and low creativity levels on the students learning motivation. and the significant interaction effect between the use of learning media and the students' creativity level on the students learning motivation in MAN Kudus Regency. The research method employed was experimental method. The population of research were all grades X of MAN 1 and MAN 2 in Kudus Regency. The sample of research consisted of 1 class grade X of MAN 2 and 1 class of grade X of MAN 1 as the control group. The sampling was done using "Cluster Random Sampling". The instrument of data collection used was learning motivation and student creativity questionnaires. The validity of learning motivation questionnaire was tested using product moment formula while the reliability was tested using alpha formula. The creativity level questionnaire was not trialed because it is the result of research by SC Utami Munandar. Technique of analyzing data employed was Variance Analysis (ANOVA). The result of research shows that: There is difference of significant effect between the use of multimedia and worksheet media on the students learning motivation, There is difference of significant effect between high and low creativity levels on the students learning motivation, and there is no significant interaction effect between the use of learning media and the students' creativity level on the students learning motivation of grade X students of MAN in Kudus Regency.

Keywords: learning media; student creativity; learning motivation

INTRODUCTION

Along with the development of the phenomenon of globalization, education in Indonesia is expected to produce quality output. Quality education outputs are not only students possessing intellectual abilities, but also students who are able to develop their potential. For this reason, the National Education System Law Number 20 of year 2003 states that the purpose of National Education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Indonesia. U. U. R. 2003).

Based on the National Education System Law, to develop the potential of students (learners) requires strong motivation / encouragement both intrinsic and extrinsic encouragement so that they can learn optimally.

According to the opinion of Magdalena (2020). Quality education results will be realized by optimizing learning that is able to develop 3 domains of education, namely the cognitive domain, emphasizing learning related to facts, concepts and generalizations that can be obtained through secondary sources or by involving

empirical procedures. The Affective domain emphasizes attitudes, values, interests, Motivation of subject appreciation. The Psychomotor domain emphasizes the physical skills needed to be creative in work.

Strengthening student motivation lies with educators and members of the surrounding community. In essence, everyone has the motivation to achieve and work in their lives, they are not satisfied with what has been achieved before. The urge to achieve and work towards perfection will always arise, but the intensity of high and low motivation between one person and another will be different.

A person has motivation or not can be seen from the following characteristics : Have a greater sense of personal responsibility in dealing with work, Using feedback to determine effective actions for achievement. The feedback is used as a determinant of action or as a strategy for achievement, A person tends to take "moderate" risks, in the sense that what will be taken is in accordance with their abilities (rational) not imaginary and One tends to act creatively and innovatively Someone who has motivation in achievement and work generally always wants to increase knowledge by studying diligently, trying

to solve all problems faced, responding to responses that are creative-innovative.

In the context of learning, motivation appears in a dynamic process that optimizes the combination of learning objectives, learner potential, teaching materials, learning methods, learning media and learning environment. The level of student motivation is also important for educators to know, because understanding and knowledge of student motivation, educators can arouse, improve and maintain students' enthusiasm for learning to continue learning until they succeed. Generate enthusiasm if students are not eager to learn, increase if students' enthusiasm for learning arises and sinks as well as maintain if students' enthusiasm for learning is strong to achieve learning goals.

Developing the potential of students (learners) includes making them creative. In the competencies of Madrasah Aliyah graduates, there is a term creative in work, namely: Behave in daily social life in accordance with the teachings of Islam, carry out rights and obligations; think logically and critically, especially in solving problems; creative in work; work ethic productively, competitively, cooperatively, and able to utilize the environment responsibly.

Creative thinking competence or creativity for a person is very important in order to have competitive power in living a challenging life. The rapid development of science and technology for constructive and destructive purposes requires a person to have creativity to adapt to follow changes dealing with the problems they cause. Creativity enables new discoveries in science and technology and in all other fields of human endeavor. (Munandar, U. 2004)

Meanwhile, UNESCO, a UN agency dealing with education, responded to the changes entering the 21st century by issuing four pillars of learning. All four emphasize changes in the learning paradigm, namely : Learning to know, Learning to do, Learning to live together, and Learning to be. (Soetarno J, 2003)

The goals to be achieved with the four visions launched by UNESCO is inseparable from efforts to form creative students. Nur, A. H. (2023) said Critical thinking, the ability to solve problems, and being independent and not just imitating but being yourself are things related to creative behavior or attitudes.

A person's intelligence in science and technology does not guarantee a successful career living with that ability, without the reinforcement of other intelligences needed to develop partnerships with others, develop self-confidence and various verbal and non-verbal communication skills needed in the articulation of their knowledge.

The ability to develop partnerships, self-confidence and communication skills are manifestations of a creative attitude, which may not have a high level of intelligence. States that Sanjayanti, (2013) The development of creative attitudes in students (learners) is obtained through the teaching and learning process.

The objectives of the learning process can be achieved well if supported by various factors, including learning media. States that Nurrita, T. (2018) Media is one of the factors that contribute to the success of learning because it can help students and teachers in delivering subject matter to achieve learning objectives. Each competency that students should master has its own characteristics. There are competencies that students can master by simply reading and understanding the contents of textbooks, there are also competencies that students cannot possibly master by simply reading and understanding books alone but must go through the media, as a means of gaining understanding. With learning media, learning becomes easier and more fun.

The type of learning media is closely related to the brain's ability to absorb, store and remember messages. The ability to remember audio media is 10%, visual 40% and audio visual 50%. While the level of ability to store messages based on audio media < 3 days 70%, more than 3 days only 10%. Visual media (visual text) < 3 days 72% > 3 days stay 20%, audio visual media < 3 days 85% > 3 days to 65%. (Bambang W, 2008)

Based on the author's observation, madrasahs are generally weak in determining appropriate media in learning, which results in : Teachers tend not to use learning media, either audio or visual media. Teachers are left behind in accessing the development of learning media (even though learning media is an important component in learning. Teachers lack interest in developing potential learning resources owned or available in the school environment.

In connection with the importance of learning media to foster student learning motivation, the researcher intended to investigate the effect of learning media and student creativity on student learning motivation.

METHODS

This research was experimental, because the results of this study will confirm how the position of the causal relationship between the variables to be studied. The goal lied in finding the facts of the causes and the facts of the consequences of the application of learning using multimedia and the application of learning using LKS media in terms of the level of student creativity. Furthermore, a comparative analysis of each independent variable was carried out as well as the factors that interact with the dependent variable. In this regard, the most appropriate research design is to use a 2 X 2 factorial design with a two-way Anava variable analysis technique at a 5% significance level. (Rahmawati, 2020)

RESULTS AND DISCUSSION

Research that uses statistics requires several assumptions that must be met, namely the requirements of normality test and homogeneity test. In this study, the normality test used the chi-squared test while the variance homogeneity test used the Barlett Test.

To prove the hypothesis that there is an interaction effect between learning media and the level of student creativity on student learning motivation, a two-way analysis of variance is used. The results of the analysis are as follows:

From the data in the two-way variance analysis summary table above, it can be described as follows:

The effect of learning media on student learning motivation

Based on the calculation of two-way analysis of variance shows that the price of $F_{obs} = 16.378$ while $F_{table} = 4.00$ at the significance level $\alpha = 0.05$. because $F_{obs} > F_{table}$ then H_0 is rejected and H_1 is accepted. This means that there is a significant influence between learning motivation and both learning media is proven. Multimedia learning media proved to have a better effect than LKS media. In this case it can be concluded that in general the learning motivation of students taught using learning media in the form of multimedia is better than the learning motivation

of students taught using learning media in the form of LKS.

There are differences in the learning motivation of students who are taught using learning media in the form of multimedia with learning media in the form of LKS.

The results of data analysis show that there is a difference between the learning motivation of students taught using learning media in the form of multimedia and LKS media, with an average score of student learning motivation on multimedia of 84, it is better than student learning motivation on LKS media with an average score of 76.

In the implementation of learning media learning has an important role to achieve predetermined competencies. Learning media has practical values in the form of the ability to:

- a) Make abstract concepts concrete;
 - b) Transcend the limits of the senses, time and space;
 - c) Generate observation fidelity;
 - d) Can control the pace and direction of learning;
 - e) Arouse curiosity and motivation to learn;
 - f) Provides comprehensive learning experience.
- (Bambang W, 2008: 274)

The selection of the right learning media will greatly determine the success of a lesson. One of the learning media that can be used is multimedia, which is a way to produce and deliver learning materials by combining several types of computers-controlled media. According to Hardhono in Bambang W (2008: 36) a multimedia computer is a computer equipped with hardware and software devices that allow data in the form of text, images, animation, sound and video to be managed.

Learning media in the form of multimedia is proven to motivate, encourage students to learn. This is because multimedia is very interesting, can display audio and visual with a variety of interesting and clearer animation variations.

Meanwhile, the Student Activity Sheet is a student guide that is used to carry out investigation and problem-solving activities. (Trianto, 2007: 73). Student activity sheets can be in the form of guides for cognitive aspect development exercises or guides for the development of all aspects of learning in the form of experimental or demonstration guides.

The student activity sheet (LKS) contains a set of basic activities that must be carried out by students to maximize understanding in an effort to form basic abilities according to the indicators of achievement of learning outcomes that must be

taken. The initial arrangement of students' knowledge and understanding is empowered through the provision of learning media in each experimental activity so that the learning situation becomes more meaningful and can be well impressed on students' understanding. Because the nuance of concept integration is one of the impacts on learning activities.

However, because the LKS media cannot display sound, it means that students cannot learn while listening and also the LKS media cannot show visuals that can move, which means that students cannot learn while seeing what is being learned in real terms. This kind of teaching and learning activity can make students feel bored and eventually this condition can reduce the enthusiasm / encouragement of students to learn.

Effect of Creativity Level on student learning motivation

Based on the results of the calculation of two-way analysis of variance shows that the price of $F_{obs} = 6.129$ while $F_{table} = 4.00$ at the significance level $\alpha = 0.05$. because $F_{obs} > F_{table}$ then H_0 is rejected and H_1 is accepted. This means that there is a significant influence between learning motivation and the level of student creativity is proven. The high level of student creativity is proven to have a better effect than the low level of student creativity. In this case it can be concluded that in general the learning motivation of students at high levels of creativity is better than the learning motivation of students at low levels of creativity.

There is a difference in student learning motivation at the low creativity level and at the high creativity level.

The results of data analysis show that there are differences in student learning motivation between students with low levels of creativity and students with high levels of creativity. This can be seen in the experimental group of student learning motivation in students with a high level of creativity the average score is 86, it is better than student learning motivation at a low level of creativity with an average score of 81. Similarly, in the control

group student learning motivation in students possessing a high level of creativity the average score is 78, it is better than student learning motivation at a low level of creativity with an average score of 75.

Creativity is the ability to make new combinations based on existing data, information or elements. Based on available data or information, it is able to find many possible answers to a problem, where the emphasis is on the quantity, appropriateness and diversity of answers. Creativity is more about divergent thinking, meaning that the thinking process is spread out with an emphasis on the safety of quantity and suitability. (Monty P, 2003)

Students possessing a high level of creativity will have the ability to think divergently (open-minded), be able to relate one subject to other similar subjects and will also be able to relate what is obtained at school to the reality / current situation in the surrounding environment. They will always have a strong desire / urge (motivation) to learn, trying to find answers to problems in their environment through the knowledge of subjects taught at school. Whereas students with a low level of creativity lack the ability to think divergently (open-minded), the data and information they have is very limited, so they are less sensitive to the current conditions of their environment. They lack the ability to find environmental problems that arise, so they seem indifferent to the development of their environment. This will affect their desire / motivation to learn, because they do not realize the importance of studying at school, and the need for broad insight.

Interaction between learning media and student creativity level on student learning motivation

Based on the calculation of two-way analysis of variance shows that the price of $F_{obs} = 0.311$ while $F_{table} = 4.00$ at the significance level $\alpha = 0.05$. because $F_{obs} < F_{table}$ then H_0 is accepted and H_1 is rejected. This means that there is no interaction between learning media and students' creativity level that affects students' learning motivation has

Table 1. Summary of two-way analysis of variance

Source	JK	Dk	RK	F obs	F α
Media (A)	842.453	1	842.453	16,378	4.00
Creativity (B)	315.266	1	315.266	6.129	4.00
Interaction (AB)	15.973	1	15.973	0.311	4.00
Error	2983.333	58	51.437		
Total	4157.026	61			

been proven. Learning media and students' creativity level are not proven to interact on students' learning motivation. In this case it can be concluded that in general the learning media and the level of student creativity have no interaction effect on student learning motivation.

There is no interaction between the use of learning media (multimedia and LKS) with the level of student creativity on student learning motivation.

The results of data analysis showed no interaction effect between learning media (multimedia and LKS) with the level of student creativity on student learning motivation.

When viewed separately, the use of learning media in the form of multimedia in the teaching and learning process is proven to increase student learning motivation or learning motivation is better than the learning motivation of students taught using learning media in the form of LKS. This is due to the ability of multimedia to display audio and visual in a varied and interesting way.

While seen from the level of student creativity, it is evident that students possessing a high level of creativity have high learning motivation as well, and vice versa students who have a low level of creativity have low level of learning motivation as well.

However, between the two, namely learning media and the level of student creativity, there is no interrelationship that can influence each other in increasing student learning motivation. Both tend to stand on their own and do not influence each other. The use of multimedia or computer-based has indeed been proven to increase students' motivation to learn, because it is interesting and observable. However, continuous use and monotonous presentation will lead to boredom and saturation, especially for creative children. Creative children quickly get bored with routine and repetitive tasks. (Munandar, U. 1992)

CONCLUSION

Based on the results of data analysis and discussion of the research results, it can be concluded that : There is a significant in influence between the use of learning media in the form of multimedia and LKS media on student learning motivation. The group of students taught using learning media in the form of multimedia has a high or better learning motivation than the group of students taught using learning media in the form of Student Activity Sheets (LKS), There is a significant in influence between high and low levels of student creativity on student learning

motivation. The group of students who have a high level of creativity has a better learning motivation than students who have a low level of creativity. There is no significant interaction effect between the use of learning media and the level of creativity on student learning motivation.

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