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THE USE OF VISUAL MEDIA AS ONE ALTERNATIVE TO IMPROVE STUDENTS' LEARNING MOTIVATION

Marilin Kristina[1], Erliza Septia Nagara[2]
Prodi Sistem Informasi, Institut Bakti Nusantara, Lampung
Jl. Wisma Rini, No.09 Pringsewu, Lampung, Indonesia
Email: Marilinkristina0104@gmail.com, erlizaseptianagara.ita@gmail.com

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Corresponding authors
marilinkristina0104@gmail.com

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Abstract

The use of visual media serves to convey messages through images that involve the sense of sight. The messages conveyed are expressed through symbols of visual communication. Visual media aims to capture attention, clarify material, and illustrate facts and information. The problem addressed in this research is the low learning motivation of fourth-grade students at SD Negeri 3 Sendang Mulyo in social studies (IPS) learning. The purpose of this study is to enhance the learning motivation of fourth-grade students at SD Negeri 3 Sendang Mulyo in IPS learning by using visual media. The research method employed is Classroom Action Research, consisting of 2 cycles, with each cycle comprising 4 stages: planning, implementation, observation, and reflection. Based on the research findings, it can be concluded that the implementation of learning using visual media can enhance students' learning motivation in social studies for fourth-grade students at SD Negeri 3 Sendang Mulyo.

INTRODUCTION

In the process of teaching and learning, various strategies, methods, and learning resources, as well as media, are essential for teachers to enable students to learn effectively and efficiently, aligning with the objectives of the teaching and learning activities. When we look at the terms teaching and learning, there are two interconnected processes or activities: the process/activity of learning and the process/activity of teaching. Both processes are inseparable from each other. The learning process occurs due to the interaction of individuals with their environment. Learning is a complex process that occurs throughout a person's life, from infancy to old age. One indicator that someone has learned is a change in behavior, whether related to knowledge (cognitive) and skills (psychomotor) or values and attitudes (affective).

Social Science (IPS) learning is an integral part of the education curriculum, involving the understanding of complex concepts related to history, geography, economics, and society. However, the reality in the field shows that some students face challenges in understanding and motivating themselves towards IPS materials. One aspect that can be a hindrance is the lack of students' learning motivation in facing IPS materials. Low interest in

the subject can have negative impacts on active participation, understanding of concepts, and overall academic performance. This aligns with observations at SD Negeri 3 Sendang Mulyo in the teaching of IPS in fourth-grade classes, which tend to be centered on lecture-based IPS learning. According to teachers, lecture-based teaching is the easiest method to implement. This is why many students perceive IPS learning as something boring, monotonous, less enjoyable, too much memorization, lacking variety, and various other complaints. Therefore, in-depth research is needed to find alternatives that can enhance students' learning motivation in the context of IPS learning.

To motivate elementary school students in learning social studies, it is essential to consider various factors that influence their motivation. Research has shown that social support, both from peers and teachers, plays a significant role in students' engagement and motivation . Additionally, the learning environment, including family support and the use of motivational strategies by teachers, has been found to impact students' motivation . Furthermore, the role of social media in academic engagement and satisfaction for students, as well as the influence of perceived social support during school transitions, are important considerations in understanding and enhancing students' motivation. Moreover, the study of motivational factors influencing career choices, such as teaching, provides insights into the broader context of motivation and its impact on educational pursuits . Understanding the relationship between learning motivation and learning outcomes is also crucial, as it directly relates to the effectiveness of educational interventions . Furthermore, the impact of self-regulated learning strategies on students' independent learning skills is an important aspect to consider in promoting motivation and autonomy in learning Wang & Eccles (2012).

The use of images is identified as an attractive alternative to enhance students' learning motivation. The use of pictures can visualize IPS concepts more concretely, capture students' visual attention, and improve memory retention. The use of visual media in primary education has been a subject of extensive research. Studies have shown that the use of visual aids, such as sequential images and audiovisual media, has a significant impact on students' learning outcomes (Gebi, 2022; Yulistiani & Indihadi, 2020; Adhalia & Susianna, 2021; sodikin & Ashom, 2021; Wang et al., 2022). For instance, research has demonstrated that the use of sequential images in writing explanation texts in primary education positively influences students' writing skills (Yulistiani & Indihadi, 2020). Additionally, the implementation of audiovisual media in teaching fiqh (Islamic jurisprudence) has been found to be relevant and effective, making the learning process more engaging and preventing boredom among students (sodikin & Ashom, 2021). Furthermore, the role of teachers in utilizing these visual aids is crucial. Teachers play a significant role in creating an enjoyable and peaceful learning atmosphere, which is essential for effective learning (Huda et al., 2023). Additionally, the success of the teaching and learning process in the classroom is highly dependent on the choice of teaching media (Wang et al., 2022). Therefore, it is imperative for teachers to effectively integrate visual media into their teaching methods to enhance student engagement and learning outcomes. In conclusion, the research indicates that the use of visual media, such as sequential images and audiovisual aids, has a positive impact on students' learning outcomes in primary education. Additionally, the role of teachers in effectively utilizing these visual aids and the involvement of parents in

supporting home-based learning are crucial factors in ensuring the success of primary education.

This research aims to explore and analyze the extent to which the use of visual media can be an effective alternative in enhancing students' learning motivation in social studies (IPS). The results of this study are expected to contribute positively to the development of more innovative teaching methods that align with the needs of students in this modern era. Therefore, the researcher chose the title of the study to focus on IPS learning using visual media to increase students' learning motivation and prevent them from getting bored with the learning process, especially for fourth-grade students at State Elementary School 3 Sendang Mulyo.

RESEARCH METHOD

This type of research falls under Classroom Action Research, which is conducted in a classroom setting. Classroom Action Research is an observation of learning activities through intentionally planned and collectively executed actions within a classroom. These actions are initiated by the teacher or directed by the teacher and carried out by the students. The design of this classroom action research is implemented in cycles, aligning with the desired changes as designed in the investigated factors. The execution of this classroom action research follows the following procedures: (1) planning, (2) action implementation, (3) observation and evaluation, (4) reflection.

This research was conducted in the odd semester with fourth-grade students at State Elementary School 3 Sendang Mulyo, involving 25 students, consisting of 15 male students and 10 female students. The data sources for this research are the students and the teacher, and the type of data obtained is qualitative data. Data regarding students' learning motivation were obtained from motivation questionnaires distributed to students at the end of each cycle. The procedure of this Classroom Action Research consists of several cycles, each implemented according to the achieved changes as designed.

The data on students' learning motivation scores were obtained from questionnaires given to students using an instrument consisting of 15 questions about students' agreement levels in IPS learning. The analysis is conducted both individually and collectively. The success indicator in enhancing the learning motivation of fourth-grade students at State Elementary School 3 Sendang Mulyo in IPS learning using visual media is marked by the scores obtained from the students' motivation questionnaires. This research is considered successful if 85% of the student motivation classifications fall under the 'good' category."

RESULT AND DISCUSSION

Exposition of Cycle 1 Data

a. Planning

Based on the formulated hypothesis, the researcher developed the Implementation Plan for Learning Improvement, created worksheets, prepared teaching aids, developed evaluation test tools, observation sheets, and evaluation sheets.

b. Implementation

Introduction

After the bell signaled the start of the lesson, the researcher initiated the session by greeting and instructing the students to prepare their learning tools. The researcher prepared the Implementation Plan for Learning Improvement book, teaching aids, textbooks (source materials), other supporting materials, evaluation tools, student assignment sheets, observation sheets, evaluation analysis sheets, and other devices.

Core Activities

Armed with worksheets, students began working on assignments, discussed the material based on their questions, analyzed and drew conclusions or definitions based on group work. The researcher supervised the group work process, expecting all students to actively participate in the group work. After the group work was completed, each group was asked to report its findings. Guided by the researcher, other groups were encouraged to respond or provide comments on their classmates' reports. The teacher provided feedback on students' findings, then summarized and recorded them. Students were given the opportunity to ask questions to complete the summary.

Closing Activity

The researcher conveyed impressions and messages, assigned homework, and, as a conclusion to the learning session, conducted an evaluation and assigned homework as a sign of the end of the Cycle 1 learning activity.

c. Observation

Conducted observations on the researcher carrying out the learning activities and on students participating in the learning process using observation sheets prepared in advance. The data from the observation of students in Cycle 1 are outlined as follows.

Table 1. Results of Student Observation in Cycle I

No	**Indicators Observed:**	**Scale**			
		1	**2**	**3**	**4**
1	Students prepare writing tools.			√	
2	Students sit quietly in their places.		√		
3	Motivated to participate in learning.			√	
4	Listens to the teacher's explanations.			√	
5	Pays careful attention during group division.		√		
6	Communicates with fellow group members.		√		
7	Completes tasks on time.		√		
8	Answers questions given by the teacher.				
9	Student grades based on group work.		√		
10	Discusses lesson conclusions.		√		
Total Score: Maximum Score: Percentage :		21 40 52,5%			

From the observation results, the student presentation in Cycle I reached 52.5%. This occurred because in Cycle I, many students were still somewhat confused about the implemented learning activities, resulting in suboptimal student engagement in the learning process.

Table 2. Results of Teacher Observation in Cycle I

No	**Indicators Observed:**	**Scale**

		1	2	3	4
I	Lesson Planning: Prepare teaching materials. Prepare media and teaching aids.			√ √ √	
II	Lesson Implementation: Master the subject matter to be delivered. Present the teaching procedures. Assign tasks to be done in groups. Guide students in	 √	 √ √ √ 		
III	Evaluation: Conduct learning evaluations. Analyze student work results. Summarize the lesson content.		 √ √ √		
Total Score : Maximum Score : Percentage :		24 40 60 %			

After the learning process in Cycle I was conducted, a student motivation questionnaire was given. The obtained score data consisted of a checklist distributed to students at the end of the cycle. The checklist results were then scored. The levels of agreement prepared were Very Agree (VA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scores for each level of agreement were (VA = 4; A = 3; D = 2; and SD = 1). The total score for each statement represented the motivation of each student. The Cycle I score results, after classification, are obtained as follows in the table below:

Table 3. Student Learning Motivation Scores at the end of Cycle I

Interval	Criteria	frequency	Percentage
50 – 60	Very Good	2	8%
39 – 49	Good	17	68%
27 -38	Sufficient	6	24%
25 – 26	Poor	0	0%

The acquisition of student learning motivation scores at the end of Cycle I indicates that the most prominent category is 'good' with a percentage of 68%. Meanwhile, for the 'very good' category, it is 8%, 'sufficient' is 24%, and 'less' is 0%. This indicates that after the learning process using visual media, the distribution of student motivation is diverse.

d. Reflection

Based on the data analysis results, it is known that the learning of Natural Sciences with Basic Competence in Natural Features and Ethnic Diversity in the district/city and provincial environment in the first cycle has not been maximally successful since the percentage of students' learning motivation only reached 68%. After the researcher and observer discussed the observation results, the researcher will conduct a learning activity to address the weaknesses in the first cycle by placing more emphasis on its weak points.

Exposition of Cycle 2 Data

a. Planning

Based on the reflection results from the first cycle of learning activities, the researcher prepared and established the Implementation Plan for

Learning Improvement along with the action scenario. The action scenario includes the steps that the researcher and students will take in improving learning. In addition to the Implementation Plan for Learning Improvement, the researcher prepared various learning improvement instruments such as student worksheets, evaluation sheets, observation sheets, teaching materials, and necessary teaching aids. After all the required instruments are complete, the researcher and peers agree on the focus and criteria to be used and simulate the steps of learning improvement.

b. Implementation

Early Activities

As a prelude, the researcher posed several questions as follows:

a) How is the distribution of natural resources and their utilization for economic activities in the local environment?
b) Where are the places that produce natural resources?

Next, students were divided into 5 groups, each consisting of 8 students. Each formed group was given a worksheet. The researcher provided a brief explanation of what they had to do to achieve the learning objectives. Then, the learning objectives were read aloud, and students were given the opportunity to ask questions if there were unclear points.

Core Activities

In the second cycle of learning, it is expected that students will actively engage in finding information about the distribution of natural resources and their utilization for economic activities in the local environment. With a brief explanation, students observed visual aids such as pictures of natural resources. Each group worked on tasks, describing the pictures of these natural resources according to the lottery they obtained. The focus of the description is the places that produce natural resources and their distribution.

Closing Activity

Before concluding the meeting, the researcher provided an evaluation, homework, and follow-up as preparation for the next meeting.

c. Observation

Observers observed the learning process and student activities using a prepared observation format. The observation results will be used to determine the next steps toward achieving the learning improvement goals. The data from the observation of students in Cycle II are outlined as follows in Table 4.

Table 4. Results of Student Observation in Cycle II

No	**Indicators Observed:**	**Scale**			
		1	**2**	**3**	**4**
1	Students prepare writing tools.			√	
2	Students sit quietly in their places.				**√**
3	Motivated to participate in learning.				**√**
4	Listens to the teacher's explanations.				**√**
5	Pays careful attention during group division.				**√**
6	Communicates with fellow group members.				**√**
7	Completes tasks on time.				**√**
8	Answers questions given by the teacher.				**√**

9	Student grades based on group work.				√
10	Discusses lesson conclusions.				√
Total Score : Maximum Score : Percentage :		39 40 97,5%			

From the observation results, the student presentation in Cycle II reached 97.5%. This occurred because, in Cycle II, students had become accustomed to the implemented learning activities, resulting in student engagement in learning proceeding as expected.

Table 5. Results of Teacher Observation in Cycle II

No	**Indicators Observed:**	**Scale**			
		1	**2**	**3**	**4**
I	Lesson Planning: Prepare teaching materials. Prepare media and teaching aids.				√ √ √
II	Lesson Implementation: Master the subject matter to be delivered. Present the teaching procedures. Assign tasks to be done in groups. Guide students in				 √ √ √ √
III	Evaluation: Conduct learning evaluations. Analyze student work results. Summarize the lesson content.				 √ √ √
Total Score : Maximum Score : Percentage :		40 40 100 %			

After the learning process in Cycle II was conducted, a student motivation questionnaire was also administered, and the score data obtained after classification are as follows:

Table 6. Student Learning Motivation Scores at the end of Cycle II

Interval	Criteria	frequency	Percentage
50 – 60	Very Good	3	12 %
39 – 49	Good	22	88 %
27 -38	Sufficient	0	0 %
25 – 26	Poor	0	0 %

The acquisition of student learning motivation scores at the end of Cycle II indicates that the most prominent category is 'good' with a percentage of 88%, while for the 'very good' category, it is 12%, 'sufficient' is 0%, and 'less' is 0%. This indicates that after the learning process using visual media, students' learning motivation has increased. Students with 'very good' and 'good' motivation have increased, while the number of students with a 'sufficient' motivation category has decreased. To obtain an overview of the improvement in learning motivation from Cycle I to Cycle II, this indicates that after the learning process using visual media, students' learning motivation increased from Cycle I to Cycle II. Students with 'very good' and

'good' motivation increased, while the number of students with a 'sufficient' motivation category decreased.

Reflection

Looking at the analysis and percentage of achieving the target of students' learning motivation, it has reached the established classification standard, which is 85% in the 'good' category. Thus, in Cycle II, it is stated to stop, and the next cycle is not continued.

RESULT

In the measurement of Cycle I, data were obtained with the classification 'very good' at 8%, 'good' at 68%, and 'sufficient' at 24%. Meanwhile, for the category of less learning motivation, it was 0%. From this data, it is evident that the largest category of students' learning motivation is 'good,' at 68%.

At the end of Cycle II, the condition of students' learning motivation improved to 'very good' at 12%, 'good' at 88%. Meanwhile, for the categories 'sufficient' and 'less,' the percentages were 0%. This indicates that the 'very good' motivation category increased by 4%, while the 'good' category increased by 20%. This means that the number of students with a 'sufficient' learning motivation category decreased. Visual media plays a significant role in enhancing students' learning motivation, especially in Social Science (IPS) learning at the Elementary School level. The use of visual media is not just for visual decoration but also as a learning aid that can enhance students' absorption and understanding. In this context, the role of visual media as an alternative to increasing students' learning motivation in IPS learning at the Elementary School will be discussed.

1. Conceptual Visualization
   Visual media allows teachers to illustrate abstract concepts in IPS more concretely. For example, maps, graphs, or diagrams can help students understand the geographical location of an area, data comparisons, or relationships between factors. Visualizing these concepts can stimulate students' curiosity and make learning materials more interesting.
2. Facilitating Understanding
   Pictures can provide clear and concrete illustrations of IPS learning topics. By looking at pictures, students can more easily understand the information presented by the teacher. This can help visual learners absorb information better, enhance memory, and expedite the understanding of concepts.
3. Increasing Student Engagement
   The use of visual media can create a more interactive learning environment. Teachers can use images to stimulate discussions, create question-and-answer sessions, or involve students in group activities. Student engagement in the learning process can increase their motivation to learn and actively contribute.
4. Presenting Information with Varied Learning Styles
   Each student has a different learning style. Some students are more responsive to visual stimuli, while others prefer learning through listening or hands-on activities. The use of visual media allows teachers to present information in various ways, encompassing diverse learning styles. This can make learning more inclusive and accessible to most students.
5. Making Learning More Interesting

Variability in the use of visual media can make the learning environment more interesting. Students are not solely focused on textbooks or chalkboards but have visual stimuli that liven up the classroom atmosphere.

This can reduce boredom and make students more enthusiastic about participating in IPS learning.The use of visual media, particularly sequential images, has been shown to enhance students' learning outcomes in various subjects, including science and writing skills Gebi (2022). Additionally, the integration of visual media, such as sequential images, has been found to be beneficial in improving students' writing skills (Jemadi et al., 2021). Furthermore, the use of visual media, specifically in the context of teaching Fiqih, has been highlighted as relevant and effective, making the learning process engaging and preventing boredom among students (Azis, 2022). However, it is important to note that the passive nature of traditional visual aids, such as images in textbooks, may lead to reduced interactivity and engagement among students (Hardiyanto et al., 2016).

The findings suggest that the use of visual media, particularly sequential images, can be a valuable tool in enhancing students' motivation and learning outcomes in various subjects, including social studies. By incorporating visual media into social studies lessons, educators can potentially increase student engagement, foster interactive learning experiences, and improve overall motivation and academic performance. By leveraging the benefits of visual media, educators can create a more dynamic and interactive learning environment, ultimately contributing to the enhancement of students' motivation and learning experiences in social studies.

CONCLUSSION

Based on the research findings, it can be concluded that: The implementation of learning using visual media can enhance students' learning motivation in the subject of Social Studies for fourth-grade students at State Elementary School 3 Sendang Mulyo. Based on the data from the student motivation questionnaire in Cycle I, the category 'very good' accounted for 8%, 'good' for 68%, and 'sufficient' for 24%. Meanwhile, the category 'less' was 0%. This data indicates that the largest category of student learning motivation is 'good,' at 68%. In Cycle II, 'very good' increased to 12%, 'good' to 88%, while 'sufficient' and 'less' remained at 0%. This shows that the 'very good' motivation category increased by 4%, and the 'good' category increased by 20%. This means that the number of students with a 'sufficient' learning motivation category decreased.

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