



ADPIKS

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USE OF INTERACTIVE MULTIMEDIA IN INCREASING MOTIVATION FOR LEARNING SCIENCE AT PRIMARY SCHOOL

Muhammad Fikri Abdun Nasir¹, Siti Fatonah²

^{1,2}Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

E-mail: *fikrimfan27@gmail.com

Abstract

This study aims to describe the implementation of interactive multimedia animation videos in increasing the learning motivation of grade 1 B students in the subject of Civics Education Theme 5, as well as the positive impacts that arise after the application of interactive multimedia animation videos in increasing the learning motivation of grade 1 B students at MI Al-Ishlah Jepara. The type of research used is field research with a qualitative approach. This study uses data collection techniques through the observation method, interview method with 6 subjects namely the principal, science subject teacher, curriculum teacher, and 3 students in grade 1 B, and the documentation method. The data analysis method used is through observation, interviews, and documentation. Test the validity of the data from this study using triangulation techniques with data analysis in the form of data collection, data reduction, data presentation, as well as drawing conclusions and verification. The results of this study can show that: 1) The implementation of interactive multimedia animation videos can increase students' learning motivation in several ways, namely the teacher explains the material using animated multimedia videos, students listen and pay attention, the teacher gives questions to students in turn as a form of for strengthening the level of understanding of students, the teacher provides evaluations in the form of worksheets to students in order to find out how successful students are in learning seen through the learning outcomes obtained. Thus, the application of interactive multimedia video animation is very appropriate to be used to increase students' learning motivation. 2) the positive impact when the application of interactive multimedia video animation takes place is that students can be enthusiastic in participating in lessons, they also look active, focused, responsive, and enthusiastic in the learning process and are able to understand the material well, so that the learning outcomes they get are maximized because they are motivated to learn.

Keyword: *Interactive Multimedia Animation Video; Motivation to learn; IPA.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi multimedia interaktif video animasi dalam meningkatkan motivasi belajar peserta didik kelas 1 B pada Mata Pelajaran IPA Tema 5, serta dampak positif yang timbul setelah penerapan multimedia interaktif video animasi dalam meningkatkan motivasi belajar peserta didik kelas 1 B di MI Al-Ishlah Jepara. Jenis penelitian yang digunakan ialah field research dengan pendekatan kualitatif, Penelitian ini menggunakan teknik pengumpulan data melalui metode observasi, metode wawancara dengan 6 subyek yakni kepala sekolah, guru pengampu mata pelajaran IPA, wakil kurikulum, dan 3 peserta didik kelas 1B, dan metode dokumentasi. Metode analisis data yang digunakan yaitu melalui oservasi, wawancara, dan dokumentasi. Uji keabsahan data dari penelitian ini menggunakan teknik triangulasi dengan analisis data berupa pengumpulan data, reduksi data, penyajian data, serta penarik kesimpulan dan verifikasi. Hasil penelitian ini dapat menunjukkan bahwa: 1) Implementasi multimedia interaktif video animasi dapat meningkatkan motivasi belajar peserta didik melalui beberapa cara, yaitu guru menjelaskan materi dengan menggunakan multimedia video animasi, peserta didik menyimak dan memperhatikan, guru memberikan pertanyaan kepada peserta didik secara bergantian sebagai wujud untuk penguatan dalam tingkat pemahaman peserta didik, guru memberikan evaluasi berupa lembar kerja kepada peserta didik guna untuk mengetahui seberapa berhasil peserta didik dalam belajar dilihat melalui hasil belajar yang diperoleh. Dengan demikian, penerapan multimedia interaktif video animasi sangat tepat digunakan untuk meningkatkan motivasi belajar peserta didik. 2) dampak positi ketika penerapan multimedia interaktif video animasi berlangsung yaitu peserta didik dapat bersemangat dalam mengikuti pelajaran, mereka juga terlihat aktif, fokus, responsif, dan antusias dalam proses pembelajaran serta mampu memahami materi dengan baik, sehingga hasil belajar yang mereka peroleh mejadi maksimal karena sudah termotivasi dalam belajarnya.

Kata kunci: *Multimedia; IPA; Sekolah Dasar.*

INTRODUCTION

Education is an activity that is carried out consciously and has been planned by someone to create a change that can be seen through a person's attitude or behavior, so that they are able to develop academic potential in order to prepare themselves to face the demands of the times. Therefore, someone will gain some new knowledge from this education, which someone from the beginning did not know until they knew.(Drs. Syafril & Media, 2019).

Education has functions and objectives that are stated in Law Number 20 of 2003 part 1 Chapter II Article 3 which states "National education has the function of expanding potential and guiding the character and progress of a dignified nation in terms of educating the nation's life and has the aim of being able to develop students' abilities so that they become human beings who are always devout and have faith in God Almighty, have noble morals, are in good health, have knowledge, are capable in all things, can be creative and independent, and are able to become democratic and responsible citizens." However, if we look at the reality of what is happening in the field, the opposite is true, that education has not been able to realize its functions and goals optimally(Ministry of National Education, 2003).

One of the problems regarding the quality of education in Indonesia is the low quality of learning activities, such as the use of learning methods and media chosen by teachers that are not suitable, the implementation of an inappropriate curriculum, and a less effective classroom atmosphere. So that students' motivation to learn decreases.

Decreased motivation in learning among students will affect the way they learn in class. The definition of motivation itself is encouragement, while learning motivation is an encouragement both from within and outside students who are in the learning process with the aim of being able to change behavior through various supporting elements, such as interest or a feeling of wanting to obtain better results. , encouraging to meet learning needs, placing hopes and aspirations in the future, and a conducive learning environment(Uno, 2012).

Based on information obtained by researchers from Mrs. Siti Muawanah, namely; There are still some students who find it difficult to engage in activities to understand the material on the national symbol "Garuda Pancasila" in science subjects. Apart from that, students' motivation to learn also appears to be low. This is known through the behavior of students who cannot focus on understanding and receiving material from the teacher. As a result, students cannot understand the lessons learned from the teacher. Therefore, the learning objectives cannot be implemented well. Even though the learning objectives are stated in the curriculum, students are required to be able to understand the state symbol "Garuda Pancasila" properly and correctly. Class teachers must be able to provide learning motivation to the students they

teach. With motivation, there are quite a few class IB students who do not have the enthusiasm to participate in the learning process.

The solution to the problem above that can be tried by science teachers at MI Al-Ishlah Jepara to overcome this problem is by using interactive multimedia-based media. The definition of interactive multimedia is a collection of various types of learning media such as; text, images, sound, animation, video and others that can be combined in a structured and synergistic manner through a laptop or several other types of electronic devices to achieve certain goals (Limbong et al., 2020).

The advantages of using interactive multimedia in the learning process include; learning activities can be more interactive and innovative, various types of limitations and different experiences of students can be overcome so as to create uniformity in the observing process, large audiences can be reached well because students observe a particular object simultaneously, students are able to obtain a real and correct picture of basic concepts through this media, able to arouse and cause motivation and interest in learning in students, familiarize students to be independent when acquiring knowledge. Meanwhile, the disadvantage is that it requires a relatively long time in the manufacturing process (Binanto, n.d.).

Multimedia has several important elements used such as (text, sound, graphics, animation and video). These elements are combined to create a learning media that can make it easier for teachers to provide material to students (Rusli et al., nd). In this case, the multimedia used by the IB class teacher is more directed towards animated video multimedia. The definition of video itself is something that moves, and animation is an image. An animated video is a series of images arranged sequentially and attractively in 2-D or 3-D form which are moved at a certain speed so as to create the illusion of movement. This animated video can be used as a tool that can stimulate students' interest and motivation to be interested and focused on the lesson material. Not only that, the use of this media also aims to make students more active, able to be enthusiastic and understand lessons easily (Gde Putu Arya Oka, nd).

A multimedia-based learning process is an activity that utilizes a computer or similar which contains a combination of text, graphics, audio, animated video created to facilitate understanding (Purnamasari & Herman, 2017). Therefore, the application of interactive multimedia, animated videos, is very suitable for learning that emphasizes increasing learning motivation, because the existence of this animated video media will make students more enthusiastic when following the learning process, besides this animated video media is also able to make things easier. students in the process of understanding material. This multimedia

can be used as a special attraction to attract the attention of students, thus motivating them to want to study and study the material that has been provided by the teacher.(Fikri et al., 2021).

The application of interactive multimedia, animated videos, is expected to make it easier for students to understand material, students will also be very enthusiastic about paying attention, apart from that, it can also make students more active in class, such as asking questions and giving good responses, and making students visible. very enthusiastic and pay attention to the lessons explained by the teacher well, as a result, students' learning motivation will increase and increase. The increased learning motivation of students can be proven through the behavior patterns of students when in class, not only that, the learning outcomes obtained have also increased and are better than before. Therefore, the application of interactive multimedia in the form of animated videos can increase students' learning motivation. Based on this description, the researcher wants to research in more depth by formulating a title "Implementation of Interactive Multimedia Animation Video in Increasing the Learning Motivation of Class 1 Students in Science Subjects Theme 5 at Mi Al-Ishlah Jepara".

RESEARCH METHODS

The location of this research is at MI Al-Ishlah Jepara. This research was conducted regarding the implementation of interactive multimedia animated videos in increasing learning motivation in the science learning process. The reason the researcher chose the research location at MI Al-Ishlah Jepara was because at MI there was one of the teachers who had implemented interactive multimedia animated videos as a learning medium in the classroom.

A research subject or informant is someone who is used as a supporter of collecting data in a study. The research subjects chosen by the researchers consisted of madrasa heads, science subject teachers, class IB students, and the Head of Curriculum at MI Al-Ishlah Jepara.

The type of research used in this research is field research. Field research is research carried out by being at the location and seeing the object to be studied directly, so that you can collect data and some related information directly in the field.(Nawawi & Martini, 1996). Based on the description above, the researcher explains that the researcher will go directly into the field to conduct research, namely at MI Al-Ishlah Jepara, precisely in class 1 B. This is done because class 1 B students, in the science learning process use interactive multimedia-based media. animated videos. The reason the author chose to use this type of field research is because it is easier to obtain information related to the object to be studied. Meanwhile, the object of research is the school and its contents, so this research is more appropriate to use field research.

The research approach used in this research is a qualitative approach. The definition of a qualitative approach is research that does not produce procedures with statistical data analysis. Therefore, this qualitative research aims to understand all the events experienced by the research subjects by describing them in sentence form and utilizing various existing scientific methods.(Albi Anggito, 2018).

The qualitative research carried out used three stages, namely through the pre-field stage, field work stage, and data analysis stage.(Moleong, 2021)So in this research process, researchers carried out activities directly into the field, namely to MI Al-Ishlah Jepara to obtain data and understand the existing social situation. The social situation in question is the object of research. The social situation consists of three elements, namely place, actor, and activity.(Sugiyono, 2013)Thus, the social situation in this research consists of schools, school residents, and school activities in the form of the use of interactive multimedia-based learning media, animated videos.

RESULTS AND DISCUSSION

The data that will be displayed in this description is the data in this research, namely using primary data in the form of obtaining data directly from the field through interview techniques and observation techniques. This data includes data about how the implementation of interactive multimedia animated videos increases the learning motivation of class 1 students in science subjects Theme 5 as well as the impact of implementing interactive multimedia animated videos in increasing the learning motivation of class 1 students in science subjects Theme 5 at MI Al -Ishlah Jepara

The results of interviews conducted by researchers with Mr. Zainal Abidin, as the school principal, explained that the implementation of teaching and learning activities (KBM) at MI Al-Ishlah Jepara started at 07.15 WIB until 12.20 WIB. Before teaching and learning activities begin, students are guided by the teacher to perform the morning assembly prayer first in the school yard starting at 06.45 WIB until 07.00 WIB. After that, students are guided in familiarizing themselves with the qiro'atul Qur'an in their respective classrooms from 07.00 WIB to 07.15 WIB. Next, carry out teaching and learning activities with each teacher. After the teaching and learning activities are finished, when it is midday, students are accustomed to praying midday prayers in congregation at the mosque together. This is done so that students are trained to be able to get used to applying it in everyday life.

As for how to increase the learning motivation of class 1 B students in the learning process by using interactive multimedia, animated videos, namely the teacher gives an

introduction to learning first, then the students are told to prepare and listen to their respective theme books and open the material to be studied, after that the teacher plays an animated video related to the subject matter and the students pay attention, after it is finished playing the teacher gives a little explanation and several questions to the students as a form of reviewing the material, then the teacher gives a worksheet to each student to find out how much the students are able to understand the material which has been submitted. After completing the work, the teacher gives students the opportunity to come forward and explain the results of their work. In this way, teachers can know that students' learning motivation can increase because they are very happy and enthusiastic, enthusiastic and able to follow the lesson well using interactive multimedia animated videos.

As stated by the head of MI Al-Ishlah Jepara, in the learning process it is necessary to prepare the RPP first, namely "Every teacher needs to prepare the RPP first before teaching, because here the RPP is used as reference material in the learning process and can help and make things easier. teacher in carrying out learning activities in class". The statement put forward by the school principal explains that every teacher who wants to teach is required to prepare a lesson plan first before carrying out the learning process in class, because having a lesson plan can help and make it easier for the teacher to deliver the material so that the desired learning objectives can be achieved.

The use of multimedia is considered very helpful in the learning process, because from the perspective of several parties it is revealed that there are many positive impacts that arise afterwards.(Purnamasari & Herman, 2017)According to the researcher's observations, the impact that emerged after implementing the interactive multimedia animated video was that it became easier for students to understand the material about the Garuda Pancasila symbol along with examples of its application in everyday life. This is proven by the feeling of enthusiasm for learning and the high level of enthusiasm that students have during the learning activities as well as the learning outcomes obtained from students through the worksheets that have been distributed after carrying out the process of providing the material. This worksheet is used as an evaluation tool given to students in order to find out how much and to what extent they understand the material that has been given. Worksheets that have been given by the teacher and have been completed by students will be collected and given a grade. From the results of the students' work, it turned out that the results were quite satisfactory, all the grades of class 1 B students were above the average or KKM, although there were some scores that were very close to the KKM, but that did not make the students despair, but they actually became more Spirit. This is proven by the students' desire to study harder and their enthusiasm for learning

which seems stronger as a result of the implementation of multimedia. The scores obtained by students vary from 70, 75, 80, 85, 90, to 95. With these satisfactory score results, it has been proven that interactive multimedia animated videos are able to increase students' learning motivation, so that their learning outcomes are good. The application of interactive multimedia, animated videos, not only has an impact, but also has supporting and inhibiting factors. This is in accordance with what was expressed by the teacher who teaches science subjects, that the supporting factors are that students' focus and concentration are very well maintained, the enthusiasm of students is very large, the attitudes shown by students are very responsive, and the infrastructure is in the form of comfortable and spacious classrooms. , a handbook for student learning, and media based on interactive multimedia, animated videos. In the opinion of class 1 B MI student Safinatul Huda regarding the supporting factors in the science learning process is "The supporting factor is when the teacher teaches very patiently and the teacher gives good explanations plus uses videos, so I am happy and enthusiastic." This opinion is also supported by the opinions of other students that the supporting factor is that students feel comfortable and are enthusiastic about learning because the teacher is patient in providing explanations of the material, is not aggressive and explains it one by one to students who don't understand.

CONCLUSION

Based on the research that has been carried out, the following conclusions can be drawn:

1. Implementation of learning by applying interactive multimedia, animated videos, can increase students' learning motivation through several methods in accordance with the explanation in the RPP which has been designed by the teacher before carrying out the learning process, as for the essence of the explanation from the form of implementing interactive multimedia video animation in class 1 B, namely the teacher opens the lesson by saying hello and conveying the learning objectives, then the teacher presents the material in the form of an animated video which is given during the learning process. Then students pay attention while listening to the material in the theme book. After that, the teacher provides an explanation in order to emphasize students' understanding by asking questions to the students one by one as a form of testing their memory of what the students have learned. At the end, the teacher gives an evaluation in the form of a written test and then the students do it and then come forward to present the results of their work. Thus, implementing learning by applying interactive multimedia, animated videos, is very appropriate to use in increasing learning motivation because in the implementation process students give positive responses and are able to be

enthusiastic, so that the learning results obtained are in accordance with the expected learning objectives.

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