Implementation of SKI Learning Media in Increasing Student Motivation and Learning Outcomes

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ABSTRACT

The process of delivering teaching materials or materials really needs media assistance to make it more attractive, efficient, practical, and effective in delivering teaching materials and knowledge information, as well as having an appeal for students to pay attention to and understand the learning material being conveyed. This study aims to find out how the implementation of learning models using learning media in the form of audio-visual in increasing motivation and student learning outcomes of XI MA Darun Najah Ngijo-Karangploso Malang in SKI subjects. This qualitative-descriptive research was conducted following a research flow consisting of the stages of preparation, implementation, observation, and reflection. The research data were obtained using library and field study techniques and were carried out continuously. This research proves that the use of learning media in the form of audio-visual can increase the motivation and learning of class XI MA Darun Najah students, especially in SKI subjects. However, in practice, there are some students who have not been able to achieve the learning target.

Keywords: Learning Media; Motivation; Learning Outcomes

INTRODUCTION

Education is a conscious and planned effort in creating a learning atmosphere and learning process, this effort is carried out so that students can actively develop the potential that exists within them to lead to the growth and development and progress needed by themselves, society, nation and state (Rohman and Susilo 2019). Then, education is also defined as an effort to transfer knowledge with an effort to realize and realize real education in several learning programs in the form of teaching and learning processes both inside and outside the classroom.

The learning process itself reflects the interaction between teachers and students to achieve predetermined learning objectives. And to achieve success in learning, a good learning planning process is needed, all of which cannot be separated from the role of educators in it (Hamsar and Ramadhan 2019). Here educators are required to be more creative and active in developing the material to be delivered so that the implementation of learning can run optimally and achieve learning goals. This ability is expected by teachers to be able to create education that supports the learning process which is very closely related to the ability to manage various learning components, one of which is managing learning media components (Mauly 2020).

Because, for most students, the subject of SKI or Islamic Cultural History is a complicated, long-winded, and boring subject. Some of the causative factors are the learning process which is not fun, the lack of creativity of teachers or educators in creating a pleasant classroom atmosphere or it can also be due to a lack of motivation to learn in students which cause minimal or even no interest in learning *SKI,* so that the problem of learning difficulties arises (Ansori 2021). Which learning difficulties themselves are a condition in which the teaching and learning process or knowledge transfer experiences certain obstacles in an effort to achieve the expected learning outcomes. This problem must be solved immediately.

METHOD

This research uses a type of qualitative approach, in which this research tends to be descriptive and uses analysis. The qualitative descriptive research method is also a method that aims to explain or describe a situation or event, object, or anything related to variables that can be explained either with numbers or with words (Prof. Dr. Sugiyono 2019). In carrying out this research, researchers will be present in the field since they are permitted to conduct research on March 24, 2022 – April 20, 2022, namely by visiting research locations at certain times, both scheduled and unscheduled to collect data and try to create good relationships with informants. which is the source of data so that the data obtained is truly valid.

This research was conducted at Islamic senior High School (MA) Darun Najah with the address Jl Pesantren No 51 Ngijo Karangploso Malang, East Java. The data source refers to the origin of the research data obtained and collected by the researcher. In answering a research problem, one or more data sources may be needed, this really depends on the need and adequacy of the data to answer the research question. This data source will determine the type of data obtained, whether it includes primary data or secondary data.

RESULT AND DISCUSSION

In general, the factors that influence learning outcomes are divided into two categories, namely internal factors and external factors. Examples of these factors are Internal factors, internal factors are factors that come from within students, which affect their learning abilities. These internal factors include intelligence, attention interest, learning motivation, perseverance, attitude, study habits, as well as physical and health conditions.

External factors are factors that come from outside students that influence learning outcomes, namely family, school, and society. Family circumstances affect student learning outcomes. Unfavorable behavior of parents in everyday life affects the learning outcomes of students. There are several factors that influence learning outcomes, namely internal factors, such as the physical or physical condition of students while external ones are influenced by social and non-social environmental factors. These two factors greatly affect the individual learning process so that it determines the quality of learning outcomes.

Learning outcomes include conceptual understanding (cognitive), process skills (psychomotor aspects), and student attitudes (affective aspects). For more details, it can be explained as follows:

- Understanding of concepts (Cognitive Aspects) Comprehension is the ability to absorb the meaning of the material or materials being studied. How many students are able to receive, absorb, and understand the lessons given by the teacher to students.
- Process skills (Psychomotor Aspects) 13 Process skills are skills that lead to the development of basic mental, physical, and social abilities as a driving force for higher abilities in individual students.
- Attitude (Affective Aspect) Attitude is not only a mental aspect, but also includes aspects of physical response. So, in this attitude, there must be cohesiveness between mental and physical simultaneously. If only mentality is raised, then the attitude of the person he is showing is not clear.

Learning outcomes include three domains consisting of the cognitive domain, namely knowledge behavior, understanding, application, analysis, and synthesis. The affective domain is the behavior of acceptance, participation, assessment, organization, and the formation of lifestyles. The psychomotor domain consists of perceptual behavior, readiness, guided movement, habitual movement, complex movement, adjustment of movement patterns, and creativity (Mu'arif et al. 2021).

The implementation of learning media obtained from this study is in the form of the Preparatory stage. In this study, the researcher made lesson plans that were adapted to the learning materials, while the contents of the lesson plans contained: time allocation, competency standards, basic competencies, indicators, learning objectives, learning materials, methods, learning resources, learning steps, and learning outcomes.

The steps taken are: First, studying the audio-visual learning media which will be carried out and then adjusted to the SKI material that will be explained. Second, the learning process uses integrated audio-visual media in accordance with the lesson plan. Third, make observations according to the relevant data. Fourth, reflect on the observation data.

Stages of Implementation, In the implementation of learning, first prepare the media equipment to be used and coordinate the class so that it is orderly. The learning process activities start at 07.30 till 09.20 AM, this learning activity begins by explaining the initial material for the founding of the *Abbasid*

dynasty and then showing a video about the founding of the Abbasid dynasty and interspersed with the lecture method.

After showing the video, the teacher then conducts questions and answers and discussions about the material in the video so that it can be seen how effective the use of audio-visual media is in students' understanding and especially in increasing student motivation and learning outcomes. The results obtained from the implementation of this learning media, in the form:

• The teaching and learning process becomes easy and interesting, With the existence of learning media, teachers can convey learning material to be interesting and easily understood by students. So that students can understand and understand the lesson easily.

• Student learning efficiency can be increased, Students who learn by using the media learn more efficiently because it is in accordance with the learning objectives. The teacher can provide material in a more sequential manner by providing easier material first.

• Helping the concentration of student learning, Learning media that are interesting and in accordance with the needs of students can help concentrate student learning in the classroom in receiving the material provided by the teacher. Students do not feel bored in the classroom when receiving the material given by the teacher because by displaying learning media, students are happy to be in the classroom to study well.

• Increase students' learning motivation, Learning media can increase student learning motivation so that when the teacher delivers material in class, students' attention to the lesson can increase. Teachers can display learning media that attract students' attention before learning begins

• Providing a comprehensive experience in learning, In the learning process, students not only understand abstract things conveyed by the teacher but students must also understand the real meaning of the material. Teachers use learning media to help students to have a better understanding of the material as a whole.

• Students are involved in the learning process So that the learning process in the classroom goes well, it is not only the teacher who is actively involved in the class but students who are also actively participating and involved in the learning process. Students are not only as objects but become subjects in learning activities. So students have the opportunity to be creative and develop their potential through activities in the learning process.

Here the researcher uses the object of study of lecture and audio-visual learning because basically the lecture method cannot be removed from all forms of learning and audio-visual media here is used as a research study used by researchers to examine its effectiveness.

CONCLUSIONS

From the results of the research that has been done, the implementation of learning media using audio-visual media (ppt, pictures, and learning videos) can be concluded as follows. This learning is quite easy to make, apply and apply in the learning process which can be adapted to the needs of learning targets without having to take a lot of time and can visualize it in an interesting and understandable form for students.

The application of learning media with the help of audio-visual media interspersed with lectures has many positive impacts that can increase student motivation and learning outcomes. This positive impact is not only felt by students, but also by subject teachers and schools. Because of the increase in student learning outcomes, it can be said that it also means an increase in the average student achievement which can reflect the good of the school because it has students who excel.

So it can be concluded that the application of learning media using audio-visual media can increase student motivation and learning outcomes and can be said to be effective for learning.

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