Analysis of Visual Media as Students' Learning Motivation In Class XII IPS Students Of SMA Negeri 2 Sungai Raya, Desa Kapur, District of Kubu Raya

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Abstract

Today the development of education is increasingly rapid, the world of education is now experiencing a turmoil in improving science and quality of education. The quality of education can be improved by changing the mindset used as a basis for the implementation of learning. This can be used as the development of learning media. However, in its development there are still many teachers who have not been able to develop effective and efficient learning media, especially for geography education. This study uses a type of meta-analysis research. Meta Analysis is a set of quantitative statistical methods because it uses the calculation of numbers and statistics for practical interests. Data collection is done by distributing questionnaires online through Google Form. Participants by filling out a questionnaire totaling 45 people consisting of class XII IPS 1, XII IPS 2, and XII IPS 3. Where each participant in the class totaling 15 people. The research questionnaire is filled out by each student based on experience that has been obtained from learning outcomes using visual media and does not use visual media and student learning motivation based on their respective opinions. Based on the results of the research that has been conducted, it can be concluded that visual media provides learning motivation to students with an average motivational questionnaire score of 72.4% with good categories.
Keywords: Visual Learning Media, Learning Motivation

INTRODUCTION

The media according to the Big Indonesian Dictionary, the media is a tool, SARA, Liaison or Communication that is placed between two parties. The word media is a plural form of medium. The media can be defined as an intermediary or introduction to communication from the Criminal Investigation to the recipient (Aryad, 2011: 3). If the media is used in the learning process, it is called "learning media". Learning media itself is a means to increase teaching and learning activities (Kustandi and Bambang, 2011: 9).

Today the development of education is increasingly rapid, the world of education is now experiencing a turmoil in improving science and quality of education. The quality of education can be improved by changing the mindset used as a basis for the implementation of learning. This can be used as the development of learning media. However, in its development there are still many teachers who have not been able to develop effective and efficient learning media, especially for geography education.

The use of appropriate media will affect the learning outcomes of the students concerned. Therefore, to improve student learning outcomes, visual media will be very effective. The use of visual media is one of the very important learning processes for students. This can help students in achieving their learning indicators so that they can produce maximum learning. Learning media is something that can be used to apply teaching materials, geography learning media itself develops from globe media, becoming visual media in the form of images, videos, power points. Then the media is growing by utilizing the internet and big data making it easier for students to access media that are spread throughout the world.

Visual media is a comprehensive form that can be known or seen can help the understanding of messages or information contained (Arsyad 2009: 108). In addition, Djamarah (2010: 124) states that visual media is a media that only relies on the sense of sight. From this description it can be concluded that visual media is a media that relies on the sense of sight to receive understanding of messages and information that is delivered thoroughly.

This research utilizes Meta - Analysis, namely, reviewing relevant research articles related to geography learning media. Researchers get relevant articles through national and international journals, such as Sinta, Scopus, Google Schoolar and Sage. Then classification is carried out based on the type of research method that has been used, the type of data and and material used as content in the media under study.

Based on the explanation above, this meta research problem is formulated, among others: What are the types of research related to geography learning media? How is the Effect Size Medua Geography Learning based on the type of media and how is the effect of geography learning media based on the material used as learning content?

RESEARCH METHOD

This study uses a type of meta-analysis research. Meta Analysis is a set of quantitative statistical methods because it uses the calculation of numbers and statistics for practical interests. Then, using this meta-analysis of various questions can be investigated based on data that has been found from a research results that have been published previously and become one of the requirements needed in conducting an analysis of the assessment of similar research results. (Sriawan & Utami, 2015); (Nieuwenstein et al., 2015); (Paldam, 2015).

The research activity was carried out at SMA Negeri 2 Sungaiya by taking samples in class XII majoring in Social Sciences, which amounted to 3 classes. Data collection is done by distributing questionnaires online through Google Form. Sending data to students on Monday, December 28, 2022 in the WhatsApp group each class. And data collection the following day on Tuesday, December 29, 2022. Participants who fill in the research data in the form of a questionnaire totaling 45 people consisting of class XII IPS 1, XII IPS 2, and XII IPS 3. where each participant in their respective classes totaling 15 people. Data analysis in research using quantitative descriptive. In meta-analysis there is coding (coding) which is an important requirement to facilitate data collection and analysis. Therefore, the instrument in this meta-analysis is carried out with a coding category sheet. The variables used for coding and produce information needed in calculating the influence of visual media on student learning motivation.

The data tabulation steps are (1) identification of research variables. Which after being discovered, included in the appropriate variable column, (2) Identification of standard and standard deviations from experimental group data or control groups for each subject/sub - research, (3) calculation of the effect size using the glass formula [5] based on average standard and deviation This is by finding the magnitude of the effect size (Δ) by dividing the average difference in the experimental group (XE) with the average control group (XK), with the standard deviation of the control group (SK). The formula is:

$$\Delta = \frac{\bar{x}\ experimental - \bar{x}\ control}{SD\ control}$$

With the criteria for the size of the effect (Glass, et al, 1981) as follows.
- Effect Size ≤ 0.15 Effects that can be ignored
- 0.15 <Effect Size ≤ 0.40 Small Effects
- 0.40 <Effect size ≤ 0.75 medium effect
- 0.75 <Effect Size ≤ 1.10 High Effects
- 1.10 <Effect Size ≤ 1.45 very high effect
- 1.45 <Effect Size High Effect

The results of the calculation of the questionnaire score at the average value of the frequency distribution are calculated using the standard value of 100 based on Table 1.

Table 1. Learning Motivation Questionnaire Assessment Score

Number	Learning Motivation Questionnaire Score (%)	Assessment Category
1	81 – 100	Very good
2	61 – 80	Good
3	41 – 60	Enough
4	21 – 40	Not enough
5	0 – 20	Very less

(Source: Arikunto, 2010)

RESULTS OF RESEARCH AND DISCUSSION

Based on the results of data collection from students, namely through the provision of tests after the application of application using visual learning media in the form of a projector/infocus learning model obtained the results of the average student values of 72.4% after using visual learning media. Seen significant changes from the previous results, this explains that visual learning media will help students in understanding the material provided by the teacher.

This study aims to determine the effect of visual media on student learning motivation, especially in geography subjects. To facilitate data collection, researchers spread the questionnaire. The questionnaire is filled in by each student based on experience that has been obtained from learning outcomes using visual media and does not use visual media and student learning motivation based on their respective opinions. On the questionnaire sheet the students were given 10 questions written clearly and briefly on the Google Form with the answer choice "yes" or "no". The results of the recapitulation of student learning motivation questionnaires can be seen in Table 2.

Table 2. Recapitulation of Student Learning Motivation Questionnaires

Number	Statement	Frequency Respondents' Answers		Percentage Respondents' Answers	
		Yes	No	Yes	No
1	I always prepare geography textbooks during class hours	44	1	97,8	2,1

2	I understand better when learning geography if I use powerpoint media than textbooks	42	3	93,4	6,6
3	I understand more about learning geography by watching learning videos	39	6	86,6	13,4
4	I prefer to learn geography without using learning media (PPT, Video, etc)	13	32	28,9	71,1
5	I understand the learning material when using media (PPT, Video, etc.)	42	3	93,4	6,6
6	I want geography lessons to always use media (PPT, Video, etc)	38	7	84,5	15,5
7	I feel sleepy while watching geography learning videos	14	31	31,2	68,8
8	I'm more excited to learn to use geography learning videos than using power points	34	11	75,6	24,4
9	I would rather learn to use power point media than watch videos	17	28	37,8	62,2
10	I want to delve deeper into the material using learning media (PPT, Video, etc.)	43	2	95,6	4,4
	Average			**72,4**	**27,6**

Based on the results of the questionnaire recapitulation of the overall respondents, it can be obtained that the average score of students who answered "yes" from the entire statement was 72.4% with a good category and students who answered "no" with a score of 27.6%. From the results of the analysis, it can be concluded that visual media can increase the motivation for learning students. The use of learning media, especially visual media, in a learning is very important in delivering material. Through visual media, the material displayed will be clearer and easier to understand and can motivate students to be more enthusiastic in receiving the material provided by the teacher. Learning that uses media will take place effectively so that the objectives of the learning itself will be achieved. The achievement of the objectives of learning can be interpreted to mean that students can be able and understand from the material provided.

CONCLUSION
Based on the results of giving tests and questionnaires to students, it can be concluded that students are able to accept and understand learning very quickly judging from the value that has increased significantly by 72.4%. This result explains that visual media will greatly help students understand the material provided so that the learning results obtained by students are optimal in achieving the expected learning objectives of the geography learning process. The presentation of material using visual media, especially geography subjects, will greatly help students in improving their learning outcomes.

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