The Influence of School Learning Media on Students' Learning Motivation (Survey Study at SMP Islam Terpadu Anugerah Insani)

Raden Afwah Dimas Manaafi[1]*, Luluk Dwi Ratnandari[2], Ibrahim Hakim[3], Syahrullah [4,] Saptiyani Hastuti[5], Afifah[6]
Universitas Islam Jakarta [123456]
Email : [1]radenafwahdimasmanaafi@gmail.com

Abstract
This research endeavor seeks to elucidate the influence of pedagogical media utilization on the learning motivation of students. Employing a correlational descriptive analytic methodology, the study was conducted at SMP IT Anugerah Insani, targeting a population of 331 students, while the accessible population comprised 108 individuals. A sample of 85 students was derived, adhering to a 5% margin of error. The sampling technique employed was Slovin's formula. The findings revealed an rxy coefficient of 0.500, situated within the interval of 0.40 to 0.70. In accordance with the product-moment correlation index, this donotes a moderate correlation between variables X and Y.

Keywords : *Instructional media, scholarly motivation, school*

INTRODUCTION

Media is created to make it easier for teachers and students in learning activities, thus the media must be functional and relevant to the learning material (Susanto, 2019)

In the teaching and learning process, the presence of media has a very important meaning. In teaching and learning activities, the lack of clarity in the subject matter presented can be helped by the presence of learning media as an intermediary. Media can be interpreted as an intermediary between senders of information who function as sources or resources and recipients of information or receivers (Pribadi, 2017).

Types of learning media (Nurfadhilah, 2021), learning media is synonymous with the word "raga" from demonstration, meaning an object that can be touched, seen and heard, and can be observed through the five senses.

More specifically, the benefits of learning media are (Rohani, 2019):

a. The delivery of learning material can be uniform, with the existence of learning media, different interpretations between teachers can be avoided and can reduce the occurrence of information gaps between students.
b. The learning process becomes clearer and more interesting, the media can display information through sound, images, movement and color, both naturally and manipulated, thereby helping teachers to create a lively learning atmosphere, not monotonous.
c. The learning process becomes more interactive, media will create active two-way communication, whereas without media teachers tend to talk in one direction.

There are many supporting methods to foster students' creativity, one of which is the utility of learning media which is carried out by teaching staff properly and correctly because technological developments are very rapid from time to time, hence the importance of innovation (Ichsan, 2020: 198).

Educators also have to survive to be skilled in making learning media for students' teaching and learning activities. There is no need to be grandiose and have to make very good learning media but

just simple learning media that can enliven the learning atmosphere (Nurrohmah, 2017:9)

The progress of a country also has something to do with good human resources in managing, especially in this century it is very important to always hone the 4Cs (communication, collaboration, creativity and critical thinking) so that we will become people who can innovate to compete healthily with other people, especially with other countries towards a better direction, such as the creation and utility of learning media which really needs this 4C competition.

Integrating ICT with the use of LCD media into the learning process needs to be done to develop thinking skills for students to help increase effectiveness, efficiency and attractiveness in learning activities, although not all teachers understand what is meant by integrating ICT with LCD Projector media in the learning process at school (Yulisman & Usmeldi, 2021).

Demonstrations are a learning medium that can provide an illustrative or real form for students so that they can directly experience the learning media by holding/feeling the demonstration materials or can be seen or witnessed directly such as flip sheets, planen boards, projectors and so on (Mayasari, 2023:175)

The learning media that the author examines are limited to discussions of learning media, including; multimedia, maps, projector and audio speakers. Because this learning media is often found in schools in Indonesia, and even though this learning media is often found, there are quite a few schools that are less wise in its utility and maintenance, which causes learning to become bored, the learning media is vulnerable to damage and not being placed in its proper place.

The term "motivation" in English is called motivation, which comes from the Latin word to move. According to Arifin Hj. Zainal motivation is encouragement that can come from internal or external factors. Motivation has a clear function and direction and occurs continuously, influencing individual experiences. This process continues, forming a person's behavior patterns over time (Sutarto Wijono, 2010:20-21).

Uno (2016: 23) learning motivation is internal and external encouragement for students who are learning to make changes in behavior.

E. Koeswara states (1995: 121), the willingness to make efforts in learning is a product of many factors, ranging from the personality and willingness of students to the characteristics of certain learning tasks, intensive learning, lesson order and teacher behavior.

Sardiman (2012: 83) states that the characteristics of students who are motivated to learn are 1) diligent in facing tasks, 2) tenacious in facing learning difficulties, 3) showing interest in learning, 4) preferring to study independently, 5) quickly getting bored with routine tasks, and 6) not easily giving up what they believe in.

According to Hamalik (2013: 86) intrinsic motivation is motivation that comes from within the student, while extrinsic motivation is motivation that comes from outside the student. Both types of motivation are equally effective in the learning process, but motivation that comes from within the student is considered better than motivation that comes from outside the student.

Whether a person's motivation is strong or weak can influence how much effort and enthusiasm they put into their activities. This high or low enthusiasm will ultimately influence the results achieved (Sanjaya, 2008:251).

METHOD

This research uses two variables, namely the independent variable

(variable X) and the dependent variable (variable Y). As follows:

a. Independent variables (free), namely school learning media,
b. Variable dependent (bound), namely students' learning motivation.

This research is a type of correlational research, aimed at finding out the relationship between a variable and other variable. If so, how big is the influence of learning media on students' learning motivation?

Operationally, Learning Media in this research is the total score obtained from students using a questionnaire whose contents consist of various aspects related to school Learning Media and are based on established indicators.

Operationally, learning motivation in this research is the total score obtained from students using a questionnaire whose contents consist of various aspects related to learning motivation and are based on established indicators.

The research instrument was tested on groups that had the same characteristics as the respondents in terms of aspects. The total is 30 respondents to meet the criteria for normal data tabulation according to Sugiyono (2017:177).

This research instrument was carried out on Wednesday, January 25 2025 at MTS Nurrohman Bogor. The research instrument for variables X and Y is 20 items each instrument research in the form of a statement with 5 answer choices including; Strongly agree, agree, disagree, disagree and strongly disagree. After the questionnaire is distributed to respondents, the researcher will use validity and reliability tests as a cross check for each item in the questionnaire. If a questionnaire statement item is declared invalid then the invalid item is not used or the statement can be discarded or the sentence replaced. And getting higher level reliability will produce reliable data.

Figure 2.1. Validity Test Results

Variable	Item Statement	Pearson Correlation	IS
Learning Media (X)	1	0.439899557	Valid
	2	0.733533666	Valid
	3	0.546245377	Valid
	4	0.405022148	Valid
	5	0.550077693	Valid
	6	0.785714286	Valid
	7	0.453639316	Valid
	8	0.645766111	Valid
	9	0.826800778	Valid
	10	0.669084665	Valid
	11	0.71146429	Valid
	12	0.306216449	Invalid
	13	0.28394514	Invalid
	14	0.51806516	Valid
	15	0.483308557	Valid
	16	0.673417641	Valid

Variable	Item Statement	Pearson Correlation	IS
Learning Motivation (Y)	17	0.380304365	Valid
	18	0.702015841	Valid
	19	0.668429194	Valid
	20	0.546531262	Valid
	1	0.498677515	Valid
	2	0.640941231	Valid
	3	0.399863519	Valid
	4	0.62642448	Valid
	5	0.519836118	Valid
	6	0.440464154	Valid
	7	0.596330149	Valid
	8	0.435618915	Valid
	9	0.584093192	Valid
	10	0.191849623	Invalid
	11	0.284713974	Invalid
	12	0.492927636	Valid
	13	0.454243968	Valid
	14	0.735769089	Valid
	15	0.336437207	Invalid
	16	0.398325597	Valid
	17	0.427387576	Valid
	18	0.366030931	Valid
	19	0.580476481	Valid
	20	0.210139029	Invalid

From variableThe reliability coefficient criteria are as follows:
$0,90 \leq r_{11} < 1.00$ Degree of reliability Very high
$0,70 \leq r_{11} < 0.90$ Degree of High reliability
$0,40 \leq r_{11} < 0.70$ Degree of Medium reliability
$0,20 \leq r_{11} < 0.40$ Low degree of reliability
$r_{11} < 0.20$ Degree of reliability Very low

Measurements that have high reliability will produce reliable data. The level of reliability of a measuring instrument is shown by a number known as the reliability coefficient. If an instrument is used twice to measure the same phenomenon and the results are consistent, then the instrument is considered reliable.

Table 2.2. Reliability Test Results

Variable	*alpha cronbach*	Information
Learning Media (X)	0.873	very high reliability
Learning Motivation (Y)	0.781	high reliability

So for variable X (learning media) only wearing 18 items instrument research that will be distributed to the accessible population at SMP IT Award Humans and variable Y (learning motivation) only use 16 statement items, spread out

instrument The research was conducted on Thursday, January 23 2025.

RESULT AND DISCUSSION

The target population is a group or set of individuals, objects, or certain elements that are the main focus of research for analysis and conclusions drawn by researchers. Meanwhile, the accessible population is a subgroup of the target population that can be accessed and observed by researchers directly, in accordance with limited space, time, budget and resources. This population was chosen so that research can be carried out efficiently and remains relevant to the stated study objectives because it is representative (Sukmadinata, 2007:251).

The target population is the total number of students at SMP IT Anugerah Insani for the 2024-2025 academic year, totaling 331 students at junior high school level, while the target population is class IX students (108 students).

According to Arikunto (2012: 104), if the population is less than 100 people, then the total sample size is taken, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken.

So, based on the population reached by the research, which is greater than 100 respondents, the author took samples using the Slovin formula.

$$n = \frac{N}{1 + is\frac{2}{}}$$

Description (slovin formula):
n : Number of Samples
N: Number of Population
d : Error Rate *(Margin of error)* (0.01 – 0.02 - 0.03.. and so on).

Table 3.1. Population and Sample

N=	108	Total Population
and =	0.05	Margin of error (5%)
n=	108/(1+(108x0.05^2))	
	108/1+(108x0.0025)	
	108/1+0.27	
	108/1.27	
n=	85.04	**85 Samples**

It is hoped that the 85 samples can be generally representative of all target populations. Frequency Distribution of Variable X (School Learning Media)

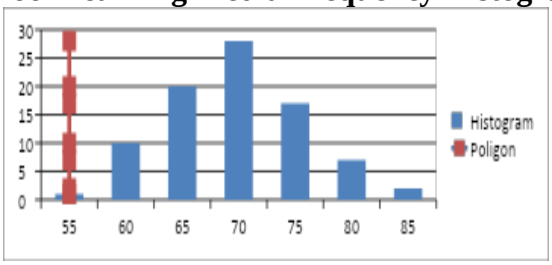
Table 3.2
Frequency Distribution of Variable

Variable X				
Interval		Frequency	%	middle value
55	59	1	1%	57
60	64	10	12%	62
65	69	20	24%	67
70	74	28	33%	72
75	79	17	20%	77
80	84	7	8%	82
85	89	2	2%	87
Amount		85	100%	

Based on the table above, the score with the highest frequency was in the 70–74 interval class with 28 respondents. Meanwhile, the lowest frequency was in the 55–59 interval class with 1 respondent. Overall, the frequency was 85.

Based on the table above, an interval frequency histogram graph for the interval classes above is created as follows

Figure 3.3
School Learning Media Frequency Histogram



Frequency Distribution of Variable Y (Students' Learning Motivation)

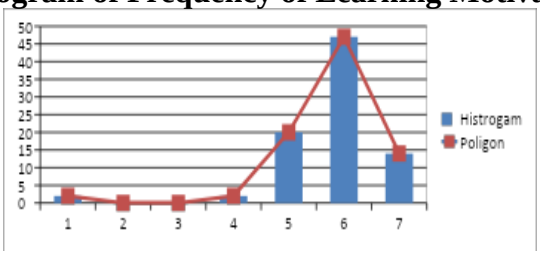
Table 3.4
Frequency Distribution of Variable Y

Variabel Y				
Interval		Frequency	%	middle value
20	28	2	2%	24
29	37	0	0%	33
38	46	0	0%	42
47	55	2	2%	51
56	64	20	24%	60
65	73	47	55%	69
74	82	14	16%	78
Amount		85	100%	

Based on the table above, the score with the highest frequency was in the 65-73 interval class with 47 respondents. Meanwhile, the lowest frequency was in the interval classes 29-37 and 38-46 with 0 respondents. Overall, the number of frequencies is 85.

Based on the table above, an interval frequency histogram graph for the interval classes above is created as follows:

Figure 3.5
Histogram of Frequency of Learning Motivation



In finding the average (Mean), it is obtained based on the following formula:

Table 3.6
Number of X and Y Variables

n	=	85
∑X	=	6090
∑Y	=	5653
∑X2	=	439446
∑Y2	=	384083
∑XY	=	405817

Based on the data above, the average value of the two variables above can be determined using the following formula:

Variable X $Mx = \frac{\sum X}{n} = \frac{6090}{85} = 71.6 = 72$

Variabel Y $Mx = \frac{\sum y}{n} = \frac{5653}{85} = 66{,}5 = 67$

Correlation Index between Variable X and Variable Y (r_{xy}).

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum AND^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{67675}{135237}$$

$$r_{xy} = 0{,}500$$

Based on the output results above, it can be seen that the resulting correlation value is 0.500 or 50%. This shows that there is an influence of school learning media on students' learning motivation. This is reinforced by the correlation coefficient value of 50%, which means that there is an influence of school learning media on students' learning motivation.

As for determining the coefficient of determination, as follows:

Kd = r^2 x 100%
= $(0{,}500)^2$ x 100%
= 0,25 x 100%
= 25%

This condition can affect students' learning motivation by 25% due to school learning media. So, the magnitude of the influence of School Learning Media on Students' Learning Motivation is **25%.**

Formulate alternative hypotheses (Ha) and hypotheses (Ho), namely as follows:

a. Hypothesis Nothing (Ho) There is no influence of variable X (School Learning Media) on variable Y (Students' Learning Motivation).
b. Alternative Hypothesis (Ha) There is an influence of variable X (School Learning Media) on variable Y (Students' Learning Motivation).

In testing the hypothesis above, it is proven by comparing "r" obtained through calculations or "r" observations (r_{the}) with the amount "r" listed in the "r" table *product moment* (r_t) degrees of freedom (db) or *degrees of freedom* which has the following formula:

Df = N = nr		
Is.		
Df	:	*Degrees of freedom*
N	:	*Number of cases*
No.	:	The number of variables that are correlated

The total number of samples in this study is as many as **85**, which consists of students from SMP IT Anugerah Insani through variable X (School Learning Media) and variable Y (Students' Learning Motivation). Thus N = 85. The variables whose correlation is sought are variables X

and Y, so nr = 1). Easily obtain the Df, namely Df = 85 – 1 = 84 (minus 1, because there is only 1 variable that is correlated, namely Y, while X is a variable)

So, it can be seen that Df is 84, obtained from the "r" product moment value at the 5% significance level = 0.2120 and the 1% significance level = 0.2764.

Comparing the size of "ro" with "rt" it is known that the ro studied was = 0.500 while the rt was 0.2120 and 0.2764 respectively. Thus, it can be seen that ro > rt is good at the 5% or 1% significance level, so the alternative hypothesis is accepted, while the null hypothesis is rejected or not approved, meaning that it is found that the influence of School Learning Media on Student Learning Motivation at SMP IT Anugerah Insani is moderate or sufficient. This is due to the existence of good infrastructure that can be optimized to encourage students to be enthusiastic about learning and learning independently.

CONCLUSION

1. There is an influence of school learning media on students' learning motivation.
2. Based on the results of the analysis, the magnitude of the influence of school learning media (Variable X) on participant learning motivation (Variable Y) is classified as moderate or sufficient, namely 0.500 or 50%. This is due to the existence of infrastructure that can encourage students to be enthusiastic about learning and learning independently.

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