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INCREASING STUDENT LEARNING MOTIVATION THROUGH THE APPLICATION OF POSTER MEDIA IN SOCIOLOGY SUBJECTS

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Abstract

This study aims to create a fun and enthusiastic learning atmosphere to increase student motivation. Therefore, teachers must try to develop interesting and creative learning innovations. In this study using the method of distributing questionnaires and documentation at SMA Negeri 1 Sinjai, learning is usually carried out by providing explanations of material and assignments so that students feel lazy to take part in learning, based on the results of research using the Cooperative Learning model with the application of poster media in learning to provide significant changes very good in the learning process because before the application of poster learning media, namely enthusiasm and and dare to argue, namely with enthusiastic presentations (64%), dare to argue (59%), and listen to other people's opinions (69%) become enthusiastic and and dare to argue, namely with enthusiastic presentations (81%), daring to argue (77%), and listening to the opinions of others (85%), so that from the application of poster media learning there has been an increase in terms of students' learning motivation.

Keywords: Learning Motivation, Sociology, Poster Media

Introduction

Along with the times that increasingly require humans to be able to compete and adjust so as not to be left out of the competition of the times, humans in various fields in life make improvements, one of which is in the aspect of education. The education needed at this time is education that is able to create generations that are able to compete globally and are able to face the challenges of an increasingly complex era with higher competitiveness (Fazar, 2015). One of the subjects at the secondary school level with low learning motivation is sociology education. Therefore, in the sociology learning process, educators, especially

students, need to have high learning motivation because learning motivation is very influential on the learning process.

Motivation is a change in energy within (personal) someone who is characterized by the emergence of feelings and reactions to achieve goals (Hamalik, 2015). Meanwhile, according to Sardiman (2014) motivation is a change in energy in a person characterized by the emergence of feelings and preceded by a response to a goal. To achieve learning goals, it is necessary to have motivation from the teacher to students. So from some of these opinions it can be concluded that learning motivation is one of the basic things for students to have to follow learning well, of course it can be seen from the response and feelings of pleasure when participating in learning.

Thus, the learning process is inseparable from student learning motivation. In the learning process, motivation is needed because students who do not have learning motivation will not be able to carry out learning activities. This is a sign that something that will be done does not touch his needs. Everything that attracts students' enthusiasm does not necessarily attract other students as long as it is not in contact with their needs. If student learning motivation increases, then student learning activeness and success will also increase.

Based on observations made at UPT SMA Negeri 1 Sinjai, the enthusiasm for learning of some students has not been maximized so that learning activities are also not optimal. Actually the teacher has motivated students in learning. However, there are still some students who are not maximized in learning motivation due to a lack of interest in a learning or subject. In addition, learning abilities, especially students' intellectual abilities, have not been maximized and there are external influences, such as peers. As a result, students feel bored, bored, not concentrating, daydreaming, and lazy to participate in learning so that the stimulus to learn is not optimal. Parents are also of the opinion that seeing the child has a learning motivation that is not optimal due to external influences, such as electronic media. Students also said that they prefer to play and joke and chat with their friends more often than studying. This is because students tend to be lazy to participate in learning, dislike teachers, teachers use monotonous methods, and rarely use learning media. Therefore, it is necessary to encourage students from within or outside themselves so as to increase their motivation to learn. In this case, the teacher must be able to provide an injection of motivation both intrinsically and extrinsically.

Intrinsic motivation is motivation that arises within the student himself, for example, the desire to acquire certain skills, obtain information, develop an attitude to succeed, like life, and the desire to be accepted by others. Meanwhile, extrinsic motivation is motivation caused by factors from outside the students themselves, such as diplomas, prizes, praise, punishment, and competition. This motivation is still needed by the teacher, because the learning process is not all interesting or in accordance with the needs of students. Because there are some students who don't even understand what learning is for and the purpose of school. Therefore, motivation needs to be raised so that students want and want to learn.

In every learning process, teachers must create a fun and energetic atmosphere to increase student learning motivation. Therefore, teachers must try to develop various learning innovations so that they can increase student learning motivation. Teachers must create and produce various interesting and creative learning innovations to increase student learning motivation. The efforts that teachers can make in motivating student learning are very diverse. One of the teacher's efforts to increase student learning motivation by using learning media.

Learning media is one of the indispensable elements in the teaching and learning

process and is seen as increasing the enthusiasm for learning. Hamalik argues that the role of learning media in the teaching and learning process can arouse new desires and interests, increase motivation and enthusiasm for learning, and have a psychological influence. The use of learning media at the orientation stage of learning greatly helps the effectiveness of the learning process, the delivery of messages, and the content of the lesson at the time of learning. In addition, it can help students improve understanding, present data in an interesting and reliable manner, facilitate data interpretation, and condense information. The use of learning media has many advantages in use, acceptance, and application to the learning program.

The role of learning media shows a positive impact as an integral part of classroom learning or the main way of direct learning, namely attracting attention and keeping students awake and paying attention. In addition, it can arouse curiosity which causes students to enjoy and think which shows that it has the aspect of increasing learning motivation.

One of the learning media that teachers can use during the learning process is poster media. Poster media is a combination of images, colors, and messages with the intention of attracting the attention of people who see it. Poster media has the power to captivate and attract students' attention, so that it will motivate students in learning. Posters are able to influence students' behavior, attitudes, and values to change or do something. Poster media as a learning motivation for students to provide maximum learning encouragement. Poster media is a lot of choice, because there is a tendency that poster media is preferred by students. The advantages of poster media are utilized in the teaching and learning process in the school environment. Many media posters are deliberately installed in the school environment with the aim that students can behave positively, have good discipline, have positive values, and have knowledge about something. Poster media can also increase the enthusiasm and motivation of students in the learning process inside and outside the classroom. From here, students will have high motivation to learn and be carried out optimally.

With the existence of learning media, it is expected to be able to improve the quality of learning. The selection of various types of learning media must certainly be considered before use, for example by paying attention to several aspects such as the material to be conveyed, learning objectives, available time, and matters related to the learning process. With this research, it is expected to be able to improve students' abilities and learning motivation by using poster media in the learning process.

Research Methods

This research is a classroom action research which is often referred to as Classroom Action Research. Classroom action research has a very important and strategic role to improve the quality of learning if implemented properly and correctly. According to E.Mulyasa (2009: 10). Classroom Action Research can be interpreted as action research conducted with the aim of improving the quality of the learning process and motivation of students.

The source of data is a situation where a researcher can obtain information about the variables being studied. The data sources of this research are students of class X 2 SMAN 1 Sinjai and social studies teachers. From these sources will be obtained qualitative data and questionnaire data. Data obtained from the results of the questionnaire of students' activities.

In this study, data collection was carried out by researchers using several methods, namely the student activity questionnaire sheet.

Table 3.1
Indicators of learning motivation

No	Indicator	Item Number
1	Enthusiasm	1,2,15
2	Activeness	3
3	Taking notes on learning material	4
4	Dare to argue	5,6,7
5	Doing assignments	8, 11
6	Curiosity	9,10
7	Participating in the group	12, 14
8	Listening to other people's opinions	13

To be able to ensure data validity and accountability that can be used as a strong basis for drawing conclusions, what is used to check the validity of the data is using triangulation techniques. According to Moleong (2011: 330-331) triangulation is a data validity checking technique that utilizes something else outside the data for the purpose of checking or comparing the data. There are four kinds of triangulation as a checking technique, namely using sources, methods, investigators, and theories.

Student learning motivation data in the form of a questionnaire will be analyzed using a score based on benchmark reference assessment, calculated based on the maximum score that can be achieved by students. The scores obtained are grouped into five categories, namely very high, high, medium, low and very low. The criteria used to determine the category of learning outcomes.

In this activity, researchers collect data by distributing questionnaires to find out whether learning activities have increased learning motivation through the application of poster media. In this activity, to assess student learning motivation by adding up the scores obtained by students into student scores which are calculated using the following formula:

$$\text{Percentage (P)} = \frac{\text{Total acquisition score}}{\text{Maximum number of scores}} \times 100 \%$$

Table 3.2

Learning motivation score criteria

Criteria	Score
Very good	65-80
Good	45-60
Fair	35-40
Less	20-35

The level of learning motivation expected in the learning process is if the score is obtained in the good and very good categories, thus students are said to be motivated in the learning process when they get a score of 60%. The procedure used in class action research is in the form of a series of cycles consisting of several stages, namely planning, implementation, observation and reflection.

Research Results And Discussion**Results****1. Pre-Action Data Analysis Cycle I**

The focus of this research is to increase students' learning motivation in sociology subjects with the subject matter of social institutions using the Cooperative Learning model, it can be concluded based on the learning outcomes before taking action with poster media in the learning process as follows:

Table 4.1
Pre-Action analysis results

No	Activities	Question Item	Total Score	Average of Each Aspect	Percentage
1	Enthusiasm	1, 2, 15	264	7,76	64 %
2	Activeness	3	96	2,82	70 %
3	Taking notes on learning materials	4	98	2,88	72 %
4	Dare to have an opinion	5, 6, 7	243	7,15	59 %
5	Doing Tasks	8, 11	182	5,35	70 %
6	Curiosity	9, 10	197	5,79	72 %
7	Group Participation	12, 14	207	6,09	76 %
8	Listening to others' opinions	13	94	2,76	69 %

Based on this cycle I reflection, the next step in cycle II the teacher needs to motivate

students to increase the courage of students in expressing their opinions, so that their enthusiasm also increases, and in learning requires good cooperation and being able to communicate with group friends and respect the opinions of others, so that learning discussions run well and smoothly.

2. Post-Action Data Analysis Cycle II

After applying the action with the Cooperative Learning model in sociology subjects in class X.2, it was found that students began to experience an increase in the enthusiasm of students in participating in sociology lessons, starting from increasing enthusiasm, activeness, daring to argue, curiosity, participating in groups and listening to other people's opinions. The following is the questionnaire data of students after the action of applying poster media to sociology learning with the Cooperative Learning model with the Two Stay To Stray Model Type.

Table 4.2
Post-Action Learner Questionnaire Data

No	Activities	Question Item	Total Score	Average of Each Aspect	Percentage
1	Enthusiasm	1, 2, 15	331	9,74	81 %
2	Activeness	3	119	3,50	88 %
3	Taking notes on learning materials	4	110	3,24	81 %
4	Dare to have an opinion	5, 6, 7	314	9,24	77 %
5	Doing Tasks	8, 11	237	6,97	87 %
6	Curiosity	9, 10	229	6,74	84 %
7	Group Participation	12, 14	231	6,79	85 %
8	Listening to others' opinions	13	115	3,38	85 %

Based on the reflection of cycle II, the learning process with the Cooperative Learning model with the application of poster media in learning provides a very good change in the learning process because before the application of poster learning media, namely Enthusiastic and and dare to argue, namely with enthusiastic presentations (64%), dare to argue (59%), and listen to other people's opinions (69%) to Enthusiastic and and dare to argue, namely with enthusiastic presentations (81%), dare to argue (77%), and listen to other people's opinions (85%), so that from the application of poster media learning in cycle II has increased in terms of student learning motivation.

Discussion

The results in this study show that poster learning media has a very good impact on the learning process, especially increasing student learning motivation. This is in line with previous research that has been done. One of these studies states that student motivation between the control class and the experimental class has a difference. This is based on the results of the average percentage of Respondent Achievement Data (TCR) of the control class and experimental class, namely 59.9% and 75.2%. It can be concluded that they have different levels of learning motivation (Selvi Januari, 2023). According to Tatang (2012: 98-100), learning media is media that carries messages or information that has instructional purposes or contains teaching purposes and has a function as a carrier of information from the source (teacher) to the recipient (student), while posters according to Sudjana and Rivai (in Maiyena, 2013: 20) are visual combinations of strong designs, accompanied by colors and messages made with the intention of capturing the attention of passers-by but long enough to embed meaningful ideas in their memories. Meanwhile, according to Hess and Brook (1998: 255), effective posters should be simple but have attractive images, use a writing size of 36 points for the title and 24 points for the text, be easy to carry, and organized in a balanced manner.

Posters have the advantage of being able to be installed in places that are heavily traversed by the target audience, able to provide the desired color and visual quality and also have the disadvantage of being unable to contain many messages and are vulnerable to weather (Okdila, 2013: 5). With the suitability of the poster made, it is hoped that the poster can be an alternative media in learning at school, especially in learning sociology class XI SMA Negeri 1 Sinjai, so that learning indicators can be achieved. In addition, the making of this poster is also expected to increase students' insight into learning material and can affect student learning motivation to increase. The content on the poster must also be persuasive. According to Muflihatin (2014: 329), the information on the poster should be able to influence and motivate the behavior of others who see it.

From the description above, it can be concluded that the functions, advantages and disadvantages of poster media in learning are that it can foster students' interest and enthusiasm to be more active in the learning process so that students experience increased motivation or learning outcomes and can achieve the expected learning objectives.

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Conclusion

Summary

Based on data analysis from research conducted in class X 2 UPT SMA Negeri 1 Sinjai with the application of poster media to increase student learning motivation, it can be concluded as follow:

1. Teacher activities in managing learning with poster media carried out in cycle I obtained a very good presentation of student learning activeness, it's just that it needs to be improved, after the application of poster learning media, namely Enthusiastic and and dare to argue, namely with enthusiastic presentations (64%), dare to argue (59%), and listen to other people's opinions (69%) to Enthusiastic and and dare to argue, namely with enthusiastic presentations (81%), dare to argue (77%), and listen

to other people's opinions (85%), so that from the application of poster media learning in cycle II has increased in terms of student learning motivation.

2. Student activity from cycle I with an average presentation of 69% increased in cycle II to a presentation of 84%. With a very good category
3. The motivation of students also greatly increased with the application of poster media in learning which previously students were less enthusiastic and afraid to argue in cycle I with enthusiastic presentations (64%), dare to argue (59%), to increase in cycle II, namely with enthusiastic presentations (81%), dare to argue (77%).

Advice

Based on the conclusions of the research results, in the application of poster media to increase student learning motivation, it is necessary to put forward several suggestions as follows:

1. For Students
It is expected for students to dare to increase ideas and be active to provide opinions and information independently and train themselves so that their knowledge increases and develop creative ideas so that they support the learning process in class.
2. For Teachers
Teachers are expected to be able to use a variety of varied media, models and learning methods that are suitable for overcoming boredom, such as one of them is the application of poster media so that in the end it can facilitate the achievement of learning objectives so that it makes it easier for students to understand the material provided and increase their motivation and enthusiasm for the learning provided.
3. For Schools
Schools should support the implementation of learning media by providing facilities and infrastructure such as teaching aids and various other things that can support the smooth learning process which can help students understand learning more easily and make students more active, enthusiastic and confident in expressing their opinions.
4. For Researchers
For researchers who are interested in poster media, they can choose materials that are suitable for poster media but on different materials or at different school levels, so that they can produce good learning and create new and more meaningful learning for students.

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