Increasing Motivation To Learn Civics By Using Technology Based Learning Media

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ABSTRACT

The aim of this research is to find out how technology based learning media influences the Civics learning process to increase students' learning motivation. This research was conducted on class VII-A students at SMPN 1 Baraka in the civics subject. The method used in this research is a qualitative approach. The type of research carried out in this research is classroom action research. The research results showed that in cycle I before using learning media, students' learning motivation in cycle I was 67.25%, while in cycle II students' learning motivation was 86.09%. From these data it can be seen that in cycle II students' learning motivation increased by 18.84% after using learning media. Thus, it can be concluded that the use of technology-based learning media in Civics subjects can increase students' learning motivation.

Keywords: Learning Motivation, Learning Media, Technology

INTRODUCTION

The learning process is one of the determining factors in educational success. In the learning process many factors are involved, including students who learn and teachers who teach. In the learning process, a person will be successful if he himself has the desire to learn. According to Dimyati & Mudjiono (2006: 80) learning motivation can be interpreted as something that encourages students to be willing to carry out learning activities. Meanwhile, according to Mc. Donald (in Sardiman 2007: 73-74) suggests that motivation is a change in energy within a person which is marked by the emergence of "feelings" and is preceded by a response to a goal.

Dimyati & Mudjiono (2006: 80-81) explain that there are three main components in motivation, namely: (a) needs, (b) encouragement, and (c) goals. Needs occur when an individual feels there is an imbalance between what he has and what he hopes for. Encouragement is the mental strength to carry out activities in order to fulfill expectations. Encouragement is a mental force that is oriented towards fulfilling hopes or achieving

goals. This goal-oriented drive is the core of motivation.

The use of learning media in the learning process will focus students' attention, help students understand the learning material more concretely and increase students' activeness in the learning process. Using learning media will also help teachers convey messages or subject matter to their students so that the messages are easier to understand, more interesting and more enjoyable for students.

Media is a learning resource that can make students' absorption of difficult and complicated learning material more effective. Even learning media is recognized as providing good feedback from students. This technology-based learning media facilitates the learning process in terms of effectiveness and efficiency. There are several technology-based learning media that can be used to support the learning process. These media include Audio Media such as Radio, Visual Media such as PowerPoint slides, and Audio Visual Media such as learning videos.

Research Methods

The method used is a qualitative approach, namely an approach intended to understand the phenomena experienced by research subjects, for example: behavior, perceptions, motivations, actions, etc. holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong, 2005: 6). The type of research carried out in this research is classroom action research. Classroom action research was first introduced by John Dewey in 1910 in his books How We Think and The Source of a Science of Education (Supardi, 2008: 110). Data collection is an important job in research (Arikunto, 2002:198). Therefore, when collecting data you must be careful and require thorough preparation.

Research Results And Discussion
Results

In each cycle, the data taken is the percentage of achievement of learning motivation and evaluation value at the end of the cycle. Data on the achievement of student learning motivation in learning from cycle to cycle can be seen in tables 1 and 2:

Table 1. Data on the Percentage of Achievement of Student Learning Motivation in Learning Cycle I (One)

Dimensions	Indicator	Descriptor	Achievement
Intrinsic Motivation	Activity Higher Learning	a. Work independently b. Study outside of school time c. Preparation of study schedule d. Repeat lessons at home	50,25%

Dimensions	Indicator	Descriptor	Achievement
	Be diligent in carrying out tasks	a. Looking for reading materials or sources b. Check the completeness of the assignment c. Doing tasks on time d. Doesn't get bored easily e. Fixed tasks f. Keep working	59,50%
	Tenacious in facing difficulties	a. Ask the teacher questions b. Ask friends c. Studying together d. Discussion	52,25%
Extrinsic Motivation	There is information from the teacher	a. Provide learning goals b. Explain through examples c. Write things that are considered important d. Show related books	78,00%
	There is feedback	a. Provide information on test results b. Provide comments on practice/homework assignments c. Give the opportunity to ask questions	80,00%
	There is reinforcement	a. Give praise b. Provide solution suggestions c. Shows how to learn d. Helps find ways to draw conclusions	83,50%
Average			**67,25%**

Table 2. Data on the Percentage of Achievement of Student Learning Motivation in Learning Cycle II

Dimensions	Indicator	Descriptor	Achievement
Intrinsic Motivation	Activity Higher Learning	a. Work independently b. Study outside of school time c. Preparation of study schedule d. Repeat lessons at home	70,45%

Dimensions	Indicator	Descriptor	Achievement
	Be diligent in carrying out tasks	a. Looking for reading materials or sources b. Check the completeness of the assignment c. Doing tasks on time d. Doesn't get bored easily e. Fixed tasks f. Keep working	85,35%
	Tenacious in facing difficulties	a. Ask the teacher questions b. Ask friends c. Studying together d. Discussion	88,20%
Extrinsic Motivation	There is information from the teacher	a. Provide learning goals b. Explain through examples c. Write things that are considered important d. Show related books	92,21%
	There is feedback	a. Provide information on test results b. Provide comments on practice/homework assignments c. Give the opportunity to ask questions	87,67%
	There is reinforcement	a. Give praise b. Provide solution suggestions c. Shows how to learn d. Helps find ways to draw conclusions	94,71%
Average			**86,09%**

Based on tables 1 and 2 above, it can be seen that the achievement of student learning motivation in cycle 2 has increased compared to cycle 1, namely 18.84%.

DISCUSSION

The first cycle was carried out in 1 meeting, in the learning process students were not presented with teaching media in the teaching and learning process. Based on the research results, it can be seen that the achievement of learning motivation from cycle I to cycle II has increased, namely: (a) indicators of high learning activity in cycle I 50.25% increased to 70.45%; (b) the indicator of being diligent in carrying out tasks has increased from 59.50% to 85.35%; (c) The tenacity indicator in facing difficulties increased from 52.25% to 88.20%; (d) The indicator of information from teachers has increased from 78.00% to

92.21%; (e) the indicator of feedback from 80.00% has increased to 86.11%; and (f) the indicator of strengthening from 83.50% has increased to 94.45%. So it can be seen that the average in cycle I and cycle II experienced a change of up to 18.84%.

The use of technology in Civics learning media can improve student learning outcomes, where there is a significant difference between the learning outcomes of students who use technology-based learning media in the learning process and the learning outcomes of students in the conventional learning process.

ACKNOWLEDGMENTS

Conclusion

Technology-based learning media allows students to learn according to their abilities and speed in understanding knowledge and information because it can be done repeatedly (remaining consistent) until students understand the material presented. Technology-based learning media can be used as a means to carry out simulation learning activities because it has the ability to integrate color, sound and graphic animation components, so that it can convey information and knowledge in a more realistic way.

From the research results, the use of technology-based learning media in the Civics learning process can improve student learning outcomes, where there is a significant difference between the learning outcomes of students who use technology-based learning media in the learning process and the learning outcomes of students in the conventional learning process.

Advice

It is hoped that teachers in implementing the learning process will use interesting teaching media by utilizing existing technology so that students can more easily receive and understand the material presented.

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