

A NEED ANALYSIS OF INTERACTIVE MULTIMEDIA TO IMPROVE MOTIVATION IN HISTORICAL LEARNING

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ABSTRACT

This study aims to know the learning condition of the student especially their motivation, as well as materials to correct problems found in the learning process of Ancient Indonesian History. The method used in this study is a qualitative method using descriptive analysis techniques. The data that has been collected will be processed by researchers with data triangulation techniques. Based on the analysis, students need a learning medium that is integrated into the ancient Indonesian history, especially the ancient kingdoms and historical relics. The learning process in the classroom using interactive learning media, such as interactive multimedia can encourage enthusiasm and motivation in learning.

KEYWORDS: Interactive Multimedia, History Learning, Motivation.

INTRODUCTION

Learning motivation is something that encourages, drives and directs students in learning (Resminingsih, 2010; Aina, 2013). Motivation to learn very closely with students in school. Learning motivation can help and direct students to understand something new. Suprijono (2014) added the essence of learning motivation is internal and external encouragement to students who are learning to implement changes in motivation.

Learning motivation is important in the success of learning achievement. Students who are not motivated to learn, tend to be indifferent, lazy, and not enthusiastic about undergoing the learning process. This, in turn, will have an impact on learning achievement that cannot be maximized. One of the materials that we highlight is the History of Ancient Indonesia. Ancient Indonesian History Material is often considered as memorization and boring lessons. This material is considered no more than a series of year numbers and the sequence of events that must be remembered and then revealed again when answering exam questions (Widja, 2002; Solihatim, 2008). Bad assessment of the History of Ancient Indonesia among students makes this material must improve itself in the technique, the delivery media, and the delivery process.

Multimedia is an integrated device consisting of three elements namely sound, images and text (Bates & Bates, 2010; Kustandi & Sutjipto, 2013). The expert opinion explains multimedia is a combination of text, graphics, sound art, animation and video that allows teachers or students to communicate and communicate with computers (Aina, 2013). Heinich et al (2002) explain that

interactive multimedia is enabled to make students enthusiastic in receiving learning feedback. The use of interactive multimedia in learning that produces strengths is a more innovative and interactive learning system, encouraging teachers to increase creativity in the learning process, supporting the achievement of learning objectives by combining components, encouraging student motivation in learning (Munir, 2014). The use of instructional media in this case innovative and varied interactive multimedia greatly influences students' interest and motivation in the process of learning history (Budiarta, et al, 2014).

This study aims to determine the learning conditions experienced by students, especially in aspects of learning motivation, as well as materials to correct problems that have been found in the learning process of Ancient Indonesian History. The results of this needs analysis will be taken into consideration in developing interactive multimedia products based on Hindu-Buddhist relics to increase student motivation

METHODS

The method used in this study is a qualitative method using descriptive analysis techniques. The descriptive analysis technique is a research procedure that produces descriptive data in the form of words of people and people who are supported, supported by literature studies or literature studies (Budiarta, et al, 2014). The instruments used in this study were interview guidelines, observation sheets, and student motivation questionnaires. The data that has been collected will be processed by researchers with data triangulation techniques.

RESULTS AND DISCUSSION

Based on research conducted on the course of Ancient Indonesian History in FKIP UNS History in the learning process students independently present the results of discussions conducted at previous meetings with papers supported by PowerPoint media. Students only use PowerPoint media in presenting the results of their discussions which are then responded by other students, but there are still some students who do not pay attention to the explanation in front because they are busy with their smartphones. There are still some students who are not concentrated in the learning process can affect the knowledge of historical events as a whole and chronologically. This can be proven by the understanding of students who have not been maximal in understanding historical events scientifically. In addition, based on observations in the learning process it has been shown that there are still some students who are less active in discussions. The lack of student activity in the class can affect the way of thinking of a historical event. This is due to the low motivation of students in studying historical material, especially in the Hindu-Buddhist kingdom in Indonesia.

Based on the low motivation of students who learn, ancient Indonesian History Learning media can be used to provide explanations of material in learning that is more interesting. In line with Cahyono's research (2015), the rapid development of technology and communication has caused the tendency of students to get assignments from lecturers by searching for data by searching the internet

that is able to expand the information that is expected to support understanding in learning, especially in audiovisual format. In studying history, the media can be used to visualize historical facts as historical sources (Cahyono, 2015).

Media that can compensate is interactive multimedia that combines writing, images, audio, and graphics. In a study conducted by Kuswandi et al (2015) explained that students become more relaxed in following a lesson, students can practice their own abilities with different ways of learning, students can learn by using media directly. This is in agreement with the importance of interactive multimedia in learning expressed in Siregar & Sunarno research, follows:

That interactive multimedia aids are needed relating to the material's purpose is to make it easier to build, communicate and help the concept of the material and students are also expected to be able to apply the knowledge they have acquired in their daily lives. Thus, the learning outcomes achieved are more meaningful and students have tangible goals in learning (Siregar & Sunarno, 2013).

The use of interactive multimedia by combining media and messages in order to increase interaction between students and teachers can be more satisfying and relevant to students' efforts in meeting their academic needs (Finamore et al, 2012).

Through the analysis above, the abilities of students in ancient Indonesian history can be enhanced by the application of more active learning media, interactive multimedia. Interactive multimedia in the History of Ancient Indonesia can be integrated with materials from the Hindu-Buddhist kingdom in Indonesia. The development of instructional media is expected to improve student learning. A good response was shown by a lecturer in Ancient Indonesian History (Herimanto, 2019). Based on the results of the interview, the lecturer hopes that there is a learning medium that encourages prospective history teachers who can help the learning process in the classroom. The following are excerpts of the interviews conducted:

"I agree with the development of interactive learning media to encourage prospective teachers to be creative and be able to motivate students to be more interested in learning historical material about ancient relics in Indonesia".

The response is in line with the response of a student (Salsabila, 2019). According to him, learning history will be more fun to learn if there are pictures so we can understand past events and can increase motivation to learn. On the other hand, learning by using interactive multimedia can encourage students to learn independently outside the classroom. In line with the research of Salleh and Agus (2009) the transformation of multimedia-assisted history teaching will help in the teaching of historical material that is more interesting and interactive because of historical sources, facts, and evidence that can be obtained throughout the world in the past, present and future.

Philip (2014) suggested that interactive multimedia has the potential to create a multisensory environment that can support learning. The use of interactive multimedia in the learning process can attract more attention from students (Sudjana & Rivai, 2002; Daryanto 2013), help facilitating students in the learning process (Hamalik, 2010), encouraging the creation of student motivation in learning (Munir, 2014), and help teachers become creative (Smaldino, Lowther & Russel, 2008), provide more effective teaching in the classroom (Leow & Neo, 2014) assist students in understanding material by involving students' abilities in the learning process supported by teacher and student interaction (Finamore et al., 2012), and students can learn more effectively with focused attention (Alessi & Trollip 2001).

Based on the analysis conducted, students need learning media that is integrated into the ancient Indonesian history specifically the material of the kingdoms, which includes historical relics. The learning process in the classroom using interactive learning media, such as interactive multimedia can encourage enthusiasm and motivation in learning.

CONCLUSIONS

Based on the results and discussion it can be concluded several things, namely, there are still some students who feel less focused during the learning process in class and are busy playing their mobile phones which can affect student motivation and learning outcomes. This shows that students need a more interactive and interesting learning media that can be integrated in all history subject matter. One of them is the use of interactive multimedia to be important in increasing student motivation because they can combine text, video, images, sound, graphics and evaluation that can be used on mobile phones. Interactive multimedia students can study the material in-depth because they are motivated to learn.

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