



PROCEEDING

8th PEDAGOGY INTERNATIONAL SEMINAR 2017

ENHANCEMENT OF PEDAGOGY IN CULTURAL DIVERSITY
TOWARDS EXCELLENCE IN EDUCATION

INSTITUT PENDIDIKAN GURU KAMPUS ILMU KHAS, KUALA LUMPUR
19-20 SEPTEMBER 2017

JOINTLY ORGANISED BY

INSTITUT PENDIDIKAN GURU KAMPUS ILMU KHAS, KUALA LUMPUR

KOLEJ UNIVERSITI ISLAM ANTARABANGSA SELANGOR

&

UNIVERSITAS PENDIDIKAN INDONESIA, BANDUNG



KOLEJ UNIVERSITI ISLAM
ANTARABANGSA SELANGOR



INSTITUT PENDIDIKAN GURU
KAMPUS ILMU KHAS KUALA LUMPUR



PROSIDING SEMINAR ANTARABANGSA
PEDAGOGI KE-8 (PEDA8) 2017

*“ENHANCEMENT OF PEDAGOGY IN CULTURAL
DIVERSITY TOWARDS EXCELLENCE
IN EDUCATION”*

Anjuran Bersama:

INSTITUT PENDIDIKAN GURU KAMPUS ILMU KHAS, KUALA LUMPUR
KOLEJ UNIVERSITI ISLAM ANTARABANGSA SELANGOR
UNIVERSITAS PENDIDIKAN INDONESIA, BANDUNG

Sidang Penyunting:

Dr. Chin Mei Keong

Dr. Lee Leh Hong

Dr. Ramesh Rao a/l Ramanaidu

Prosiding Seminar Antarabangsa Pedagogi Kali Ke-8 (PedA8)

Cetakan Pertama September 2017

Hakcipta Jabatan Ilmu Pendidikan, Institut Pendidikan Guru Kampus Ilmu Khas, Kuala Lumpur, Kolej Universiti Islam Selangor, Selangor dan Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung, Indonesia.

Semua hak terpelihara. Tiada mana-mana bahagian jua daripada penerbitan ini boleh diterbitkan semula atau disimpan dalam bentuk yang diperoleh semula atau disiarkan dalam sebarang bentuk dengan apa cara sekalipun termasuk elektronik, mekanikal, fotokopi, rakaman atau lain-lain tanpa mendapat izin daripada penerbit.

Perpustakaan Negara Malaysia Data Pengkatalogan - dalam- Penerbitan Prosiding Seminar Antarabangsa Pedagogi kali Ke-8 (PedA8) / Jabatan Ilmu Pendidikan, Institut Pendidikan Guru Kampus Ilmu Khas, Kolej Universiti Islam Selangor dan Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung, Indonesia.

ISBN: 978-967-5580-04-8

Muka Taip Teks: New Times Roman saiz 11

Penerbit:

Jabatan Ilmu Pendidikan,
Institut Pendidikan Guru Kampus Ilmu Khas, Jalan Yaacob latif,
56000 Kuala Lumpur.
Tel: +603-91318160

Dengan kerjasama

Kolej Universiti Islam Selangor, Bandar Seri Putra, 43000 Kajang, Selangor Darul Ehsan.
Tel: +60389254688

dan

Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia
Jalan Dr.SetiabduhimNo. 299 Bandung, Indonesia.

Tel: +62-22-2013163

Dicetak:

Syarikat Perniagaan Weng Sing
Lot 452, Jalan 18/2A, Taman Sri Serdang, 43300 Sri Kembangan, Selangor Darul Ehsan

ISBN 978-967-5580-04-8



EFFECT OF QUALITY LEARNING MEDIA ON STUDENT MOTIVATION AT STUDENT'S SMK NEGERI 13 JAKARTA

Onny Fitriana Sitorus¹ and Aisyah Oktafira²
Muhammadiyah University Prof. Dr. HAMKA, Jalan Tanah Merdeka. East Jakarta
onnyfitriana@uhamka.ac.id and aisyahoktafira@gmail.com

ABSTRACT

The quality of the nation depends heavily on the quality of education pursued by the students, especially through the education received at the school. One of the goals of education is to produce students who have the passion to continue to learn lifelong, full of curiosity and desire to seek and increase knowledge. Learning facilities consist of learning facilities and infrastructures. Learning facilities and infrastructure is a good learning condition that will lead to learning motivation for learners. The use of quality learning media in the learning process can generate new desires and interests, generate motivation and stimulation of learning activities. Motivation to learn is the overall driving force within the students that leads to learning activities, which ensures continuity of learning activities and that gives direction to learning activities, so that the desired goal by the subject of learning can be achieved. The quality of learning media is the quality of the tools and learning materials that teachers make or use in conveying lessons. The learning media available at SMK Negeri 13 Jakarta is qualified to be qualified. Result of hypothesis test of research $t_{(count)} = 20,702 > t_{(table)} = 1,684$. This means there is a significant influence between the quality of learning media on student learning motivation.

Keywords: Quality of education, facilities and learning infrastructure, learning motivation, quality learning media

PRELIMINARY

Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Article 1 which reads: "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, Intelligence, noble character, as well as the necessary skills of himself, society, nation and state. "The opportunity to obtain education is the right of every Indonesian citizen. The future of the Indonesian nation lies in every citizen who obtains and seizes the opportunity to study. The quality of this nation is also very much dependent on the quality of education pursued by students today, especially through education received in schools. One of the goals of education is to produce students who have the passion to continue to learn lifelong, full of curiosity and desire to Seek and increase knowledge. One way that can be done is to grow, maintain, and develop a strong motivation in students to continue to learn.

Sometimes these motivations are rarely found in vocational school students. They tend to be more motivated on practical learning in real-life field than in theoretical learning in the classroom. This can be seen from one of the productive lessons in the marketing department of Market Analysis and Research taught in class X in SMK Negeri 13 Jakarta. The learning outcomes in these subjects tend to differ in the two classes that receive the subjects. For more details can be seen recap the value of students of class X SMK Negeri 13 Jakarta in the first semester of the academic year 2014-2015 the following:

Table 1
Recap Student Value Class X SMK Negeri 13 Jakarta Market Analysis and Research Subjects

Class	Aspect	
	Knowledge	Skill (Practice)
X PM 1	78	86
X PM 2	85	87

Data resource SMK Negeri 13 Jakarta

Based on the above table, it is seen that for the skill aspect which is generally done with practice the average value for both classes is higher than the knowledge aspect. This suggests that students are far more motivated to learn practically than by listening to the theories described by teachers in the classroom. Learning in the classroom is an introduction for students to practice in the real world. Therefore, it is a task for teachers to be able to live the atmosphere in the classroom so that it can generate student motivation to follow the learning seriously.

The less interesting way of presentation lessens students' interest in the lesson. Most students will perform various ways that show their reluctance to a lesson that can cause harm to the students themselves as well as for the teacher. The actual mode of presentation of lessons becomes important in motivating students to learn when teachers are aware that students can be actively involved in learning. If the lesson is delivered in an appealing way and style, it will make the student interested and eager to always follow it and then encourage it to continue to learn it and vice versa.

Learning facilities consist of learning facilities and infrastructures. Learning facilities include textbooks, reading books, school laboratory equipment and other media. While learning infrastructure includes school buildings, study rooms, sports fields, worship space, art space, and others. Detailed learning facilities and infrastructure is a good learning condition that will lead to learning motivation for learners.

This infrastructure depends on the school's ability to provide it. Regarding the facilities and infrastructure possessed by a good school can generate enthusiasm and passion for students to learn. Each teacher and student expect that in the school available facilities and infrastructure are good and complete to support the implementation of teaching and learning process. The availability of suggestions and the availability of facilities and infrastructure in the educational unit is regulated in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Article 45 which reads "Each unit of formal and non-formal education provides facilities and infrastructure that meet educational needs in accordance with growth and development Physical potential, intellectual intelligence, social, emotional, and psychological learners. "

Often teachers see and feel a situation in which students are reluctant to learn or learning activities to be hampered because the facilities and infrastructure owned schools are less supportive of learning activities. Facilities and infrastructure such as buildings, classrooms, tables and chairs, blackboards, stationery, textbooks, and so forth. For schools that have limited funds, the completeness of facilities and infrastructure is something that may be difficult to meet

Another possibility of low student motivation is caused by inappropriate instructional strategy. In this case the teacher may be less or not utilize the learning resources optimally. Among teachers in delivering teaching often ignore the use of media, whereas the media serves to improve students' learning motivation and will continuously improve the quality of student education. In an effort to improve the learning process to be effective and functional, the function of instructional media is very important to be utilized. The use of media in the learning process is intended to improve motivation to learn and enhance students digestibility of information or learning materials given. Revolution in the way of learning and teaching has placed the media as an important part in learning activities. Learning activities have now changed from the centralized teaching by teachers and the passivity of students to the use of instructional media with teachers as mentors and increasing student activeness. How to teach teachers who rely solely on lectures and questions and students who just listen has begun to be reduced by using learning media.

The presence of media in learning is also said to help increase students' understanding, presentation of data / information more interesting and reliable, facilitate the interpretation of data, and compact

information. The use of learning media in the learning process can generate new desires and interests, generate motivation and stimulation of learning activities. The use of instructional media at the orientation stage of teaching will greatly help the effectiveness of the learning process and the delivery of teaching materials during teaching and learning activities. The use of this medium is related to the ability of schools to provide appropriate media and quality for learning needs. Schools that have good quality learning media can produce quality students and good learning outcomes as well. But we often find in schools that have good learning media, utilization is still not maximal either by teachers or students. This media is generally used only occasionally when there are activities that are important only. The situation is of course very unfortunate because the learning media should be a tool in learning activities. It is often found that schools only provide learning media regardless of the quality of the learning medium. Good learning media can be used by teachers and students as a way to improve learning motivation, and not just as a school inventory item.

Based on the background of problems that have been described by researchers, this study was conducted to determine the Effect of Quality Learning Media Against Student Motivation.

Variable Conceptual Descriptions

1. Learning Motivation

Motivation to learn is the overall driving force within the students that leads to learning activities, which ensures continuity of learning activities and that gives direction to learning activities, so that the desired goal by the subject of learning can be achieved. (Sardiman, 2011: 73). Here's a picture of the relationship between goals, activities, and motivation.

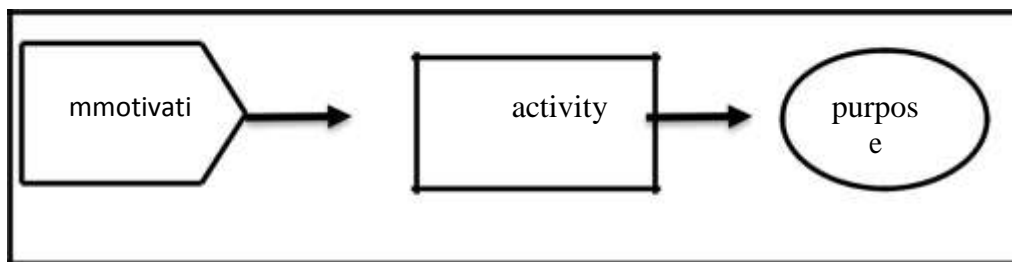


Figure 1. The Relationship between Purpose, Activity, and Motivation

Motivation has a very important function in an activity, will affect the strength of the activity, but motivation is also influenced by the goal. The higher and means a goal, the greater the motivation, and the greater the motivation for the stronger the activities are carried out. The three components of the activity or individual behavior are closely related and form a unity called the process of motivation.

2. Quality of Learning Media

Quality is defined as meeting customer satisfaction because it can meet the requirements and wishes and expectations of customers. "For example, can work well" fit for use "is considered to have qualified. (Ginting, 2008: 1). Learning media is anything that can channel the message, can stimulate the mind, feelings, and willingness of learners so as to encourage the creation of learning processes in the learners themselves. (Suryani and Agung, 2012: 137). Based on the description of the concept of these variables, the synthesis of the quality of instructional media is the quality of the tools and learning materials that teachers make or use in conveying lessons. Here's a picture of the Media Function in the Learning Process.

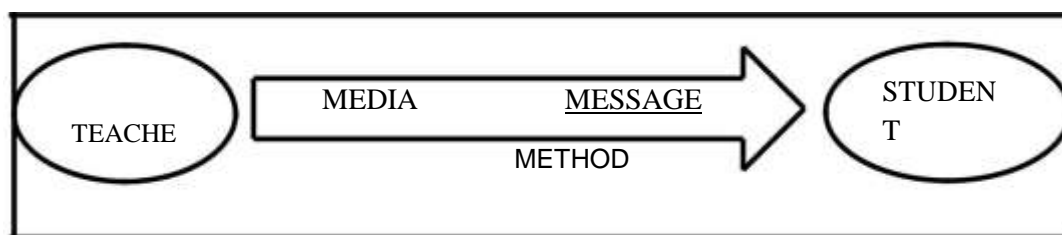


Figure 2. Media Function in Learning Process

In the process of learning, the media has a function as a carrier of information from the source (teacher) to the recipient (student). The method is a procedure to assist students in receiving and processing information in order to achieve learning objectives

METHOD

The research method used in this research is quantitative research method, with the problem of assosiatif problem, that is a formulation of research problem which is asking the relationship between two or more variables. (Sugiyono, 2012: 36). The form of causal relationships, namely relationships that are causal. So here are the independent variables (variables that affect) and dependent (variables that are influenced). The research population of students of SMK Negeri 13 Jakarta class X Marketing that the total is 72 students. The sampling technique used is Simple Random Sampling (Random Sampling), ie sampling method of the population members by randomly without regard to the strata (level) in the members of that population. Thus, the samples taken as many as 42 students, using the formula Taro Yamane. Untuk measure the two variables using research instruments in the form of a questionnaire. Questionnaire on learning motivation with scale 5 (Always (SL), Frequently (SR), Sometimes (KD), Rarely (JR), Never (TP)), whereas questionnaire of quality of instructional media with scale 5 (Strongly Agree (SS) ; Agree (S); Hesitate (RR); Disagree (TS); Strongly Disagree (STS)).

Hypothesis testing is done by using Pearson Product Moment correlation analysis technique (PPM). The hypothesis to be tested is as follows:

Ha: There is a significant influence between the quality of instructional media Against student learning motivation.

Ho: There is no significant influence between the quality of learning media on students' learning motivation.

Statistically the hypothesis can be written Ha: $r \neq 0$ and Ho: $r = 0$. Next is to calculate the value of r with the formula PPM to determine the level of correlation arising between two variables studied and the results consulted with Table Interpretation R value

RESULT

From result of hypothesis test of research hence t_{count} got 20,702. Based on t_{count} with error level that is $\alpha = 0,05$, with number $n = 42$ and $dk-2 = 42 - 2 = 40$. So that obtained $t_{\text{table}} = 1,684$. Based on the above calculation, where t_{count} is 20,702 bigger than $t_{\text{table}} 1,684$ then H_0 rejected and H_a accepted, meaning there is significant influence between quality of learning media to student's learning motivation. By testing the hypothesis and get the coefficient of determination of 91.45%. This means that Learning Media Quality Variable gives influence to Student Learning Motivation on the Subject of Analysis and Market Research at SMK Negeri 13 Jakarta for 91.45% and proved that the influence of the quality of learning media on student learning motivation is very strong. The results of this study proves that the quality of learning media influence on the emergence of learning motivation in students. Student motivation can be turned on through stimulation from outside one of the way by presenting the media of quality learning in student learning activities.

The learning media available at SMK Negeri 13 Jakarta is qualified to be qualified. For example, to provide experience to students, in the course of Analysis and Market Research teachers can play educational films with available projector media. This is one way to motivate students' learning motivation expressed by Oemar Hamalik, "Every student feels happy watching a movie. The description and content of the story of the film more attention and interest of students in learning. The students get a new experience which is a meaningful unit of story. "The clear picture quality of the projector media and the clarity of the speakers used can provide an unforgettable experience for the students of SMK Negeri 13 Jakarta and become the motivation for them to keep learning. Guidebooks or modules used by teachers and students also have good material clarity, students easily understand when reading, the problems available on the module was very varied and make students challenged to do it. In SMK Negeri 13 also has laboratory facilities in which there are various learning media, such as computers, cash register machines, calculators, and display displays. In addition to the laboratory, the SMK also has a mini Alfamart as a place of student practice with display and spatial Alfamart in general. Various learning media and have a good enough quality can be a special attraction for students, so students are always waiting for the learning process. It is something expected by every teacher, because with the rise of student learning motivation then students will feel challenged to seek more information about the lesson and vying to be the best. At SMK Negeri 13 Jakarta this situation can easily be created because the existing learning media is sufficient quality. The situation is in accordance with the results of this study that the quality of learning media gives a very strong influence on student learning motivation.

BIBLIOGRAPHY

- Ginting, Pasti Ay. 2008. *Clean Business Towards World Class Quality Management (Bisnis yang Bersih Menuju Manajemen Kualitas Kelas Dunia)*. Jakarta : Kesaint Blanc.
- Hamalik, Oemar. 2010. *Proses Belajar Mengajar*. Jakarta : Bumi Aksara.
- Sardiman, A. M. 2011. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta : PT Raja Grafindo Persada.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suryani, Nunuk and Leo Agung. 2012. *Strategi Belajar Mengajar*. Yogyakarta: Penerbit Ombak.