

ANALYSIS OF THE IMPACT OF USING AUDIO-VISUAL MEDIA ON STUDENT LEARNING MOTIVATION

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Abstract: Learning in the classroom must be carefully considered by the teacher, specifically how to create a conducive, enjoyable, active, engaging, and effective learning atmosphere aligned with the learning objectives. To achieve this goal, teachers are advised to utilize various learning media, including audio-visual tools, to enhance student learning motivation. This study aims to analyze the impact of using audio-visual media on learning motivation, quantify the extent of the effect, and establish a linear regression equation. The linear regression equation is employed to determine the nature of the relationship between the use of audio-visual media and learning motivation, whether positive or vice versa. This research employs a quantitative approach through a survey method. The data collection technique involves using a questionnaire. Derived from the outcomes of this investigation, it is evident that there is a notable effect of audio-visual media usage on student learning motivation. This is substantiated by obtaining a significant value of 0.001 (<0.05) and further supported by the analysis of the t-score, which is 3.986 (>2.003). Consequently, there is a significant influence of audio-visual media usage on students' learning motivation.

Keywords: audio-visual media; learning in the classroom; students' learning motivation.

INTRODUCTION

Motives are defined as encouragements that drive engagement in learning activities, arising from both internal and external sources. This inspiration fosters enthusiasm throughout the learning process. Their level of motivation profoundly impacts student achievement in completing their learning journey. Because the motivation to learn plays a pivotal role in propelling the learning process, comprehending its origins becomes crucial (Agustina & Kurniawan, 2020; Rahman, 2021). Individuals

undertake activities driven by the encouragement within them. A high level of learning motivation yields optimal achievements. Learning efficiency peaks when students possess a strong motivation and enthusiasm for learning (Rahman, 2021; Wardiana & Asroyani, 2022). Motivation acts as a driving force for achieving positive outcomes. Success in the learning process can be attained when individuals possess an inner drive to learn. The effectiveness and appropriateness of the motivation provided to students during the learning process will their learning efforts (Rahman, 2021; Sardiman, 2016).



In this context, the teacher plays a strategic role in motivating students. Consequently, the teacher's ability to inspire students also plays a crucial role in determining student learning outcomes (Andriani & Rasto, 2019; Wardiana & Asroyani, 2022). The teacher's role in enhancing students' learning motivation is an integral part of the learning process. In addition to imparting knowledge, teachers are responsible for boosting students' motivation for learning. Consequently, teachers must consistently encourage their students, ensuring they maintain their motivation for learning, attain high levels of achievement, and realize their full potential (Arianti, 2019; Jainiyah et al., 2023). The teacher's capabilities encompass aspects such as the selection and utilization of learning methods and media.

Various factors influence students' motivation to learn, and among these factors is the utilization of learning media (Febrita & Ulfah, 2019; Febrianti, 2019). Media with strong appeal can capture students' attention, consequently enhancing their enthusiasm for engaging in the classroom learning process. Incorporating instructional media aims to spark fresh interests and aspirations during the learning journey, bolster motivation and passion for learning, and wield an impact on the psychological facets of students involved in classroom learning. Ultimately, the success of implementing the learning process hinges on the extent of students' motivation in cultivating their learning capabilities (Arianti, 2019; Magdalena et al., 2021).

One of these forms of media is audio-visual media. Audio-visual media is a collection of tools capable of presenting moving images and sound. This form of media is potent due to its incorporation of two key components: audio and visual

media. Moreover, this educational resource is highly accessible, with audio-visual materials tailored to the student's proficiency levels (Pakpahan et al., 2020; Wati, 2016). Audio-visual media is a form of media that includes audio elements along with observable visual elements, such as recorded video, various film formats, sound-based displays, and similar components (Sanjaya, 2016; Sumiharsono & Hasanah, 2017). This media acts as an intermediary used by teachers or communicators to convey messages aimed at achieving learning goals.

Several previous studies have shown that using audio-visual media can increase students' learning motivation, especially during the COVID-19 pandemic (Puteri et al., 2020; Salsabila et al., 2020). This is because the characteristics of audio-visual learning based on images and sound have made it easier for students to receive learning material. Furthermore, the results of research from Khumaedi et al., (2021) elaborated on the utilization of audio-visual media to enhance students' proficiency in creating orthographic projections. In line with previous research, (Djannah et al., 2020; Umami et al., 2022) explained that audio-visual media could increase adolescents' knowledge about sexual reproductive health.

Based on the initial investigation conducted with students at SMP Negeri 2 Cihampelas, West Bandung Regency, particularly in the context of Islamic Religious Education, it becomes evident that several students need more motivation when engaging in their lessons. Some struggle to maintain focus during the learning process, as evidenced by their tendency to engage in conversations unrelated to the subject matter, either among themselves or by

disrupting their classmates. Preliminary observation suggests that the students may be experiencing boredom. Consequently, the teacher's proactive efforts are indispensable in identifying methods that can foster specific situations and conditions conducive to motivating and instilling enthusiasm in students as they participate in classroom learning.

Based on the background and preliminary studies stated previously, this study aims to analyze the influence of audio-visual media on students' learning motivation.

METHOD

The approach utilized in this research is quantitative. The research method employed in this study is the survey method (Nardi, 2018).

The research includes a total of 218 students who are currently registered at SMP Negeri 2 Cihampelas in West Bandung Regency. Out of this group, 55 participants took part in the study by successfully filling out the questionnaire. These practices are consistent with the guidelines by Arikunto (2014), who explains that when the research population falls below 100, a comprehensive sampling approach can be utilized. Conversely, if the research population surpasses 100, a sample size ranging from 10-15% or 20-25% or even more can be chosen.

The research employed a questionnaire as the data collection instrument, utilizing a Likert scale that has undergone validity testing. The validity test employed the Pearson product-moment formula, and the reliability was assessed using Cronbach's alpha formula. The subsequent steps involve conducting the normality test and the linearity test,

both of which serve as pre-requisite assessments before testing the research hypothesis.

RESULT AND DISCUSSION

The objective of this study is to analyze the impact of audio-visual media usage on students' learning motivation. Since this research involves an associative examination to analyze the influence of the independent variable—namely, the use of audio-visual media—on the dependent variable, namely the motivation for students' learning, the statistical method employed is a simple linear regression test. Prior to conducting the linear regression, prerequisite tests, including the normality test and the linearity test, are administered.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
audio-visual media		motivation to learn	
N		55	55
Normal Parameters^{a,b}	Mean	40.91	38.22
	Std. Deviation	4.056	4.072
Most Extreme Differences	Absolute	.134	.078
	Positive	.134	.078
	Negative	-.086	-.075
Test Statistic		.134	.078
Asymp. Sig. (2-tailed)		.015 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the Table 1, the results of the Kolmogorov-Smirnov one-sample normality test indicate that the Asymp. Sig (2-tailed) value for the audio-visual media variable is 0.15. This value is greater than

the $\alpha = 0.05$ significance level. Similarly, the Asymp. Sig (2-tailed) value for the learning motivation variable is 0.200, which also exceeds the $\alpha = 0.05$ threshold. Therefore, it can be concluded that both the audio-visual media and learning motivation variables can be considered to follow a normal distribution.

Referring to Table 2, the results of the linearity test reveal a Significance value of *Deviation from Linearity* equal to 0.60. This value surpasses the threshold of $\alpha = 0.05$, thereby leading to the conclusion that the variables of audio-visual media and learning motivation are related in a linear manner.

Having successfully completed the

prerequisite tests, the subsequent step involves hypothesis testing using a simple linear regression analysis.

Referring to Table 3, specifically the coefficients table above, the significance value for the audio-visual media variable is 0.001, which is less than 0.05. When the significance value is lower than the alpha level, it leads to the conclusion that the audio-visual media variable indeed impacts the learning motivation variable. To provide a clearer illustration of the results obtained from this coefficients test, the data is visualized through the linear regression equation curve, presented below.

Analyzing the curve image above

Table 2. Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
motivation to learn * audio-visual media	Between Groups	(Combined)	448.072	14	32.005	2.862	.005
		Linearity	172.138	1	172.138	15.393	.000
		Deviation from Linearity	275.935	13	21.226	1.898	.060
	Within Groups		447.310	40	11.183		
	Total		895.382	54			

Table 3. Test Coefficients

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	20.212	5.094		3.968	.000
	audio-visual media	.440	.124	.438	3.552	.001

a. Dependent Variable: motivation to learn.

Table 4. Determination Coefficient Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 ^a	.192	.177	3.694

a. Predictors: (Constant), audio-visual media

b. Dependent Variable: motivation to learn

Analyzing the curve image above reveals a positive correlation between the variable 'use of audio-visual media' and students' learning motivation. This is supported by the linear regression equation value of $Y = 20.212 + 0.4401x$. This equation clarifies that for every 1% increase in the x value, denoting the utilization of audio-visual media, there is an associated rise of 0.4401 in learning motivation. In essence, this suggests that an enhanced use of audio-visual media corresponds to a predicted improvement in student learning motivation.

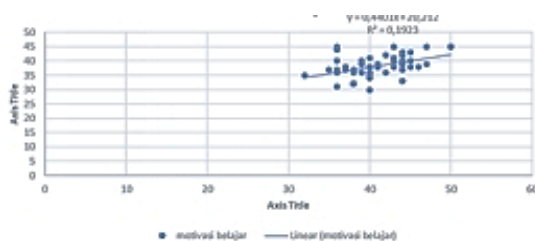


Figure 1. Linear Regression Equation Curve

Furthermore, to ascertain the extent of the influence exerted by the audio-visual media variable on student learning motivation, the analysis proceeds with an examination of the coefficient of determination test results.

Referring to Table 4 above, the coefficient of determination (R Square) stands at 0.192 or 19.2%. This indicates that the impact of audio-visual media usage on student learning motivation accounts for 19.2%. The remaining 80.8% is attributed to other factors not explored within this study.

Impact of Audio-Visual Media Usage on Student Motivation

Based on the statistical coefficient test analysis results, the significance value for the variable of audio-visual media usage is 0.001. This value is lower than the $\alpha = 0.05$ threshold, indicating that the

audio-visual media variable indeed affects the learning motivation variable.

The teaching and learning process essentially entails a dual interaction between the communicator and the recipient of information – in this context, the teacher, and the students. Educational content undergoes a transformation into verbal and non-verbal symbols of communication, which is referred to as encoding. Conversely, the interpretation of these communication symbols by students is termed decoding (Frankin & Harrington, 2019).

Therefore, the role of media is exceedingly vital. Educational media possesses the capability to clarify messages and transcend constraints linked to space, time, and the limited capacities of human senses. Particularly, audio-visual media offers a fitting choice to overcome these limitations, facilitating a more potent and streamlined communication of messages (Fuadi, 2021).

Several previous studies have investigated the effectiveness of using audio-visual media to improve educational outcomes (Puteri et al., 2020). Moreover, Salsabila et al. (2020) demonstrated that the use of audio-visual media, especially in elementary schools during the Covid-19 pandemic, effectively heightened student enthusiasm.

The Magnitude of the Impact of Audio-Visual Media Usage in Shaping Student Motivation

The extent of the impact caused by the integration of audio-visual media into student motivation becomes evident when examining the coefficient of determination (R-Square) in the results, which registers at 0.192 or 19.2%. This suggests that the utilization of audio-

visual elements in students' learning motivation constitutes 19.2%, while other external factors beyond the use of audio-visual media contribute to the remaining influence. The potential impact of audio-visual media can be further amplified by enhancing the quality of these visual and auditory tools. Additionally, educators should diligently prepare themselves by meticulously structuring lessons prior to content delivery (Arsyad & Rahman, 2017), and enhancing their proficiency in skillfully operating and optimizing the functionality of audio-visual resources (Batu & Cahyaningrum, 2021).

Equation of Linear Regression Equations Using Audio Visual Media on Student Learning Motivation

The linear regression equation can be observed in the coefficient table, revealing that the Constant (a) value is 20.212, and the audio-visual media value (b/regression coefficient) is 0.440. Consequently, the regression equation demonstrates the constant as 20.212, signifying the consistent value of the learning motivation variable. The regression coefficient x of 0.440 indicates that with each 1% increase in the utilization of audio-visual media, the learning motivation value elevates by 0.440. Therefore, it can be concluded that the regression coefficient is positive. This interpretation suggests that a higher level of audio-visual media usage correlates with an increased level of student learning motivation (Aprianto, et al., 2022).

This demonstrates that the presented audio-visual media can be engaging and diverse to capture students' attention. Similarly, when producing it, several aspects need to be considered. Firstly, regarding image quality and color, there is a need for careful handling to

ensure harmony and achieve good results when incorporating images. Moreover, color plays a crucial role in making an object appear realistic. Secondly, the audio-visual media should feature clear sound. Lastly, teachers must have a strong command of the teaching materials (Arsyad & Rahman, 2017). By using audio-visual media, students become more motivated so that student learning outcomes increase, and the material presented can truly be embedded in students' memories (Lamote & Zulqarnain, 2020).

CONCLUSION

Learning media are employed to enhance the effectiveness of teaching in the classroom. By utilizing media, certain limitations related to space, time, and the human senses can be overcome. The use of media becomes imperative to achieve effective learning outcomes. This study aims to analyze the impact of audio-visual media usage on students' learning motivation. Based on the results of statistical analysis, it can be concluded that there exists a significant influence of audio-visual media utilization on students' learning motivation. The higher the quality level of audio-visual media usage, the greater the enhancement in student learning motivation.

Hence, teachers, as conveyors of instructional content to students, should continually enhance their professional competencies in managing teaching materials and media. This will lead to an improved attainment of learning objectives. Future research endeavors could explore other learning media with the potential to further amplify student learning motivation.

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