



THE EFFECT OF AUDIO-VISUAL MEDIA ON STUDENTS' LEARNING MOTIVATION ON ISLAMIC HISTORY MATERIALS

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Abstract

The use of audio-visual media is considered an activity that can attract students' attention during teaching and learning activities. Audio-visual media is expected to be a medium that helps students understand the material and enjoy learning. These conditions, of course, aim to increase students' learning motivation to improve the quality of learning in the classroom, especially for PAI subjects. So, in the proof, the researcher wants to test the effect of audio-visual media on students' learning motivation in Islamic History Materials for Class V MI Mambaul Ulum Pakis Malang students. The research approach used in this research is quantitative research. Namely, research methods based on the philosophy of positivism are used to examine specific populations or samples. The research design used in this study was a quasi-experimental research design (Quasi Experiment) which involved one group of research objects. Then test the homogeneity of variance using Levene's equality of error variances test. Audio-visual learning media affects the learning motivation of fifth-grade students at MI Mambaul Ulum Pakis Malang. The paired t-test analysis results showed that the student's learning motivation before and after using audio-visual learning media was different from the t-test result of 4.01 with a significance level of $0.000 < 0.05$. The effectiveness of increasing the learning motivation of fifth-grade students at MI Mambaul Ulum Pakis Malang before and after using audio-visual learning media can be shown from the increase in the student learning motivation questionnaire results by 35.22% and the observation results of student learning motivation by 44.86%.

Keywords: Audio-Visual, Learning Motivation, Islamic History subject.

Abstrak

Penggunaan media audio visual dianggap sebagai aktivitas yang mampu menarik perhatian siswa selama kegiatan belajar mengajar. Media audio visual diharapkan mampu menjadi media yang membantu siswa memahami materi dan menikmati pembelajaran. Hal ini tentunya bertujuan meningkatkan motivasi belajar siswa sehingga mampu meningkatkan kualitas pembelajaran di kelas terutama untuk mata pelajaran PAI. Maka, dalam pembuktiannya peneliti ingin menguji pengaruh media audio visual terhadap motivasi belajar siswa pada Materi Sejarah Islam siswa Kelas V MI Mambaul Ulum Pakis Malang. Pendekatan penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif yaitu metode penelitian yang berlandaskan pada filsafat positivisme digunakan untuk meneliti pada populasi atau sampel tertentu. Rancangan penelitian yang digunakan dalam penelitian ini adalah rancangan

penelitian eksperimen semu (Kuasi Eksperimen) yang melibatkan satu kelompok obyek penelitian. Berdasarkan hasil analisis uji t berpasangan menunjukkan motivasi belajar siswa sebelum dan sesudah penggunaan media belajar audio visual berbeda dengan hasil t_{hitung} 4,001 dengan taraf signifikansi yang diperoleh sebesar $0,000 < 0,05$. Efektivitas peningkatan motivasi belajar siswa kelas V MI Mambaul Ulum Pakis Malang sebelum dan sesudah penggunaan media belajar audio visual dapat ditunjukkan dari peningkatan hasil angket motivasi belajar siswa sebesar 35,22% dan hasil observasi motivasi belajar siswa sebesar 44,86%.

Kata Kunci: Audio Visual, Motivasi Belajar, Mata Pelajaran Sejarah Islam.

INTRODUCTION

Muslims will reach a high level of faith through the motivation of the Qur'an and Sunnah, such as the promise of Jannah (Paradise). Therefore, the concept of motivation is essential in Islam.¹ Motivation has many different definitions, but it must be focused on those related to student learning. Understanding the concept of motivation will help teachers decide what action to take to encourage students to be more active in the learning process.²

Previous researchers explained the theory of the importance of knowing students' motivation in the learning process. Learning strategies alone are not enough to improve student achievement. Students should be motivated to use strategies and regulate their cognition and efforts.³ Motivation is an internal force that drives individuals to act to satisfy their desires.⁴ Internal forces can be triggered either by the individual or the environment. In the context of learning and academic achievement, students must view the abilities, skills, and knowledge needed to complete their learning tasks. Thus, individuals with high motivation and high self-efficacy will develop high goals.⁵ Based on some of the theories above, one of the internal factors that affect the effectiveness of learning in the classroom is student motivation. Thus, motivation becomes an important thing to consider during the learning process.

Several previous studies have shown that students who attend Islamic-based schools (madrasas) lead low motivation to learn Islamic subjects such as Islamic Religious Education (IRE). Rika Sa'diyah explains that more than 50% of madrasa students in IRE learning have scored less than the average class motivation.⁶ The results of this study are in line with several other researchers, such as Astuti, Novita, and Ismail (2020); Putri (2020); Hasanuddin and

¹ Muhammad Anas Ma'arif, Muhammad Muftaba Mitra Zuana, and Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

² Shing-lung Chen and Yeu-Ting Liu, "Learning by Designing or Learning by Playing? A Comparative Study of the Effects of Game-Based Learning on Learning Motivation and on Short-Term and Long-Term Conversational Gains," *Interactive Learning Environments* 0, no. 0 (August 6, 2021): 1–15, <https://doi.org/10.1080/10494820.2021.1961159>.

³ Scott G. Paris, Marjorie Y. Lipson, and Karen K. Wixson, "Becoming a Strategic Reader," *Contemporary Educational Psychology* 8, no. 3 (1983): 293–316, [https://doi.org/10.1016/0361-476X\(83\)90018-8](https://doi.org/10.1016/0361-476X(83)90018-8).

⁴ Thomas Armstrong, *Multiple Intelligences in the Classroom* (ASCD, 2009).

⁵ Jeanne J. Carter and Lenny R. Vartanian, "Self-Concept Clarity and Appearance-Based Social Comparison to Idealized Bodies," *Body Image* 40 (March 1, 2022): 124–30, <https://doi.org/10.1016/j.bodyim.2021.12.001>.

⁶ Rika Sa'diyah, "The Influence of Religious Motivation and Students Learning Outcomes in Islamic Religious Education Towards Students Tolerance Attitude," *TARBIYA: Journal of Education in Muslim Society* 2, no. 1 (June 15, 2015): 70–82, <https://doi.org/10.15408/tjems.v2i1.1672>.

Arief (2018), which stated that the motivation of madrasah students was low during IRE learning.⁷

Based on the initial observations, the researchers showed that for the fifth-grade students at MI Mambaul Ulum Tirtomoyo Pakis Malang, the delivery of Islamic History Materials in Islamic Education Subjects tended to have a low quality of teaching and learning activities. This action was supported by the achievement and interest of students classified as low. The process of teaching and learning activities still uses conventional methods. Thus, the teacher still uses the lecture and question-and-answer practice, so the learning process does not actively involve students. The observation results show that students' interest and motivation to learn are low through student activities that tend not to focus on the instructions and material delivered, such as yawning more often, falling asleep, frequently leaving class to go to the bathroom, and preferring to talk to their classmates. Thus, one of the proposed solutions is to use learning media to attract students' attention.

Learning media can be used to transmit messages from sender to receiver so that it can stimulate students' thoughts, feelings, concerns, and interests in such a way that the learning process occurs.⁸ To carry out the functions and objectives of national learning through the interaction of teachers and students in the learning process, it is necessary to get support from instructional media in the form of appropriate and effective learning media. Thus, all forms of media including interactive audio-visual media around students can be interpreted as learning media that helps student learning effectiveness.⁹

The use of learning media around to improve the quality of learning is a form of human gratitude to Allah SWT for the blessings of knowledge and technology that are increasingly developing. From the theories that have been put forward, it can be concluded that learning media can be a tool that can increase the effectiveness of delivering information from the teacher as a facilitator to students during teaching and learning activities.

This theory is strengthened by several studies that describe the relationship between learning media and student motivation. Putri shows that increasing students' learning

⁷ Juni Astuti, Mona Novita, and M. Syukri Ismail, "Peningkatan Motivasi Belajar Menggunakan Contextual Teaching and Learning Di Madrasah Ibtidaiyah Swasta Raudhatul Mujawwidin Tebo," *Jurnal Educative: Journal of Educational Studies* 5, no. 1 (July 2, 2020): 16–28, <https://doi.org/10.30983/educative.v5i1.1630>; Yona Lisa Putri, "Pengaruh Motivasi Guru Terhadap Aktivitas Belajar Siswa Kelas Tinggi Di Madrasah Ibtidaiyah Pondok Pesantren Al-Rasyid Simpang Jaya Kecamatan Batang Tuaka," *Asatiza: Jurnal Pendidikan* 1, no. 2 (May 12, 2020): 184–97, <https://doi.org/10.46963/asatiza.v1i2.81>; Firdaus Hasanuddin and Zainal Abidin Arief, "Efektifitas Model Pembelajaran Kooperatif Tipe Stad (Student Teams Achievement Divisions) Untuk Meningkatkan Motivasi Dan Hasil Belajar Pendidikan Agama Islam Peserta Didik Kelas V Sd Sekolah Alam Bangka Belitung," *Jurnal Teknologi Pendidikan* 7, no. 1 (January 1, 2018), <https://doi.org/10.32832/tek.pend.v7i1.1004>.

⁸ Miriam Degner, Stephanie Moser, and Doris Lewalter, "Digital Media in Institutional Informal Learning Places: A Systematic Literature Review," *Computers and Education Open* 3 (December 1, 2022): 100068, <https://doi.org/10.1016/j.caeo.2021.100068>.

⁹ Khairuni Siregar, Hafsa Hafsa, and Farida Jaya, "Implementation of Using Used Materials and Natural Materials as Learning Media in Improving Cognitive Development," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (November 1, 2021): 629–45, <https://doi.org/10.31538/nzh.v4i3.1672>; Ahmad Syawaluddin, Sidrah Afriani Rachman, and Khaerunnisa, "Developing Snake Ladder Game Learning Media to Increase Students' Interest and Learning Outcomes on Social Studies in Elementary School," *Simulation & Gaming* 51, no. 4 (August 1, 2020): 432–42, <https://doi.org/10.1177/1046878120921902>.

motivation is not enough just to vary the learning model.¹⁰ The researcher explained that there was no positive and significant effect between teacher motivation on the learning activities of high-class students at Madrasah Ibtidaiyah Pondok Pesantren Al-Rasyid Simpang Jaya, Batang Tuaka District, which was indicated by the number -0.12 and interpreted very low. This study is in line with other researchers who explain that learning media has more influence on students' learning motivation compared to variations in learning models such as Adnan, Mamat, & Buniamin (2014), Su'udah (2019), and Jauhari (2018).¹¹

Nana Sudjana explains that learning media focuses on verbal communication from the teacher and can also use interactive audio-visual media. Interactive media can provide a different experience to students.¹² Thus students will be more interested in learning because they get different backgrounds to increase student learning motivation. Several studies have also shown the effectiveness of learning media in improving students' learning motivation, especially in IRE subjects.¹³

The ease of technology in the surrounding environment demands updates in the media for teaching and learning activities. The use of audio-visual media is considered an activity that can attract students' attention during teaching and learning activities.¹⁴ Audio-visual media is expected to be a medium that helps students understand the material and enjoy learning. This action aims to increase students' learning motivation to improve the quality of learning in the classroom, especially for IRE subjects.¹⁵ So, in the proof, the researcher wants to test the effect of audio-visual media on students' learning motivation in Islamic History Materials for Class V MI Mambaul Ulum Pakis Malang students.

¹⁰ Putri, "Pengaruh Motivasi Guru Terhadap Aktivitas Belajar Siswa Kelas Tinggi Di Madrasah Ibtidaiyah Pondok Pesantren Al-Rasyid Simpang Jaya Kecamatan Batang Tuaka."

¹¹ Mohamad Azrien Mohamed Adnan et al., "Self-Regulated Learning and Motivation of Islamic Studies and Non-Islamic Studies Stream Students," *GESJ: Education Sciences and Psychology* 2014 (January 1, 2014): 3–17; Cici' Azimatus Su'udah, "Eksperimentasi Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) Berbantuan Media Pembelajaran Lectora Inspire Terhadap Motivasi Belajar Siswa Kelas XI Pada Mata Pelajaran Pendidikan Agama Islam (PAI) Di SMA 1 Bae Kudus" (skripsi, IAIN Kudus, 2019), <http://repository.iainkudus.ac.id/4395/>; Moh Irmawan Jauhari, "Peran Media Pembelajaran dalam Pendidikan Islam," *Pinulang: Jurnal Pendidikan Agama Islam* 1, no. 1 (September 1, 2018): 54–67, <https://doi.org/10.32478/ngulang.v1i1.155>.

¹² Nana Sudjana, *Media Pengajaran (Penggunaan Dan Pembuatannya)*, Cet. ke-2 (Sinar Baru, 2005).

¹³ Juriah Juriah, M. Pd Drs. Zaenal Abidin, and M. Ag Drs. Abdullah Mahmud, "Penggunaan Multimedia Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Aqidah Kelas X TKJ SMK Muhammadiyah 3 Surakarta Tahun Pelajaran 2013/2014" (s1, Universitas Muhammadiyah Surakarta, 2014), https://doi.org/10/02_NASKAH_PUBLIKASI.pdf; Andri Samsul Rizal, Munawar Rahmat, and Ahmad Syamsu Rizal, "Efektivitas Multimedia Interaktif Flash Pada Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Pertama," *taklim* 590 (2016), <http://jurnal.upi.edu/taklim/view/4606/efektivitas-multimedia-interaktif-flash-pada-pembelajaran-pendidikan-agama-islam-di-sekolah-menengah-pertama.html>; Munawar Rahmat Budi, "Efektivitas Cd Interaktif Dalam Pembelajaran Pendidikan Agama Islam Untuk Meningkatkan Hasil Belajar Siswa Smp," *find* 492 (2015), <http://jurnal.upi.edu/find/view/3613/efektivitas-cd-interaktif-dalam-pembelajaran-pendidikan-agama-islam-untuk-meningkatkan-hasil-belajar-siswa-smp.html>.

¹⁴ María Ortiz and Claudia Rubio, *Educational Evaluation: 21st Century Issues and Challenges* (Nova Science Publishers, 2009).

¹⁵ Munaya Ulil Ilmi et al., "The Basic Concepts of Evaluation and Its Implementation in IRE Lessons in The Pandemic Era," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (July 30, 2021): 175–90, <https://doi.org/10.31538/tijie.v2i2.50>; Siti Maryam Munjiat, "Integrasi Kurikulum Pesantren Dan Madrasah Pada Pondok Pesantren Manba'ul 'Ulum Sindangmekar Dukupuntang Cirebon," *Al-Tarbawi Al-Haditsab: Jurnal Pendidikan Islam* 2, no. 2 (November 2, 2017), <https://doi.org/10.24235/tarbawi.v2i2.2065>.

Based on the research background above, the formulation of the research problem can be determined as follows. (1) How does audio-visual media affect students' learning motivation in Islamic History Materials for Class V MI Mambaul Ulum Pakis Malang students? (2) How is the effectiveness of increasing students' motivation before and after using audio-visual media on Islamic History Materials for Class V students at MI Mambaul Ulum Pakis Malang?

METHOD

The research approach used in this study is quantitative research, namely research methods based on the philosophy of positivism used to examine certain populations or samples, data collection using research instruments, and data analysis are quantitative or statistical, with the aim of testing predetermined hypotheses.¹⁶ The quantitative approach aims to test theories, build facts, show relationships between variables, provide statistical descriptions, and estimate and predict the results.¹⁷

The research design used in this study was a quasi-experimental research design (Quasi Experiment) which involved one group of research objects. Based on the technical implementation of the research by looking at the consequences of causing an event or situation, it is concluded that this type of research is quasi-experimental or quasi-experimental research. Experimental research is a way to find a causal relationship (causal relationship) between two factors that researchers intentionally cause by eliminating or reducing other disturbing elements. Furthermore, the research process runs and is observed to determine the differences and influences in the experimental group. Of course, this difference results from a comparison between the two. This study tested the pre-test before the treatment using audio-visual media, while the post-test after the treatment used audio-visual media on students' learning motivation. Thus, it is concluded that this study examines the effect of variable X in the form of audio-visual media on variable Y in the form of increasing student learning motivation outcomes.

The quasi-experimental research design used was a pretest-posttest equivalent control group design. How to test the treatment given in the experiment by comparing the increase in the results of the pretest and posttest. The test results will show the condition of students before and after. He was treated with audio-visual learning media using an LCD projector. This research design is a 1x1 factorial experimental research design shown in Table 1.

Table 1 Research Design

Subject	Pretest	Act	Posttest
Group 1	Y ₁	X	Y ₂

Information:

¹⁶ Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)* (Alfabeta, 2008).

¹⁷ Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan praktik* (PT. Bina Aksara, Jakarta, 1983).

- Group 1 = class V MI Mambaul Ulum Pakis Malang students
- O₁ = test before giving treatment (pretest)
- O₂ = test after treatment (posttest)
- X = treatment of the use of audio-visual media using an LCD projector

The population in this study were all students of MI Mambaul Ulum Pakis Malang, amounting to 160 students. Meanwhile, the sample in this study was all class V students, totaling 32 students. There are two kinds of instruments used, namely the independent variable instrument and the dependent variable instrument, which can be described as follows.

Student Learning Motivation Questionnaire

The research instrument used to measure students' learning motivation is to use a questionnaire given to students after the entire learning process is complete. The motivation questionnaire used consists of 39 questions using the rubric of the questionnaire grid adopted from the motivation questionnaire by Keller which can be seen in Appendix 2.¹⁸ The percentage of motivation for each aspect classically can be calculated by the following formula.

- (*Attention*) $= \frac{SA}{n \times \sum A \times K} \times 100\%$
- (*Relevance*) $= \frac{SR}{n \times \sum R \times K} \times 100\%$
- (*Confidence*) $= \frac{SC}{n \times \sum C \times K} \times 100\%$
- (*Satisfaction*) $= \frac{SS}{n \times \sum S \times K} \times 100\%$

Information:

- SA = total score on attention aspect statement
- SR = jumlah skor pada pernyataan aspek relevance
- SC = the number of scores on the statement of the confidence aspect
- SS = total score on the statement of satisfaction
- $\sum A$ = number of attentionaspect statements
- $\sum R$ = number of statements of relevance
- $\sum C$ = number of statement aspects of confidence
- $\sum S$ = number of statement aspects satisfaction
- n = number of students
- K = maximum score of a statement

Based on the ARCS calculation formula, data will be obtained in the form of the percentage of achievement of each aspect classically. The data is then categorized based on Table 2 below.

¹⁸ John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach* (Springer Science & Business Media, 2009).

Table 2 Criteria for the Percentage of Students' Learning Motivation Questionnaire Results

Percentage range of learning implementation (%)	Motivation level	Value with letters
80 – 100	So motivated	A
66 – 79	Motivated	B
56 – 65	Motivated enough	C
40 – 55	Less motivated	D
30 – 39	Not motivated	E

Source: Arikunto (2009: 245)

Before being used as an instrument in research, the student motivation questionnaire was first tested for validity and reliability. The validity test results show that 39 statements are valid, and the reliability results are 0.618 with high-reliability information. The complete validity and reliability test results are in Appendix 3.

The data collection technique in this study carried out in the even semester of the 2016/2017 academic year in class V MI Mambaul Ulum Pakis is as follows. (1) Giving a student learning motivation questionnaire divided into two stages as follows. (a) Giving a pretest of students' learning motivation using a questionnaire at the beginning of the learning process before being given treatment using audio-visual learning media. (b) Giving a posttest of students' learning motivation using a questionnaire at the end of the lesson after using audio-visual learning media. (2) Observation of students' learning motivation during the learning process using observation sheets of student learning motivation before and after treatment. (3) The measurement of the implementation of learning is carried out with the rubric of the observation sheet by four observers.

Data analysis was used to see the effect of the learning process that had been carried out through inferential statistical analysis, which was carried out to test hypotheses through paired t-tests. Before the t-test, prerequisite tests were carried out in the form of normality and homogeneity tests of variance before proceeding with parametric hypothesis testing. Hypothesis testing using paired t-test.

Before testing the hypothesis, a normality test was conducted using the one-sample Kolmogorov Smirnov test. The normality test was used to determine the normal distribution of the data obtained during the study. The homogeneity test of variance uses Levene's test of equality of error variances. Homogeneity test to determine the homogeneity of the data variance obtained during the study. Calculations for hypothesis testing were carried out using the SPSS 17.0 for Windows program with a significance level of 0.5%.

RESULT AND DISCUSSION

The Effect of Audio-Visual Media on Students' Learning Motivation

Based on the analysis results, the t-test showed a t count of 4.01 with a significance level of $0.000 < 0.05$. Based on the analysis results, the hypothesis that there are differences in student learning motivation before and after the use of audio-visual learning media is accepted. Thus, audio-visual learning media affects the learning motivation of fifth-grade students at MI Mambaul Ulum, Pakis. Several previous studies also support the influence of learning media on students' learning motivation.¹⁹

The position of the media has a considerable influence on the learning process, which can stimulate interest in learning, present objects directly or their replicas, make abstract things concrete, provide time equality, overcome obstacles of time, place, number, distance, and consistency with a learning atmosphere that tends to relax and attractive to achieve the goal.²⁰

Likewise, findings in the field show that using LCD as audio-visual media in Islamic Religious Education subjects can help students' imaginations convey materials related to the stories presented during the IRE learning process.²¹ Video playback using LCD allows students to receive information with exciting and more relaxed learning conditions. Thus, students' motivation tends to be affected by learning media. Sudjana added that multimedia in the form of LCD projectors, computers, and so on has a character that facilitates the learning process. The multimedia involved during the learning process will attract the attention of students more, learning is more varied, and students will do learning activities more often because the quality of the learning process increases. This action happens because the right technology used in the learning process can present a visualization of the learning material.²²

Audio-visual media combines two types of senses during the learning process, namely the senses of sight and hearing. The more reasons involved will increase the students' stimulus to obtain more information. So that the more senses students are active in the learning process will increase the quantity of incoming data. Thus, students can be more focused and motivated in the learning process.²³

Muhibbin Syah added that students who involve more than 1 sense will increase their interest in learning and their readiness to learn. So that it will increase the desire of students to receive new knowledge, there will be enthusiasm for learning, and a high tendency toward the material to be studied. The form shown by students in these conditions is known as student enthusiasm and motivation.²⁴

Theories of the link between motivation and learning media are reinforced by the opinion of Rintyastini who explains that motivation is a psychological symptom that is divided

¹⁹ Rizal, Rahmat, and Rizal, "Efektivitas Multimedia Interaktif Flash Pada Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Pertama."

²⁰ Nira Elpira and Anik Ghufon, "Pengaruh Penggunaan Media Powerpoint Terhadap Minat Dan Hasil Belajar Ipa Siswa Kelas Iv Sd," *Jurnal Inovasi Teknologi Pendidikan* 2, no. 1 (April 30, 2015): 94–104, <https://doi.org/10.21831/tp.v2i1.5207>.

²¹ Degner, Moser, and Lewalter, "Digital Media in Institutional Informal Learning Places."

²² Sudjana, *Media Pengajaran (Penggunaan Dan Pembuatannya)*.

²³ Sirpa Purtilo-Niemenin et al., "Student Teachers' Narratives on Learning: A Case Study of a Course on Older People's Media Literacy Education," *Teaching and Teacher Education* 106 (October 1, 2021): 103432, <https://doi.org/10.1016/j.tate.2021.103432>.

²⁴ Muhibbin Syah, *Psikologi Pendidikan* (Bandung: Rosdakarya, 2010).

into two, namely intrinsic motivation that comes from within students. And extrinsic motivation is encouragement that comes from the environment around students. Learning media is one of the extrinsic motivations that affect students during the learning process.²⁵

The Effectiveness of Increasing Students' Learning Motivation Before and After Using Audio-Visual Media

Based on the results of descriptive analysis of student motivation questionnaires, there was an increase in student learning motivation of 35.22%, while the results of descriptive analysis from observations of student learning motivation increased by 44.86%. The two facts in the field indicate the effectiveness of increasing students' learning motivation before and after the use of audio-visual learning media. The results of this study are supported by the results of Hariadi's research (2017); Suryana, Mujahidin, & Supraha (2019); Wahyudi & Wardani (2017); Taufiq (2014) which show that students' learning motivation increases with teaching and learning using audio-visual media in the form of LCD projectors during the teaching and learning process.²⁶

The increase in the motivational aspect of attention in students is due to stimulating student curiosity when stimulated by new things such as playing videos during the teaching and learning process. Keller explained that attention arises because it is driven by curiosity which needs to be stimulated.²⁷ This curiosity can be stimulated through elements different from those that previously existed. Another aspect during the teaching and learning process using audio-visual learning media that increases student attention is student interest in a variant of learning activities in the form of video playback, which requires students to build more information during the learning process. Made Wena reveals that there are three types of strategies to arouse students' attention during teaching and learning, namely, generating students' perceptual power, fostering a desire to research, and using various teaching and learning elements.²⁸ Slavin explains that the interest and variety of presentation models from

²⁵ Linda Schürmann and Claudia Quaiser-Pohl, "Out-of-School Learning Levels Prior Achievement and Gender Differences in Secondary School Students' Motivation," *International Journal of Educational Research Open* 3 (January 1, 2022): 100158, <https://doi.org/10.1016/j.ijedro.2022.100158>; Hilde Nordahl-Pedersen and Kari Hegg Holmen, "What Promotes Motivation and Learning in Project Management Students?," *Procedia Computer Science*, International Conference on ENTERprise Information Systems / ProjMAN - International Conference on Project MANagement / HCist - International Conference on Health and Social Care Information Systems and Technologies 2021, 196 (January 1, 2022): 791–99, <https://doi.org/10.1016/j.procs.2021.12.077>.

²⁶ Samsul Hariadi, "Pengaruh Penggunaan Media Pembelajaran Lcd Proyektor Dan Motivasi Belajar Terhadap Prestasi Belajar Mata Pelajaran Ips," *Jurnal Penelitian Dan Pendidikan IPS* 11, no. 1 (2017): 100–110; Bunyamin Suryana, Endin Mujahidin, and Wido Supraha, "Hubungan Persepsi Siswa Tentang Penggunaan Media Lcd Dan Motivasi Belajar Dengan Prestasi Belajar Siswa," *Jurnal Teknologi Pendidikan* 8, no. 2 (July 25, 2019): 263–76, <https://doi.org/10.32832/tek.pend.v8i2.2048>; Dedi Wahyudi and Devi Septya Wardani, "Upaya Meningkatkan Aktivitas Dan Hasil Belajar Akidah Akhlak Melalui Multimedia Lcd Proyektor," *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 18, no. 1 (August 1, 2017): 1–15, <https://doi.org/10.22373/jid.v18i1.3081>; Muhammad Afwan Taufiq, "Hubungan Media Pembelajaran Lcd Proyektor dan Motivasi Belajar dengan Prestasi Belajar Siswa SMA Negeri 1 Ngemplak Boyolali Tahun Pelajaran 2013/2014," *Sosialitas: Jurnal Ilmiah Pendidikan Sosiologi-Antropologi* 4, no. 1 (2014): 13724.

²⁷ Keller, *Motivational Design for Learning and Performance*.

²⁸ Made Wena, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional* (Bumi Aksara, 2009).

the information collected by students during the teaching and learning process can increase student motivation.²⁹

The increase in the motivational aspect of relevance (relevance) to students is due to the increasing need for students to study material that is considered related to everyday life. During the learning process, student discussion activities that take place tend to be associated with the benefits of information obtained by IRE material that is studied and applied in everyday life. The stages of questioning and answering are related to the benefits of information during the teaching and learning process that are related to daily life. The results of this study are in accordance with Saguni and Sagir who states that student learning motivation is influenced by the teaching and learning process which demands positive interaction of students with their environment.³⁰ Keller states that relevance shows a relationship between the subject matter and the needs and conditions of students. Motivation will be maintained if students assume that what they learn is useful for students. This activity can be realized when the teacher (a) cultivates an interesting way of learning, (b) presents learning information that is in accordance with the objectives, and (c) uses appropriate strategies and media. Thus, during the learning process involving new media that have never been used can effectively increase students' learning motivation.³¹

The results of the research on the confidence aspect of students after using audio-video learning media increased compared to before because students had a high curiosity to get more information when the video was played using an LCD projector. According to Wena, to foster confidence in students, one of the right ways is to exercise self-control by controlling students' mental self-confidence.³² This situation will appear in the condition of students who are used to new circumstances that arise. Keller states that self-confidence is related to the personal belief that students have the ability to perform a task that is a prerequisite for success.³³ According to Liendenfield self-confidence is a belief in individual competence, namely being able and believing that it can because it is supported by experience, actual potential, achievements, and realistic expectations of oneself.³⁴

One of the reasons for the increase in the motivational aspect of student satisfaction is due to an increase in the satisfaction that arises when students are able to get more information during the teaching and learning process so that students feel motivated to always be critical in order to keep getting more information.³⁵ This situation is a representation because students feel the need for information obtained during the teaching and learning

²⁹ Robert E. Slavin, *Educational Psychology: Theory and Practice* (Pearson Education, 2014).

³⁰ Fatimah Saguni and Sagir M. Amin, "Hubungan Penyesuaian Diri, Dukungan Sosial Teman Sebaya Dan Self Regulation Terhadap Motivasi Belajar Siswa Kelas Akselerasi Smp Negeri 1 Palu," *Istiqra: Jurnal Hasil Penelitian* 2, no. 1 (2014): 198–223.

³¹ Keller, *Motivational Design for Learning and Performance*.

³² Wena, *Strategi Pembelajaran Inovatif Kontemporer*.

³³ Keller, *Motivational Design for Learning and Performance*.

³⁴ Gael LINDENFIELD, *Mendidik Anak Agar Percaya Diri: Pedoman Bagi Orang Tua, Keluarga* (Arcan, 1997).

³⁵ Jamaluddin Malik, Sutaryat Trisnamansyah, and Agus Mulyanto, "Pengaruh Kompetensi, Motivasi, Sarana Prasarana, Dan Iklim Sekolah Terhadap Kepemimpinan Kepala Sekolah Di Sekolah Dasar Negeri," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 22, 2021): 81–94, <https://doi.org/10.31538/munaddhomah.v2i2.48>; Lai Wei Foon et al., "E-Counselling: The Intention, Motivation and Deterrent among School Counsellors," *Universal Journal of Educational Research* 8, no. 3C (March 2020): 44–51, <https://doi.org/10.13189/ujer.2020.081605>.

process. This increase in the aspect of satisfaction can also be caused by the teacher's assessment rubric on the tasks and activities of each individual that can be known by students. Keller explains the satisfaction that arises when successfully achieving a goal, thus students will be motivated to continue trying to achieve better goals.

Suciati and Irawan add that students' attention appears to be driven by curiosity which can be stimulated or provoked through elements that are new and different from those that already exist.³⁶ Success in achieving a goal will result in satisfaction, and students will be motivated to continue trying to achieve similar goals due to both intrinsic and extrinsic factors such as learning media.³⁷ In general, the results of this study indicate that audio-visual learning media can be an alternative learning media that can increase student motivation.

CONCLUSION

The conclusion obtained from the results of this study is that audio-visual learning media affects the learning motivation of fifth-grade students at MI Mambaul Ulum Pakis Malang. The paired t-test analysis results showed that the student's learning motivation before and after using audio-visual learning media was different from the t-test result of 4.01 with a significance level of $0.000 < 0.05$. The effectiveness of increasing the learning motivation of fifth-grade students at MI Mambaul Ulum Pakis Malang before and after using audio-visual learning media can be shown from the increase in the student learning motivation questionnaire results by 35.22% and the observation results of student learning motivation by 44.86%.

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³⁶ Nur "Aisyatinnaba" and Anwar Sutoyo, "Peran Orang Tua Dalam Memotivasi Belajar Siswa," *Indonesian Journal of Guidance and Counseling: Theory and Application* 5, no. 4 (2016): 52–57, <https://doi.org/10.15294/ijgc.v5i4.13520>.

³⁷ Ishak Sagala, Yuniman Zebua, and Abd Halim, "The Impact of Service Quality through Customer Satisfaction on Customer Loyalty," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (July 22, 2021): 236–43, <https://doi.org/10.31538/ndh.v6i2.1430>; Sherly Sherly et al., "Interpretation of the Effects of Job Satisfaction Mediation on the Effect of Principal Supervision and Compensation on Teacher Performance," *Journal of Educational Science and Technology (EST)* 7, no. 1 (April 25, 2021): 105–16, <https://doi.org/10.26858/est.v7i1.19208>.

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