



Use of Visual Learning Media to Increase Student Learning Motivation

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ABSTRACT

The development of the digitalization era today has a great impact on the world of education, this development can be seen from the many developments in learning media that can be used to increase student learning motivation. with increased motivation can foster students' confidence in this visual learning. One of the learning media used today is visual learning media. This study aims to determine the use of visual learning media to increase student motivation. The method used in this study is a quantitative method using Google Chrome and conducting in-depth interviews. The results of this study show how many digitalization learning media are used by educators to be able to improve the quality of student learning to be easier and better. this can make it easier for educators and students to be able to understand an ongoing learning between the two. Because with the help of this visual learning media, it will make learning interesting for students. with interesting learning it will make students enthusiastic in learning. The drawback of this study is that researchers cannot conduct interviews directly on the use of visual learning media used by educators to students, therefore researchers hope that future researchers can be better than on the current one.

Keywords: *Learning Media, Student, Visual*

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INTRODUCTION

When people do something, they will be excited to do it because they are motivated to do it, therefore in the learning process it is possible that many students will be motivated to take part in a lesson due to the curiosity of these students. (Aucejo et al.,

2020; Auerbach et al., 2018; Gabriel et al., 2018). In a lesson, it is hoped that teachers and students can communicate well so that these students become motivated and enthusiastic in carrying out learning. So with enthusiasm and curiosity from students, they will try to improve their skills and dexterity in the learning process. Student motivation can be increased again. by using visual learning media. With this can foster student confidence in the learning that is happening (Zhang, 2019). Therefore learning media that are interesting for students will make them happy and happy when the teaching and learning process is carried out.

When visual learning media is used, it is hoped that the teacher will be more effective (Andrews et al., 2018; Asadi et al., 2019; Wu et al., 2018), good in conveying learning using this media (Baur et al., 2018; Cellini et al., 2020; Lou & Yuan, 2019). This is because when the teacher can adapt the learning process to students, the students will be more likely to like the learning. Therefore the teacher must be good at teaching learning to students using this media. With the intelligence of the teacher, space will be created for students to be able to develop their thinking and existing skills. Thus it will make the learning atmosphere more conducive because students are willing to express their opinions about learning that occurs in the classroom.

The use of visual learning media in schools has an impact on students (Aucejo et al., 2020; Baloran, 2020; Copeland et al., 2021), that is, it tends to make students lazy in taking notes in books. Because using this media students' interest in books and stationery is reduced, students will prefer learning by seeing and listening through this visual media (Fox et al., 2018; Peng, 2018; Terzidou et al., 2018). Actually, this visual learning media has a good impact on students and educators, namely making it easier for educators to convey learning using both pictures and videos (Kiran et al., 2018; Kiriyama et al., 2018; Peng, 2018), as well as students will be more interested in the learning and the class atmosphere will not be boring. because students prefer something that makes them curious, such as learning to use an image and video that is displayed through visual media. not only makes students like it but will also encourage them the students.

In every school in the city, it is likely that they have used this visual media a lot in the learning process (Allemani et al., 2018; Théry et al., 2018; Wan et al., 2020). The visual media in question are not only related to technology, but some are in the form of objects, such as maps, posters, photographs and others. Visual media in the school is very important for the continuity of the teaching and learning process (Dyer et al., 2018; Marbán, 2018; Thachil, 2020). There are two visual learning media, namely silence and motion. Included in the still visual media are photographs, illustrations, drawings, and image fragments (Liu et al., 2019; Mishra et al., 2020; Wang et al., 2018). Meanwhile, what is included in motion visual media are moving projected images such as silent films and so on. What is meant by a silent film is a film produced without dialogue or sound recordings. During the learning process using visual media, educators are required to be able to understand what is conveyed and try to make learning interesting for students, students will be enthusiastic about participating in learning.

The use of visual learning media is very necessary to channel messages, stimulate thoughts. In this visual learning media, it can also be used to activate learning in giving feedback and feedback so that it can increase student learning motivation to carry out good learning practices (Dicke et al., 2018; Kivi et al., 2021; Kumar et al., 2018). This visual learning media is realistic and can be felt by most of the five human senses, especially sight. The benefit of using this media is that it is used effectively and efficiently and can be understood more quickly by students (Farooq et al., 2021; Newman & Lattouf, 2020; Teng & Zhang, 2020). It is hoped that educators can make optimal use of this visual learning media so that it will produce a pleasant learning experience to make it easier to interact and provide material discussed to students.

The development of visual media has started in many schools, not only in cities, but also in villages, but not as complete as in cities. Thus students who attend school in villages really need the government's role in assisting tools in carrying out their learning process, especially assistance regarding technology-based visual learning media. (Chick et al., 2020; Koytsoumpa et al., 2018; Oussous et al., 2018). This media is needed for students who attend school in the village (Aceto et al., 2019; Halabi & Mekhilef, 2018; Riley, 2018). By providing equal assistance by the government to schools in the village, a student's learning motivation will be created because he will be eager to learn in class (Lu et al., 2019), Not only that, the role of this visual media in the school environment is to be able to advance the quality of student learning in villages and so that they are not left far behind from the learning of students who attend schools in cities.

It can be seen that visual learning media is very useful for students and educators. Because it can facilitate the teaching and learning process. Both media in the form of images and videos. This will reduce the burden on educators (Lu et al., 2019; Roberts et al., 2019; Staudt Willet, 2019), such as writing on blackboards, explaining to students directly, this can be assisted by using visual learning media (Chiarotto et al., 2019; Labbé & Michaud, 2019; Lin et al., 2018). It is possible that in certain subjects learning in class will not use the blackboard, because it has been replaced by this visual learning media. Of course this will be liked by students, because learning will tend not to be boring and will certainly be interesting for students.

In relevant research related to the study that is being carried out by researchers, namely research conducted by Wahyu Andhika Puteri is the use of audio-visual media to carry out a lesson can foster enthusiasm and desire from students to study seriously. In addition, the use of this visual media in the learning process will also provide its own convenience for students to be able to understand the subject matter and be able to work on the levers of their own understanding (Anjar purba 2015). On the other hand according to Martin Kahfi, Wawat Setiawati, Yeli Ratnawati, Asep Saepuloh, in the learning process there are several ways used by teachers to approach learning with students, one of which is the Contextual approach, this approach is better than conventional or lecture methods because in this contextual approach it can be easier to generate a motivation to learn from students and increase achievement. In this contextual approach, student character education is indispensable for success in carrying out a learning process using learning

media that must be adapted to character, subject matter and subjects (Hamzah, 2013). Meanwhile, according to research by Erlina Damayanti S1 Electrical Engineering Education, Faculty of Engineering, Surabaya State University, the effect of using learning media for students is that it has a special attraction for students by managing different learning processes so that students don't feel bored in learning. And this learning media is useful for growing student learning levels and students are directed to be able to understand by listening and discussing.

The purpose of this research is to make it easier for educators and students to carry out a learning process that allows students to understand it optimally. And by using this visual learning media, students can develop their creativity in thinking and acting. For students the use of visual media in class is very important, in addition to making it easier for students to understand the material, it can also create a sense of enthusiasm for learning and eliminate laziness. Not only that students will also get information and knowledge. and provide support in learning activities, as well as make a means of persuasion and motivation to learn to students.

RESEARCH METHODOLOGY

The research method used by researchers is research using quantitative survey methods, where researchers give rights to teachers and students in the form of a statement in the form of a questionnaire (Nordhoff et al., 2018; Toussaint et al., 2020; Tyndall et al., 2019). By distributing this questionnaire, they will fill in according to the data that has occurred in the field or the facts that exist. Against the statement submitted by the researcher. The definition of a quantitative survey method is a research method used to obtain existing data, and the data is valid beyond doubt. In this study, the researcher only distributed questionnaires without conducting direct interviews with teachers and students when the school used visual learning media as a tool in the teaching and learning process, because this time was chosen because there was a match between the research objectives and the use of aids in the teaching and learning process. at that school.

Research at this time researchers conducted research using data analysis in the form of diagrams. This technique is applied because in presenting a data whose information is very valid people are easy to understand and many people will know in detail what problems are going on. By using this technique, researchers received many different kinds of opinions from the distribution of this questionnaire. This data analysis technique will receive information to then be managed into a conclusion related to or in accordance with the answers from the respondents (Grigorescu et al., 2020; Singh & Patidar, 2018). Regarding the questionnaire that was distributed, it was found that 40 people participated in filling out the problems that occurred. From filling out the existing questionnaire, a conclusion will be made related to what the respondents have filled in related to visual learning media to increase student learning motivation.

In this study, researchers conducted several surveys of existing sources. The researcher also submits a questionnaire, because selecting the questionnaire will make it easy for researchers to collect existing data by taking the results of several respondents

who will become research samples in the form of several questions that will be answered, then collected and will be used as data, so that conclusions will be drawn. for research. With this questionnaire it will be easier for researchers to conclude existing data, as well as to speed up making an existing conclusion. With this conclusion, the data can be said to be valid related to the discussion, namely the use of visual learning media to increase student learning motivation.

RESULT AND DISCUSSION

It can be said that in quite a long time the researchers got a result from the teachers and students regarding their answers related to the problem regarding the use of visual learning media in increasing student learning motivation. Many results agree with this statement, meaning that the role of visual media can be accepted by both teachers and students because it has many positive impacts and helps in the learning process. This is the result of distributing the questionnaire that the researcher did which was filled in by the respondents. So it can be said that this visual media is needed to be in school, in order to make it easier for teachers to convey material and can change students' mindsets towards learning in order to foster a sense of enthusiasm and motivation for students in conducting learning in class. If a student has a sense of enthusiasm, he will prioritize learning from other things when he is in the school environment, so he will not feel bored or bored when studying because he already has a great sense of enthusiasm and motivation that he has instilled. Related to the current problem, namely the teacher's lack of knowledge about how to use this visual media when learning is an obstacle in itself for the teacher or students, because if the teacher is unable to use this visual media in learning activities, students become confused and boredom may arise. in students, so that it will make them lazy to learn because their interest in learning using this media is lost. Not only that, if the teacher is less skilled in using this visual media in learning, it will affect the quality or atmosphere of learning in the classroom. Therefore it is expected that teachers can learn about this visual media before starting a classroom lesson. The use of this visual media is to direct students' attention fully and concentrate on the subject matter related to visuals that can be displayed in class. Not only that, this visual media can also assist teachers in conveying subject matter to students so that it is easily understood and becomes something interesting for students and will make students more happy with the use of this visual media in the learning process in class. The purpose of the researchers in conducting this research was to find out how important the role of this visual learning media was for students and the various kinds of problems faced by students and teachers related to the use of this visual learning media in class. As well as about how students prefer to learn to use this visual media. And also assess how the quality of student learning when using this media, whether the quality is getting good or maybe getting bad.

In the research results that the researchers received were dominated by agreeing answers related to the problems posed, namely the use of visual learning media to increase student learning motivation. With so many agreeing statements, this can convince teachers and students regarding the use of this media, and it should be applicable or

implemented in schools because it has many benefits from its use. For example, it can increase students' interest in learning from those who were initially lazy or bored while studying. By using this visual media students will be more enthusiastic in learning because learning will be displayed in the form of media both video and images, so that it will make students interested in learning and will reduce boredom while studying. With the loss of boredom in students, they will focus only on learning and understanding what is conveyed by the teacher. If this has happened in the classroom, learning will be preferred by many students because they have clear goals when studying, namely understanding the subject matter. So that the teacher will be made happy by such students because they have met the criteria in the learning process.

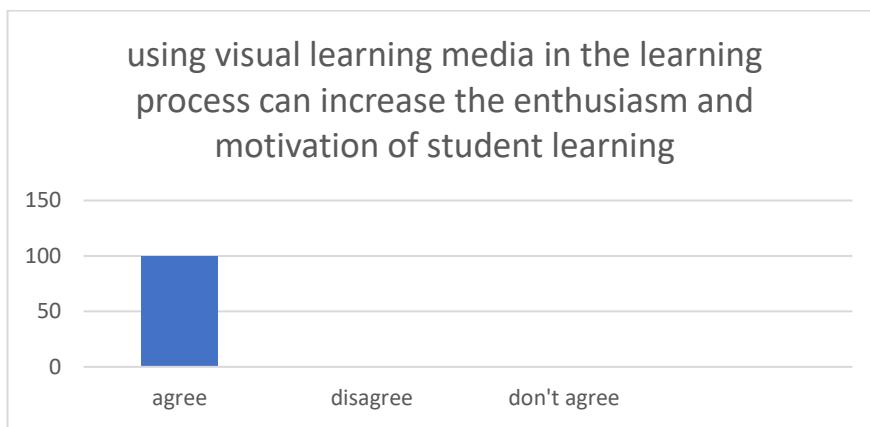


Figure 1. Using visual learning media in the learning process can increase student enthusiasm and motivation.

From the diagram above it can be seen that 100% agree with the statement. Thus it can be said that visual learning media has a positive influence on students, who were initially lazy in learning or lacked the desire to learn, with this media these students began to be excited and motivated to be able to learn in class. So the teachers should be able to direct these students in a better direction for good in the future. The role of the teacher here is very important with the emergence of a sense of enthusiasm from the student, the teacher must provide more support so that he prefers learning in class without coercion from anyone. If students already like learning in class, the learning delivered by the teacher will be more easily understood by students because of the high enthusiasm and motivation of these students.

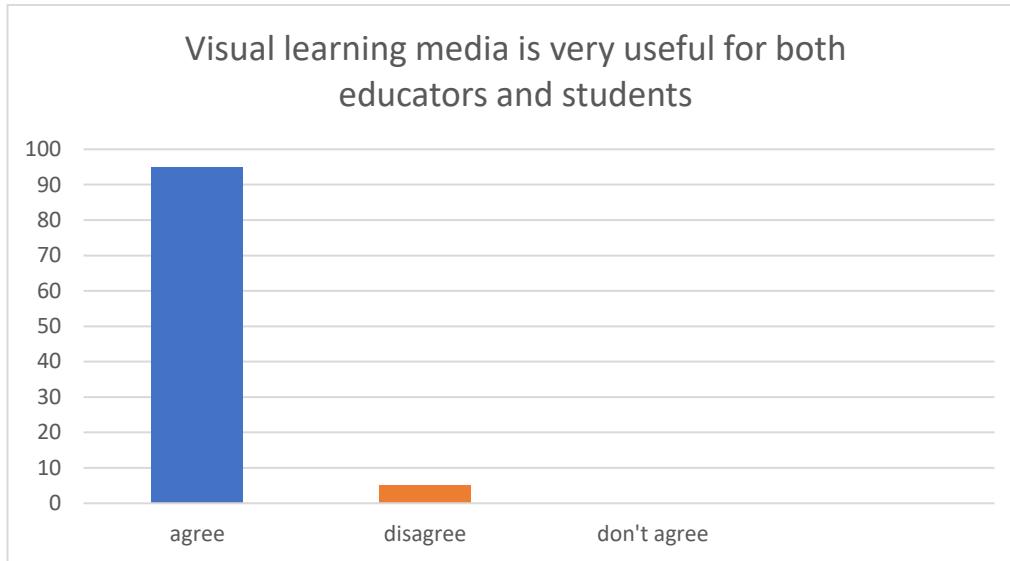


Figure 2. Visual learning media is very useful for both educators and students.

What can be seen from the diagram above is that 95% agree and 5% disagree and 0% disagree. In this case it can be concluded that visual learning media is needed by educators and students. This media is needed because it is very useful for educators and students for the continuity of the learning process. The role of this media for educators and students is very important in addition to facilitating it can also be used as a substitute for blackboards in terms of conveying teaching materials. Thus this visual learning media plays an important role in terms of learning. Not only that, another role of this media is that if in the classroom it requires students to understand a certain object, then this media can display an image or video that maybe the teacher cannot explain it without the help of this media.

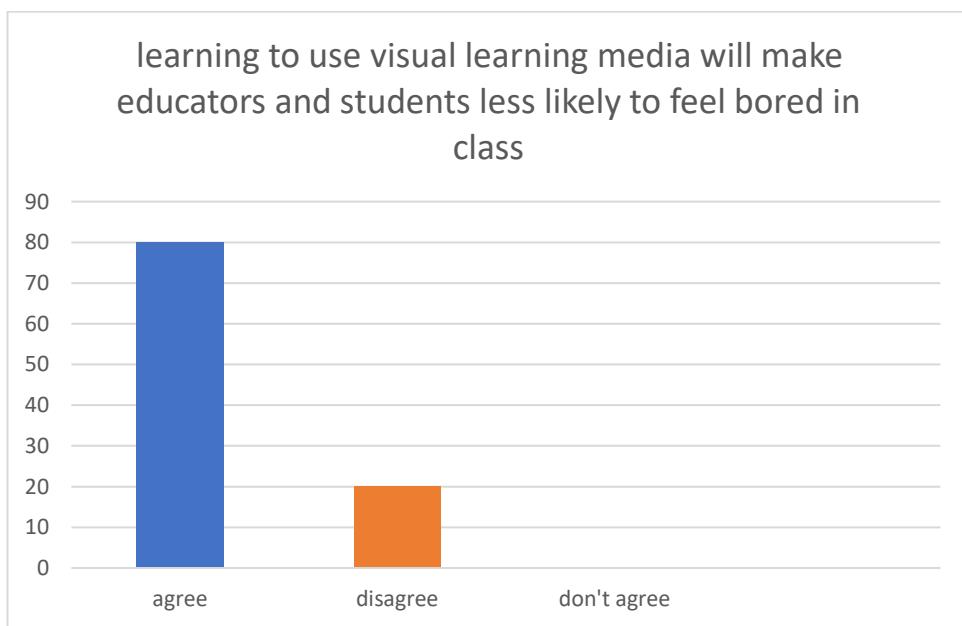


Figure 3. Learning to use visual learning media will make educators and students less likely to feel bored in class.

The diagram above states that those who agree are 80%, 20% disagree and 0% disagree. This means that it is true that by learning to use this visual learning media, teachers and students do not feel bored in the classroom, because the role of this visual media is very helpful to reduce boredom while studying, this will make learning in the classroom more effective and conducive, because students really focused on ongoing learning and maybe most of these students don't want to miss learning using this visual media. This will be beneficial for teachers and students because the teacher will feel happy and happy to see their students are diligent in paying attention to learning and students will become enthusiastic because there are things that make them not feel bored, namely learning to use this visual media in the classroom

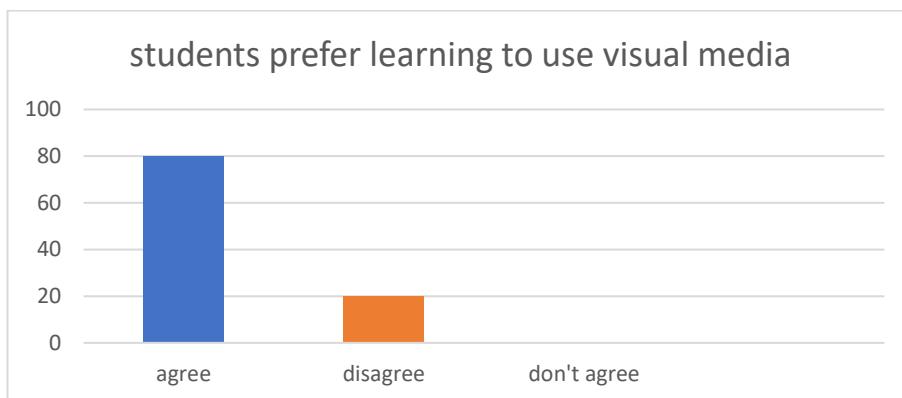


Figure 4. Students prefer learning to use visual media.

From the results of the diagram above, it can be seen that the statements that say they agree are 80%, 20% disagree and 0% disagree. Thus it can be said that students prefer learning to use visual learning media compared to understanding a material only through information from the teacher. If this continues to be done by the teacher when learning, he only explains without using an aid, namely visual media, then it is possible that students will not like the existing learning, especially when the teacher explains the material tends to be too stiff or there is no joke in conveying teaching material. too serious, then this can reduce students' interest in learning, because there are no things he likes in the learning process in the class. So it is hoped that if there is visual learning media in school then use it for learning because students might like learning to use the visual media.

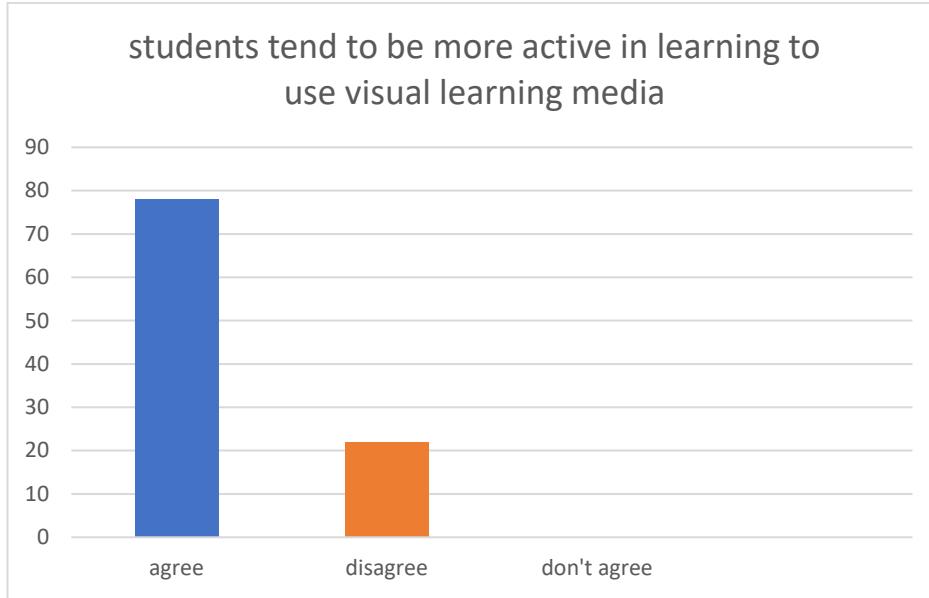


Figure 5. Students tend to be more active in learning using visual learning.

It can be seen from the diagram above the statement about agreeing that 78% disagree 22% and 0% disagree. We can conclude that with students learning to use visual learning media it will make students more active in learning in class, whether in the form of group discussions or answering teacher questions, because learning to use visual media will make it easier for students to understand the material presented by the teacher compared to learning with conventional methods or lectures, so as to make students feel able and confident when in class. If self-confidence is instilled in students, however, they will face learning in earnest.



Picture 6. Every school should have this visual learning media to facilitate the learning process.

The result of the diagram above states that those who choose agree 100%. With the existing statement it can be said that schools must have visual learning media, this is of course not only useful for schools but can help teachers in providing learning material that is easy to understand. This is in line with the benefits of visual media itself, that is, it is interesting for students, makes it easier for teachers to provide material, makes students more active and has good learning quality. With the presence of such visual media in the classroom, it will certainly attract the attention of students and be able to concentrate fully

on the content of the lesson related to the visual meaning that is displayed or join the text of the existing subject matter..

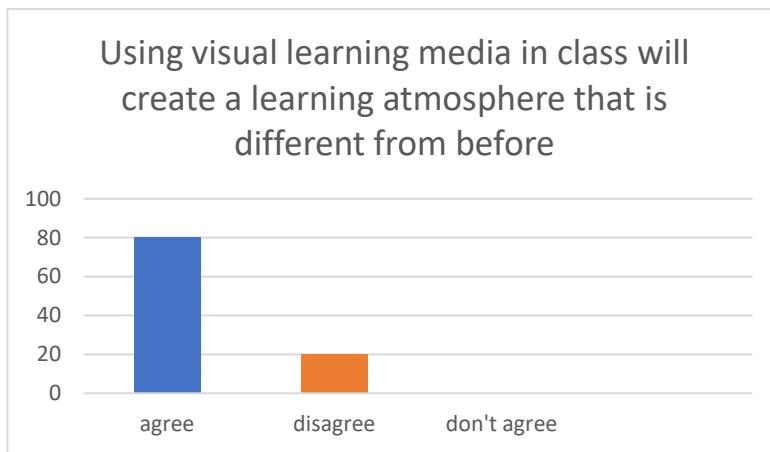


Figure 7. Using visual learning media in class will create a learning atmosphere that is different from before.

Based on the results of the diagram above, it can be seen that the statements agree that 80% disagree 20% and 0% disagree. This is very possible because the learning process using visual media will bring up interactions between teachers and students or between students and students. Compared to the teacher only explaining the blackboard without any interaction. With the interactions that occur, it will bring up various opinions from students as well as new ideas that come out of students' mouths. This of course has a positive influence on students, especially in training mentally so they are not afraid or embarrassed to express opinions in front of their friends. In addition, the positive impact felt by students is that the material delivered by the teacher tends to be easier for them to understand because they actively participate in the learning process.

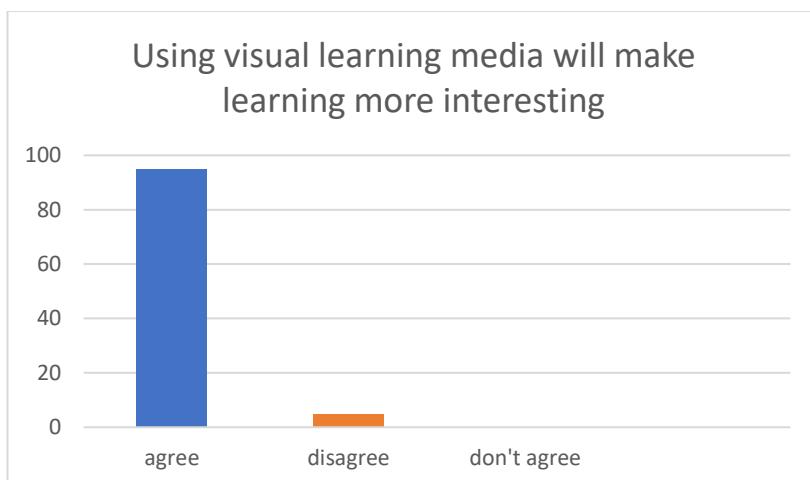


Figure 8. Using visual learning media will make learning more interesting.

From the data diagram above that says 95% agree, 5% disagree and 0% disagree. With so many opinions agreeing with the statement above, of course, researchers really support this because we can see that by learning to use visual media as an object for

learning, many of the students will like or be interested in it. For example, manipulative media by learning to use this media students can adjust learning according to their wishes. Like using objects to learn to determine the meaning of what the teacher conveys. This media is interesting because it can make students directly involved in the learning process.

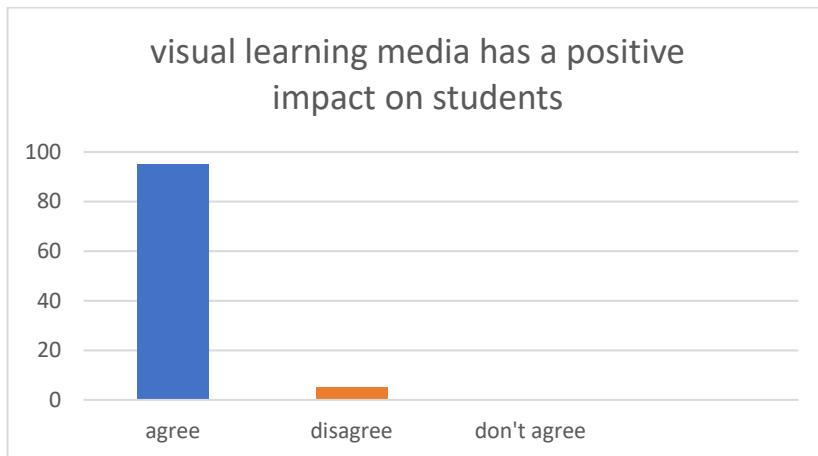


Figure 9. Visual learning media has a positive impact on students.

The results that can be seen from the diagram above are statements that agree 95%, disagree 5% and disagree 0%. The statement above is very relevant to what is happening to students now. Visual learning media has many positive impacts on students, one of which is that students can obtain information and knowledge more broadly and generate student learning motivation. By using this visual media in the learning process it will be easier to improve student achievement and students will do more learning activities, because students not only listen to the descriptions conveyed by the teacher but also carry out other activities such as expressing opinions, discussing with friends and so on.

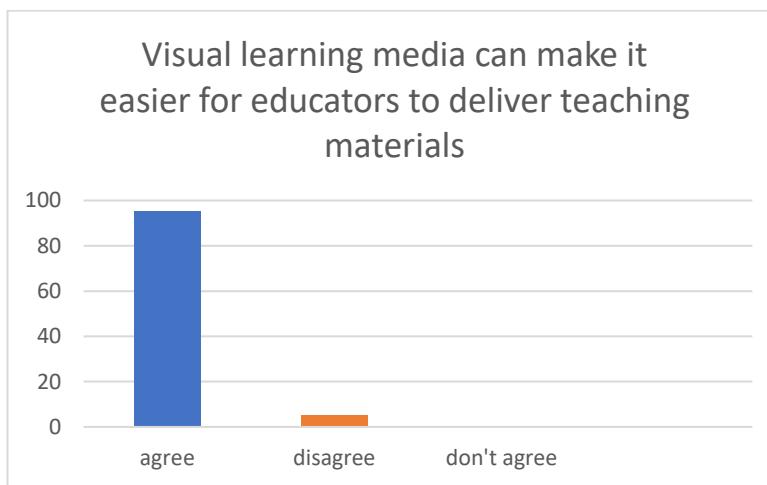


Figure 10. Visual learning media can make it easier for educators to deliver teaching materials.

From the statement above it can be concluded that those who say agree 95% disagree 5% and disagree 0%. The above can be said to be true because teachers using visual learning media when teaching will make it easier for teachers and students to

understand what the teacher is conveying more quickly. In addition, the use of visual media can facilitate understanding and strengthen students' memories. The use of this visual media in the classroom is very effective for both teachers and students besides facilitating the learning process it can also provide enthusiasm for learning to students because students will like learning that requires them to participate in the learning process in class

CONCLUSION

There is a lot that researchers do related to this research so that it can be concluded that the existence of visual learning media in the school environment is very important because it can make it easier for teachers and students in the learning process. Thus student learning motivation will be created by itself through the use of this visual media. The role of this visual media for teachers and students is to facilitate students' understanding and make it easier for teachers to convey subject matter. This visual media can also foster students' interest in learning and can provide a relationship between the content of the subject matter and the real world. One of the positive impacts of using visual media for students is opening students' insights in a broader direction and a different understanding after using this visual media. Schools use visual learning media as a tool in the learning process so that it will improve the quality of student learning in a better direction.

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