

Comparative Study of Interactive Learning Media with Comic Media on Civics Learning Motivation

Anggra Mughni¹ T Heru Nurgiansah²

Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta, Bantul Regency, Province of Daerah Istimewa Yogyakarta, Indonesia^{1,2}

Email: anggrappkn@gmail.com¹ nurgiansah@upy.ac.id²

Abstract

This research aims to determine whether there is a difference between the use of interactive learning media and comic media on learning motivation in Pancasila and Civic Education subjects. This research was conducted in class X Tourism Service Business I SMK Negeri 7 Yogyakarta from August to October 2023. This research is a quantitative approach with a comparative research type. The data collection used is a questionnaire. After the data is obtained, the data can be analysed with the stages of data exposure and data analysis undergoing validity testing, reliability testing, hypothesis testing after which getting a conclusion. The results of research in class X Tourism Service Business I SMK Negeri 7 Yogyakarta, show that the average student learning motivation in Pancasila and Civic Education subjects when using interactive learning media is slightly greater than student learning motivation in Pancasila and Civic Education subjects using Comic media whose value is $37.78 > 36.06$.

Keywords: Interactive Learning Media, Comic Media, Learning Motivation, Civics



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INTRODUCTION

Education is a scheme in creating a learning atmosphere and learning process so that students can actively increase the potential within students in order to have religious spiritual abilities, self-control, personality, intelligence, noble character and skills needed by themselves and society. In simple terms, education is a human effort in growing and developing innate potentials, both physical and spiritual, in accordance with the values that exist in society and culture. The purpose of education is none other than to create humans who are faithful and devoted to God, have noble character, are healthy, intelligent, willing, and can fulfil various needs, and are able to control their lusts, then to be able to carry out this, the government provides a place for the community to get education by building schools throughout the country by undergoing teaching and learning activities in it. Teaching and learning activities are primary activities in the educational process in the school itself, where teachers and students can interact reciprocally with each other, it is influencing and being influenced.

According to Slameto (2015), learning is a process or way that a person does to get improvements in new habits, like the fruit of his experience in interacting with the environment that can affect student learning achievement. From this quote, it can explain that learning activities are a way or how a person gets knowledge that improves himself. Learning achievement is the result of learning obtained after going through the process of teaching and learning activities. Learning achievement can be seen through the grades given by the teacher from the number of fields of study that have been studied by students, (Ahmad Syafi'I, 2018). This learning achievement can be influenced by motivation, because motivation has an important role in the teaching and learning process for both teachers and students. The achievement of this learning achievement competency is influenced by the success or failure of the teacher in arousing or fostering students' learning motivation.

Learning motivation is the encouragement of students in carrying out the learning process or it is also a condition possessed by a student where there is an encouragement in carrying out the learning process. Wina Sanjaya (2010) states that the learning process motivation is one of the dynamic aspects that is very important. Motivation is very important because it is one of the encouragement for someone to do something, including in Pancasila learning. Pancasila is the basis of the State and ideology of the Indonesian nation, so Pancasila is the guideline of the Indonesian people, as a citizen of Indonesia. Pancasila has values that underlie all aspects of life, so that Pancasila is the personality of the Indonesian nation and also a description of the soul and outlook on life of the Indonesian people, (Heru, 2021). So Pancasila is an ideology for the Indonesian people which underlies all the values of the aspects of the life of the Indonesian people which can be obtained through Civics learning.

According to Heru (2021), Pancasila and Civic Education is a compulsory lesson and must be given to every level of education, from basic education to the highest level, namely higher education. Pancasila education is a conscious and systematic effort in creating a learning atmosphere and learning process so that students can actively increase the potential within themselves to have knowledge, personality, and abilities in accordance with their study programme. In the past, the learning process was carried out using the lecture method, where the teacher only explained the material, asked questions and also gave individual assignments, without any learning media. Until now, this activity is still applied by several schools in Indonesia. A scheme that can foster learning motivation in students, namely the teacher must explain the material taught as interestingly as possible. Something that teachers must be able to do in increasing learning motivation by providing new innovations in the teaching and learning process such as models, methods, or learning media.

In the teaching and learning process, teachers should prepare learning media in delivering the material taught to students, it aims to increase their motivation in participating in the teaching and learning process, and also the use of learning media in the teaching and learning process that uses the best technologies will look attractive and allow students to easily accept and remember learning material, thus students will be more happy and motivated to learn independently. Science and Technology is increasingly developing, thus current teachers are required to be able to apply learning media in the form or multimedia in the learning process in accordance with the times, such as the use of projectors, speakers, and so on that already exist in schools. With the development of technology, there are many media that can be used, not only media in the form of ordinary power points, but can be in the form of media.

Interactive Learning Media is a learning media that combines text, audio visual that has a target to facilitate the process of teaching and learning activities, this media is able to attract the interest of students to pay attention to the material taught by the teacher. Learning that uses interactive media is expected to facilitate the learning process and can also create teacher activeness and development in making the learning process more interesting to follow, (Saluky, 2016). Comic media is image literature, which is a form of visual communication that functions to convey information and has the advantage of being easy to understand. Its use in learning, this comic media can be a means of helping teachers to convey messages and stimulate the minds of students through images created in stories that are simple, and also young to understand. Based on this background, the researcher is interested in conducting research by comparing the two media, interactive learning media with comic media. The formulation of the problem in the study, is there a difference between the use of interactive learning media and comic media on learning motivation.

RESEARCH METHODS

This research approach uses an approach that is quantitative in the form of a description. Quantitative research is one of the methods used to answer research problems related to data in the form of numbers and statistical programmes. In a narrower scope, quantitative research is also said to be the majority of research using numbers, from the beginning of the data collection process, data analysis and in displaying data (Siyoto & Sodik, 2015). The type of research used by researchers is comparative. The comparative method is a research method that uses a method by comparing an object with another object. According to Nazir (2005) comparative research is a type of descriptive research that wants to know the basic answers about cause and effect, by analysing the factors that cause the occurrence or emergence of a particular phenomenon. Comparing between two or more things of a certain variable, in this way the researcher tries to get complete and in-depth information about the comparative study between interactive learning media and comic media on Civics learning motivation of class X students of tourism service business I SMK Negeri 7 Yogyakarta.

Data collection methods are needed in a study to obtain data or information. Researchers collect data in the following ways: (1) Researchers will carry out teaching and learning activities in class X travel service business I using interactive learning media, then researchers will provide a questionnaire link in the form of a Google Form to respondents after the teaching and learning activities are completed, (2) Researchers will carry out teaching and learning activities in class X travel service business I using comic media, then researchers will provide a questionnaire link in the form of a Google Form to respondents after the teaching and learning activities are completed. After the data is obtained, the data will be processed in order to get conclusions, in researchers using the analysis technique based on the mean (M) and the data that has been obtained will be calculated using IBM SPSS Statistic 21.0.

RESEARCH RESULTS AND DISCUSSION

Tabel 1. Frequency Categories of Interactive Learning Media

No	Interval	Criteria Score	Frequency	
			F	%
1	10 – 18	Very Low	0	0%
2	19 – 26	Low	0	0%
3	27 – 34	Medium	12	33,5%
4	35 – 42	High	17	47%
5	43 – 50	Very Tinggi	7	19,5%
Total			36	100%

The categories of very low, low, medium, high, and very high are mentioned through the scores obtained from the questionnaire calculation in variable X1. Based on the results of the analysis in the form of the table above, it can be seen that the motivation of students to learn Civics subjects when using interactive learning media, namely, including the very low category as much as 0%, low category as much as 0%, medium category as much as 33.5%, high category as much as 47%, and very high category as much as 19.5% of 100%. So based on the data analysis, it can be said that the learning motivation of students in the Tourism Service Business I class of SMK Negeri 7 Yogyakarta towards Civics subjects using interactive learning media is in the high category.

Tabel 2. Frequency Categories of Comic Media

No	Interval	Criteria Score	Frequency	
			F	%

1	10 – 18	Very Low	0	0%
2	19 – 26	Low	0	0%
3	27 – 34	Medium	11	30,5%
4	35 – 42	High	23	64%
5	43 – 50	Very High	2	5,5%
Total			36	100%

The categories of very low, low, medium, high, and very high are mentioned through the scores obtained from the questionnaire calculation in variable X2. Based on the results of the analysis in tabular form above, it can be seen that the motivation of students to learn Civics subjects when using comic media, namely, including the very low category as much as 0%, low category as much as 0%, medium category as much as 30.5%, high category as much as 64%, and very high category as much as 5.5% of 100%. So based on the data analysis, it can be said that the learning motivation of students in the Tourism Service Business I class of SMK Negeri 7 Yogyakarta towards Civics subjects using comic media is in the high category.

Discussion

Tabel 3. Paired Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Interactive Learning Media	37.78	36	5.452	0.909
	Comic Media	36.06	36	4.381	0.730

Based on the results of the paired test above, it can be seen the descriptive statistical results of the two samples studied, namely interactive learning media learning motivation and comic media learning motivation. The use of interactive learning media can be seen the value of learning motivation obtained with an average of 37.78, while the use of comic media can be seen the value of learning motivation obtained with an average of 36.06. Then the number of respondents used as research samples is 36 people which can be seen from the N value. So because the average value of learning motivation on interactive learning media is slightly greater than comic media, namely $37.78 > 36.06$, it can be mentioned descriptively that there is a slight difference in the average learning motivation of interactive learning media and comic media learning motivation.

CONCLUSION

Based on the analysis of the data obtained, the results of research in the Tourism Service Business I class of SMK Negeri 7 Yogyakarta, it can be concluded that the average student learning motivation in Pancasila and Citizenship Education subjects when using interactive learning media is slightly greater than the student learning motivation in Pancasila and Citizenship Education subjects using Comic media whose value is $37.78 > 36.06$.

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