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Implementation of media Mind Mapping and Power Points as A Media in Increasing Student Learning Motivation

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ABSTRACT

This study examines whether concept map and power point influence learning motivation. This study is a quantitative research using a quasy experiment method. The population used in this study is all students in SMKS Kepanjen 2017/2018. simple random sampling is used to obtain 32 students of class X AK 4 to apply mind mapping and 32 students of class X AK 1 to apply power point. Methods of data collection using a closed questionnaire using a Likert scale of 1 to 5. Descriptive statistics, independent sample t-test are employed to analyze the data. The results of this study show that (1) application of mind mapping further increases student's motivation from the media power point with sig level of 0,003 <0,05.

Keywords: Learning Motivation, Mind Mapping, Power Point

INTRODUCTION

Education is an effort to develop and fostering the potential of human resources (HR) through various activities. Education will never finish because in essence, humans themselves must always develop in accordance with the dynamics of life. It is in such a situation that education still requires innovation in accordance with science and technology without reducing human values. So that in order to become a creative and advanced nation, we must encourage ourselves to study continuously and develop high diligence, tenacity and hard work.

The development of science and technology encourages various renewal efforts in utilizing technological results, especially in the world of education. Teachers are required to develop creativity in order to optimize student learning motivation, the results of technology can be used by teachers to support the learning process. One of its uses is as a learning medium to help students understand the subject matter.

Media is a means or means of information intermediary which certainly has a strong influence in motivating students during the teaching and learning process. Learning media that are designed in such a way, with various models tend to attract student attention.

From initial observations made by researchers, there are facts that cause the learning process to be less effective and not optimal. Through interviews with teachers, it is known that the learning process of accounting in class X Accounting at SMK Kepanjen is still conventional, where learning is still teacher centered. Most of the activities are carried out by the teacher while students are passive in receiving information and are less able to develop their creativity, as a result students find it difficult to compile and

organize new information, students have difficulty remembering material, students have difficulty developing subject matter ideas, students find it difficult to understand the concepts given , students find it difficult to concentrate and daydream in class, students pay less attention to the teacher because they feel boring and unpleasant lessons. In such conditions it can be seen that students are less motivated and less enthusiastic about learning. For that it is necessary to change the learning process such as by varying learning media.

In order for the learning process to occur effectively and run optimally, several principles need to be considered, including: attention to focus students' attention, attractive visualization and can increase student learning motivation, so that it can enhance the quality of better teaching and learning, then it can affect learning outcomes. students.

Based on the facts that happened, the researcher tried to use Mind Mapping to students because the purpose of learning using mind mapping was to enable teachers and students to be more creative and expressive. Concept maps contain ideas in the form of pictures or a schematic chart to describe a person's conceptual understanding in a series of statements. Mind Mapping does not only describe important concepts, but also links between them. By making concept maps of the material being studied, students will be able to build and map the knowledge they have in their brain. When the brain has stored knowledge information in the form of maps, students can more easily recall what they have learned.

Learning using concept maps has many benefits, including according to Ausubel in Nasution, et al., (2006) which states that with the concept network depicted in the concept map, learning becomes meaningful because "new" knowledge / information with structured knowledge that students already have is connected so that become more easily absorbed by students. According to Williams in Basuki (2000), concept maps can be used as a tool to find out a person's conceptual understanding. Referring to the concept map, the teacher can create a teaching program that is more directed and tiered, so that in the implementation of the teaching and learning process it can increase students' absorption of the material being taught.

Apart frommedia Mind Mapping, the media which are also considered capable of contributing to teachers is themedia power point. At Microsoft PowerPoint, the message or material to be delivered is packaged in a computer program and presented via a serving device (projector). In this case, the message or material that is packaged can be in the form of text, pictures, and videos combined in one unified whole (Daryanto. 2011: 68).

Based on the above explanation, the writer feels the need to study "APPLICATION OFMEDIA MIND MAPPING and POWER POINT THEAS A MEDIA IN INCREASING STUDENT LEARNING MOTIVATION" in class X SMK Kepanjen students with Basic Accounting subjects.

RESEARCH METHOD

This study uses a quantitative approach with a quasi-experimental research type. The research design used was posttest only with experimental and control groups. In this design the experimental and control groups, the former is treated, and the latter are

not. The effect of the treatment was studied by assessing the difference in results, namely, the post-test scores of the experimental and control groups (now, 2009: 208). The population in this study were all class X students at SMK Kepanjen Malang 2017/2018 academic year, totaling 205 students. The research sample was class X Ak 1 as the control class and class X Ak 4 as the experimental class.

The research instrument is a questionnaire using a Likert scale to measure student learning motivation. Test the questionnaire using the validity test and reliability test. The data source in this study is primary data. Data analysis used descriptive analysis, analysis prerequisite test (normality, homogeneity), independent sample t-test, hypothesis testing (t test).

The results of the experimental class learning motivation from class X AK4 SMKS Kepanjen Malang, it is known that as many as 6 students (18.75%) have very high learning motivation criteria, as many as 6 students (18.75%) have high learning motivation criteria, as many as 10 students (31.24%) have moderate learning motivation criteria, as many as 5 students (15.63%) have low learning motivation criteria, and as many as 5 students (15.63%) have very low learning motivation. learning motivation in the control class from class X AK1 SMKS Kepanjen Malang is known that as many as 4 students (12.5%) have very high learning motivation criteria, as many as 9 students (28.13%) have criteria high learning motivation, as many as 14 students (43.75%) have moderate learning motivation criteria, as many as 3 students (9.37%) have low learning motivation criteria, and as many as 2 students (6.25%) have very low learning motivation.

Based on the independent output of the sample T-test above, the sig. (2- tailed) value is obtained of 0.003 <0.05, so according to the basis for decision making in the independent sample T-test, it can be concluded that H0 is rejected and Ha is accepted. The result of the t test of learning motivation shows that t count is 3.095> t table is 1.671 and the significance value of learning motivation is 0.003 <0.05. So, it can be concluded that H0 is rejected and Ha which reads "the application of mind mapping media increases student learning motivation more than power point media" is accepted.

RESULTS AND DISCUSSION

Student Motivation in Experiment Class

Based on the results of data analysis and hypothesis testing, this study shows the results if the learning motivation of experimental class students who are given treatment using mind mapping is better. This is evidenced by the results of an open questionnaire for students.

Learning using mind mapping strongly supports the active involvement of students in learning. When learning takes place, students are required to be actively involved in learning, because the position of the educator is only as a facilitator. Students are given maximum flexibility to find other learning sources apart from educators, students are also given the freedom to discuss with fellow friends and educators if they experience difficulties during the learning process. In this lesson, students also have the opportunity to personally develop their knowledge.

According to the research results, it was found that mind mapping was able to make students more motivated in trying to understand a learning topic. Mind mapping is able to make students' inclination to participate during the learning process better so that interactions between students in discussions, both with educators and fellow students arise actively. It can be seen in the attachment which shows that 90% of all students have answered the questionnaire strongly agree and agree when giving opinions during discussion.

Student Learning Motivation in Control Class

Based on research on student activities in accounting learning using media, power point there are only four students in the control class who have very high motivation classifications. In general, students participate in learning activities well, there are only a few learning activities that get less attention from students. The following are some of the research findings during the learning process using media power point:

At the beginning of the learning activities students look lazy and bored in taking accounting lessons, because they think learning accounting using the same learning media and often used is boring. The teacher motivates students by displaying interesting animated videos so that students are motivated at the beginning of learning and get rid of boredom and laziness.

Most students have difficulty answering questions from researchers. When researchers start learning activities by connecting the material to be studied with the material at the previous meeting in this case the children have difficulty remembering the previous material because they record the subject matter using regular notes.

Student learning motivation in the control class using media power point low. It can be seen from several aspects of the motivational indicators during the learning process. The first is the tendency of students to participate during the learning process, this can be seen when students learn to use PowerPoint, students participate in class passively because students only rely on explanations from the teacher. The second is calmness and comfort in following the lesson. It can be seen that the calm in the class when the learning process is not good, all students still talk to their friends a lot, because they do not focus on the power points displayed in front, this is because of the lack of student motivation during the learning process and cannot construct the knowledge it has.

From the overall discussion above, it can be concluded that what schools have to do is pay more attention to everything that can affect the learning process to student motivation, one of which is to use learning media that can increase student learning motivation.

CONCLUSIONS

Based on the results of the questionnaires that have been answered by the students, it can be seen that the learning motivation of the experimental class students is higher than the learning motivation in the control class. This study has several limitations that need to be considered for future researchers in order to obtain better results. The following are some of the limitations of this study are as follows: There should not be a variable instrument for learning media, because this study does not measure students' perceptions of the learning media used but only measures student learning motivation, the questionnaire used for learning motivation variables should not have negative

statements. , Experimental activities should be carried out more than 2 times.

The school must facilitate teachers to make innovations in learning media, by checking the lesson plan (RPP). Teachers Making learning media innovations, if mind mapping is able to increase learning motivation, teachers must provide innovation with other forms of mind mapping and more interesting. For Students Make mind mapping with more creative and interesting forms. Furthermore, measuring student learning motivation, do not give negative questions to the questionnaire, do experimental research should be more than 2 meetings to get more optimal results.

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