IMPROVING DANCE LEARNING MOTIVATION WITH THE APPLICATION OF AUDIO VISUAL LEARNING MEDIA ONLINE (CAR in Class VII-A SMP N 2 in Simanindo Samosir, 2022)

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Abstract

Learning motivation is an urge to move, direct, and maintain a person's behavior to act and do something when learning to achieve learning goals. The purpose of this study is to 1).Describe the process of applying audio-visual media to increase motivation to learn dance in class VII-A at SMP N 2 Simanindo, Samosir online. 2). Increasing the motivation to learn dance in class VII-A at SMP N 2 Simanindo, Samosir through online audio-visual media.This research uses classroom action research method using Kurt Lewin's action research design. Data collection techniques in this study were in the form of questionnaires and interviews using qualitative and quantitative descriptive data analysis techniques. The study was conducted on 18 students of class VII A at one of the junior high schools in Samosir. The results of the study there is an increase in student motivation to learn. This can be seen in the data obtained. In the pre-cycle, the percentage of student learning motivation was 43.19%, in the first cycle the percentage of student learning motivation was 53.44% in the aspect of student willingness and student interest in learning and in the second cycle the percentage of learning motivation was 70.00% student activity, responsibility and student achievement in understanding the material.

Keywords: Learning motivation, audio visual media, dance learning

PRELIMINARY

Motivation is an encouragement or reference for someone to achieve something. Motivation is the drive and strength within a person to carry out certain goals he wants to achieve(Uno, 2007, p. 8). Motivation is also defined as a force, drive, need, spirit, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want.(Suprihatin siti, nd, p. 75). Motivation is the basic drive that moves someone to behave(Uno, 2007).

Learning motivation is one of the variables that can affect learning outcomes. In the sense that if students have high learning motivation, they will be enthusiastic and active in learning, on the contrary if students are not motivated or not motivated, they will be lazy to learn. Facts on the ground, namely at SMP N 2 Simanindo, state that there is a decrease in students' learning motivation. This can be seen from the decline in student learning outcomes. Another thing that can be seen is that there is a lack of student activity in the classroom. This information was obtained from the results of

initial interviews with teachers of arts and culture subjects.

In the era of technological developments students in the learning process can help facilitate learning through the media used to increase motivation. Field facts that become a new condition for students are that they have never experienced distance learning using the Zoom Meeting application. It is necessary to hold training for the introduction of the zoom meeting application and its basic use to students. This training begins by notifying students of the application to be downloaded and starting to teach students to use the application.

Several relevant previous studies become references and references in thesis writing. The relevant research taken is the effect of the use of audio-visual media on the learning outcomes of fiqh subjects in class VIII MTs Ma'arif NU 7 Purbolinggo in the 2016/2017 academic year by Wida Budiarti with the results that there is an effect of using audio-visual media on learning outcomes for fiqh subjects in class VIII MTs Ma'arif NU 7 Purbolinggo.

The similarity of previous research with this research lies in the solution variable which is carried out in the same way, namely using audio-visual as a solution to the problem under study. The results of several relevant studies can be seen that audio-visual media can increase student motivation and learning outcomes. The difference is that currently it is done online, for online learning and the audio-visual media used is a type of learning video. The aims of this study are (1) to describe the process of applying audio-visual media to increase motivation to learn dance in class VII-A at SMP N 2 Simanindo, Samosir online. (2) Increasing the motivation to learn dance in class VII-A at SMP N 2 Simanindo, Samosir through online audio-visual media.

METHOD

This research is included in classroom action research. Classroom Action Research abbreviated as CAR or Classroom Action Research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before.(Rustiyarso & Wijaya, 2020, p. 14).Kurt Lewin's model is the basis for various action research models. Kurt Lewin's model is the model that first introduced action research in 1946. This model is designed in a cycle consisting of four steps, namely, planning, action, observation, and reflection.(Rustiyarso & Wijaya, 2020).

The results of observations in research can be calculated and then presented. The percentage can be searched using the formula that the author uses from the guidebook and classroom action research applications(Rustiyarso & Wijaya, 2020). The analysis technique uses qualitative and quantitative statistical descriptions. The students' scores in this study were taken from the learning motivation research instrument with the number of assessment items ten numbers and a score range from 4-3-2-1, namely 4 (always), 3 (often), 2 (sometimes), and 1 (never).

$$\text{Value} = \frac{(\sum \text{score earned})}{(\sum \text{max score})} \times 100$$

Image 1 Formula for Calculating Student Success

RESEARCH RESULT
Results

The following are the results of the assessment of students' pre-cycle, first-cycle, and second-cycle learning motivation during the research process.

Table 1 Learning Motivation Assessment Results

No	Student's name	Pre Silk	Cycle I	Cycle II
1.	BT	37.5	45.0	70.0
2.	DS	32.5	42.5	70.0
3.	VM	62.5	70.0	80.0
4.	HR	47.5	62.5	67.5
5.	IS	40.0	60.0	67.5
6.	IN	35.0	47.5	65.0
7.	JS	32.5	45.0	65.0
8.	MC	42.5	50.0	67.5
9.	VS	47.5	55.0	67.5
10.	MS	45.0	55.0	70.0
11.	NM	47.5	57.0	70.0
12.	YS	60.0	67.5	80.0
13.	BS	50.0	60.0	72.5
14.	RA	50.0	60.0	67.5
15.	SP	37.5	47.5	70.0
16.	JM	32.5	45.0	70.0
17.	TS	35.0	45.0	72.5
18.	PN	42.5	47.5	67.5

In the pre-cycle researchers obtained data that there were 8 students who had low learning motivation and 8 students had moderate learning motivation. Until the end of cycle 1, the researchers obtained data that all students experienced an increase in learning motivation, but only 3 students experienced an increase from moderate learning motivation to high learning motivation. So from 8 people who have moderate learning motivation in the pre-cycle, 3 people increase to high learning motivation. There are the remaining 5 people who have increased but are still on moderate learning motivation and 8 people who have low learning motivation in the pre-cycle increase to moderate learning motivation.

It can be seen in the table and diagram above, there is an increase in each child's motivation to learn. In the first cycle the researcher did not use a point system for active children, and in the second cycle the researcher used the point system to become a reference for students to be more active. It turned out that in the second cycle the students were bolder and more active in class. Not only that, the researcher also created a new and varied learning model in cycle II. Still using audio-visual but in a different way also makes students more active

and can be on time in collecting assignments that are the responsibility of students.

DISCUSSION

Based on the results of the data analysis that has been explained, it can be seen that the learning motivation of class VII-A students at SMP N 2 Simanindo can be increased through the use of learning media. The learning media used during the research was audio-visual media. This can be seen in the students' interest in learning and the activeness of students in meetings when using learning videos. Similar to the research conducted byDarna Yanti with the research title The Effect of Audiovisual Media Use on Student Learning Outcomes in Learning Traditional Dance Lumense Class VIII SMP Negeri 16 Poleang Tengah explained that the learning media used by the teacher had a significant effect on student learning outcomes in arts and culture and student activities during the learning process.

The learning outcomes obtained have an effect on students' learning motivation. Interactions that occur in group discussions and class discussions during the implementation of traditional dance learning using audiovisual media can improve students' cultural arts learning outcomes(art et al., 2019). This also happened in this study, where students also looked more enthusiastic when there was a learning video provided by the researcher. It can be seen in the increase in students when there is activity in learning.

In the pre-cycle there were 8 students with low learning motivation, 7 students with moderate learning motivation and 1 student with high learning motivation. After getting the results in the pre-cycle, the researcher continued to do cycle I. Cycle I was carried out with 7 meetings. The results obtained in the first cycle were all students experienced an increase in learning motivation but were still in moderate learning

motivation. In the first cycle there were 2 students who experienced an increase from moderate learning motivation to high learning motivation, 1 student experienced an increase in high learning motivation, 8 students experienced an increase from low learning motivation to moderate learning motivation and 8 students who experienced an increase but remain at the level of moderate learning motivation.

Seeing from the data obtained in the first cycle the students experienced an increase but still at low learning motivation, the researchers continued in the second cycle. In cycle II, the results obtained by students were 3 students with an increase in the level of high learning motivation, and 16 students experienced an increase in motivation and low learning motivation to high learning motivation. The percentage increase obtained from the pre-cycle, cycle I and cycle II automatically increased. In the pre-cycle of 43.19%, in the first cycle of 53.44% and in the second cycle of 70%. Judging from the percentage, it can be concluded that the increase from the pre-cycle to the first cycle is 10.25% and the increase from the first cycle to the second cycle is 16.56%.

Presentation of Statistical Analysis
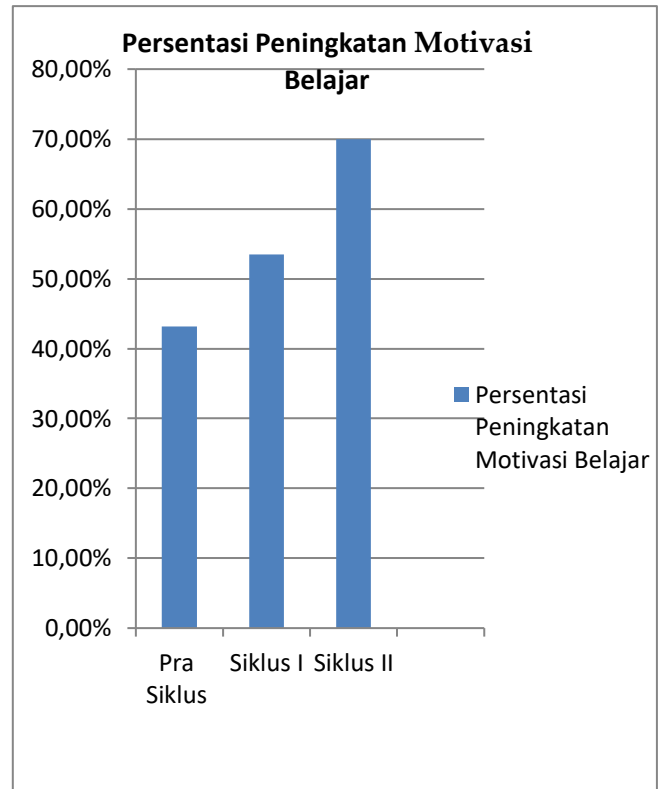
1 chart Percentage of Increase in Learning Motivation

CONCLUSION

Based on the data above, it can be concluded that students' learning motivation can be increased through audio-visual media. In the pre-cycle, the percentage of student learning motivation was 43.19%, in the first cycle the percentage of student learning motivation was 53.44% in the aspect of student willingness and student interest in learning and in the second cycle the percentage of learning motivation was 70.00% student activity, responsibility and student achievement in understanding the material. Judging from the percentage, it can be concluded that the increase from the pre-cycle to the first cycle is 10.25% and the increase from the first cycle to the second cycle is 16.56%. This can also be seen from the increase in students' learning motivation from low learning motivation to an increase in high learning motivation. So it can be concluded that there is an increase in learning motivation experienced by students.

The learning process using audio-visual begins with the researcher doing cycle I and cycle II. In the first cycle, it begins with ordinary learning with power point media and so on using learning videos. In cycle II, they still use learning videos, but there are variations in the learning of the point addition system by researchers.

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