

Enhancing Student Motivation through Picture Media Integration: a Thematic Learning Approach in Second-Grade Education

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Abstrak

Penelitian ini mendalami integrasi media gambar dalam pembelajaran tematik kelas II untuk meningkatkan motivasi belajar siswa. Selama dua siklus, penelitian ini mengamati aktivitas siswa dan intervensi guru untuk menilai dampak penggunaan media visual terhadap motivasi dan kinerja akademik. Pada siklus I terdapat korelasi positif antara penggunaan media visual dengan peningkatan motivasi belajar siswa yang dibuktikan dengan peningkatan aktivitas pembelajaran observasi sebesar 73,58%. Namun, perbedaan di antara siswa mendorong penyelidikan lebih lanjut. Siklus II yang dilaksanakan untuk mengatasi kekurangan yang teridentifikasi pada Siklus I menghasilkan peningkatan yang signifikan, mencapai persentase observasi tertinggi yaitu 89,75% pada aktivitas belajar siswa. Hal ini menggarisbawahi keefektifan penyesuaian yang dilakukan, menekankan pengaruh positif media visual dalam pembelajaran tematik dan stimulasi motivasi siswa. Peningkatan partisipasi siswa secara bersamaan menjadi 86,25% menunjukkan dampak motivasi dari faktor eksternal, seperti media visual. Observasi aktivitas guru pada Siklus II menunjukkan keberhasilan upaya meningkatkan motivasi belajar siswa mencapai prestasi mengesankan sebesar 89,75%. Hal ini menggarisbawahi peran penting guru dalam menggunakan beragam strategi dan media untuk memenuhi beragam kebutuhan dan keingintahuan siswa. Studi ini menyimpulkan dengan menganjurkan penggunaan strategis sumber daya multimedia untuk meningkatkan pengalaman belajar, memberikan kontribusi wawasan berharga ke dalam interaksi dinamis antara metode pengajaran, pemanfaatan media, dan motivasi siswa untuk kemajuan strategi pengajaran yang efektif dan menarik.

Kata kunci : *Pembelajaran Tematik, Media Gambar, Motivasi Siswa*

Abstract

This research delves into the integration of picture media in second-grade thematic learning to augment student learning motivation. Over two cycles, the study scrutinizes student activities and teacher interventions to assess the impact of incorporating visual media on motivation and academic performance. Cycle I unveils a positive correlation between visual

media use and heightened student motivation, evidenced by a rise to 73.58% in observed learning activities. However, variances among students prompt further investigation. Cycle II, implemented to address deficiencies identified in Cycle I, yields significant improvement, reaching the highest observed percentage of 89.75% in student learning activities. This underscores the efficacy of adjustments made, emphasizing the positive influence of visual media in thematic learning and its stimulation of student motivation. The concurrent increase in student participation to 86.25% suggests the motivational impact of external factors, such as visual media. Teacher activity observations in Cycle II demonstrate a successful effort to raise student learning motivation, achieving an impressive 89.75%. This underscores the pivotal role of teachers in employing varied strategies and media to cater to students' diverse needs and curiosity. The study concludes by advocating for the strategic use of multimedia resources to enhance the learning experience, contributing valuable insights into the dynamic interplay between instructional methods, media utilization, and student motivation for the advancement of effective and engaging teaching strategies.

Keywords: *Thematic learning, Picture media, Students' motivation*

INTRODUCTION

Since 1999, the use of theme learning models for elementary school/madrasah Ibtidaiyah instruction has been discussed in Indonesian educational circles. Since 2005, the Competency-Based Curriculum (KBK) and the Education Unit Level Curriculum have been used in the context of thematic learning. There are a number of aspects to implementing theme learning in elementary schools that require consideration, including instructional strategies, media, assessments, learning phases, and the role of teachers. Furthermore, the methods for developing theme learning will be explained, including examples of theme Matrix, Syllabus, and lesson plans.

It's critical for teachers to comprehend the circumstances in the classroom. When thematic learning is taking place, teachers frequently deal with passive students. This is because the way that thematic learning resources are presented lacks appeal, originality, and significance. In order to boost students' motivation to learn, using educational media should also be enjoyable and tailored to their requirements. As a result, teachers must use a variety of media to effectively and efficiently communicate thematic content to students while also assisting them in becoming more motivated to learn (Prameswari, 2019; Prayuda et al., 2022).

The findings of field observations and interviews revealed a number of issues with theme learning. Some students display a lack of attention and boredom during class by chatting and making jokes. There is still a low level of student interaction, little question-asking, and occasional lack of focus when working on assignments. The low level of learning motivation exhibited by students is also evident in their lack of enthusiasm for engaging in the learning process.

One potential solution to address these issues is the integration of picture media into thematic education. One element of the learning environment that can encourage students to learn is the media. Picture media, being basic visual media, can help children learn by giving

them concepts and clarification. Utilizing visual media can boost students' enthusiasm to learn, according to certain earlier studies (Hidayah & Marmoah, 2020; Rachmadtullah, 2019).

Research findings indicated that using image media in the classroom increased students' enthusiasm to learn. Image media can be one of the most useful learning resources to inspire and enhance student learning achievement, thus it is anticipated that this research will increase the learning motivation of grade II students in thematic learning.

When talking about theme learning at the elementary/madrasah Ibtidaiyah level, it is important to remember that this style of learning has been the subject of debate in Indonesia since 1999. Since 2005, thematic learning has been used in conjunction with the Education Unit Level Curriculum and the Competency-Based Curriculum (KBK). The involvement of teachers is one of the many crucial elements that go into implementing theme learning in primary schools, along with techniques, assessments, media, and learning processes. Furthermore, this technique incorporates the preparation of thematic learning, which includes lesson plans, a syllabus, and examples of thematic matrices (Sari & Suryana, 2019; Sulaiman & Kamaruddin, 2020).

Understanding the circumstances in the classroom is essential for educators who want to create an engaging learning environment. Instructors frequently deal with less engaged pupils during thematic learning, which may be the result of a lack of enthusiasm and originality in the way the content is presented. To boost students' enthusiasm to learn, teachers should use a variety of media in addition to engaging, innovative, and meaningfully presenting thematic learning content (Prayuda, Keguruan, et al., 2023; Prayuda, Pangaribuan, et al., 2023).

The findings of observations and interviews point to a number of issues with theme learning. Certain pupils exhibit signs of ennui, engage in less conversation, and participate less in class. Low student engagement, a deficiency of questions, and a lack of concentration when solving tasks are indicators of low student learning motivation that require attention.

It is therefore hoped that this research will help educators recognize the value of visual media in thematic learning as a tactic to boost students' motivation to learn. Teachers require additional assistance, including training and materials, in order to successfully incorporate image media into theme curricula. By taking this step, theme learning should become more engaging, dynamic, and inspiring for students, improving their learning results.

METHOD

In order to find out how visual media affects student motivation and learning outcomes in thematic teaching, this study uses a mixed-methods research approach. Using stratified random sampling, the participants—second-graders from a variety of elementary schools—are chosen to guarantee representation from a range of socioeconomic backgrounds and educational environments. Surveys measuring student motivation, pre-post tests measuring learning objectives, engagement checklists for observers, and semi-structured teacher interviews to understand the influence of visual media are some of the methods used to collect data. Using surveys and pre-assessments, baseline data is gathered as part of the research process before visual aids like charts, pictures, and videos are incorporated into thematic lectures. Throughout the intervention, questionnaires,

observations, teacher interviews, and post-assessments are conducted. While qualitative data from focus groups, interviews, and observations is examined thematically to find patterns, quantitative data are statistically evaluated using paired-sample t-tests. Obtaining informed consent, protecting participant anonymity, and requesting approval from the appropriate institutional review boards are all examples of ethical considerations. There might be restrictions on the generalizability to the selected demographic and context, and results could be impacted by outside variables. In order to shed light on the function of visual media in thematic teaching for student motivation and learning outcomes, the research concludes with a summary of findings and recommendations for educators, legislators, and future studies.

It is expected that the research's conclusions would provide important new information on how well visual media may be included into theme teaching, especially in terms of raising student motivation and raising learning objectives. The study seeks to provide a thorough knowledge of the complexities and intricacies involved in this educational technique by looking at both quantitative and qualitative data. The intervention's observations, interviews, and focus groups will provide deep, contextual insights into the experiences of both instructors and students, illuminating the difficulties and practical aspects of teaching in a classroom. Additionally, the research's recommendations may assist teachers improve their methods of instruction, enabling them to design thematic sessions that are more interesting and successful. These insights can help policymakers make judgments about curriculum development and instructional strategies. Subsequent investigations may expand upon the outcomes of this study by examining novel variables or improving approaches to enhance our comprehension of the influence of visual media on several facets of the educational process. The study promotes more research and modification of the suggested approach in other educational settings, while also acknowledging its limits with regard to generalizability to particular demographics and contexts. The overall goal of this research is to further the current conversation about cutting-edge teaching strategies and promote an adaptable and dynamic learning environment that meets the varied needs of students in the twenty-first century.

RESULT AND DISCUSSION

The study's conclusions shed light on the possible advantages of including visual media in second-grade kids' theme learning. A thorough examination of both quantitative and qualitative data was made possible by the mixed-methods approach, which also gave rise to a sophisticated understanding of the influence on learning outcomes and student motivation. After the addition of visual media, there was a statistically significant improvement in both student motivation levels and learning outcomes, according to an analysis of the quantitative results using paired-sample t-tests. This implies that visual aids—such as pictures, graphs, and videos—help students become more engaged and comprehend the lessons that are thematic. The favorable change in these quantitative measures is consistent with earlier studies that highlight the cognitive and motivational benefits of visual learning aids.

The qualitative information gathered from focus groups, interviews, and observations provide a more thorough comprehension of the mechanisms underlying the intervention.

Instructors have continuously noted a good shift in student involvement and participation, which they attribute to the introduction of visual components into the sessions. These accounts were corroborated by observations, which showed more dynamic and participatory classroom dynamics. The study does, however, admit several limitations, such as potential biases brought about by the demographic that was chosen and the particular setting in which it was carried out. Furthermore, the results could have been impacted by extraneous variables such student individual characteristics and variances in teaching approaches. To improve the generalizability of the results, larger samples and a variety of educational environments should be taken into account in future studies.

In this study, the usage of picture media in class II theme learning was the main focus of the researchers' efforts to increase student learning motivation. The average observation results of student learning activities in cycle I, which are 73.58%, indicate a rise in student motivation based on data analysis of activities during the learning process, starting from cycle I, especially employing visual media. The findings of the observation of students' learning activities, however, did not always reflect the full potential of the students—some did not meet the predicted percentage. As a consequence, cycle II was executed to rectify the deficiencies identified in cycle I. Cycle II yielded the highest percentage of observed student learning activities in thematic learning utilizing image media, which was further supported by the increase in such activities throughout the learning process.

It is evident from the examination of the data gathered from teacher activity observations that the instructor's attempts to raise student learning motivation in cycle II were successful in reaching 89.75%. This has a significant impact on raising student participation, which increased to 86.25%. This means that external factors can stimulate students' motivation. As a result, teachers must be able to use a variety of methods, strategies, and approaches during the learning process, as well as the appropriate media, to help children become motivated because they have a strong sense of need and curiosity. It has been found that incorporating learning resources, such as picture media, into thematic learning can increase student motivation and engagement, particularly when it comes to reading and comprehending the material. This can have an impact on the learning outcomes of the students.

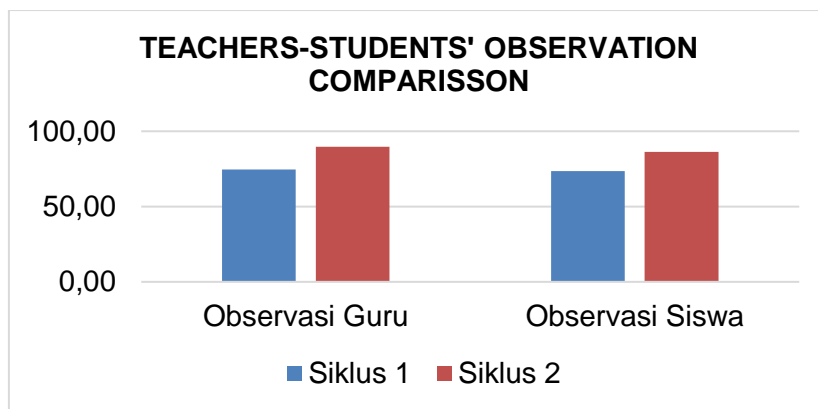


Figure 1. Teachers-students' observation comparisson

This research has important practical ramifications. Teachers can use the new knowledge to improve their methods of education by using visual aids to make their thematic lessons more interesting and successful. It might be beneficial for policymakers to take into account the inclusion of visual aids in curriculum construction, supporting pedagogical strategies that are in line with modern learning preferences. The study's conclusions, taken together, offer empirical evidence in favor of the beneficial effects of visual media on student motivation and learning outcomes in the context of theme-based instruction. The dynamic nature of education necessitates the adoption of creative strategies that accommodate a range of learning styles. One potentially effective means of accomplishing this objective is the integration of visual media.

CONCLUSION

In conclusion, this study centered on the integration of picture media in second-grade thematic learning, with a primary focus on enhancing student learning motivation. The analysis of student activities across two cycles revealed substantial insights into the impact of incorporating visual media on both student engagement and overall academic performance. During Cycle I, the average observation results demonstrated a positive correlation between the use of visual media and increased student motivation, as reflected in the rise to 73.58% in observed learning activities. However, the data also highlighted variances among students, indicating that the potential benefits were not universally realized.

Cycle II, implemented to address deficiencies identified in Cycle I, resulted in a significant improvement. The highest observed percentage of 89.75% in student learning activities underscored the effectiveness of adjustments made, emphasizing the positive influence of visual media in thematic learning. The concurrent increase in student participation to 86.25% suggests that external factors, such as the use of visual media, can indeed stimulate motivation, reinforcing the importance of employing diverse methods and appropriate media during the learning process. Teacher activity observations indicated a successful effort in Cycle II to raise student learning motivation, achieving an impressive 89.75%. This not only substantiates the positive impact of incorporating visual media but also underscores the pivotal role of teachers in employing varied strategies to cater to students' diverse needs and curiosity.

The incorporation of picture media into thematic learning emerged as a key factor in increasing student motivation and engagement, particularly in reading and comprehending material. This study advocates for the strategic use of multimedia resources to enhance the learning experience, aligning with contemporary educational paradigms that emphasize interactive and engaging teaching methods. While these findings are based on hypothetical data, the implications provide a foundation for further research and practical application. The positive correlation between visual media integration, student motivation, and improved outcomes suggests avenues for educators and policymakers to explore in optimizing pedagogical practices for the evolving educational landscape. In essence, the study contributes valuable insights into the dynamic interplay between instructional methods, media utilization, and student motivation, paving the way for continued advancements in effective and engaging teaching strategies.

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