# MULTIMEDIA LEARNING METHODS TO INCREASE MOTIVATION AND LEARNING RESULTS ON SUBJECT OF SCIENCE
## (Case Study of SMP Negeri 6 Talang Ubi)

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## 1 INTRODUCTION

### 1.1 BACKGROUND

In general average of students learning outcomes at the subject of science is always low when compared with other subjects. This is due to the material of learning that is presented the teacher cant be understood by students. While the time at the SMP Negeri 6 Talang Ubi had never implemented the system of learning by using of multimedia methods in this area because at the environment of SMP Negeri 6 facilities and infrastructure support for the application of multimedia in learning is not yet available, not yet in-focus, computer usage is still limited due to the number has been had of school still a little. Thus teachers have not been able to implement multimedia learning methods. During this time at the SMP Negeri 6 Talang Ubi learning of science should be taught to students with a variety of methods and approaches which refers to active, creative, effective, and fun but only taught conventionally by teacher such as discourse and exercises. So, activity, creativity and motivation of the student to learn science is low. This causes the absorption and learning outcomes that is acquired by the student is low. Learning process that happen at the SMP Negeri 6 Talang Ubi during this time especially subject of science disposed monotonous and unattractive. Learning process more a lot of dominated by teacher, students in a general way passive tend just even accept information that gave by teacher, a lot of more sudents hears, write what does be informed educator and do exercises. As effect processes of learning felt by students pall and featureless. Even of result of observing students show the attitude of students insufficiently enthusiastic, lack of enthusiasm and insufficiently enthusiastic, lack of enthusiasm and insufficiently ready when followed subject of science. So, the result of learning that reached by student not result the maximum scores yet, it maybe because the teacher teach subject of science not use learning method appropriate yet so make the student attractive.

### 1.2 LITERATURE REVIEW

1. Concept of Motivation
   According Thomas M.Risk cited by Zakiah Drajat (200:140) motivation is the

effort that realised by teachers for occur motif on self student which kick activity towards learned aims according G.R.Terry in Hasibuan (2005:145), motivation is wish that exists onan self individual that stimulates to do actions. Conclusion that the meaning of motivation are overall driving force better from inside within self and also from outside by create one series of effort to provide condition of particular which secure directnesses and give aims on activity so to the effect that wanted by subject it can be reached.

2. Definition of Learning and Learning Result

   (a) Learning
       Learning is a process that is characterized by a change in the students. Changes as a result of learning can be demonstrated with a variety of forms, such as changing the knowledge, understanding, attitudes and behavior, skills, and skills and abilities (Nana Sudjana, 2005: 28). Learning by Slameto (2010: 2): "is a business process that is performed for someone to acquire a new behavior changes as a whole, as a result of his own experience in the interaction with the environment. Based on the theory it can be concluded that learning is a process of change in behavior or one's personal experience of the interaction tertentusebagai individual and his environment.

   (b) Definition of Learning Result
       The result of the study is an assessment of the process and the introduction of which has been done repeatedly.

3. Learning science.
   IPA as one of the subject areas taught in SMP/ has a scope of study materials science covers the following aspects:

   (a) Living things and life processes

   (b) Matter and its nature

   (c) Energy and change

   (d) Earth and the universe

4. Definition Multimedia
   Multimedia is media that combines two or more media elements consisting of text, graphics, images, photographs, audio, video and animation in an integrated manner.

   (a) Benefits of Multimedia Learning
       According Ariasdi. (2008) the benefits that can be obtained with the use of multimedia learning is the learning process more interesting, more inter-active, the amount of teaching time can be reduced, the quality of student learning can be improved and the process of teaching and learning can be

done anywhere and at any time, as well as the attitudes of student learning can be improved.

## 2 METHODOLOGY OF RESEARCH

1. Setting Research
   The research was conducted at SMP Negeri 6 Talang Ubi, which is located at Jalan Sudirman Desa Simpang Tais Kecamatan Talang Ubi Kabupaten Penukal Abab Lematang Ilir (PALI) POS code 31211. Subjects were students class VIII.1 second Semester Academic Year 2013/2014, totaling 34 people, consisting of: 19 male and 15 female in science subjects Integrated.

2. Research Design
   PTK design used in this study is the design of PTK according to Kemmis and Mc Taggart (in Rafi'uddin, 1996) action research can be seen as a spiral of cycles of planning, action, observation (observation), and further reflection may be followed by The next spiral cycle.

### 2.1 RESULTS AND DISCUSSION

The details of the students' learning outcomes obtained prior to the action (pre-cycle), and after the first cycle the action cycle and the second cycle can be seen in the following table.

Table 10.Comparison of Average Values and Student Results classical completeness of each cycle

This success is due to the use of multimedia learning that facilitate the process of KMB, among others: that the learning process more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved and the process of teaching and learning can be done anywhere and anytime, and attitudes / response to student learning can be improved.

### 2.2 DISCUSSION

The percentage of completeness students in learning activities through the use of multimedia teaching methods in science subjects reached 65.59Changes as a result of learning can be demonstrated with a variety of forms, such as changing the knowledge, understanding, attitudes and behavior, skills, and skills and abilities. With this concept as well, learning outcomes using multimedia learning methods are expected to be more meaningful for students. The learning process that takes place naturally lead students play an active role, it can be seen from the percentage of students' response to the implementation of multimedia in teaching science is high enough, it can be seen in the behavior of students who are not relevant student in second cycle only reach 5.88% , which is lower with the first cycle, which reached 58.82%.

## 3   CONCLUSIONS AND SUGGESTIONS

### 3.1   Conclusion

The conclusion that can be obtained after conducting classroom action research (PTK), is as follows:

1. Multimedia learning methods in learning science, can increase students 'motivation in SMP 6 Talang Ubi, it can be seen from the observation that the author has done in May to July 2014, with the indicator includes observations, students' attention to the lesson, interest / students' responses to the lesson, the relevant activities of the student, the spirit of learning, fun learning environment, treatment irrelevant, was experiencing a change in each cycle.

2. Method of multimedia learning in science in class VIII.1 second Semester SMP Negeri 6 Talang Ubi Penukal Abab Lematang Ilir (PALI) school year 2013/2014, could improve the results of student learning outcomes. This can be seen from the results of student learning at the end of the test cycle I had a 65.59 grade average, students who otherwise completed around 23 students (67.65%). While at the end of the second cycle class average value increased to 72.41 and as many as 30 students (88.23%) declared complete either individually or classical.

### 3.2   Suggestion

Some things that can be recommended researchers in connection with research of this class action, among others: Multimedia does have several advantages over other learning methods. But this method can not be applied in schools located in remote areas, because in this area is still difficult to find facilities and infrastructure used to support the implementation of the use of multimedia teaching methods. For example if we want to apply the material that relevan with the internet in remote areas can not be done because there is no internet connection.

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