

The Effectiveness Of Interactive Power Point Learning Media Towards The Motivation Of Learning To Write Pantun For Class VII Students Of The Masehi Private Junior High School Berastagi 2021/2022

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Abstract.

The quality of education is very much influenced by factors, where one of the factors that affect the quality of education is the quality of learning in schools and can be seen from the increase in grades. Utilization of media in the learning process in the classroom to make the learning atmosphere fun and can increase student grades. The use of learning media to write rhymes can increase the learning motivation of 7th graders of Berastagi Private Middle School students. It can be seen from the results of simple linear regression testing that the t test significance value is 0.071 less than 0.1 and the t regression coefficient is positive, meaning that the more frequent use of interactive learning media, the students' learning motivation will increase. There is a significant difference in value between before the use of interactive learning media and after the use of interactive power point learning media. It can be seen from the test results that the average paired sample difference produces a sig value of 0.000 less than 0.05. The value after using interactive learning media is higher than the value before using interactive power point learning media. Suggestions for further research to add other variables that affect students' learning motivation, because the results of this study indicate that the contribution of learning media to increasing students' learning motivation is only 3.8 percent. Suggestions for teachers to use interactive learning media as a means to deliver material to students, because it is proven that the use of interactive learning media can increase student values and motivation in learning.

Keywords: Effectiveness, Learning Media, Interactive Power Point, Learning Motivation, Writing Pantun.

I. INTRODUCTION

Technology that is so sophisticated and modern is able to penetrate the line of life, including in the implementation of education. Many people believe, with technology, everything will be easy, effective, practical and fast. The use of technology in education is an alternative to improve the quality and quantity where the results and processes include: learning resources, where teachers and students are required to actively use educational technology in the learning process. Educational objectives that have been stated in the National Education System Law will be achieved if the quality of education in Indonesia is good. But in reality, the quality of our education is still lagging behind other countries, especially ASEAN countries. In 2017 the education index in the annual report issued by the United Nations Development Program Indonesia had an education index of 0.694 [1]. Based on these data, Indonesia is ranked sixth under Singapore, Brunei Darussalam, Malaysia, Thailand and the Philippines. In order to teach this backwardness, all elements in the field of education should work together to improve the quality of education in Indonesia. Therefore, the quality of education in Indonesia is one of the things that must be done to catch up. In the world of education, there are many things that can affect the quality of an education [2]. Students who have good learning achievements, must go through a quality learning process and have very good quality. Learning achievement is a picture of student success in the teaching and learning process based on the provisions that have been made by educators [3].

There are 2 factors that influence the learning achievement process, namely factors that come from within students called internal factors and factors that come from outside students or called external factors [4]. Learning motivation can be achieved if the learning process in the classroom is fun and able to arouse students' learning enthusiasm according to Slavin, the implementation of the teaching and learning process teachers must have the ability to create learning conditions that are fun, not tense, and a comfortable atmosphere in learning [5]. So that it can foster student learning motivation. It is the teacher's obligation to make the learning atmosphere in the classroom more interesting and the spirit of learning grows and can stimulate the growth of learning motivation. Based on the observations made there are still many problems in the learning process. For example, learning runs in one direction only from the teacher to students, the

method used is mostly lectures so that the learning atmosphere becomes bored, the teacher's unpreparedness in learning materials, preparation in teaching is lacking, the selection of learning media is monotonous and not varied, students' learning motivation is low, students less attention. One of the solutions to solve these problems is by utilizing the media in the learning process in the classroom to make the learning atmosphere fun and can stimulate the growth of students' motivation to write pantun. With the growth of students' learning motivation, the desire to learn to write rhymes will increase and learning achievement will be achieved.

The use of media in rhyme writing material will stimulate the use of both senses, namely the senses of sight and hearing simultaneously so that they are able to absorb good subject matter. The Competency Standards for writing rhymes in the Indonesian language syllabus for class VII SMP contain, "Expressing thoughts, feelings and experiences through writing rhymes, while the basic competence is "Writing pantuns in accordance with the requirements of rhymes. "Through the Competency Standards and basic competencies above, there is a learning objective to write rhymes, namely students are able to write rhymes in accordance with the requirements of rhymes. The importance of the role of rhymes for various purposes, writing rhymes should be trained and assigned to students at school. Writing rhymes encourages students to produce literary works. Literary works are a place to apply the ideas of the author in the form of language expressions that validate both orally and in writing. In literary works there are various types of criticism, suggestions, advice and valuable knowledge from the author himself. So that literary works are able to play an active role in the maturation of a society continuously by following the movements or events that occur in people's lives. Based on the initial observations made by the researcher, it can be seen that students have difficulty starting to make rhymes. Some of the students spent a lot of time trying to start making rhymes. Some start from the sampiran, some start from the content of the rhyme. The motivation of students to write rhymes is also very low. Some students look desperate and then write down the poems that are in the book or that are remembered with a slight change.

There are even students who only write rhymes in books [6]. Learning to write rhymes is still not fully understood by students due to learning that is sometimes boring and teachers do not use media. So that students have difficulty in writing a good rhyme. To improve rhyme writing skills, teachers must be good at choosing interesting learning media. Learning materials packaged in teaching media can write children learning while playing and learning. Learning to write in the classroom requires tools or media that can help students optimize their writing skills. Interesting learning media such as pictures, graphics, videos or objects that attract attention will help the process of learning to write rhymes. One of the media that can provide interesting things for students is to be able to use power point media so that students feel that the learning taught by the teacher is interesting and efficient. Interactive Power Point is a software-based learning media on a computer. This is to make it easier to carry out the process of learning activities and make it easier for students to understand the content and intent of the learning.

The most frequently used information technology in the field of education include:

–Computers can combine animation, video and audio, as well as text and graphics simultaneously, and have the ability to interact so that the teaching and learning process is more interesting and quickly digested by students.

–Computers allow the teacher to present and provide material to students in an interesting way, making teaching easier

–Education can also be done at home.

–Various educational institutions can implement distance learning.

There are several principles that must be considered in the selection of learning media, including:

- a. The selection of learning media must be in accordance with the objectives to be achieved
- b. The selection of learning media must be with a clear concept
- c. The selection of learning media must be in accordance with the characteristics of students
- d. The selection of learning media must be in accordance with the student's learning style and the ability of the teacher

- e. The selection of learning media must be in accordance with environmental conditions, facilities and time available for learning needs.

This research has advantages because it uses interactive power point learning media which was made by the researcher himself, can present texts of learning materials, exercises, tests and images that can move or are interactive and can provide motivation to learn to write rhymes. Similar research was carried out Sugama, that with the application of interactive power point learning media, it was seen that learning motivation increased, because it used interactive learning media [7]. For the limited material, namely writing rhymes in accordance with the requirements of the rhyme. The study was conducted in class VII and its location is at the Private Middle School in Berastagi, Karo Regency, North Sumatra. In connection with the above, the researchers are interested in conducting research on "The Effectiveness of Using Interactive Power Point Learning Media on Motivation for Learning to Write Pantun Students for Class VII SMP Private Masehi Berastagi 2021/2022.

Problem Identification

1. The existence of the learning process at the school is still using the lecture method (conventional)
2. The use of interactive Power Point-based rhyme learning media has not been implemented yet
3. Very low student learning motivation
4. At least the sources used are only teacher explanations and a few
5. handbooks
6. The lack of teachers using learning media that is arousing students' motivation in learning material for writing rhymes
7. The use of media is still very limited and lack of variety

Problem Limitation

The scope of the effectiveness of learning rhymes in grade VII students of SMP Private Masehi Berastagi are:

1. In accordance with the Basic Competence, namely writing rhymes in accordance with the requirements of the rhyme: explanation of the rhyme, the role of the rhyme, the structure of the rhyme, the characteristics of the rhyme, the types of rhyme.
2. From this explanation, the researcher limits the material that is the scope of discussion in this study, namely "Writing Pantun"
3. Through this study, there is a comparison of students' learning motivation using interactive power point learning media with students who have not used interactive power point learning media.
4. Needs analysis in this study is the seventh grade students of the Private Masehi Junior High School Berastagi
5. The research methodology uses regression analysis and the average difference test

Problem Formulation

1. Does the use of interactive learning media have a positive effect on students' learning motivation?
2. Is there a significant difference in student scores between before using interactive learning media and after using interactive learning media?

Research Objectives

The objectives to be achieved for the effectiveness of this learning media are:

1. Knowing the effect of interactive learning media on students' learning motivation
2. Knowing the effectiveness of using interactive learning media through increasing student scores

Benefits Of Research

The things disclosed in this research are expected to provide theoretical and practical benefits. The theoretical benefits are as follows:

1. As input for schools, Indonesian language teachers and students to take advantage of the availability of learning media in schools in order to increase learning motivation in learning to write pantun.
2. As input and support for similar research in the effort to develop further research.
3. Can be useful in the development of knowledge about the effectiveness of the use of learning media in relation to student learning outcomes.

While the practical benefits of this research are:

1. For Writers

To train and develop abilities in the field of research, as well as to increase the author's insight and knowledge about the effectiveness of learning media to write rhymes on the motivation of seventh grade students' learning outcomes.

2. For Teachers

As input for teachers about the effectiveness of using appropriate learning media in the teaching and learning process, so that it can generate student motivation in learning to write pantun.

II. THEORETICAL FOUNDATION

Effectiveness

The word effective comes from English, namely effective which means successful or something that is done successfully. Popular scientific dictionaries define effectiveness as the appropriateness of use, use or support for goals. The definition of effectiveness in general shows how far the achievement of a predetermined goal. The word effectiveness refers more to the targeted output. Effectiveness is a very important factor in the lesson because it determines the success rate of a learning media used.

According to Mahmudi, effectiveness is the extent to which the units issued are able to achieve the goals set [8]. According to Nana Sudjana, effectiveness can be interpreted as an act of student success to achieve certain goals that can bring maximum learning outcomes [9]. The effectiveness of learning is clearly related to the efforts of the learning media used so that it can increase students' learning motivation. The effectiveness of learning according to Supriyono, refers to the power and effectiveness of all learning components that are organized to achieve learning objectives [10]. Effective learning includes all learning objectives, both mental, physical and social dimensions. Effective learning makes it easier for students to learn something useful.

Instructional Media

Learning media is used as a tool in education which is divided into several classifications according to function, type and source. The following is a theory regarding the understanding of learning media and the classification of learning media. Learning is an activity that involves a person, two or more parties, the most important thing is that the learning process occurs in it. In the learning process in a formal environment at school, the teacher strives for students to acquire knowledge, skills and positive values.

According to Arsyad, "The development of science and technology increasingly encourages reform efforts in the use of technological results in the learning process" [11]. Teachers are required to be able to use the tools that can be provided by the school and it is possible that these tools are in accordance with the developments and demands of the times. For example, the availability of projectors, laptops and computer labs at schools. Teachers can take advantage of learning media that can be used as an effort to improve the quality of the process and student learning outcomes.

Characteristics Of Learning Media

The function of the media in the teaching and learning process according to Nana Sudjana in the journal Hasrul [12], namely:

1. The use of media in the teaching and learning process is not an additional function, but has its own function as a tool to create an effective teaching and learning situation
2. The use of instructional media is an integral part of the overall teaching situation. This means that teaching media is one of the elements developed by an educator
3. The use of learning media is prioritized to accelerate the teaching and learning process and assist students in capturing the material provided by the educator .

Nana Sudjana, in the journal Hasrul, said that learning media also have functions and roles as described below:

1. Capture an object or certain events
2. Manipulating certain circumstances, events or objects.
3. Increase students' enthusiasm and motivation to learn [13,14]

There are three characteristics of the media used in learning activities according to Gerlach & Ely in journal Hosnan, [15] as follows:

1. Fixative Property (Fixative Characteristics), this feature describes the ability of recording media, storing, preserving and reconstructing an event or object. Such as photography, video tapes, audio tapes, computer diskettes and films.
2. Distributive property, allows an object or event to be transported through space and simultaneously presented to students with relatively the same stimulus experience regarding the event.
3. Manipulative Property (Manipulative Characteristics), events that take two or three minutes.

With the time-lapse recording technique, an event can be accelerated or slowed down when replaying the video recording. The ability of the media from manipulatives requires serious attention because if there is an error in rearranging the sequence of events or cutting the wrong part, there will also be misinterpretation which of course will be confusing and even misleading.

Power Point

PPT or power point which is an application that is widely used by people to present teaching materials or reports, works or their status [16]. While according to Daryanto, Microsoft Power Point is a software created and developed by the Microsoft company [17]. On the computer, these programs are usually grouped in Microsoft Office programs. The program is specially designed to deliver presentations, whether organized by companies, governments, education or individuals, with various menu features that can make it an attractive communication medium. Microsoft power point or PPT is a software used to compose an effective, professional, and easy presentation. Microsoft PPT will make an idea, idea or material more interesting and easy to understand [18].

Meanwhile, Microsoft PPT 2016 comes with a number of new features. Some of the new features are a result of the development of previous existing features and some are completely new features. This combination produces Microsoft PPT 2016 applications that are more perfect, efficient, and can meet various needs [19]. From the opinions of various experts, namely Azhar Arsyad, Daryanto, M. Syamsul Hadi, and Oscar Yulius, it was elaborated so that it can be concluded that PPT is software created and developed by Microsoft companies, on computers and usually these programs have been grouped in Microsoft Office programs and are used for compose an effective, professional and easy presentation. In addition, Microsoft PPT will make ideas, ideas and materials more interesting, clear and easy to understand by using various new features.

III. METHODS

Microsoft Ppt 2016 Display

The following are various views contained in Microsoft PPT 2016 and their functions. The initial view when opening the PPT can be seen in the following image:

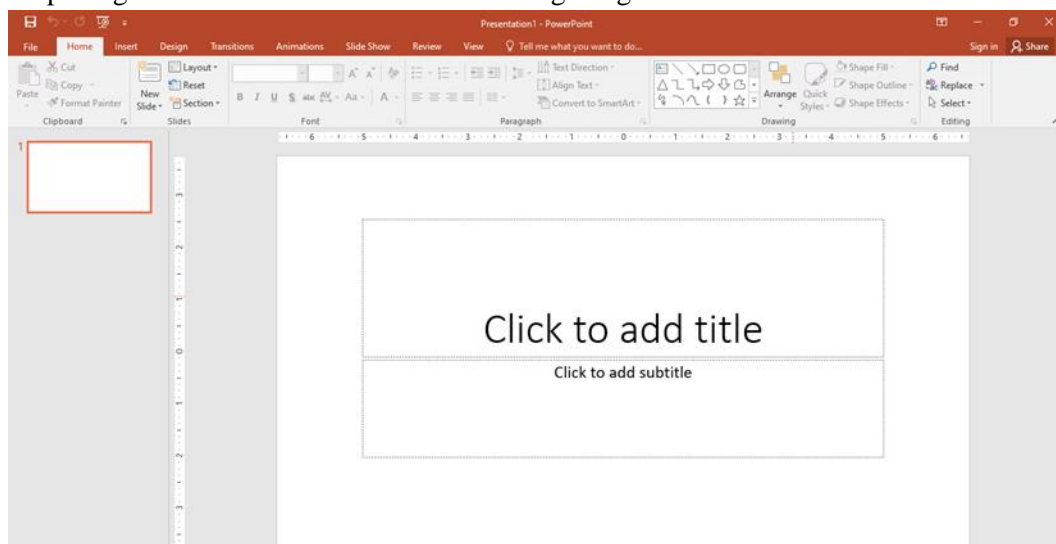


Fig 2.2. Microsoft PowerPoint 2016 preview and worksheet

The functions in Microsoft PPT are as follows:

1. Quick Access Toolbar



Fig 2.3. Quick Access Toolbar Display

The Quick Access Toolbar contains shortcuts for the Save, Undo, Repeat, and Start from Beginning functions

2. File menu

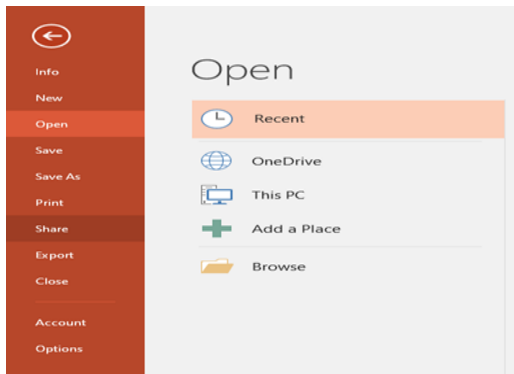


Fig 2.4. File Menu Display

The File menu functions to create, open, save, print, and open files left over from previous work that the user has opened.

3. Ribbon Tab Home

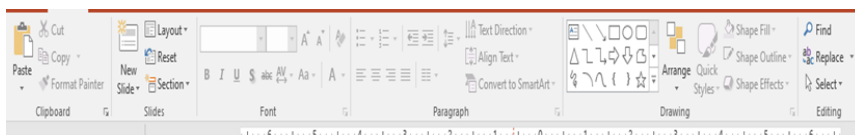


Fig 2.5. Display of the Home Tab Ribbon

Ribbon Tab Home has a variety of tools, their respective functions are: Clipboard, Slides, Fonts, Paragraphs, Drawing, Editing. This group of tools works:

- a. Clipboard, lets you use the copy, paste, cut, and format painter buttons
- b. Slide, in which there are add slide, layout, reset and delete buttons.
- c. Paragraph, in it there are buttons to adjust the alignment, bullet and numbering, line spacing, and several buttons to adjust paragraphs.
- d. Font, serves for formatting around letters.
- e. Drawing, in which there are Text box buttons, AutoShape, Arrange, Quick Styles, Shape Fill, Shape Outline, and Shape Effects.
- f. Editing, which consists of Find, Replace, and Select buttons.

4. Ribbon Tab Insert

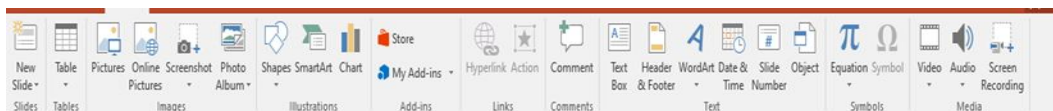


Fig 2.6. Display of the Insert Tab Ribbon

Ribbon Insert tab aims to insert an object in the presentation slide. The Insert tab consists of several tool groups, including:

- a. Tables, commands to add tables to your slide show.
- b. Images, to include images, clip art, screenshots and photo albums
- c. Illustrations, in which there are buttons that you can use to insert images, clipart, photo albums, shapes, smartart, and charts.

- d. Links, includes buttons that can be used to create links on slides
- e. Text, enter text boxes, headers and footers, WordArt, Date and Time, Slide numbering, and objects from outside the application
- f. Symbol, enter symbols and write formulas
- g. Media Clips, to add a sound file (sound) or movie (movie) in a slide

5. Ribbon Tab Design



Fig 2.7. Display of the Ribbon Tab Design

Ribbon Design tab, related to the design of the slides in the presentation. The Design tab consists of several tool groups, including Page Setup, Themes, and Background, which are used to design slides. Here is the explanation.

- a. Page Setup, in which there are buttons to set the model of the slide, the size of the slide and whether the model is portrait or landscape
- b. Themes, related to the theme design that has been prepared by Ms. PowerPoint 2016.
- c. Background, to set the background so that the slide looks more lively and beautiful, we can also adjust, insert the background independently here.

6. Ribbon Tab Transitions



Fig 2.8. Display of the Tab Transitions Ri Ribbon

The transition tab ribbon deals with slide motion options that include preview, Transition to this slide, and Timing.

- a. Preview, in this section we can see the slide show when it is run
- b. Transition to this Slide, The current slide transition.
- c. Timing, setting the timing of the motion of the slide, whether automatically or by clicking the mouse.

7. Ribbon Tab Animations

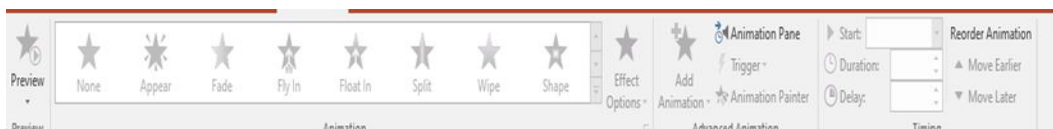


Fig 2.9. Display of the Ribbon Tab Animations

On the Ribbon Tab Animations set the animation in the presentation. Through this tab you can add various types of animation to your slides.

There are 4 tool groups that you can use, including:

- a. Preview, this button is also known as a preview or a temporary view of the results of the animation that you provide for your slides.
- b. Animations, you can choose animations for objects on the slide, consisting of animate and custom animations.
- c. Advanced animation, additional animation further
- d. Timing, to set the slide duration and sequence.

8. Ribbon Tab Slide Show

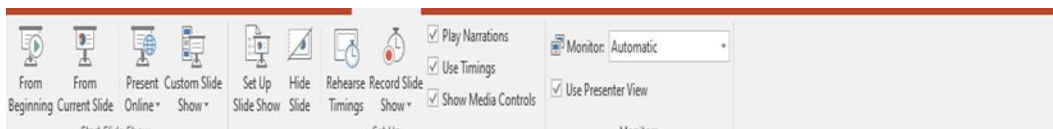


Fig 2.10. Display Ribbon Tab Slide Show

Ribbon Slide Show tab manages how slides are displayed in the presentation, including for example which slide will be displayed first. The Slide Show menu consists of several tool groups, including:

- Start Slide Show, to determine where your slides are run from, whether from the beginning (from beginning) or from the current slide (from current slide show) or of your own choice (custom slide show).
- Set Up, in this tool group there are buttons that can be used to hide slides (hide slides), record narration (record narration) and determine the order of slides (rehearse timings) to be displayed.
- Monitors, you can set the resolution of your presentation slides in this tool group.

9. Ribbon Tab Review

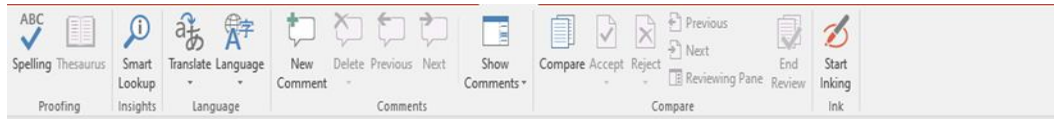


Fig 2.11. Display of the Review Tab Ribbon

As the name implies, Review is used to review presentation slides before being saved, printed or presented. There are three tool groups on the Review Tab Ribbon, including: Proofing, which is used to check the writing that you make on the slide. Language, Comments, you can provide notes on the slides that you create and Compare, for setting comments.

10. Ribbon Tab View

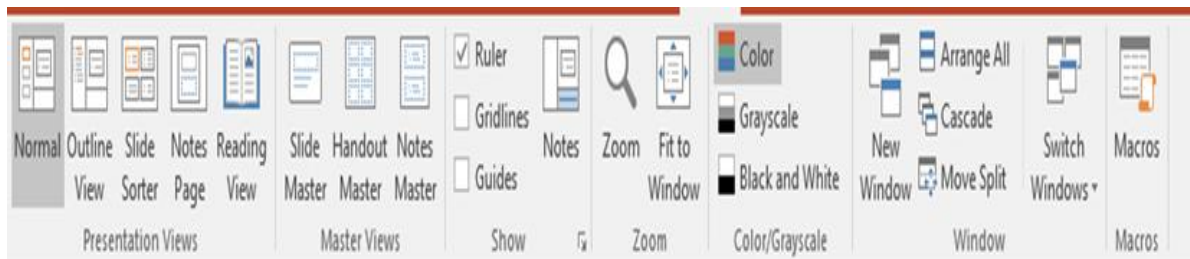


Fig 2.12. Display Ribbon Tab View

The View menu deals with slide show options whether in normal mode or if you choose something else. The tool groups found on the Ribbon Tab include:

- Presentation Views, in this section we can see the entirety of the slides that have been created. We can see it normally, slide sorter, notes page, and slide show, besides that we can also create slide masters.
- Show/Hide, to assist in making presentation slides, we can display rulers and gridlines.
- Zoom, can enlarge the size of the slide created or normally.
- Color/Grayscale, In this section we can determine whether the slides you create are colored (color) or black and white (grayscale).
- Window, we can manage the appearance of the PowerPoint window whether cascade, split, or move to another window.

Motivation To Learn

There are three motivational frameworks that have been developed by psychologists, namely: behaviorism, cognitive psychology, and humanism [20]. Experts who adhere to the notion of behavior say that motivation starts from situations, conditions and objects that are fun. If this gives continuous satisfaction it will lead to behavior that is ready to do something. Cognitiveists say that what influences individual behavior is the thought process, because cognitiveists focus on how individuals process information and provide interpretations for specific situations. Humanists say that humans act in environmental situations and make choices about what to do, but they are more concerned with the general path of a person's development, the activity of one's potential and eliminating the obstacles to one's growth. From Koeswara said that in the discipline of psychology, motivation is a concept used to explain the forces that exist and work on the organism or individual that is the driving and directing of the individual's behavior. Motivational theorists in formulating a theoretical conception of motivation can be categorized into three main approaches, namely (1) a biological approach, (2) a behavioristic approach, and (3) a cognitive approach

[21]. Motivation is a construct and activation of behavior, while a more specific component of motivation related to certain types of behavior is called a motive. Motive is a driving factor that causes certain behavior, while motivation is the structure of various motives that arise in a person [22]. Then Smith and Sarason provide an understanding of motivation comes from the Latin word move which means encouragement or move, thus motivation is defined as the moving power from within a person to carry out activities in order to achieve a goal [23].

In line with the above, Terry and Franklin explain that within the individual that moves individuals to take action to achieve certain goals [24], McDonald in Soemanto states that motivation is a change of energy within a person's personality which is characterized by effective encouragement and reaction reactions in an effort to achieve goals. Achieving Goals In this formulation, it can be seen that there are three important elements, namely: (1) that motivation initiates energy changes in every human being. The development of motivation will bring some changes in the neurophysiological system that exists in the human organism, and its appearance will involve human physical activities, (2) motivation is characterized by the emergence of feelings, effects and emotions that can determine human behavior, (3) motivation is characterized by goal reactions [25]. So motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within humans, but its emergence will be stimulated or driven by the existence of other elements in this case is the goal. Motivation is the urge to behave and act in a distinctive way caused by a hidden power within a person [26]. In connection with the above, Maslow argues that these forces involve the fulfillment of a set of needs that are classified according to the driving forces of five groups, namely: (1) physiological needs, namely the need to maintain life or basic human needs such as clothing, food and shelter.

(2) the need for security, (3) the need for relatives (social) which includes the need to feel accepted or recognized, (4) the need for esteem, and (5) the need for self-actualization (development) [27]. Furthermore, this difference in levels of needs distinguishes human motives, ranging from biological needs that are innate from birth to complex psychological needs. A motive will control a person's behavior if the motive under it has been fulfilled. Human behavior is controlled at first with the lowest motives, namely physiological motives such as hunger motives, thirst motives and so on. Only after these motives are fulfilled the needs of the above motives begin to dominate. And so on until the highest motive is the self-actualization motive. Motivation that works in individuals has different strengths, there are motives that are so strong that they dominate other motives. The strongest motive is the motive that is the main cause of individual behavior. Weak motives let alone very weak ones. Handoko revealed that to find out the strength of the motives that are controlling a person in general, it can be seen through: (1) the strength of the will to act; (2) the amount of time provided; (3) willingness to leave the task; (4) willingness to pay for the action; (5) perseverance in carrying out tasks and others [28]. From some of the views above regarding motivation, it can be concluded that motivation is a change in energy within a person's self which is characterized by encouragement and reactions to efforts to achieve goals in meeting their needs.

Write Pantun

Pantun is Malay pantun that is rooted and entrenched in society [29]. Pantun is known by many names in various languages in the archipelago, watch (Tagalog), tuntun (Javanese), pantun (Tobanese) which have more or less the same meaning, namely an orderly speech, educating directions, form/politeness. Pantun spread almost all over Indonesia. The function of rhymes in all regions (Malay, Sundanese, Javanese), or other regions is the same, namely to educate and entertain. Through rhymes we entertain people by playing language sounds, insinuating (reprimanding that something is not good) indirectly or giving advice. This does not mean that our people are not assertive when they want to say something, but it can be said that we have our own style of expressing something. Through our ancestral rhymes we seem more polite to reprimand or advise people indirectly so that the people we are addressing do not feel embarrassed or cornered. Pantun is an old poem which is well known as paparikan, and in Javanese it is known as parikan [30]. Umry and Winarti also said that rhymes were classified as original forms of old pantun as well as mantras [31].

Pantun is also found in several regional literatures in Indonesia such as "parikan" in Javanese literature or "paparikan" in Sundanese literature. Sumardjo, explains that the pantun (traditional pantun) is a form originated from Indonesia [32]. It is an oral folklore in form of "folk pantun" [33]. Pantun is very popular in the language of Indonesia archipelago. In Javanese language it is known as parikan, and in Sundanese language is known as Paparikan. Daillie suggest that it is interesting to study pantun as an expression of thought and feelings (Interesting translation for studying rhymes as an expression of thoughts and rhymes as an expression of thoughts and feelings) [34]. Meanwhile, according to Sigrid Spangenberg, translation of the Pantun can be found in many everyday situations in Malay life, both formal and informal [35]. It has diverse functions, varying from entertainment and storytelling to the formalization of a marriage proposal and other social situations. Akmal, said that among the Malay community, rhymes since hundreds of years ago have had a distinctive place as part of communication materials. Many things that cannot be stated in simple sentences can be replaced by the delivery of rhymes. The use of language as a means of communication, feels more flexible by including rhymes as part of it. Both in conversation, and in delivering remarks at various events.

Characteristics Of Pantun

Pantun has different characteristics from other literary works. The characteristics of the rhyme, among others: (a) each stanza consists of four lines or lines, (b) each syllable of each line is the same or almost the same (usually consists of four or more lines). almost the same (usually consisting of eight to twelve syllables), (c) rhythmic (rhymed) ab-ab or aa-aa, (d) the first and second lines are sampiran, which are usually unrelated (meaning and only taken only the rhyme is to say the meaning that will be issued, (e) the third and fourth lines are called the contents of the pantun, which is the purpose of the poem because the content of the poem contains a message that the singer really wants to convey [30]. The characteristics of the rhyme are five, namely (1) the rhyme consists of four lines in each stanza, (2) the first and second lines are called sampiran, (3) the third and fourth lines are the content of the meaning to be conveyed, (4) rhyming a-b-a-b, and (5) the number of syllables in each stanza ranges from eight to twelve syllables [31]. Waridah suggests the characteristics of the rhyme as follows: 1) each stanza consists of four lines (lines), 2) each line consists of 8 to 12 syllables, 3) the final rhyme of each line a-b-a-b, 4) the first and second lines are sampiran, 5) the third and fourth lines are contents [37]. The Ministry of Education and Culture, explains that the characteristics of rhymes can be seen based on their shape.

These characteristics cannot be changed. If changed, the rhyme will become a seloka, gurindam, or other old form of pantun. The characteristics of the rhyme are as follows: (1) Each stanza consists of four lines (lines), (2) Each line consists of 8 to 12 syllables, (3) The final rhyme of each line is a-b-a-b (4) The first and second lines are sampiran, (5) The third and fourth lines are the contents [29]. [32] Indrawati suggests the following characteristics of the rhyme: (1) Has stanzas and nisi, (2) Each stanza consists of four lines, (3) the number of syllables in each line is eight to twelve, (4) each stanza consists of two parts, namely sampiran and nisi, and (5) rhyming ab ab [38]. Zikri, et al explains that pantun is an old type of pantun, apart from gurindam, seloka and talibun, which rhymes a-b-a-b, there are four first and second lines which are sampiran and the second and fourth lines are content [39]. Hajar, added that the basic form of a rhyme containing four lines of rhyme can also be built between eight and twelve syllables, usually consisting of four or five. words, because Malay words are usually two-syllable in size [40]. Andriani, explains that pantun is a traditional Malay oral treasure consisting of four independent lines with an abab rhyme scheme. The first two lines are shadows or sampiran, while the next two lines contain content. Usually, the shadow part is the natural elements, while the content part refers to the human world which includes human feelings, thoughts and actions [41]. Wahyuni, explains that pantun is an old poem that has three characteristics. First, it consists of four lines in an ab-ab pattern. Second, each line consists of 8-12 syllables. Third, the first two lines as sampiran and the next two lines as contents. The word "rhyme" comes from the Minangkabau word "patun" which means guide. The characteristics of the rhyme basically consist of two elements of meaning and the element of validity is related to rhyme, stanzas, lines and syllables.

IV. RESULT AND DISCUSSION

Respondent Characteristics

The characteristics of the respondents are the demographic characteristics of the research respondents. Characteristics of respondents can be seen in the following table.

Table 4.1. Characteristics of Respondents

Characteristics	Repondents	(%)
Sex:		
Male	37	60.66
Female	24	39.34
Total	61	100.00
Age:		
12	18	29.51
13	37	60.66
14	5	8.20
15	1	1.64
Total	61	100.00
Classs:		
7.1	13	21.31
7.2	15	24.59
7.3	16	26.23
7.4	8	13.11
7.5	9	14.75
Total	61	100.00

Source: Research Data (processed)

Respondents of this study were seventh grade students of Berastagi Private Middle School, Karo Regency, North Sumatra Province. The number of respondents was 61 students. Male respondents were 37 students, and female respondents were 24 students. When viewed by age, respondents aged 12 years were 18 students, 13 years old were 37 students, 14 years old were 5 students, and 15 years old were 1 student. Respondents are spread from grades 7.1 to 7.5. Respondents from class 7.1 are 13 students, class 7.2 is 15 students, class 7.3 is 16 students, class 7.4 is 8 students, and class 7.5 is 9 students.

Respondent Answer Score

Table 4.2. Respondent's Answer Score

Indicator	Mean	Maximum	Minimum	SD
Use of Learning Media				
PMP1	2.79	4.00	1.00	0.86
PMP2	2.69	4.00	1.00	0.89
PMP4	2.74	4.00	1.00	0.77
PMP6	2.74	4.00	1.00	0.96
PMP8	2.75	4.00	1.00	0.89
PMP9	2.67	4.00	1.00	0.93
PMP13	2.80	4.00	1.00	0.93
PMP15	2.90	4.00	1.00	0.75
PMP17	2.72	4.00	1.00	0.84
Motivation To Learn				
MB1	3.18	4.00	1.00	0.83
MB2	3.02	4.00	1.00	0.67
MB3	2.85	4.00	1.00	0.79
MB5	3.00	4.00	1.00	0.86
MB15	3.13	4.00	1.00	0.74
MB16	2.75	4.00	1.00	0.87
MB17	2.66	4.00	1.00	0.73
MB18	3.30	4.00	1.00	0.78
MB20	3.61	4.00	2.00	0.59
MB29	3.59	4.00	1.00	0.74

Indicator	Mean	Maximum	Minimum	SD
MB30	3.49	4.00	1.00	0.77
MB31	3.49	4.00	1.00	0.74
MB35	3.66	4.00	1.00	0.66
MB36	3.56	4.00	1.00	0.76

Source: Research Results (processed)

Respondents' answer scores are only displayed on valid question items. Validity testing is presented in section 4.2.1. The score of respondents' answers using a Likert scale from 1-4, it can be seen that in Table 4.2 the minimum value is 1 and the maximum is 4. The standard deviation shows that the respondents' answers are not too varied.

Result Analysis and Interpretation

Validity and Reliability Test Results

Validity shows the extent to which a measuring instrument is able to measure what it wants to measure. To determine the level of validity, it is necessary to test the validity of the instrument. The results of the instrument validity test can be seen in the following table.

Table 4.3. Results of the Variable Validity Test for the Use of Learning Media (Phase I)

Indicator	r-corrected*	Description
PMP1	.236	Invalid
PMP2	.103	Invalid
PMP3	.252	Valid
PMP4	.473	Valid
PMP5	.106	Invalid
PMP6	.649	Valid
PMP7	.170	Invalid
PMP8	.301	Valid
PMP9	.507	Valid
PMP10	.253	Valid
PMP11	.206	Invalid
PMP12	-.162	Invalid
PMP13	.379	Valid
PMP14	.364	Valid
PMP15	.348	Valid
PMP16	.099	Invalid
PMP17	.474	Valid
PMP18	.253	Valid

*Compared to table value=0.239

Source: SPSS Output

Table 4.4. Results of the Validity Test of Learning Motivation Variables (Phase I)

Indicator	r-corrected*	Description
MB1	.468	Valid
MB2	.312	Valid
MB3	.391	Valid
MB4	.318	Valid
MB5	.292	Valid
MB6	.121	Invalid
MB7	.477	Valid
MB8	.036	Invalid
MB9	-.243	Invalid
MB10	-.338	Invalid
MB11	.318	Valid
MB12	.293	Valid
MB13	-.191	Invalid
MB14	-.249	Invalid
MB15	-.085	Invalid
MB16	.249	Valid

Indicator	r-corrected*	Description
MB17	.196	Invalid
MB18	.164	Invalid
MB19	.237	Invalid
MB20	.250	Valid
MB21	.218	Invalid
MB22	-.229	Invalid
MB23	-.264	Invalid
MB24	.211	Invalid
MB25	-.060	Invalid
MB26	.138	Invalid
MB27	.124	Invalid
MB28	.233	Invalid
MB29	.374	Valid
MB30	.182	Invalid
MB31	.288	Valid
MB32	-.448	Invalid
MB33	.143	Invalid
MB34	.097	Invalid
MB35	.411	Valid
MB36	.203	Invalid
MB37	-.106	Invalid
MB38	.090	Invalid
MB39	-.150	Invalid
MB40	.132	Invalid

*Compared to table value=0.239

Source: SPSS Output

Valid both measuring the use of learning media and learning motivation. Then the re-validity test is carried out until all valid indicators are obtained. The results of the re-validity test can be seen in Table 4.5 and Table 4.6.

The Results of the Variable Validity Test for the Use of Learning Media (Phase II)

Indicator	r-corrected*	Description
PMP1	.517	Valid
PMP2	.351	Valid
PMP4	.438	Valid
PMP6	.758	Valid
PMP8	.602	Valid
PMP9	.624	Valid
PMP13	.574	Valid
PMP15	.430	Valid
PMP17	.628	Valid

*Compared to table value=0.239

Source: SPSS Output

The Results of the Validity Test of Learning Motivation Variables (Phase II)

Indicator	r-corrected*	Description
MB1	.700	Valid
MB2	.731	Valid
MB3	.478	Valid
MB5	.745	Valid
MB15	.290	Valid
MB16	.267	Valid
MB17	.572	Valid
MB18	.668	Valid
MB20	.341	Valid
MB29	.726	Valid
MB30	.604	Valid
MB31	.641	Valid

Indicator	r-corrected*	Description
MB35	.752	Valid
MB36	.654	Valid
MB37	.422	Valid

*Compared to table value=0.239

Source: SPSS Output

The results of the re-validity test are obtained that there are 9 (nine) valid indicators to measure the use of learning media, namely: PMP1, PMP2, PMP4, PMP6, PMP8, PMP9, PMP13, PMP15 and PMP17, and there are 15 (fifteen) valid indicators. to measure learning motivation, namely: MB1, MB2, MB3, MB5, MB15, MB16, MB17, MB18, MB20, MB29, MB30, MB31, MB35, MB36 and MB37. The right instrument is not only an instrument that is able to measure what it wants to measure, but also must be consistent if it is used to measure the same thing at different times. This shows that the instrument is reliable. The reliability results can be seen in the following table.

Reliability Test Results

Variabel	Alpha-cronbach	Description
Use Of Learning Media	0,831	High reliability
Motivation To Learn	0,897	High reliability

Source: SPSS Output

Both variables have an alpha-cronbach value greater than 0.8, meaning that the reliability of the measurement of the two variables is very high.

Linear Regression Analysis

Linear regression analysis was used to examine the effect of the effectiveness of using pantun learning media on students' learning motivation. The results of linear regression analysis can be seen in the following table.

Linear Regression Results

No.	Variabel	Koefisien	t-stat	Sig.
1.	Constant	40,007	8,433	0,00
2.	Use Of Learning Media	0,321	1,839	0,071
F-stat			3,384	0,071
R-square (adj)			3,8%	

Source: SPSS output

*: Statistically significant ($\alpha = 5\%$)

Based on the table above, if it is written in the regression equation, it is as follows:

$$\text{Motivation} = 40,007 + 0,321 * \text{Learning Media}$$

The regression results in table 4.8 can be used to answer the first hypothesis, namely:

H1: The Use of Interactive Learning Media Has a Positive Effect on Learning Motivation

In the simple linear regression equation, the value of the F test and t test will be the same because it only uses one independent variable. The results of the t and F tests obtained sig values. of 0.071 is less than 0.1. So, it can be concluded that with a 90% confidence level, learning media has a positive effect on students' learning motivation. Each increase in the use of learning media by 1 unit, learning motivation will increase by 0.321 units. The coefficient of determination (adjusted R-square) is 3.8 percent. This can be interpreted that the contribution of learning media to increase students' learning motivation is 3.8 percent. In other words, changes that occur in learning motivation by 3.8 percent can be explained by the use of learning media, while the remaining 96.2 percent is explained by other variables not included in the study. Only very little contribution of learning media to increase students' motivation to learn. There are many other factors that influence student learning motivation that are not included in this study. To ensure that the results of the regression equation above are valid, it is necessary to test the classical assumption or OLS (Ordinary Least Square) which is required in multiple linear regression analysis. The classical assumption test is intended to ensure that the estimator in the regression equation formed is the best, linear, and unbiased estimator (Best Linear Unbiased Estimator). The classical assumption test is described as follows:

1. Assumption of Residual Normality

To test the residual normality assumption, it can be seen through the P-P plot image as shown in Figure 4.1 below.

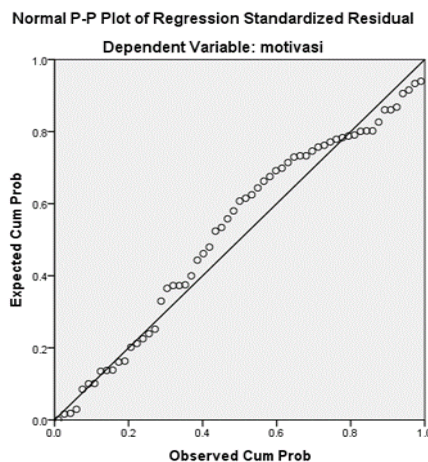


Fig 4.1. Normal P-P Plot

The residual points spread along the diagonal line, so it can be concluded that the residuals are normally distributed. Thus, the assumption of residual normality is met.

2. Heteroscedastic Assumption

Heteroscedasticity is the residual variance between heterogeneous observation units. The regression equation requires that the residual variance must be homogeneous. To test the assumption of heteroscedasticity of residual variance, a plot between the residuals on the Y axis and the predicted value on the X axis is used. The results of the plot can be seen in Figure 4.6 below.

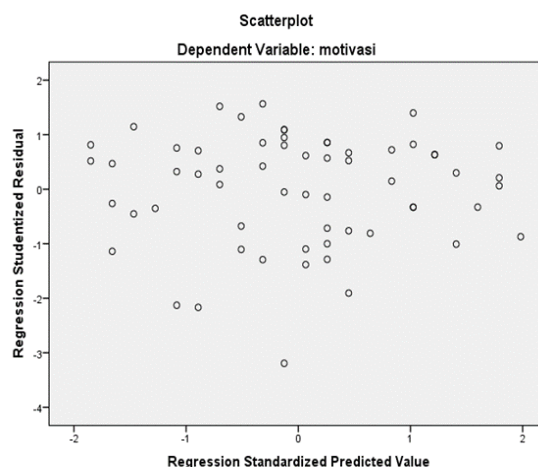


Fig 4.2. Plot between Residual and Predicted Value

The plots between the residuals and the predicted value of the regression equation spread randomly, so it can be concluded that the assumption of homogeneity of the residual variance is met.

3. Assumption of autocorrelation

Autocorrelation is the residual between the units of interrelated observation. The regression equation requires no autocorrelation relationship. To test whether the autocorrelation assumption is violated or not, the Durbin-Watson test statistic is used. If the Durbin-Watson statistical value is between d_U to $4-d_U$, then no autocorrelation is detected. The d_L table value is 1.38, the d_U table value is 1.45, and the resulting DW value of 1.868 is around 2, it can be concluded that no autocorrelation is detected, thus the autocorrelation assumption is fulfilled. All OLS assumptions are met, it can be concluded that the regression equation estimator above is best linear unbiased estimator, so the results of the valid regression equation are used to model the influence of learning media on learning motivation.

Paired Sample Mean Difference Test

The paired sample mean difference test was used to see if there was a difference in value between before there was interactive learning media and after there was interactive learning media. Before the average difference test is carried out, a normality test is carried out first. The normality test is a prerequisite test before the average difference parametric test, if the normality condition is not met then the average difference test is carried out with a nonparametric approach with U-Mann Whitney. The results of the normality test can be seen in the table below.

Table 4.9. Data Normality Test Results

No.	Variabel	Sig.	Description
1	Value before	0,239	Normal distribution data
2	Value after	0,109	Normal distribution data

*Significant at 5% level

Source: SPSS output (processed)

Based on Table 4.9 above, all data groups are normally distributed, so the test of the average difference of paired samples uses a parametric approach. The results of the paired sample mean difference test using a parametric approach can be seen in the following table.

Table 4.10. Paired Sample Test Results

Couple	Mean	t-statistik	Sig.
Before after	-4,213	-4,275	0.000

*Significant at 5% level

Source: SPSS output (processed)

Based on Table 4.10 above, the sig. 0.000 is less than 0.05, it can be concluded that there is a significant difference between the scores before the interactive learning media and the scores after the interactive learning. The value before deducting after the average is -4.213, meaning that the value after is higher than the previous value. The results of this average difference test are used to answer the second hypothesis, namely:

H2: There Is a Significant Difference in Value Between Before the Use of Interactive Learning Media and After

The results of this study indicate that there is a significant difference between the scores before the use of interactive learning media and after. The use of interactive learning media is proven to be effective in increasing student scores.

V. CONCLUSION

The results of testing hypothesis 1 show that there is a positive influence on the use of interactive learning media with students' learning motivation. Previous research conducted by Yuliansyah et.al also showed that learning media was able to improve students' understanding, and increase students' courage in answering questions, so that the use of learning media was proven to be able to increase student motivation [43]. This study also shows the same thing that the use of learning media can increase the learning motivation of seventh grade students of Berastagi Private Middle School students. The results of testing hypothesis 2 show that there is a significant difference in value between before the use of interactive learning media and after the use of interactive learning media.

So, it can be concluded that the use of interactive learning media can increase student scores. Previous research conducted by Kusuma, et al showed that the use of interactive learning media was more effective in improving student learning outcomes [44]. Research Salmiah et al, also shows that the use of interactive learning media is effective in increasing student learning mastery [45]. The results of this study also show the same thing that the use of interactive learning media can increase student scores. The results of this study as a whole indicate that the use of interactive learning media has proven to be effective because it can increase students' learning motivation while at the same time increasing students' grades. Suggestions for teachers to use interactive learning media as a means for delivering material to students to achieve mastery in student learning.

From the results of the research described in chapter IV, it can be concluded that:

1. The use of learning media can increase the learning motivation of 7th grade students of Berastagi Private Middle School. It can be seen from the results of simple linear regression testing that the t-test significance value of 0.071 is less than 0.1, and the regression coefficient is positive, meaning that the more frequent use of interactive learning media, the students' learning motivation will increase.
2. There is a significant difference in value between before the use of interactive learning media and after the use of interactive learning media. This can be seen from the results of the test of the average difference of the paired samples resulting in a sig value of 0.000 less than 0.05. The score after using interactive learning media was higher than the score before using interactive learning media.

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