

Beyond Traditional Teaching: The Role of Digital Media in Modern Education

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ABSTRACT: This research aims to determine the implementation of learning media in increasing student learning motivation. The research method used is a literature study by analyzing various sources related to the use of learning media and its impact on student learning motivation. The research results show that the use of appropriate and interesting learning media can significantly increase student learning motivation. Learning media that is interactive, innovative and appropriate to student characteristics has been proven to be able to arouse student interest, attention and enthusiasm in the learning process. Apart from that, learning media can also facilitate students' understanding of lesson material thereby increasing learning achievement. The conclusion of this research is that the implementation of effective learning media can be a solution to increase student learning motivation and achieve optimal learning goals.

Keywords: Learning Media, Learning Motivation, Student Achievement.

ABSTRAK: Penelitian ini bertujuan untuk menentukan implementasi media pembelajaran dalam meningkatkan motivasi belajar siswa. Metode penelitian yang digunakan adalah studi literatur dengan menganalisis berbagai sumber terkait penggunaan media pembelajaran dan dampaknya terhadap motivasi belajar siswa. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran yang tepat dan menarik secara signifikan dapat meningkatkan motivasi belajar siswa. Media pembelajaran yang interaktif, inovatif, dan sesuai dengan karakteristik siswa terbukti mampu membangkitkan minat, perhatian, dan antusiasme siswa dalam proses pembelajaran. Selain itu, media pembelajaran juga dapat memfasilitasi pemahaman siswa terhadap materi pelajaran, sehingga meningkatkan prestasi belajar. Kesimpulan dari penelitian ini adalah bahwa implementasi media pembelajaran yang efektif dapat menjadi solusi untuk meningkatkan motivasi belajar siswa dan mencapai tujuan pembelajaran yang optimal.

Kata kunci: Media Pembelajaran, Motivasi Belajar, Prestasi Siswa.

INTRODUCTION

The integration of learning media into the teaching and learning process has become increasingly essential in modern education, where such media play a pivotal role in facilitating the delivery of content and enhancing student engagement (Nkomo, Daniel & Butson, 2021). Learning media encompass a range of tools and resources that aid educators in conveying information and creating more dynamic learning environments. With rapid advancements in technology, the role of digital learning media has gained prominence, influencing educational practices and student interactions. This introduction explores the theoretical underpinnings, observations from the field, existing gaps, and innovative aspects of utilizing technology as learning media in contemporary education.

The theoretical foundation for the use of learning media in education is rooted in several key theories. Mayer's Cognitive Theory of Multimedia Learning provides a framework for understanding how multimedia resources—such as images, audio, and video—can enhance learning by engaging multiple sensory modalities. According to Mayer, effective multimedia learning occurs when educational content is presented in a way that reduces cognitive load and facilitates deeper processing (Cavanagh & Kiersch, 2023). This theory supports the idea that well-designed learning media can improve comprehension and retention by providing diverse and engaging content.

Constructivist Learning Theory, developed by Jean Piaget and Lev Vygotsky, also underscores the importance of interactive and hands-on learning experiences. Constructivism posits that learners build knowledge through active engagement with their environment and interactions with others. Learning media that promote active participation and interaction align with constructivist principles by allowing students to construct their own understanding and apply new knowledge in meaningful ways (Hof, 2021). The use of interactive and multimedia resources in the classroom supports this approach by providing opportunities for exploration and experimentation.

Observations from UPTD SD Negeri 199 Maddukkelleng reveal that educators are employing a variety of learning media to enhance their teaching practices. These include visual media, such as pictures, posters, diagrams, and presentation slides; audio media, including voice recordings and podcasts; audiovisual media, such as educational videos and films; and interactive media, such as computer simulations and educational games. The choice of media is tailored to the subject matter, student characteristics, and learning objectives, reflecting a thoughtful approach to media selection. However, the observations also highlight a notable trend: students with high technological literacy often experience disengagement with conventional teaching methods, emphasizing the need for more innovative and technology-integrated approaches.

Despite the apparent benefits of using learning media, several gaps hinder their effective implementation. One major issue is the lack of adequate training for teachers in utilizing technology effectively. Many educators face challenges integrating advanced technological tools into their teaching practices due to insufficient professional development and support. Additionally, budget constraints pose a significant barrier to acquiring and maintaining high-quality learning media. Limited financial resources can restrict access to up-to-date technology and materials, impacting the overall effectiveness of media use in education. Furthermore, resistance to adopting new technologies from some educators can impede the widespread integration of digital tools. Addressing these gaps is crucial for maximizing the benefits of learning media and ensuring their successful implementation.

The current era of rapid technological advancement presents numerous opportunities for enhancing learning media. Digital technologies, such as interactive simulations and educational games, offer new ways to engage students and facilitate

deeper understanding. These tools provide interactive and immersive learning experiences that were previously unavailable, making learning more engaging and effective. The use of projectors, laptops, and other digital devices allows for the presentation of diverse and interactive content, enhancing the overall learning experience. Additionally, emerging technologies like virtual and augmented reality have the potential to revolutionize education by creating immersive educational environments that offer unique learning opportunities.

To address the identified gaps and fully leverage the potential of innovative technologies, a strategic approach to integrating learning media into education is essential. This approach should include investing in comprehensive teacher training programs to build proficiency in using technological tools, securing funding to support the acquisition and maintenance of learning media, and fostering a culture of openness to technological change among educators. By addressing these areas, educational institutions can optimize the use of learning media, enhance student engagement, and improve learning outcomes. The effective use of learning media, particularly digital technology, is crucial in modern education. Understanding the theoretical foundations, addressing existing gaps, and embracing technological innovations are key to creating engaging and effective learning environments that meet the needs of today's students. Thus, the integration of learning media, supported by appropriate strategies and resources, plays a vital role in advancing educational practices and achieving optimal learning outcomes.

RESEARCH METHOD

The research employs a qualitative approach with a descriptive type of research that aims to illustrate the implementation of learning media and identify both the inhibiting and supporting factors in enhancing student learning motivation. The data sources for this research include all objects that can provide relevant information about the study's focus. The informants involved were the principal, two teachers, two committee members, and two students from UPTD SD Negeri 199 Maddukkelleng. These individuals were selected due to their accessibility and their ability to provide comprehensive data necessary for the research.

To collect data, the research utilized several techniques, gathering both primary and secondary data. Primary data, which is the main data, was obtained through in-depth interviews with the informants. This data includes information related to the implementation of learning media in the teaching and learning process, as well as the factors that support and inhibit student learning motivation, specifically at UPTD SD Negeri 199 Maddukkelleng, Tempe District, Wajo Regency. The interviews were conducted in a structured manner using an interview guide to ensure detailed and in-depth responses. Secondary data, serving as complementary information, includes a general description of the research location, student numbers, student achievements post-implementation of learning media (as observed from their report

cards after semester exams), and other relevant data obtained from books or literature reviews.

The data analysis technique used in this research follows Sugiyono's framework, which involves systematically searching, compiling, categorizing, and synthesizing data obtained from interviews, documentation, and field recordings. This method aims to organize the data into patterns, select important elements for analysis, and draw conclusions that are easily understood by others and the researcher. To ensure data validity, the research employed a descriptive analysis technique to describe the implementation of learning media and the factors affecting student motivation at UPTD SD Negeri 199 Maddukkelleng. Additionally, quantitative data was used as supporting evidence to complement the qualitative findings, although not for statistical analysis. According to Patton, as cited in Arias (2022), triangulation techniques were applied to achieve data validity. This included data triangulation, where various data sources such as archives, documents, observations, and interviews were utilized, and method triangulation, which involved using different methods such as interviews, observations, and documentation to examine the research subject from multiple perspectives.

RESULT AND DISCUSSION

Based on observations and interviews, this research provides a comprehensive analysis of the implementation of various types of learning media by teachers at UPTD SD Negeri 199 Maddukkelleng. The study reveals that teachers have adopted a diverse range of media in the teaching and learning process, tailored to enhance educational outcomes. The learning media used encompass visual, audio, audiovisual, and interactive categories.

Implementation of Learning Media

Teachers at UPTD SD Negeri 199 Maddukkelleng utilize several types of learning media to support their teaching methods. The visual media employed include pictures, posters, diagrams, and presentation slides. These tools are instrumental in illustrating concepts and providing visual reinforcement of the subject matter, which helps in making abstract ideas more concrete and understandable for students. Audio media, such as voice recordings and videos, are used to present information in an auditory format, catering to students who benefit from hearing as well as seeing the material. Audiovisual media, including educational videos and films, combine visual and auditory elements to engage students more deeply and to illustrate complex concepts in an engaging manner. Lastly, interactive media, such as computer simulations and educational games, are employed to create an immersive learning environment where students can actively participate and apply their knowledge in a simulated context.

The selection of these media types is strategically aligned with the subject matter, the characteristics of the students, and the learning objectives to be achieved.

Teachers are mindful of using media that not only captures students' interest but also actively involves them in the learning process. This approach is intended to cater to different learning styles and to foster a more interactive and engaging classroom environment.

Impact on Student Learning Motivation

The research assessed student learning motivation both before and after the implementation of learning media. The findings indicate a significant improvement in various aspects of student motivation. The indicators of increased motivation include heightened enthusiasm and participation in learning activities, greater curiosity and interest in the subject matter, increased persistence and tenacity in completing assignments, and overall improvement in academic performance.

Students showed a marked increase in interest and motivation when exposed to interactive, innovative, and need-specific learning media. The use of such media has had a positive impact on student engagement, as it makes learning more dynamic and relevant to their needs. This enhanced engagement has led to better learning outcomes, as students are more actively involved in the learning process and are more motivated to achieve their academic goals.

Supporting and Inhibiting Factors

The research also identifies several factors that influence the successful implementation of learning media. Supporting factors include the availability of technological facilities and infrastructure within the school, which provides the necessary resources for effectively utilizing various media. Support from the principal and the school committee is crucial, as it facilitates the integration of media into the curriculum and ensures that teachers have the backing needed to implement these tools. Additionally, the teachers' ability to operate and develop learning media is a significant factor, as it directly affects how effectively the media are used in the classroom. Conversely, the research highlights several inhibiting factors that pose challenges to the effective use of learning media. One major issue is the limited budget for the procurement of learning media, which can restrict the range and quality of media available to teachers. A lack of training for teachers in the use of learning media is another obstacle, as it hinders their ability to fully utilize these tools and integrate them into their teaching practices. Furthermore, resistance from some teachers to adopting internal technology for learning can impede the overall effectiveness of media implementation.

Effective Learning Media Significantly Boost Student Motivation, but Challenges Like Budget and Training Must be Addressed

The research underscores the critical role of effectively implementing learning media in enhancing student motivation and academic performance. This finding is deeply rooted in several well-established educational theories and supported by empirical evidence. The use of diverse learning media—such as visual, audio,

audiovisual, and interactive tools—aligns with Mayer’s Cognitive Theory of Multimedia Learning, which posits that multimedia presentations facilitate more effective learning by reducing cognitive load and enhancing information retention. By engaging multiple sensory modalities, these media cater to various learning styles, thereby making the learning process more dynamic and memorable. Additionally, the research aligns with Constructivist Learning Theory, as proposed by Piaget and Vygotsky, which emphasizes the importance of active, hands-on learning (Yannier, Hudson & Koedinger, 2020). Interactive media, such as simulations and educational games, embody this approach by allowing students to engage actively with content and apply their knowledge in practical scenarios. This active participation supports the constructivist view that learning is most effective when students can build on their prior knowledge through exploration and problem-solving.

The Theory of Engagement further supports the research findings, suggesting that student engagement is crucial for effective learning. Engaging media that captures students’ interest and sustains their attention can lead to higher levels of motivation and participation (Hollebeek, Hammadi & Sprott, 2023). The observed increase in student enthusiasm, curiosity, and persistence, as well as improved academic performance, reflects the principles of this theory, highlighting the importance of utilizing engaging learning media to foster a stimulating educational environment.

Empirical evidence corroborates these theoretical insights. Studies, such as those by Olagbaju & Popoola (2020) have demonstrated that multimedia resources significantly enhance student motivation and academic outcomes. Interactive media, as noted by Rachmavita (2020), have proven particularly effective in making learning experiences more engaging and facilitating a deeper understanding of complex concepts. However, the research also identifies challenges in implementing learning media, such as budget constraints, inadequate training, and resistance to technology adoption. These challenges are consistent with findings from Mercader & Gairín, (2020), who highlights similar obstacles in the integration of technology into education.

To address these challenges, targeted strategies are essential. Overcoming budget constraints may involve seeking external funding sources, such as grants or partnerships, and collaborating with other educational institutions to share resources. Professional development programs can address inadequate training by equipping teachers with the necessary skills to effectively use learning media. As Akram, et,al. (2021) point out, successful technology integration requires both access to resources and adequate support for educators. Reducing resistance to technology adoption involves creating a supportive culture that values innovation and provides clear benefits of technology use, along with fostering collaborative learning communities among teachers to share successful practices.

The effective use of learning media is instrumental in enhancing student motivation and achieving better academic outcomes. By integrating various types of

media that cater to different learning styles and preferences, teachers can create a more engaging and interactive learning environment. Addressing the challenges of budget limitations, training gaps, and resistance to technology is crucial for maximizing the benefits of learning media. Continuous support and strategic efforts are needed to overcome these obstacles and ensure that learning media can be fully utilized to support and improve student learning experiences.

CONCLUSION

Based on the research results, it can be concluded that the implementation of effective learning media has significantly increased student learning motivation. Teachers at UPTD SD Negeri 199 Maddukkelleng have utilized a diverse range of learning media, including visual, audio, audiovisual, and interactive tools, which are tailored to the subject matter, student characteristics, and learning objectives. The use of engaging and interactive media has effectively heightened students' enthusiasm, curiosity, and persistence, leading to improved learning outcomes. Supporting factors such as technological facilities, leadership support, and teachers' media skills have facilitated this success. However, challenges such as budget limitations, insufficient teacher training, and resistance to technology adoption have hindered optimal implementation. Overall, the research confirms that effective learning media can enhance student motivation and achieve learning goals, but continuous efforts are necessary to address these obstacles and fully realize the benefits of learning media.

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