THE USE OF LCD PROJECTORS IN THE LEARNING PROCCES AND LEARNING MOTIVATION TOWARDS LEARNING ACHIEVEMENT IN THE IPS COURSE

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Abstract:
The success of education in realizing quality human resources can be measured through learning achievement, which is greatly influenced by several factors, including the use of LCD Projector media in learning and learning motivation. Liquid Crystal Display (LCD) is currently widely used as a computer screen as well as a Notebook or Laptop which, when combined with a projector, can be used as a sufficient learning medium. The display produced on a screen that is wide enough at 2 x 2 meters is very suitable for use in classes with a large number of students. The combination of a Laptop (Notebook) with an LCD Projector can present learning material according to the design prepared by a lecturer. With the design of messages/materials, it can take the form of: Audio, Visual Silent, Visual Motion, or Audio Visual Motion. With full color display, it is very attractive to students' interest and attention in following the learning process.The purpose of this research is 1). to find out whether there is a significant influence of students' perceptions of the use of LCD Projectors in the learning process on the learning achievement of IPS courses for Semester IV students of PGMI Faculty of Tarbiyah and Teaching UIN Sayyid Ali Rahmatullah Tulungagung Academic Year 2021/2022 ?. 2). to find out whether there is a significant influence of the level of learning motivation on the learning achievement of IPS courses for Semester IV students of PGMI Faculty of Tarbiyah and Teaching UIN Sayyid Ali Rahmatullah Tulungagung Academic Year 2021/2022 ?. 3). to find out whether there is a joint significant influence of students' perceptions of the use of LCD Projectors in learning and the level of learning motivation on the learning achievement of IPS courses for Semester IV students of PGMI Faculty of Tarbiyah and Teaching UIN Sayyid Ali Rahmatullah Tulungagung Academic Year 2021/2022.

Keywords: *The use of LCD Projector, Learning Motivation, and Learning Achievement*

INTRODUCTION

In teaching, lecturers often do not utilize audio-visual media. Some lecturers of other courses may use media intensively. While some lecturers never use it, such as mathematics, physical education, English, etc. We know that learning can be improved by using visual aids because the display of images and symbols, for example, will increase the clarity of verbal explanations and facilitate the improvement of students' memory. Effective lecturers always plan how to involve visual sense as an important part of the student teaching process.

Liquid Crystal Display (LCD) is currently widely used as a computer screen as well as a Notebook or Laptop which, when combined with a projector, can be used as a sufficiently attractive learning medium. The display produced on a screen that is wide

enough at 2 x 2 meters is very suitable for use in large groups or classes or rooms where there are many students or participants, for example at seminars, training/workshops. The combination of a Laptop with an LCD Projector can present learning material according to the design prepared. The design or message design can take the form of: Audio, Visual Silent, Visual Motion, or Audio Visual Motion. With full color display, it is very attractive to students' interest and attention in following the learning process.

Several reasons above underlie the problem being raised into a scientific research with the title "The Use of LCD Projectors in the Learning Process and Learning Motivation towards Learning Achievement in IPS Courses (A Study on Students' Perceptions of PGMI Faculty of Tarbiyah and Teaching UIN Sayyid Ali Rahmatullah Tulungagung Academic Year 2021/2022)."

RESEARCH METHODS

This research is an Associative research with a causal variable relationship. Sugiyono3, Associative research is research that aims to determine the relationship between two or more variables. Population and Research Samples According to Sugiono (2007: 11), the Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. Meanwhile, according to Arikunto (2002: 102), "Population (Universe) is the whole object of research. Nazir,6 that "population is related to data, not people or things." Meanwhile, Riduwan (2002: 55), said that "population is the whole of the characteristics or measurement results units that are the object of research". The population in this study is 5 classes of students of the Faculty of Tarbiyah and Teaching Science PGMI semester IV Class ABCDE UIN Sayyid Ali Rahmatullah Tulungagung Academic Year 2021/2022 totaling 158 people, consisting of Class IV/A: 35 people, Class IV/B: 35 people, Class IV/C: 28 people, Class IV/D: 29 people and IV/E 3l people.

RESULTS AND DISCUSSION

The results of this study show that the use of LCD has a significant effect on the learning achievement of IPS courses for Semester IV students of PGMI Faculty of Tarbiyah and Teaching UIN Sayyid Ali Rahmatullah Tulungagung Academic Year 2021/2022. These results are relevant to Sukarno's research (2009: 11), which aims to find out: (1) how the use of learning media in class XI IPA SMAN 3 Semarang; (2) how the learning achievement of Islamic education students in class XI IPA SMAN 3 Semarang and (3) whether there is an influence between the use of learning media (X) on the learning achievement of Islamic education (Y) students in class XI IPA SMAN 3 Semarang.

The research used a survey method. The research subjects were 40 students/respondents taken from 10% of the population of 397 students. Using random sampling techniques, the collected data were analyzed using descriptive statistical analysis techniques and inferential statistical analysis techniques. The research hypothesis testing used one predictor linear regression analysis. The research hypothesis testing shows that: (1) the use of learning media in SMAN 3 Semarang class XI IPA can be categorized as quite good, meaning by looking at the average value of learning media usage of 32.68, this value shows that teachers are in the category of sometimes and often using learning media and students are in the category of understanding and not understanding in receiving lesson material, (2) the learning achievement of Islamic education students in class XI IPA SMAN 3 Semarang is in the category of quite high (smart) by looking at the average class value of 83.33, (3) there is a positive and significant influence between the use of learning media and the learning achievement of Islamic Education (PAI), indicated by Rxy = 0.448 and R2xy = 0.20. The effect of the use of learning media on student learning achievement is 20%, as indicated by F count = 9.523 at a significance level of 0.01 = 7.35 and for a significance level of 0.05 = 4.10. Therefore, the comparison of F count > F table shows that there is a positive and

significant influence between the use of learning media and the learning achievement of PAI students in class XI IPA SMAN 3 Semarang[1].

This research also supports Supardi U.S's research (Jurnal Formatif 2 (1): 71-81, p. 7) which aims to obtain a suitable Physics learning media that can help basic concept understanding in Physics learning, especially for solving straight motion material in class VII SMP. The research design used in this study is a 2 x 2 factorial design with three variables, namely learning media, student learning interest, and Physics learning outcomes. The sample was obtained through Multi Stage Sampling, each consisting of 13 people for 4 classes, so that the sample size was 52 students. Data analysis used two-way ANOVA techniques, and descriptive statistical analysis and analysis requirements tests were performed first.

The results of the study show that there are differences in Physics learning outcomes of students taught with the Pesona Fisika learning media and conventional learning media. This study also supports Subiantoro's research (2011: 11), which aims to find out: (1) the effect of using LCD Projector learning media on the learning achievement of Accounting subjects and (2) the effectiveness of using LCD Projector learning media in improving the learning achievement of Accounting subjects. The research was conducted at SMAN 1 Persetan in the 2010/2011 academic year. The research method used is the study method which also supports Subiantoro[12] in his research which aims to find out. (1) The effect of using LCD Projector learning media on the learning achievement of Accounting subjects and (2) The effectiveness of using LCD Projector learning media in improving the learning achievement of Accounting subjects. The research was conducted at SMAN 1 Persetan in the 2010/2011 academic year. The research method used was an experimental method. The population in this study were students of SMAN 1 Persetan class XII. The sampling technique used was a group sample technique. The research sample consisted of 78 students consisting of 40 experimental groups and 38 control groups.

The instrument used was a student learning outcomes test after treatment. The test was calculated for the level of difficulty and discrimination power. The validity of the test was tested using the product moment correlation technique. Reliability test using the KR-20 formula. The data analysis technique used was the t-test. (1) there is a significant difference in student learning achievement between learning using LCD Projector learning media and learning using the question and answer lecture method (t count = 2.292 and t table = 1.992. t count > table); (2) based on the average post-test score of the experimental class of 68.17 and the average post-test score of the control class of 64.47, which shows that the average value of the experimental class is higher than the control class, it can be concluded that learning using LCD projector learning media is more effective than learning using the question and answer lecture method and (3) based on the average pre-test score of the experimental class of 55.48 and the average post-test score of 68.17, an increase of 12.69 or 22.87% occurred. The average pre-test score of the control class was 55.36 and the average post-test score was 64.47, an increase of 9.11 or 16.46%. The data above shows that the increase in the average value of the experimental class is higher than the control class, so it can be concluded that learning using LCD projector learning media can improve student learning achievement compared to learning using the question and answer lecture method. will further improve student learning achievement.

Similarly, Rusdiana (2010: 11), in his study, explained that motivation is a drive that arises from within and outside the individual to carry out learning activities in accordance with the intended desire. In order to achieve good results, students must have a well-directed motivation from the school environment, friends, and parents. Factors that affect students in learning achievement are caused by several things, namely the lack of school facilities and infrastructure as well as at home, physiological and psychological conditions. Learning achievement itself is a result of learning given to students after the end of the semester in the form of numbers or report card grades. The purpose of this study is to see the motivation of students at MTsN Batu, student learning achievement

at MTsN Batu, and how motivation affects student learning achievement at MTsN Batu. This research was conducted to find out the motivation of students at MTsN Batu, to find out the learning achievement of students at MTsN Batu, and to find out the effect of motivation on student learning achievement at MTsN Batu. The research design used was a quantitative correlation study.

The sample used in this study was 59 students at MTsN Batu and data collection was done using questionnaires and interviews. Meanwhile, for data processing, it was analyzed using Pearson's Product Moment Correlation and for validity and reliability testing, the researcher used the Alpha Cronbach formula with the help of the SPSS 16.0 for Windows computer program. Based on the research analysis, the following results were obtained: in the variable of learning motivation, namely 13.5% of students with positive motivation in the high category, 73.6% of students with motivation in the moderate category, and 10.2% of students with negative motivation in the low category. Meanwhile, in the variable of learning achievement, students with high achievement were 98.30%, The following sentence translates to: "students with moderate achievement were 1.69%, and students with low achievement were 0%. In the hypothesis test analysis results, a significant relationship was obtained, which was 1.350 or a relationship that had an impact of up to 1.350% (Sig F = 0.000; sig = 0.000 < 0.05). Thus, the more positive the students' learning motivation, the greater the students' learning achievement.

This research supports the study of Hamdu and Agustina (2011: 90), which explains that motivation is one of the things that influences the success of student learning activities. Without motivation, the learning process will be difficult to achieve optimum success. This article is intended to investigate the effect of learning motivation on student learning achievement in IPA. This descriptive correlation study was conducted as a case study on fourth grade elementary school students and the purpose of this study was to describe the level of the effect of student motivation on IPA learning achievement. There were a total of 26 fourth grade elementary school students from SD Tarumanagara Kecamatan Tawang, Tasikmalaya who were used as samples in this study. The data was collected through a questionnaire instrument of the learning motivation variable and also the results of student tests as the average variable of student achievement. The results of the data were processed through statistical calculations and average correlations, obtained through the use of SPSS 16.0. The data shows that the high reliability level interpretation of the effect of learning motivation on IPA learning achievement is 48.1%. This study also supports the study of Arrianesti, et al (2010: 8), which concluded that: (1) the learning motivation of class XI IPS students in economics subjects at SMAN 1 Siak Hulu based on respondent answers is generally moderate, which means that the learning motivation possessed by students is good, namely 35 people (53.03%). The learning outcomes of class XI IPS students in Economics Subjects at SMAN 1 Siak Hulu are included in the good category, which is 57,

The learning outcomes of class XI IPS students in Economics Subjects at SMAN 1 Siak Hulu are included in the good category, which is 57.58% and (2) from the analysis of the Coefficient of Determination Ⓡ, it can be seen that the learning motivation variable has an effect on the learning outcomes variable by being able to contribute 0.065 or 6.5%.

The Effect of LCD Projectors and Learning Motivation on Learning Achievement, This research shows that the use of LCDs and learning motivation together has a significant effect on the learning achievement of PKn courses for second-semester PGMI students in the Faculty of Tarbiyah and Teaching Sciences at UIN Sayyid Ali Rahmatullah Tulungagung in the 2021/2022 academic year. These results are relevant to the study of Arwiyani (2002: 8), in his research which aims to analyze the significant influence of student perceptions in the use of learning media and student learning motivation on the learning achievement of IPS subjects. The population of the study was fifth-grade students of SDN IX Kampungdalem, Tulungagung District, Tulungagung Regency. The population used was 39 students. With a relatively small population, the sampling technique used was a saturated sampling technique, where the sample used was the

entire population. The results of the study obtained that learning media and student learning motivation together have an effect on the learning achievement of fifth-grade students of SDN IX Kampungdalem.

The following sentence translates to: "Patmawati's research (2011), which aims to determine the effect of motivation, utilization of learning media, and availability of home learning facilities on partial learning achievement. This type of research is descriptive correlational. This research was conducted at SMAN 2 Pare with a population of 89 students. The sampling technique used in this study was to take the entire population as a sample because the number of respondents was less than 100. The data collection technique in the study used a questionnaire instrument. The data analysis technique used was descriptive analysis and multiple regression analysis. The research results show that there is a significant influence between motivation, utilization of learning media, and availability of home learning facilities on the learning achievement of class XI IPS students at SMA Negeri 2 Pare.

CONCLUSION

Based on the research results and discussion as described in the previous chapter, it can be concluded as follows: 1) The first hypothesis was significantly accepted, with the t-value of the LCD usage variable (X1) being 3.089 with a significance value of 0.000. This significance value is less than 0.05, which means that there is a significant effect of the LCD projector usage variable (X1) on student learning achievement (Y), which means that the first hypothesis is tested, indicating that the use of LCD projectors in learning has a significant effect on the learning achievement of IPS courses for fourth-semester PGMI students at UIN Sayyid Ali Rahmatullah Tulungagung in the 2021/2022 academic year. 2) The second hypothesis was significantly accepted, with the t-value of the learning motivation variable (X2) being 6.610 with a significance value of 0.000. This significance value is less than $\alpha = 0.05$, which means that there is a significant effect of the learning motivation variable (X2) on student learning achievement (Y), which means that the second hypothesis is tested, indicating that learning motivation has a significant effect on the learning achievement of IPS courses for fourth-semester PGMI students in the Faculty of Tarbiyah and Teaching Sciences at UIN Sayyid Ali Rahmatullah Tulungagung in the 2021/2022 academic year. 3) The third hypothesis was significantly accepted, with the F-value of 38.015 with a significance level of 0.000. This significance value is less than $\alpha = 0.05$, which means that the independent variables together have a significant effect on the dependent variable, thus the third hypothesis of this study is tested, indicating that the use of LCD projectors in learning and learning motivation together have a significant effect on the learning achievement of IPS courses for fourth-semester PGMI students in the Faculty of Tarbiyah and Teaching Sciences at UIN Sayyid Ali Rahmatullah Tulungagung in the 2021/2022 academic year.
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