

The Influence of Audiovisual Learning Media with Powtoon Application to Students' Learning Motivation in Accounting Lesson

Azeeta Nur Pratiwi¹, Puji Handayati^{2*}
¹Graduated School of Universitas Negeri Malang
²Universitas Negeri Malang

Keywords: Audiovisual Learning Media *Powtoon*, Students' Learning Motivation, Learning Style.

Abstract: This research was conducted with the aim to know the differences of students' learning motivation between experimental classes which applied the audiovisual learning media with *Powtoon* application and control class which did not apply audiovisual learning media with *Powtoon* application in the learning process. In addition, this research also examined the differences in students learning motivation seen from learning styles aspects. This research used a quasi-experimental research design. The data collection of students' motivation and learning styles was obtained from the results of questionnaires or questionnaires which were given to the experimental class and control class. Treatment which was given to the experimental class and control class was done by using the documentation technique. Based on the results of this research, it is expected that the teachers can apply learning media. It is because by using media in the classroom can make the learning atmosphere be more fun and the students are more motivated in learning. Furthermore, it is expected that this audiovisual learning media can be one of the alternative ways to be applied in the accounting lesson by the teachers. In addition, teachers also need to know the different learning styles of students by applying the appropriate learning media and learning methods in order to understand that every student learns differently.

1 INTRODUCTION

Learning is a basic process of education, but from the implementation of this learning we can see and know whether education has gone well or not. According to Rusman (2011: 15) learning is a process of creating conducive conditions so that there is an interaction between teaching and learning communication between teachers, students, and other learning components to achieve learning goals. This learning component is a tool for two-way communication between teachers and students to work well. One component of effective learning to support learning activities is learning media.

Learning media is a tool used to assist teachers in teaching and can support the use of teaching methods used by teachers. This learning media can stimulate students' thoughts, feelings, attention, abilities and skills. One interesting and easy to operate learning media is *Powtoon*. *Powtoon* is an online application, including types of learning media that can be used by teachers in giving interesting presentations during learning, such as in accounting

subjects. Audiovisual learning media with this *Powtoon* application is expected to help students to be more active and understand in accounting learning activities both in class and learning independently and can increase student motivation in learning accounting. Motivation functions to direct learning activities and is a factor that determines whether or not good in achieving learning objectives, including accounting subjects. So that the greater the motivation of students to learn accounting, the greater the success, so that students will become active learning and can improve their learning achievement.

Motivation is one of the important factors that can improve student learning activities. According to Hamalik (1992) in Djamarah (2002: 114), motivation is a change in energy in a person in the form of real activity in the form of physical activity. The stronger the motivation in students, the more enthusiasm of students to take part in learning. Motivation functions to direct learning activities and is a factor that determines whether or not good in achieving learning objectives, including accounting

subjects. So that the greater the motivation of students studying accounting, the greater the success, students will become active learning and can improve their learning achievement. According to Ghufron (2013: 10) revealed that an increase in learning achievement can be achieved by paying attention to several aspects, both internal and external. External aspects include how the learning environment is prepared and facilities are empowered, while the internal aspects include aspects of child development and individual personal uniqueness of children. One of the individual's unique personalities is learning the style. Every student has his own learning style in receiving and understanding the information he gets.

In addition, this study also examined learning motivation from aspects of student learning styles. Learning style is the easiest way owned by individuals in absorbing, managing, and processing information received. Each student will use their respective learning styles to understand the lessons delivered by the teacher. There are three student learning styles namely the auditory learning style, visual learning style and kinesthetic learning style. However, because of the limitations of the respondents studied, in this study learning styles were grouped into two, namely visual learning styles and non-visual learning styles. This difference in learning styles affects the ability of each student to understand and absorb the material in the learning process. In addition, it also causes differences in learning motivation between students.

This research refers to the research conducted by Syafitri (2015) with the research title "Development of Interactive Multimedia Based on Audio Visual Powtoon in Class XI Accounting Subjects", Julianingrum (2014) with the title "*Model Pembelajaran Artikulasi dengan Media Animasi Powtoon untuk Meningkatkan Prestasi Belajar Mata Pelajaran Akuntansi Keuangan*", and Ardhiyanti Yunita (2011) with the title "The Effect of Using Portfolio Assessment and Student Learning Style on Student Learning Motivation on Document Making Competency Standards (Study in Class XI APK at Muhammadiyah 3 Singosari Vocational School)".

Unlike the research that has been done before, this study was used to see the effect of using the Powtoon application on accounting subjects. In addition, the researchers also wanted to examine whether the use of audiovisual learning media with the Powtoon application had an effect on students' learning motivation when viewed from the aspect of student learning styles. From this research, it can be seen that the application of audiovisual learning

media can be a solution to overcome problems in the differences in learning styles of each student.

2 LITERATURE REVIEW

2.1 Learning Media

According to Rossi and Breidle (in Sanjaya, 2006: 163) suggest that learning media are all tools and materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines and so on. Meanwhile, Gadge and Briggs (1975 in Arsyad, 2002: 4) implicitly say that learning media includes tools that are physically used to convey the contents of teaching materials, which consist of other than books, tape recorders, tapes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers. In other words, the media is a component of learning resources that contains instructional material in the student environment that can stimulate students to learn.

Based on the description, it can be concluded that learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message delivered, so that it can achieve better and perfect learning goals. Learning media are a means to improve the activities of the teaching and learning process. Given the many forms of media, the teacher must be able to choose carefully, so that it can be used appropriately.

2.2 Theoretical Basis for using Learning Media

According to Arsyad (2002: 9) one of the most widely used references as the theoretical basis for media use in the learning process is Dale's Cone of Experience (cone of the Dale Experience). The cone is a detailed elaboration of the concepts of three levels of experience put forward by Bruner. Increasingly upward at the top of the cone the more abstract the media is delivering the message. These sequences do not mean that the learning process and teaching and learning interactions must always start from direct experience, but begin with the type of experience that best fits the needs and abilities of the group of students faced by considering the learning situation. Direct experience will give the most complete and most meaningful impression of the information and ideas contained in that experience because it involves the senses of sight, hearing, feeling, smell and touch.

2.3 Development of Research Hypotheses

The learning process will be meaningful if learning can attract interest and increase student learning motivation. According to Mc. Donald (in Djamarah, 2001: 114) motivation is a change in energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. In addition, according to Hamalik (in Djamarah, 2002: 114) suggests that motivation is a change in energy in a person in the form of real activity in the form of physical. So it is known that motivation is an impulse that converts energy from within a person into real activities to achieve certain goals. If the student has a strong motivation in him then he will be serious to achieve it. Motivation is one of the important things in the learning process, because if students do not have motivation in learning, they will not do learning activities.

In addition, the difference in learning styles is one of the things that teachers need to pay attention to during the learning process. To overcome the problem of differences in learning styles during the learning process one of them is to use learning media. According to Ghufro (2013: 148) argues that various businesses to meet different learning styles in the teaching and learning process, such as using certain programs, are more varied methods of classroom management conducted by educators. One program that can be used in the learning process is using the Powtoon application.

Based on the description above, the hypothesis in the study is:

H_1 = audiovisual learning media with powtoon application influences students' learning motivation.

H_2 = there are differences in student learning motivation when viewed from the aspect of student learning styles.

3 METHODS

This study uses an experimental research design. The design of this study was called quasi-experimental research, this design was used to compare a group with certain treatments. The quasi-experimental design used was Non-Equivalent Control Group Designs with the Pre-Control model of Control Group Designs.

Therefore, the population is divided into 2 groups namely the experimental and control groups. The first group was the experimental group that was

given learning using audiovisual learning media with the Powtoon application. The second group is the control group which is a group given learning with the lecture model using Point Power learning media.

To measure how the effect of treatment on learning motivation students will use a questionnaire or questionnaire that will be given at the end of the meeting. In addition, to measure the student's learning style the questionnaire was also given at the beginning of the meeting before applying the treatment to the control and experiment classes. In the student learning style questionnaire there are three variables, namely, auditory learning style, visual learning style and kinesthetic learning style. However, due to the limited number of respondents, the learning styles in this study are grouped into 2 variables, namely, visual learning styles and non-visual learning styles. Non-visual learning styles here consist of auditory learning styles and kinesthetic learning styles. To determine which students are in the learning style, is to look at the highest questionnaire value on each variable.

4 RESULTS

The use of audiovisual learning media with the Powtoon application on student learning motivation was applied to the experimental class, namely class XI Ak 1 of Muhammadiyah 3 Singosari Vocational School. From the testing of normality and homogeneity it is known that the questionnaire value is normally distributed and homogeneous, so that in this study hypothesis testing is done using the Independent-Sample T-Test. The Independent-Sample t-test was conducted to determine whether there was an effect of student learning motivation after receiving treatment in the form of the application of audiovisual learning media with the Powtoon application in the experimental class. The results of hypothesis testing for student learning motivation are presented in the following table 4.11.

Table 4.11: The Powtoon Learning Media Hypothesis Test on Learning Motivation

Parameter	t-test for Equality of Means
	Sig. (2-tailed)
Angket	0,000

From table 4.11, it can be seen that there diverification motivation study between eksperiment class and control class. This is indicated by a

significance value or probability value of 0,000 < 0,05 so that H_0 is accepted. It can be concluded that the use of audiovisual learning media with Powtoon applications influences students' learning motivation.

The use of audiovisual learning media with the Powtoon application on student learning motivation was applied to the experimental class, namely class XI Ak 1 of Muhammadiyah 3 Singosari Vocational School when viewed from the aspect of student learning styles. From the testing of normality and homogeneity it is known that the questionnaire value is normally distributed and homogeneous, so that in this study hypothesis testing is done using the Independent-Sample T-Test. The Independent-Sample t-test was conducted to determine whether there were differences in learning motivation between the aspects of student learning styles. The results of hypothesis testing for learning style questionnaires are presented in the following table.

a. visual learning style

Table 4.12 : Hypothesis Test of Differences in Motivation from Aspects of Visual Learning Style

Parameter	t-test for Equality of Means Sig. (2-tailed)
Angket	0,000

From table 4.12 it can be seen that there is an influence of differences in student learning motivation from aspects of visual learning styles. This is indicated by a significance value or probability value of 0,000 < 0,05 so that H_0 is rejected.

b. non-visual learning style

Table 4.13: Hypothesis Test for Differences in Motivation from Aspects of Non-Visual Learning Styles

Parameter	t-test for Equality of Means Sig. (2-tailed)
Angket	0,000

From table 4.13 above, it can be seen that there are significant differences in student learning motivation from aspects of non-visual learning styles. This is indicated by a significance value or probability value of 0,000 < 0,05 so that H_0 is accepted. So, judging from the two tables above it can be concluded that there is an influence of differences in learning motivation when viewed from the aspect of student learning styles.

5 DISCUSSION

5.1 The Influence of Audiovisual Learning Media with Powtoon Application to Students' Learning Motivation

Motivation to learn in this study means the urge in a person who moves and directs students' learning behavior so that learning objectives can be achieved. Based on statistical analysis for the value of student learning motivation obtained a significance value of 0.000 < 0.05. This shows that there is an influence of audiovisual learning media with *Powtoon* application to student learning motivation if compared to *Powerpoint* learning media. Researcher have found that the learning motivation of students who are taught to use audiovisual learning media with *Powtoon* applications and classes taught with *Powerpoint* learning media both have an increase but there are differences in results. This is indicated by the average value of the final learning motivation of both classes, that is, for the experimental class of 68,5 and for the control class of 52,8.

Differences in student learning motivation between control class and experimental class are seen during the learning process. In the experimental class, using of audiovisual learning media with the *Powtoon* application, the product is in the form of an animated video, students are interested in following the lesson and pay attention to what is presented in the video and explanation from the teacher. Whereas in the control class, using of *Powerpoint* media, students still tend to be passive and less interested because they only display slides that cause students to get bored and less motivated in learning.

The results of this study are in line with Mc. Donald (in Djamarah, 2001: 114) motivation is a change in energy in a person that is characterized by the emergence of affective (feeling) and reaction to achieve goals. According to Suhana (2014: 24) motivation consists of two types, namely a) Intrinsic motivation, which is motivation that comes from oneself without being stimulated or influenced from the outside; b) extrinsic motivation, which is the motivation that comes from external stimuli. One of the stimuli in extrinsic motivation is use of audiovisual learning media with the *Powtoon* application. The application of this learning media, students become more motivated in class learning. With the motivation in students, will lead to encouragement to learn and can affect improving learning outcomes. So it can be concluded, the

results of this study support the theory of student learning motivation. According to Dayton (in Arsyad, 2011: 19) argues that, learning media has an important correlation with stimuli to generate motivation for interest or action, and stimulation of learning activities.

5.2 The Influence of Differences in Learning Motivation Viewed from the Aspects of Student Learning Style

Learning style in this study is defined as the typical way students in learn, both related to the way of receiving and processing information, attitudes towards information and habits in learning activities. Due to the limited number of respondents, the learning style in this study was grouped into two namely visual and non-visual learning styles. Non-visual learning styles consist of auditory learning styles and kinesthetic learning styles.

Based on the statistical results for visual and non-visual learning styles, each obtained a significance value of $0,000 < 0,05$. This shows that there are effects of differences in student learning motivation seen from aspects of learning styles, both visual learning styles and non-visual learning styles. Researcher have found that visual and non-visual learning styles in the experimental class both experience increased learning motivation, but there are differences in results. This is shown by the average student's final motivation, namely 68,3 visual learning style and 50,1 non-visual learning style.

Based on research in the field it can be seen that differences in student learning styles, with the application of audiovisual learning media Powtoon affect student learning motivation. In students with visual learning styles tend to be more highly motivated, this can be seen when applied Powtoon learning media, students focus more attention and enthusiasm in learning in the classroom. Meanwhile, students with non-visual learning styles tend to have lower attention and interest.

The results of this study, in line with the opinion of Nasution (2009: 94) states that learning style is a consistent way by a student in capturing stimulus or information, how to remember, think and solve problems. According to Arsyad (2002: 8), teachers try to display stimuli that can be processed with various senses. Learning is done by giving a stimulus in the form of audio visual learning media with *Powtoon* application to students to generate the desired response. Students show a different response

from one another, this difference is based on student learning styles. The application of audio visual learning media with the Powtoon application, causes students' attention and interest to increase, students also become more enthusiastic in doing classroom learning, but there are differences between students with visual and non-visual learning styles.

6 CONCLUSION

Starting from the findings of the study and discussion, the results of the study conclusion as follows: (1) There are differences in learning motivation between students with use of audio visual learning media with powtoon application and students with the application of Powerpoint learning media. This shows that the audiovisual learning media with Powtoon application affects the learning motivation of the 1st grade XI students of Muhammadiyah Vocational School 3 Singosari. This finding proves the argument of Hamalik and Arsyad that the application of innovative learning media can improve student learning motivation. Increasing interest and students here will also have an impact on learning objectives, namely in the form of improving student learning outcomes. (2) There are differences in learning motivation seen from aspects of student learning styles, which consist of visual and non-visual learning styles. This shows that the difference in learning motivation is influential when viewed from the aspect of student learning styles. This finding proved the argument from Gufron that various attempts to meet different learning styles in the teaching and learning process, such as using certain programs, more varied classroom management methods conducted by educators. The application of these methods and media can increase students' attention and interest and make students' learning motivation increase.

7 SUGGESTIONS

Based on the above conclusions, the proposed suggestions are formulated as follows. Teachers as educators who have an important role in the learning process are expected to be able to apply learning media in accordance with the ability and differences in student learning styles. Audiovisual learning media with Powtoon application is expected to be an alternative for teachers to support the learning process. So that the learning process can be more

effective and efficient in achieving learning goals. For further research it is expected to be able to apply audio-visual learning media with Powtoon applications on other material, not only for count material but also on conceptual material. In addition, the next researcher is also expected to be able to expand research on student learning styles, as information for teachers about the importance of diversity in ways of learning students, as well as developing variables that have not been studied in this study.

REFERENCES

- Abdullah Sani, Ridwan. 2013. *Inovasi Pembelajaran*. Bumi Aksara: Jakarta
- Arsyad, Azhar. 2002. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Ardhianti, Yunita. 2011. *Pengaruh Penggunaan Penilaian Portofolio dan Gaya Belajar Siswa terhadap Motivasi Belajar Siswa pada Standar Kompetensi Membuat Dokumen (Studi pada Kelas XI APK di SMK Muhammadiyah 3 Singosari)*. Malang: Fakultas Ekonomi Universitas Negeri Malang.
- Bire Arylien Ludji, Geradus Uda & Bire Josua. *Pengaruh Gaya Belajar Auditorial, Visual dan Kinestetik terhadap Prestasi Belajar Siswa*. (Online), (<https://journal.uny.ac.id/index.php/jk/article/viewFile/5307/4603>, diakses tanggal 12 Februari 2017)
- DePorter, Bobbi & Hernacki, Mike. 2002. *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Bandung: Mizan Media Utama.
- Dimiyati & Mudjiono. 2009. *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta.
- Djamarah, Syaiful Bahri & Zain, Aswan. 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Emzir. 2012. *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif*. Jakarta: Rajawali Pers.
- Ghufron, M. Nur & Risnawita, Rini. 2013. *Gaya Belajar: Kajian Teoritik*. Yogyakarta: Pustaka pelajar.
- Hamalik, Oemar, 2002. *Psikologi Belajar Mengajar*. Bandung: Sinar Baru Al gensindo.
- Hamalik, Oemar. 2009. *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. Jakarta: Bumi Aksara.
- Julianingrum, Ika Rahma. 2014. *Model Pembelajaran Artikulasi dengan Media Animasi Powtoon untuk Meningkatkan Prestasi Belajar pada Mata Pelajaran Akuntansi Keuangan*. Malang: Fakultas Ekonomi Universitas Negeri Malang.
- Mayyon Fari Ongky. 2015. *Pengaruh Gaya Belajar (Learning Style) dan Fasilitas Belajar Siswa terhadap Hasil Belajar Siswa di SMK Negeri 1 Sumenep*. Malang: Fakultas Ekonomi Universitas Negeri Malang.
- Rusman, Kurniawan, Deni & Riyana, Cipi. 2011. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*. Jakarta: Rajawali Pers.
- Sanjaya, W. 2006. *Strategi Pembelajaran*. Jakarta: Kencana Prenada Media Group.
- Setyosari, Punaji. 2012. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana Prenada Media Group.
- Slameto. 2003. *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: Reka Cipta.
- Sugiyono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suhana, Cucu. 2014. *Konsep Strategi pembelajaran* (Dinah Sumayyah, Ed). Bandung: Refika Aditama.
- Sukmadinata, Nana Syaodih. 2012. *Metode Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya.
- Syafitri, Andriati Aziizah. 2015. *Pengembangan Multimedia Interaktif berbasis Audiovisual Powtoon pada Mata Pelajaran Akuntansi Kelas XI*. Malang: Jurusan Akuntansi Universitas Negeri Malang.
- Trihendradi, C. 2013. *Langkah-langkah Mudah Menguasai SPSS 21*. Yogyakarta. CV Andi Offset
- Uno, Hamzah B. 2011. *Toeri Motivasi & Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.