Increasing Student Learning Motivation through the Use of Image Media in Learning Christian Education in the 2nd Grade Public Elementary School of Palangka Raya

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Abstract: The background of this study is the use of media in the learning process of Christian Religion in schools related to the level of psychological development and the level of ability of students who follow the learning process and adapted to the interests and talents of students who can motivate students by using Learning Community techniques. The formulation and objectives of the study were to describe the planning and learning outcomes of Christian Religion Education in class 2 of Palangka Raya 1 State Elementary School using picture media. This study uses a classroom action research design in two cycles with steps: (1) Planning; (2) implementation of actions; (3) observation; (4) reflection. Data collection techniques are sourced from students, by conducting initial tests on students, observing the action process in cycle I, cycle II and cycle III. The results of this study can be proven from the results of student learning activities in each cycle experienced a significant increase, among others: in the first cycle an average of 67, 85 and completed only 5 students (71.43%) while the unfinished number of 2 students (28.57%) proved that learning in the first cycle was in accordance with expectations, while in cycle II (second cycle) an average of 85.71 and all students complete (100%) completed proved that it was in line with expectations and learning using picture media was proven to improve student learning motivation seen from the comparison of the final student test.

1 INTRODUCTION

The development of science and technology that is increasingly large nowadays requires every level of education to make various efforts in improving the quality of education. Education is one of the effort to improve human resources and the responsibility of all parties, both government, society and educational institutions. Various efforts to improve the quality of education is to become main priority is one of the effort undertaken is to improve the quality of learning process.

One effort to improve quality of learning process is learning of Christian Religion by using the media. The use of media in learning process of Christian Religion Education can improve students' learning processes, so that they can achieve learning goals better.

The use of media in learning process of Christian Education in schools related to the level of psychological development and the level of ability of students who follows the learning process and adapted to the interests and talents of students who can generate student's motivation towards. In addition, the use of media in learning process can attract students' interest and learning motivation. This is be in accordance with opinion of Nana Sudjaria and Ahmad Rivai (1997: 2) that the benefits of media in learning are:

> *First, learning will be more attractive to students so it can foster student motivation. Second, learning materials will be more clearly defined so that students can better understand and enable students to achieve*

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better learning goals. Third, students have more learning activities because not only listen to the description of the teacher but also other activities such as observing, doing, demonstrating, etc.

The media that the researchers used in this study was the image media. Media image is the most commonly used, meaning more by Hamalik, (1994: 95) media image is everything manifested visually in the form of two dimensions as a drink or thoughts that are diverse as painting, portrait, slides, films, opaque projector. Meanwhile, according Sadiman, (1996: 29), the media image is the most commonly used, which is general discussion that can be understood and enjoyed anywhere.

The success of a learning process can be seen from the achievement of the stated goals. Implementation of learning process of Christian Religious Education, teacher can not just teach or spontaneously but must go through planning known as learning planning. Christian education learning plan will determine what direction or what activities should be done in achieving the goals that have been set, and also planning to use any media that is suitable for learning. In grade 2 elementary school students, using media can clarify something abstract or imaginary to be more real, factual and the truth itself can be answered.

Based on the results of observation and problem identification about the situation and conditions of learning process in class 2 of Palangka Raya 1 State Primary School, it can be described as follows:

1. In learning process students better understand material that is packaged in visual rather than verbal.
2. The media is usually the media image has not been used properly, the problem is caused by teacher factors, costs, time and learning resources.
3. Students are not so used to using picture media because rarely used in learning process.

2 LITERATURE REVIEWS

2.1 Student's motivation to study

Motive is the power in a person that encourages to do something or the state of a person or organism that causes readiness to start series of behaviors or actions. While motivation is a process to activate motives into actions or behaviors to meet needs and achieve goals or states of readiness in individuals that encourage behavior to do something in achieving certain goals (Usman MU, 1990:28).

Psychologists define motivation as an internal process (from within person) that activates and guides and maintains behavior within certain time frame (Baron: 1992, 2001). Gage and Berliner (1984) followed by M. Nur (2001) defines motivation as the desire for intensity (strength) to do and determine which direction you want to do.

Motivation in learning arises as a result of the influence of the learning process both from the students themselves or the influence of the teacher which can arouse student motivation. The simplest understanding of learning motivation is something that moves people either physically or mentally to learn. In accordance with the origin, he said that is a motive which means something that gives encouragement or energy to do something. Talking about getting learning, motivation to learn is something that encourages us to learn to get something, knowledge, attitudes and skills.

Some understandings of learning motivation according to some experts, the understanding of motivation according to Wexly and Yulk is giving or arising motives. Whereas according to Mitchell motivation represents psychological processes, which lead to the emergence, directed, and occurrence of voluntary activities that are directed to specific goals. Learning motivation is a circumstance or condition that encourages, stimulates or moves someone to learn something or doing activities to achieve a goal. Everyone's learning motivation, one with the other, may not be the same. Usually, it depends on what the person wants, in this case the teacher and the expected learning goals. Some of the factors below give more or less explanations why there are differences in learning motivation, including:

a. Physiological differences, such as hunger, thirst, and sexual desire.
b. Difference in safety needs, both mentally, physically and intellectually.
c. Differences in love or affection received.
d. Self esteem needs, for example the prestige of owning a car or a luxury home, office, and others.

Differences in self-actualization (self actualization), the availability of opportunities for someone to develop the potential contained in him so that it turns into real abilities.

In Indonesian Dictionary, it is written that the notion of learning motivation is: the impulse that arises in self as consciously and unconsciously to carry out an action with a specific purpose. This

means that in each individual there is mental force that encourages students to do something in achieving certain goals, in this case driving to learn. Mental strength can be in the form of interest, attention, willingness, ideals that all move and direct the attitudes and behavior of individuals to learn.

According to Abror Abdul Rahman (1993: 115), basically motivation is centered on internal needs and it is a behavioral drive to satisfy its needs. Whereas according to Zainal Aqib (2002: 205), learning motivation is the overall psychic driving force in students that gives direction to learn activities in order to achieve goals, and has role to arouse passion, pleasure and enthusiasm for learning.

Motivation in students is caused by various influences both inside and outside themselves. However, the influence is driven by the goals to be achieved by the students themselves. The grouping / types of learning motivation that exists in students are as follows: 1) Intrinsic motivation, is motivation that comes from within oneself without outside influences, most of which are driven because they want to achieve goals (Zainal Aqib, 2002: 205) . This type of motivation is expected by students because it encourages students to learn. Intrinsic motivation is considered better because it is directly related to the learning objectives themselves. This means that the learning objectives are managed will be achieved if the student has pure drive from within to learn as much as possible to achieve the stated goals. Cherri further argued that the function of learning for students is:

> Intrinsic motivation can be done to strengthen with various support. This support can be in the form of help, comfort, trust or our hope for their success. This support is important because it can strengthen confidence (Cherri Fuller, 2007:247)

2) Extrinsic motivation, motivation that comes from outside the student which refers to the factors that drive the passion of learning. Student learning motivation can be reinforced by external factors in the form of competition / competition between schoolmates, prizes, penalties, social environments that builds in groups and learning media in schools and even teachers themselves can be a motivator for students to learn. The main strategy in increasing learning motivation basically lies with the teacher himself. According to Mckeachie quoted by B. Sijabat, the ability of the teacher to make himself a model capable of arousing curiosity and ability in students is a major asset in motivating. Paterson

explains the role of teachers for students so that students are motivated in learning:

> The teacher acts as a motivator, which must be able to attract students' sympathy for learning. By giving motivation this is the responsibility of teacher that is to make students able to be responsible for their tasks. Starting from appearance, the teacher should be able to present himself with an attractive appearance, because usually students are reluctant to face an unattractive teacher (Kathy Paterson, 2007:134).

The existence of motivators can arouse the spirit of student learning and make students have the desire to do their tasks more maximally, and the teacher can make students' motivation through punishment, good relations with students and by presenting lesson material.

Learning motivation is important for achieving goals in learning process, because without learning motivation students will not be able to learn well. Therefore it is important for teachers and students to know the benefits of learning motivation, namely:

a. For teachers

Knowledge and understanding of learning motivation in students is very important to be known by the teacher. The teacher faces many challenges when dealing with students. Various behaviors are carried out by students as a form of their learning behavior. Among them there are those who are indifferent, some who do not focus attention, some are playing and some are eager to learn. This is a challenge for teachers to plan learning strategies and create interesting learning methods so as to arouse students' learning spirit.

The emergence of student learning motivation in the classroom depends very much on how the teacher delivers the lesson in order to be able to generate motivation. Therefore, the learning strategy used by the teacher determines the success of the teacher in carrying out his role as a motivator, namely supporting, inspiring, encouraging, fueling the spirit of learning and maintaining the learning motivation that already exists.

b. For student

Student learning behavior is influenced by various things both the influence from within him and outside himself. Sometimes students are not aware of the effects that occur on learning outcomes. Therefore, it must be emphasized that students must have learning

motivation that is born from within themselves because the motivation can generate enthusiasm for learning more durable. This is important for students so that students can maintain and improve their learning motivation so that they can improve satisfying learning outcomes.

When learning motivation is realized by students, it is hoped that students can complete their learning tasks well. To arouse and develop their learning motivation continuously, students can do it by setting goals and learning goals to be achieved, respond positively to encouragement/ praise from others and set targets within a certain period of time to complete tasks that must be done.

2.2 Picture Media

a. Understanding Picture Media
Learning media are of many types and types, from the simplest and cheapest to the sophisticated and expensive. Some can be made by the teacher himself and some are manufactured by the factory. Some are already available in the environment to be directly utilized and some are intentionally designed. There are various types of learning media, including: a) Visual Media: graphics, diagrams, charts, charts, posters, cartoons, comics; b) Audial Media: radio, tape recorder, language laboratory, and the like. c) Projected still media: slides, over head projectors (OHP), in focus and the like; d) Projected motion media: film, television, video (VCD, DVD, VTR), computers and the like. Various points of view to classify media types. Bretz classifies media based on three basic elements, namely sound, visual and motion (Rudy Bretz, 1971: 145).
Image media is the most commonly used media. Another understanding, image media is everything that is manifested visually into two dimensions as an outpouring or various thoughts such as paintings, portraits, slides, films, strips, opaque projectors (Hamalik, 1994: 95). Another understanding, image media is the most commonly used media, which is a general discussion that can be understood and enjoyed anywhere (Sadiman, 1996: 29). In contrast to Soelarko's (1980: 3) opinion, "image media is an imitation of objects and scenery in terms of shape, appearance and size relative to the environment". So the image media is the

embodiment of the symbol of the imitations of objects, sights, outpouring of thoughts or ideas visualized into two-dimensional forms. The form can be in the form of a situation picture and a painting related to the subject matter.

b. Image Media Function
The function of learning media to make it easier for teachers to deliver appropriately and efficiently to students. The main function of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that is organized and created by the teacher (Hamalik Arsyad, 2003: 15). Hamalik further stated, that:

> The use of learning media in teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. In the use of media must be adapted to the psychological of students so that learning objectives can be achieved with what is expected by the teacher so that the material delivered can be done appropriately by students. This can be understood that the learning media is something that can be used as a means of connecting to achieve messages that must be achieved by students in learning activities (Hamalik Arsyad, 2003: 15).

Broadly speaking, the main function of the use of media images according to Hamalik, are: a) Educative functions, meaning educating and giving a positive influence on education; b) Social functions; it means providing authentic information and experience in various fields of life and giving everyone the same concept; c) Economic function; it means providing production through maximum performance guidance; d) Political function; influence the politics of development; e) The function of arts and culture and telecommunications that encourage and create new creation (Hamalik Arsyad, 2003: 12). Rahani (2013: 6-7) looks at the practical functions of learning media, as follows:

1) Overcoming differences in personal experiences of students, for example videotapes of recordings of outside life are needed by children living in mountainous areas.

2) Overcoming the boundaries of space and class, such as pictures of hero figures installed in classrooms.
3) Overcoming limited sensory abilities.
4) Overcoming natural events, such as recording volcanic eruptions to explain natural phenomena.
5) Simplify the complexity of the material.
6) Allows students to make direct contact with the community or the natural surroundings.

c. The Purpose of Using Image Media in Learning
Image media is used in learning because students prefer images rather than writing, especially if the images are made and presented in accordance with good requirements, it will certainly increase students' enthusiasm in following the learning process. Taking pictures from illustrated Bibles, magazines and calendars certainly does not require expensive fees. Besides that, the atmosphere of learning becomes more enjoyable. The use of learning media is in the teaching method component as an effort to enhance the teacher-student interaction process and the interaction of students with their learning environment. Therefore the main function of learning media is as a teaching aid used by the teacher.

Meanwhile the media used in the learning process is as an intermediary in conveying messages in the form of material solely to generate interest and motivation for student learning. Some experts provide understanding about learning media. Hamalik stated that the media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn (Hamalik Arsyad, 2003: 4). Sumiati suggested that learning media is a messenger technology that can be used for learning purposes (Sumiati, 2008: 7). Meanwhile Senjaya argued that learning media is a physical means to convey learning content / material such as: books, films, videos, and so on (Wina Senajay, 2008: 14). Whereas the National Education Association revealed that learning media is a means of communication in the form of both print and listening, including hardware technology.

2.3 Christian education

Honnighausen (2009:26) "Christian Education is education that is given to both young and old students entering the community of living faith with God Himself and in him, they are sucked in by the fellowship of His church that recognizes and glorifies His name at all times and places." Robert R. Boehlke (1984: 49) said:

"Christian Religion Education is an effort to help people and all age groups entrusted to the maintenance of the church to respond to the statement of God in Jesus Christ, so that they are led by the Holy Spirit to serve their fellow humans in the name of their Lord in the midst of their families, churches, communities and the world".

The purpose of the Christian Religion Education proposed by Nuhamara (2009) is to guide individuals at all levels of development, by means of educational content, towards the recognition and experience of God's goals and plans in Christ through aspects of daily life, and also to equip them for effective service. So, Christian Religious Education also aims to guide and direct Sunday School children to behave and act according to the biblical testimony in daily life.

3 RESEARCH METHODS

In the opinion of Sugiyono (2010: 2), research methods are basically a scientific way to get data with specific purposes and uses. The data obtained is empirical (observed) data that has certain criteria. The purpose of the research is to find new data that is true from before, to prove the truth of an information, and obtain the existing knowledge.

3.1 Research design

In this study the researcher used the Classroom Action Research (CAR) method in which the population in the study was in grade 2 of Palangka Raya 1 Public Elementary School. The research approach used is in the form of a cycle that refers to the Kemmis and Mc Taggart methods. This method consists of four components, namely:
a. Planning is the preparation undertaken for the implementation of CAR.
b. Implementation of action is description of action to be performed, work scenario of corrective

action to be performed and procedure of action to be applied.

c. Observations and observations, namely the procedure of recording data about the process and the product of the implementation of the action designed.

d. Analysis and reflection, in the form of a description of the procedure of analysis of the results of monitoring and reflection relating to the process and impact of corrective actions taken and the criterias and plans for subsequent action.

1. Data Collection Techniques
   In order for the researcher to do data colleciton more easily, some techniques were used as follows:
   a. Interview
      Interviewing is one form of data collection techniques that are widely used in quantitative research. Interviews were conducted orally in face-to-face meetings individually. But sometimes interviews were conducted in groups, if indeed the purpose is to collect data from groups such as family, board of trustees, and others. Interviews are widely used in qualitative and quantitative research, so it can be said as the main data collection technique (Kusumah & Dwitagama, 2012: 77).
   b. Observation
      Observation is a technique or way of collecting data by way of observing the ongoing activities. This activity is related to the way teachers teach, students learn, and others (Kusumah & Dwitagama, 2012: 71).
   c. Library Studies
      Library study is a data collection technique used to increase the insight of the researcher's knowledge by collecting, reading and studying books that support the problem of research such "Increase student learning motivation through the use of picture media in the learning of Christian Religion Education in grade 2 students of Palangka Raya 1 State Primary School"

2. Data Analysis
   Data analysis was performed during the study from start to finish. Data processing is the selection of data by processing accurate data that can answer the focus of research and provide an overview of research results. The data collected is presented in the form of tabulation of data in the form of tables with the

aim of facilitating the reading of the data. In this activity the researcher attempts to interpret the findings based on the selected theoretical framework with reference to the approved norms of practice. The results of interpretation are expected to provide clarity about the implementation of activities in improving the analysis toward the achievement and improvement of learning. In obtaining the test results the researcher used a system of statistical techniques with presentage, namely by using the formula:

1) Average Value
   $$X= \frac{\in(NxS)}{n}$$
   Description: X = Average count

   n = Many samples

   (NxS) = The result of the multiplication of the score by the frequency of the score in question

2) Analysis of Observation Result
   The result of observation on the activity of teacher and student in learning implementation each cycle then processed by using percentage formula as follows:
   $$P= \frac{F}{N} \times 100\%$$
   Description: P = Percentage of teacher and student activity

   F = Frequency of activity that appears (yes / no)

   N = Number of observed aspects

   100% = Fixed multiplier

4 RESEARCH RESULT

1. Description of Classroom Action Research Cycle (CAR) in grade 2 students of Palangka Raya 1 State Primary School

Classroom Action Research was implemented in three cycles and in each cycle there wer two actions. Action 1 was the learning on the basic competence of "Get to know God's creation", while action 2 is an evaluation of action 1. The Classroom Action Research was conducted at Palangka Raya 1 State Primary School through four stages of planning, implementation, observation and reflection used in each CAR cycle.

a. Planning
   This stage was the preparation stage to conduct CAR, the cycle was carried out in every meeting.

Cycle I was held on Wednesday, July 13, 2017. The researcher prepared the material before the lesson, organized into a lesson plan that contains instructional materials media image method. In addition, research instruments in the form of test sheets, and observation sheets were compiled. Cycle II was held on Wednesday, July 20, 2017. The researcher prepared the teaching preparation with lesson plan, test sheets, and observation sheets. Furthermore, cycle III was held on Wednesday, July 27, 2017. With the same preparations as in the first and second cycle of preparation of the lesson plan, test sheets, and observation sheets.

b. Implementation

Implementation of cycle I, cycle II and cycle III of the learning process refered to the lesson plan that had been compiled in which consists of initial activities, core activities, and end activities. In the initial activity, the students were conditioned to be ready to learn. In addition, checking of the attendance of the students, conveying the purpose of learning, and carrying out apperception by means of question and answer were also performed.

In the core activities, learning steps were presented. The steps were explaining learning materials and conducting question and answer, followed by making conclusions of subject matter. After that, in the final activity, the students was given a task with respect to the material already described.

c. Observation

In cycle I, observation was carried out during the learning process is taking place. The observation was conducted by monitoring the students' activities in following the lesson, the students' enthusiasm to learn, and in doing the task given by the teacher. In the evaluation of cycle I there were still many students who did not reached the standard value determined and the students' desire to do the task was still lacking. Furthermore, on the second cycle, the observation of student activities in the class, enthusiastic students in following the Christian lessons and work tasks given teachers was still carried out. In the evaluation, it was found that the students' scores and the desire of students to do the task had increased. For the third cycle, observations were carried out in the classroom by looking at the activeness of students to pay attention to media images,

enthusiasm of students in learning Christianity and the execution of tasks and the results obtained during the use of image media methods applied in each cycle for learning Christianity had increased, both the values and attitudes given by students.

d. Reflection

Based on the results of observation and evaluation of cycle I, reflection was conducted so it is known that student activity and student learning outcomes in the first cycle was not maximal as most students had not understood the subject matter and not enthusiastic to follow the lesson. It was found in the evaluation that the students' learning results were not maximal and many students still got the scores which were below the specified KKM standard. Furthermore, in the second cycle of observation and evaluation, most students had understood the material and able to give results that exceed the standard score, only a small part that still had not increased in the score obtained. After cycle I and cycle II were implemented, the third cycle was implemented. In the third cycle students, had begun to understand the learning materials and had shown results that exceed the specified standard. Students were more active in asking questions and performing tasks and in working together in group tasks. Increased student activity in learning affects the student learning outcomes both in groups and individuals.

2. Scores Evaluation Results

Based on the evaluation of the scores obtained in the three classroom action research cycles, there are three evaluation aspects that were assessed as well as the results of each student's scores:

a. Group task

In the execution of this group task students were divided into five groups with each group consisting of three people who were determined by the teacher. The tasks assigned to each group were the same, the purpose of the division of the group was to see the seriousness of the students in working together and the activity of the students to ask questions to the friends of one group or with the group's different friends, as well as the results obtained by each group. In each cycle, group division was conducted, in order to see improvement of result obtained by the

students and attitude change from each student (Mohammad Adnan Latief , 2009)

b. Individual task

Individual tasks were carried out in each cycle to see students' ability to understand the subject matter the teacher had discussed. Individual assignment was conducted at the end of each lesson, in the form of repetition in writing, or home assignments. With the assignment of individual tasks, the increase in the score obtained by each student in each CAR cycle was found.

c. Student learning activities

Aspects assessed in the learning activities were activities undertaken by teachers to students by observing the learning process that took place in the classroom. This assessment was performed on each CAR cycle, by looking at changes in the results obtained from the first, second, and third cycles. The purpose of this learning activity was to have the students to be more active and enthusiastic to learn, as well as teachers to be able to know the teaching methods that must be prepared to make students actively involved in the learning process, especially subjects of Christian Religion.

The results of group evaluation of cycles I, II, and III can be seen in the table below.

Table 1: Results of cycle groups I, II, III

No	Group name	Score		
		Cycle I	Cycle II	Cycle III
1	Group 1 (Daniel, Dhesy, Candra)	70	75	95
2	Group 2 (Ferdi, Karina, Leli)	65	100	100
3	Group 3 (Natalia, Jefri, Ryo)	65	75	85
4	Group 4 (Saveni, Tius,Wantie)	75	80	100
5	Group 5 (Yuliasi,Gancahita, Yeskiyel)	60	90	100
	Amount	335	420	480
	Average	60	62	71

Based on the above data it can be seen that the lowest score of cycle I was 60 and the highest was 75, while for cycle II the lowest score was 75 and the highest was 90, and cycle III there was no low score but the score obtained by students was between 85-100. The average score in cycle I was 60, in the cycle II was 62, and the cycle III was 71. More details can be seen in the graph of the average group value below.
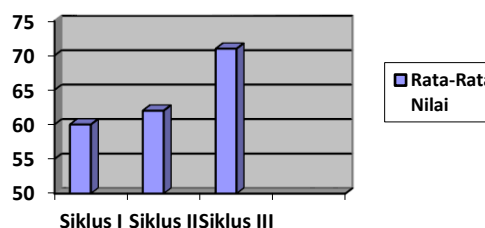

Figure 1: The average graph of group values per cycle

Each CAR cycle was evaluated according to CAR indicators. The evaluation was carried out individually with the number of questions of 5 items to be completed within 15 minutes. The form of the problem used was a description. Individual test results for each subsequent cycle are presented in Table 2 below.

Table 2. Results of individual cycles I, II, III

No	Name of Student	Score			Exhaustiveness		
		Cyc. I	Cyc II	Sik. III	Cyc. I	Cyc. II	Cyc.II
1	Daniel	60	60	95	TT	TT	T
2	Dhesy R.	75	80	95	T	T	T
3	Candra W.	60	60	95	TT	TT	T
4	Ferdi G.	60	65	100	TT	T	T
5	Karina B.	75	95	100	T	T	T
6	Leli M.	75	70	100	T	T	T
7	Natalia D.	75	80	95	T	T	T
8	Jefri	70	70	95	T	T	T
9	Ryo T.E	60	60	95	TT	TT	T
10	Saveni	70	80	100	T	T	T
11	Tius	60	80	100	TT	T	T
12	Wantie K.	60	60	100	TT	TT	T
13	Yuliasi R.	60	95	100	TT	T	T
14	Ganca H.	70	90	95	T	T	T
15	Yeskiyel A.B	60	70	95	TT	T	T
	Amounth	990	1115	1460	T= 7 TT= 8	T=11 TT=4	T=15 TT=0
	Average	66	74,3	97,3			
	Persentase				T=46%TT=53%	T=73% TT=26%	T=100% TT=0%

Description: Cyc. I = First cycle, Cyc. II = The second cycle, Cyc. III = Third cycle, TT = Unfinished, T = Completed

Based on the results of the learning evaluation of each cycle, in the first cycle it was found that the highest score was 75 and the lowest was 60, 7 students completed the evaluation and 8 students did not. Furthermore, in the second cycle of learning evaluation conducted with the results of the highest score of 95 and the lowest was 60 with a mastery of 11 students and 4 students did not complete the evaluation. In the evaluation carried out in cycle III, the highest score was between 95-100 and without low score, with 15 students completed the evaluation.

Learning completeness in the first cycle only reached 46%, but in the second cycle increased to 73% and in the third cycle to 100%. Meanwhile, the graph of non-completeness decreased in cycle I by 53%, then in cycle II to 26% and in cycle III to 0%. This means that cycle II was better than cycle I and cycle III was better than cycle II so it can be said that there was an increase in students' learning independence on understanding Chirstian Education materials using assignment method. The results of complete and incomplete each cycle can be seen in the graph below with a score of 90-100 (A), 65-85 (B), and incomplete 0-60 (C).
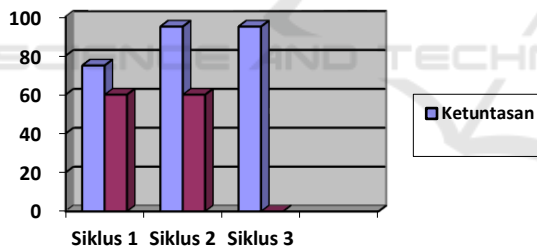

Figure 2. Graphs of completeness and non-completeness individual values for each cycle

The result of observation on student activity of each subsequent cycle can be seen in table below.

Table 3. Student learning activities cycle I, II, III

No	Aspects are observed in learning	Percentage		
		Cyc.I	Cyc.II	Cyc.III
1	Responding to the goals of the teacher	60 %	70 %	80 %
2	Being enthusiastic and ready to learn about " Get to know God's creation "	60 %	70 %	80 %
3	Paying attention to the illustrations of the teacher as an apperception	70 %	80 %	90 %
4	Taking note of the lesson presented	80 %	80 %	90 %
5	Understand the tasks that must be done in learning	60 %	70 %	80 %
6	Completed the questions on the worksheet	70 %	80 %	80 %
7	Discuss in the group in an orderly manner to do the task	50 %	70 %	90 %
8	Responding to the award given by the teacher	60 %	70 %	90 %
9	Asking question	60 %	60 %	80 %
10	Having the motivation to do the task	50 %	70 %	80 %
11	Answering the questions asked by the teacher	60 %	70 %	80 %
12	Noting the conclusions of the subject matter	70 %	70 %	80 %
13	Taking notes on the tasks to be done at home	80 %	80 %	90 %
14	Know the shortcomings of the work during the lesson	60 %	70 %	80 %
15	Work on the final evaluation	100 %	100 %	100 %
	Average percentage	66 %	74 %	84,67 %

Based on the above data, students' learning activity in the first cycle only reached an average of 66%. This means that there were still low student activity. Then again the observation on cycle II, with the results of the students' activity increased to 74%. The observation was still conducted in the third cycle with the percentage increased to 84.67%. Cycle III was better than cycle II, and cycle I. To be more easily understood it can be seen in the graph of the average percentage below.
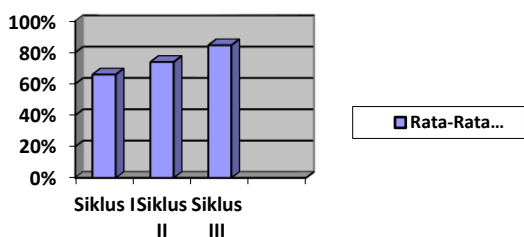
Figure 3. Graph of average percentage of learning activities per cycle

The researcher observed that the results of the students' scores from each cycle gradually improved. The result in cycle I had not been maximally given by each student both from group and individual task, yet was improved in cycle II and III. The researcher also observed changes in the attitude given by each student who in cycle I was not enthusiastic to follow the lessons and in doing the task, but in the second and third cycle began to change attitude. It can be seen in table 3, to see the increase in each cycle.

3. Student Motivation in Learning Christian Education

Basic on the observations of researchers during their time at Palangka Raya 1 Public Elementary School regarding the learning motivation of students in Christian subjects, it was very concerning. Because many students do not do assignments when religious subjects take place. In order for the learning process to run well, the researcher applies the recitation method to see students' learning motivation in Christian Religious Education. The method of drawing media helps to improve the intellect, attitudes, and skills of students. By using the image media method the creation of harmony and good cooperation with teachers, students, and among other students (Slemeto, 2010: 38).

Therefore, researcher conducted classroom action research to see the level of student learning independence in doing the task given by the teacher. By using four stages in CAR according to Kusumah and Dwitagama (2012: 20) that is:

a. Planning is when a researcher is planning each activity to be carried out in classroom action research and preparing things to be used in the learning process such as lesson plan, sheets of observation of teachers and

students, conducted simultaneously by peers.

b. Implementation is an activity or action undertaken by researchers in classroom action research, especially in terms of teaching and learning by using the method of individual assignment.

c. Observation is an activity carried out simultaneously with the implementation, the researcher who acts as a teacher. In addition, researcher also make observations of students. Meanwhile, peers make observations of the activities undertaken by teachers.

d. Reflection is an activity to recall the results of the learning process that has been implemented and then make improvements in the next cycle.

According to Moore the level of learning independence consists of determining the learning objectives to be achieved by students and teachers to help direct the learning process of students, learning materials or media to be used in student learning, and the results of student learning evaluations obtained by effort and hard work during self-Rusman, 2010: 354). During the independent learning process students are not alienated or kept away from friends and teachers, but the most important in the process of independent learning there is an increase in the ability and skills of students in the learning process without the help of others, so in the end students are not dependent on teachers, mentors, or friends in learning.

When assigned group and individual tasks to each student can be done well. If faced with difficulty in work tasks students can ask friends or teachers directly. Friends can be used as a tool to measure students' abilities, and the teacher is tasked with being a facilitator to provide assistance if students do not understand the material that has been discussed in each meeting in accordance with the cycle. In the end can be seen the value obtained from each student is better than before and exceeds the predetermined value standard. Therefore, the level of learning independence that is given to students can be viewed from the results obtained each cycle.

Learning motivation of learning also speaks of the change in attitude that the student gives from within himself which is the result of self-experience and practice without being dependent on others. In the behavior of freedom, assessment and responsible for the task that has been given to him (Sanjaya, 2011: 228). Attitudes shown by each student in the implementation of learning in the first cycle of CAR

less maximal, most students do not pay attention to the process of learning and not doing the task. Furthermore, the learning is done in the second cycle, the students have undergone a change of attitude and doing the task and actively involved in the group discussion. In the third stage of the learning process has improved both the results and attitudes that students provide by actively involved in learning and doing the task of the teacher (Tatang Sunendar: 2017)

In the learning process, students should be encouraged to carry out activities that can foster the process of creative activities. Therefore the image media method can be used to support learning, especially in Christian subjects. The use of image media methods has the aim of fostering an explorative learning process, encouraging students to behave creatively, familiarizing students with comprehensive thinking, and fostering students' independence in learning (Slemeto, 2010: 300). And must be considered in the use of the recitation method according to Rusman (2010: 359) that the task must be aimed at students either individually or in groups, tasks can be completed or done in class and outside the classroom, and the task is the final step to see the ability of each students in understanding the material that has been discussed by the teacher.

At the time of the implementation of classroom action research in three cycles conducted by researchers, initially not so satisfying both from the results of the group and individuals there are still many students whose average values below are standardized. Therefore, researchers apply an individual assignment method for each cycle, to see the extent of students' understanding of the subject matter. The assignment needs to be developed at the end of each discussion of the material, so as to help improve the ability to think, change attitudes, and skills of students.

The first cycle is applied in the class with each end of the lesson students are given assignments according to the material that has been discussed, there are still many students who do not understand and do not even do assignments for various reasons, one of which is left at home. Researchers try to make it more interesting to study Christianity by still giving assignments at the end of the lesson for the second cycle. After being rated and examined the results given have increased, students have begun to understand the subject matter and want to do every task the teacher gives. Then in the third cycle, the results given by students are more than the standard values that have been determined both from group

assignments and individual assignments. Increasing the results given by students when the image media method is applied in each lesson, especially Christian subjects, is clearly visible with the results obtained and students begin to actively work on both group and individual tasks.

5 CONCLUSIONS

Based on a description of improving student learning motivation through the use of image media in the learning of Christian Religion Education in grade 2 students of Palangka Raya 1 State Primary School, the following conclusions can be drawn:

1. Planning learning of Christian Religion Education using picture media in grade 2 of State Elementary School 1 Palangka Raya can be packaged as attractive as possible both from the material of learning / material, methods / strategies and media images that will be used as well as goals to be achieved by students. Planning learning that will be made in accordance with the school curriculum and adapted to the characteristics of the ability level of grade 2 of Palangka Raya 1 State Elementary School to make it easier for students to understand the material provided so that the expected goals can be achieved.

2. The use of drawing media by the teacher in the learning process of Christian Religion can increase the learning motivation of grade 2 students at Palangka Raya 1 Public Elementary School. This can be evidenced from the results of student learning activities in each cycle experiencing a significant increase, among others: in the first cycle (first cycle) an average of 67, 85 and completed only 5 students (71.43%) while the unfinished totaling 2 students (28.57%) proved that learning in cycle I was in line with expectations, while in cycle II (second cycle) an average of 85.71 and all students (100%) completed proved that it was appropriate with expectations and learning using image media proved to be able to increase student learning motivation seen from the comparison of the final student test.

6 SUGGESTIONS

Based on the conclusions obtained, there are several suggestions as follows:

1. Learning by using media in the form of pictures has provided a variety of varied learning to students especially grade 2 in Palangka Raya 1 Public Elementary School, because the material can easily be understood by students and the use of media in the form of images can be used optimally.
2. Teachers should be able to carry out Active, Innovative, Creative, Effective, and Fun learning, so that students will be passionate and motivated to study seriously in the learning process, the teacher should look for experiences that can be given to students in finding something that has never been obtained.
3. Schools should advise teachers to use one of the learning media in the form of picture media in the learning process.

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