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## THE UTILIZATION OF ADOBE FLASH IN INCREASING STUDENT LEARNING MOTIVATION IN SUBJECTS IN ELEMENTARY SCHOOL

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### Abstract

This study aims to determine: (1) the competence of teachers in using learning media before implementing adobe flash guidance at SDN (Public Elementary School) 42 Sungai Ambawang, (2) teacher competence in using learning media after implementing adobe flash guidance at SDN 42 Sungai Ambawang, (3) Increasing teacher competence in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang. This type of research was action research conducted at SDN 42 Sungai Ambawang. The results of the study conducted showed that: (1) The teacher's competence in using learning media before the adobe flash guidance was carried out at SDN 42 Sungai Ambawang based on the observation results was in low qualification and only reached 1.98 and based on the results of the questionnaire it was in low qualification and only reached 155%, (2) Based on the results of the implementation of the first cycle, it showed that the average observation result of teacher competence in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang reached 2.78 and entered moderate qualifications and the results of the questionnaire showed an average 45% and enter moderate qualification. While the implementation of the second cycle based on observation data reached 3.48 and entered the High qualification and the results of the questionnaire reached 70% and entered the high qualification, (3) Increased teacher competence in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang, namely an increase in the results observation.

**Keywords:** *Adobe Flash Guidance, Teacher Competence, Learning Media*

### Introduction

The success of students in learning is strongly influenced by how the teacher teaches. The teacher does not only function to transfer knowledge but is also tasked with providing skills, changing students' behavior. For this reason, professional teachers are needed in education. Therefore, to get experienced teachers, teacher competence must be continuously fostered and developed to produce quality education.

Quality human resources are the main focus so that a nation can carry out development and compete with other nations in this era of globalization. One way to form quality human resources is through education. Education is a process of creating knowledge, mindset, moral character of human resources.

Education should be designed to provide understanding and improve student achievement. One indicator of student achievement can be seen from student learning outcomes at school. Student achievement in school is often associated with students' problems

understanding what is given in learning activities. One of the learning problems is that the learning process that occurs in the classroom is less attractive.

In the learning process, an educator is required not only as a motivator and facilitator but also to inspire and transfer his knowledge by applying various strategies, approaches, learning methods, and learning techniques. The learning process plays a vital role in producing or creating quality education graduates.

Education is inseparable from the learning process. In the learning process educators are required always to think creatively and innovatively. Designing a learning activity must be professionally based on scientific theories or studies and research results that can be accounted for ethically. Its main objective is to solve learning problems locally and facilitate learning activities, thereby facilitating student learning. The learning resources can be in the form of messages, people, materials, tools or equipment, approaches/methods/techniques, and the environment. Messages are one of the broadest learning resources and are constantly evolving, and contain different learning content.

Adult learning has now entered the era of the media world, where learning activities require reducing the lecture method and the use of many media. And if it refers to the current curriculum development, students act as message recipients and as messengers. However, the facts on the ground speak differently, learning activities are still delivered in a conventional way, which is only with lectures without media.

There are five essential components in learning activities: objectives, materials, methods, media, and learning evaluation (Feralys Noufauli M, 2015: 587). In learning activities, these five components greatly influence each other. For example, the selection of methods must be adjusted to the learning media that we will use to deliver material to students according to the needs and characteristics of the students concerned.

As one component of learning, the media cannot escape the discussion of the overall learning system (Iwan Falahudin, 2014: 104). The use of media should be a part that must get the attention of educators and students in every learning activity. But this part is still often neglected for various reasons. The reasons that often arise include: limited time to make teaching preparations, difficulty in finding the suitable media, unavailability of funds and so on.

In general, learning media means everything that can be used to distribute learning materials to stimulate students' attention, interests, thoughts, and feelings to achieve learning goals (Khanifatul, 2017: 30). Learning media has an essential role as a component of the learning system. Without learning media, the learning process as a communication process cannot take place optimally. The communication relationship between teachers and students will be better and more efficient if using media because learning media is a tool for presenting material.

The achievement of learning objectives is influenced by various aspects, including aspects of teachers, students, the availability of infrastructure, the use of varied learning resources, the application of learning methods that are not monotonous, and the use of interesting media. The progress of the times accompanied by technological sophistication supports the use of various media in learning.

Based on the results of initial observations in the learning process at SDN 42 Sungai Ambawang, teachers lack innovative and interesting learning activities. It can be seen when students take lessons less seriously, do not pay attention when the teacher explains, make noise themselves, tend to play games in class, and do not want to ask questions about material that has not been understood. These indications indicate a lack of student motivation in following lessons in class. Teacher often

using the available media, namely textbooks, besides the lecture method still dominates the learning process so that the learning model tends to be teacher-centered.

In the learning process, the teacher is still watching, the teacher only relies on sources from books, in fact the media has also been used but is still not optimal, such as projectors or other media during the learning process. But there are still students who do not play an active role, and do not want to express their opinions in a learning process. So the lack of student motivation in learning at SDN 42 Sungai Ambawang.

Problems that often arise in learning are the limited skills of teachers to use the media, the limited infrastructure available in schools, and the limited availability of the learning media itself. Learning is a communication process carried out to convey information from teachers to students, therefore learning media occupies an essential position as one of the learning systems. Learning media has an essential role in supporting the quality of the teaching and learning process. Media can also make learning more interesting and fun. One of the learning media that is currently developing is Adobe Flash.

With the development of the times that are happening at this time very rapidly and as with the teacher's task, it must be creative to motivate students to learn in a fun and not boring way. It can make it easier for students to understand the material taught by the teacher. One of them is by using Adobe Flash, making it easier for students to understand learning materials, especially in learning.

Adobe Flash aims to influence learning interactions carried out by teachers and students in the classroom. The teacher's role as conveying the message in the form of material, it will be easier to convey the material to students as recipients of the message. In addition, the use of Adobe Flash can also support the training of habits in the use of science and technology in the world of education that continues to grow, so that knowledge about education becomes wider.

Using Adobe Flash as a source of student learning in the classroom by utilizing appropriate media can stimulate students' creativity and enthusiasm in participating in learning. Utilization of learning media relevant to the learning material can also provide a learning experience that students need in constructing a subject matter.

With Adobe Flash used in the learning process, it can simplify heavy tasks and increase student motivation, so that students more easily understand the subject matter being studied. By making media in the form of interesting learning media, students are more motivated and interested in the learning process.

According to the results of the researcher's interview with one at SDN 42 Sungai Ambawang, not all teachers know about the use at SDN 42 Sungai Ambawang in the learning process, so guidance is needed to use it at SDN 42 Sungai Ambawang. Therefore, the researcher wants to guide the use of SDN 42 Sungai Ambawang to teachers at SDN 42 Sungai Ambawang who will be used in the teaching process in the classroom.

Based on the problem description above, I want to use Adobe Flash to increase learning motivation in the learning process at SDN 42 Sungai Ambawang. Therefore, the researcher will formulate this research into a classroom action research (CAR) titled "Utilization of Adobe Flash in Improving Student Learning Motivation on Subjects in Classes at SDN 42 Sungai Ambawang" .

### **Research Method**

This type of research is classroom action research with two cycles. An action marks CAR to improve the teaching and learning process in the classroom. The subjects in this study were teachers at SDN 42 Sungai Ambawang. While the object of this research is the competence of teachers in preparing the administration of assessment at SDN 42 Sungai Ambawang.

The main components in Kul Lewin's action research (in Pujihartini, 2013: 12) are: (1) planning (planing), (2) action (acting), (3) observation (Observing) and (4) reflection (reflecting) (Pujihartini , 2013: 17). Data collection techniques used are observation and questionnaires. While the research instruments used were observation sheets and questionnaire sheets. The

data analysis technique uses data analysis from observations and data analysis from questionnaire results.

### Result and Discussion

#### *Result*

The results of the study are as follows: (1) The competence of teachers in using learning media before the implementation of adobe flash guidance at SDN 42 Sungai Ambawang based on the results of observations is in low qualification and only reaches 1.98 and based on the results of the questionnaire it is in low qualification and only reaches 155% , (2) Based on the results of the implementation of the first cycle, it shows that the average observation result of teacher competence in using learning media after adobe flash guidance is carried out at SDN 42 Sungai Ambawang reaches 2.78 and enters moderate qualification and the results of the questionnaire show an average of 45% and moderate qualification. While the implementation of the second cycle based on observation data reached 3.48 and entered the High qualification and the results of the questionnaire reached 70% and entered the high qualification. (3) Increasing teacher competence in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang, namely an increase in the results of observations with an average of 1.5 and an increase in the results of the questionnaire with an average of 55%.

#### *Discussion*

Based on the observations of teacher competence in using learning media before the adobe flash guidance was carried out at SDN 42 Sungai Ambawang, it was in low qualification. It only reached 1.98 and the results of the questionnaire showed that the average competence of teachers in using learning media before adobe flash guidance was carried out at SDN 42 Sungai Ambawang is in the low qualification and only reaches 155%.

Based on these data, it shows that there are problems that cause the low competence of teachers in using learning media at SDN 42 Sungai Ambawang. This problem will continue to be a frightening specter for the sustainability of teacher competence in using learning media. It may develop into a bigger problem if it is not immediately addressed and a solution is found. According to researchers, to improve teacher competence in using learning media at SDN 42 Sungai Ambawang is to do adobe flash guidance.

Therefore, the researchers tried to overcome this problem by using one of them by implementing adobe flash guidance at SDN 42 Sungai Ambawang. The researchers chose Adobe Flash guidance because Adobe Flash used in the learning process could simplify heavy tasks and increase student motivation, so that students more easily understood the subject matter being studied. By making media in the form of interesting learning media, students are more motivated and interested in the learning process.

Based on the results of the implementation of the first cycle, the observation data showed that the average competence of teachers in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang reached 2.78 and entered moderate qualifications and the results of the questionnaire showed that the average competence of teachers in using learning media after the adobe flash guidance was carried out at SDN 42 Sungai Ambawang it reached 45% and entered the moderate qualification.

Based on the implementation of the second cycle, the observation data showed that the teacher's competence in using learning media after the adobe flash guidance was carried out at SDN 42 Sungai Ambawang reached 3.48 and entered the High qualification and the results of the questionnaire showed that the average competence of teachers in using learning media after the adobe guidance was implemented. flash at SDN 42 Sungai Ambawang reached 70% and entered high qualification.

The results of the teacher's competence in using learning media after the adobe flash guidance was carried out at SDN 42 Sungai Ambawang obtained from cycle I and cycle II were

caused by the adobe flash guidance at SDN 42 Sungai Ambawang had steps to use learning media that could stimulate teachers to be more enthusiastic in media classroom learning.

Based on the results of the study, there was an increase in teacher competence in using learning media after the adobe flash guidance was carried out at SDN 42 Sungai Ambawang, namely an increase in the results of observations with an average of 1.5 and an increase in the results of the questionnaire with an average of 55%.

According to the researcher's observations, the increase in teacher competence in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang was because teachers were motivated and had great interest in using learning media after the application of adobe flash guidance. It is in accordance with the opinion expressed by According to Arief Sadiman et al (2014: 17-18), in general the media has the following functions: (1) Clarify the presentation of messages so that they are not too verbal (in the form of written or spoken words only) , (2) Overcoming limitations of space, time and sensory power, such as objects that are too large can be replaced with reality, pictures, frame films, films or models, objects that are too small are assisted by micro projectors, frame films, films or pictures., Motion that is too slow or too fast can be assisted with timelapse or high-speed photography. Events or events that occurred in the past can be displayed through film recordings, videos, film frames, photographs or verbally. Objects that are too complex (eg machines) can be presented with models, diagrams, etc., and concepts that are too broad (volcanoes, earthquakes, climates, etc.) can be visualized in the form of films, frame films, pictures and others. (3) Appropriate and varied use of educational media can overcome the passive attitude of students. In this case, educational media helps generate enthusiasm for learning, allowing more direct interaction between students with the environment and reality, and allowing students to learn independently according to their abilities and interests, and with the unique nature of each beginner voter coupled with the environment. and experiences are different. In contrast, the curriculum and educational materials are determined the same for every novice voter, the teacher has many difficulties when all of them have to be overcome by themselves. It will be more difficult if the background of the teacher environment and the novice electorate are different. Educational media can overcome this problem by providing the same stimulus, equating experiences, and generating the same perception.

### Conclusion and Suggestion

#### *Conclusion*

Based on the results, it can be concluded that there is an increase in teacher competence in using learning media after the adobe flash guidance was carried out at SDN 42 Sungai Ambawang. While specifically, it can be concluded as follows: (1) The competence of teachers in using learning media before the adobe flash guidance was carried out at SDN 42 Sungai Ambawang based on the results of observations was in low qualification and only reached 1.98 and based on the results of the questionnaire it was in low qualification and only reached 155%, (2) Based on the results of the implementation of the first cycle, it showed that the average observation result of teacher competence in using learning media after the adobe flash guidance was carried out at SDN 42 Sungai Ambawang reached 2.78 and entered moderate qualifications and the results of the questionnaire showed an average 45% and enter moderate qualification. While the implementation of the second cycle based on observation data reached 3.48 and entered the High qualification and the results of the questionnaire reached 70% and entered the high qualification. (3) An increase in teacher competence in using learning media after adobe flash guidance was carried out at SDN 42 Sungai Ambawang, namely an increase in the results of observations with an average of 1.5 and an increase in the results of the questionnaire with an average of 55%.

## **JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN**

Volume 4 | Number 3 | October | 2021, Page 89-94

e-ISSN: 2613-9723 and p-ISSN: 2613-9715

### *Suggestion*

Based on these conclusions, the researchers tried to provide suggestions, namely: (1) To make learning more effective and efficient, the use and development of adobe flash, media variations or a combination of both and learning methods should be carried out so that the learning objectives that have been set can be achieved. (2) Educators must innovate in making learning media to facilitate the delivery of learning materials to students so that learning objectives can be adequately achieved. (3) For schools to be able to add facilities and infrastructure that can be used to deliver learning materials with Adobe Flash or with variations of other media, and (4) For further researchers, they must always seek and try and develop learning media and techniques, to facilitate the delivery of material to students, to increase student motivation and learning outcomes.

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