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Development of Instagram-Based Learning Media to Increase Learning Motivation of Tenth Grader in Economics Subjects at SMA Ar-Raudhah

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ABSTRACT

Instagram social media has become a popular social media among students and in its use, of course, it must be enhanced with its usefulness as used as a learning reference. This study aims to develop Instagram-based learning media in economics subjects and measure the level of student learning motivation towards learning media. The method used is Research and Development with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The results of this study are based on validators' assessment of Instagram-based learning media which obtained an average validity of 3.89 (material experts), 3.87 (media experts) and 4.49 (learning practitioners) so that they were declared valid and suitable for use. Meanwhile, the results of measurements on student learning motivation increased from the original score of 2415 to 2698 after the implementation of Instagram-based learning media and obtained a gain score of 0.5 which was interpreted to be in the moderate category. This shows that Instagram-based learning media is effective in increasing student learning motivation.

1. Introduction

Education is a vital need for humans, since humans can progress in various areas of life through education, which can eventually put one to a better degree. So education is required good quality because it is so closely associated with the quality of education (Suarsini et al., 2020). The quality of education can be seen in terms of its learning. Learning is the interaction that occurs between student and teacher and a learning resource in his or her learning environment. Learning may also be referred to as a process to help students in learning (Khairunnisa et al., 2019). Learning is a deliberate process that results in changes, and the situation is different from those caused by others (Suryabrata in Marisa, 2019). The help of students in the learning process cannot be separated from the role of

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the teacher who has created learning interestingly and easily understood by students. Through learning media, students are expected to be motivated in learning about the material being discussed. The use of learning media in the form of textbooks alone will make students feel bored and easily sleepy in the learning process.

Learning media is a tool for teachers to deliver teaching materials, increase student creativity and can increase student attention during the learning process. So that with the use of learning media, students will be motivated to learn, write, speak and imagine (Ruth Lautfer in Rahma, 2019). The importance of using learning media is that the delivery of the materials can interest student and more understand about the learning materials (Mariatun, 2021). The function of learning media as a tool to achieve learning objectives that have been created and designed by teachers to influence the learning situation, conditions and environment. Media can also be used to clarify the message so that it is not monotonous, and can be used appropriately, creatively and variedly to increase student activity (Angkowo and Kosasih in Saputra, 2021).

The benefits of learning media as a tool are that teaching becomes more attractive to students' attention so that it can foster learning motivation, teaching materials will have a clearer meaning so that students can easily understand and allow students to master the teaching objectives well, learning methods will vary and not only verbal communication through the speech of the educator's spoken words so that students are not bored and educators do not run out of energy, and students become more doing learning activities because they not only listen to explanations from the teacher but also other activities carried out such as observing, doing, demonstrating and so on (Nurrita, 2018).

Social media is a product born from technological advances based on internet network devices with the aim that humans can easily interact with each other remotely, have fun and share information (Hargita, 2020). Social media is a medium that connects people who need an internet connection, with the aim of achieving a better quality of life because social media can change the real world transformed into a virtual world (Mila, 2018). Internet-based learning media certainly has great potential to be developed into an interesting learning media for students, one of which is the *instagram social network*.

Instagram is becoming an inseparable social media in everyday life. Currently, students can learn not only from books, but also through social media, where the material can be accessed anytime and anywhere (Novia et al., 2020). The *Instagram* application provides a feature to share uploads in the form of images and videos. The features that *Instagram* has provided also allow users to interact with each other such as following, commenting, liking and sharing posts. Based on the features available on *Instagram*, researchers will use it as an economic learning medium, one of which is management material with an attractive appearance and can increase student motivation.

Motivation is a series of efforts under certain conditions, so that a person wants and wants to do something and if he doesn't like it, it will negate the effort. So

motivation can be stimulated by factors from the outside, but that motivation grows in a person (Emda, 2018). Motivation is also said to be the process of providing encouragement, direction and persistence of behavior (Santrock in Marisa, 2019).

There are five factors that affect student learning motivation, namely: 1) student ideals or aspirations followed by the development and growth of individual personalities which then give rise to great motivation to achieve the desired goals or aspirations, 2) students' abilities and the skills of each individual will strengthen the emergence of motivation, 3) the condition of students and a healthy environment will increase their motivation and achievement, 4) dynamic elements in learning, where an individual can adapt in a place where he will gain experience, 5) the teacher's efforts in teaching students who are required to be professional and have skills in an activity or work carried out inseparable from the existence of functions and uses (Sidik and Sobandi, 2018).

Based on observations made by researchers at SMA Ar-Raudhah, Instagram is not yet available as a medium for economic learning. So it is possible to develop a learning media based on Instagram social media. With the hope, this economic learning media can increase students' learning motivation in economics subjects. The purpose of developing this learning media is to develop and produce Instagram-based learning media in high school economics subjects, find out the feasibility of Instagram-based learning media based on expert assessments, and find out the increase in student learning motivation after being developed Instagram-based learning media in economics subjects. This is supported by statements from students on the results of the questionnaire which shows that they are more motivated in learning when using Instagram-based learning media.

2. Methodology

Research methods are a scientific way of obtaining valid data with the aim that they can be found, developed and proven a certain knowledge that can ultimately be used to understand, solve and anticipate problems in the field of education (Sugiyono, 2016). The methods used in this study are research and development methods. Research and development methods are methods used to produce products and test the effectiveness of these products (Novianti, 2020). The development of Instagram-based learning media uses the ADDIE development model developed by Dick and Carry (1996), which consists of (1) Analysis, (2) Design, (3) Development, (4) Implementation and (5) Evaluation (Figure 1).



Figure 1. ADDIE Development Model

The first stage is the analysis stage, establishing the basic problems faced in economic learning which includes student characteristics in terms of willingness

or motivation to learn, the curriculum applied, learning methods and learning media used. The second stage is design, which includes activities to compile lesson plans, by applying a direct learning model and using Instagram-based learning media during the learning process. Then design the identity of the learning media, such as the profile logo and account name that will be used in Instagram. The last activity at this stage is creating content about the material to be shared then editing the material in the form of images using the *Canva Online* application and editing material in the form of videos using the *VN Editor* and *CapCut* applications, then uploaded on the learning media Instagram account.

The third stage or development stage, conducting a learning media validation test by material expert validators, media expert validators and learning practitioners, namely teachers and students. In the validation test, the aspects assessed by each validator are different. In the validation test conducted by material experts, there are three scopes of assessment aspects consisting of material aspects, expediency and language aspects. The validation test conducted by media experts includes two aspects of assessment, namely aspects in terms of display aspects and illustration aspects. Meanwhile, the validation test carried out by learning practitioners (teachers and students) includes three aspects of assessment consisting of aspects of material quality, expediency and presentation aspects.

After that, in the fourth stage or implementation stage, learning media that has been declared feasible by validators and has been revised according to the advice given, Instagram-based learning media can be applied to the research subject, namely class X social studies 3 students at SMA Ar-Raudhah which totals 33 students. Before and after the media is applied, students are given a learning motivation questionnaire to measure the level of student learning motivation before using Instagram-based learning media and after using Instagram-based learning media.

In the last stage, namely the evaluation stage, measurements are carried out to increase student learning motivation towards Instagram-based learning media with a gain score. The gain score formula (Hake in Mariatun et al., 2021) is as follow:

$$\text{gain standart } (g) = \frac{\text{last motivation score} - \text{first motivation score}}{\text{maximum motivation score} - \text{first motivation score}}$$

The gain score value's then interpreted as in Table 1.

⁶ Table 1. Gain Score Interpretation

Gain Score	Interpretation
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

3. Results and Discussion

The results of this study will discuss the stages in the development of learning media using the ADDIE model:

Analysis

At this stage after conducting a needs analysis, the results of the analysis of the lack of use of interesting learning media in economics subjects were obtained. Then the curriculum analysis obtained the results that at SMA Ar-Raudhah implemented the 2013 Curriculum, and the analysis of students who were easily bored and sleepy during the learning process, so they did not understand the material being delivered.

Design

At the design stage or design stage, it starts with choosing the sub-material to be made in the form of images and videos according to the indicators listed on the material that has been selected. The material selected and will be developed into Instagram-based learning media is material for class X even semester about management concepts. The next activities carried out are (1) summarizing the material, where the material to be uploaded in the learning media is about management; and (2) designing material, the material uploaded in the form of images is edited using the *Canva* application, while the material uploaded in the form of videos is edited using the *VN Editor* and *CapCut* applications and then includes a caption in the form of a brief explanation of the topic discussed.

Development

The third stage is the development stage, where an assessment of Instagram-based learning media is carried out by validators consisting of material expert validators, media expert validators and learning practitioners (teachers and students). The purpose of the assessment of learning media by validators is to find out the quality of the product being developed before it is published to students. The name of the learning media account used is @ekonomi.ku (Figure 1).



Figure 1. Learning Media Account

The uploaded content, created using the applications *Canva*, *VN Editor* and *CapCut*. The instagram-based economic learning media display is shown on Figure 2.



Figure 2. Instagram-Based Learning Media Display

The completed learning media is then validated by material expert validators, media experts and learning practitioners (teachers). The results of the assessment by material expert validators shows in Figure 3. From material expert validator received an average total validity of 3.89 from a scale of 5.00 with three scopes of assessment aspects consisting of material aspects, expediency and language aspects. The assessment results of media expert validators got an average total validity of 3.87 from a scale of 5.00 with two scopes of assessment aspects consisting of illustrative aspects and display aspects (Figure 3).

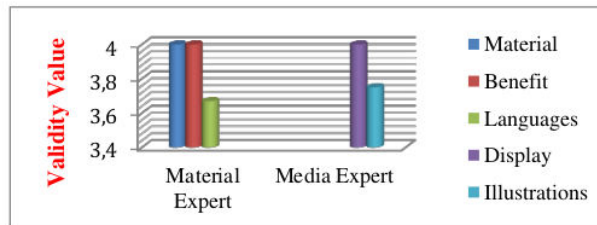


Figure 3. Validator Assessment Results (Material Expert and Media Expert)

Meanwhile, the assessment of learning practitioners includes three aspects of assessment consisting of aspects of material quality, expediency and presentation aspects with the assessment results from learning practitioners (teachers) getting an average validity of 4.49 from a scale of 5.00 and assessment results from learning practitioners (students) getting an average validity of 4.5 from a scale of 5.00 (Figure 4).

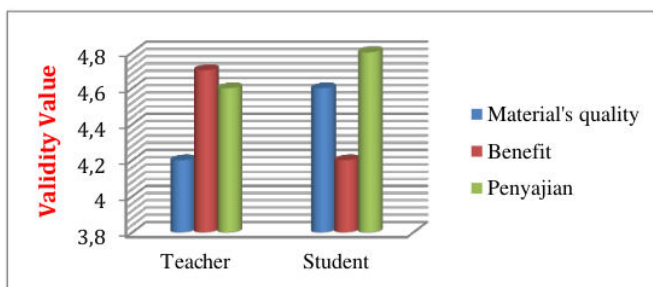


Figure 4. Validator Assessment Results by Learning Practitioners

Implementation

At this implementation stage, a trial of learning media products that have been validated and have been revised according to the comments and suggestions given by the validators are carried out. The trial of Instagram-based learning media was carried out in class X IPS 3, which totaled 33 students at SMA Ar-Raudhah. Before and after the learning media is applied, questionnaires are distributed to measure the comparison of student motivation before and after the use of Instagram-based learning media. The learning motivation questionnaire in this study uses the motivational model approach designed by Keller, namely the ARCS motivation model.

The ARCS motivation model is a form of problem-solving approach to foster motivation and learning environment in encouraging and maintaining student motivation to learn. The ARCS model is designed based on the theory of motivation, achievement and teaching so that it can be said to be interesting because it is developed from the basis of theory and real experiences that are able to arouse students' enthusiasm for learning optimally by motivating themselves so that optimal learning outcomes are obtained (Irsaf, 2014). Student learning motivation in the ARCS model consists of four indicators, namely attention, relevance, confidence and satisfaction. In the learning motivation questionnaire, there are 18 points of statement that must be filled out by students. In this implementation stage, there were as many as 33 students who filled out the learning motivation questionnaire.

Evaluation

The last stage is the evaluation stage, where researchers measure learning motivation in the use of Instagram-based learning media. The method used in measuring learning motivation is the *gain score*, which can be known through two data, namely student learning motivation data obtained before the media is applied and student learning motivation data after the media is applied. The scores obtained from the student learning motivation questionnaire before and after the use of Instagram-based learning media can be seen in Table 2.

Table 2. Motivation Score Result

Motivation Score Before Using Media	Motivation Score After Using Media
2415	2698

Based on Table 2, it is known that student motivation data increased after the application of Instagram-based learning media. Furthermore, calculate the increase in learning motivation using the gain score with the result is 0.5 and if interpreted, it is in the medium category. Based on these results, according to researchers, optimization is still needed in developing Instagram-based learning media products in the future, which can be done by making some modifications so that students' learning motivation for learning media increases.

4. Conclusion

The conclusions obtained based on the results of this study show that this research has produced an Instagram-based economic learning media product on Management material. The stages of developing this learning media consist of five stages in accordance with the ADDIE development stage model which consists of analysis, design, development, implementation and evaluation. The results of the validation of the feasibility of instagram-based learning media obtained from material expert validators got a decent category, the assessment from media experts got a decent category, and got a decent category too from the assessment of learning practitioners. There was an increase in student learning motivation after implementing Instagram-based learning media and the the results of the gain score are in the medium category.

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