

The Influence of Learning Media and Interest on Student Absorption in Senior High Schools

Hendrawan Adi Saputra¹, Alhadi Yan Putra², Mulyadi²

¹SMA Negeri 1 Tanjun Lubuk, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: een.andra@gmail.com

Abstract: The purpose of this study was to determine the effect of learning media and interest in learning on student absorption in high schools in Tanjung Lubuk District. The sample size taken was 89 students in high school in Tanjung Lubuk District. The sampling technique was *purposive sampling*, where the respondents taken were some high school students in Tanjung Lubuk District. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 73 statement items. The analysis technique used is multiple linear regression analysis. The results showed that there was an influence of learning media and learning interest on student absorption. Second, the influence of learning media on student absorption. Third, there was an influence of learning interest on student absorption.

Keywords: Absorbency, Learning Interest, Learning Media.

A. Introduction

Teachers in the current era of information and communication technology are not just teaching (transfer of knowledge) but must be learning managers (Sulhan, 2007). The learning process is the core of the formal and informal education process, in which there is interaction between various learning components. These components are teachers, content or subject matter, and students. The interaction between the three components involves facilities and infrastructure, learning methods, learning media, learning models and the arrangement of the learning environment, so that it can support the achievement of the planned learning process.

Sudjana & Rivai, (2011) which states that absorption is one aspect to measure student learning completeness. When referring to the results of research, the Indonesian people have obstacles to achieving learning completeness due to the low absorption of Indonesian students in several subjects. According to Sulhan, (2007). power is defined as the ability to do something or the ability to act, while the word absorption means understanding seriously. Meanwhile, learning means an effort to gain intelligence or knowledge. Based on each of these definitions, learning absorption can be interpreted as an ability to understand lessons seriously in order to gain

intelligence or knowledge. Research by Ahmadi (2009) states that learning with visual media in the classroom affects student interest and learning outcomes.

In relation to the absorption of subjects, absorption is a form of feeling enthusiasm, willingness to listen, ability to think, strength to remember, and energy possessed by the human soul, in an effort to make an effort to absorb lessons that have the aim of achieving learning success. According to Astuti et al., (2018), learning absorption is the ability, energy, and benchmark to determine the extent of students' understanding of the subjects studied and taught by the teacher in a process of teaching and learning activities. This understanding is influenced by many factors such as student learning motivation, student interest in learning and a supportive school environment.

In general, school learning is carried out classically, that is, each individual gets the same material, the same class, the same teacher, and the same learning facilities. However, a problem arises, namely the difference in learning achievement for each student, this begins with differences in the learning absorption of each student in understanding the lessons delivered. The difference in learning achievement is in the form of students who get good learning achievements, which are sufficient, and some are even lacking in their learning achievements.

The occurrence of differences in learning achievement for each student is an indication of several factors that affect the absorption of student learning which has an impact on the quality of student learning achievement itself. More broadly, if the causes of differences in student absorption are related to the factors that play a role in learning, the causes of these differences can be grouped into two, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual.

As far as the author's observations, there are still many teachers in every education who still cling to the old paradigm of the learning process, the old paradigm of the teaching and learning process in the world of education is sourced in theory, tabular assumptions. Many teachers carry out learning process activities in ways such as: transferring knowledge from teachers to students, filling children's brains with knowledge, or spurring children in competition between individuals. The teacher does not know the right teaching and learning process, he only feels the need to pour what he knows into the memory of students who are loyal to receive it.

Learning media is a means to visualize the learning process which is often also used in learning; therefore, every teacher must be able to find out students' interest in

learning so that the interest in learning that exists in each student is optimally aroused to be able to achieve achievements in learning.

One way to do learning is with the help of learning media. There are many kinds of media that can be used for learning. Starting from audio media, video media, animation media and various kinds of media that can be utilized. Especially now that the internet and cellphones are increasingly mushrooming, internet media and computers are very likely to be used as one of the learning media tools for students.

Video-based learning media greatly helps the effectiveness of the learning process, able to arouse student motivation and interest in learning. Video-based learning media can also help students improve understanding, present data in an interesting, reliable manner, facilitate interpretation and obtain information. Research (Lahami, 2021) states that learning with visual media in the classroom affects student interest and absorption.

Interest as one of the internal factors, has a role in supporting student absorption. Students who are not interested in the subject matter will show an unsympathetic attitude, be lazy and not passionate about the teaching-learning process. Interest can affect the quality of achievement of student absorption in certain fields of study. Interest has a big influence on learning, because if the subject matter studied is not in accordance with the interests of the student, the student will not learn as well as possible because there is no attraction for him. He is reluctant to learn, he does not get satisfaction from the lesson. Conversely, subject matter that interests' students is easier to memorize and convey, because interest adds to learning activities.

Learning and interest are inseparable. That is, someone doing certain learning activities is certainly supported by a desire that exists in him to fulfill needs. Psychologically, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting their life needs. These changes will be evident in all aspects of behavior.

Interest is a permanent tendency to pay attention and remember some activities. Activities that interest a person are noticed continuously accompanied by pleasure, interest is a source of interest that encourages people to do what they want when they are free to choose. When they see that something will be profitable, they feel interested. This then brings satisfaction. If satisfaction decreases, interest decreases (Slameto, 2013).

Initial observations made by the author at SMA in Tanjung Lubuk sub-district, namely that student absorption is still not good. This can be seen from the average learning outcomes of students who are always still very concerned. This

achievement is certainly the result of learning conditions that are still conventional in nature that do not touch the realm of the dimensions of the students themselves, namely how to actually learn (learning how to learn). In a more substantial sense, the learning process until now still gives the dominant teacher space so that it reduces the existence of students.

In addition, students have difficulty remembering the lessons delivered by the teacher at the previous meeting, it hinders the subject matter that will be delivered by the teacher and finally students are less active in participating in the learning process due to the lack of student learning absorption. This is because the use of the learning model used by the teacher still does not emphasize student memory, so students tend to be passive when learning activities take place, students lack courage in expressing their opinions, students are still shy in asking questions even though students actually do not understand the material that has been explained. So that the knowledge that students get is still minimal and student absorption is still low.

In addition, many teachers have not maximized the use of learning tools/media in the teaching and learning process. This is due to the teacher's limited learning media and the teacher's low ability to use learning media available at school. Another phenomenon is that students become bored in receiving the teaching and learning process at school because the way the teacher explains and explains is not interesting and does not use existing learning media.

From the author's observations at high schools in the Tanjung Lubuk sub-district, the teachers have used learning media in the teaching and learning process, but the media used are still monotonous and less interesting, so students are less interested in the learning process. Furthermore, students' interest in participating in lessons is not so good, this is due to the use of media that is still monotonous and less interesting and also the learning methods used are not in accordance with students. Furthermore, the results of student learning are also still low because their interest in learning is still not so good/high due to the use of learning media that is still monotonous and less interesting and the learning methods used are not suitable for students.

Researchers are interested in conducting research on the influence of the influence of learning media and learning interest on student absorption in high schools in Tanjung Lubuk sub-district, Ogan Komering Ilir Regency. The purpose of this study was to determine and analyze the effect of learning media and student interest in learning together on student absorption in high schools in Tanjung Lubuk District, Ogan Komering Ilir Regency.

The word media comes from Latin *medius* which literally means middle, intermediary or introducer. In Arabic, media is an intermediary or messenger from the sender to the recipient of the message. According to Arsyad (2011), media when understood broadly are humans, materials and events that build conditions that make students able to acquire knowledge, skills or attitudes.

Arsyad (2011) states that learning media includes tools that are physically used to convey the content of teaching materials. Angkowo & Kosasih, (2007) state that media is anything that can be used to channel messages, stimulate thoughts, feelings, attention and willingness of students so that they can be encouraged to be involved in the learning process.

Learning media is a means of delivering learning messages in relation to the direct learning model, namely by means of the teacher acting as a conveyor of information and in this case the teacher should use a variety of appropriate media. Learning media is a tool for the teaching and learning process. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of learners so that it can encourage the learning process.

Another opinion reveals that in choosing media, you should pay attention to the following criteria: a) the ability to accommodate the presentation of the right stimulus (visual and/or audio); b) the ability to accommodate the right student response (written, audio, and/or physical activities); c) the ability to accommodate feedback; d) the selection of the main media and secondary media for the presentation of the main and secondary media for the presentation of the learning process. Selection of primary media and secondary media for presenting information or stimuli, and for exercises and tests (preferably exercises and tests using the same media); and e) the level of pleasure (preferences of institutions, teachers, and students) and cost-effectiveness (Arsyad, 2011).

Interest is a sense of interest, attention, more desire that a person has for something, without any encouragement. This interest will persist and develop in him to get support from his environment in the form of experience. Experience will be gained by interacting with the outside world, both through practice and learning. And the factor that raises interest in learning in this case is the drive from within the individual. Social motive encouragement and emotional encouragement.

Interest in learning is a form of activeness of a person who encourages to carry out a series of activities of body and soul to obtain a change in behavior as a result of individual experience in interaction in the environment which involves cognitive, affective, and psychomotor. According to Djamarah, (2015) indicators of interest in learning, namely a sense of like/pleasure, a statement of preference, a sense of interest, a sense of awareness to learn without being told, participating in learning

activities, giving attention. According to the Big Indonesian Dictionary (Depdikbud, 2022), absorption is the ability or power to do something to act in absorbing lessons. Absorption power comes from the word "power" which means strength, ability, and "absorption" which means taking. So absorption can be said to be an ability to capture and understand material so that students can describe the material received correctly. And absorption becomes a benchmark to determine the extent of students' understanding of the subjects taught by a teacher in the process of teaching and learning activities. From research by Nurhasanah, & Sobandi, (2016) with the title Learning Interest as a Determinant of Student Learning Outcomes, it can be concluded that student learning outcomes can be improved through increasing student interest in learning. This means that better student interest in learning will have an impact on student learning outcomes that are getting better. Meanwhile, another opinion is that "power is the energy or ability to carry out an activity, the energy that causes the movement of effort, effort" (Sulhan, 2007). In addition, when viewed from psychology, power states that it is something that humans have and is one of the sources of power available. Ishawyudi, (2019) explains that absorption in learning is the ability to absorb a concept or subject matter delivered by the teacher to students.

Absorbency is the ability or power to do something to act in absorbing lessons. Absorption power comes from the word "power" which means strength, ability and "absorption" which means taking. So absorption can be said to be an ability to reveal and understand a material that is received correctly. And absorption is a benchmark for knowing the extent to which students understand the lessons taught by a teacher in the process of teaching and learning activities.

There are several elements of absorption, including the following a) memory Theoretically, there are 3 aspects related to the functioning of memory, namely (1) receiving impressions, (2) storing impressions, and (3) producing impressions; b) thinking, the most common definition of thinking is the development of ideas and concepts within a person. The development of these ideas and concepts takes place through the process of establishing relationships between parts of information stored in a person in the form of notions; and c) motive, is a condition within the learner that encourages him to carry out certain activities. Motives may arise from external stimuli, such as giving a prize if someone can complete a task well. This kind of motive is often called extrinsic motives.

B. Methods

The approach used in this research is descriptive quantitative. The population in the study was all the population in this study was all high school/vocational high school students in Tanjung Lubuk District, totaling 890 students. The sample used

was 89 students from high school/vocational high school students in Tanjung Lubuk District (Sugiyono, 2012).

The sampling technique in this study was to use purposive sampling. In this study the data collection techniques used by researchers were questionnaires, observation and documentation. The data collected using the Likert Scale model. The data analysis technique uses simple regression analysis and multiple regression using SPSS For Windows version 26.00.

This study uses multiple regression analysis which aims to determine the effect of two independent variables on the dependent variable. Where this study looks for the effect of learning media (X1) and learning interest (X2) as independent variables, with student absorption (Y) as the dependent variable, both partially and simultaneously. This research method uses partial and simultaneous regression methods used for analysis or hypothesis testing researchers intend to determine the effect or relationship of independent and dependent variables, where one of the independent variables is controlled (made fixed).

C. Results and Discussion

The Effect of Learning Media on Student Absorption

The learning media relationship model on student absorption is expressed in the form of a regression equation $Y = 63.958 + 0.325X_1$. Based on the significance test of the learning media variable on student absorption in Tanjung Lubuk sub-district, it is obtained that $t \text{ count } 5.358 > t \text{ table } 1.9869$ where the price of $t \text{ count}$ is greater than $t \text{ table}$ and the significance value of 0.000 is smaller than 0.05, so H_0 is accepted so that there is learning media on student absorption in Tanjung Lubuk sub-district.

Table 1. Coefficient of Learning Media on Absorption

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63.958	6.170		10.366	0.000
Learning Media	0.325	0.061	0.498	5.358	0.000

To find out how much influence the independent variable has on the dependent variable partially, it can be seen in the summary model results. The summary test results display the R value which is a symbol of the correlation coefficient value. In the above value, the correlation value is 0.498 this value can be interpreted that the relationship between the two research variables is in the medium category. Through this table, the R Square value or coefficient of determination (KD) is also obtained,

which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The KD value obtained is 0.498 which can be interpreted that the independent variable X1 has a contribution effect of 49.8% on variable Y and the other 50.2% is influenced by other factors outside the variable X1.

The effect of interest in learning on student absorption

The model of the relationship between interest in learning and student absorption is expressed in the form of a regression equation $Y = 16.316 + 0.822X_2$. Based on the significance test of the learning interest variable on student absorption in the Tanjung Lubuk sub-district, it is obtained that $t \text{ count } 12.058 > t \text{ table } 1.9869$ where the calculated t price is greater than t table and the significance value of 0.000 is smaller than 0.05, so H_0 is accepted so that there is an interest in learning on student absorption in the Tanjung Lubuk sub-district.

Table 2. Coefficient of learning interest on absorption

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.316	6.694		2.437	0.017
Interest in Learning	0.822	0.068	0.791	12.058	0.000

To find out how much influence the independent variable has on the dependent variable partially, it can be seen in the summary model results. The summary test results display the R value which is a symbol of the correlation coefficient value. In the above value the correlation value is 0.793 this value can be interpreted that the relationship between the two research variables is in the strong category. Through this table, the R Square value or coefficient of determination (KD) is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The KD value obtained is 0.793 which can be interpreted that the independent variable X2 has a contribution effect of 79.3% on variable Y and the other 20.7% is influenced by other factors outside the X2 variable.

The Effect of Learning Interest on Student's Absorption

The relationship model between learning media and interest in learning on student absorption is simultaneously expressed in the form of a regression equation $Y = 16,056 + 0.871 X_1 - 0.045X_2$. This means that student absorption will increase positively with school culture and negatively learning media (Awalluddin, 2018).

Table 3. Coefficient of Learning Media and Interest in Learning on Student's Absorption

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.056	6.718		2.390	0.019
Interest in Learning	0.871	0.093	0.838	9.378	0.000
Learning Media	-0.045	0.058	-0.070	-0.779	0.438

To determine the correctness of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of learning media variables and interest in learning on student absorption. The test criteria are as follows:

- If the probability value (significant) < 0.005 , then H_0 is rejected
- If the probability value (significant) > 0.005 , then H_0 is accepted

Based on the significance test of the learning media variables and interest in learning on student absorption in Tanjung Lubuk sub-district, obtained the calculated f value of $72.642 > f$ table of 3.10 where the calculated f price is greater than f table and the significance value of 0.000 is smaller than 0.05, then H_0 is accepted so that there is a significant influence between learning media and interest in learning on student absorption in Tanjung Lubuk sub-district.

Table 4. Anova F test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12805.973	2	6402.987	72.674	.000 ^b
Residual	7577.128	86	88.106		
Total	20383.101	88			

To find out how much influence the independent variable has on the dependent variable partially, it can be seen in the summary model results. The summary test results display the R value which is a symbol of the correlation coefficient value. In the above value, the correlation value is 0.793. This value can be interpreted that the relationship between the two research variables is in the strong category. Through this table, the R Square value or coefficient of determination (KD) is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The KD value obtained is 0.793 which can be interpreted that the independent variable X has a contribution effect of

79.3% on variable Y and the other 20.7% is influenced by other factors outside the X variable (Haryani et al, 2021; Yusrizal et al, 2019).

D. Conclusion

Based on the results of data analysis that the effect of interest in learning and learning media both partially and simultaneously on student absorption that the learning media variable has a regression coefficient value of 0.000 and a calculated t value of 5.358. The value of t table with N = 89 is 1.9869 This means that the value of t is greater than t table or $5.358 > 1.9876$ While the level of significance is smaller than the level of significance set, namely $0.000 < 0.05$. This shows that learning media has a partial and significant effect on student absorption. This means that the initial hypothesis is rejected and the second hypothesis is accepted.

The learning interest variable has a regression coefficient value of 0.000 and a calculated t value of 12.058. The t table value with N = 89 is 1.9869 This means that the calculated t value is greater than the t table or $12.058 > 1.9876$ While the significance level is smaller than the specified significance level of $0.000 < 0.05$. This shows that interest in learning has a partial and significant effect on student absorption. This means that the initial hypothesis is rejected and the second hypothesis is accepted. this will lead to a lack of interest in learning Social Sciences (IPS) in junior high school level students.

The variable of interest in learning and learning media has a regression coefficient value of 0.00 and a calculated f value of 72.674 The value of f table with N = 89 is 3.10 This means that the calculated f value is greater than f table or $72.674 > 3.10$ While the significance level is smaller than the specified significance level of $0.00 < 0.05$. This shows that students' interest in learning and learning media have a simultaneous and significant effect on student absorption.

E. Acknowledgement

We would like to express our sincere gratitude to our family, friends, and colleagues Universitas PGRI Palembang.

References

- Angkowo R, & Kosasih, A. (2007). *Optimizing Learning Media*. Grasindo.
- Ahmadi, A. (2009). *Social Psychology*. Jakarta: Rineka Cipta.
- Arsyad. (2011). *Instructional Media*. Raja Grafindo Persada.
- Astuti, F. Y., Wahyudi, S., & Mawardi, W. (2018). Analysis of Effect of Firm Size, Institutional Ownership, Profitability, And Leverage on Firm Value With

- Corporate Social Responsibility (CSR) Disclosure as Intervening Variables (Study on Banking Companies Listed on BEI Period 2012-2016). *Jurnal Bisnis Strategi*, 27(2), 95.
- Awalluddin, A. N. (2018). The Influence of Interest in Learning on Social Studies Learning Outcomes of Al-Kautsar Plus Middle School Students, Malang. *Jurnal Penelitian Dan Pendidikan IPS (JPPI)*, 12(1), 1-7.
- Djamarah, S. B. (2015). *Teachers and Students in Educational Interaction, a Psychological Theoretical Approach*. Jakarta: Rineka Cipta.
- Depdikbud. (2022). *Indonesia Dictionary*. Balai Pustaka.
- Haryani, E., Ahmad, S., & Aradea, R. (2021). Analysis of Factors Causing Low Student Absorption in Accounting Lessons. *Journal of Education Research*, 2(2), 82-88. <https://doi.org/10.37985/jer.v2i2.51>
- Ishawyudi, D. (2019). *Definition of Absorptive Capacity*. Universitas Negeri Malang.
- Lahami, M. A. G. (2021). The Influence of Learning Media Workshops on Increasing Teacher Competence in Developing Learning Media. *Journal of Educational Technology, Curriculum, Learning, and Communication*, 1(1), 13-21. <https://doi.org/https://doi.org/10.26858/jetclc.v1i1.17183>
- Nurhasanah, S., & Sobandi, A. (2016). Interest in Learning as a Determinant of Student Learning Outcomes. *J. Pendidik. Manaj. Perkantoran*, 1(1), 128-135.
- Slameto. (2013). *Learning and Factors That Influence It*. Jakarta: Rineka Cipta.
- Sudjana, N., & Rivai, A. (2011). *Teaching Media*. Sinar Baru Algesindo.
- Sugiyono. (2012). *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*. Bandung: Alfabeta.
- Sulhan, Y. (2007). *Complete Indonesian Dictionary*. Amanah.
- Yusrizal, Y., Hajar, I., & Tanjung, S. (2019). Analysis of Elementary School Teachers' Ability in Using ICT Media and Its Impaction the Interest to Learn of Student in Banda Aceh. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 45-57