

## THE ROLE OF LEARNING MOTIVATION IN THE RELATIONSHIP BETWEEN MAUDHU USBU'I AND MULTIMEDIA-BASED LEARNING IN MAJAPAHIT ISLAMIC TECHNOLOGY BOARDING SCHOOL, MOJOKERTO

Syeh Aindalloh<sup>1</sup>, Yerry Soepriyanto<sup>2</sup>, Otto Fajariyanto<sup>3</sup>

<sup>1,2,3</sup> Universitas Negeri Malang, Malang, Indonesia

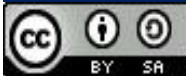
Email: syeh.aindalloh.2301218@students.um.ac.id, yerry.soepriyanto.fip@um.ac.id,  
otto.fajariyanto.fip@um.ac.id

### ABSTRACT

*Education is a series of programmed learning experiences in the form of both formal and non-formal education, taking place within and outside of schools, and lasting a lifetime. Its purpose is to optimize individuals' abilities so that they can play an appropriate role in life later on. Education within the pesantren (Islamic boarding school) environment has unique characteristics that differentiate it from other educational institutions. In this context, multimedia-based learning has become increasingly relevant for enhancing the effectiveness and appeal of the teaching and learning process. A key factor influencing the success of learning is students' learning motivation. Motivation functions as a driving force that can increase engagement and learning outcomes. This study employed a quantitative approach with a quasi-experimental research design, using a simple random sampling method for the sample selection. Data analysis techniques included descriptive tests, normality tests, homogeneity tests, and two-way ANOVA tests. The research findings indicate that motivation plays a significant role, that both maudhu'usbui learning and multimedia have a significant impact, and that the interaction between these two factors also has a significant impact.*

### KEYWORDS

*Motivation, Maudhu Usbu'i, Multimedia, Islamic boarding school*



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## INTRODUCTION

Education is a conscious effort made by families, communities, and governments through guidance, teaching and training activities that take place in schools and outside of schools throughout life to prepare students to be able to play a role in various environments appropriately in the future. Education is programmed learning experiences in the form of formal and non-formal education in schools and outside of schools that last a lifetime aimed at optimizing the consideration of individual abilities, so that in the future they can play the role of life appropriately (Puspa et al., 2023).

The purpose of education is a set of educational outcomes achieved by students after the implementation of educational activities (Andi, 2024). In the world of education, there are many obstacles that we find, especially in implementing learning, namely in teaching and learning activities, because efforts to improve the quality of education in schools must be through learning (Kadir et al., 2022).

Learning is an activity that involves interaction between teachers and students to achieve basic competencies that have been formulated previously. Through this learning, students are expected to master the basic competencies thoroughly. The achievement of basic competencies that students want to master is influenced by several learning elements including students, teachers, facilities and infrastructure, learning resources, and the environment. It cannot be denied that the characteristics of student learning in the classroom are very diverse. The plurality of ways of learning students in the classroom requires teachers to be able to use varied learning strategies in order to adopt this plurality of ways of learning students.

Learning motivation is an encouragement or effort to create situations, conditions and learning activities because it is driven by a need to achieve learning goals, so it is clear that learning motivation is a person's encouragement in his readiness to carry out a process of behavior change based on certain experiences (Soewono, 2018).

Education in a pesantren environment has unique characteristics that distinguish it from other educational institutions. In this context, multimedia-based learning becomes increasingly relevant to increase the effectiveness and attractiveness of the teaching and learning process. One of the key factors that influence the success of learning is student motivation. Motivation serves as a driving force that can improve engagement and learning outcomes.

Maudhu' Usbu'iy is a concept of Arabic learning techniques used to increase the enthusiasm of Arabic learners. In this case, the target of the practice of this technique is Santri in the Majapahit Technology Islamic Boarding School. So that learning Arabic feels easy, and makes Arabic a fun and interesting language to learn, especially when learning four language skills in Arabic or commonly referred to as *al-mahaarah al-lughowiyah* (Atiqoh, 2018).

Motivation in learning is needed to support the achievement of maximum learning outcomes. Motivation that exists during learning can affect the quality of learning outcomes. Learning outcomes are a description of the level of student mastery of the material, as measured by certain assessment instruments. This is in accordance

with Sardiman's statement, that learning outcomes will be optimal, if there is motivation. The more appropriate the motivation given, the more successful the lesson will be. So motivation will always determine the intensity of learning efforts for students (Sadirman, 2013).

The use of appropriate learning media and in accordance with the characteristics of students, can help to improve the efficiency of teaching and learning activities so that learning objectives can be achieved (Kurniawan & Widiastuti, 2022). This is because media is one of the important aspects that must be taken seriously in the learning and education process. Some of the benefits of learning media include: 1) helping educators in delivering material to students; 2) as a communication tool that can bridge ideas that are abstract to those that are real; and 3) making the process of communication, interaction and delivery of material take place effectively.

The phenomenon that occurs in the majapahit technology boarding school environment shows the challenges in the learning process, especially in the context of applying maudhu usbu'i and multimedia-based learning. Many students have difficulty in understanding material delivered conventionally, which is often monotonous and less interactive. Although multimedia offers more interesting and interactive tools, not all students are motivated to make the most of this technology. On the other hand, students' learning motivation varies widely. Some students show high spirit and enthusiasm in learning, while others tend to be passive and less engaged. This creates a gap in the learning process, where highly motivated students can utilize maudhu usbu'i and multimedia technology more effectively, while less motivated students face difficulties. Given this variation in motivation, it is important to explore how learning motivation can influence the relationship between maudhu usbu'i and multimedia-based learning effectiveness. This study aims to determine the role of motivation on maudhu' usbu'i and multimedia-based learning in a majapahit technology boarding school environment.

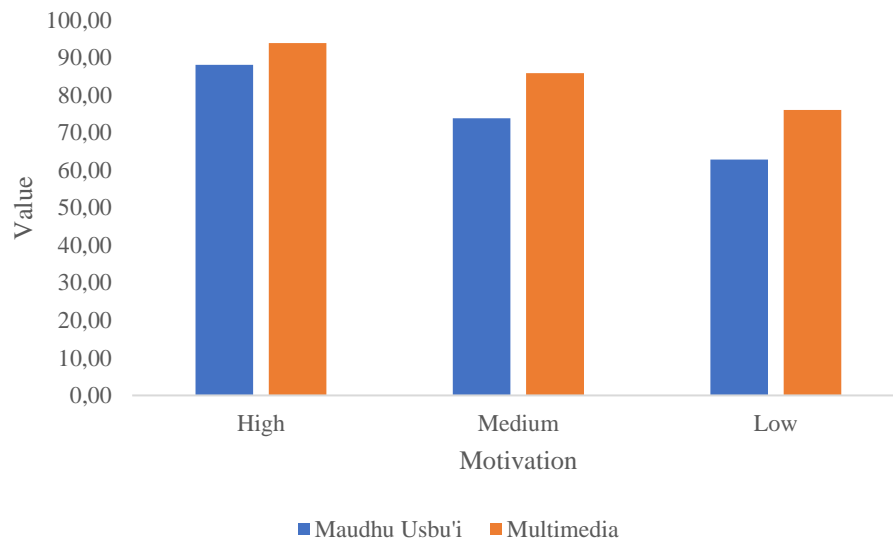
## RESEARCH METHOD

This study refers to a quantitative research approach. Quasi-experimental design was used in this study, because experimental participants/subjects in the control class and experimental class were not randomly selected. The selection of subjects was carried out using *simple random sampling* technique due to certain considerations. The first group is the motivation group, the second group is the maudu usbu'i and multimedia group. Where the first and second groups were given treatment (X). The research was conducted at the majapahit technical boarding school as many as 30 respondents. The data analysis techniques used were descriptive analysis, normality test, homogeneity test, and two-way Anova test.

## RESULT AND DISCUSSION

### Descriptive Test

Descriptive test in research is an analytical method used to describe or summarize data in a form that is easier to understand. This method is often used in quantitative research to provide an initial description of the characteristics of the data collected. The main purpose of descriptive tests is to identify patterns, distributions, general trends, and variations in data that will help researchers understand the situation or phenomenon under study before conducting further analysis.



**Figure 1. Descriptive Test**

Based on the results of descriptive test calculations, it is known that the highest learning is multimedia compared to maudhu usbu'i, this can be seen in Figure 1. The higher the student motivation, the higher the resulting score.

### Normality Test

The normality test used is the Kolmogorov-Smirnov test with the help of SPSS 27 software. The use of the Kolmogorov-Smirnov test was carried out because  $N = 30$ . Then, the normality test results will be compared with the 95% confidence level. If the significance value is  $\geq 0.05$ , it can be concluded that the data is normally distributed.

**Table 1. Normality test results**

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	df	Sig.
Motivation	Maudu' Usbu'i	0.143	15	0.200*
	Multimedia	0.154	15	0.200*

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Source: Research data processed**

The results of table 1 show that the data on the maudu' usbu'i variable is normally distributed, this is because the sig value > 0.05. The multimedia variable is normally distributed this is because the sig value > 0.05.

### Homogeneity Test

The results of the homogeneity test were carried out using the help of SPSS 27 software. The results of the homogeneity test will be compared with the 95% confidence level. If the significance value is > 0.05, it can be concluded that the data is homogeneous. The results of the homogeneity test can be seen in table 2

Table 2: Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Treatment	Based on Mean	2.287	5	24	.078
	Based on Median	1.063	5	24	.405
	Based on Median and with adjusted df	1.063	5	9.892	.436
	Based on trimmed mean	2.260	5	24	.081

**Source: Research data processed (2024)**

Based on the decision-making criteria, if the significance value > 0.05 then H0 is accepted and if the significance value < 0.05 then H0 is rejected. In the table above, it can be seen that the significance value is more than 0.05. So it can be concluded that it is accepted or it can be concluded that the pretest value data has the same or homogeneous variance.

### Two Way Anova Test

#### Tests of Between-Subjects Effects

Dependent Variable:					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3191.767 <sup>a</sup>	5	638.353	61.976	0.000
Intercept	192160.033	1	192160.033	18656.314	0.000
Motivation	2312.067	2	1156.033	112.236	0.000
Learning	800.833	1	800.833	77.751	0.000
Interaction	78.867	2	39.433	3.828	0.036
Error	247.200	24	10.300		

Total	195599.000	30			
Corrected Total	3438.967	29			

a. R Squared = .928 (Adjusted R Squared = .913)

Based on the results of the two-way ANOVA test, it is known that motivation has a significant effect, *maudhu usbu'i* and multimedia learning methods have a significant effect, and the interaction between the two has a significant effect. This can be seen in the sig value  $<0.05$ .

### The Role of Motivation in Maudhu' Usbu'i Learning

Motivation has a very significant role in supporting the effectiveness of *maudhu'usbu'i-based* learning in the pesantren environment, especially in Majapahit Technology Pesantren. Learning with a thematic approach such as *maudhu'usbu'i*, which unites various concepts or themes in one material, is very suitable to be applied in pesantren, because this approach can connect general knowledge with religious values and daily life. In the pesantren environment, student motivation, both intrinsic (from within) and extrinsic (from outside, such as teacher support and the environment), greatly affects the success of *maudhu'usbu'i* learning. (Imawan, 2023)

High motivation makes it easier for students to understand and remember the material taught. In pesantren, good learning outcomes are not only measured by the ability to memorize, but also by the ability to practice knowledge. Motivation encourages students to not only understand the material conceptually, but also to apply it in daily practice. This means they can bring the knowledge gained in the classroom into social interactions and activities outside the classroom (Atiqoh, 2018).

### The Role of Motivation in Multimedia Learning

High motivation also impacts on better learning outcomes. When students have intrinsic motivation to learn, they will be more focused and strive to achieve learning goals. With multimedia support, this motivation can result in deeper understanding and optimal learning outcomes (Wahyudi et al., 2023).

The use of multimedia can facilitate more effective learning by enriching learning materials and providing variety in teaching. In addition, multimedia can help learners understand difficult and abstract concepts, by using images, animations, videos, and audio that help learners visualize these concepts (Dasmo et al., 2020).

The use of multimedia in learning can improve the quality of learning and improve student learning outcomes. Multimedia provides a more interactive and enjoyable learning experience for learners, which can motivate them to be more involved in the learning process. The use of multimedia can also help learners understand difficult and abstract concepts more easily and effectively (Lamusu & Syarifudin, 2020). In addition, the use of multimedia in learning allows learners to learn

in a way that suits their respective learning styles, such as visual, auditory, or kinesthetic learning.

## CONCLUSION

Based on the results of the study, it can be concluded that the role of motivation has a significant effect, maudhu' usbu'i and multimedia learning has a significant effect, and the interaction between the two has a significant effect. The result of learning that has a high role in motivation is multimedia learning. Suggestions for future research require further research on factors that can increase learning motivation in the context of multimedia learning, as well as its effect on different aspects of education. Students are expected to increase their learning motivation by exploring multimedia materials independently and consistently. Developing intrinsic motivation will help them achieve better understanding and optimal learning outcomes.

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