

**THE INFLUENCE OF UTILIZATION LEARNING MEDIA
BASED INFORMATION AND COMMUNICATION
TECHNOLOGY(ICT) AND LEARNING MOTIVATION
TOWARD LEARNING OUTCOME IN SOCIAL SCIENCE
SUBJECT OF SEVENTH GRADE STUDENTS AT MTsN 2
MADIUN**

THESIS

Written by:

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**SOCIAL SCIENCE EDUCATION DEPARTEMENT
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

JULY , 2018

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THESIS

*To Present Thesis of Undergraduate Program S-1 of Social Science Education
Program*

*Tarbiyah and Teaching Training Faculty
Maulana Malik Ibrahim State Islamic University of Malang*

Written by:

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TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
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JULY, 2018**

APPROVAL SHEET

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SOCIAL SCIENCE SUBJECT OF SEVENTH GRADE STUDENTS AT
MTsN 2 MADIUN**

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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AND
LEARNING MOTIVATION TOWARD LEARNING OUTCOME IN SOCIAL
SCIENCE SUBJECT OF SEVENTH GRADE STUDENTS AT MTsN 2
MADIUN

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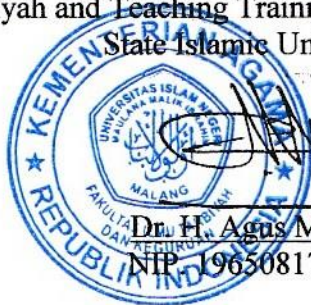


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DEDICATION

Thanks to Allah who gives me mercy and blessing to finish my thesis.

Sholawat and salam also always be given to prophet Muhammad S A W who deliver us from Jahiliyah period to lightness *Addinul Islam*.

I would like to dedicate this thesis for special people who I respect and obey, they are my beloved parents, Mr. Syamsuddin and Mrs. Daryatun and my beloved brother Azis and Prima who give me praying and supporting to finish up this thesis. Thanks to my beloved best friends who always help me when I need a help, support me when I am down and receptive me like a family. Thanks a lot for all of lecturer in Tarbiyah Teaching Training Faculty who given me great lesson. Expecially for my thesis advisor, Dr. H. Wahidmurni, M.Pd, Ak. Who patiently teach and guide me to fineshed my research and give me knowledge about everthing.

MOTTO

وَأَن لَّيْسَ لِلْإِنسَنِ إِلَّا مَا سَعَىٰ ﴿٣٩﴾ وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ ﴿٤٠﴾

ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَىٰ ﴿٤١﴾

“Dan bahwa manusia hanya memperoleh apa yang telah diusahakannya (39).

Dan sesungguhnya usahanya itu kelak akan diperlihatkan (kepadanya) (40).

Kemudian akan diberi balasan kepadanya dengan balasan yang paling

sempurna (41).” (QS. An-Najm : 39-42)¹

¹ Terjemahan Al-Qur'an Al-Qarim. Departemen Agama(Surabaya:2000), page 527

Dr. H.Wahidmurni, M.Pd, Ak
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is considered acceptable to be defended after being intesively read and
regularly consulted in the area of research content, language, and writing
composition.

Wassalamu'alaikum Wr.Wb.

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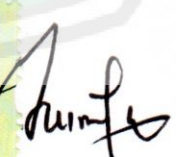
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DECLARATION OF AUTHORSHIP

I declare that this thesis is originally written by Syamda Arum Filosofi, student of Social Science Education Departement (PIPS) Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), entitled "*The Influence of Utilization Learning Media based Information and Communication and Technolgy (ICT) and Learning Motivation toward Learning Outcome in Social Science Subject of Seventh Grade Students at MTsN 2 Madiun.*" This research writing does not incorporate any material previously written or published by other parties to acheive the other Sarjana status of other Higher Tertiary Education, expect those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim for others.

Malang, 28th June 2018




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PREFACE

All praise and gratitude submitted by the author to Allah SWT for blessings and help to complete this thesis on time. Sholawat and greetings prayed to the Prophet Muhammad SAW who has guided mankind to the path of Allah blessed.

This thesis is arranged to fulfill the requirements for obtaining bachelor's degree, in Social Science Education Program, Tarbiyah and Teaching Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang.

Preparation of this paper is about The Influence of Utilization Learning Media based Information and Communication Technology (ICT) and Learning Motivation toward Learning Outcome in Social Science Subject of Seventh Grade Students at MTsN 2 Madiun. Furthermore, the authors realized that the preparation of this paper will not be realized without the support, guidance, and motivation of the various parties. Therefore, I also want to express my sincere thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.
2. Both of my parents Mr. Syamsuddin and Mrs. Daryatun who always give me energy, pray, support, love, motivation and everything.
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9. My greatest class friends ICP – P.IPS 2014 love you so much guys.

Finally, Author realized there are still many mistakes in process of writing this paper. Therefore, criticism and suggestion are expected by the authors for the improvement of preparation of this paper in the future.

Malang, 28th June2018

Syamda Arum Filosofi

GUIDELINES FOR ARABIC – LATIN transliteration

The writing or Arabic – Latin transliteration in this thesis is complying the guidelines of transliteration base on the shared decision of Minister of Religious Affairs and the Minister of Education and Culture Republic of Indonesia No.158 in 1987 and no. 0543 b/U/1987 which generally can be explained as bellow:

A. Alphabet

ا =	a	ز =	z	ق =	q
ب =	b	س =	s	ك =	k
ت =	t	ش =	sy	ل =	l
ث =	ts	ص =	sh	م =	m
ج =	j	ض =	dl	ن =	n
ح =	<u>h</u>	ط =	th	و =	w
خ =	kh	ظ =	zh	ه =	h
د =	d	ع =	'	ء =	,
ذ =	dz	غ =	gh	ي =	y
ر =	r	ف =	f		

B. Long Vocal

(a) Long Vocal	= a
(i) Long Vocal	= i
(u) Long Vocal	= u

C. Difthong Vocal

أُ	= aw
آئِ	= ay
أُو	= u
اِ	= i

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ABSTRAK

Philosophi, Arum Syamda. 2018. *The Influence of Utilization Learning Media based Information and Communication Technology (ICT) and Learning Motivation toward Learning Outcome in Social Science Subject of Seventh Grade Students at MTsN 2 Madiun*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing. Dr. H. Wahid murni, M.Pd, Ak

Perkembangan teknologi informasi dan komunikasi membawa dampak pada semua bidang, tidak terkecuali dalam dunia pendidikan. Termasuk diantaranya pemanfaatan media pembelajaran berbasis ICT dalam proses pembelajaran. Salah satu indikator dan tolak ukur keberhasilan siswa dalam proses belajar adalah hasil belajar dan satu faktor yang mempengaruhi hasil belajar adalah guru. Ini berarti bahwa berhasil tidaknya pencapaian tujuan pendidikan tergantung kepada bagaimana proses belajar yang dialami siswa sebagai anak didik dan motivasi belajar siswa itu sendiri.

Tujuan penelitian ini adalah untuk : (1) menjelaskan pengaruh pemanfaatan media pembelajaran berbasis ICT terhadap hasil belajar IPS kelas VII MTsN 2 Madiun (2) menjelaskan pengaruh motivasi belajar terhadap hasil belajar IPS kelas VII MTsN 2 Madiun, (3) menjelaskan pengaruh pemanfaatan media pembelajaran berbasis Teknologi Informasi dan Komunikasi (TIK) dan motivasi belajar terhadap hasil belajar IPS kelas VII MTsN 2 Madiun.

Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan jenis korelasional. Instrumen yang digunakan dalam penelitian ini adalah angket dan nilai siswa di kelas VII MTsN 2 Madiun. Populasi dalam penelitian ini adalah siswa kelas VII MTsN 2 Madiun jumlahnya 181 siswa dengan mengambil sampel 125 siswa. Data dianalisis dengan cara uji validitas, uji reliabilitas, uji asumsi klasik dan uji hipotesis. Selanjutnya dipaparkan dan ditarik kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) secara parsial tidak terdapat pengaruh positif yang signifikan antara variabel pemanfaatan media pembelajaran berbasis ICT (X_1) dengan hasil belajar siswa dengan $t_{hitung} -0,107$ dengan Sig t 0,472 (p > 0,05), (2) secara parsial terdapat pengaruh positif yang signifikan antara variabel motivasi belajar (X_2) dengan hasil belajar siswa dengan $t_{hitung} 3,393$ dengan Sig t 0,001 (p < 0,05), (3) secara simultan terdapat pengaruh positif signifikan antara variabel pemanfaatan media pembelajaran berbasis ICT dan motivasi belajar terhadap hasil belajar IPS siswa kelas VII di MTsN 2 Madiun $t_{hitung} 5,793$ dengan Sig t 0,004 (p < 0,05). Dari hasil analisis data tersebut, dapat disimpulkan bahwa semakin baik guru memanfaatkan media pembelajaran berbasis ICT yang didukung motivasi belajar siswa yang baik, maka hasil belajar akan semakin baik pula.

Kata Kunci: *Pemanfaatan Media Pembelajaran Berbasis ICT, Motivasi Belajar, Hasil Belajar.*

ABSTRACT

Philosophi, Arum Syamda.2018. *The Influence of Utilization of Learning Media based Information and Communication Technology (ICT) and Learning Motivation toward Learning Outcome in Social Science Subject of Seventh Grade Students at MTsN 2 Madiun*. Thesis, Social Science Education Departement, Tarbiyah and Teaching Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang, Advisor : Dr .H.Wahid murni, M.Pd, Ak.

The development of Information and Communication Technology brought the impact on all fields, no exception in the world of education. Including the use of utilization learning media based ICT in learning process. One of indicator and measurment of student's success in learning process is the result of study and one of the factors that affect the learning outcome is the teacher. It mean that the success or failure of accomplishment of education goals depend on how the learning process experienced by the students as a protage and the students learning motivation.

The purpose of this study is to explain (1) the influence of utilization learning media based ICT toward learning outcome in social science subjects grade VII MTsN 2 Madiun. (2) the influence of learning motivation toward learning outcome in social science subjects grade VII MTsN 2 Madiun. (3) the influence of utilization learning media based ICT and learning motivation toward learning outcome in social science subject of Seventh Grade Students at MTsN 2 Madiun.

The research method use in this research is quantitative research corelational design. The instrument that use in this research is questionnaire and the school grades of students of class VII MTsN 2 Madiun. The number of the students are 181 students that taken 125 respondents for the research. The data were analyzed by validity test, reliability test, classical assumption test and hypothesis test. Furthermore, the researcher explained and draw the conclusion.

The result show that: (1) partially there is no significant positive influence of utilization learning media based ICT (X_1) to the students learning outcome that t_{hitung} -0,107 with Sig t 0,472($p > 0,05$), (2) partially there is a significant positive influence learning motivation (X_2) to the students learning outcome that t_{hitung} 3,393 with Sig t 0,001 ($p < 0,05$), (3) simultaneously there is a significant positive influence of utilization learning media based ICT and learning motivation toward learning outcome in social science subject of seventh grade students at MTsN 2 Madiun that t_{hitung} 5,793 with Sig t 0,004 ($p < 0,05$). From the results of the data analysis, it can be concluded that the better teachers utilize the learning media based ICT that supported by student's good learning motivation, so the learning outcomes will be better too.

Keyword : Utilization Learning media based ICT, Learning Motivation, Learning Outcome

ملخص البحث

فيلوسوفي، أروم شمدا. 2018. تأثير استخدام وسيلة التعلم القائمة على تكنولوجيا المعلومات والاتصالات (ICT) والدافع التعلم على مخرجات التعلم في موضوع العلوم الاجتماعية للصف السابع في المدرسة المتوسطة الحكومية 2 ماديون. البحث الجامعي، قسم تربية العلوم الاجتماعية، كلية العلوم التربوية والتعليم. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف. الدكتور واحد مورني، الماجستير

يجلب تطوير تكنولوجيا المعلومات والاتصالات التأثيرات على جميع المجالات، خاصة في عالم التعليم. يعنى الاستخدام لوسيلة التعليم القائمة على تكنولوجيا المعلومات والاتصالات في عملية التعلم. تتمثل إحدى مؤشرات ومقاييس فعالية الطلاب في عملية التعلم هو نتائج التعلم وعامل الذى يؤثر على نتيجة التعلم هو المعلم. ويعني هذا أن نجاح أو فشل تحقيق الأهداف التعليمية يعتمد على عملية تعلم الطلاب كطلاب ودافع تعلم الطلاب

أما الاهداف البحث فهي: (1). تأثير استخدام وسيلة التعلم القائمة على تكنولوجيا المعلومات والاتصالات (ICT) على مخرجات التعلم في موضوع العلوم الاجتماعية للصف السابع في المدرسة المتوسطة الحكومية 2 ماديون (2). تأثير الدافع التعلم على مخرجات التعلم في موضوع العلوم الاجتماعية للصف السابع في المدرسة المتوسطة الحكومية 2 ماديون، (3). تأثير استخدام وسيلة التعلم القائمة على تكنولوجيا المعلومات والاتصالات (ICT) ووالدافع التعلم على مخرجات التعلم في موضوع العلوم الاجتماعية للصف السابع في المدرسة المتوسطة الحكومية 2 ماديون

استخدم النهج في هذا البحث المنهج الكمي بنوع ارتباطي. استخدمت الاداة في هذا البحث هو الاستبيان وقيمة الطلاب في الصف السابع في المدرسة المتوسطة الحكومية 2 ماديون، عدد السكان في هذا البحث هو الطلاب في الصف السابع في المدرسة المتوسطة الحكومية 2 ماديون التي بلغت إلى 181

طلاب من خلال أخذ عينة 125 طلاب. تحليل البيانات عن طريق اختبار الصحة، اختبار الموثوقية ، اختبار الافتراض الكلاسيكي واختبار الفرضية. ثم إعتبر واختتم بها

دلت النتائج البحث كما يلي: (1) جزئيا، ماكان هناك تأثير إيجابي وكبير بين متغير استخدام الوسيلة التعلم القائم على تكنولوجيا المعلومات والاتصالات (X1) مع نتائج تعلم الطلاب مع ت حساب -0,107 مع سيچ ت $(p > 0,05)$ 0,472 (2). جزئيا، هناك تأثير إيجابي وكبير بين متغير الدافع التعلم (X2) مع نتائج تعلم الطلاب مع ت حساب 3,392 مع سيچ ت 0,001 (ف > 0,05) (3) ووقت واحد، هناك تأثير إيجابي وكبير بين متغير استخدام الوسيلة التعلم القائم على تكنولوجيا المعلومات والاتصالات والدافع التعلم على مخرجات التعلم في موضوع العلوم الاجتماعية للصف السابع في المدرسة المتوسطة الحكومية 2 ماديون أنه ت حساب 5,793 مع سيچ ت 0,004 (ف > 0,05). من نتائج تحليل البيانات، يمكن أن يختتم أن أفضل المعلم لأن يستخدم وسائل التعلم القائم على تكنولوجيا المعلومات والاتصالات التي تدعم الدافع الطلاب جيد، ستكون النتيجة التعلم على التعلم الأفضل

الكلمات الرئيسية: استخدام الوسيلة التعليمية القائمة على تكنولوجيا المعلومات والاتصالات ، الدافع التعلم ، مخرجات التعلم

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is a considered a conscious effort and planned to bring about an atmosphere of learning and the learning process so that students are actively developing potential for her to have power of religious spiritual, self-control, moral intelligence noble, as well as the necessary skills them selves, society, nation and state. In improving the quality of education, the school function is very important. School is an educational institution that has the task to form a quality human in knowledge, attitude, and skills that accomplishment done planned, directed, and systematic.

In UU no.20 year 2003 article 4 of the national education system says that:²

National education is working to develop the ability and formed the characters and civilisations nations of dignity in order to educate the life of the nation, aims for the development of the potential learners in order to become a man who believe and the fear of the Lord is the One True God, moral, healthy, magicians, capable, creative, independent and become a citizen od democracy and responsible.

In today's era of globalization, logging of science and technology, especially information technology, has an impact on the flow of information

²Bidang DIKBUD KBRI, Undang-Undang Republik Indonesia Nomer 20 tahun 2003 (<http://www.inherent-dikti.net/files/sisdiknas.pdf>, accessed 03 Maret 2018 at 21.00)

becoming faster and almost unlimited. This has a direct impact on many areas of life, including in education. Education is the key to all the progress and development of quality, because with human education can realize all the good potential in him.

One of the factors that exist outside the individual that influences the learning outcomes is the availability of instructional media that provides convenience for individuals to learn the learning materials, resulting in better learning. The use of effective learning media will affect the learning outcomes. Factors that affect learning outcomes according to Ngalim Purwanto. "One of the factors that greatly affect achievement, motivation and student learning outcomes is media or facilities that support and facilitate facilitating the learning process". Meanwhile, according to Munadi in his book's Rusman, also suggests that there is one factor from outside the self that affects the learning outcomes are instrumental factors in the form of facilities or media that support the learning process.³

Learning media is a tool that can help the learning process and serves to clarify the meaning of the message conveyed, so as to achieve the goal of learning is better and perfect. Good learning media can improve learning outcomes and the quality of learning. As Kemp and Dayton pointed out,

³Rusman, *Belajar dan Pembelajaran Berabsis Komputer Mengembangkan Profesionalisme Guru Abad 21* .(Bandung:Alfabeta). page 124.

"With use of good instructional media the quality of learning can be improved, as well as the outcome of learning."⁴

Learning Media based Information and Communication Technology is a tool that is used in the learning process by making use of information technology. The nature of media technology, whether it be internet, computers, LCD, and others. A process of exploiting ICT-based learning media allows learners to explore, adjusting to the times, and certainly adds to the insights of science. Teachers are expected to either using computer technology and the internet because it can be an alternative in designing learning more attractive, interactive, and varied. With the Government's policy that poured in Permendik-Nas No. 78 the year 2009 about categories of schools: School of National Standards (SSN), International School Stub (RSBI), and International Standart School (SBI) which require educators in learning activities utilize information and communication technologies as a medium.⁵

The utilization of Information and Communication Technology are expected to increase the success of the process of teaching and learning. Information and Communication Technology and digital literaty prepare to participate in a rapidly changing world in which work and other activities are

⁴ Cecep Kustandi, *Media Pembelajaran: manual dan digital*, (Bogor: Ghalia Indonesia, 2011), hlm 24

⁵ Sujoko, *Pemanfaatan Teknologi Informasi dan Komunikasi sebagai Media Pembelajaran di SMP Negeri 1 Geger Madiun*. Jurnal Kebijakan dan Pembangunan Pendidikan, Volume 1, Nomer 1 Januari 2013, 71-77.

increasingly transformed by access to varied and developing technology.⁶The application of information technology applications and the right of communication in the world of education is one of the important key factors for improving the quality of education and the quality of human resources. The process of quality education will be able to produce students learned, skilled, and creative. Moreover, the success of students in all schools can be seen from the acquisition of student learning outcomes.

In an institution, the learning outcome of the study is an important indicator to measure the success of the process of teaching and learning. However, it cannot be denied that the low level of student learning outcomes is influenced by many other factors besides the teaching process itself.⁷In the process of teaching and learning motivation of very big role against the results of the study. Because of the presence of motivation can cultivate interest in student learning. For students who have a strong motivation will have the desire to carry out teaching and learning activities. So it could be students who have high enough into the intelligentsia to fail because of lack of motivation because the results of the study it will be optimal when there is the right motivation.

Motivation as a basic impulse that drives someone to behave, the motivation for students to develop and maintain persistence in doing a learning activity. The motivation of learning can be distinguished two types

⁶David Hall, *the ICT handbook for primary teachers a guide for students and professionals*, (London:Routledge Taylor & Francis Group), page.10

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktek* (Yogyakarta:Rineka Cipta,1990),Page 21.

namely, intrinsic motivation and extrinsic. Intrinsic motivation is derived from the self within man himself, while extrinsic factors derived from the outside one is a teacher. A teacher should be able to grow and develop both the motivation to be a favorable condition or a process that directs students to do learn well.⁸

With the above background, then the author is interest in reviewing the Utilization of Learning media based ICT and learning motivation towards learning outcome of student. Therefore the author felt compelled to conduct studies or research in MTsN 2 Madiun because it is one institution that has the quality of a good education and have full facilities among other institutions.

From the explanation above problem background, then the author in this study took the title **"The Influence of Utilization Learning Media based Information and Communication Technology and Learning Motivation toward Learning Outcome in Social Science Subject of Seventh Grade Students at MTsN 2 Madiun"**

B. Research Questions

The are formulating questions of research:

1. Does utilization learning media based Information Communication and Technology influence toward students learning outcome in social science subject of seventh grade students at MTsN 2 Madiun?

⁸Sardirman AM, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta:RajawaliPress, 2005),page. 89-91.

2. Does learning motivation influence toward students learning outcome in social science subjects of seventh grade students at MTsN 2 Madiun?
3. Do utilization learning media based Information and Communication Technology and students learning motivation influence toward students learning outcome in social subject of seventh grade students at MTsN 2 Madiun?

C. Research Objectives

1. Find out the influence of utilization learning media based Information Communication and Technology toward students learning outcome in social science subject of seventh grade students at MTsN 2 Madiun.
2. Find out the influence of learning motivation toward students learning outcome in social science subject of seventh grade students at MTsN 2 Madiun.
3. Find out the influence of utilization learning media based Information, Communication and Technology and students learning motivation toward students learning outcome in social subject of seventh grade students at MTsN 2 Madiun.

D. Significances of Research

1. Theoretical Benefit

- a. Result of research is expected to provide a deep understanding of how the influence of utilization learning media and learning motivation toward learning outcome in integrated social subject to the VII grade students in MTsN 2 Madiun.

b. Research result can be used for material of literature review in research.

c. Research result is expected to be problem solving in education, especially in the use of learning methods.

2. Partial benefit

a. For the development of education

The result of this research are expected to be the science that can add insight into how the influence of utilization learning media based ICT and Learning Motivation toward learning outcome integrated social science to the VII grade in MTsN 2 Madiun.

b. For authors

The result of this research are expected to be accurate data and information for authors, especially in research with the title. In addition, this research can be used directly by authors as provision for teaching the knowledge in the world of education.

c. For teachers

The result of this research are expected to help teachers subjects integrated social science in evoking motivation of students to improve the learning motivation in learning process.

d. For Students

The result of this research can be expected to the learning experience of students in the learning process.

e. For Schools

The result of this research are expected to be able to a donation, information, and reference of MTsN 2 Madiun to improve the quality of education especially in utilization learning media based ICT.

E. Research Hypothesis

Research hypothesis will be experiment correctness the influence of utilization learning media-based Information Communication and Technology and learning motivation toward students learning outcomes in social subjects grade VII at MTsN 2 Madiun. According to Sugiyono ⁹ “Hypothesis is temporary response to problem research.”

Therefore, the null hypothesis (Ho) in this study are as follows:

1. There is no significant positive influence between utilization learning media based Information and Communication Technology toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun.
2. There is no significant positive influence between learning motivation toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun.
3. There are no significant positive influences between utilization learning media based Information and Communication Technology and learning motivation toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun.

⁹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung:CV Alfabeta, 2007), page.19.

As for the alternative hypothesis (H_1) in this research are as follow:

1. There is a significant positive influence of utilization learning media based Information Communication and Technology toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun.
2. There is a significant positive influence on learning motivation toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun.
3. There are a significant positive influences of utilization learning media based Information and Communication Technology and learning motivation toward learning outcomes in social science subject of seventh grade students at MTsN 2 Madiun.

F. Scope of the Research

The scope of a research used as limitation problems examined so do not deviate from the goal. The scope of this research are:

1. Variabel

Based on the title in the lift by a researcher, then there are three variables, there is (X_1) utilization learning media based Tecnology, Information and Communication (X_2) learning motivation as independent variables and (Y) learning outcome as the dependent variable.

2. Subject of the study

The subject is student grade VII at MTsN 2 Madiun.

G. Research Orisinality

This research originality presented the similarities and differentiations of previous study that is relted to this research with this research. This research originality is explain to prevent the repitation and pllgiarism of the similar object. The research conducted some as an overview of the previous research with the last researcher as follow:

The first research conducted by Siti Wasa'adah. The purpose of this research was to find out how the intensity of use ICT media, knowing the motivation to learn, know how to influence the intensity of the use of ICT in Islamic Education against the learning motivation of students. These studies use quantitative methods with techniques of data collection via the question form. The results of this research are based on the results of this research are (1) the level of intensity of the use of ICT in learning media in SMP 1Banyubiru percentage of 80% with , (2) the learning Motivation of students in categories with the high percentage of 95%, (3) there significant influence between the variable X with the variable Y on the SMP 1 Banyubiru. That is, there is a positive influence between the intensity of use of ICT media against learning motivation of students.¹⁰

The second study, by M. Mukhoffin Alfany. The purpose of this research is to know the frequency of utilization of ICT-based learning media in the process of learning, student learning outcomes social science in social

¹⁰Siti Wasa'adah, dengan judul “ *Pengaruh Intensitas Penggunaan Media ICT dalam Pembelajaran PAI terhadap Motivasi Belajar Siswa Kelas VIII SMP N 1 Banyubiru Kab. Semarang Tahun 2015*”. (Skripsi 2015)

science subjects, and influence the utilization of ICT-based learning media against the results of the study. This research uses a quantitative approach to the types of associative research with engineering data collection through documentation, questionnaire or question form. The results of this research is the frequency of utilization of ICT-based learning media in learning social science Class VII in Blitar Jabung MTsN arguably high, Gaining results study students on subjects IPS class VIII in Blitar jabung MTsN belongs well, from the results of hypothesis testing with partial tests (T_{test}) and simultaneous (F_{Test}) shows that there is the significant positive influence on the utilization of ICT-based learning media against the learning outcomes of students in social science learning classes VIII MTsN Jabung Blitar.¹¹

The third study, by Hasan Mahmud Halidi. The purpose of this research is describe the influence of ICT media toward student;s motivation and learning outcome. The study question was how to ICT media influence toward student's motivation and learning outcome. This study was carried out at SDN Model Terpadu Madani Palu on even semester 2013-2014. The methods of this study was experiment by using ICT media as dependt variable (X), and motivation and learning outcomes as independent variable (Y). The result of this study by using F-test were both the motivation and learning outcome very significance. So by using ICT media on science

¹¹M. Mukhoffin Alfany, dengan judul “*Pengaruh Pemanfaatan Media Pembelajaran berbasis ICT terhadap Hasil Belajar Siswa dalam Pembelajaran IPS kelas VIII MTS Negeri jabung Blitar*”. (Skripsi 2016)

learning at grade 5th SDN model Terpadu Madani Palu would be increasing of student's motivation and learning outcome.¹²

The Fourth study, by Uruwatul Huskho. The purpose of research is to determine the influence teachers creativity in classroom management toward students learning outcome, the influence of utilization learning media toward students learning outcome, the influence of teachers creativity in classroom management and utilization learning media to students learning outcome grade VIII at MTsN Malang III Gondnaglegi. The result show have significance that influence of teachers creativity classroom management to students learning outcome that $t_{hitung} 2,399$ with Sig 0,009 ($p < 0,05$). Whereas have not significant the influence of utilization learning media to student learning outcome that Sig 0,009 ($p < 0,05$). It means to all variables R square 0,079 where 7,9% while 92,1% influences of other variations outside the research models that are not included in the limitation of this research.¹³

Table 1.1 Previous Study

No	Researcher, Title, (Skripsi, Thesis, Journal etc), Publisher and Research year	Similarity	Disparity	Originality of research
1	Siti Wasa'adah, Skripsi IAIN Salatiga Prodi Pendidikan Islam, 2015.	Review about the use of ICT-based learning media.	Location of research. The motivation of learning as a variable.	-Utilization of media-based Information and Learning

¹² Hasan Mahmud Halidi, dengan judul *Pengaruh Media Pembelajaran Berbasis TIK terhadap Motivasi dan Hasil Belajar IPA siswa kelas V SDN Model Terpadu Madani Palu*. Skripsi, Pendidikan Sains Pascasarjana Universitas Tadulako, 2014. Hal 125

¹³ Uruwatul Husko, dengan judul *The Influence of Teachers Creativity in Classroom Management and Utilization Learning Media toward Students Learning Outcome in Social Science Subject grade VII at MTsN III Malang Gondnaglegi*. Skripsi 2017

	<i>“Pengaruh Intensitas Penggunaan Media ICT dalam Pembelajaran PAI terhadap Motivasi Belajar Siswa Kelas VIII SMP N 1 Banyubiru Kab. Semarang Tahun 2015”.</i>	Research methods are used.	While the results of this research study as the dependent variable	Technology and learning motivation as the independent variable. - learning outcome as dependent variables
2	M. Mukhoffin Alfany, Skripsi UIN Malang, Pendidikan Ilmu Pengetahuan Sosial, 2016. <i>“Pengaruh Pemanfaatan Media Pembelajaran berbasis ICT terhadap Hasil Belajar Siswa dalam Pembelajaran IPS kelas VIII MTS Negeri jabung Blitar”</i>	Review on the influence of ICT-based learning media utilization as independent variables and dependent Variables as Learning Outcomes.	The location of the research, the research methods used. Learning Motivation variables exist as variables the study both.	- the object of researcher t in grade VII MTsN 2 Madiun.
3	Hasan Mahmud Halidi, Skripsi Universitas Tadulaki, Prodi Magister Pendidikan Sains, 2014, <i>“Pengaruh Media Pembelajaran Berbasis TIK Terhadap Motivasi dan Hasil Belajar IPA Siswa Kelas V SDN Model Terpadu Madani Palu”</i>	Review on the influence of the use of ICT-based learning media toward learning outcome.	The location of the research, the research methods used. While these studies have two variable dependent: Learning motivation and Learning outcome.	
4	Uruatul Huskho, Skripsi Universitas Islam Maulana Malik Ibrahim Malang, 2017, <i>“The Influence of Teachers Creativity in Classroom Canagement and Utilization Learning Media toward Students Learning Outcome in Social Science Subject grade VII at MTsN III Malang Gondanglegi.</i>	Review on the Influences of Teachers Creativity in Classroom and Utilization learning media towrd learning outcome	The location of the research, the research methods used. While these studies have the Teachers creativity and Utilization as variable	

			independent	
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H. Operational Definition

Definition of operational is to explain of term in the research of title, so in order to avoid not understand of clarity meaning title of research.¹⁴ There are delimitation related to title in process writing thesis:

1. Utilization learning media based Information and Communication and Technology (ICT)

The utilization of ICT-based learning media is a form of innovation in improving quality of learning with the use of the component or device ICT as a medium of instruction.

2. Learning Motivation

Motivation is a strong pasychological boost to do something in achieving everthing that you want. While learning is a process that allows the occurrence of a chage of attitude and knowledge unkown before.

3. Learning Outcome

The outcome that have been achieved by individuals through the process of teaching and learning are often represented by test scores or number value provided by the teacher in the learning social science in Class VII MTsN 2 Madiun with the learning media innovation ICT-based.

¹⁴ Pedoman Penulisan Skripsi. *Fakultas Tarbiyah UIN Malang*.2017,page 10

I. Structure of Thesis

There are three compositions of research finding such as:

Chapter I : There are of introduction chapter : background of research, problem of research, objective of research, significance of research, hypothesis of research, scope of research, originality of research, operational, operational definition of key term, and than composition research findings.

Chapter II : This chapter is review of related literature base theoritical research the influence of utilization learning media based Information Communication and Technology and learning motivation toward learning outcomes in social subjects grade VII at MTsN 2 Madiun.

Chapter III : The are methodology of chapter research setting, approach and research design, research variabel, population and sample, data and data source, research instrument, data collection, test or reability and validity, data analysis, and than research procedure.

Chapter IV : Discuss and explain research finding.

Chapter V : Discuss about data analysis.

Chapter VI : Conclusion fromtopic discussed.

CHAPTER II

LITERATURE REVIEW

A. Utilization Learning Media

1. Definition Learning Media

The meaning of media comes from latin *medius* means “mediator” or introduction, from arabic language media is “*wasail*” sender to the recipient of message.¹⁵ Dictionary of Indonesia language, media is tools or means to communicate.¹⁶ So media means mediator, introduction or a tools to something communicate of message.

According to Santoso that, “media are all of forms mediator use disseminator ideas”. So, an ideas or concept to recipient.¹⁷ Media means everything it can be in sense that function as an mediator or tools for communication process (teaching and learning). According to Schram Raharjo “Information carrying technologies that can be used for instruction, the media of instruction, consequently are extensions of the teacher”.¹⁸ This means that information that contains of technology can be used for teaching materials, teaching media can escalate or clarify the achievement of learning objectives.

¹⁵ Arif Sardirman, dkk. *Media Pendidikan* (Jakarta:Raja Grafindo Persada), page 6.

¹⁶ Dedikbud, *Kamus Besar Bahasa Indonesia* (Jakarta:Balai Pustaka, 2000), page 563.

¹⁷ Ahmad Rohani, *Media Instruksional Edukatif*(Jakarta:Rineka Cipta,1997), page 2.

¹⁸ Raharjo, *Media Pendidikan dalam Yusuf Hadimiarso, Teknologi Komunikasi Pendidikan* (Jakarta:Rajawali), page 46-47.

Based on the description, it can author conclude to some general characteristic contained in understanding about media, that is:

- a. Learning media has a sense of aids in the learning process, both inside and outside the classroom.
- b. Learning media used in order of communication and interaction of teachers and students in teaching and learning.
- c. Learning media has a physical sense know as hardware means an object that can be seen or touched with the five senses.
- d. Learning media has a non physical sense known as software, namely content message contained in hardware which content wish to be conveyed to the students.

A tool that can help the learning process serves to clarify the meaning of message delivered so as to achieve the learning objectives.

2. Function and Benefit of Learning Media

According to Hamalik Arsyad “Believes use of media in teaching and learning can be generate motivation and stimulation of learning activities”.¹⁹ Utilization learning media of the introduction stage learning help effectiveness process teaching and learning delivery of message and interest for students. Learning media also to help students

¹⁹ Arsyad Azhari, *Media Pembelajaran* (Jakarta:PT.Raja Grafindo Persada,2009), page. 21-23.

increase understand and facilitate interpretation which can ultimately to improve students achievement.²⁰

There are some two elements important your process of teaching and learning, utilization learning media and creativity of teacher in management classroom, so there are two aspects to interrelateds. One particular teaching method will affect types of media education, though there are still numerous others aspects to look for in selecting media.

According to Kemp and Dayton learning media can fulfill theree function if media use for group, more group and individual that is.²¹

- a. Motivation intersest or action, can be realized with the technique drama or entertainment.
- b. Presenting information, can be used present information in front students group and give a intruction.

According to M. Sumarti and J.Pernama, general of function media in process teaching and learning such as:²²

- a. A tools to create effective teaching situations.
- b. Over all integral part of the teaching situation.
- c. Despise the foundation concrete and abstract concepts so as to reduce the abiding nature of verbialisme.
- d. Inspiration to motivation students.
- e. Expending on the quality of teaching.

²⁰Ibid.,hlm 15-16

²¹ Cecep Kustandi dan Bambang Sutjipto (*Media Pembelajaran manual dan digital*) (Bogor:Ghalia Indonesia,2011),page. 23.

²² Anissatul Magfiroh, *Strategi Belajar Mengajar* (Yogyakarta:Teras,2009),page.110.

Generally, benefit media in process learning is smooth interaction between teacher and students until activity learning more effective and efficient. Specific some benefits media in the learning according to Kemp and Dayton that:²³

- a. Delivering course material can be homogenized.
- b. Learning process more detail and draw.
- c. Learning process more interactive.
- d. Efficient of time and energy.
- e. To increase the quality students learning outcome.
- f. Media can allow the process to do anywhere.
- g. Media can foster a positive attitude among material and learning process.
- h. Change of teacher into a more positive direction and productive.

The purpose utilization learning media can be improve learning achievement after, fulfillment, an function learning media including to make it real situation learn effective, attain goal and enhance the quality learning.

4. Indicator of Utilization Learning Media

The discription from that given according to Suwarna that:²⁴

- a. The duty for draw students interest about lesson

²³ Etin Solihatin dan Raharjo, *Cooperative learning analaisis model pembelajaran IPS* (Jakarta:Bumi Aksara,2009),page 23-25.

²⁴Suwarna, *Pengajaran Mikro*. (Yogyakarta:Tiara Wacana, 2006), page 128

The media can be convey information that heard and seen with the result that explain principles, concept, process or procedure and that abstract and incomplete become clearer.

b. The amount of learning time can be reduced

If often happened, teachers spend the time to explain the lesson material if the utilization good learning media.

c. Generate conceptual ideas thus reducing misconception to students in lesson

The existence good utilization learning media then material received of the students become focus and not misconception in lesson.

B. Information and Communication Technology (ICT)

1. Definition Information Communication and Technology

Information Communication and Technology (ICT), is term that covers all major technical equipment to process and conveys information (Information, Communication and Technology) has entertained widely, i.e. all activities associated with the processing, manipulation, processing, and transfer of information between media.

Understanding ICT according to Kementerian Research and Technology, ICT (Information and Communication Technology) as part of the section of science and technology. In general, the notion of ICT (Information and Communication Technology) is a technology related to the retrieval, collection, processing, storage, distribution, and presentation of information.

While Munir in his book outlines the definition of Information Communication and Technology (ICT), according to the experts, among them:

- 1) Alterteknologist, Information Communication and Technology includes software to perform one or a number of data processing tasks such as capture, store, retrieve, manipulate, or display data.
- 2) Martin argued the Information Communication and Technology not only limited to the technology (hardware and software) used to process, store information but also covers communication technology to follow the information.
- 3) Lukas interpret information and communication technology as a form of applied technology to process and transmit information in electronics, he thinks every hardware device is the computer.

Information and communication technology includes two aspects, namely, information technology and communication technology. Information technology encompasses all matters relating to the use of tool process, manipulation, and processing information. Communication technology is all matters relating to the use of tools to process and transfer data from one device to another.

Therefore, Information Technology and Communication technology is an inseparable. The term ICT (Information Communication and Technology) emerges after the fusion of computer technology (both hardware and software) and communications technology in the mid-20th century. The

combination of these two technologies is evolving rapidly speeding technology. Until the early 21st century, ICT continues to experience various changes and has not seen the point of saturation. There are some milestones in the development of technology which significantly gave a contribution to the development of ICT.counterpart.

Jamal ma'mur in his book argue the history of ICT development:

- First, the invention of the telephone by Alexander Graham Bell in 1875. These findings are then developed into the procurement of communications network with a network covering the entire continental United States.
- Second, audiovisual Transmissions without wires, which embodied the broadcast television in 1940 's. first elektetronic Computer operation in 1943. Then followed by stages "miniature" electronic components through the discovery of transistor in the year 1947 and series in 1957.

The development of electronic technology, the forerunner of the current ICT get a gold moment in the era of the cold war.²⁵

2. Information and Communication Technology Components

The main components of Information and Communication Technology:

a) Computer

²⁵ Jamal Ma'mur.op cit. Page 101

Computer or computer system is used to receive, store, process, display, data, and information. Is the computer system includes hardware, software, computers, and technology. Computer systems comprised of computers, software, information, programming, human, communication.

b) Communication

Facilities that are frequently used, such as a modem, multiplexer, bridge, gateway and network cards. The term is often used in communication tools include:

- a) cable: twisted-pair, co-axial, gentian optic UTP
- b) Software: use System series (NOS)
- c) Tools: tool processing input/output
- d) Teknologi delivers: Star, ring, bus, hybird.
- e) Protocol: etbernet, token ring, FDDI, ATM, ADSL.

3. The Role of Information and Communication Technology

According to Munir is the role of information communication and technology are:

- 1) Replaces the role of the humun being, namely the automatic activity by doing a task or process.
- 2) Strengthen the role of human beings that is present information, tasks, or processes.

- 3) Do, restructuring or make changes to a task or process.²⁶

The utilization of information and communication technologies in the field of education such as the utilization of computers and computer networks provide an opportunity to learners for learners to access learning material presented through interactive computer networks. In addition, by utilizing information and communication technologies to increase success in the learning process.

According to Zainal, there are three approaches in use or utilization of ICT for education and learning, namely:

- 1) Learning about computers and the internet, where technology becomes the final destination literacy. The computer can serve as a learning object, for example, computer science means making ICT as one of the media of instruction given in schools.
- 2) Learning eight computer and the internet, where ICT or ICT facilitate learning curriculum in the school. For example the telecommunications Center of the develop interactive multimedia CD programs for learning English, chemistry, geography. As one of the alternative media of instruction in educational institutions
- 3) Learning through computers and the internet, namely, integrating the development of ICT-based skills with applications in the

²⁶ Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Teknologi*, (Bandung:Alafbeta,2009).Page 31.

curriculum eg in College, as an example of a student doing research online.²⁷

4. Information and Communication Technology based Learning Media

With an understanding of the learning media blurb above, we can conclude that the contribution of the media in learning so great. In his travel, learning media development following the current technological developments. Starting from media-based printing to media technology-based information that can be called the ICT-based learning media. Thus making the learning more and price and innovative. ICT is a new innovation in instructional media with the sophistication of the device. ICT devices are classified as a medium of instruction are as follows:

1) Computer Technology

Media-based learning, computer-assisted learning can be called or commuting is one of a very interesting learning media and was able to increase the motivation of learning to learners. The use of the computer as a medium of interactive learning can be manifested in many forms, including programs of computer-assisted learning (CAL), computer conferencing, electronic mail (email), and the computer multimedia then called interactive multimedia. Learning through CAI is offline so that the user does not depend on the existence of access to the internet.

²⁷ Zainal Warsia, *Teknologi Pembelajaran Landasan an Aplikasinya*.(Jakarta:Rineka Cipta,2008), hlm.150.

2) Multimedia Technology

It contains the learning medium of multimedia technologies is a digital camera, video camera, video player, sound player. Multimedia is often defined as a combination of a lot of media or at least consists of one medium. Multimedia can be interpreted as a computer that is equipped with CD player, sound card, speakers with the ability to process motion pictures, audio, and graphics in high resolution.

Multimedia programs, in General, can be classified into four categories, namely:

- a) Entertainment, namely, such as interactive film and game.
- b) Education, namely for the purposes of formal education, non-formal, enrichment, refresher.
- c) Reference, like an encyclopedia.
- d) Business, among other things, company profile, financial program and others.

That includes telecommunications media is a mobile phone, and facsimile. Communication technologies now rapidly. But as the development of increasingly rapidly, communications technology is required in order to be able to give a lot of benefits to the world of education.

3) Computer Network Technology

This technology consists of hardware such as a LAN, Internet, Wifi, and others. It also consists of supporting software or applications

such as WEB, e-mail, html, java, php, database applications and others.

One form of the utilization of information technology for learning is the development of internet-based e-dukasi.net. E-Edukasi.net is an educational portal that provides learning materials, communication facilities, and interactions between educational communities. Learning site or portal that was developed is equipped with facilities providing learning materials covering the entire subjects for the whole level and the education, tutoring, guidance counseling or consultation, email, mailing lists etc.

With this internet technology delivery system and communication between learners and teachers, teachers with teachers, learners with learners, learners with learning resources can be done with various forms of how both simultaneously or not.

C. Learning Motivation

1. Understanding of Learning Motivation

As terminology come from “motive” means power in individual self because individual do action. So it can be concluded that motivation is psychological process which can explain individual behavior have orientation to his purpose. Achieved purpose need be interaction process. This interaction process can become based on motivation process.²⁸

²⁸ Hamzah B.Uno, *Teori Motivasi dan Pengukurannya*(Jakarta:BumI Aksara,2012), page 5.

Winkels has an opinion that motive is activator in individual self to do activities for achieve a purpose. This understanding means if someone wants to do an activity, so his will hard work to achieve it. Ames and Ames explain that motivation as perspective has some one about his self and his environment.²⁹ Opinion from Oemar Hamalik explains that motivation is change energy in individual self marked with appear the feel and reaction to achieve purpose. So, motivation is change behavior from individual to do all of activities as result from achieve his purpose.

1) Function of Learning Motivation

There are three function motivation such as:

- a. Boosted human to action, so motivation as activator or motor to abdicate energy. It is activator from each activity will do.
- b. Determining direction behavior is direct to purpose which will achieve. So, motivation can give ddirect and activity must to appropriate with his purpose.
- c. Select behavior is determined behaviors which must do achieve purpose with ignore bad behavior to his purpose.³⁰

2. Kind of Learning Motivation

According to Herbertt Petri and John Goven explain that one of prevalent approaches has involved the idea that different motive states can

²⁹ Eveline Siregar dan Hartini Nara, *Teori belajar dan pembelajaran* (Bogor:Ghalia Indonesia, 2011), page 50.

³⁰ Sardirman A.M, *Interaksi dan Motivasi Belajar Mengajar*(Jakarta:CV Rajawali,1986), page 84.

be conceptualized as need that, when active, promote behaviors to reduce those needs. Needs are usually viewed as internal source of motivation that activate and direct behavior to items in the environment that is alleviate some state of deprivation.

In this context, needs are often couched in psychological terms (e.g the need for food and water or the avoidance of pain). In contrast to need theorists, others emphasize external sources of motivation provided by goals. These theorist generally exxamine motivating effect of either various goal object or social relationship. Motivation can be activated by changes in the external environment. For example, helping behavior often depends upon the number of other people presents.

According to Hamzah B uno explain that motivation can devide to be two things which are intrinsic motivation and extrinsik motivation. Intrinsic motivation comming individual self without extern stimuli. Concept of intrinsic motivation is identifying behavior of individuals who get excited about something. Therefore, when person feels enjoying these activities and then be will be motivated to perform it.³¹ Motivation comes from student self such as:

- 1) Encouragement of curiosity

Curiosity is effort someone to increase student learning motivation. It can appear from condition are shocked, hesitant, contingency,

³¹ Hamzah B.Uno, op.cit, page.9

contradiction, problem difficult to solve, etc. This appear anxious for student self and make student want to know answer from problem.

2) The desire to have certain skills

Someone want to have skill, so they will work hard in order to be able to comprehend skill, and indicate his skill in the public which will appear proud to student self. So this increase their learning motivation.

3) The aspiration or ideals

The student, their aspiration are still simple, but more old student, they can description about aspiration them more clear. The students has aspiration to be something, example being nurse, pilot, teacher etc. Aspiration to become life purpose will boost all of activity students to study and aspiration a students which will affect his ability.

4) To get knowledge

The students want to get more knowledge, so it will motivate them to study hard again with attention subject material explained by teacher and read books in the library.

5) The requirement

Cause a requirement it will become booster student to do something. For example students want to know legend story which can be booster student to reading book. Because if he can read, then it need to know the story of the legend book have been fulfilled.

Extrinsic motivation is motivation coming from external individual self, example get value, and get reward from teacher, approbation, and competitions. It still needs in the school, because learning in the school not all of interests to students or appropriate with requirement students. The explanation from form of extrinsic motivation such as:

1) Get value

Each student wants to know their value which is given by teacher. The student gets good value which will boost learning motivation student to be bigger, and then the student gets bad value who will appear frustration, so they have not been motivation to study or it will boost student to study harder again.

2) Reward

This manner can be done by teacher example reward is given by students to be the best their work or given reward in the end year for student gets the most star.

3) Approbation

Giving approbation for student, their success working can boost motivation to study them because this approbation includes positive reinforcement for them. As for approbation makes the class situation gratifying and increase enthusiasm to study.

4) Competition

Competition in the class can be used as motivation tools to boost study student. Competition individual or group can increase achievement study student.³²

From this explanation can be concluded that motivation is divide two things are intrinsic motivation and extrinsic motivation. Intrinsic motivation is more has power boost compare extrinsic motivation. It is because extrinsic factor can relate with low motivation when extrinsic factor do not fulfill.

3. Learning Motivation in the Islamic Prespective

Learning motivation in the islamic not only acquire (1) achievement is encouragement to cope of challenge, advance, and develop; (2) affiliation is encouragement to relate with other person; (3) competence is encouragement to achieve result of work with high quality; (4) dominance is encouragement to influence other person and situation but study have religious motivation which study someone can know (ma'rifah) to Allah SWT, because he only raise degree or condition their which have faith and knowledge. This is appropriate with Az-Zumar : 9 mentioned below.³³

أَمَّنْ هُوَ قُنِيتٌ ءَانَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ آلَاءَ آخِرَةٍ وَيَرْجُوا رَحْمَةَ رَبِّهِ ۚ قُلْ
هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ

³² Sardiman, op.cit, page.92

³³ Muhammad Muntahibun Nafis, *Ilmu Pendidikan Islam* (Yogyakarta:Sukses Offset,20110, page 135

This name : (Are you polytheist people more lucky?) Or people which do pray in the night with prostration and standing, whereas he afraid to punishment the beyond and expect Go's mercy? Say : "Is the same person who knows and do not knows?" Actually the person have mind who can accept lesson.

D. Learning Outcome

1. Understanding Learning Outcome

Learning outcomes is an ability of the students after that learning experience. Learning outcomes include in cognitive, affective, and psycomotoric to remember. Learning outcomes changes behaviour that sholud be remembered or change behavior whose isn't just one aspect or indicator of a potential. That meaning learning outcome which are catagoized by education experts, but comperhenship.³⁴

The meaning of learning outcomes can be understand which two word "product" and "learn". The product that resulted change of input functional.³⁵ According to Morgan in Introduction to psychological that, "learn is relative permanent change in behaviour that occurs as a result of practice and experimentation."³⁶

Based on the description above can understand, that learn a process performance by a person to obtain a change in interaction with the environment. Essentially, learning outcome is an ability which obtain the students after learning activities like a changes to cognitive, affective, and

³⁴ Purwanto, *Evaluasi Hasil Belajar*(Yogyakarta:Pustaka Pelajar,2009),page 38-39.

³⁵ Ibid,.hal.44

³⁶NgalimPurwanto, *Psikologi Pendidikan*(Bandung:Remaja Rosdakarya,2000),page.84.

psicomotor for expects increase student learning outcome after learning process.

a. Factors of Learning Outcome

According to Slameto, the factors which affecting sucess of study can be devided into two parts internal factor and external factor.³⁷

1) Internal Factor

a. Physical Factor

Include into the phsyical factor is health factor and disability

b. Psychology Factor

The are some influence of phsyocology factor that, intelligance, interest, talent, maturity, readiness, and attention.

c. Reaction Factor

Reaction in a person can be devided into two that, physical reaction and spiritual reaction : phsysical reaction looks weak body and the spiritual reaction can be look into beredom so that interest and encouragement to product missing.

2) External Factor

a. Family Factor

Students who learn will accept the influence of the family in the form of hoe parents, educate, relationship between family members, condition of house, economic family and understan for parents and culture background.

³⁷ Slameto, *Belajar dan Faktor-Faktor yang mempengaruhinya*. (Jakarta:PT.Rineka Cipta, 2003), page 54.

b. School Factor

Students who learn will accept the influence of the school method, curriculum, relationship between teacher and students, tool learn, time school, discipline school, state building, house work and standart lesson for evaluation.

c. Society Factor

Society more influence toward students learning outcome because presence of students in the community such as, friend hanging out, and form of life in the community.³⁸

2. Indicators of Students Learning Outcome

Learning outcome is someone has learned a behavior change occur on a person, for example of knowing to know, and from don't understand be understand.³⁹ Based on the theory of learning outcomes Bloom's Taxonomy order is achieved through study of three categories among other cognitive, affective, psychomotor.⁴⁰ The details are as follows:

1) Cognitive

There are consist of six aspects cognitive learning outcome namely knowledge, comprehension, application, analysis, synthesis and evaluation. The first until third including low cognitive aspects furthermore high cognitive. Cognitive to include:

³⁸ Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT. Rineka Cipta, 2003), page 69-70.

³⁹ Hamalik Oemar, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2007), page 30.

⁴⁰ Nurgiantoro Burhan, *Dasar-Dasar Pengembangan Kurikulum Sekolah*, (Yogyakarta: BPFE, 1988), page 42.

- a. Knowledge an ability to remember about lessons learned and stored in memory.
- b. Comprehension an ability comprehend the meaning of things learned.
- c. Application ability to apply of method and rules for face a real problem or a new.
- d. Analysis include ability of detail a whole into parts so that the whole structure can be well understood.
- e. Synthesis ability of helps new patterns.
- f. Evaluation ability to form an opinion a couple of things based on certain criteria.

2) Affective

There are some consist five aspects about affective namely receiving or attending, responding or answers, valuing, organization and value internalisation. Affective with regard to learning outcome of the skills and ability to act, following categorais.⁴¹

- a. Receiving or attendings, sensibility to receive stimulation from outside who came to him in form of problems, situation, and indication etc.
- b. Responding or answers reaction sent someone to stimulation that comes from outside, includes reaction depth of feeling,

⁴¹ Muhibin Syah, *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2006), page 141.

satisfaction of replying, responsibility in providing a response to stimulation from outside who came to him.

- c. Valuing willingness accept value, background or experience to receive value and deal against those value.
- d. Organization development value into system of organizations, including relationship about one of value with another value, consolidation and values priority.
- e. Value internalisation integration of all system values that effect a persons personality and behaviour patterns.

3) Psicomotor

Learning outcome appear form of psicomotor and ability to act. There are some six of aspect skill.⁴²

- a. A motion of reflex (skill in movement impatient)
- b. Skills on basic movement.
- c. Perceptual abilities, including distinguishing visual, auditory, motoric
- d. The ability of physical, for example harmony, and precision.
- e. Skills of movement, to begin from skill until complex.
- f. The ability of concerning to communicating non decursive as experience movement and interpretatif.

The aspect above that is cognitive, affective, psicomoto interrelated in determining or measure of students success affective also psicomotor same

⁴² Muhbin Syah, *Psikologi Pendidikan*(Bandung:PT Remaja Rosdakarya,2006), page.141.

in related to measure students having good prosuction. Utilization of ICT-based learning media is one of the external factors that influence the success of learning. In order for the learning process to run smoothly then required a media that menunjang so that the results obtained will be maximized learning. This is in accordance with the opinion of Kemp and Dayton that with the utilization of ICT learning media is good then the quality of learning can be improved, as well as the outcome of learning.⁴³

Discusiion about learning outcomes, something conclusion that the influence students learning outcomes in ability of learning experience whenever have ability talent, vast knowledge, so then learning outcomes can be increase also on the contary certain learning outcomes to be contiue. Learning outcomes most of the influence of students themselves, because they learn related to ability or to obtain experiences learning.

E. The Influence of Utiization Learning Media based Information and Communication Technology (ICT) toward Learning Outcomes

Learning media is one of the components of the teaching and learning process that has a very important role in supporting the success of the process of teaching and learning. This greatly helps teachers in teaching and facilitate students receive and understand the lesson. With such media learning can clarify the submission of information, teaching materials will more clearly its meaning so that it can be understood by students, and allows students to master the

⁴³ Daryanto, *Media Pembelajaran*. (Bandung:Satu Nusa,2011).page 5

teaching objectives with the better because the media can deliver in terms of the abstract to the concrete.

The study of the psychological state that children would be easier studying concrete rather than abstract. So as to facilitate and improve learning outcomes. This is evidenced by the Nana Sudjana opinion in his book Djamarah, "with the media can lay the Foundation for the development of learning so that the results of the study."⁴⁴

The media is believed to be one of the factors that influence student learning outcomes. The media is the means by which correlation the submission of material by the teacher to the students. A good media certainly can help students to understand the material presented in the teaching-learning activities teach this in accordance with the opinion of Kemp and Dayton that with utilization ICT learning media is good then the quality of learning can be increased, so did the results of his studies.

Having regard to the unique and complex process of learning, then the appropriateness of the selection of media and learning methods will greatly impact student learning outcomes. Therefore, in the selection of media, besides paying attention to the complexity and uniqueness of the learning process, understanding the meaning of perception as well as the factors that influence on the perception of the explanation should be attempted in order to optimally process learning can take place effectively.

⁴⁴ Syaful Bahri Djamarah dan Asman Zein, *Strategi Belajar Mengajar* (Jakarta:PT.Rineka Cipta,2006), Cet.3, Page.137.

F. The Influence Learning Motivation toward Learning Outcomes

The success of the students in the study determined many of the factors affecting the results of learning one is learning motivation of students. According to Hamzah b. Uno's motivation for learning are the two things that influence each other. The motivation of learning can arise due to intrinsic factors, which consists of the passion and desire of successful learning needs and encouragement, hope the ideals. As for extrinsic factors are its awards, a conducive learning environment, and desire the learning interesting.⁴⁵ This is evidenced by the opinion of the Djamarah reveals the results of the study are the results obtained in the form of traces that result in changes in the individual as a result of activities in learning.⁴⁶ Nana Sudjana, argues generally divide the results of the study into three domains, namely the cognitive realm, the realm of effective, and psychomotor domains.

Indicators that affect the results of the study, one of which is the motivation to learn. This is evidenced by the opinions of Mc. Donald in his book Sardiman "revealed that the motivation is the energy in a person that is marked with the emergence of feelings and preceded by the response to the existence of a purpose."⁴⁷ While according to Dimiyati and Mudjiono revealed that motivation is seen as the impetus that drives the mental and directing human behavior,

⁴⁵ Hamzah B Uno, *Teori Motivasi dan Pengukurannya Analisi di Bidang Pendidikan*(Jakarta:Bumi Aksara),page.3.

⁴⁶ Djamarah dan Zein, *Psikologi Belajar*(Jakarta:Rineka Cipta,1996),page.23.

⁴⁷ Sardirman, *Intruksi dan Motivasi Belajar Mengajar* (Jakarta:PT Raja Prafindo Persada,2011),page 73.

including behavioral learning.⁴⁸ Motivation needed in doing various activities because of the existence of the motivation will lead to the occurrence of change in behavior due to an impulse or a lot in the individual in order to achieve a goal or desire.

G. The Infuence of Utilization Learning Media based Information and Communication Technology (ICT) and Learning Motivation toward Learning Outcomes

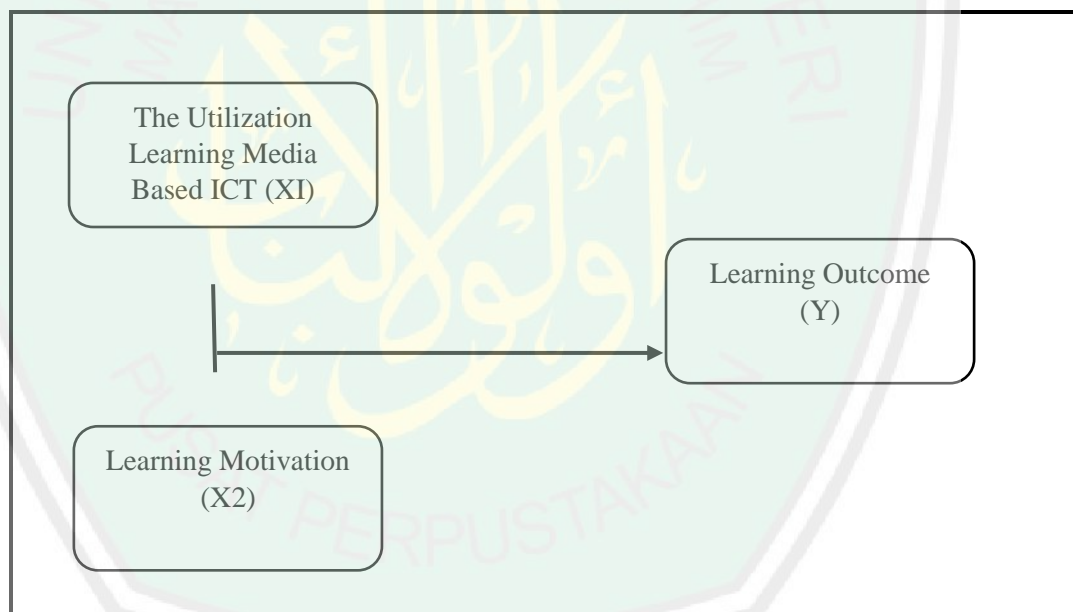
Discussion on the utilization of media study has previously been explained as to how important the media learning in support of the success of the process of teaching and learning. Learning activities often are influenced by several factors, including the required learning facilities in the process of teaching and learning in schools. In other words, the utilization of ICT-based learning media is believed to be one of the factors that influence student learning outcomes. The success of the students in the study determined many of the factors affecting the results of learning one is learning motivation of students. Learning motivation plays an important role in the achievement of the learning results because the motivation is the urge that drives the students to follow the learning process. Students who have high motivation tends to be involving himself in his study with diligent study and follow the learning process as well, students who have low motivation tend not to involve itself in the success in learning with lazy and do not follow the learning process as well. This is in line with the opinion of the Nana Sudjana, that motivation was a factor in the

⁴⁸ Dimiyati dan Mulyano, *Belajar dan Pembelajaran* (Jakarta:PT Rineka Cipta,2006),page 80.

learning of students who are able to affect the results of the study.⁴⁹Utilization of ICT-based learning media is one of the external factors that influence the success of learning. In order for the learning process to run smoothly then required a media so that the results obtained will be maximized learning. This is in accordance with the opinion of Kemp and Dayton that with the utilization of ICT learning media is good then the quality of learning can be improved, as well as the results of learning.⁵⁰

The design in this research can be described as follows:

Table2.1 The Framework of Thinking



⁴⁹ Nana Sudjana, *Dasar-Dasar Prose Belajar Mengajar* (Bandung:Sinar Algasindo,2005),page 39.

⁵⁰Daryanto, *Media Pembelajaran*.(Bandung:Satu Nusa,2011). Page 5

CHAPTER III

RESEARCH METHOD

A. Research Setting

The location of the research was the location of the place of research that will done to obtain information or data relating to problems in research. The location of the research conducted at MTsN 2 Madiun is located in the village of Rejosari, Kebonsari district, Madiun regency

B. Approach and Design Research

To know the truth of scientifically so needed scientific research methods, in accordance with the goal to be achieved in the study. Determining the type of research is especially important to have the right data analysis technique. The research uses a quantitative approach. Quantitative approaches emphasise data analysis on numerical (number) obtained and processed with statistical method.⁵¹

This type of research i.e Research Correlation. Correlation is often referred to as causal, with the purpose to find out the relationship between the free variables with bound in this research.⁵² This research was conducted on the basis of the theory is ripe, which served to know, predict, and control a phenomenon taken from problems in this research.

⁵¹Saifudin Anwar. 1997. *Metode Penelitian*, Yogyakarta : Pustaka belajar, hlm 5.

⁵² Ir. Masyuhuri, M. Zainuddin, 2008, *Metode Penelitian Pendekatan praktis dan aplikatif*, Bandung:Reflika aditama, hal.48

C. Research Variables

The research variable is point of attention research. Basic of this definition, it can author explain that this research has two variabel namely.⁵³ The independent variabel namely X_1 Utilization learning media based ICT, X_2 learning Motivation, and the dependent variabel Y Learning Outcome.

D. Population and Sample

Population in the totality of all objects or individual who have clear and complete certain characteristics that will be examined. Sutrisno Hadi said that the overall population is a subject of research. The population is limited to the number of inhabitants or individual who at least have the same properties.

Based on the above definition, then it can be concludes that the overall population is the subject of research that calculated or measured both quantitative as well as qualitative. The population in this research is the whole grade 7th MTsN 2 Madiun 2017/2018.

Table 3.1 Population

Class	Amount
VII A	30
VII B	31
VII C	30
VII D	30
VII E	30
VII F	30
Total	181

⁵³Suharsimi Arikunto, *Prosedur Penelitian Suatu Poendekatan Praktik* (Jakarta:Rhineka Cipta,2005),Cet k-13,page 118.

So, the population in MTsN 2 Madiun class 7th which amounted 181 students.

The sample is most representative of the populations examined. Sutrisno Hadi argued that the sample is a number less than the number of resident population. The technique of sampling is random sampling because every member of the population that exists in the sampling frame in question has the same right for great elected to sample.

Sample determination essentially nothing absolutely to determine what percentage of the population which samples will be taken. To specify a sample of a population by either using a formula of Solvin as follows:

$$n : \frac{N}{1+Ne^2}$$

Discription :

n : Sample size

N : Size Population

E : Percent leeway inaccuracy due to sampling error

From the description above, the sample can be obtained as follows:

N : 181 students

e : 5%

$$n : \frac{N}{1+Ne^2}$$

$$n : \frac{181}{1+181(0,05)^2}$$

$$n : \frac{181}{1+0,4525}$$

$$n : \frac{181}{1,4525}$$

n :125

Sample research 125 , then distributed randomly on the six class.

E. Data and Data Resource

Data is a data source of the first good from individuals as a result of filling a questionnaire that can be completed by researchers.⁵⁴

- 1) Data is the recording of research, both in the form of facts and numbers, Arikunto mentioned the data is all the facts and number that can be used to complete the information. Based on way of acquiring the data used in this study are primary data and secondary data.⁵⁵
- 2) Primary data obtained directly from the source, while secondary data is data obtained indirect from the source, such as through documentation or questionnaires.⁵⁶

Sources of data by Arikunto is the subject from which the data can be obtained. Because in this study using a questionnaire and documentation, then the data source from students grade VII MTsN 2 Madiun to complete a questionnaire and other data that document the result of interviews with relevant parties to supplement the result of this study.

F. Research Instrument

The instruments is a tool that is selected and used by researchers in their activities so that the data collected about its activities into a systematic

⁵⁴Umar, *Metodelogi Penelitian Untuk Skripsi dan Tesis Bisnis Kuantitatif*, (2006), page 4.

⁵⁵S. Arikunto, *Prosedur Penelitian suatu Pendekata praktek* (Jakarta:PT Rineka Cipta,2002),page.96.

⁵⁶Wahid Murni, *Cara mudah menulis proposal dan laporan penelitian lapangan* (Malang:UM Press,2008).page 41.

and easy by it.⁵⁷ Instrument in this study using a closed questionnaire that the questionnaire presented in such a way that the respondents were asked to choose one answer that suits his characteristic by providing a cross (X) or a checklist (✓)⁵⁸

In this research tool used to collect data was a questionnaire and documentation in the form of school archive. Based of questions or statement in the questionnaire were measures using a likert scale, which is a scale used to measure attitudes, opinions, perceptions, of a person or a group of social phenomenon.

With likert scale, then the variable to be measured are translated into indicator variabels. Then the indicators used as a starting point to construct items instrument which can be a statment or a questions, Following a statement or questions is created, then followed by a scoring or weighting to each alternative answr. Answer every item instrument that use a likert scale has a gradation from very positive to very negative, they are SL, SR, KD, JR, TP

Always (SL) :Score 5

Often (SR) :Score 4

Sometimes (KD) : Score 3

Seldom (JR) :Score 2

Never (TP) :Score 1

⁵⁷Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung :Alfabeta, 2002), page 24.

⁵⁸Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung :Alfabeta, 2002), page 27.

Data was collect must be process with some procedure, technique analysis use *SPSS 16.0*. Analysis will be use are : Statistic Analysis Inferensial, the goal of inferensial is to know how the influence between independent variable with dependent variabel. This analysis use the pair regression analysis. Indicator preparation of questionaires.

Table 3.2 Indicators Questioner

No	Variabel	Indicator	Sub Indicator	Item
1	Utilization Learning Media (Suwarna)	1. Do duty for draw students interest about lesson	1. The availability of ICT-based learning media	1,2
		2. The amount of learning time can be recuded	2. The frequency of utilization of ICT-based media	3,4
		3. Generate conceptual idea thus recuding misconceptio n to students in lesson	3. The understanding of the students to the materials	5,6
2	Learning Motivation (Hamzah B.Uno.)	Instrinsik	1. The existance of a passion and desire to secceed	7,8
			2. The existstanve of encouragement and needs	9,10
			3. Hope and ideals of the future	11,12
		Ekstrinsik	4. The existance of an award in learning	13,14
			5. The existance of activities which are interesting in learning	15,16

			6. The presence of a conductive learning environment	17,18
3	Learning outcome	1. Midterm Value		Docum entation

G. Collection Data Technique

To finishing this thesis researcher collecting data with some way, there is:

1. Documentary

Documentary is the data collection techniques used to find data on things or variabels such as notes, transcripts, books, newspaper, magazine, insription, meeting minutes, agendas, and so forth.⁵⁹

In this research the document data obtained from books and journals relevant to this research.

2. Questioner

Questionnaire are number of written questions that are used to obtain information from respondents. The questionnarie used for this research were 125 respondents filled out by students MTsN 2 Madiun.

H. Validity and Realibility Test

Data has a position that is very important for a study, because the data is studied variables and serves as a tool to help refine hypotheses. Therefore, in a study can be collected in an istrument. Instrument used in collecting the data must meet two requirements, namely the validity and realibility.

⁵⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta,2005), page 129.

Validity is a measure that indicates the levels of validity and the validity of an instrument. A valid instrument has high validity. Conversely, an instrument is valid if the instrument is capable of measuring what is desired.⁶⁰ High and low validity of the instrument indicates the variables studied. However, states using instrument that have tested its validity, the result of research data automatically become valid.⁶¹

Testing the validity performed using SPSS 16.0 for windows. A good instrument has to have high validity, that can measure what you are going to be measured. Test the validity of the analysis is to find out whether the amount of grain or questions items capable of expressing variables revealed. This test measured the correlation coefficient compared with the value of the correlation table product moment with significant degrees of 0.05 (5%). In order that the correlation obtained should be compared with the table correlation, if $r_{hitung} > r_{tabel}$ the item is valid. Conversely, if $r_{hitung} < r_{tabel}$ the item is invalid.

Test the validity of the grain instrument in this study using the technique of correlation of Product Moment with the formula⁶²:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

⁶⁰Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : PT Rineka Cipta, 2006) PAGE 168-169

⁶¹Sugiyanto, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D)* (Bandung:Alfabeta,2006) page 47

⁶²Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2013),page 87.

r_{xy}	= coefficient of correlation product moment
N	= number of respondents
X	= total score per grain
ΣY	= total score the whole grain
ΣXY	= number of results the multiplication between the score and the score x y
ΣX^2	= total score squares x
ΣY^2	= total score quadratic y

In addition to test validity, a good instrument should also test reliability. The instrument is said to be reliability in delivering results that keep even though it is used in a different time and place. Reliability test instrument using the formula Cronbach's Alpha, by the following formula:⁶³

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Description:

r_{11} = Instrument Reliability

k = The number of problem or question the number of

grains

$\sum S_i$ = Number of variants of the grain

S_t = The total Variance

An instrument is said to be reliabel if the value of cronbach's alpha more than 0,6. When value data less than 0,6 data not reliable. Calculation of test reliability using program SPSS 16.0 for windows now show that the learning environment and the discipline of learning is the reliability.

⁶³Sugiono, *Statistika Untuk Pendidikan* (Bandung: Alfabeta, 2016),page.365.

Before distribute the questionnaire to the responden that have defined must do the trial test. The questionare distributed to the respondents previously conducted trials to 30 students of VII class in MTsN 2 Madiun were the tested the validity and realiability with the following result:

Table 3.3 The value of trial validity and reliability test of Utilization learning media based ICT, Learning motivation.

The Utilization Larning Media Based ICT					
Item number	Validity		Explained	Reliability	
	Pearson Correlation (R)	R table		Cronbach's Alpha	Explained
Item1	.604	0,361	Valid	.893	0,893 > 0,6 So the data is said reliable
Item2	.843	0,361	Valid		
Item3	.825	0,361	Valid		
Item4	.847	0,361	Valid		
Item5	.854	0,361	Valid		
Item6	.889	0,361	Valid		

Learning Motivation					
Item Number	Validity		Explained	Reliability	
	Pearson Correlation (R)	R table		Cronbach's Alpha	Explained
Item1	.506	0,361	Vvalid	.725	0,725 > 0,6 So the Dta is said reliable
Item2	.524	0,361	Valid		
Item3	.443	0,361	Valid		
Item4	.693	0,361	Valid		
Item5	.376	0,361	Valid		
Item6	.448	0,361	Valid		
Item7	.489	0,361	Valid		
Item8	.479	0,361	Valid		
Item9	.592	0,361	Valid		
Item10	.518	0,361	Valid		
Item11	.513	0,361	Valid		
Item12	.391	0,361	Valid		

From validity test we found result that all off items instrument is valid as quesioneer and all them reliable too. We can look at the table

that there is no value of corrected item total less than 0,361. The reliability of two variable more than 0,6. So all of the instrument is reliabel.

I. Data Analysis

Data analysis techniques that are used in quantitative research using descriptive statistics is statistic and inferential statistic. Mean while, inferential statistics is a technique used to analyze the sample data and the result apply to the population. For further research using several test, such as:

1) Regression Analysis

According Arikunto regression analysis is an extension of the regression technique when more than one independent variable and there is a dependent variable.⁶⁴ Based on the researched variabels, the regression model in this research the formula is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Information:

Y : Students learning outcome

β_0 : Value constanta

β_1 : Regression Coefficient

X₁ : The utilization learning media based ICT

X₂ : Learning motivation

e : eror items (other factors)

2) Classical Assumption Test

⁶⁴Sugiyono. *Metode Penelitian Bisnis* (Bandung:CV Alfabeta 2004).page 207

a. Normality

Normality test aimed to examine whether the regression model, both the dependent and independent variable, both have a normal distribution or not. In the regression model that is both regression models who have normal or near-normal distribution.

b. Multicollinearity

Multicollinearity test to identify the presence of independent variables studied for the detection of multicollinearity can be seen from Variance Information Factor (VIF) according to Ghazali whether or not multicollinearity in the regression model can also be seen if VIF is included 1 point and have a number of tolerance approach 1.

c. Heteroscedasticity

Heteroscedasticity test will result in the assessment of the regression coefficient to be inefficient. Interpretation of result will be less than expected. According to Ghazali to test heteroscedasticity used Glesser rule of thumb where the count $t_{\text{statistic}} > t_{\text{table}}$. Means there heteroscedasticity or otherwise.

3). T test

T test is used to determine whether or not the significant influence of each independent variable. There is a dependent variable that is used to determine a significant worth 0,06. Hypothesis is:

a. H_0 : Utilization Learning media based Information Communication and Technology (ICT) and learning motivation by partial no effect on students learning outcome.

b. H_1 : Utilization Learning media based Information Communication and Technology (ICT) and learning motivation by partial have effect on students learning outcome.

In conclusion if $t_{\text{statistic}} < t_{\text{table}}$ or if the probability $t_{\text{statistic}} > 0,05$ then H_0 is accepted while if $t_{\text{statistic}} > t_{\text{table}}$ or probability $t_{\text{statistic}} < 0,05$, so H_0 is rejected.

4) F test

F test used to determine the independent variable simultan of the dependent variable. Hypothesis used are as bellow:

a. H_0 : Utilization learning media based Information Communication and Technology (ICT) and Learning Motivation by *simultan* no effect on students learning outcome.

b. H_1 : Utilization learning media based Information Communication and Technology (ICT) and Learning Motivation by *simultan* have effect on students learning outcome.

The conclusion if $F_{\text{statistic}} < F_{\text{table}}$ or if the probability $F_{\text{statistic}} > 0,05$ then H_0 is accepted while if $F_{\text{statistic}} > F_{\text{table}}$ or probability $F_{\text{statistic}} < 0,05$, so H_0 is rejected.

J. Research Prodecure

This is research. Researcher have disigned to research procedure as follows :

1) Preparation

- a) Problems of determine
- b) Carry out of study literature to get a clear pictures of these variabels.
- c) Determine of population and sampel and then sampling technique which be used.
- e) Preparation for research belonging to measuring instruments use in research.

2) Implementation

- a) Intention of speading the prologue in delivered questionnaire.
- b) Distributing of questionnaire to students.
- c) Give explanation how to fill out the questionnaire.
- d) Give a time to work
- e) Taking and collecting questionnaires again
- f) Express gratitude epilogue.

3) Tabulating of data (Data Analysis)

- a. Make of data verivication
 - b. Make of skoring
 - c. Tabulation of data
 - d. Data analysis
- 4) Finishing
- a) Forward into data procesing
 - b) Discussion of result in the research
 - c) Make conclusion and recommendation.



CHAPTER IV

THE EXPOSURE OF DATA AND RESEARCH RESULTS

A. Description Object

1. History MTsN 2 Madiun

The existence of MTsN 2 Madiun is a long series of struggles the founder and religious education in the village of Rejosari, aware of the duties and responsibilities to develop religion and provides education for the community around the village of Rejosari, these figures include:

- a. KH. Ali Rahmat
- b. Imam Turmudi
- c. Matlab
- d. K. Asyhuri
- e. Sadjuri

In 1946 the Islamic Elementary school established the character/SR1 in the village of Rejosari armed with determination and a strong spirit. The school stand and endure. In 1960 founded Madrasa Mu'alimin finally in 1970, based SK Minister of Religious Affairs No. 176 of August 9 turned into PGAN. Furthermore in accordance with the Government's policy in this regard the Ministry of religion, these are converted into MTsN PGAN for class I, II, and III are MAN for classes IV, V and VI.

Based on Decision Letter of Minister of Religious Affairs Number : 16 year 1978 from June 1978 stand MTsN 2 Madiun. Since officially changed to MTsN 02 Madiun has several times reshuffle, which among other things:

1)	H. Jasin, BA.	1977-1990
2)	H.Tumiran, Bc.Hk	1990-1997
3)	Samsuri, BA.	1997-1999
4)	Drs.H.Djuwari	1999-2001
5)	H. Sandi Idris, S.Ag	2001-2002
6)	Drs.H.Basuki Rachmad	2002-2003
7)	H. Edy Djuwari, S.Ag	2003-2006
8)	Drs. Supanut	2006-2008
9)	Drs. Edy Sumbodo, M.Pd	2008-2015
10)	Hj.Ruwiwati Rohmah, M.Pd	2015- Now

2. Identity School

- a. Name : MTsN 2 Madiun
- b. Address : Jl. Raya Rejosari-Kebonsari
Madiun
- c. Village : Rejosari
- d. Sub : Kebonsari
- e. Country : Madiun
- f. Province : Jawa Timur
- g. Postal code : 63173
- h. Phone Number : (0351) 367904

- i. The Status of the Accreditation : A (Very Good)
- j. SK Institutional : KMA 16 / Th 1978, dated 01 June 1978
- k. NSM : 121135190005
- l. NPSM : 20582482
- m. The Headmaster : Dra. Ruwiyati Rohmah, M.Pd
- n. The status of the building : Self-owned
- o. The status of the land : The Certificate, The Government of Indonesia Cq. Ministry of Religion
- p. Land area : 8340 m²

3. Vision and Mission

Visi : Terwujudnya manusia yang bertakwa, beriman, berilmu, dan mampu mengaktualisasikan diri dalam kehidupan masyarakat.

Misi : 1. Meningkatkan Madrasah sebagai lembaga pendidikan yang Islami.
 2. Meningkatkan kurikulum yang mampu memenuhi kebutuhan anak didik dan masyarakat.
 3. Meningkatkan tenaga pendidik yang profesional dan memiliki kompetensi dalam bidangnya.
 4. Meningkatkan proses pembelajaran yang menghasilkan lulusan yang berkualitas.

4. Geographical Location

MTsN 2 Madiun is located on Highway Rejosari, Ds. Rejosari, Kec. Kebonsari, Kab. Madiun, East Java Province. in google map-7.7191304, 111.4749134 General.

The madrasa has a strategic geographical location as it is situated between two districts, namely the border of Madiun and Magetan District, easy to reach with a wide range of vehicles, so that the children in the village of Goranggareng Kec. Nguntoronadi Kab. Magetan and around the village of Rejosari Kec. Kebonsari Kab. Madiun.

The economic structure of society about MTsN 2 Madiun in particular, and the General Government area of dikedua. Madiun and Kab. Magetan in General, almost 75% working in agriculture: from farmers tilled land owners own, sharecroppers land others (rent), peasants are tied or loose. Economic sectors are trade and civil servants including the TNI, police in accumulation are on a count of 25%. MTsN 2 Madiun which had image as institutions with a curriculum based on local, be an alternative for community economic strata intermediate bottom (majority community).

B. Description The Result of Research Variable

In this section described about the distribution the answer of the respondents against the variables in this research they are The Utilization Learning media based ICT, Learning Motivation and Learning Outcome.

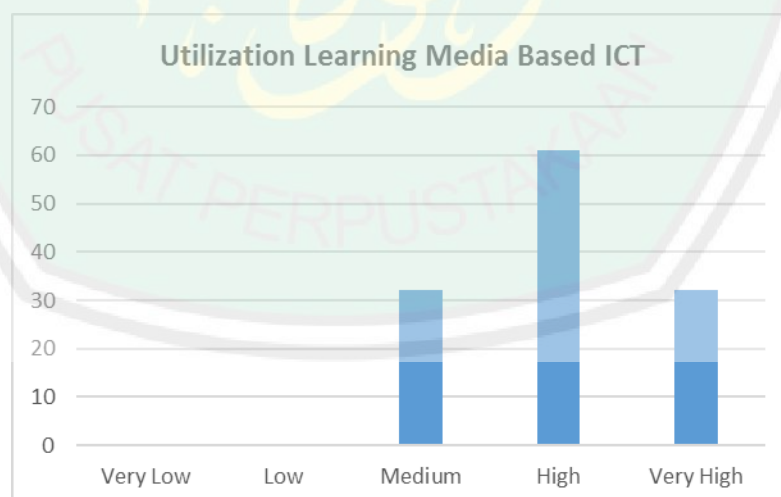
1. Variable The Utiliation Learning Media Based ICT

In the research can be measured with the interest and activeness indicators. From the indicator make questions with the score 1-5 from each statement. Data about the Utilization Learning Media based ICT who successfully collected from 125 respondents quantitatively showed that the highest score 30 and the lowest score 6. The result of the analysis are presented in the form of table as follows:

Table 4.1 Frequency Distribution of Utilization Learning Media based ICT

No	Intervals score	Criteria	Frequency	
			F	%
1	6-10	Very Low	0	0,%
2	11-15	Low	0	0%
3	16-21	Medium	32	25,6%
4	22-26	High	61	48,8 %
5	27-31	Very High	32	25,6%
Jumlah			125	100 %

Picture 4.1 Utilization Learning Media based ICT



Based on the result of a descriptive statical data processing can be known that includes the category very low with frequency 0 or equal to

0%, which includes the category of low with frequency 0 equal to 0%, frequency 32 or equal to 25,6 % with medium category, frequency 61 or equal 48,8 % with high category and including the very high category in frequency 32 or equals 25,6%. Thus it can be concluded that the utilization learning media based ICT in social science subject VII at MTsN 2 Madiun including category **high**.

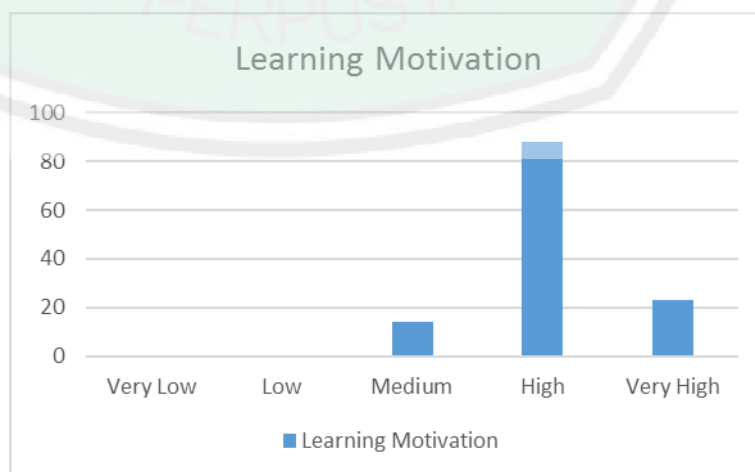
2. Variable of Learning Motivation

Variable learning motivation consists 6 indicators are divided 12 questions. Each item has 5 alternative answers and every answer given score. Questionas was given to the 125 respondents quantitatively showed that the highest score 60 and the lowest score 12.

Table 4.2 Frequency Distribution of Learning Motivation

No	Intervals score	Criteria	Frequency	
			F	%
1	12-22	Very Low	0	0%
2	23-32	Low	0	0%
3	33-42	Medium	14	11,2%
4	43-52	High	88	70,4 %
5	53-62	Very High	23	18,4 %
Jumlah			125	100 %

Picture 4.2 Learning Motivation



Based on the result of a decriptive statistical data processing can be known that includes the category very low with frequency 0 or equal 0%, which includes the category of low with frequency 0 or equal 0%, which includes the category mediun with frequench 14 or equal 11,2%, which includes the category high with frequency 88 or equal 70,4%, including the category very high with frequency 23 or equal 18,4 %.

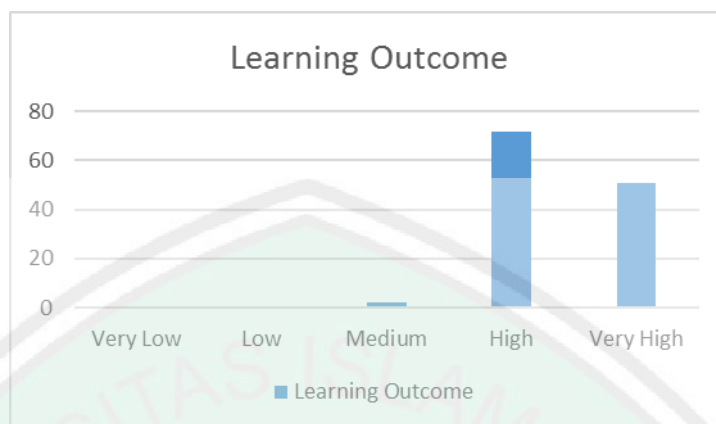
In general it can be stated that learning motivation in social science subject VII grade at MTsN 2 Madiun including category **High**.

3. Variable learning outcome

In this research, student learning outcomes were measured by using a value of Deuteronomy even midterm grade VII MTsN 2 Madiun. From the Midterm grades obtained the highest value and lowest value are grouped in accordance with the assessment criteria MTsN 2 Madiun. The magnitude of the value that was specified for the school of social science lesson that is 75. As for the results of the analysis data results of the study on the social science subjects are presented in tabular form as follows:

Table 4.3 Frequency distribution of Learning Outcome

No	Intervals score	Criteria	Frequency	
			F	%
1	0-54	Very Low	0	0%
2	55-64	Low	0	0%
3	65-74	Medium	2	1,6%
4	75-85	High	72	57,6%
5	86-100	Very High	51	40,8%
	Jumlah		125	100%

Picture 4.3 Learning Outcome

Based on the result of a descriptive statistical data processing can be known that includes the category very low with frequency 0 or equal 0%, which includes the category of low with frequency 0 or equal 0%, which includes the category medium with frequency 2 or equal 1,6%, which includes the category high with frequency 72 or equal 57,6%, including the category very high with frequency 51 or equal 40,8 %.

In general it can be stated that students learning outcome in social science subject VII grade at MTsN 2 Madiun including category **High**.

C. The Result of Test Research

1. Classical assumption test

A classical test aim to find out are met or whether the terms which required a data to be analyzed. Based on the type of analyzed used in this study i.e. multiple linear regression analysis, then test the assumption, that is needed is a normality test, linearity test, multicollinearity test and heteroskedasticity test.

a. Normality test

Normality test is intended to determine whether residual regression model that examined Gaussian or not. In this study, a test of normality is used to know distribution of scores or whether Utilization learning media based ICT (X1), learning motivation (X2), and learning outcome (Y). The methods used for testing normality in this research is to use a test Kolmogorof Smornov with the help of SPSS 16.0 for windows

Table. 4.4 Normality Test

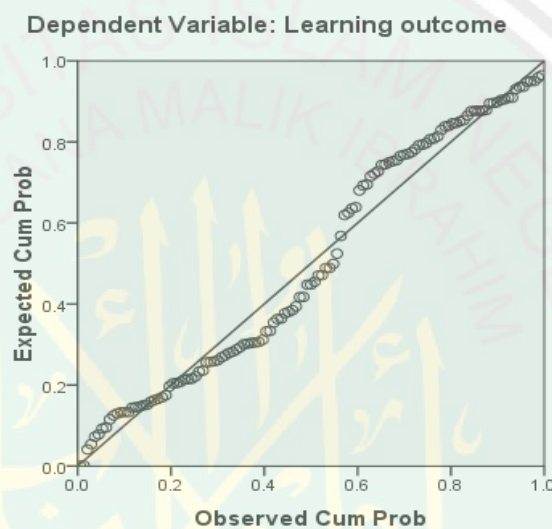
One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			125
Normal Parameters ^a	Mean		.0000000
	Std. Deviation		5.10990701
Most Extreme Differences	Absolute		.097
	Positive		.090
	Negative		-.097
Kolmogorov-Smirnov Z			1.083
Asymp. Sig. (2-tailed)			.191
a. Test distribution is Normal.			

From the above normality test result obtained the value significance 0,191. Because the value significance $> 0,05$ significance then it can be inferred that the scattered distribution of the data normally or test normality is fulfilled.

We can also look the spread of data in normal p-p plot chart or regression standardized residual. As a based of take a decision, if dots spread around of line and follow the diagonal of line, so the value of residual is normal.

Picture. 4.4 Normal P –P Plot

Normal P-P Plot of Regression Standardized Residual



From the chart picture above can be known that dots spread around of line and follow the diagonal line, so the value of residual have normal.

b. Linearity test

Linearity test is done to know whether the model used in this study is a model of linear or not. In this study, researches used the compare function means to test linieritas data. The following test table linieritas:

Table 4.5. Linierity test of Utilization learning media based ICT (X1) against the Learning Motivation (Y)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Learning outcome * The utilization Learning media based ICT	Between	(Combined)	407.581	15	27.172	.944	.519
	Groups	Linearity	2.006	1	2.006	.070	.792
		Deviation from Linearity	405.575	14	28.970	1.006	.452
	Within Groups		3137.667	109	28.786		
	Total		3545.248	124			

From the above table it can be seen that the value of Utilization Learning media based ICT (X1) in lines of linearity more than sig.005 i.e. $0.452 > 0.05$. Thus it can be said that the data are linear so that eligible linierity.

Table.4.6 Linearity test of Learning motivation (X2) against the Learning outcome (Y)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Learning outcome * Learning motivation	Between	(Combined)	794.350	23	34.537	1.268	.209
	Groups	Linearity	293.633	1	293.633	10.781	.001
		Deviation from Linearity	500.718	22	22.760	.836	.675
	Within Groups		2750.898	101	27.237		
	Total		3545.248	124			

So from the table above can be seen that the value of the Learning Motivation in linearity lines more than Sig. 0,05 i.e $0,675 > 0,05$. Thus it can be said that data are linear so that eligible linieritas.

c. Multicollinearity test

Multicollinearity test aimed at testing whether the regression models found on the existence of a correlation between independent variables. If there is a correlation then there is problem multicollinearity. If there is a correlation then there is problem multicollinearity. A regression model which is not the case the correlation between independent variables. To detect these things used spss help by finding of the value tolerance (TOL) and Variance Inflation Factor (VIF), then the value of TOL and VIF known as follows:

Table.4.7 Multicollinearity test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	70.987	4.835		14.682	.000		
The utilization Learning media based ICT	-.107	.148	-.065	-.722	.472	.916	1.092
Learning motivation	.308	.091	.307	3.393	.001	.916	1.092

a. Dependent Variable: Learning outcome

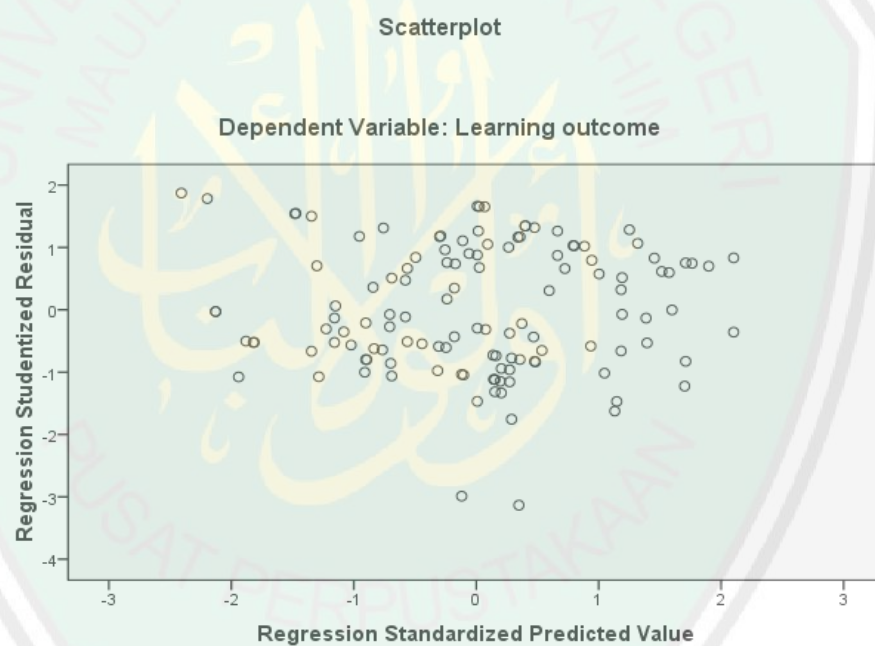
The table description above obtained value coefficient tolerance on each of the following variables, variable Utilization learning media based ICT 0,916, variable learning motivation 0,916, this means the values of the Tolerance of the

respective variable $> 0,1$ then, overall free variables are not exposed to multicollinearity.

VIF on each of the following variables, variable utilization learning media based ICT 1.092, variable learning motivation 1,092, this means the value of the VIF from each variable < 10 the all of variables not exposed to multicollinearity.

d. Heterokdastisitas Test

Picture.4.5 Output Heteroskdastisitas Test



Scatterplot of the images above to see that points spread at random, either the top number zero or zeros in the lower part of the Y axis. Thus it can be concluded that it does not happen on heterokedastisitas regression models.

2. Multiple Linear Regression Test

Multiple linear regression used to analyze the influences of utilization learning media based ICT and Learning Motivation as summarized the result of multiple regression can be seen in this table.

Table.4. 8 Multiple Linear Regression Analysis Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.294 ^a	.087	.072	5.152

a. Predictors: (Constant), Learning motivation, The Utilization learning media based ICT

b. Dependent Variable: Learning outcome

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	70.987	4.835		.000
	The Utilization learning media based ICT	-.107	.148	-.065	.472
	Learning motivation	.308	.091	.307	.001

a. Dependent Variable: Learning outcome

Based on the result of the above calculation, then multiple linear regression equation as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 70.987 + -0,107 X_1 + 0,308 X_2 + e$$

Based on these observation, it can be described as follows:

- a. Constanta of 70,987 shows if Utilization Learning media based ICT (X1) and learning motivation (X2) have same value that is 0 then the great Learning outcome (Y) is a measuring scale 70,987.
- b. Coefficient of regression (β_1) of -0,107 is the coefficient for the variable Utilization Learning Media (X1), meaning that if the Utilization Learning Media variables (X1) increase / decrease one unit, then Learning motivation (Y) will increase / decrease of -0,107
- c. The regression coefficient (β_2) of 0,308 means learning motivation variables (X2) increase / decrease one unit, then Learning outcome (Y) will increase / decrease of 0,308
- d. The correlation Coefficient (R) shows the relationship power between two variables, i.e. the Utilization Learning Media variables (X1) and Learning motivation (X2) simultaneously against a variable learning outcome (Y) is 0,294. The correlation values shows that the relationship between the free variables i.e Utilization Learning Media variables (X1), Learning Motivation (X2) against Learning Outcome (Y) of 29,4 % indicating their relationship belongs to the powerful.
- e. Determination of the Coefficient used to calculate the magnitude of the influence and contribution of a free variable bound against. The result of the coefficient of determination (R^2) of 0,087. It means that variable 0,87% of learning outcome is affected by variables X1 and X2. While remaining 99,91% variable Y are influenced by variables other than Utilization Learning Media (X1) and learning motivation (X2)

3. Hypothesis Test

a. T- test (Parsial)

The t-test is used to determine if each free variable partially have significant effect against dependent variables. When $t_{hitung} > t_{tabel}$ or value $sig < \alpha$ (0,05) then H_0 is rejected and the H_1 is accepted and if $t_{hitung} < t_{tabel}$ or value $sig > \alpha$ (0,05) then H_0 accepted and H_1 rejected.

- Assumption

H_0 : No influence of partially between X_1 against Y and X_2 against Y

H_1 : There is a partial influence between X_1 against Y and X_2 against Y.

- Test Criteria

If $t_{hitung} > t_{tabel}$ or value $sig < \alpha$ (0,05) then H_0 is rejected and accepted H_1 .

If $t_{hitung} < t_{tabel}$ or value $sig > \alpha$ (0,05) then H_0 accepted and H_1 rejected.

Table 4.9 T-test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	70.987	4.835		.000
	The Utiliazation learning media based ICT	-.107	.148	-.065	.472
	Learning motivation	.308	.091	.307	.001

a. Dependent Variable: Learning outcome

Based on table above can be obtained the following results:

1. The Utilization Learning Media based ICT

a. Formula hypothesis

H_0 : There is no significant positive influences of utilization learning media based Information and Communication Technology (ICT) toward learning outcome social science subject of seventh grade students at MTsN 2 Madiun.

H_1 : There is a significant positive influence of utilization learning media based Information and Communication and Technology toward learning outcome social science subject of seventh grade students at MTsN 2 Madiun.

b. Criteria for testing

If $t_{hitung} > t_{tabel}$ or value sig $< \alpha$ (0,05) then H_0 is rejected and accepted H_1 .

If $t_{hitung} < t_{tabel}$ or value sig $> \alpha$ (0,05) then H_0 accepted and H_1 rejected.

c. The value of t_{hitung} and its significance

The table result data of T-test as follows:

Table 4.10 Result T test of Utilization learning media based ICT (X1) toward Learning outcome (Y)

t_{hitung}	Significance	t_{tabel}
-0,722	0,472	1,979

The value of the t_{hitung} -0,722 and significance is 0,472. T_{table} with error levels 0,05 is 1,979, t_{hitung} -0,722 < t_{tabel} 1,979 and value sig. 0,472 > α (0,05). This means that H_0 is accepted and the H_1 is rejected, so partially variables Utilization learning media based ICT (X_1) not effect significantly to Learning outcome (Y).

2. Learning Motivation (X_2)

a. Formula hypothesis

H_0 : There is no significant positive influences on learning motivation toward learning outcomes social science subjects of seventh grade students at MTsN 2 Madiun.

H_1 : There is a significant positive influences on learning motivation toward learning outcomes social science subjects of seventh grade students at MTsN 2 Madiun.

b. Criteria for testing

If $t_{hitung} > t_{tabel}$ or value sig < α (0,05) then H_0 is rejected and H_1 accepted

If $t_{hitung} < t_{tabel}$ or value sig > α (0,05) then H_0 accepted and H_1 rejected.

c. The value of t_{hitung} and its significance

The table result data of T-test as follows:

Table 4.11 Result T tes of Learning Motivation (X2) toward Learning outcome (Y)

t_{hitung}	Significance	t_{tabel}
3,393	0,001	1,979

The value of learning motivation of 3,393 t_{hitung} and significance is 0,001, t_{tabel} with error levels 0,05 is 1,979. $T_{hitung} 3,393 > t_{tabel} 1,979$ and the value of sig 0,001 $< \alpha$ (0,05). This means that H_0 is rejected and the H_1 is accepted, so Learning motivation variables partially effect significantly to Learning Outcome (Y).

b. F test (Simultaneous)

F-test in the study was meant to test the significant of hypothesis are simultaneously variable Utilization Learning Media based ICT (X_1) and learning motivation (X_2) against learning outcome (Y). If the result is significant then H_0 is rejected and the H_1 is accepted. Provision of H_0 and H_1 are accepted or rejected by contrast is as follows:

- Hypothetical formula

H_0 : There is no significant positive influences of utilization learning media based Information and Communication Technology (ICT) and learning motivation toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun.

H_1 : There is a significant positive influences of utilization learning media based Information and Communication Technology (ICT) and learning motivation toward learning outcomes social science subject of seventh grade students at MTsN 2 Madiun

- Test Criteria

If $F_{hitung} > F_{tabel}$ or value sig $< \alpha$ (0,05) then H_0 is rejected and H_1 accepted .

If $F_{hitung} < F_{tabel}$ or value sig $> \alpha$ (0,05) then H_0 accepted and H_1 rejected.

Table 4.12 Table F-test

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	307.465	2	153.733	5.793	.004 ^a
	Residual	3237.783	122	26.539		
	Total	3545.248	124			

a. Predictors: (Constant), Learning motivation, The Utiliazation learning media based ICT

b. Dependent Variable: Learning outcome

The table above shows that the F_{hitung} has the value 5.793 and sig. 0,004.

Next to search for the F_{tabel} that is by comparing the value of k (the number of free variables i.e. 2) with n-k, where n is the number of samples that is 125, so that the obtained result is $F_{table} = 2 / 125 - 2$. $F_{tabel} = 3,06$ with 5% error level.

So we can see the result of the test F are $F_{hitung} 5,793 > F_{tabel} 3,06$ or value sig. $0,004 < \alpha$ (0,05). This means that H_0 is rejected and H_1 is accepted. So that it can be concluded that a dependent variable Learning Outcome affected simultaneously by free variables Utilization learning media based ICT and learning motivation.

c. Determination Coefficient Test (Rsquare)

Table.4.13 R square

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.294 ^a	.087	.072	5.15162	1.033

a. Predictors: (Constant), Learning media, Utilization ICT

b. Dependent Variable: Learning outcome

Based on analysis obtain R square 0,087 this shows that 8,7% contribution of independent variables X1 and X2 to the dependent variable Y whereas the remaining 91,3% is influenced by other factors but limitation of researcher.

CHAPTER V

DISCUSSION

A. The Influence of Utilization Learning Media based Information and Communication and Technolgy ICT (X1) toward Learning Outcome in Social Science Subjects Grade VII MTsN 2 Madiun.

From the results of data analysis performed partially shows that there is no influence between the utilization learning media based ICT toward student learning outcomes in MTsN 2 Madiun. So it can be concluded that the variable utilization of ICT-based learning media has no effect in improving student learning outcomes in MTsN 2 Madiun.

This is contrary to what was proposed by Shaeful Bahri Djamarah argue that with the media can lay the foundation for the development of learning a r so that the learning outcomes are increasing. Media is believed to be one of the factors that affect the students learning outcome. Media is a means to bridge the material storage by teachers to students. Good learning media can certainly help students to understand the material presented by teachers in teaching and learning activities.⁶⁵ This means that learning that is designed by involving learning media based ICT can change students' attitudes in learning so that the learning outcomes are pushed up.

Partially, this research is supported by research conducted by Uruwatul Husko, from the results of this study is that the utilization of

⁶⁵Syaeful Bahri Djamarah, *Strategi Belajar Mengajar*. Renika Cipta, Jakarta, 2002, Hlm

instructional media has no effect on student learning result of MAN III Gondanglegi.⁶⁶

The findings in this study identified that other factors outside the utilization of ICT-based learning media that affect learning outcomes are more dominant than the utilization factor of ICT-based learning media . Factors that can influence was the use of ICT-based learning media, there are still many obstacles, be it at school or in the neighborhood of each individual, including teachers and students. Problems that often arise include unavailability of employees for routine maintenance and development, the use of ICT takes a long time in installation. While the problem that comes from the teachers themselves is the lack of knowledge of teachers who have not enough about the media learning and unpreparedness of teachers in changing teaching strategies that have long been used so that the teacher inhibit the use of ICT-based learning media. While the problem that comes from students are lazy to fill in the lift and answer the questionnaire given by not considering the answer. The use of high ICT-based learning media can not always have a positive effect on learning outcomes. The existence of many factors that affect student learning outcomes cause various probability that can make sis wa improve learning outcomes.

According Slameto factors that affect learning outcomes are divided into two factors: internal and external factors.⁶⁷ Internal factors include

⁶⁶Uruwatul Wuskho, *The Influence of Teachers Creativity in Classroom Management and Utili zation Learning Media toward Students Learning Outcome in Social Science Subjects grade VIII at MTsN Malang III Gondanglegi*. Skripsi Ilmu Tarbiyah dan Keguruan UIN Malang.2017. page 93

Intelligence si, interest, talent. External factors include family factors such as family economic conditions and school factors including methods, curriculum, house work and standard lesson for evaluation.

B. The Influence of Learning Motivation toward Learning Outcome in Social Science Subjects Grade VII MTsN 2 Madiun.

From the results of data analysis performed partially indicate that there is influence between the motivation of learning on student learning outcomes class VII MTsN 2 Madiun .So it can be concluded that the variables of learning motivation influence in improving student learning outcomes in MTsN 2 Madiun.

Learning motivation is an intrinsic and extrinsic thing that encourages individuals to do learning activities in order to achieve a learning goal. Learning objectives here can be interpreted with a child's learning outcomes. Which is the result of learning itself influenced from the individual self that is a motivation to learn.

This is similar to Syaiful Bahri Djamarah narrates that the motivation determines the action to focus attention on certain tasks related to the achievement of learning objectives, in this case the learning outcomes.⁶⁷ Similarly, According Hamzah B.Uno expressed about the motivation to learn can arise because of intrinsic and extrinsic factors in the form of desire and

⁶⁷ Slameto, *Belajar dan faktor-faktor yang mempengaruhinya*. (Jakarta :PT.Rineka Cipta, 2003), page 54

⁶⁸Syaiful Bahri Djamarah. *Rahasia Sukses Belajar*. Rineka Cipta. Jakarta. 2002. Hlm 14-15

desire succeed, the impulse of learning needs, hopes of the ideal , the awards in learning, the existence of activities interesting in learning.⁶⁹

So it can be concluded that to achieve the goal in learning that satisfactory learning outcomes required the motivation of learning in a student self. Which, if the student's learning motivation is high then the learning result obtained is also high. If the learning motivation is low then the learning results obtained are also low.

C.The Influence of Utilization Learning Media based Information and Communication and Technology (ICT) (X1) and Learning Motivation (X2) toward Learning Outcome in Social Science Subjects Grade VII MTsN 2 Madiun.

From the results of simultaneous data analysis proved that there is a substantial relationship between the utilization of ICT-based learning media and Learning Motivation in Social Science Studies Grade VII Grade VII MTsN 2 Madiun. The rationale that supports the findings of this research is the use of ICT-based learning media influences on learning outcomes. Similarly, with high learning motivation, the learning outcomes obtained by students is also good. Utilization of ICT-based learning media is an external factor or factors that come from outside the self that affect student learning outcomes.

The same thing is also in accordance with what is proposed by Arsyad that the use of learning media will also help the effectiveness of the learning

⁶⁹Hamah B. Uno. *Teori Motivasi dan Pengukurannya Analisis di bidang Pendidikan*. (Jakarta: Bumi Aksara 2007). Hlm.33

process and delivery of messages and content of the lesson, presenting interesting and reliable data, and assist students in increasing motivation and understanding.⁷⁰ This is in line with Slameto's opinion that student learning outcomes are influenced by factors derived from within students and outside students. Factors that come from within consists of creativity, attention, intelligence, interest, motivation, and learning activities. While factors that come from outside the students include the state of the environment, family, shelter, teachers teaching, how to teach, and the school environment.⁷¹

The results of this study, associated with the theory of Aini argue that the factors that affect student learning outcomes are classified into two, namely factors from outside students and self-factors students. Factors in these students include emotional and mood factors. Students who experience obstacles to emotional needs, then they can experience anxiety as a perceived symptom. As for other figures yatu Clark argues that the results of student learning at school 70% influenced by the ability of students and 30% is environmentally influenced. That is, in addition to the factors of the students themselves, there are still factors outside of himself that can determine or influence the learning outcomes achieved. One of the most dominant learning environments affecting school learning outcomes is the quality of teaching. The quality of teaching is also influenced by the characteristics of the class. Class characteristic variables include:

⁷⁰Arsyad, Azhari, *Media Pembelajaran*. (Jakarta:PT Raja Grafind Persada, 2007), page.15-16

⁷¹Slameto, *Belajar dan faktor-faktor yang mempengaruhinya*. (Jakarta:PT.Rineka Cipta, 2003), page 54

1. Class size. This means that at least the number of students who studied. Usually used size is 1:40 means, a teacher serves 40 people. Allegedly the greater the number of students should be served teachers in one class, the lower the quality of teaching.
2. The learning atmosphere. A democratic learning environment will provide an opportunity to achieve optimal learning outcomes, compared with a rigid atmosphere, strict discipline with optimism that is in the teacher. In a democratic learning environment there is the freedom of student learning, opinion, dialogue with friends seklesa and others.
3. Facilities and learning resources are available. Classes should be cultivated as student learning laboratories. This means that the class should provide learning resources such as textbooks, teaching aids, teachings pembel media and others.⁷²

Thus the findings in this study indicate that to achieve good learning outcomes, it is necessary use of media learning and high motivation .

⁷²Ade Sanjaya, *Pengertian Hasil Belajar Siswa Definisi, Tujuan, Penilaian, Jenis, Alat, dan Faktor yang Mempengaruhi* (<http://landasanteori.com/2015/09/pengertian-hasil-belajar-siswa-definisi.html>), diakses pada hari selasa tanggal 22 Mei 2018 jam 11.30 WIB)

CHAPTER VI

CLOSING

A. Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. There is no influence of Utilization Learning Media based Information and Communication and Technology (ICT) toward learning outcome in social science studies grade VII MTsN 2 Madiun. So that partially shows that the utilization of ICT-based learning media has no significant effect on learning outcomes IPS class VII MTsN 2 Madiun. This means other factors of using ICT-based learning media are more dominant compared to the utilization factor of ICT-based learning media. Other factors beyond the utilization of ICT-based learning media are the lack of teacher knowledge about learning media and teacher's unpreparedness in changing teaching strategies. While the problem that comes from students are lazy to fill in the lift and answer the questionnaire given by not considering the answer.
2. There is influence of Learning Motivation in Social Science Subjects of seventh grade students at MTsN 2 Madiun. So partially pointed that the learning motivation significant effect on learning outcomes in social science subjects grade VII MTsN 2 Madiun.

3. There is a significant positive influence theUtilization Learning Media based Information and Communication and Technology(ICT) and learning motivation toward learning outcome in social science studies of seventh grade studentse at MTsN 2 Madiun. This means that if the use of ICT-based learning media and learning motivation is maximized, then the results of learning subjects IPS students class VII MTsN 2 Madiun will increase.

B. Recommendation

Base on the conclusion above, researcher will give suggestion:

1. For Teacher or Educator

It is expected for teachers or educators to further work on improving, developing and utilizing ICT-based learning media in the learning process and further adding insight into the utilization of ICT-based learning media.

2. Educational Institutions

It is hoped for educational institutions to further add, develop and retain human resources, existing infrastructure suggestions, in order to utilize ICT-based learning media more effectively make it easier for teachers to convey what material is delivered so that the learning objectives are achieved.

3. Other researchers

It is expected for further researcher to be able to dig deeper data about the utilization of ICT based learning media, learning motivation and

developing study of learning media concept especially concept of ICT
based learning media.



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APPENDIX

Appendix 1: Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 361 /Un.03.1/TL.00.1/03/2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

02 Maret 2018

Kepada
Yth. Kepala MTsN Rejosari Madiun
di
Madiun

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Syamda Arum Filosofi
NIM : 14130116
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : The Influence of Utilization Learning Media Based Information Communication and Technology and Learning Motivation toward Learning Outcome in Social Science Subject Grade VII MTsN Rejosari Madiun
Lama Penelitian : Maret 2018 sampai dengan Mei 2018
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Jurusan PIPS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MADIUN
MADRASAH TSANAWIYAH NEGERI 2 MADIUN**

Jl. Raya Rejosari – Kebonsari telepon (0351) 367904 Madiun 63173
email: mtsn_rejosari@yahoo.co.id

SURAT KETERANGAN

Nomor : B-205 /Mts.13.34.02/PP.00.5/05/2018

Yang bertanda tangan di bawah ini :

Nama : Dra. Ruwiyati Rohmah, M.Pd
NIP. : 196808271992032002
Pangkat, Ruang/Gol. : Pembina, IV/a
Jabatan : Kepala Madrasah
Satuan Kerja : MTsN 2 Madiun

menerangkan bahwa :

Nama : Syamda Arum Filosofi
NIM : 14130116
Status : UIN Maulana Malik Ibrahim Malang
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)

benar-benar telah mengadakan penelitian di MTsN 2 Madiun dalam rangka penyusunan skripsi dengan judul :

“The Influence of Utilization Learning Media Based Information Communication and Technology and Learning Motivation toward Learning Outcome in Social Science Subject Grade VII MTsN 2 Madiun”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Appendix 2 Evidence of Consultation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana Nomor 50, Telepon (0341) 552398, Faksimile (0341) 552398
Website: www.tarbiyah.uin-malang.co.id

THE EVIDENCE OF CONSULTATION

Name : Syamda Arum Filosofi
NIM : 14130116
Faculty / Departement : Tarbiyah and Teaching Training Faculty / Social Sciences Education
Advisor : Dr.H.Wahidmurni, M.Pd, Ak
Thesis Title : The Influence of Utiliztion Learning Media based Information and Communication Technology (ICT) and Learning Motivation toward Learning Outcome in Social Science Subject of Seventh Grade Students at MTsN 2 Madiun

No	Date of Consultation	Material of Consultation	Signature of Advisor
1	2 th Februari 2018	Konsultasi Angket Penelitian	
2	22 th Februari 2018	Perbaiki Angket dan Uji coba	
3	9 th April 2018	ACC menyebar angket	
4	17 th Mei 2018	Revisi BAB IV	
5	25 th Mei 2018	Penguatan Ha	
6	25 th Mei 2018	Pembahasan dan Kesimpulan	
7	28 th Mei 2018	Revisi semua BAB I,II,III,IV,V,VI	
8	6 th Juni 2018	ACC	

Malang, 28th June 2018
Acknowledge by,
Head of Social Sciences Education Departement

Dr. Alfiana Yuli Efiyanti, M.A
NIP.197107012006042001

Appendix 3 Quiestionare of The Research

Angket Uji Coba Penelitian

Nama Siswa :

Kelas :

Petunjuk Pengisian:

1. Isilah nama responden dengan nama anda pada lembar yang telah disediakan.
2. Pengisian angket ini sama sekali tidak mempengaruhi nilai raport anda dan pilihan anda tidak dinilai “**benar**” atau “**salah**”, karena itu diharapkan anda memberikan jawaban sebenar-benarnya sesuai dengan yang anda rasakan.
3. Setiap pernyataan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda, lalu bubuhkan tanda “cek (√)” pada kotak yang tersedia.
4. Alternatif jawaban memiliki arti sebagai berikut:
 - a) SL : **Selalu**
 - b) SR : **Sering**
 - c) KD : **Kadang-Kadang**
 - d) JR : **Jarang**
 - e) TP : **Tidak Pernah**
5. Terimakasih atas kesediaan adek-adek mengisi angket.

No	Pernyataan	SL	SR	KD	JR	TP
A. Pemanfaatan Media Pembelajaran berbasis ICT						
1	Jaringan Internet yang ada membuat saya antusias mengikuti pelajaran.					
2	Dengan adanya LCD/Proyektor dikelas, minat belajar saya semakin meningkat.					
3	Saat pembelajaran guru menggunakan media berbasis ICT (Komputer, LCD, Internet)					
4	Guru dapat memanfaatkan waktu secara efektif dalam menggunakan media pembelajaran berbasis ICT.					
5	Pemanfaatan media pembelajaran berbasis ICT memudahkan saya dalam memahami materi pelajaran.					
6	Dengan memanfaatkan internet saya lebih mudah memahami materi pelajaran.					
B. Motivasi Belajar						
7	Saya memperhatikan dan mencatat materi yang dijelaskan guru dikelas.					
8	Saya akan bertanya pada teman atau guru saat saya kurang memahami materi pelajaran.					
9	Saya mempelajari materi yang akan diajarkan guru.					
10	Ketika waktu luang, saya memilih untuk membaca buku.					
11	Saya belajar agar bisa melanjutkan ke socalah yang saya inginkan.					
12	Saya belajar untuk meraih cita-cita yang saya inginkan.					
13	Saya belajar untuk mendapat pujian atau hadiah dari guru					

14	Hadiah membuat saya semangat belajar.					
15	Saya bersemangat mengikuti pelajaran jika guru menyampaikan materi dengan metode yang menyenangkan.					
16	Saya senang jika mendapat pujian dari teman atas prestasi belajar saya.					
17	Saya sulit berkonsentrasi jika ada teman yang ramai.					
18	Saya lebih konsentrasi jika ruang kelas nyaman.					



ANGKET PENELITIAN

PENGARUH PEMANFAATAN MEDIA PEMBELAJARAN BERBASIS ICT DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR IPS KELAS VII MTsN 2 MADIUN

Nama Siswa :

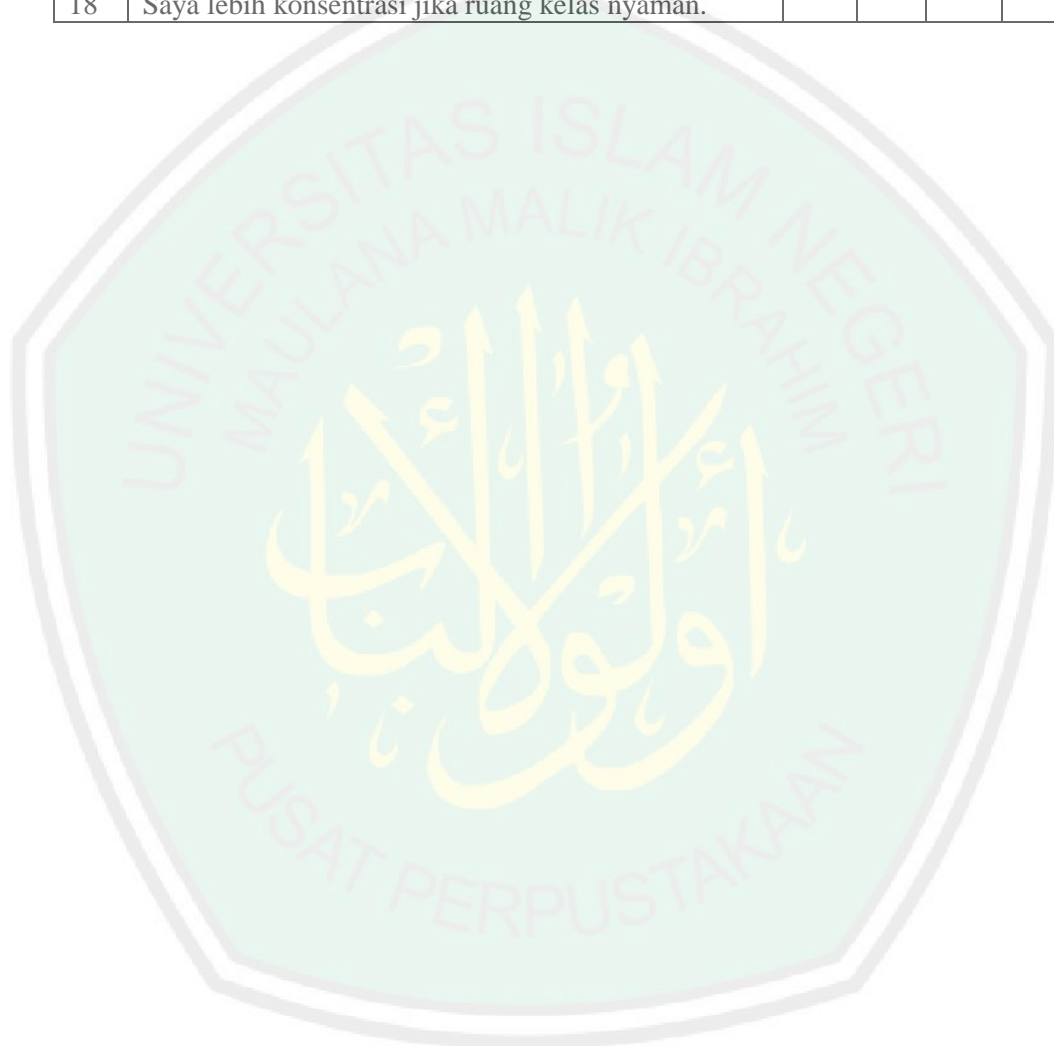
Kelas :

Petunjuk Pengisian:

1. Isilah nama responden dengan nama anda pada lembar yang telah disediakan.
2. Pengisian angket ini sama sekali tidak mempengaruhi nilai raport anda dan pilihan anda tidak dinilai “**benar**” atau “**salah**”, karena itu diharapkan anda memberikan jawaban sebenar-benarnya sesuai dengan yang anda rasakan.
3. Setiap pernyataan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda, lalu bubuhkan tanda “cek (✓)” pada kotak yang tersedia.
4. Alternatif jawaban memiliki arti sebagai berikut:
 - a) **SL** : **Selalu**
 - b) **SR** : **Sering**
 - c) **KD** : **Kadang-Kadang**
 - d) **JR** : **Jarang**
 - e) **TP** : **Tidak Pernah**
5. Terimakasih atas kesediaan adek-adek mengisi angket.

No	Pernyataan	SL	SR	KD	JR	TP
A. Pemanfaatan Media Pembelajaran berbasis ICT						
1	Jaringan Internet yang ada membuat saya antusias mengikuti pelajaran.					
2	Dengan adanya LCD/Proyektor dikelas, minat belajar saya semakin meningkat.					
3	Saat pembelajaran guru menggunakan media berbasis ICT (Komputer, LCD, Internet)					
4	Guru dapat memanfaatkan waktu secara efektif dalam menggunakan media pembelajaran berbasis ICT.					
5	Pemanfaatan media pembelajaran berbasis ICT memudahkan saya dalam memahami materi pelajaran.					
6	Dengan memanfaatkan internet saya lebih mudah memahami materi pelajaran.					
B. Motivasi Belajar						
7	Saya memperhatikan dan mencatat materi yang dijelaskan guru dikelas.					
8	Saya akan bertanya pada teman atau guru saat saya kurang memahami materi pelajaran.					
9	Saya mempelajari materi yang akan diajarkan guru.					
10	Ketika waktu luang, saya memilih untuk membaca buku.					
11	Saya belajar agar bisa melanjutkan ke sekolah yang saya inginkan.					
12	Saya belajar untuk meraih cita-cita yang saya					

	inginkan.						
13	Saya belajar untuk mendapat pujian atau hadiah dari guru						
14	Hadiah membuat saya semangat belajar.						
15	Saya bersemangat mengikuti pelajaran jika guru menyampaikan materi dengan metode yang menyenangkan.						
16	Saya senang jika mendapat pujian dari teman atas prestasi belajar saya.						
17	Saya sulit berkonsentrasi jika ada teman yang ramai.						
18	Saya lebih konsentrasi jika ruang kelas nyaman.						



Appendix 4 Data Questionaire

Data Hasil Angket Motivasi Belajar

Motivasi													
No	1	2	3	4	5	6	7	8	9	10	11	12	Jumlah
1	5	5	5	5	5	4	5	5	5	5	5	5	59
2	4	5	4	4	3	3	4	4	4	5	5	5	50
3	5	5	5	5	5	5	5	3	4	4	4	5	55
4	5	3	5	3	3	4	5	5	5	5	5	3	51
5	4	4	4	4	4	4	4	4	5	4	5	5	51
6	3	4	3	5	5	3	3	5	4	4	3	5	47
7	3	5	5	3	5	4	3	4	3	5	3	3	46
8	3	5	5	3	4	4	5	3	5	4	5	5	51
9	3	5	5	4	5	3	5	4	5	3	5	2	49
10	4	4	5	5	3	3	3	2	2	5	3	3	42
11	5	5	4	3	4	4	4	2	4	4	3	3	45
12	3	4	5	5	5	2	4	3	3	4	4	4	46
13	5	4	3	4	5	5	5	4	3	5	3	3	49
14	3	4	4	4	5	4	5	3	3	3	3	4	45
15	5	4	5	3	4	3	5	4	5	5	4	5	52
16	4	5	5	4	3	4	5	3	5	4	3	5	50
17	5	5	3	5	5	4	3	5	4	3	3	5	50
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59	5	3	3	3	3	4	4	5	3	2	3	3	41
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62	5	3	3	3	3	4	4	3	4	5	5	3	45
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69	3	4	5	3	3	3	5	5	4	2	4	3	44
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78	4	3	5	5	4	4	2	3	5	5	4	4	48
79	3	2	3	4	5	5	3	5	5	4	5	2	46
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86	5	5	5	5	5	5	5	5	3	5	5	4	57
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95	3	3	4	5	5	5	5	5	4	5	4	5	53
96	5	5	5	3	5	4	5	5	5	5	4	5	56
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98	4	4	3	4	2	5	5	4	5	5	4	4	49
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106	3	4	4	5	5	5	4	5	4	4	4	5	52
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123	5	5	5	5	5	5	5	5	5	5	5	5	60
124	5	5	5	5	5	5	5	5	5	5	5	5	60
125	5	5	5	5	5	5	5	5	5	5	5	5	60

DataHasil Uji Pemanfaatan Media Berbasis ICT

No	NO Soal / Skor Soal						Jumlah
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15	5	5	3	4	5	4	26
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123	5	5	5	5	3	3	25
124	3	5	5	5	5	5	28
125	5	5	5	5	5	5	30

Hasil Ulangan Tengah Semester Genap Kelas VII

Kelas VII A

No	Nama	Nilai
1	Agustina Dwi Amelia	80
2	Ahmad Rizdo Rifa'i	78
3	Amalia Malihan	85
4	Amelia Purpita Putri	77
5	Anggun Aulia Zahra	80
6	Arfin Alfa Reza	85
7	Arina Nadiatul Khusna	82
8	Bambang Suprpto	79
9	Cahya Hasi Purnama	68
10	Chindy Audika Dahniar	76
11	Devi Maisa Wulandari	78
12	Dian Novita Sari	77
13	Sicky Andhika Dwi Arianto	78
14	Dimas Chandra Dwi Arianto	79
15	Dinda Prastika Devi	82
16	Fahmy Amru R	80
17	Fitria Ayu	76
18	Khirisna Dwi Wicaksono	82
19	Micheal Kia Hartono	80
20	Muhammad Febriyanto	82

Kelas 7B

No	Nama	Nilai
21	Agus	80
22	Ahmad Ilyas	78
23	Aji Prasetyo	78

24	Ale Bintang Esa	80
25	Alvin Nauval Prasada	81
26	Andrian Dwi Heramsyah	85
27	Andrean Octa Obryan Yahya	87
28	Fani Cahya Widyani	81
29	Fina Cahya Widyiana	82
30	Karuina Wijaya	82
31	Lhitia Devi Avrelia	84
32	M. Ali Imron	80
33	Maisun Wicaksono	68
34	Median Ritu Mustika Arum	75
35	Melda Hanani Putri	81
36	Muhammad Faiquddin	82
37	Muhammad Rizki Cendikia	82
38	Mukhlis Surya Nur Rohim	80
39	Muklis Daroini	78
40	NadionPreza Ardiansyah	85

Kelas 7C

No	Nama	Nilai
41	Aaan Fauzi	79
42	Achmad Murazikin	79
43	Ade Try Nuggroho	78
44	Agnes Monika	81
45	Alfi Majid Nur Ayu	80
46	Alim Ikhwannuddin	80
47	Andi Rizal Kurniawan	78

48	Dhoni Muria	79
49	Dionanda Ravi Ali	80
50	Faed Akmal	78
51	Faridaa Helmi Yunita	78
52	Ferdy Ardiansyah	80
53	Latifatul Fitriani	80
54	Lutfiatul Dewi Ayu S	78
55	Mohammad Ilham Putra W	79
56	Mohammad Azhim Subarkah	80
57	Muhamaad Riza Abrori	81
58	Pramudya Anaska Hartanyo	80
59	Fadyah Azriel A	78
60	Riswandha Rahma Nur F	75

Kelas 7D

No	Nama	Nilai
61	Aldian Putra Pamungkas	78
62	Azza Ounine Kusuma	80
63	Budiman Galih	83
64	Bunga Dwi Septiani	88
65	David Julianto	89
66	Desyanta Dewi Lestari	89
67	Devi Mayangsari	89
68	Faizal Dicky Ardianta	77
69	Hengki Saputra	89
70	Ilham Aria Fradiananta	87
71	Inanda Zulfa Itsna	87

72	Intan Sarvina	89
73	Khoirul Anwar	77
74	Lala Alfiana	89
75	Farid Ade Ardinanta	89
76	Muchlas Surya Nur	89
77	Muhammad Aditya Bagus	87
78	Muhammad Alif Arifanto	89
79	Muhammad Alwi Ridho	89
80	Muhammad Mualiful Ansori	78

Kelas 7E

81	Ade Evana Rahayu Yulianti	90
82	Aghasi Yanda Iva Azizah	77
83	Al Zikri Yasfika	89
84	Azzahro Husna Amalia	83
85	Dama Raka Faza	85
86	David Andrian	89
87	Dewa Ruci Sayyidina Al-Hamod	82
88	Enditiya Wardana	86
89	Gayau Bima I Gede Saputra	90
90	IntANURIA Lailatul Makhfiroh	78
91	Isa Arsindi Binti Nur	87
92	Linda Cahaya Putriana	78
93	Miftakhuddin	89
94	Muhammad Sa'id Al Zamzami	86
95	Najwa As-Syifa' Maskanah	86
96	Natasya Levianingrum	85

97	Nela Alfiyunna Rosyida	88
98	Nikmatul Hasanah	90
99	Renanda Solikhatil Wasi'ah	88
100	Ristania Rahma DANI	82

Nilai Kelas 7F

No	Nama	Nilai
101	Alifiyah Nurtiyas Ningrum	90
102	Amelia Anjas Safitri	92
103	Arviyon Exacta Yoga	91
104	Billa Afrilia	92
105	Binti Nur Mahmudah	90
106	Dhea Putri Hemalia	91
107	Diva Eliana Susmita	89
108	Gushtyna Akhafani	88
109	Halwa Lutfiana Ubaodah	90
110	Kharisma Bintang Ramadhan	91
111	Liana Aisyah	90
112	Lutfi Pandu Maulana	92
113	Muhammad Fa'izun Nuha	91
114	Mutiara Zulvi Dinda Pahlewi	84
115	Raiha Abiyu Rachman	91
116	Revalda Natasya S	88
117	Serinda Fatimah Azzahra	88
118	Shafana Senja Kyla	88
119	Syaiful Ikhsan	91
120	Vhika Dwi Nur'aini	92

121	Yolla eka	89
122	Zahra Windy Audya	90
123	Zayyina Rusyada	85
124	Ziyau Latif	90
125	Fifirina Novia	90



Appendix 5 Trial Test of Validity and Reliability

1. Trial test of Validity and Reliability of Utilization Learning Media based ICT (X1) with 30 Respondents

		Correlations						
		Item1	Item2	Item3	Item4	Item5	Item6	Jumlah
Item1	Pearson Correlation	1	.518**	.298	.348	.304	.428*	.604**
	Sig. (2-tailed)		.003	.110	.060	.102	.018	.000
	N	30	30	30	30	30	30	30
Item2	Pearson Correlation	.518**	1	.707**	.612**	.638**	.638**	.843**
	Sig. (2-tailed)	.003		.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30
Item3	Pearson Correlation	.298	.707**	1	.641**	.737**	.688**	.825**
	Sig. (2-tailed)	.110	.000		.000	.000	.000	.000
	N	30	30	30	30	30	30	30
Item4	Pearson Correlation	.348	.612**	.641**	1	.705**	.783**	.847**
	Sig. (2-tailed)	.060	.000	.000		.000	.000	.000
	N	30	30	30	30	30	30	30
Item5	Pearson Correlation	.304	.638**	.737**	.705**	1	.784**	.854**
	Sig. (2-tailed)	.102	.000	.000	.000		.000	.000
	N	30	30	30	30	30	30	30
Item6	Pearson Correlation	.428*	.638**	.688**	.783**	.784**	1	.889**
	Sig. (2-tailed)	.018	.000	.000	.000	.000		.000
	N	30	30	30	30	30	30	30
Jumlah	Pearson Correlation	.604**	.843**	.825**	.847**	.854**	.889**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.893	6

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Item7	Pearson Correlation	.279	.486**	.175	.230	-.106	.120	1	.006	.233	.157	.308	.054	.489**
	Sig. (2-tailed)	.135	.006	.354	.222	.578	.529		.974	.214	.408	.097	.778	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
Item8	Pearson Correlation	.149	-.007	.093	.398*	.046	.158	.006	1	.319	.180	.092	.427*	.479**
	Sig. (2-tailed)	.432	.973	.625	.029	.808	.405	.974		.086	.342	.627	.019	.007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
Item9	Pearson Correlation	.365*	.304	.041	.292	-.021	.209	.233	.319	1	.296	.196	.275	.592**
	Sig. (2-tailed)	.047	.102	.831	.118	.910	.267	.214	.086		.112	.299	.141	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
Item10	Pearson Correlation	.146	.031	.380*	.147	.398*	.177	.157	.180	.296	1	.133	-.018	.518**
	Sig. (2-tailed)	.441	.871	.038	.437	.029	.349	.408	.342	.112		.482	.926	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
Item11	Pearson Correlation	.106	.292	.098	.400*	.297	.050	.308	.092	.196	.133	1	.078	.513**
	Sig. (2-tailed)	.578	.117	.608	.028	.111	.792	.097	.627	.299	.482		.683	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
Item12	Pearson Correlation	.148	.037	.340	.220	-.044	-.033	.054	.427*	.275	-.018	.078	1	.391*
	Sig. (2-tailed)	.436	.847	.066	.243	.816	.862	.778	.019	.141	.926	.683		.033
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
Jumlah	Pearson Correlation	.506**	.524**	.443*	.693**	.376*	.448*	.489**	.479**	.592**	.518**	.513**	.391*	1
	Sig. (2-tailed)	.004	.003	.014	.000	.040	.013	.006	.007	.001	.003	.004	.033	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.725	12



VALIDITY AND RELIABILITY TEST

1. Utilization Learning Media based ICT (x1)

Case Processing Summary

		N	%
Cases	Valid	124	99.2
	Excluded ^a	1	.8
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.653	6

Correlations

		item1	Item2	Item3	Item4	Item5	Item6	Jumlah
item1	Pearson Correlation	1	.028	.364**	.195*	.144	.220*	.510*
	Sig. (2-tailed)		.753	.000	.030	.111	.014	.000
	N	125	125	125	125	124	125	125
Item2	Pearson Correlation	.028	1	-.038	.178*	.155	.216*	.372*
	Sig. (2-tailed)	.753		.674	.046	.086	.016	.000
	N	125	125	125	125	124	125	125
Item3	Pearson Correlation	.364**	-.038	1	.321**	.284**	.422**	.606**
	Sig. (2-tailed)	.000	.674		.000	.001	.000	.000
	N	125	125	125	125	124	125	125
Item4	Pearson Correlation	.195*	.178*	.321**	1	.319**	.452**	.587**
	Sig. (2-tailed)	.030	.046	.000		.000	.000	.000
	N	125	125	125	125	124	125	125
Item5	Pearson Correlation	.144	.155	.284**	.319**	1	.309**	.507**
	Sig. (2-tailed)	.111	.086	.001	.000		.000	.000
	N	124	124	124	124	124	124	124
Item6	Pearson Correlation	.220*	.216*	.422**	.452**	.309**	1	.623**
	Sig. (2-tailed)	.014	.016	.000	.000	.000		.000

	N	125	125	125	125	124	125	125
Jumlah	Pearson Correlation	.510**	.372**	.606**	.587**	.507**	.623**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	125	125	125	125	124	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

2.Learning Motivation (X2)

Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded ^a	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.668	12

Correlations

		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	JUmlah
Item1	Pearson Correlation	1	.175	.073	.101	.143	.048	.058	.030	.067	.168	.151	.141	.369**
	Sig. (2-tailed)		.051	.421	.265	.112	.594	.517	.743	.456	.061	.092	.116	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item2	Pearson Correlation	.175	1	.207*	.298**	.102	.214*	.217*	.118	.241**	.040	.111	.123	.528**
	Sig. (2-tailed)	.051		.021	.001	.256	.017	.015	.189	.007	.655	.216	.171	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item3	Pearson Correlation	.073	.207*	1	.165	.080	.134	.232**	.055	.173	.229*	.040	.032	.431**
	Sig. (2-tailed)	.421	.021		.067	.375	.137	.009	.542	.054	.010	.656	.721	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item4	Pearson Correlation	.101	.298**	.165	1	.070	.161	.127	.238**	.168	.180*	.263**	.068	.501**
	Sig. (2-tailed)	.265	.001	.067		.437	.073	.159	.007	.062	.045	.003	.449	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item5	Pearson Correlation	.143	.102	.080	.070	1	.098	.033	.091	.028	.117	.115	.004	.323**
	Sig. (2-tailed)	.112	.256	.375	.437		.278	.713	.311	.755	.194	.203	.968	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item6	Pearson Correlation	.048	.214*	.134	.161	.098	1	.223*	.087	.182*	.046	.070	.097	.423**
	Sig. (2-tailed)	.594	.017	.137	.073	.278		.013	.334	.043	.608	.440	.280	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item7	Pearson Correlation	.058	.217*	.232**	.127	.033	.223*	1	.077	.448**	.169	.197*	.042	.513**
	Sig. (2-tailed)	.517	.015	.009	.159	.713	.013		.393	.000	.059	.028	.644	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item8	Pearson Correlation	.030	.118	.055	.238**	.091	.087	.077	1	.201*	.260**	.118	.126	.452**

	Sig. (2-tailed)	.743	.189	.542	.007	.311	.334	.393		.025	.003	.192	.162	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item9	Pearson Correlation	.067	.241**	.173	.168	.028	.182*	.448**	.201*	1	.271**	.310**	.176*	.600**
	Sig. (2-tailed)	.456	.007	.054	.062	.755	.043	.000	.025		.002	.000	.049	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item10	Pearson Correlation	.168	.040	.229*	.180*	.117	.046	.169	.260**	.271**	1	.248**	.182*	.517**
	Sig. (2-tailed)	.061	.655	.010	.045	.194	.608	.059	.003	.002		.005	.042	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item11	Pearson Correlation	.151	.111	.040	.263**	.115	.070	.197*	.118	.310**	.248**	1	.188*	.495**
	Sig. (2-tailed)	.092	.216	.656	.003	.203	.440	.028	.192	.000	.005		.036	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
Item12	Pearson Correlation	.141	.123	.032	.068	.004	.097	.042	.126	.176*	.182*	.188*	1	.399**
	Sig. (2-tailed)	.116	.171	.721	.449	.968	.280	.644	.162	.049	.042	.036		.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125
JUmlah	Pearson Correlation	.369**	.528**	.431**	.501**	.323**	.423**	.513**	.452**	.600**	.517**	.495**	.399**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	125	125	125	125	125	125	125	125	125	125	125	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

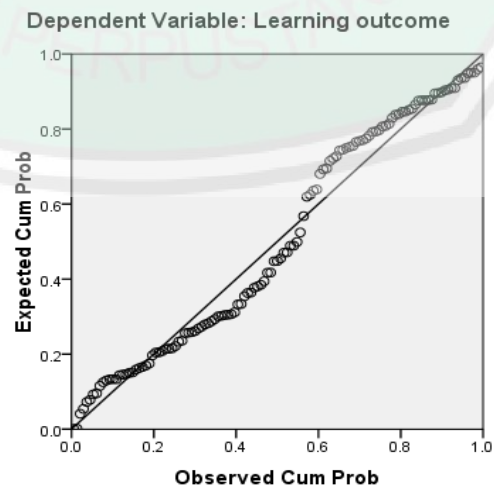
Appendix 6 Classical Assumption Test

CLASSICAL ASSUMPTION TEST

1. Normality test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			125
Normal Parameters ^a	Mean		.0000000
	Std. Deviation		5.10990701
Most Extreme Differences	Absolute		.097
	Positive		.090
	Negative		-.097
Kolmogorov-Smirnov Z			1.083
Asymp. Sig. (2-tailed)			.191
a. Test distribution is Normal.			

Normal P-P Plot of Regression Standardized Residual



2. Linierity test

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning outcome * The utilization Learning media based ICT	125	100.0%	0	.0%	125	100.0%
Learning outcome * Learning motivation	125	100.0%	0	.0%	125	100.0%

a. Utilization Learning Media based ICT toward learning outcome

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcome * The utilization Learning media based ICT	Between Groups	(Combined)	407.581	15	27.172	.944	.519
		Linearity	2.006	1	2.006	.070	.792
		Deviation from Linearity	405.575	14	28.970	1.006	.452
	Within Groups		3137.667	109	28.786		
	Total		3545.248	124			

Measures of Association

	R	R Squared	Eta	Eta Squared
Learning outcome * The utilization Learning media based ICT	.024	.001	.339	.115

b. Learning motivation toward learning outcome

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Learning outcome * Between Groups	(Combined)	794.350	23	34.537	1.268	.209
Learning motivation	Linearity	293.633	1	293.633	10.781	.001
	Deviation from Linearity	500.718	22	22.760	.836	.675
	Within Groups	2750.898	101	27.237		
	Total	3545.248	124			

Measures of Association

	R	R Squared	Eta	Eta Squared
Learning outcome * Learning motivation	.288	.083	.473	.224

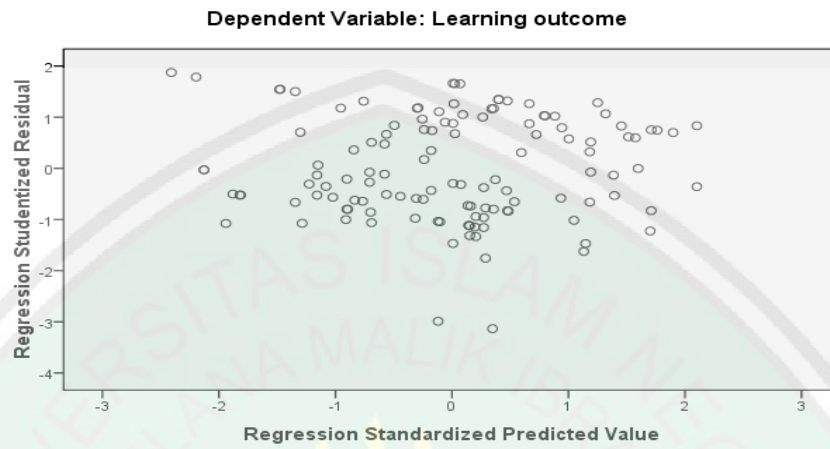
3. Multicollinierity test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	70.987	4.835		14.682	.000		
	The utilization Learning media based ICT	-.107	.148	-.065	-.722	.472	.916	1.092
	Learning motivation	.308	.091	.307	3.393	.001	.916	1.092

4. Heteroksidastitas test

Scatterplot



Appendix 7 The Analysis of Multiple Linier Regression

a. Multiple Linear Regression Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.294 ^a	.087	.072	5.152

a. Predictors: (Constant), Motivasi, ict

b. Dependent Variable: hasil

a. Uji Simultan (Uji F)

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	307.465	2	153.733	5.793	.004 ^a
	Residual	3237.783	122	26.539		
	Total	3545.248	124			

a. Predictors: (Constant), Motivasi, ict

b. Dependent Variable: hasil

b. Uji Parsial (Uji T)**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.987	4.835		14.682	.000
	ict	-.107	.148	-.065	-.722	.472
	Motivasi	.308	.091	.307	3.393	.001

a. Dependent Variable: hasil

zResiduals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	79.70	86.81	83.50	1.575	125
Residual	-16.044	9.296	.000	5.110	125
Std. Predicted Value	-2.408	2.102	.000	1.000	125
Std. Residual	-3.114	1.804	.000	.992	125

a. Dependent Variable: hasil

R square**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.294 ^a	.087	.072	5.15162	1.033

a. Predictors: (Constant), Learning media, Utilization ICT

b. Dependent Variable: Learning outcome

BIODATA

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