



# INTERNATIONAL SEMINAR **STKIP PGRI TULUNGAGUNG**

PROCEEDING OF INTERNATIONAL SEMINAR  
EDUCATION FOR NATION CHARACTER BUILDING  
at STKIP PGRI Tulungagung  
January 2015

Editors:  
Supriadi  
Yepi Sedyia Purwananti  
Ajar Dirgantoro

# INTERNATIONAL SEMINAR **STKIP PGRI TULUNGAGUNG**

PROCEEDING OF INTERNATIONAL SEMINAR  
EDUCATION FOR NATION CHARACTER BUILDING  
at STKIP PGRI Tulungagung  
January 2015

Editors:  
Supriadi  
Yepi Sedyo Purwananti  
Ajar Dirgantoro



STKIP PGRI Tulungagung

INTERNATIONAL SEMINAR STKIP PGRI TULUNGAGUNG  
Proceeding of International Seminar Education for Nation Character Building  
@ STKIP PGRI Tulungagung 2015

These proceeding contain the full text of paper and talks presented in the International Seminar "Education for Nation Character Building" at STKIP PGRI Tulungagung on January 24<sup>th</sup>, 2015

**Reviewer:**

I Nyoman Sudana Degeng (UM, Indonesia)  
Muhammad Faizal Bin A. Ghani (University of Malaya, Malaysia)  
Akhsanul In'am (UMM, Indonesia)  
Zulkifley Muhammed (UPSI, Malaysia)  
Moh. Zain Musa (Asian Foundation, Cambodia)  
Charlotte A. Blackburn (Presbyterian Church, USA)

**Editors:**

Supriadi  
Yepi Sedy Purwananti  
Ajar Dirgantoro

**Layouter:**

Budi Hermawan

First Published, 2015  
ISBN 978-602-72660-0-1

Published by



**STKIP PGRI Tulungagung**  
Tulungagung, East Java, Indonesia  
Phone +62355-321426  
Fax +62355-321426  
<http://www.stkipppgritulungagung.ac.id>

## PREFACE

These proceedings consist of full text of papers and talks that have been presented in international seminar. The seminar was held by Institute of Teacher Training and Education (STKIP) PGRI Tulungagung on January 24<sup>th</sup>, 2015. The Institution cooperated with a well known university in Indonesia and some foreign universities. This international seminar was a result of the hard working of the committee and the collaboration of the speakers.

The seminar would not have been possible without the time and energy put forth by the invited speakers. The invited keynote speakers in this seminar are Prof. DR. I Nyoman Sudana Degeng, M.Pd (State University of Malang, Indonesia), Prof. DR. Muhammad Faisal A. Ghani (Malaya University, Malaysia), and Chalotte A. Blackburn (USA). The four keynotes speakers deliver the material about building students character through education.

The main theme of the seminar is education for nation characters building. There are three sub-themes presented in this seminar: 1) Educational innovation to develop dignified nation; 2) The importance of character education in multicultural nation; 3) The implementation of character education in teaching and learning process.

We would like to thank to all of the speakers and participants who sent articles and presented them. Deeply thanks also delivered to the Rector of STKIP PGRI Tulungagung who has given opportunity and supports in all part of the activities so that this seminar could be done fruitfully. Hopefully this seminar can give a meaningful experience and contribution to all speakers and participants. We do apologize for the inconvenient that may be felt.

Tulungagung, March 20<sup>th</sup> 2015

Comitte

## TABLE OF CONTAINS

PREFACE.....	v
TABLE OF CONTAINS.....	vii
1. The Optimization of Students' Character Building of Through The Implementation of Quantum Teaching <i>Abd. Ghofur</i> .....	1
2. Thalia Education Curriculum Management <i>Abdul Manab</i> .....	9
3. The Role of SPS (School-Parent-Society) Toward Students' Character Education Quality <i>Agus Muharyanto</i> .....	19
4. Group Investigation Model in Learning Writing: an Effort to Develop Student's Character <i>Andri Pitoyo</i> .....	24
5. Improving Students' Speaking and Character Education using Storytelling <i>Anik Indramawan, Muhammad Ali Anwar, &amp; Mastur</i> .....	30
6. Character Education Development Efforts to Establish Identity as a Nation Diverse Culture ( <i>Multicultural</i> ) <i>Bambang Supriyatno</i> .....	35
7. The Implementation of Character Building Through <i>MIN Dhulamit Ila An-Nir</i> Concept in The Learning Process <i>Chusnul Chotimah</i> .....	42
8. The Role of Guidance and Counseling on Developing Students' Character in 2013 Curriculum at Vocational High School <i>Djoko Edi Yuwono</i> .....	53
9. The Character Revitalization of Cognitive Abilities and The Character of Students Analytical Thinking Skills Through Problem Solving in Preparing Students in Applying Teaching Learning Practice <i>Dwi Koranto</i> .....	58
10. Building Students' Positive Character Through Holistic Education <i>Eni Setyowati</i> .....	68
11. The Implementation of Character Education on Mathematic Learning <i>Fitriana Minggani</i> .....	76
12. Role in Shaping Character Education Students Preparing for Vocational Facing Future of Globalization <i>Hadi Suryanto</i> .....	80
13. Student Thinking Process in Solving Problem of Integer and Scaffolding <i>Hairus Saleh</i> .....	87
	vii



14. Students' Character Building Using Lesson Study in The Course of The Analysis of Pupils' Development at PG-PAUD Department of Nusantara PGRI University Kediri <i>Hanggara Budi Utomo &amp; Anik Lestaringrum</i> .....	99
15. Local Wisdom As People Character Education <i>Hari Subiyantoro</i> .....	106
16. Profile Students of Problems Solving in A Fraction of Matter In Terms of Cognitive Styles and Gender in Primary School <i>Muhammad Ilman Nafi'an &amp; Dian Septi Nur Afifah</i> .....	114
17. Learning Values Through Fiction <i>Dwi Ina Herminingsih</i> .....	121
18. <i>Pesantren</i> Based Education <i>Imam Sukwatus Sujai</i> .....	128
19. The Role of Higher Education in Developing Students' Personality of Academic Character <i>Imam Sujono</i> .....	134
20. Building Students' Characters Through Learning Mathematics <i>Indah Setyo Wardhani</i> .....	140
21. The Value of Character Democratic Development and Creative Students of Program Study PG-PAUD Through Inquiry-Based Learning <i>Intan Prastihastari Wijaya &amp; Veny Iswantiningtyas</i> .....	145
22. The Role of 'Pesantren' The Islamic Boarding School in Creating Character Building in Madura <i>Moh. Juhdi</i> .....	149
23. Building The Literature-Based Character <i>Kasnadi &amp; Adip Arifin</i> .....	155
24. Preventing Dehumanization and Demoralization Through "Mesem" Ala Modern Islamic Boarding School <i>M. Abdul Roziq Asrori</i> .....	161
25. Integrating Values Pancasila in Nation Character Education Culture and Community Based Schools <i>Mardi Widodo</i> .....	166
26. The Effect of Utilization of Macromedia Flash and Power Point as Well as The Learning Media Motivation Against Learning Outcomes Subject ICT at SMK PGRI 1 and SMK PGRI 3 Jombang <i>Masruchan</i> .....	174
27. The Implementation of LPTK Curriculum Based on The Indonesian National Qualification Framework (INQF) to Strengthen The Character Values of Prospective Educator <i>Maylita Hasyim</i> .....	182
28. <i>Critical Thinking Student of Prospective Teacher in Mathematic's Problem Solving Based on a Different Mathematic Ability</i> <i>Moh. Zayyadi</i> .....	190

29. Effect of Motivation, Learning Method and Learning Achievement Against Environmental Accounting in Vocational High School <i>Munawaroh</i> .....	194
30. An Effort to Build Devotion Toward Home Land Through The Improvement of Ability to Analyze Economic Problem Using Task Based Self Learning <i>Nanik Sri Setyani</i> .....	202
31. Strategy Development Economics Education Learning Through Lesson Study Based Character in Order Implementation KKNi <i>Nanis Hairunissa</i> .....	206
32. The Character Building of Students Through Multicultural Education <i>Ninies Eryadini</i> .....	215
33. Build The Students' Entrepreneurial Character Using Practice at Enterpreneurship Learning Method <i>Ninik Sudarwati</i> .....	222
34. Teachers, Innovative Instructional Design and a Good Character in Information Era <i>Nurul Umamah</i> .....	231
35. The Implementation of Problem Solving Method in Lecturing and The Influences Toward The PGSD Students' Rational Thinking Ability <i>Rahyu Setiani</i> .....	236
36. Independent Character and Reasoning Ability in Mathematics Learning by Using Problem Solving Polya Model <i>Retno Marsitin</i> .....	243
37. Character Education in Madurese Culture <i>Rifa Erawati</i> .....	252
38. Roles of Principals in Implementing Character Values <i>So'im</i> .....	257
39. Mathematic Realistic Learning Islamic Nuanced for Learning Mathematics Islamic Junior High School in Pamekasan Regency <i>Sri Indiati Hasanah</i> .....	264
40. Domestic Science As Character Education in Primary School <i>Sri Rejeki</i> .....	269
41. Authentic Problem Through Integrative Learning to Describe Scientific Activity Student Senior High School on The Physics Topic of Linear Motion <i>Sudi Dul Aji &amp; Muhammad Nur Hudha</i> .....	274
42. The Implementation of Project Based Craft and Enterpreneurship Learning to Improve The Competence of Enterpreneurship and Character Values Indoctrination Towards SMK Students <i>Sulastri Rini Rindrayani</i> .....	280
43. The Development of <i>Guided Note</i> Taking Handout with Character Education Based in Sub Material of Animal Tissue as A Self-Learning Source At SMA/MA <i>Sulistiyawati &amp; Setyarini Widyastuti</i> .....	289

44. The Effect of Reflective Model as Character Building Learning Model to Improve Students' Characters in University <i>Sumardiono</i> .....	297
45. Teachers' Planning of Character Education in Social Studies Teaching in Junior High School <i>Sunaryanto</i> .....	304
46. G*Gold Approach to Character Education: A Reflective Study <i>Supriyono</i> .....	310
47. Implementation of Revitalisation Education Character Based in Teacher Inovation to Improve The Nation Strength <i>Sutarum</i> .....	317
48. Cultural Revolution The Character Literature-Based Learning <i>Sutejo &amp; Edy Suprayitno</i> .....	327
49. The Internalization of Nation Character Education in Indonesia Language ( <i>Bahasa Indonesia</i> ) Learning <i>Syamsul Ghufrou</i> .....	333
50. Teachers' Knowledge About The Integration of Technology Into Learning to Build The Character of The Students <i>Tomy Listiawan</i> .....	339
51. The Improvement of Mathematic Teachers' Professionalism at MTs. Miftahul Qulub in Implementation of Teaching Learning Method Through Lesson Study <i>Ukhti Raudhatul Jannah</i> .....	347
52. The Implementation of Character Education in Mathematics Learning at School <i>Umi Faridah</i> .....	353
53. Implementation of Values Pancasila Political Education as to Form Political Ethics and Character Nation <i>Usep Supriatna</i> .....	361
54. Traditional Javanese Songs: Tradition, Language, Value, And The Usage in Language Learning <i>Wiwik Andayani</i> .....	369
55. A Framework of Internal Motivation for Character Education in Teaching and Learning Process <i>Yatno</i> .....	375
56. Effort to Building The Character with <i>Hapsa'</i> at School <i>Zainudin</i> .....	382



# THE EFFECT OF UTILIZATION OF MACROMEDIA FLASH AND POWER POINT AS WELL AS THE LEARNING MEDIA MOTIVATION AGAINST LEARNING OUTCOMES SUBJECT ICT AT SMK PGRI 1 AND SMK PGRI 3 JOMBANG

MASRUCHAN<sup>\*)</sup>

<sup>\*)</sup>Lecturer at STKIP PGRI JOMBANG

e-mail: m\_ruchan@yahoo.com

## ABSTRACT

*The purpose of learning is done in schools in general is to transfer knowledge in the form of knowledge and skills to students through a variety of processes. The learning process is done by a variety of methods to achieve these goals are not always suitable for all students. It could be because the educational background of students, study habits, interests, facilities, learning environment, teachers' teaching methods and so on. Use a variety of instructional media, one of which is the use of Macromedia Flash MX and media power point is expected to increase learning motivation, so that student learning outcomes can be improved. Formulation of the problem in this study: 1). Are there differences in learning outcomes between students who take advantage of ICT media and software Power point groups of students who use Macromedia Flash MX? 2). Are there differences in ICT learning outcomes between the groups of students who have a high learning motivation and the group of students who have a low learning motivation in the learning of ICT? 3). Is there a media interaction utilizing Macromedia Flash MX and software power point, as a medium of learning and motivation toward learning outcomes ICT? This type of research used in this research is experimental research, which in this study provide treatment to a group of researchers studying the use of Macromedia Flash software media utilization and power point as a medium of learning in each of the different study groups, with the aim to determine the differences in learning outcomes and students' motivation ICT field of study. The results of this study concluded: (1) There are differences in learning outcomes between students who utilize ICT Macromedia Flash MX software media and groups of students who use Power Point software. (2) There is a difference between the ICT learning outcomes of students who have a high learning motivation and student groups which has a low learning motivation in learning ICT. (3) There is a media interaction utilizing Macromedia Flash MX and software power point, as a medium of learning and motivation toward learning outcomes ICT.*

**Keywords:** Learning Media, Macromedia Flash MX, Microsoft Power Point,

## A. INTRODUCTION

In the learning process, there are several components, two of which are teachers and students. In order for successful learning process, teachers should be active, such as in terms of encouraging students to actively learn and provide adequate learning experience to the students.

According to Winkel (2008), "learning takes place in the classroom, can be found several components that together embody the process. These components include didactic procedures, instructional media, grouping students and subject matter. Role in guiding basically didactic participate in the procedure." Didactic procedure refers to the activities of teachers in managing learning in the

classroom. To achieve this success, in addition must fully understand the material being taught. Teachers are also required to know the exact position of the student's knowledge prior to attending a particular lesson.

Curriculum developed in Indonesia today is Education Unit Level Curriculum 'Kurikulum Tingkat Satuan Pendidikan' (KTSP). KTSP is operational curriculum prepared by and implemented in each educational unit. KTSP consists of unit level education objectives, structure and content of education level curriculum, educational calendar, and syllabus. However, there are some schools that still implement Curriculum 2006 at Unit Level Curriculum (KTSP), one of which is a school that will be studied, namely SMK PGRI 1 Jombang.

In the learning process based KTSP, learning success is measured based on the achievement of specified competencies since the beginning of the learning activities. So that all those who participated actively in the learning process (in this case students and teachers) have to know the direction of learning. Both sides need to work together in such a way to support each other so as to enable the achievement of the defined competencies convincingly and to carry out the teaching and learning activities with necessary steps in order to get goals to be achieved. The thing to do is to use teaching and learning strategies 'strategi belajar mengajar' (SBM) are appropriate for the subject matter presented.

The purpose of learning is done in schools in general is to transfer knowledge in the form of knowledge and skills to students through a variety of processes. The learning process done by a variety of methods to achieve these goals is not always suitable for all students. It could be because the educational background of students, study habits, interests, facilities, learning environment, teachers' teaching methods and so on.

Learning methods are commonly conducted by the teacher is lecturing. In this method the concentration of the students sometimes split with other things. As a result the students do not understand the subject matter, as well as subjects

of Computer Skills and Information Management (ICT), where the limitations of school-owned computer lab make ICT learning often begins with a lecture with duration longer than the methods of practice. Not a few students feel tired and bored to learn, students simply memorize without practice to develop the concept. This can make student learning outcomes decreased.

Basic competencies will be achieved if students do learning experience. The learning experience is a physical and mental activity of the student to interact with the teaching materials. Furthermore learning experience includes life skills that should be possessed by the students. Life skills are skills that one has to boldly face the problems of life and natural life without feeling depressed, then proactively and creatively search for and find a solution so as to cope.

Use a variety of instructional media, one of which is the use of media power point and Macromedia Flash MX is expected to increase learning motivation, so that student learning outcomes can be improved.

Microsoft develops one program (software) that can be used as a device for presenting the material to an audience, including in the learning process in schools, namely Microsoft Power Point. The program is in addition to the presentation, it also provides various facilities for creating, processing, and audio or visual files input. Limitations in the creative and visual processing can be solved by integrating with other programs. The creation and processing of other programs and then inputted into the program to be processed and presented.

Learning to use computer animation also provides an opportunity for students to learn dynamically and interactively. One of the most used in the software environment of learning is learner's performant assessment. Although the principles of learner's performant assessment unchanged when applied to the learning software, there is a learning environment is a significant difference from the conventional learning model. Learning software environment creates a more intensive assessment, i.e. when technology improves the

efficiency of environmental assessment in the learning software. Many of the benefits derived from the use of computer media as a learning tool. Computers (micro) can be a medium of instruction that can visualize a variety of facts, skills, concepts and computer also displays moving images in accordance with its requirements. The use of interactive computer with the user is a computer program can display a diagram or picture to be designed to suit the learner's response. In addition, the use of computers can be designed so that can interact with the user. Computers in addition to creating an effective learning climate for students who slow (slow learner), but also can stimulate the effectiveness of learning for students who are faster (fast learner).

The advantages of the use of this software are that it can be used to visualize the simulation and animation to create lifelike images. In addition, power point and Macromedia Flash MX also allows creating an interactive movie where the user can

use the keyboard or mouse to interact. Learning to use Macromedia Flash MX as outlined in the form of an interactive CD, and learning through power point presentation is expected to be able to motivate students to learn, students are more active and creative because macromedia utilization Flash MX and power point presentation of the material can show an interesting and informative.

## B. METHOD

This type of research used in this study is experimental research, which in this study provides treatment to a group of researchers studying the use of Macromedia Flash software media utilization and power point as a medium of learning and a control group that did not use the software macromedia flash media utilization and power point as a medium learning in each of the different study groups, with the aim to determine differences in learning outcomes and student motivation in the field of study.

Study Design with Technical Analysis Varian Two Line (2x2)

		Media	
		Utilization of Software Macromedia Flash	Utilization of Software Power Point
Motivation	high	Learning Outcomes 1 (HB1)	Learning Outcomes 2 (HB2)
	low	Learning Outcomes 3 (HB3)	Learning Outcomes 4 (HB4)

Notes:

HB<sub>1</sub>: The results of the study group that uses Macromedia Flash Software Utilization and high learning motivation

HB<sub>2</sub>: The results of the study group were not Exploiting Software Power Point and a high learning motivation

HB<sub>3</sub>: The results of the study group which use Power Point Software Utilization and low learning motivation.

HB<sub>4</sub>: The results of the study group which did not use Power Point Software Utilization and low learning motivation.

## C. TECHNICAL DATA COLLECTION

### 1. Documentation

Documentation is used to obtain data the name of the students being the sample.



#### Observation

Observation sheet contains affective and psychomotor aspects of the assessment of students as well as assessment indicators. In the affective and psychomotor aspects of observation, observation sheet provided by the researchers filled by the observer on the first and the second meeting in class place. Affective aspects are assessed using observation sheet are as follows:

- a. Class attendance
- b. Seriousness and timeliness submit assignments
- c. Courage students working on assignments before class
- d. Attention to follow the lesson
- e. Value the opinions of others

Psychomotor aspects are assessed using observation sheet are as follows:

- a. Skills to question in the classroom
- b. Oral communication skills
- c. Digging information through tools/other learning resources
- d. Completeness notebook
- e. Ability to solve problems

The indicators are assessed ICT learning in class experiment is as follows:

- a. The ability to innovate
- b. The ability to be creative
- c. The ability to have an original idea
- d. The ability to have high imagination
- e. The ability of looking at things from different points of view
- f. The ability to analyze the data

Assessment of this indicator is used to determine the ability of the student to do with the soul/entrepreneurial character formed after obtaining the learning.

#### 3. Questionnaire

The questionnaire used to determine students' responses to learning that utilizes the Power Point software and Macromedia Flash MX as a medium of learning and motivation to learn are given to students at the end of the entire meeting learning activities.

#### 4. Test

The test is used to obtain data on student learning outcomes of students ICT into the study sample. Tests conducted at the end of the ICT learning.

#### D. DISCUSSION

1. - There is a difference in learning outcomes between groups of students who take advantage of Macromedia Flash software with a group of students who take advantage of the power point software as a learning medium.

From the analysis conducted  $H_0$   $H_0$  accepted and rejected so we can conclude that the first hypothesis of no difference. Based on the author's way of thinking as described above, then several possible factors that lead to acceptance of the alternative hypothesis ( $H_a$ ) in this study are as follows:

- a. The learning process is done by using macromedia flash in CD especially an interactive ICT, and learning material can be more interactive power point in particular compared to the usual presentation in learning. Macromedia Flash is much more extensive facilities and capabilities shown in making variety of animation, visual or audiovisual. In addition to the macromedia flash, different factors beyond the control of the teacher can also be resolved. So the results are very apparent if we want to measure the level of motivation to learn and student learning outcomes based on the effect of treatment associated with fun learning media.
- b. Provision of treatment in this study, according to the author, is also as a driver of receipt hypothesis  $H_a$ , because in this study the frequency of face-to-face meetings in learning in each group is 6 times 45 minutes. So with this frequency has been able to contribute to the motivation and outcome variables student learning in the field of ICT studies.
- c. The number of study subjects was divided into two groups that facilitate the provision of the experiment.



- d. Student activity defined as research subjects, because this result of the study affects the value measurement of student learning in the field of ICT studies.

For this reason, it could be a subject of research when working on test/post-test, they are very active and earnest. Style teacher designated as treatment providers still vary but they are not eligible to teach. Although the level of education, knowledge, and experience of teachers designated as treatment providers are able to control the learning process, it will be able to affect the activity of student learning that encourages learning motivation increases and affects the learning achievement.

Macromedia Flash MX is a software output Macromedia Inc. This software is a program to design animated graphics which are very popular and widely used graphic designers. Excess flash lies in its ability to produce animated motion and sound. (Khotimah, 2008). In addition, Macromedia Flash MX is packing model of learning in the form of an interactive CD. Macromedia Flash MX has a broad scope of capabilities and very sophisticated. Macromedia Flash MX has the ability to combine visual programming into the object-oriented development environment that allows programmers. In addition, Macromedia Flash MX can also be used to visualize the simulation and animation (computer rides, et al, 2004: 12).

The learning model creates interactive learning conditions. So that learning more interesting, students are required to more closely follow the stages of learning, and if there is material that is still poorly understood by the student or teachers, teachers are now looking for material that is not understood by the table of contents of this interactive CD without the teacher having to explain its phases the students are able to take the matter in line with expectations based on the contents of the CD. This is similar to what has been defined by some experts that the interactive CD by using Macromedia Flash MX software can be used as a medium of innovative learning and fun because it is a medium that has elements of sound and image.

While the software power point used as a medium of learning as the PowerPoint is designed specifically to deliver a presentation, both held by the company, government, education, and individuals, with a range of features make it a menu that is capable of exciting communication medium. Some of the things that makes this exciting medium to be used as a presentation tool is a variety of text processing capabilities, ecotourism, and images, and animations that can be cultivated in accordance creative users.

In principle, the program consists of several visual elements, and control operations. Visual elements in question are consisting of slides, text images, and fields of color. They can be combine with a background that are already available. The visual elements can be created without motion, or made with certain movements according to our wishes. The whole look of the program can be set as needed, whether to run its own appropriate timing we want, or run it manually, by clicking the mouse button. Usually if it is used for the delivery of teaching materials that emphasizes the interaction between learners with educators, the control operation uses the manual method.

The use of this program also has the following advantages:

- a. The presentation is interesting because there is a game of colors, fonts and animations, be animated text or animated images or photos.
- b. More stimulate children to learn more information about teaching material presented.
- c. Book information visually easy to understand for learners.
- d. Educators do not need much explain teaching material being presented.
- e. Be reproduced as needed, and can be used over and over.
- f. Data can be stored in the form of optical magnetic. (CD/ floppy/flash), so practice can be brought everywhere.

Similarly, the results of research Djana (2002: 155) that the interactive CD students can easily understand the material because it gives overview and information more real and

however, it can increase students' interest and motivation to learn. Thus interactive CD by using Macromedia Flash MX software can be used as medium of ICT learning better than the use of power point.

There is a difference in learning outcomes between groups of students who have high motivation and a group of students who have low motivation in learning ICT.

In the discussion section, the writers discuss some of the reasons why the alternative hypothesis  $H_0$  in this study accepted, this is due to the learning that utilizes Macromedia Flash media, learning strategy, proven effective in helping students to memorize, look at the information, and various application examples, so that students like to preview and asking questions before the process of making the relationship between new information and what is known, the students are also trained to make various presentation and animation to be used as exercises development, help students learn the concepts and key topics, helping students to construct many-animated design and presentation.

Learning strategy focuses on the development of business skills to process information useful. Teachers see learners as active researcher of the surroundings and not a passive recipient to a given stimulus such teaching is called active student learning (Gulo, 2002: 71). The results showed the use of Macromedia Flash as a medium of learning is very effective for the students overall well students are intelligent and less intelligent.

3. There is an interaction between motivation and results of group learning outcomes of students who take advantage of Macromedia Flash software and power point in ICT learning.

From the analysis conducted test the third hypothesis can be concluded that  $H_0$  accepted and rejected so there is interaction between motivation and outcome results of the study group of students who take advantage of Macromedia Flash software and power point in ICT learning. In the provision of learning materials via macromedia flash media student is expected to capture and

remember information that has been provided by the teacher through an interactive CD and presentations as well as revealing what has been owned by the response he gave when asked a question by the teacher.

Communication used by teachers in their interaction with the students is a two-way communication. In this learning strategy the teacher presents the material in the form of an interactive CD for macromedia flash media and presentation models that have been prepared in a structured based teaching materials presented systematically, and students are also involved in a variety of practice and exercise animation creation and presentation. With a view of learning through the use of Macromedia Flash software and power point so students easily controlled by the teacher, this causes more creative students.

Besides effective learning methods, learning motivation has influence on the position of learning outcome. Motivation to learn the field of study of ICT depends on the behavior of the learner. The behavior of learners is the activity of students in learning activities, include; listening and observing the activities of the CD-interactive or other forms of presentations and also completeness ICT library materials in the library, and other activities related to learning activities.

Several factors play a role as student motivation in the field of ICT studies are (1) the pleasure of learning; (2) the persistence of learning; (3) attempt to overcome the difficulties of learning; (4) expectations of success in learning; (5) the timeliness of completing the task; (6) reflect on the lesson; (7) the power of curiosity; (8) attentive behavior in the study; (9) has a high spirit in the study; (10) the ability of competence in the study; (11) belief; and (12) concerns will fail.

#### D. CONCLUSIONS

Based on the results of the data analysis and discussion of the results of the study can be summarized as follows:

1. There is a difference between the ICT learning outcomes of students who use the

media Macromedia Flash MX and a group of students who use Power Point software.

2. There is a difference between the ICT learning outcomes of students who have a high learning motivation and the group of students who have a low learning motivation in learning ICT.
3. There is a software media interaction utilizing Power Point, and Macromedia Flash MX as a medium of learning and motivation toward learning outcomes ICT.

### E. SUGGESTIONS

As for the suggestion, the writer recommends for the research related to learning media:

1. Teachers should choose the right media and as well as the use of computers as a learning medium for the development of creativity and to enhance students' understanding in a variety of scientific fields especially computer material very well need a computer as a learning medium.
2. It is recommended to teachers in ICT should be able to create a CD-Interactive learning, or at least able to make models presentation interesting.
3. For other researchers, the writer expects that the research needs to be expanded on the variables, the number of subjects of the study, the implementation of treatment for at least one semester, and perform closely control of the variables that could be expected to affect the learning achievement.
4. To the vocational school teachers in particular subject areas of ICT as educational practitioners to conduct similar research to be done on the development of the use of variable learning model, which involves a number of other variables that influence the transformation process of learning to improve student achievement.
5. How well the student achievement is still used as a benchmark for the success student learning in formal education in the vocational school. It is necessary to use the media and

learning approaches appropriate and effective and efficient.

6. Facilities and infrastructure should be prepared so that the learning can be an effective and efficient. So that it can affect learning outcomes.
7. To the teachers, to develop learning strategies that can improve learning outcomes.
8. Teachers need to embed ICT to students about the importance of mastering ICT. So, by itself it will be an embedded learning motivation an achievement of their learning.

### F. REFERENCES

- Anni, Chatarina T, dkk.. 2004. *Psikologi Belajar*. Semarang: UPT MKK UNNES.
- Arysd, Azhar. 2003. *Media Pembelajaran*. Jakarta: Rajawali Press.
- Djamarah, Syaiful Bahri. 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Darsono, dkk. 2000. *Belajar dan Pembelajaran*. Semarang: IKIP Semarang Press.
- Daryanto. M. 1999. *Evaluasi Pendidikan*. Jakarta: PT. Rineka Cipta.
- Dimiyati. 1999. *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta
- Dimiyati dan Mujiono. 2006. *Belajar dan Pembelajaran*. Jakarta: Proyek Pengembangan dan Peningkatan Mutu Pendidikan
- Ibrahim, M, Rachmadiarti F, Nur M, dan Istiro. 2000. *Pembelajaran Kooperatif*. Surabaya: University Proses UNESA
- Jani, W. 2003. *Model-Model Pembelajaran*. Semarang: Departemen Pendidikan Nasional Jakarta Tengah.
- Nasution, S. 2000. *Berbagai Pendekatan Dalam proses Belajar dan Mengajar*. Jakarta. Bumi Aksara
- Pusat Bahasa Depdiknas. 2002. *Kamus Besar Bahasa Indonesia edisi III*. Jakarta: Balai Pustaka.
- Rohani, A. 1997. *Media Instruksional Edukasi*. Jakarta: Rineka Cipta.
- Santoso, K. 2002. *Pemilihan dan Pengembangan Media Pembelajaran*. Semarang: Proyek Peningkatan Tenaga Kependidikan dan Non Kependidikan Menengah Dinas Pendidikan Provinsi Jawa Tengah



- Tengah Kerja Sama Dengan UPT SBM  
Universitas Negeri Semarang.
- man, A.S; R. Rahardjo; Haryono, dan A.  
Rahardjito. 2001. *Media Pendidikan* Jakarta:  
Rajawali Press.
- man, 2005. *Interaksi dan Motivasi Belajar  
mengajar*. Jakarta: Rajawali Press.
- man, 2007. *Interaksi dan Motivasi Belajar  
mengajar*. Jakarta: Rajawali Press.
- S. 2004. *Motivasi dan Pengajaran Kontekstual*.  
Makalah. Disampaikan Pada Workshop  
Piloting IMSTEP JICA tanggal 23-24 Juli  
2004 di FMIPA UNM.
- meto. 2003. *Belajar dan Faktor-faktor yang  
Mempengaruhinya*. Jakarta: Rineka Cipta.
- urno. 1997. *Pendekatan dan Teknik Dalam Proses  
Belajar Mengajar*. Bandung Tarsito.
- arta, Nana. 2002. *Penilaian Hasil Proses Belajar  
Mengajar*. Bandung: Remaja Rosdakarya.
- arta, Nana. 2003. *Penilaian Hasil Proses Belajar  
Mengajar*. Bandung: Remaja Rosdakarya.
- da, Ouda. 2003. *Membuat Materi Pembelajaran  
Interaktif dengan Piranti Lunak*. <http://www.nif.edu/kibbipa/abstracts/otedaena.htm>.
- oba, M. 2001. *Teknik Evaluasi Pendidikan*. Jakarta:  
PT. Raja Grafindo Persada.
- nama Komputer. 2004. *Pembuatan CD Interaktif  
dengan Macromedia Flash MX Professional 2004*.  
Jakarta: Salemba Infotek.
- inkel, W.S. 2008. *Psikologi Pengajaran*. Jakarta:  
PT. Gramedia.