

LITERATURE REVIEW: THE ROLE OF LEARNING MEDIA IN INCREASING STUDENTS' MOTIVATION

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Abstract

The low learning motivation of students can affect the learning process. Students' participation in the learning process is very important to provide the students' experience. Some efforts to involve students in learning are made by teachers, one of which is by utilizing the use of learning media. Learning media plays an important part in the learning activity. Thus, a teacher needs to know more about the role of learning media in increasing students' learning motivation so they can start to use learning media in their learning design. The purpose of this research is to see the role of learning media in increasing the student's learning motivation. This research uses library research method by reviewing several journals to find out more about the role of learning media and student's learning motivation. It is hoped that teacher who is still hesitant to implement learning media in the class can start considering using it. The result of this research shows that learning media can increase learning motivation. The attractive appearances of learning media, various features, and the use of time can increase the student's attention span and encourage them to be involved in learning activities.

Keywords: *learning media, learning motivation, learning, student*

Introduction

Education is the process of guiding someone through a process, teaching, and training effort to achieve an expected goal. According to GBHN 1973, education is a conscious effort to develop the personality and capability of students both inside and outside school. Moreover, education always undergoes frequent changes with time. Changes in education can be seen from various aspects, namely the quality of education, curriculum development, strategy, method, facility, and education management. These changes are the manifestation of efforts to improve the quality of Indonesian education. The success of education will be judged by the quality of teaching and learning (Susanti et al., 2022). The goal of education is to empower the next generation to take on obstacles, overcome them, and participate in a global society (Santosa, 2021). Education will certainly determine the quality of human resources. According to UU No. 20 Tahun 2003, concerning the National Education System chapter 1 article 1, states that learning is the process of interaction between teachers and students as well as the learning resources in a learning environment. Thus, the student's involvement should be dominant in the learning process. Qualified learning is reflected by the presence of a learning environment that allows students to have control over the fulfillment of their emotional needs, make choices that allow them to be physically, emotionally, and mentally involved in the learning process, as well as the environment that gives flexibility in determining learning choices based on their capabilities and interests (Ismaniati, 2010).

The New Paradigm Curriculum emphasizes students as the subject and center of learning. It is different from the traditional method of teaching in which teachers become the sole source of knowledge and have full control over the learning environment. The New Paradigm Curriculum strives to provide students with a more meaningful and relevant learning experience. The learning is no longer focused on teacher (teacher-centered) but switched to students (student-centered) where teachers act as facilitators in preparing learning sources and learning media. Moreover, according to Zarouk, students are expected to actively participate, always be challenged to have critical power, and be able to solve their problems through the use of student-centered learning (Santosa, 2021). Besides being facilitators, teachers also act as motivators who seek to influence students to carry out learning activities (Febrita & Ulfah, 2019). In the teaching and learning process, innovative learning is required. Innovative learning

is thought to increase students' engagement and enthusiasm in the classroom learning process (Susanti et al., 2022). Apart from providing influence and guidance, teachers need to make 2(two) main efforts, namely strengthening student motivation and selecting the appropriate learning strategy. In line with selecting the learning strategy, teachers need to choose the right learning media which is adjusted to the material. The use of learning media is not only useful for delivering material but also for increasing motivation and providing stimulation to students in learning activities. According to Wiratmojo and Hardjo cited by (Ismanianti, 2010) said that the use of learning media in teaching orientation can help in the efficiency of the learning process and the delivery of lesson content. Nowadays, there are many kinds of learning media available. Teachers need to be observant in choosing the learning media to be used. Research should be done as the first step in selecting the appropriate learning media. Each kind of learning media has specific characteristics that teachers need to understand so that they can eventually choose the media that suits the needs and conditions in the classroom.

The efforts of improving the quality of education can be achieved by utilizing the use of technology in education and the learning process. Technology is nearly used by all people at present, especially the Z generation or commonly called the millennial generation. The technology used alters the daily lives of Gen Z because they are raised as digital users in the areas of economy, social interaction, lifestyle, and education (Dhamayanti, 2021). In education, the learning process will be effective if it is supported by the proper media. The availability of media is necessary to support the potential development of students. Therefore, the development of student's potential can be stimulated with the use of media or facilities that support the interaction process in learning. The purpose of learning media is to provide stimulation thereby broadening the understanding of learning materials (Gaol & Sitepu, 2020) This learning stimulation can provide learning motivation for students as they gain new experiences and can understand the material. Through learning motivation, students will have the urge to engage in the ongoing learning process (Puspitarini & Hanif, 2019). The concept of *gamification* can be used to boost students' motivation and participation in learning activities. Learning media, such as *Quizizz*, *Kahoot*, and *Wordwall*, invent some elements of game. The researcher analyzes some articles related to the use of learning media and the students' motivation. (Solikah et al., 2020) did research on the influence of *Quizizz* on students' motivation and learning outcomes. The study shows that the use of *Quizizz* provides a new atmosphere, makes it easier for students to understand learning material, and there are several features that make students' motivation increase. It is in line with (Sinaga et al., 2022) who stated that by using *Kahoot*, students and teachers will get a new experience in learning activities. In addition, *Kahoot* can increase students' learning motivation which will affect their learning outcomes. The use of *Wordwall* contributes in increasing motivation to learn which is shown by the enthusiasm of students in working on the presented problems (Nabilah et al., 2023) Not only using game-based media, but teachers can also use audio-visual media to attract students' attention in class. The features inside *PowToon*, namely text, audio, animation, cute image, and varied template, help teachers to be creative and innovative as well as boost students' learning motivation (Silvia Anita & Kardenia, 2021).

The use of learning media is one of the external factors that contribute in increasing students' learning motivation. Introducing relevant and new content or interactive media can stimulate students from the inside. If the students have no motivation in learning, there is no assurance for the teacher in the success of their learning (Saptono, 2016). The success of one's learning can be achieved if there is a will or encouragement to learn in him. Learning media is an instrument used to convey information to stimulate students to learn. It is hoped that the learning process will be much easier for students and teachers since the media can overcome the limitations of space and time in learning. The focus of this research is to analyze the role of learning media in increasing students' learning motivation by reviewing several journals as data

sources. The limitation of this research is only focused on the use of learning media, such as *Quizizz*, *Kahoot*, *Wordwall*, and *PowToon*, in increasing students' motivation.

Method

The research method used in this study is library research. This research relies on library materials. The data is collected from various sources like articles, journals, previous research results, and books to write a paper. In addition, the researcher also collects data from the Internet to support the topic of research discussion. This study relies on library sources to answer problems regarding the role of learning media to increase students' learning motivation.

Findings and Discussions

The Importance of Motivation in Learning

According to Ahmad Susanto, in the book *Belajar dan Pembelajaran*, learning activity is an activity that tends to be more dominant in students, while teaching activity is instructionally carried out by teacher (Setiawan, 2017). Djamaluddin & Wardana (2019) said that learning is a process of interaction between students and teachers as well as learning resources in a learning environment. This means that learning is a process to help students to learn well. Learning is a system that aims to help the students' learning process which contains a series of events designed in such a way as to influence and support the students' internal learning process. Moreover, Slameto, cited by (Rohani, 2019), mentioned some changes in learning, namely:

- a) Learning is conscious and deliberate
Students realize that they are doing learning activities and that there are changes within themselves as a result of learning;
- b) Continuous changes
Knowledge and skills gained as a result of learning are a continuous process of previous learning activities. Furthermore, this knowledge and skills will also be useful as a basis for the next learning process;
- c) Positive changes
The changes obtained show improvement;
- d) Active changes
Individuals engaged in learning activities actively strive to make improvements by actively reading, looking for additional information, or other activities that support the learning process;
- e) Functional changes
The behavioral changes obtained can be used for the individual's benefit both for present and future needs;
- f) Purposed and directed changes
Individuals who engage in learning activities have goals to achieve, either short-term, medium-term, or long-term goals;
- g) Whole behavior changes
Behavioral changes from learning are not only indicated by the gaining of knowledge but also by the improvement of attitudes and skills;
- h) Permanent changes
Behavioral changes obtained from the learning process are permanent and become an inherent part of the individual.

To ensure that learning activities occur as planned, motivation is required to boost students' interest in learning. The learning motivation of each student or individual must be different. Motivation is the spirit of a person to act in order to achieve certain goals (Lestari & Masitah, 2022). Moreover, motivation is seen as a phenomenon involved in the stimulation of

action to do certain things or to achieve certain goals. According to Hamalik, cited by (Lestari & Masitah, 2022), said that there are three functions of motivation, namely:

- a) Encourage the emergence of action or desire. Without motivation, there will be no action or desire to learn;
- b) Serve as a guide that directs action in achieving the desired goal;
- c) Serve as a trigger. The amount of motivation can affect the pace of an action or learning process.

Furthermore, according to Wina Sanjaya, motivation has 2 (two) functions in learning, i.e. encouraging the students to be active and as a guide in achieving predetermined goals (Emda, 2017). The learning process can be said to be successful if students have the motivation in learning. Therefore, one of the factors that affects the achievement of students is their motivation to learn. The traditional method of teaching sometimes makes the elements of motivation forgotten for teachers in learning (Emda, 2017). This condition is certainly not favorable because students cannot learn optimally, causing the achievement of learning outcomes to be less than optimal. Therefore, New Paradigm Curriculum emphasizes learning motivation as one of the factors that can improve students' learning outcomes (Emda, 2017). Motivation is defined as a psychological stimulus that can drive and direct human behavior, including learning behavior (Febrita & Ulfah, 2019). However, students' motivation sometimes can be inconsistent. The decline in motivation or the lack of learning motivation can weaken activities, resulting in lower learning achievement. Therefore, students' learning achievement needs to be strengthened continuously. This is to ensure that students who have strong learning motivation can achieve optimal learning outcomes.

Cited in the book *Belajar dan Pembelajaran* by (Setiawan, 2017: 31-32), learning motivation is an impulse that comes from within (intrinsic) or from outside (extrinsic), which encourages a person to act to achieve goals, namely getting the best learning results. Hamalik, cited by (Emda, 2017), said that several factors can affect motivation, such as:

- a) Students' awareness of their needs which stimulates behavior and consciousness of the learning objectives to be achieved;
- b) Teachers' involvement in the classroom can stimulate students to aim for clear goals;
- c) The role of group activities can also stimulate intrinsic motivation in which students have willingness to learn;
- d) A pleasant classroom condition that gives learners the space to be active can stimulate intrinsic motivation rather than a classroom full of one-sided rules and pressure.

Motivation and learning are closely related because motivation promotes better learning outcomes. Both teachers and students need motivation. For students, motivation shows the strength of learning, the direction of learning activities, the improvement of learning enthusiasm, and the presence of a continuous learning process. Meanwhile, for teachers, motivation boosts students' enthusiasm, allows them to understand the students' motivation, understands the teachers' role in learning, and provides opportunities for teachers to show their skills. Motivation is a series of efforts to promote certain conditions to make people willing to do something. However, if the condition is not suitable or unpleasant for them, then they will try to eliminate or avoid it rather than embrace it (Emda, 2017). Therefore, teachers need to be able to provide pleasant learning conditions so students are willing to learn.

The Use of Learning Media

It is impossible to separate technology from learning media for teaching-learning processes. Employing technology as a learning media provides students with a useful way to get information and resources from the teacher. Moreover, technology can also make teachers more creative in their use of ICT (Information and Communication Technology) in order to make it easier for students to understand the teachers' content (Dhamayanti, 2021). There is a very significant interaction between the media and the learning process in order to successfully and efficiently create learning environments (Susanti et al., 2022). An unpleasant learning

process can make students bored and have no interest in the learning activity. Information can be made more appealing through the media. It is easy to process pictures and actual objects to capture children's attention (Rahmi et al., 2014). Learning media that is easy to make and use will be needed by teachers (Rindiantika, 2022). Media are considered to be the means of communication that convey messages with a teacher's purpose or objective such as to facilitate communications (Rahmi et al., 2014). Moreover, media are the instruments for teaching and learning, everything that may be used to enhance students' minds, feelings, attention, or skills to help them learn (Andriani, 2022). Thus, teachers' roles are not only to deliver the material but also able to utilize technology as a learning medium. (Suryadi, 2020) stated that media is any type of tool used in the process of distributing or delivering information. Furthermore, media can be interpreted as a tool that can be used by teachers in achieving learning objectives. Learning media contains material as a component of learning resources that can assist students in learning and motivate students to learn.

As technology continues to advance, it also affects the development of learning media. The selection of media to be used for the learning process is a crucial stage in education design (Andriani, 2022). Each learning media has its characteristic that can be adjusted according to the learning needs and situation. During the learning orientation phase, the use of learning media will greatly assist the learning process and the delivery of material and content (Alfansyur & Mariyani, 2019). Teachers must have a certain ability and skill in choosing and using media effectively and efficiently so that it can provide a pleasant learning process for students and increase learning motivation. Teachers go through three phases in using media, namely:

- a) Preparation
Analyzing the learning curriculum, acknowledging the types of students, matching the basic competence with appropriate media, preparing the media, and bringing the media to class;
- b) Core activity
Preparing for students' questions about media, creating student-centered learning process while using media, as well as taking notes on students' interaction and cognitive-affective psychomotor of using media;
- c) Closing
Summarising the use of media, emphasizing the moral value of using media, and giving assignments (Rahmi et al., 2014).

Furthermore, Sudjana, cited by (Alfansyur & Mariyani, 2019), mentioned there are several principles that teachers need to pay attention to in choosing and using learning media, such as:

- a) Choose the type of media accurately
Teachers must choose the media that is most suitable to the teaching objectives and materials to be taught;
- b) Determine the subject being taught
The teachers need to consider whether the use of the media is in accordance with the students' competencies;
- c) Present the media appropriately
The use of media in learning must be in accordance with the learning objectives, materials, method, times, and facilities;
- d) Display the media at the right time, place, and situation
This means when and where the media is used for teaching.

Learning media is anything that people use to convey messages and serve as part of learning resources in the students' environment (Rindiantika, 2022). According to Ruis et al., there are some benefits to using media for teaching and learning, namely: a) to raise students' motivation; b) to keep students from boredom; c) to make it easier for the students to understand what is being taught; d) to make the teaching-learning process more systematic; e) to achieve

the learning objectives (Rahmi et al., 2014). Learning media can also help the teaching and learning process as well as encourage students to learn. (Rahmi et al., 2014) mentioned that teachers should be using media for teaching-learning activities because of: a) the lack of learning experiences for students can be resolved by means of the media; b) media can reach everything outside of the class; c) the possibility of direct interaction between students and their environment is created through media; d) the students' observations may be directed to the important things as defined by their teacher through media; e) media can be kept the basic, concrete, and real concepts of the teaching; f) the use of media in learning arouses the students' motivation; g) experience from concrete things to abstract ones is integrated into media.

The concept of *gamification* can be used by teachers in the classroom. Werbach stated that *gamification* refers to the use of game elements and game design techniques in non-game contexts (Zarzycka-Piskorz, 2023). It is not a pure game, all it does is use the elements of a game to make something that looks like a game. The elements of game that can be used are achievements, avatars, badges, boss fights, collections, combat, content unlocking, gifting, leader boards, levels, points, quests, social graphs, teams, and virtual goods (Werbach & Hunter, 2017). *Gamification* is used for several educational aspects such as teaching and evaluation (Pitoyo et al., 2019). Learning media, such as *Quizizz*, *Kahoot*, and *Wordwall*, invent some elements of game. Moreover, these media can be used as tools in conducting pre-test, post-test, material delivery, remedial, enrichment, and others. *Quizizz* offers a wide range of questions or references that can be used by other users according to their needs, but they can also create their own questions (Sitorus et al., 2022). Users can add images and videos to questions, the form of questions can be essay, multiple choice, polls, or even questions with answers in the form of images. Moreover, (Alfansyur & Mariyani, 2019) mentioned that *Kahoot* can be used to evaluate students' learning outcomes, review the subject matter, and encourage students to participate in group or individual discussions. These learning media offer challenging learning and their interactive interface is equipped with interesting sounds and colors, which can stimulate students' enthusiasm for learning. Another learning media, namely *Wordwall*, as a quiz-based game application serves a wide range of templates, such as matching, finding the match, quiz, anagrams, crosswords, maze chase, flashcards, matching pairs, word search, and others, expected to design a pleasant learning atmosphere and overcome the boredom felt by students during the learning activity, while still considering the achievement of the learning objectives (Khoriyah & Muhid, 2022).

The use of audio-visual media can make the teaching-learning process more interactive. Ziden & Rahman stated that the addition of audio or visual components to a learning experience not only enhances the achievement of knowledge acquisition but also improves students' engagement, which would stimulate students' interest and participation (Kanellopoulou et al., 2021). Increasing the student's attention span, as well as introducing interactive features to a traditional classroom or lesson is one of the main advantages of visual and audio stimulation. Moreover (Kanellopoulou et al., 2021) stated that visual stimuli may be used to bridge the language gap and provide information without the use of the written word and audio stimuli may be used to introduce the student to the native use and sound of the spoken word. In this way, students do not only have to consume media to learn but are also expected to participate in a creative process through the use of such media. (Laksmi, 2021) mentioned that the use of *PowToon* (animation-video media) can keep students close to real situations where learning concurrently involves listening, watching, reflecting, doing, and participating. *PowToon* prepares to promote the ability of high-order thinking such as reasoning, summarising, and critical thinking, which are fundamental skills for 21st-century global education (Yuliani & Hartanto, 2021). By using audio-visual media, teachers are able to give an illustrative example of a certain condition by visualizing it. This audio-visual media contains an interactive animated image and a sound display relevant to the topic (Nur Aprianto et al., 2021).

The Effectiveness of Using Learning Media in Increasing Motivation

The purpose of learning is to achieve success which is shown by good achievement (Emda, 2017). To achieve good learning outcomes, the role of a teacher is important in stimulating students' learning motivation. Learning media can help students participate more actively in the learning process. The use of learning media can be used by teachers in introducing the material or broadening students' insights about the material to be learned. At the end of the activity, teachers can also use the media to assess students' understanding of the material. Teachers need to use interactive media that can make students not realize that they are learning while playing (Solikah et al., 2020). However, the principles of effective, practical, and fun must be a reference in selecting learning media (Rindiantika, 2022). If the use of media turns out to cause difficulties and adds a burden to the material and time, then its presence will be useless. Learning media must be adapted to the conditions and needs of students. To find out about the role of learning media in increasing students' motivation, the researcher reviews several articles and journals that support this statement. (Solikah et al., 2020) conducted research about the use of *Quizizz* (game-based media) in her learning activity and used the technique of distributing questionnaires at the beginning and the end of the meeting to analyze the students' motivation before and after using this media. The ARCS (Attention, Relevance, Confidence, and Satisfaction) model by John Keller is used as a reference for measuring students' motivation. The study shows that there are changes in students' motivation before and after the implementation of *Quizizz*, namely Attention: 78,21% to 89,64, Relevance: 77,38% to 89,28%, Confidence: 59,28% to 85,95%, and Satisfaction 77,67% to 87,14%. The results of interviews with several students show that their motivation increased after using *Quizizz* as a learning media. This is because students feel challenged to get the best score on the quiz and compete with friends, and also the quiz helps them understand the material. However, there are some students who are not satisfied with the implementation of *Quizizz* due to an unstable Internet network so this affects the students' speed in answering questions. (Solikah et al., 2020) explained that knowing the learning objectives, the connection between the material and life, and the use of learning media are some of the factors that can affect changes in students' learning motivation. It is supported by the research conducted by (Dhamayanti, 2021) which is shown that 19,8 % of students strongly agree and 57,5% of students agree that they feel motivated by using *Quizizz*. The features of *Quizizz* indeed help to boost students' enthusiasm during learning activities and they do not feel bored during the lesson. Teachers are greatly helped by the presence of learning media in the form of game-based quiz because *Quizizz* allows students to learn while playing.

Several ways can be done to stimulate students' interest in learning, namely connecting the lessons with the students' needs, adapting material with the students' experiences and competence, as well as using various learning models and strategies (Emda, 2017). Furthermore, it is important to create a pleasant learning atmosphere. The use of suitable learning media can certainly liven up the classroom atmosphere. Besides *Quizizz*, there is another learning media, *Kahoot*, that is designed like a game. The use of a time limit triggers students to think quickly and precisely in solving problems. The attractive theme and appearance can increase students' interest in the learning activity. It is hoped that students will more easily memorize the material by using this game-based learning media. It is shown in the research conducted by (Sinaga et al., 2022) which analyzes the use of *Kahoot* in their learning process. In line with Solikah, the researchers also used a questionnaire to find out the changes in students' motivation before and after using this media. This study shows that there is an increase in the students' motivation from 82,04% to 94,04%. The implementation of interactive learning media can help students learn well. Uno, cited by (Sinaga et al., 2022), mentioned that the indicators of learning motivation are the desire to succeed, recognition for learning, interesting activities during the learning process, and a pleasant learning environment. (Zarzycka-Piskorz, 2023) explained the use of *Kahoot* can motivate students in learning

grammar. The data from the research shows that 68% of students thought that *Kahoot* is fun and 67% of students feel positive when the teacher implements this game-based media in the learning activity. Moreover, 70% of students feel motivated to learn grammar after they use *Kahoot*. (Zarzycka-Piskorz, 2023) said that games are fun, but they must not just be connected to something less serious. Having fun with someone else is easy and enjoyable. This game-based media can liven up the mood of the class and motivate students to do the assignment.

The success of the learning process is not only measured by the final result but also by the process and efforts made by students from beginning to end. Motivation can be defined as various efforts made by someone to foster the desire to do something (Nabila & Warmi, 2023). If someone is not interested in an activity, he will try to eliminate the feeling of pleasure. Students who are not motivated to learn are not only uninterested in the material but also not active in class and do not take their assignments seriously. A study conducted by (Nabilah & Warmi, 2023) shows that the use of *Wordwall*, website-based learning media, contributes in increasing students' motivation as indicated by the enthusiasm of students in solving the questions. This media allows students to learn while playing games anywhere, at any time, through their smartphones. There are a lot of exciting features and games on *Wordwall*, which makes it easier for users to develop them according to their learning needs. This is shown by the researchers in the results of the questionnaire which indicates that 82% of students disagreed with the statement "doing math problems carried out in *Wordwall* is very boring". This data shows that the use of *Wordwall* does not make learning boring. Teachers can create engaging presentations that explain information to students. Through this media, students can vote, provide short responses, and express their thoughts while also participating in quizzes (Safitri et al., 2022). A positive attitude towards learning activities and high enthusiasm for learning can help students achieve good learning outcomes. However, this media is not capable of significantly increasing students' motivation for learning unless applied in the context of an effective learning scenario. Moreover, it is also necessary to consider which types of media are appropriate for the material to ensure that teaching objectives are still met. This will make it possible to fully realize the learning motivation of students. Besides, it is also easy to use for teachers.

As a result of the models and learning media chosen, students' attention can be focused on learning, the subject matter is quickly grasped by students, and students are more active in learning and can engage in learning activities, namely observing, asking questions, expressing opinions, and concluding. Not only the game-based media that can be used to boost students' motivation. Using audio-visual media can also make students participate more in the learning process. The combination of interactive learning and animation can make students engage more and their attention is drawn to the media (Aprianto et al., 2021). Students are highly motivated and focused on an animation video, as well as their behavior is less disruptive. The features inside *PowToon* are text, audio, animation, cute image, and varied template that help teachers to be creative and innovative and boost students learning motivation. It is shown in the research conducted by Click or tap here to enter text. that there is an improvement in students' motivation in writing as a significant effect of using *PowToon*. It is due to the increase in student's concentration during the teaching-learning process. Moreover, (Syafitri et al., 2018) did research on the use of *PowToon* and the result showed that the students have a high learning motivation when they use songs and videos with *PowToon*. It was found that *PowToon* can boost students' enthusiasm, desire, interest, and attitude in learning activities. Students who study through the learning media (game-based media or audio-visual media) are very excited, cheerful, and engaged in the subject, which increase their enthusiasm and motivation in learning. Therefore, the expected results of this research should also continue to be relevant, in particular in increasing students' motivation by using learning media.

Conclusion

The use of learning media in the learning process can help arouse interests and desires, increase motivation, provide stimulation in the teaching and learning process, as well as affect the psychology of students. Moreover, the use of media can also improve the learning process because the material that the teachers want to deliver can be received or conveyed through the learning media. The role of teachers is important to determine the learning media that will be used in the learning process. In utilizing learning media, teachers must pay attention to several principles, namely choosing the right type of learning media that can be applied to the activities, considering the use of learning media according to the students' competencies, presenting the learning media based on learning objectives and methods, as well as implementing learning media according to time and place in the learning process. The use of appropriate learning media like game-based media can increase students' learning motivation because they feel challenged to get the best score and compete with friends quickly and accurately. The attractive appearance and features of learning media can also increase the attention and focus of students in learning. The use of audio or visual components in a learning experience not only increases students' knowledge but also enhances the students' engagement, which would stimulate their interests and involvement. These learning media promote the ability of high-order thinking such as reasoning, summarising, and critical thinking. Therefore, it is expected that teachers can utilize various types of learning media in order to increase students' learning motivation and involvement in the class. Through this research, teachers can find some information about the use of learning media, namely game-based and audio-visual media, in increasing students' motivation. The limitation of this research is only focused on the use of learning media, such as *Quizizz*, *Kahoot*, *Wordwall*, and *PowToon*, in increasing students' motivation. Teachers are expected to start implementing these kinds of learning media in their learning activities so that the learning process becomes more optimal.

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