

CHAPTER 2

THEORETICAL BACKGROUND

2.1. Media Based Learning Method Theory

Media based learning is a good instrument for encouraging creative teaching practices. with the literature indicating that the media has qualities that can facilitate student learning by providing challenging experiences that promote intrinsic satisfaction and offer opportunities for authentic learning by allowing students to explore the environment freely in a risk-free environment (Frossard, Barajas & Trifonova, 2012). Moreover, combined with educational technology and information. As e-learning grows in popularity, media based learning is increasingly being applied. In MBL, course content is mapped onto media to provide a virtual learning environment, iterative self-learning, and interactive interaction and feedback. Sustainability can increase interest and motivation to learn. Thus, MBL can achieve learning objectives effectively. (Ching and Chung, 2012). In addition, it provides assignments and an environment that is authentic, challenging and supports critical thinking processes learners, and encourages trying alternative views or methods without great risk to the performer (DeKanter, 2005).

According to Hays (2005) provides a definition of a media based learning as follows: "A media is an activity artificially constructed competition with a specific purpose, a set of rules and boundaries set in a specific context." In this case the activity that is built resembles part of reality. Media are interactive, which promote certain behaviors such as individual control, trial and error and constant change (Birnbaum, 1982). The media provides an experience that places the player immersed in a complex problem-solving task (Squire et al., 2005). Therefore, MBL refers to the use of computer media that have



educational value or other types of software applications that use media; for learning and educational purposes (Tang, Hanneghan & El-Rhalibi, 2009).

Thus according to the opinion according to Hong & Liu (2003) and Osman & Bakar (2012) it has been found that the influence of the background of students and design of games affects the performance of students as a whole. They mentioned that information about the students' background helps perfect media design in such a way as to provide a rich learning experience more effectively. This includes cultural factors such as the linguistic background of the learner, learning approach and communication style which plays an important role in the readiness and willingness of learners to engage in learning (Pimpa, 2011).

Thus, media based learning has abundant characteristics, such as Representation, Fun, Play, Goals, Outcomes and feedback, Win states, Competition/Challenge, Problem solving, Tasks, Stories and so on (Felix & Johnson, 1993; Prensky, 2001), to increase student motivation. Thus suggests media based learning as a valuable educational tool.

According to Gee (2003) argues that "the real importance of media based learning is that they make it possible for people to reinvent themselves in a new world and achieve recreation and deep learning at the same time". Shull, 2009). Media based learning makes students the center of learning, which enables the learning process easier, more interesting and more effective.

In other words, the use of media based learning as a means of delivering educational content in students' awareness so that it is more effective in the learning process. Thus, the media based learning mechanism has great value in increasing student interest in the learning process. Given the importance of learning requires educators to be more creative and innovative in developing media or learning models. Thus,



the application of media based learning shows that it can attract the attention of students in learning.

2.2. General Understanding of Media Based Learning Methods

Media Based Learning is a learning method that uses media applications or media that have been specifically designed to assist the learning process and help improve student effectiveness in learning. By using this strategy the teacher can provide a stimulus to the most important part of the learning process, namely the emotional, intellectual and psychomotor of students. In Indonesian this method can be interpreted as media based learning. Which is a learning activity adapted to teaching materials and assisted by technology. Fantasy in the context of media requires a higher interest in learning from students and increases learning effectiveness (Charles , 2012).

Besides that, based on the results of Papastergio's research, (2009); Kazigmolu, et al The results show that media is able to increase students' motivation in Study. This is due to the media based learning environment It can inspire students and provide students with great learning opportunities great for enhancing their learning in a fun way (Charles et al, 2012).

This media Based Learning method is also very good in development cognitive such as student achievement. This statement is in accordance with opinion Vygotsky (Santrock, 2002:273), he also believed that deep play learning is an excellent application for cognitive development. This is based on the characteristics of generation Z who prefer to play and learn in a way that is not boring. Students will also be interested in various that are given in learning, so that interest in learning students will increase which will be useful for increasing achievement Study. Therefore, this method can be used in conveying knowledge



knowledge of subjects at school.

Based on some of the descriptions above, the writer can analyze that media based learning is a method in a process learning that requires the ability of the teacher. That's because teachers will use technology as a learning medium to help achieve goals in the learning process. Thus, learning is an effort that involves interaction between students and teachers as well as using the knowledge of teachers in the learning process to achieve learning goals.

Application of the media Based Learning method in a process learning, requires the ability of the teacher. That's because teachers will use technology as a learning medium to help achieve goals in the learning process. Thus, according to Gagne and Briggs define learning is a system that aims to assist the learning process students, structured in such a way as to influence and support the internal learning process of students. Therefore, this learning process will use the media method Based Learning. Media Based Learning is a learning model designed to combine learning materials with Education so that students can be involved in each other learning activities (Aini, 2018: 251). Media Based Learning can be one of the new breakthroughs to create an atmosphere interesting learning and can attract students' interest so that it can absorb the material more efficiently.

Application of media based learning in learning activities allows students to interact in learning activities. This is in accordance with the definition of media -based learning according to Taylor and Francis (2015: 5) is a type of media based learning media, which utilizes technology as interactive learning media. Meanwhile, according to Prasetya , et al (2013) media based learning is a form of centered learning on pe m learning using games electronic or digital for learning purposes. Development of game based learning can generate



motivation, fun, and increase creativity. The media-based learning approach is able to stimulate children's emotional, intellectual, and psychomotor (Prensky, 2010). Based on this, media based learning is a method specifically designed to assist in the learning process and in this process students are required to learn but with a media approach. So according to Hans Daeng in (Andang Ismail, 2009:17) play is an absolute part of a child's life and play is a part integral part of the process of forming a child's personality. Through the media Educators will create children with good character.

2.3. Disadvantages and Strengths of the Media Based Learning Method

2.3.1 Disadvantages of media based learning

Kaptelin and Cole (2002) stated that if the learning outcomes to be achieved through educational media depend on the context of instructional activities. Research on media like learning environments should focus not only on how these media can be designed for instructional purposes, but also how these same media can be aligned with good practice and instructional design. Learning such as environmental media coupled with interactive simulations has the ability to increase motivation while also increasing learning outcomes (Prensky, 2002). This is beneficial for students who are engaged and motivated tend to have increased learning outcomes (Vogel, Vogel, Cannon-Bowers, Bowers, Muse & Wright, 2006).

Although the use of media and simulations in the classroom can contribute to learning, there are barriers to adoption and implementation that stem from various sectors of society including industry, academia, the market, schools, and even the children themselves (Klopfer, et al., 2009). To overcome these barriers, effective learning outcomes in

conjunction with appropriate instructional strategies and designs for the integration of media in the classroom must be demonstrated.

However, there is no effective media based learning, because one of the keys is how to frame the problem. To successfully implement media based learning (or activities such as media based learning) and simulations in the classroom, teachers need to find fun in learning.

Thus, according to Nanda emphasized that media based learning requires a longer time, because not all students quickly understand the use of the media based learning method. In addition, if you use the digital media learning method, there will be network constraints that are less stable, which will affect the course of the learning process.

2.3.2 Advantages of media-based learning

Media based learning is a system that is implemented in the educational process, where users (teachers) can adopt a game for the needs of cognitive interest and motivation to learn (Vusić, Bernik, & Geček, 2018). Connolly argues (Stiller & Schworm, 2019), media based learning means using media in an educational context to achieve educational goals.

Recent research also states that, the integration of games in learning can attract students' interest in understanding the material (Luhsasi & Permatasari, 2020) and is effectively used as a medium for independent training (Sidarta & Yunianta, 2019). In recent years, many studies have revealed that media based learning is very effective when it is actually applied in learning.

Media based learning has an important role in influencing student motivation, and is able to make students feel happy, more enthusiastic, challenged, and establish collaboration between friends (Anjani et al., 2016).

Other research also states that media based learning, especially

card, can increase attention, motivation, and curiosity (Azizah Mashami, Andayani, & Sofia, 2014).

Thus, learning with the media based learning method is able to change the learning paradigm from being a teacher center to a student center. Based on constructivist learning theory it is stated that learning will be more meaningful when students are involved in constructing their own knowledge. This theory emphasizes providing opportunities for students to make judgments and interpretations of situations that they experience themselves (Hussain, 2012).

In supporting the learning process, there is also a study which states that learning with games can help improve the quality of learning for children who are classified as lazy. The results of this study indicate that mathematically media Based Learning can improve student academic achievement (Partovi & Razavi, 2019). Students who use game-based assignments show a higher proportion of happiness compared to individuals in non-game/conventional versions of task-based tasks (Ninaus et al., 2019).

2.4. Teacher's Perception to the Media Based Learning Method

Creating creative and fun learning is the hope for every teacher planning the implementation of learning. Learning design is the design of the overall process of student learning needs and processes through a delivery system that develops learning materials and activities (Suryadi & Mushlih, 2019).

Teachers as learning designers need to determine learning resources, learning media, and be able to utilize all of them in the right way (Prastowo, 2018). The teacher stated that learning using the game based learning method was very interesting, with the game based learning method, the learning objectives could be clearly formulated in



the method, the presentation of the material was also systematically arranged with complete material, the instructions for use was clear so that it attracted students to learn. In addition, the MBL method can be used independently and helps teachers explain material to students in a fun way and is an educational medium that has a learning by doing pattern.

Digital media based learning can be useful for teachers to plan their lessons effectively and assess students in terms of their learning progress. Wang and Lieberoth (2016) report that MBL is beneficial for teachers because it motivates students to participate in class activities and improve their learning performance. So, teachers can use digital media as a reflection tool to examine student learning and improve their learning achievement. It is also stated that the media digital helps students stay active and energetic in class while attending lectures (Licorish et al., 2018), thus leading to the creation of a successful learning environment.

In addition, digital media can increase learning independence because students can play media on their mobile device or computer (Wang & Lieberoth, 2016). As a result, concentration and taste control increases in an optimal learning environment.

