



## THE INFLUENCE OF INFOGRAPHIC MEDIA USERS ON LEARNING MOTIVATION AND COMPREHENSION OF NEWS TEXTS OF GRADE VII STUDENTS OF SMP HASANUDDIN GOWA

### PENGARUH PENGGUNA MEDIA INFOGRAFIS TERHADAP MOTIVASI BELAJAR DAN PEMAHAMAN TEKS BERITA SISWA KELAS VII SMP HASANUDDIN GOWA

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#### Abstract

This study aims to determine the influence of the use of infographic media on the motivation to learn and comprehend news texts of grade VII students of SMP Hasanuddin Gowa. The background of this research departs from the low motivation and ability of students to understand news texts, especially in Indonesian learning which requires students to be able to analyze information critically and systematically. Infographic media was chosen as an alternative because it has attractive visual characteristics, is concise, and is able to present complex information in a more understandable way. The research method used was a pseudo-experiment with a nonequivalent control group design. The research sample consisted of two classes, namely the experimental class that obtained learning using infographic media and the control class that obtained conventional learning. Data collection techniques include learning motivation questionnaires, news text comprehension tests, observations, and documentation. Data analysis was carried out through prerequisite tests (normality and homogeneity), t-test, and MANOVA test to see the effect simultaneously. The results showed that there was a significant difference between the experimental class and the control class on the aspect of learning motivation, where the experimental class had a higher average motivation score after the use of infographic media. In addition, students' understanding of news texts in the experimental class also increased significantly compared to the control class. MANOVA's analysis strengthens the finding that infographic media has a simultaneous effect on students' motivation to learn and comprehension of news texts. Thus, this study concludes that infographic media is effectively used as a learning medium in news text materials. Infographics not only increase students' motivation to learn, but also help students understand the content of the news more comprehensively. These findings recommend the use of innovative visual media in Indonesian learning to improve the quality of students' learning processes and outcomes.

**Keywords :** Infographic Media, Learning Motivation, News Text Comprehension, Indonesian Language Learning, Experimental Research.



### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media infografis terhadap motivasi belajar dan pemahaman teks berita siswa kelas VII SMP Hasanuddin Gowa. Latar belakang penelitian ini berangkat dari rendahnya motivasi dan kemampuan siswa dalam memahami teks berita, khususnya pada pembelajaran Bahasa Indonesia yang menuntut siswa mampu menganalisis informasi secara kritis dan sistematis. Media infografis dipilih sebagai alternatif karena memiliki karakteristik visual yang menarik, ringkas, dan mampu menyajikan informasi kompleks secara lebih mudah dipahami. Metode penelitian yang digunakan adalah eksperimen semu dengan desain nonequivalent control group design. Sampel penelitian terdiri atas dua kelas, yaitu kelas eksperimen yang memperoleh pembelajaran menggunakan media infografis dan kelas kontrol yang memperoleh pembelajaran konvensional. Teknik pengumpulan data mencakup angket motivasi belajar, tes pemahaman teks berita, observasi, dan dokumentasi. Analisis data dilakukan melalui uji prasyarat (normalitas dan homogenitas), uji-t, serta uji MANOVA untuk melihat pengaruh secara simultan. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan antara kelas eksperimen dan kelas kontrol pada aspek motivasi belajar, di mana kelas eksperimen memiliki skor rata-rata motivasi yang lebih tinggi setelah penggunaan media infografis. Selain itu, pemahaman teks berita siswa pada kelas eksperimen juga meningkat secara signifikan dibandingkan kelas kontrol. Analisis MANOVA memperkuat temuan bahwa media infografis berpengaruh secara simultan terhadap motivasi belajar dan pemahaman teks berita siswa. Dengan demikian, penelitian ini menyimpulkan bahwa media infografis efektif digunakan sebagai media pembelajaran pada materi teks berita. Infografis tidak hanya meningkatkan motivasi belajar siswa, tetapi juga membantu siswa memahami isi berita secara lebih komprehensif. Temuan ini merekomendasikan penggunaan media visual inovatif dalam pembelajaran Bahasa Indonesia untuk meningkatkan kualitas proses dan hasil belajar siswa.

**Kata Kunci :** Media Infografis, Motivasi Belajar, Pemahaman Teks Berita, Pembelajaran Bahasa Indonesia, Penelitian Eksperimen.

## 1. INTRODUCTION

Education is an important foundation in forming a generation that is intelligent, critical, and adaptive to the development of the times (Faridah et al., 2023). In the context of Indonesian education, the quality of learning is greatly influenced by the ability of teachers to choose and apply learning strategies, methods, and media that are in accordance with the characteristics of students. In the midst of the rapid flow of globalization and information technology advancements, the world of education faces increasingly complex challenges, especially in meeting the needs of the millennial and postmillennial generations who tend to have a visual, fast, and technology-based learning style. Therefore, learning innovation is an urgent need to increase the effectiveness of the teaching and learning process.

Indonesian as a communicative and applicative subject plays a central role in shaping students' thinking, language, and reasoning skills. At the junior high school level, one of the important competencies in learning Indonesian is the ability to understand and analyze news texts. News text is a type of factual text that contains actual, important, and objective information. Through learning news texts, students are expected to be able to read critically, understand the structure of the news, recognize the elements of 5W+1H, and distinguish facts and opinions. This competency is very relevant to the demands of information and media



literacy in the 21st century. However, in learning practice, news text material is often considered less interesting by students, resulting in low motivation and understanding.

Learning motivation is a psychological aspect that plays an important role in determining student engagement and learning outcomes. Students who are highly motivated tend to show active participation, enthusiasm, and strive to understand the material in depth. On the contrary, low motivation has an impact on the lack of student involvement during the learning process. Therefore, teachers are required to create an interesting learning atmosphere and utilize learning media that can increase students' interest.

One of the media that is considered effective in increasing student motivation and understanding is infographics. Infographics are visual media that integrate text, images, graphics, and symbols into one interesting and easy-to-understand piece of information. In learning, infographics can simplify complex concepts, display information systematically, and help students visually understand the relationships between information. This media also allows for the presentation of information in a concise manner so that it is easier for students to understand.

In the context of learning news texts, infographics are considered very relevant because they both have the same purpose, which is to convey information clearly and concisely. News that is usually presented in long paragraphs can be visualized through infographics by highlighting key elements such as what, who, when, where, why, and how. The use of infographics is believed to be able to make it easier for students to understand the content of the news and increase their engagement because of its visually appealing appearance.

Although it has many advantages, the use of infographic media in learning Indonesian, especially in news text materials at the junior high school level, is still relatively limited. Based on an initial interview with an Indonesian teacher at Hasanuddin Gowa Junior High School, it is known that most teachers have not made optimal use of infographics. Learning is still dominated by lecture methods and reading textbooks without the support of attractive visual media. This is one of the causes of low student interest, motivation, and understanding of news text material.

The urgency of this research is even stronger when considering the relationship between learning motivation and student understanding, two aspects that influence each other in the learning process. Based on constructivist theory, meaningful learning occurs when students actively build their own understanding. The use of visual media such as infographics can support the creation of active engagement so that it helps students understand the material more deeply.

Initial observations at Hasanuddin Gowa Junior High School show that the learning of news texts has not been able to activate students' active participation. Many students appear passive, lack enthusiasm, and have difficulty understanding the content of the text. This condition is exacerbated by the use of conventional learning methods that are not supported by attractive visual media, so that students' learning motivation decreases and learning outcomes are not optimal.



Based on this presentation, it can be concluded that news text learning at the junior high school level still faces a number of challenges related to student motivation and understanding. The use of innovative learning media such as infographics has the potential to be a solution to improve the quality of learning. Therefore, this study was conducted with the title "The Influence of the Use of Infographic Media on Learning Motivation and Understanding of News Texts of Grade VII Students of Junior High School Hasanuddin Gowa", as an effort to present more interesting, effective, and contextual Indonesian learning..

## 2. RESEARCH METHOD

This study uses a quantitative approach because the data produced is in the form of numbers and is statistically analyzed (Amelia et al., 2023). The type of research applied was a *quasi experiment*, which was chosen because the researcher could not fully control the external variables and did not allow full randomization of the subject. This pseudo-experimental research aims to test the influence of the use of infographic media on the learning motivation and comprehension of news texts of grade VII students of SMP Hasanuddin Gowa.

The research design used is *the Nonequivalent Control Group Design*, which involves two research groups, namely the experimental class and the control class. The experimental class was given treatment in the form of the use of infographic media in the process of learning news texts, while the control class obtained conventional learning without the use of infographics. Both groups were given a pretest to determine the initial ability which was then compared with the results of the posttest after the treatment was given. This design allows researchers to see the significant changes that occur in each group after the use of different learning media.

**Table 1. Posttest Only Control Group Design**

Class	Treatment	Post test
Experiment (R1)	X	O2
Control (R2)	-	O2

*Sumber: Payadnya & Jayantika (2018)*

The population of this study is all grade VII students of SMP Hasanuddin Gowa in the school year. Sampling was carried out using purposive sampling techniques by considering the equality of academic abilities and relatively homogeneous class characteristics. The sample consists of two classes, each designated as an experimental class and a control class. The selection of this technique was made because the researcher had to adjust the use of the class that had been determined by the school and it was not possible to do complete randomization of the subject.

The instruments used in this study included a learning motivation questionnaire and a news text comprehension test. The learning motivation questionnaire is compiled based on indicators of students' interests, attention, achievement needs, and self-motivation. Meanwhile, the news text comprehension test is used to measure students' ability to understand the elements of 5W+1H, the structure of news texts, and important information in the news. Both



instruments have gone through a validation process by experts as well as reliability tests to ensure the feasibility and consistency of the instruments in measuring the variables studied.

The data collection technique was carried out through the provision of pretest and posttest as well as the distribution of learning motivation questionnaires to both sample groups. The data obtained was then analyzed using descriptive statistics to find out the general picture of students' motivation and understanding. Furthermore, an inferential analysis was performed using *an independent samples t-test* to see significant differences between the experimental class and the control class after treatment. To measure the improvement of comprehension of news texts, a *gain score* or N-gain calculation is used. Through this analysis technique, the results of the research are expected to provide an accurate empirical picture of the influence of the use of infographic media in the learning of news texts.

### 3. RESULT AND DISCUSSION

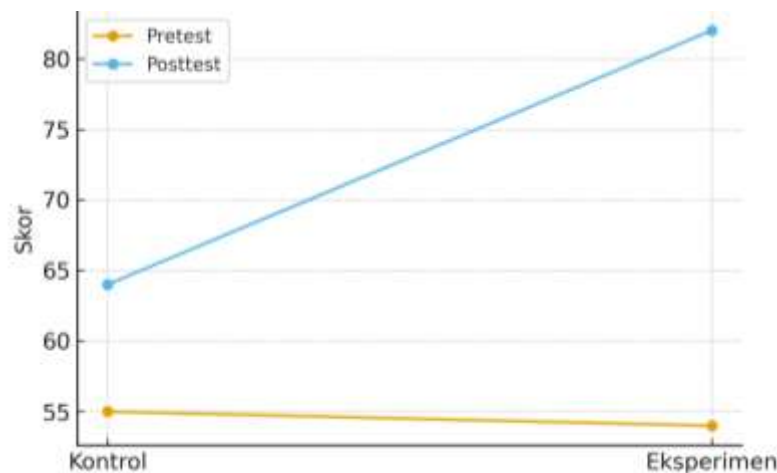
The results of this study show that there is a significant difference between the experimental class that uses infographic media and the control class that uses conventional learning methods. The pretest data showed that both classes had relatively equal initial abilities, with an average score of 55 for the control class and 54 for the experimental class. This shows that the initial condition of students before treatment is at almost the same level, so that the treatment given can be objectively measured.

After the treatment was administered, the posttest results showed a significant improvement in the experimental class. The average posttest score of the experimental class reached 82, much higher than the control class which only increased to 64. This difference in improvement shows that infographic media has a great influence on students' understanding of news text material. The increase in scores in the experimental class was not only higher numerically, but also showed an improvement in the quality of better understanding compared to students in the control class.

In addition to the results of understanding news texts, the increase in learning motivation was also found to be higher in the experimental class. Students who receive learning using infographics show greater interest and attention to learning. This can be seen from the students' responses in the motivational questionnaire which showed a positive tendency towards the use of visual media that is attractive, concise, and easy to understand. Meanwhile, students in the control class tended to show lower motivation, as seen from the lack of enthusiasm in participating in learning.

The following diagram illustrates the comparison of pretest and posttest scores between the control class and the experimental class:





**Figure 1. Comparison of Pretest and Post Test Scores**

The diagram above shows that the pretest scores of the two classes are relatively equivalent, indicating the initial abilities that are not much different. However, after the treatment, there was a drastic increase in scores in the experimental class compared to the control class. In the experimental class, the score increased from about 54 to 82, indicating a significant improvement in understanding after learning using infographic media. In contrast, the control class saw only a small increase from 55 to 64, suggesting that conventional learning methods did not provide a significant spike in understanding.

This graph makes it clear that the use of infographics has a greater positive impact on students' understanding, especially in understanding the structure of news texts, news elements, and the ability to distinguish facts and opinions. This data visualization supports the finding that infographic media is able to provide a more interesting, interactive, and easier learning experience for students to process information.

### Discussion

The results of this study show that infographic media is effective in increasing students' learning motivation and understanding of news text materials. These findings are in line with constructivistic learning theory that emphasizes the importance of meaningful learning experiences through visualization and active student engagement. Infographics as a visual medium are able to simplify complex information and present it in a more understandable form. In the context of learning news texts, infographics help students understand the elements of 5W+1H faster and connect information more systematically.

In addition, the increase in learning motivation in the experimental class showed that the use of visual media can improve the learning atmosphere, increase attention, and make students more enthusiastic. Aesthetically pleasing media is also able to stimulate students' curiosity so that they are more actively involved in learning. This is different from the control class that still uses lecture and text reading methods, so students tend to be passive and less engaged.

Overall, the results of the study show that the use of infographics not only has a significant effect on students' understanding, but also has a positive impact on the aspect of learning



motivation. Therefore, infographic media deserves to be recommended as an alternative learning media in Indonesian teaching, especially for factual materials such as news texts.

#### 4. CONCLUSION

Based on the results of the study on "The Effect of the Use of Infographic Media on Learning Motivation and Understanding of News Texts of Grade VII Students of SMP Hasanuddin Gowa", it can be concluded that the use of infographic media has a positive and significant influence on the two variables studied. The increase in student learning motivation can be seen from the difference in average scores between the experimental class and the control class, where the class that uses infographics shows a higher level of motivation than the class that does not use the media. The attractive, concise, and easy-to-understand visual appearance in infographics has been proven to increase student interest, attention, and engagement during the learning process.

In addition to learning motivation, students' understanding of news texts also showed better improvement in the experimental class compared to the control class. Students who learn to use infographics can more easily identify news elements and understand the content of the text more comprehensively. The systematic and visual presentation of information in infographics helps students process information more quickly and accurately, thus having an impact on improving the results of the posttest of news text comprehension.

Simultaneously, the results of inferential analysis through the MANOVA test show that the use of infographic media has a significant effect on learning motivation and comprehension of news texts together. These findings confirm that infographics are not only effective in improving the affective aspects of students (motivation), but also the cognitive aspects (comprehension). Thus, infographics can be categorized as an effective and relevant learning media to be used in learning Indonesian, especially in news text materials.

This research emphasizes that learning media innovation is indispensable in answering the needs of the current digital generation who have a tendency to learn visually and quickly. Therefore, teachers are encouraged to integrate infographics or similar visual media in the learning process to improve the quality and effectiveness of learning. The use of this media can be an alternative solution to overcome low student motivation and understanding, as well as create more interesting, participatory, and meaningful learning.

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