
E-Booklet Based Learning Media to Increase Motivation and Learning Outcomes

Fitri Nurjanah*, Rina Astuti

Biology Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta.
Jl. A. Yani Tromol Pos I, Pabelan, Kartasura, Surakarta 57162, Jawa Tengah, Indonesia

*Corresponding Author. E-mail address: a420200025@student.ums.ac.id

ABSTRACT

KEYWORDS:

*E-Booklet,
Learning outcomes,
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Motivation to learning,
Learning.*

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Learning is an activity that involves educators and students. In implementing learning, teaching staff still carry out learning using conventional methods. Appropriate learning media will increase student motivation and learning outcomes. Instructional Media *e-booklet* is a media used to convey learning material in the form of summaries and attractive images on an electronic basis. The purpose of this research is to find out use of media-based learning *e-booklet* to foster motivation and learning outcomes for SMA Negeri 5 Metro City students. Research result in the experimental class the average value *pretest* namely 53.61 and the average value *posttest* namely 77.5. Meanwhile in the control class the average value *pretest* namely 60.83 and the average value *posttest* 66,11. Media based learning *e-booklet* can improve student learning outcomes based on the results of analysis.

1. INTRODUCTION

Learning is an activity carried out by teaching staff to convey material to students (Alti, 2022). The learning process is an interaction activity between teaching staff and students in order to achieve learning goals (Wulandari et al. 2023). Implementation of a learning process that goes well will greatly influence the assessment of student learning outcomes (Perwita and Indrawati 2020). The implementation of learning often encounters problems such as teachers' habits which are still comfortable with implementing conventional learning activities (Rahma et al. 2023). Learning has learning components which include learning objectives, teaching materials, learning evaluation, students, teaching staff, and learning media (Adisel et al. 2022).

Learning media is a tool to assist teachers in delivering learning material so that students have interest and interest in the learning material presented (Wulandari et al. 2023). A creative learning media will help create a pleasant learning atmosphere (Fadliya et al. 2022). There are various technology-based learning media that can be used to support the learning process (Firmadani 2020). One of the technology-based learning media is *e-booklet*.

E-booklet is a medium for conveying material in summary form and providing attractive images on an electronic basis (Yuliani 2021). Media *e-booklet* is a medium *electronic learning* or *e-learning* (Sopanda et al. 2023). Research (Prananda et al. 2022) shows the results of research that the use of media *e-booklet* proves that there is an increase in motivation and learning outcomes in students so that it is valid and suitable for use in every lesson. Media *e-booklet* it contains material, examples of questions and their solutions, exercises, quizzes and evaluations that can attract students' interest and desire to learn thereby increasing student motivation and learning outcomes (Sopanda et al. 2023).

E-booklet has the advantage that it can be used as an independent learning medium, provides easier understanding of the material provided, has a longer storage time and wider capacity, and is more *flexible* because it can be accessed via cellphone (Yuliani 2021). But along with the advantages, *e-booklet* It also has several disadvantages, namely that it has an unfavorable effect

on students' eye health and reduces students' writing skills (Putri et al. 2022). Therefore, the author feels that there is a need for innovative learning media that helps students to understand by combining writing and attractive graphic illustrations so that it can increase learning motivation and student learning outcomes.

This research aims to determine the use of media-based learning *e-booklet* to foster motivation and learning outcomes for SMA Negeri 5 Metro City students.

2. MATERIALS AND METHODS

2.1. Types and Design of Research

The type of research used is *Quasi Experiment* is a type of research that uses all subjects in a study group to be given treatment, rather than using subjects taken at random (Abraham and Supriyati 2022). Study *Quasi experiment* This was done by selecting two groups of subjects that had no significant differences (Rahmawati et al. 2023). Then given *pretest* with the aim of knowing the initial conditions of the two groups. Different treatments were given between the two groups, the control group was not given treatment using learning media *e-booklet*, while the experimental group was given treatment using learning media *e-booklet*. After giving treatment to the experimental group, both groups were tested again by administering it *posttest* The purpose of giving questions *posttest* to determine whether or not there was an increase in motivation and learning outcomes in the two research groups at SMA Negeri 5 Metro City.

This research uses a research design *Nonequivalent Control Group Design*. Two existing groups were given *pretest*, then given treatment, and finally given *posttest* (Astuti et al. 2023). The design is written in the table as follows:

Table 1. Research Design Table

Class	Pretest	Treatment	Posttest
Experimen	T1	X	T2
Control	T1	-	T2

Note (s): T1 is an initial test before the use of media, T2 is the final test after media use, X is learning using learning media *e-booklet*, and - is learning without using learning media *e-booklet*.

2.2. Data Collection Techniques

The research was conducted at SMA Negeri 5 Metro City in September 2023 – May 2024. Using the technical sampling method *simple random sampling* namely simple sampling from members of a population at random, without paying attention to the strata contained in a population. Data collection techniques are written in the following table:

Table 2. Data Tables and Data Sources

Data	Data source	Data Collection Techniques	Instrument
Motivation to learn	Student	Questionnaire	Questionnaire Sheet
Learning outcomes	Student	Hands	Sheet <i>pretest</i> and <i>posttest</i>

Data collection is divided into questionnaire data collection as a measurement of learning motivation and pretest posttest data as a measurement of learning outcomes. Structured questionnaire in the form of a list *checklist* questions related to student learning motivation. The number of questions in the questionnaire given was 25 questions using a 4,3,2,1 Likert scale with categories namely: SS (Strongly Agree), S (Agree), R (Doubtful), and TS (Disagree). With value percentage categories, namely:

Table 3. Questionnaire Assessment Category

Mark	Criteria
0-20	Very less
21-40	Not good
41-60	Pretty good
61-80	Good
81-100	Very good

(Tresnaningsih et al. 2019).

Data collection on learning outcomes uses pretest and posttest on reproductive system material. The data obtained will then be analyzed using SPSS 25.0 through the Independent Sample T-Test. To carry out this test, you must first carry out prerequisite tests, namely the normality test and homogeneity test.

The assessment on the questionnaire is in the form of Likert scale criteria consisting of a score of 1-4. The questionnaire filled out by respondents will be analyzed and presented as 4,3,2,1 with categories namely: SS (Strongly Agree), S (Agree), R (Doubtful), and TS (Disagree). The validation percentage for each component is calculated using the formula (Sugiyono 2016):

$$P = \frac{\sum x}{N} \times 100\%$$

Note (s) : P is the percentage gain, $\sum x$ is the number of scores for each selected criterion and N is the maximum number of scores.

Assessment of learning outcomes is assessed using tests, namely *pretest* and *posttest*. The test used is *multiple choice* 10 questions for *pretest* and *posttest*. To determine the score *multiple choice* What is obtained is by calculating the number of correct answers divided by the number of questions, written using the formula (Syaifuddin et al. 2022) :

$$Skor = \frac{B}{N} \times 100$$

Note (s) : B is the number of correct questions, and N is the number of questions.

2.3. Research procedure

This research was carried out through preparatory stages starting from preparation, implementation and final stages. In the preparation stage, a request for permission was made from the relevant school, then the research instruments were prepared. During the implementation stage, gifts are made *pretest* reproductive system material in both class groups. Then the implementation of learning in the control group and experimental group. After that, the gift is given *posttest*. The final stage of the research was analysis of the data that had been obtained from the research that had been carried out.

2.4. Data analysis technique

The data analysis technique used in this research is quantitative descriptive. The quantitative descriptive method is used because this method is carried out with the main aim of creating a picture or describing a situation objectively (Jayusman and Shavab 2020).

Data obtained from the results of student questionnaire responses were analyzed using quantitative data. The assessment on the questionnaire is in the form of Likert scale criteria consisting of a score of 1-4. The questionnaire filled out by respondents will be analyzed and

presented as 4,3,2,1 with categories namely: SS (Strongly Agree), S (Agree), R (Doubtful), and TS (Disagree). With the average scoring calculated using the formula (Arikunto et al. 2023) :

$$P = \frac{\sum x}{n}$$

Where P is the average scoring, $\sum x$ is the number of answers per respondent for each item assessed, and n is the number of respondents.

Learning outcome data were analyzed using SPSS 25.0 with the Independent Sample T-Test. To carry out this test you must first carry out a normality test and a homogeneity test. The normality test is carried out with the aim of testing whether the data that will be used to predict a construct is normally distributed or not. The homogeneity test is used to find out whether the data used has the same variance. This test is carried out as a condition for carrying out a T-Test test where the data used for the Independent Sample T-Test test must be homogeneous to get reliable results. Then test the Independent Sample T-Test.

3. RESULTS AND DISCUSSION

3.1. Motivation to learn

Student learning motivation is measured in general. Research measurements were carried out by giving a questionnaire sheet to each student. Therefore, the following analysis results were obtained:

Table 4. Results of Analysis of Learning Motivation Questionnaires in The Experimental Class

Mean	91,2	72,96
Min	79	63,2
Max	104	83,2
Std Dev	5,518951	4,415161
Var	30,45882	19,49365

Table 5. Results of Analysis of Learning Motivation Questionnaires in The Control Class

Mean	88,83333	71,06667
Min	76	60,8
Max	102	81,6
Std.Dev	5,261722	4,209377
Var	27,68571	17,71886

From the results of the analysis, data on learning motivation between the two class groups, namely for the experimental class, obtained an average of 72.96, which means that learning motivation in the experimental class was in good criteria. For the control class, the results of the analysis of learning motivation were obtained with an average of 71.06, which means that learning motivation in the control class was also in good criteria. From the results of the analysis of the two groups, it can be concluded that both classes already have good learning motivation but it is still possible to improve further through the use of appropriate learning media. This is in accordance with research conducted by (Lince 2022) showing that the use of technology-based learning media in learning can increase students' learning motivation, which is measured by factors such as interest in learning, self-expectations, perceptions of the important value of learning, and self-confidence. in learning ability.

3.2. Learning outcomes

3.2.1. Statistical descriptive test results

Descriptive analysis of the pretest and posttest, namely:

Table 6. Results of Descriptive Analysis of The Experimental Class

Descriptive Statistics					
N	Min	Max	Mean	Std. Deviation	Var
Pretest 36	20.00	80.00	53.6111	13.55471	183.730
Experimen Posstest 36	60.00	100.00	77.5000	12.50714	153.429
Valid N (listwise) 36					

Table 7. Control Class Descriptive Analysis Table

Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	Var
Pretest Control	36	10.00	90.00	60.8333	15.00000	225.000
Posttest Control	36	10.00	90.00	66.1111	17.28381	298.730
Valid N (listwise)	36					

From the table data, the results show that in the experimental class the average value is *pretest* namely 53.61 and the average value *posttest* namely 77.5. Meanwhile in the control class the average value *pretest* namely 60.83 and the average value *posttest* 66.11. Based on the data obtained, the value *pretest* both classes are lower compared to the grades *posttest*. This is because when it is given *pretest* students have not been given treatment while it is being given *posttest* students have been given treatment. It can be concluded that the provision of learning media is based on *e-booklet* can increase the average value of student learning outcomes.

Data on student learning outcomes are presented in figure 1 and figure 2.

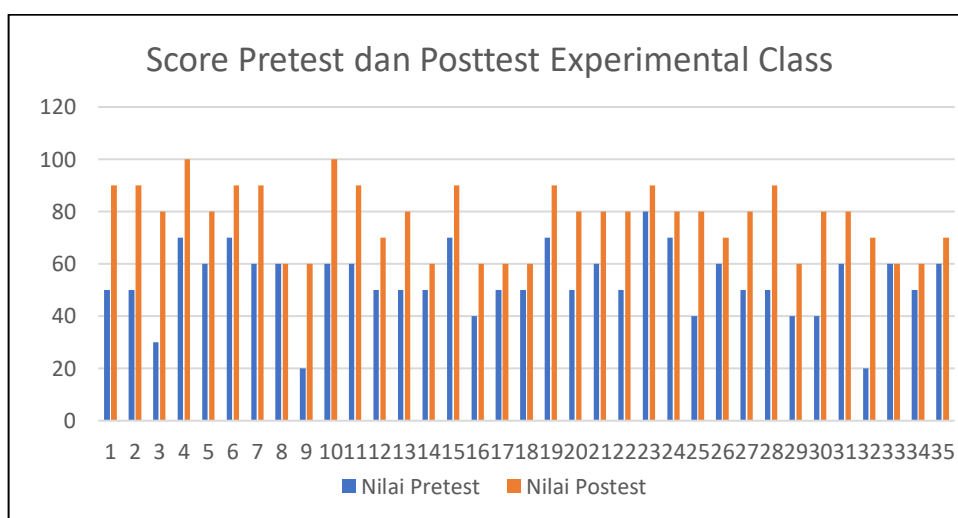


Figure 1. Distribution of Pretest and Posttest Scores for Experimental Class

Figure 1 shows that the histogram has the highest data frequency for pretest scores at 50, totaling 12 students. Meanwhile, the highest posttest score was 80, amounting to 11 students. The histogram above does not show a normal curve, this data provides an interpretation of the curve showing that the data is not normal.

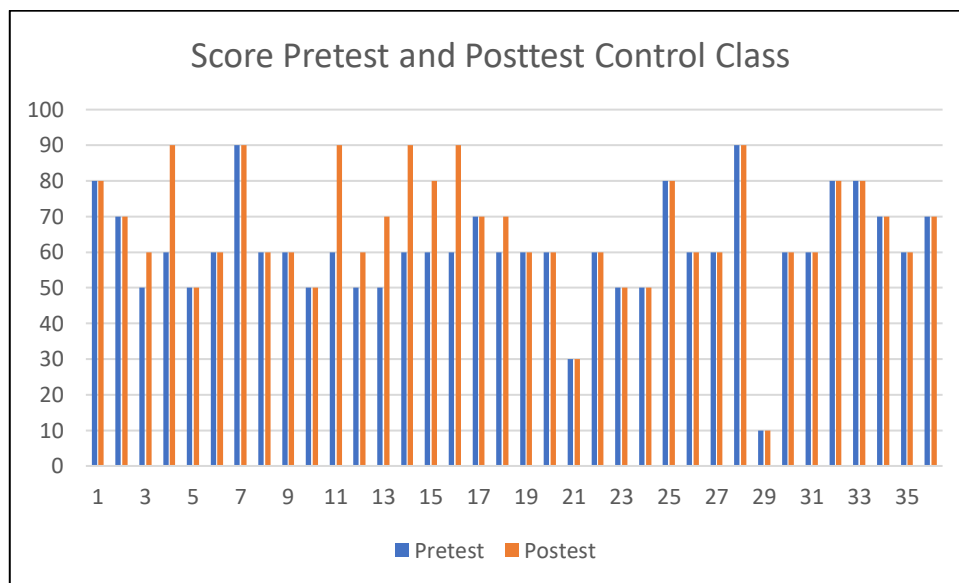


Figure 2. Distribution of Pretest and Posttest Scores for Control Class

Figure 2 shows that the histogram has the highest data frequency for pretest scores at 60, totaling 17 students. Meanwhile, the highest posttest score was 60 with 12 students. The histogram above does not show a normal curve, this data provides an interpretation of the curve showing that the data is not normal.

Results of Statistical Analysis of Student Learning Outcomes. In statistical analysis, prerequisite tests will be carried out, namely normality and homogeneity tests on the available data.

3.2.2. *Normality test*

The Normality Test is carried out with the aim of being a benchmark to determine whether the total data population is normally distributed or not. If the significance is ≥ 0.05 then it is declared normal, whereas if the significance is < 0.05 then the distribution is declared not normal. In this study, researchers used the Shapiro-Wilk test with the help of IMB SPSS Statistics 25.0 to test normality.

Table 8. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest Experimen	.253	36	.195	.900	36	.330
Posttest Experimen	.214	36	.200*	.858	36	.144
Pretest Control	.160	36	.200*	.935	36	.591
Posttest Control	.267	36	.140	.894	36	.294

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the above data obtained through the One Sample Kolmogorov Smirnov Test for the results of the pretest scores seen from the significance results in the experimental class of 0.195

≥ 0.05 and in the control class of $0.200 \geq 0.05$, it can be concluded that the data distribution is normal. Then for the results of the posttest scores, it can be seen from the significance results in the experimental class of $0.200 \geq 0.05$ and in the control class of $0.140 \geq 0.05$, it can be concluded that the data distribution is normal. If the pretest and posttest data for the experimental class and control class are normally distributed, then proceed with the homogeneity test.

3.2.3. Homogeneity Test

The Homogeneity Test was carried out to determine whether the experimental class and control class research data were homogeneous. The basis for making homogeneity test decisions is that if the significance is ≥ 0.05 then it is said that the data population is homogeneous, conversely if the significance is ≤ 0.05 then the variance of two or more data population groups is not homogeneous. In this study, researchers used IMB SPSS Statistics 25.0 to test homogeneity.

Table 9. Test of Homogeneity of Variances Experimen and Control

		Levene Statistic	df1	df2	Sig.
Posttest Exerimen & Control	Based on Mean	1.120	1	68	.294
	Based on Median	1.033	1	68	.313
	Based on Median and with adjusted df	1.033	1	63.419	.313
	Based on trimmed mean	1.290	1	68	.260

From the results of the calculation of the output table for the homogeneity test of posttest scores for the experimental and control class groups, it can be seen that based on Based on Mean, the Sig value is $0.294 \geq 0.05$. So it can be concluded that the posttest score data for the control and experimental class groups are homogeneous.

After carrying out the prerequisite tests and the data is proven to be normally distributed, statistical analysis of the Independent Sample T-Test is then carried out with the following analysis results:

Table 10. Independent T Test

	Group Statistics				
	Posttest Measurement	N	Mean	Std. Deviation	Std. Error Mean
Posttest Experimen & Control	Experimental Class	35	77.4286	12.68228	2.14370
	Control Class	36	66.1111	17.28381	2.88064

Table 11. Independent Samples Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest Experimen & Control	Equal variances assumed	1.284	.261	3.138	69	.002	11.31746	3.60618	4.12333	18.51159
	Equal variances not assumed			3.152	64.224	.002	11.31746	3.59075	4.14459	18.49033

Based on the T-Test test output table for 2 independent samples between the experimental and control groups above, it is known that the posttest score in the experimental class has an average of 77.42, while the posttest score for the control group has an average of 66.11. From the results of the t-test using the independent sample t-test, the significance value in the table was $0.002 \leq 0.05$, so it can be concluded that there is a significant difference in posttest learning outcomes between the experimental group and the control group. So it can be concluded that there are differences in learning outcomes for classes given learning media *e-booklet* with classes that are not given learning media.

Based on the results of the analysis, there are differences between the learning outcomes of the control group and the experimental group. In the control group the average posttest score was 66.11. Meanwhile, for the experimental group, the average posttest score was 77.42. So the experimental group had a higher posttest average score compared to the control class posttest average score. From the results of the Independent Sample T-Test, the significance value is $0.002 \leq 0.05$. Based on this significance value, it proves that learning media is based *e-booklet* provide a significant influence on the growth of student learning outcomes. Research conducted (Rahmadiningrum and Wulandari 2023) states that the results of the research use *e-books* experienced a significant increase. Where the experimental class score was from 32.42 to 43.04 after being given treatment. Meanwhile in the control class from 29.00 to 39.57. So that learning media is based *e-booklet* provide a significant influence for the experimental class.

Use of learning media *e-booklet* has an influence on student learning outcomes on reproductive system material in the experimental class. Instructional Media *e-booklet* used in the hope of improving student learning outcomes. Research (Rahmatussyifa et al. 2024) shows that the results of research using e-booklets will improve student learning outcomes in terms of content test and practicality aspects. This is explained in research (Norazijah 2022) stated that the results of the practicality of the content showed that *e-booklet* what has been developed has the advantage of complete material content, there are indicators and learning objectives and the arrangement is based on a logical sequence. Content of *e-booklet* becomes easy to understand because of the words contained in it *e-booklet* is a language that is commonly used every day. So it is stated that the results of the research analysis are based on learning media *e-booklet* had a good influence on the experimental class compared to the control class. So that learning media is based *e-booklet* can be used in everyday learning.

4. CONCLUSIONS

This research was conducted to determine media-based learning *e-booklet* can improve student learning outcomes and motivation. Therefore, learning media is based *e-booklet* can foster student learning motivation in two class groups, namely the experimental group with an average of 72.96 and the control group with an average of 71.06. Media based learning *e-booklet* can improve student learning outcomes in experimental classes based on the results of analysis in SPSS 25.0.

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