

Influence Of Media Use Virtual Tour To Museum On Learning Motivation And Ips Learning Outcomes Of Class Viii Students Of Smpk Santo Yusup Banyuwangi

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Abstract: *This research aims to study the influence of media use virtual tour to museum on learning motivation and social studies learning outcomes for class VIII students at SMPK Santo Yusup Banyuwangi. With the development of information technology, media virtual tour becomes an interesting alternative in the learning process, especially in social studies subjects which often require exploration of historical and cultural contexts. The research method used is quantitative with an experimental design. The research subjects consisted of two groups of students, namely the experimental group which used virtual tour media and the control group which used conventional methods. Data was collected through learning motivation questionnaires and learning outcomes tests.*

Keywords : Virtual tour to museum, Motivation, Learning Outcomes

1. INTRODUCTION

Education, one of the main aspects of human life, plays a crucial role in the growth and development of individual skills in various fields. Education in the 21st century is faced with various challenges. Even though technology has made many things easier, it has also had an impact on students' enthusiasm for learning. Rapid technological developments often have a negative impact on the learning process in educational institutions (Simbolon, 2022).

The learning process needs to produce a friendly and transparent atmosphere, which allows for two-way interaction between students and teachers, with the aim of improving the ability to think and gain knowledge independently and autonomously. The importance of learning history lies in the ability to form critical thinking, build positive character, and understand the process of change and development of our nation and the world (Sutikno, 2021).

However, in reality, there are several challenges faced, one of which is the low motivation of students in studying history lessons (Filgona et al., 2020). Therefore, efforts need to be made to increase students' learning motivation in social studies subjects, especially in history material. Support from teachers, the use of interactive and interesting learning methods, and the use of technology in the learning process can be alternatives to overcome these challenges and make social studies learning historical material more meaningful and relevant for students.

Contextual history learning comes from the constructivism theory outlined by Jean Piaget and Vigotsky. According to this theory, humans gain knowledge through a construction process based on the experience they have which is closely related to individual psychological development (Maksum & Purwanto, 2019). Meanwhile, constructivism theory according to Vigotsky highlights the important role of society and the

cultural environment in the formation of knowledge. Often, historical material is associated with outdated textbooks and the presentation of the material tends to be monotonous. The current history learning process is still far from fulfilling the interactive aspects mentioned previously. As a result, learning achievement is not ideal, and curriculum objectives are difficult to achieve well (Afrina et al., 2021).

In this digital era, teachers are expected to be able to carry out positive innovations for the progress of schools and education. Innovation is not limited to infrastructure and curriculum but uses technology in the teaching and learning process. The use of technology in the teaching and learning process has changed conventional learning into modern (Budiana, 2022; Purba et al., 2024)

Utilizing museums as a learning resource can produce a positive response to history learning, including local, national and international history (Katz & Halpern, 2015). One example is using museums as learning resources in history learning (Santoso et al., 2023). Museums play an important role in preserving historical heritage and providing educational and enjoyable experiences for the public. However, during the pandemic, many museums in Indonesia did not accept visits to suppress the spread of the virus. To overcome this problem, the Minister of Education and Culture, Nadiem Anwar Makarim collaborated with Google to create virtual tour to museum, which allows teachers and students to visit museums virtually using laptops or mobile phones. This digital-based history learning media makes it easy to visit museums without the need to spend money or travel.

Virtual tour to museum offers several benefits for teachers and students, including the ability to provide learning materials tailored to the curriculum, cheap access to view museum collections, and detailed information about historical relics (Moseikina & Toktamysov, 2024). Virtual tour to museum Currently providing various benefits for students who want to

visit museums online. Among them, with virtual tour to museum, students can enjoy learning that is fun, memorable, and new (Daniela, 2020).

Apart from that, students can also experience the conditions of historical locations in Indonesia which allows students to more quickly remember the experiences and knowledge gained through virtual tour to museum. Media virtual tour to museum This aims to give new life to history learning during the pandemic and make learning more interesting for students (Bandarsyah & Sulaeman, 2021).

Based on research conducted by Rosmah et al. (2023), as well as research conducted by (Tasbihah & Suprijono, 2021), it can be stated that the use of media virtual tour to museum has a significant impact on social studies learning, especially on history material, both at the high school and middle school levels. This is reflected in the distribution of questionnaires which shows a high level of student approval for use virtual tour to museum, as well as a significant increase in learning outcomes achieved by students.

Based on facts in the field for class VIII students at Santo Yusup Middle School, Banyuwangi, problems arise due to students' lack of interest and motivation in social studies subjects, especially history material. They often get bored with dense and long material but the explanations only use the lecture method and only occasionally ask questions. Apart from that, the use of learning media seems monotonous because it has been used in every other subject. Lack of student motivation in taking social studies lessons causes low student learning outcomes.

It can be said that class VIII students need innovative learning media so that they can support relatively dense historical material. Therefore, trials were carried out to present new learning media, namely media virtual tour to museum.

Based on the description and previous research above, researchers want to conduct research at Santo Yusup Banyuwangi Middle School. Researchers want to know whether there is a significant influence on students' motivation and learning outcomes using media virtual tour to museum in class VIII social studies, history material. The title of this research is "The Influence of Media Use Virtual tour to museum on Motivation and Social Studies Learning Outcomes Class VIII of Santo Yusup Middle School, Banyuwangi." It is hoped that this research will provide useful insights in developing more effective learning media in other schools.

2. RESEARCH METHODS

2.1 Selecting a Template

The research carried out by researchers is empirical research using quantitative methods. According to Sugiyono (2019), quoted in the book *Quantitative Research Methods*, quantitative research is a research method used for sampling where data collection uses research instruments and quantitative/statistical data analysis with the aim of testing predetermined hypotheses. In line with this opinion, Sukardi

(2021) states that a quantitative approach is an approach that mainly uses a post-positivist paradigm in the development of science (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions using measurement and observation and experimentation), using research strategies such as experiments and surveys that require statistical data.

A quantitative approach is research that uses data in the form of numbers as a tool to find the information you are looking for (Arikunto, 2020). This research requires the use of a lot of data to reach conclusions accompanied by figures and tables. This approach was chosen because in collecting data on the use of virtual tour to museum media in the social studies subject class VIII SMPK Santo Yusup Banyuwangi using research between group design (inter-group design) with experiments all using methods posttest only control group. Posttest only control group This provides treatment only to the experimental class while the control class does not receive treatment.

3. RESULTS AND DISCUSSION

DESCRIPTION MOTIVATION TO LEARN

The learning motivation referred to in this research is the encouragement that comes from within the student to achieve learning goals, such as understanding the material or developing learning, in this case related to social studies subjects in class VIII SMPK Santo Yusup Banyuwangi. Measurement of learning motivation was carried out using a control class that did not use learning media virtual tour to museum and experimental class with using learning media virtual tour to museum. To facilitate the interpretation of learning motivation data, learning motivation is classified into: very high, high, moderate, low, and very low. Table 1 will illustrate the frequency distribution of learning motivation in class VIII students at SMPK Santo Yusup Banyuwangi.

Table 1. Frequency Distribution of Learning Outcomes for Class VIII Students at SMPK Santo Yusup Banyuwangi

| Motivation to learn | Control Class | | Experimental Class | |
|---------------------|-------------------|----------------|--------------------|----------------|
| | Number of people) | Percentage (%) | Number of people) | Percentage (%) |
| Very high | 0 | 0,00 | 3 | 8,82 |
| High | 24 | 75,00 | 29 | 85,29 |
| Enough | 6 | 18,75 | 2 | 5,88 |
| Low | 2 | 6,25 | 0 | 0,00 |
| Very Low | 0 | 0,00 | 0 | 0,00 |
| Total | 32 | 100,00 | 34 | 100,00 |

Source: data processed 2024

Based on Table 1, the results show that learning motivation for the control class consisted of low as many as 2 people (6.25%), moderate as many as 6 people (18.75%), and high as

many as 24 people (75.00%). Meanwhile, learning motivation for the experimental class consisted of 2 people (5.88%), 29 people (85.29%), and 3 people (8.82%) very high. Referring to these results, it can be seen that the learning motivation of Class VIII Students at SMPK Santo Yusup Banyuwangi, both in the control class and the experimental class, is mostly categorized as high. Overall students are taught with using learning media learning virtual tour to museum have low and sufficient learning motivation which is lower compared to students who are not taught with using learning media virtual tour to museum. Students taught with instructional Media virtual tour to museum have greater motivation to learn in the high and very high categories compared to students who are not taught with instructional Media virtual tour to museum.

Description of Learning Outcomes

The learning outcomes referred to in this research are the results achieved by students after learning activities in social studies subjects in class VIII SMPK Santo Yusup Banyuwangi. Measurement of learning outcomes was carried out using a control class that did not use learning media virtual tour to museum and experimental class with using learning media virtual tour to museum. To facilitate the interpretation of learning outcome data, learning outcomes are classified into: very good, good, fair, poor, and very poor. Table 2 will illustrate the frequency distribution of learning outcomes for class VIII students at SMPK Santo Yusup Banyuwangi.

Table 2 Frequency Distribution of Learning Outcomes for Class VIII Students at SMPK Santo Yusup Banyuwangi

| Learning outcomes | Control Class | | Experimental Class | |
|-------------------|-------------------|----------------|--------------------|----------------|
| | Number of people) | Percentage (%) | Number of people) | Percentage (%) |
| Very well | 3 | 9,38 | 6 | 17,65 |
| Good | 7 | 21,88 | 15 | 44,12 |
| Enough | 11 | 34,38 | 11 | 32,35 |
| Not enough | 7 | 21,88 | 2 | 5,88 |
| Less than once | 4 | 12.50 | 0 | 0,00 |
| Total | 32 | 100,00 | 34 | 100,00 |

Source: data processed 2024

Based on Table 2, it shows that the learning outcomes for the control class consisted of 3 people (9.38%), 7 people less (21.88%), 11 people (34.38%), 7 people (34.38%), good 7 people (21.88%), and very good as many as 4 people (12.50%). Meanwhile, the learning outcomes for the experimental class consisted of less than 2 people (5.88%), fair as many as 11 people (32.35%), good as many as 15 people (44.12%), and very good as many as 6 people (17.65%). Referring to these results, it can be seen that the learning outcomes of Class VIII Students at SMPK Santo Yusup Banyuwangi in the control class were mostly categorized as fair, while in the experimental class most of them were categorized as good. Overall students are taught

with using learning media learning virtual tour to museum have lower learning outcomes in the poor category compared to students who are not taught with using learning media virtual tour to museum. Students taught with instructional Media virtual tour to museum has learning outcomes in the good and very good categories which are greater than those of students who are not taught with instructional Media virtual tour to museum.

Hypothesis Testing

As for the test results Independent Sample T-Test Brief motivation for learning can be presented in Table 3.

Table 3 Test Results Independent Sample T-Test for Learning Motivation

| Class | Mean | t count | Say. | Decision |
|------------|-------|---------|-------|-------------------------|
| Control | 37,25 | -2,910 | 0,005 | H ₁ accepted |
| Experiment | 40,35 | | | |

Source: data processed 2024

Based on Table 3 relating to hypothesis testing which states the average learning motivation of control class students (not taught with instructional Media virtual tour to museum) is significantly different compared to the average learning motivation of experimental class students (taught with instructional Media virtual tour to museum). This is proven by the t-count significance value of 0.005, which means it is smaller than 0.05. So, it can be stated that H₁ accepted. So the hypothesis states that learning media virtual tour to museum can influence learning motivation in social studies subjects class VIII SMPK Santo Yusup Banyuwangi proven to be true. Next, the test results are presented Independent Sample T-Test The learning outcomes can be briefly presented in Table 4.

Table 4 Test Results Independent Sample T-Test for Learning Outcomes

| Class | Mean | t count | Say. | Decision |
|------------|-------|---------|-------|-------------------------|
| Control | 61,87 | -3,208 | 0,002 | H ₂ accepted |
| Experiment | 70,00 | | | |

Source: data processed 2024

Based on Table 4 relating to hypothesis testing which states the average learning outcomes for control class students (not taught with instructional Media virtual tour to museum) is significantly different compared to the average learning outcomes for experimental class students (taught with instructional Media virtual tour to museum). This is proven by obtaining a t-count significance value of 0.002, which means it is smaller than 0.05. So, it can be stated that H₂ accepted. So the hypothesis states that learning media virtual tour to museum can influence learning outcomes in social studies subjects class VIII SMPK Santo Yusup Banyuwangi proven to be true.

Discussion

Influence of Learning Media Virtual Tour to Museum on Learning Motivation

The results of hypothesis testing show that learning media virtual tour to museum can influence learning motivation in class VIII social studies at SMPK Santo Yusup Banyuwangi. These results are strengthened by descriptive statistics which show that students are taught with instructional Media virtual tour to museum have greater motivation to learn in the high and very high categories compared to students who are not taught with instructional Media virtual tour to museum.

Different virtual solutions allow diversification in access to information, learning, and reaching places that previously could not be visited (Daniela, 2020). Virtual solutions become more accessible, engaging and immersive and incorporate avatar elements that relate directly to body parts and provide a better understanding of the reality being viewed, and individuals have the ability to interact with the virtual. environmental artifacts, build one's own understanding, develop cognitive processes, and foster creativity and the development of new innovations. The graphic design of the developed technical solutions, the aesthetics of the artifact, the information architecture, interoperability and also the possibility of its use in educational environments are analyzed.

For museums, virtual solutions are a tool to help provide information about the museum that visitors may need, this has currently become the focus of much research. Virtual tour to museum analyzed from a point of view that can serve as a tool to overcome various obstacles faced by museums themselves, such as the need for space to display all available artifacts, the need to attract visitors, and the desire of visitors to interact as much as possible with museum artifacts. Virtual tour to museum can function as a tool for learning through entertainment, where learning occurs through active exploration, collaborating with virtual agents, or as interaction with a virtual narrator who is human-like and able to communicate, when using a museum (Katz & Halpern, 2015).

Some experts argue that the immersive environment of virtual tour to museum can support constructivist learning because it allows learners to control the content, sequence and learning strategies; thus learners can create their own discovery activities that encourage diverse thinking and problem representation, all of which help stimulate intrinsic motivation (Moseikina & Toktamysov, 2024). Media virtual tour to museum, allowing visitors (students) with a higher level of navigation support to find themselves more inclined to explore the museum, and with the support of 3D technology improving the display of the representation, thus further motivating students.

Influence of Learning Media Virtual Tour to Museum on Learning Outcomes

The results of hypothesis testing show that learning media virtual tour to museum can influence learning outcomes in class VIII social studies at SMPK Santo Yusup Banyuwangi. This is supported by descriptive results which state that students are taught with instructional Media virtual tour to museum has learning outcomes in the good and very good

categories which are greater than those of students who are not taught with instructional Media virtual tour to museum.

Virtual tour is a form of structured educational training that differs from physical excursions in that it presents real-life objects (such as museums, parks, city streets, etc.) through virtual displays, allowing independent observation and collection of relevant information (Moseikina & Toktamysov, 2024). Student enjoyment and involvement in the learning process will increase when students actively interact with learning material rather than passively receiving it. Allowing students to manage virtual tours is expected to increase the level of student engagement in the learning process and allow students to focus on the elements that interest them most. While giving students more freedom to explore and direct their learning may seem unconventional to history teachers, it can give students the flexibility and control they desire and ultimately serve as a gateway to further study of the subject. Besides that, virtual tour to museum giving students access to historic sites that students might not otherwise have access to.

The learning process must use media that is considered interactive in learning and capable of attracting students' attention. Instructional Media virtual tour to museum It is considered by experts to have its own charm in supporting history learning. Utilization virtual tour to museum for online learning, it is very useful in history learning activities because virtual museums invite students to visit museums virtually. Teachers can use virtual museums as a supporting tool in conveying the material being taught. This is proven by the use of learning media, student interest and motivation in the learning system increases which results in increased student understanding and the final result is better student learning outcomes (Rosmah et al., 2023).

CONCLUSIONS

Conclusion

Based on the results of the analysis, several conclusions can be drawn that learning media virtual tour to museum can influence learning motivation in class VIII social studies at SMPK Santo Yusup Banyuwangi. The research results also show that learning media virtual tour to museum can influence learning outcomes in class VIII social studies at SMPK Santo Yusup Banyuwangi

Suggestion

Referring to the results of this research, several suggestions can be given, including first, the research results prove that learning virtual tour to museum can increase learning motivation and student learning outcomes in social studies subjects, therefore teachers should further optimize the application of learning with media virtual tour to museum so as to increase student motivation and learning outcomes. Second, for further research it is recommended to be able to develop the results of this research to a wider scope and to continue or develop this research for other similar variables that are more innovative and creative, so that it can provide

new insights in the world of education, especially in terms of learning media.

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