

Development of Guidance and Counseling Media in the Form of Macro Flash Media to Increase Learning Motivation

 <https://doi.org/10.31004/jele.v6i2.xxx>

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ABSTRACT

The purpose of this study was to develop teaching media in the form of Macromedia Flash to Improve Learning Motivation of Junior High School Students in Brebes Regency. The method used was the RND method. The results of the study showed that this learning media was feasible to use based on the assessment of Guidance and Counselling practitioners with an average score of 3.00 in the good category. Expert assessment showed an overall score of 2.92, which was in the good category. The trial on students showed the following results: individual trials with an average score of 3.91 (good), small group trials with a score of 3.31 (very good), and field trials with a score of 3.26 (very good). Overall, the media scored 3.23, which was in the very good category. This media has also proven effective in improving student learning motivation based on the gain score of the increase in pre-test and post-test results. The class that used the media obtained a gain score of 0.46 (moderate category), while the class that did not use the media only reached 0.28 (low category). Thus, Macromedia Flash-based Guidance and Counselling Learning Media is declared feasible and effective for use in BK learning for class VIII.

Keywords : *Macromedia Flash, Motivation, Counselling Guidance*

Article History :

Received 4th January 2025

Accepted 24th February 2025

Published 26th February 2025



INTRODUCTION

The world of education cannot be separated from various components of learning, starting from teachers, infrastructure, curriculum, learning methods, learning media and so on. (Suryanida, 2022). Limited funds to continue school are an important problem, even though the government has prepared scholarships for underprivileged students. In addition, there are still students who do not realize how important education is for them. Education for a developing nation like Indonesia today is an absolute necessity that must be developed in line with the demands of development step by step. Guidance and counseling are activities that originate from human life that are very necessary to achieve optimal levels of development. Guidance and counseling are an integral part of education, where a teacher or counselor helps students overcome their problems in personal, social, learning, and career fields, and he guides and helps develop students' potential optimally so that they can achieve well-being (Arif Budi, 2018).

According to Mortensen and Schmuller (1976) in Ika Haryati (2019), guidance is a part of overall education that helps provide personal opportunities and expert staff services in a way that each individual can develop their abilities and capabilities to the fullest in accordance with democratic ideas. This is as expressed by Walgito (2010): "Guidance and counseling aim for individuals to be able to understand and develop their potential

optimally in accordance with the demands of the environment and also in all aspects of their lives.

According to Hanung (2024), learning media is anything that is used to convey messages (teachers) to message recipients (students) so that students are more interested and attracted to learning certain materials. The selection of learning media is important for educators, educators must choose learning media that will make students interested in the media created. If the media displayed are new things that have never been seen or known by students, both physically and non-physically, as well as the message contained in the media is something new and attractive, for example in terms of color and design, the greater the desire of students to understand and use the media.

Along with the development and progress of computer technology, educators are required to follow the development of this technology in carrying out the learning process, many applications can be used to assist teaching and learning activities, including Geogebra, Microsoft Powerpoint, Adobe Flash, Macromedia Flash, etc. which should be utilized and developed for teaching materials. Learning media using computer media can accommodate students who are slow in receiving lessons, because it can provide a more affective climate, which makes students not easily forget, not easily bored and more patient in carrying out the instructions desired by the program (Krisma Widi Wardan, 2020: 6).

Based on the results of interviews with Guidance and Counseling teachers in a preliminary study on March 5, 2024 at SMP 04 Wanasari. Researchers found symptoms such as related to the learning media provided by teachers "what media is given by teachers in learning" the teacher answered "that the media used is in the form of books and modules provided by the school" the next question "is the application of learning media carried out optimally and efficiently?". the teacher answered "the application of learning media has not been implemented optimally and efficiently because it is only in the form of books, not using electronic media". not only related to learning media, researchers also asked about the learning outcomes obtained in learning. "how are the learning outcomes of students using book media in learning?". the teacher answered that there are still many students who get scores below the KKM. As well as the relatively high level of student attendance who do not go to school". Based on the results of the interview, there are symptoms, namely in learning media, learning outcomes and student attendance which are caused by certain factors, one of which is the lack of motivation given by the teacher and monotonous learning.

A teacher is expected to be able to have the skills to use media in the learning process so that the delivery of messages will be easily transferred from teacher to student because the role of the media will not be seen if its use is not optimal and does not match the content and objectives of learning. In addition, the learning media used must be able to attract students' attention and stimulate learning activities more so that students will be enthusiastic about learning as stated by Sadiman in (Ilhamdi Zefry Syuhada, 2022.) regarding the functions of learning media, namely: (1) clarifying messages so that they are not too verbalistic, (2) overcoming limitations of space, time, energy and sensory power, (3) creating enthusiasm for learning, more direct interaction between students and learning resources, (4) learning can be more interesting and (5) students' positive attitudes towards learning materials and the learning process can be increased.

.Based on the function of the media above, it is clear that the use of media in learning is very helpful in the learning process and helps children understand something abstract to be more concrete. Seeing the conditions that occur in the field, we can see that there is a gap between the ideal conditions that should occur in schools and the conditions that occur in schools. In connection with the minimal use of learning media in the learning process, the researcher considers it necessary to study "Development of Counseling Learning Media in the Form of Macromedia Flash to Increase Learning Motivation of Class VIII Students of SMP 04 Wanasari".

METHOD

This research will use the type of Research and Development (R&D) research. "Educational Research and Development (R&D) is a process used to develop and validate educational products" (Borg & Gall, 1983: 772). From this definition, Borg & Gall explain that R&D research is a process used to develop and validate educational products. The steps in the research and development process show a system that begins with a needs analysis, to problems and their development, which then produces certain products. The products produced can be in the form of learning materials, learning media, and management systems.

This research produces a learning media product in the form of a Macro Flash Media-based Module that has been integrated with BK learning for junior high school students in Brebes Regency. The learning media is packaged in the form of a learning CD and operated using a computer. This research aims to develop an Adobe Flash-based Module Learning Media with the hope that this Interactive Module Learning Media can be an alternative learning media for teachers in the learning process and also for student learning resources to increase student learning motivation.

The subjects of this study were one Material Expert (Education Lecturer), one Media Expert (Information Technology Education Lecturer), one BK Learning Practitioner (BK Teacher of SMP 04 Wanasari), and grade VIII students of SMP 04 Wanasari consisting of 3 students for individual trials, 9 students for small group trials, 28 students for field trials without using Macro Flash Media-based Learning Media, and 28 students for field trials using Macro Flash Media-based Guidance and Counseling Learning Media. Meanwhile, the objects of this study are the feasibility of Macro Flash Media-based Guidance and Counseling Learning Media and the effectiveness of Macro Flash Media-based Interactive Modules as Learning Media to increase students' learning motivation.

FINDINGS AND DISCUSSION

Development of Guidance Counseling Learning Media Products Based on Macro Flush Media

Subject Matter Expert Validation

Validation of the material was carried out by the Guidance and Counseling Teacher, Mr. Fizar M.Pd. Validation of the material serves to review and assess whether the learning material to be delivered in the Guidance and Counseling Learning Media is feasible or not. Validation is carried out by filling out a questionnaire on a scale of 1-4 which is reviewed from the aspects of material, questions, language and implementation. A brief recapitulation of the values is presented in table 1 below.

Table 1. Recapitulation of Material Expert Validation Results

No	Assessment Aspects	Total Value	Average Mark	Category
1	Material	33	3.73	Very Good
2	Question	23	3.87	Very Good
3	Language	10	4	Very Good
4	Implementation	10	4	Very Good
Total		76	3.68	Very Good

Source: Primary Data processed 2025

Based on table 9, it is known that in terms of the material aspect, the assessment results obtained an average value of 3.73 in the range of $X \geq 3.25$ which is included in the very good category. The assessment of the question aspect obtained an average value of 3.87 in the range of $X \geq 3.25$ which is included in the very good category. The assessment results from the language aspect and the implementation aspect obtained an average value of 4 in the

range of $X \geq 3.25$ which is included in the very good category. Overall, the validation results by material experts seen from the aspects of material, questions, language, and implementation obtained an average value of 3.68 in the range of $X \geq 3.25$ so that it received a value of "A" which is included in the very good category. The quality of the BK learning media based on the validation of the material expert is included in the Very Good category. Thus, the Guidance and Counseling Learning Media based on Macro Flush Media is suitable for use as a BK learning media for class VIII.

Media Expert Validation

Media validation was conducted by a lecturer of Informatics Engineering Education from the Faculty of Engineering, Muhadi Setiabudi University, Brebes, namely Nur Ariessnto M.Kom. Media validation functions to review and assess whether the developed media is worthy of being tested. Media validation is conducted by filling out a questionnaire on a scale of 1-4 which is reviewed from the aspects of Software Engineering and Visual Communication. A brief recapitulation of the values is presented in the following table.

Table 2. Recapitulation of Media Expert Validation Results

No	Assessment Aspects	Total Value	Average Value	Category
1	Engineering Devices Soft	39	3.36	Good
2	Visual Communication	31	2.26	Good
Total		70	2.92	Good

Source: Primary Data processed 2025

Based on table 2, it is known that in terms of software engineering, the assessment results obtained an average value of 2.92 in the range of $2.5 \leq x < 3.25$ which is included in the good category. In terms of visual communication, the assessment results obtained an average value of 2.26 in the range of $2.5 \leq x < 3.25$ which is included in the good category. Overall, the average assessment by media experts obtained a value of 2.92 in the range of $2.5 \leq x < 3.25$ so that it received a value of "B" which is included in the good category. The quality of BK learning media based on media expert validation is included in the Good category. Thus, the Guidance and Counseling Learning Media based on Macro Flush Media is suitable for use as BK learning media for class VIII.

Validation of Guidance and Counseling Learning Practitioners

Validation in terms of both material and media by BK Learning Practitioner, Mr. Tri Prasetyo, S, Pd. This validation serves to review and assess whether the media developed is worthy of being tested. Validation is carried out by filling out a questionnaire on a scale of 1-4 which is reviewed from the aspects of Software Engineering, Learning Design, and Visual Communication. A summary of the values is presented in the following table.

Table 3. Recapitulation of Learning Practitioner Validation Results

No	Assessment Aspects	Total Value	Average Value	Category
1	Engineering Devices Soft	18	3	Good
2	Design Learning	36	3	Good
3	Visual Communication	24	3	Good
Total		78	3.00	Good

Source: Primary Data processed 2025

Based on table 3, it is known that in terms of software engineering, learning design and visual communication aspects, the assessment results obtained an average value of 3 in the range of $2.5 \leq x < 3.25$ which is included in the Good category. Overall, the average assessment of Accounting learning practitioners obtained an average value of 3 in the range of $2.5 \leq x < 3.25$ so that it received a value of "B" which is included in the good category. The

quality of the Interactive Module learning media based on the validation of Accounting learning practitioners is included in the Good category. Thus, the Guidance and Counseling Learning Media based on Macro Flush Media is suitable for use as a BK learning media for class VIII

Individual Trial

The author uses Learning Media based on macro flash media developed for test subjects. In this trial, students are asked to use the Module to learn BK material. At the end of the learning, students are asked to provide an assessment of the Module from the aspects of software engineering, learning design, and visual communication. A summary of the assessments from the students is presented in the following table.

Table 4. Recapitulation of Individual Trial Results

No	Assessment Aspects	total Value	Average Value	Category
1	Engineering Devices Soft	27	3	Good
2	Design Learning	42	2.91	Good
3	Visual Communication	60	2.76	Good
Total		129	2.75	Good

Source: Primary Data processed 2025

Based on table 13, it is known that the student assessment of the developed media reviewed from the software engineering aspect obtained an assessment result with an average value of 3 in the range of $2.5 \leq x < 3.25$ which is included in the good category. Reviewed from the Learning Design aspect, the assessment result was obtained with an average value of 2.91 in the range of $2.5 \leq x < 3.25$ which is included in the good category. Reviewed from the visual communication aspect, the assessment result was obtained with an average value of 2.76 in the range of $2.5 \leq x < 3.25$ which is included in the good category. The average overall score (X) obtained was 2.75, where the score was in the range of $2.5 \leq x < 3.25$ so that it got a value of "B" which is included in the good category. The quality of learning media based on individual trials is included in the Good category. Thus, the Macro Flush Media-based Counseling Guidance media is suitable for use as a learning media for BK class VIII. It can be concluded that the quality of Macro Flush Media-based Counseling Guidance in individual trials received the "Good" category, so it can be tested at the next stage.

Field Trial

Guidance Counseling Media based on Macro Flush Media was tested in a field trial. The field trial was conducted on 56 students of SMP 04 Wanasari. This field trial was conducted by involving two groups, group I was an experimental group consisting of 28 students of class VIIIA whose learning used Guidance Counseling media based on Macro Flush Media. While group II was a control group consisting of 28 students of class VIIIB whose learning did not use the media.

Field trials using learning media In this trial, students were asked to work on pretest questions first. After that, the teacher and students studied BK material using Macro Flush Media-based Guidance and Counseling media. At the end of the learning, students were given a posttest, then gave an assessment of the Interactive Module from the aspects of software engineering, learning design, and visual communication. A summary of the student assessments is presented in the following table.

Table 4. Recapitulation of Field Trial Results

No	Assessment Aspects	Amount Mark	Average Mark	Category
1	Engineering Devices Soft	290	3.45	Very Good
2	Design Learning	456	3.26	Very Good
3	Visual Communication	685	3.06	Good
	Total	1431	3.26	Very Good

Source: Primary data processed 2025

Based on table 4, it is known that the student assessment of the developed media reviewed from the software engineering aspect obtained an assessment result with an average value of 3.45 in the range of $x \geq 3.25$ which is included in the very good category. Reviewed from the Learning Design aspect, the assessment result was obtained with an average value of 3.26 in the range of $x \geq 3.25$ which is included in the very good category. Reviewed from the visual communication aspect, the assessment result was obtained with an average value of 3.06 in the range of $2.5 \leq x < 3.25$ which is included in the good category. The average overall score (X) obtained was 3.26, where the score was located in the range of $x \geq 3.25$ so that it got an "A" value which is included in the very good category.

The effectiveness of using Macro Flush Media-based Guidance and Counseling media is known by comparing the average learning outcomes of students who use the Module with students who do not use the Module. The thing being compared is the learning outcomes of BK Adjustment in the cognitive aspect.

Table 5. Improvement of Students' Cognitive Values

Class	Average Mark		Gain Score	Gain Criteria Score
	Pretest	Posttest		
Use Media (VIIIa)	58.93	78.93	0.46	Currently
No Use Media (VIIIb)	58.21	69.29	0.28	Low

Source: Primary data processed 2025

Based on table 5, it is known that the average pretest score of class VIIIa students is 58.93 and the average pretest score of class VIIIb students is 58.21. The average posttest score of class VIIIa students is 78.93 and the average posttest score of class VIIIb students is 69.29. Seeing the average posttest score of class VIIIa or those who use media of 78.93 is higher than those who do not use it of 69.29, it means that the use of Macro Flush Media-based Guidance and Counseling media is more effective than those who do not use it.

In addition, if seen from the average pretest and posttest scores in class VIIIa or those using media, an increase in cognitive scores of 0.46 was obtained. Based on table 8 regarding the Gain Score Criteria, the increase in value is in the range of $0.3 \leq g \leq 0.7$ so that it is included in the "Moderate" category. Meanwhile, from the average pretest and posttest scores in class VIIIb that did not use media, an increase in cognitive scores of 0.28 was obtained. The increase in value is in the range of $g < 0.3$ so that it is included in the "Low" category. These results indicate that the use of Macro Flush Media-based Guidance and Counseling media in learning activities is more effective than those that do not use it.

The Feasibility of Macro Flush Media-Based Counseling Guidance Media Based on Expert Assessments

The feasibility of the Macro Flush Media-based Guidance Counseling media is known through the validation stage by Material Experts, Media Experts and Accounting Learning Practitioners. The results of the assessment at each stage of the overall assessment can be seen in the following table.

Table 6. Module Quality at Validation Stage

No	Assessment Stage	Average Amount Score	Average Score	Quality
1	Evaluation Expert Material	77	3.89	Very Good
2	Evaluation Expert Media	70	2.92	Good
3	Learning Practitioner Assessment Accountancy	78	3.00	Good
Average			3.27	Very Good

Source: Primary Data processed 2025

Based on table 6, it can be seen that the Macro Flush Media-based Guidance and Counseling media obtained a Very Good category for the Material Expert assessment stage with an average score of 3.89. The assessment stage by the Media Expert obtained a Good category with an average score of 2.92. The assessment stage by the Accounting Learning Practitioner obtained a Good category with an average score of 3.00. Overall, from the three assessment stages carried out by the Material Expert, Media Expert and Accounting Learning Practitioner, the result was 3.27 in the range of $x \geq 3.25$ so that it received a value of "A" which is included in the "Very Good" category. This category has met the eligibility requirements for the Macro Flush Media-based Guidance and Counseling media that was developed. Thus, the Macro Flush Media-based Guidance and Counseling media based on the assessment of experts is suitable for use as a learning media for the Adjustment Journal for class VIII.

Student Assessment in the Use of Macro Flush Media-Based Counseling Guidance Media
The feasibility of Macro Flush Media-Based Counseling Guidance Media based on student assessment can be seen in the following table.

Table 7. Student Assessment in the Use of Learning Media

No	Assessment Stage	Average Score	Average Score	Eligibility
1	Trials Individual	136	2.91	Good
2	Test Try Small Group	472	3.31	Very Good
3	Evaluation Try the Field	1431	3.26	Very Good
Average			3.19	Good

Source: Processed Primary Data (2024)

Based on table 7, it can be seen that the Macro Flush Media-based Counseling Guidance Media at the individual trial stage obtained a Good category with an average score of 2.91. The small group trial stage obtained a Very Good category with an average score of 3.31. The field trial stage obtained a Very Good category with an average score of 3.26. The average overall score of the Module got a score of 3.19 in the range of $2.5 \leq x < 3.25$ so that it got a "B" value which is included in the "Good" category. This category has met the eligibility requirements for the Macro Flush Media-based Counseling Guidance Media that was developed. Thus, the Macro Flush Media-based Counseling Guidance Media is suitable for use as a learning media for the Class VIII Adjustment Journal.

Effectiveness of Using Macro Flush Media-Based Counseling Guidance Media

Based on the results of the field trial involving two groups, group I is an experimental group consisting of 28 students of class VIIIA whose learning uses Interactive Modules based on Adobe Flash CS 6 while for group II is a control group consisting of 28 students of class VIIIB whose learning does not use the media, the researcher obtained the results of the pretest and posttest to determine whether the average gain score between classes using

learning media and not using learning media has increased or not. From the results of the trial, an increase in the pretest and posttest results was obtained in both classes.

Based on the data processing, it was found that the average increase in pretest and posttest results was 0.46 in the class using media (VIIIa) with the category "Medium", while the average increase in pretest and posttest results in the class not using media (VIIIb) was 0.28 or with the Low category. From these results, the average gain score of class VIII using the Interactive Module was higher than the average gain score of class VIIIb not using the Interactive Module. Thus, the Macro Flush Media-based Guidance and Counseling Media is effective for use as a learning medium.

CONCLUSIONS

Guidance Counseling Learning Media based on Macro Flush Media is effective to be used as a BK learning media for class VIII seen from the average gain score of the increase in pretest and posttest results for class VIIIa or those using media of 0.46 with the category "Medium" and the average gain score of the increase in pretest and posttest results for class VIIIb or those not using media of 0.28 with the category "Low". The increase in pretest and posttest results for class VIIIa is higher than the increase in pretest and posttest results for class VIIIb, so that Guidance Counseling Learning Media based on Macro Flush Media is "effective" to use.

ACKNOWLEDGEMENTS

By expressing gratitude to Allah SWT, the author would like to express his gratitude to: Both parents, Mr. Wahyu Sadewo and Mrs. Carsinah who have always been the strength and motivation for the author to move forward and have always sincerely given prayers, affection and sacrifice. My close friends Eka Sulistiani, Dail and Furqon who have always supported me in completing my thesis. The extended family of the Master of Pedagogy Postgraduate Program, Pancasakti University, Tegal who have always been compact during their studies. My beloved alma mater, the Master of Pedagogy Postgraduate Program, Pancasakti University, Tegal.

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