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Focusky-Based Online Learning Innovation on Social Science Subjects At Islamic Junior High School 1 Palembang

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Abstract
The learning motivation of students in class VIII the even semester of the academic year 2019/2020 is still low because of the use of inappropriate learning media. This study aimed to produce a learning media based on the application of Focusky social science to increase the learning motivation of grade VIII students in Islamic Junior High School 1 Palembang. This study was an experimental study using a Quasi-Experimental study design in the form of a Non-equivalent control group design. The population in this study all classes VIII Islamic
Junior High School 1 Palembang. Purposive Sampling is sampling technique the
determination of the sample is based on a variety of specific considerations so that the
experimental class VIII 5 and control class VIII 6. The method of data collection is using a
questionnaire and documentation. Data analysis techniques consisted of pretest and posttest
data analysis. Hypothesis testing uses different test paired sample t-test and independent
sample t-test. The results showed that there was an increase in learning motivation with
treatment using the Focusky application seen from the average post-test experimental class
that is 85.32 higher than the control class 80.30. The conclusion of this research is the
application of focusky applications is more effective in increasing students' learning
motivation in the social science online learning process. It is recommended that teachers and
schools be able to apply and develop focusky learning media in the online learning process
which can be used as an alternative to assist students in increasing learning motivation.

Keywords: focusky, learning media, learning motivation

Introduction
Education plays an important role in educating the generations of the nation's children and
spearheading the improvement of quality human resources. The learning process is an
active process of students in developing the potential of each individual and the learning
process also has an important role in the successful implementation of learning in order to
improve the quality of education. Quality education is a learning process that runs smoothly
and well and obtains learning outcomes that are in accordance with those determined by the
school. Teachers as educators have a role in the learning process because a teacher does
d not only transfer the knowledge they have, but the teacher becomes the second parent of
students who can help and guide students to be better. teachers and students have a close
relationship to support the progress of quality education.

Quality education is needed to produce quality human resources. Through education, the
development of science and technology will be easily absorbed, thus enabling the creation of
a developed nation and country. In the development of times and the pandemic situation of
the Covid-19 outbreak, teachers are required to be able to provide creativity and innovation
in the learning process so that student motivation in learning increases. There are many
media, models, strategies, and learning methods that can be applied that are attractive and
provide benefits for teachers in delivering material. selection of learning media in the learning
process as it is today namely blended learning.

Based on the description above, teachers at SMP Islam 1 Palembang use the WhatsApp
and Google Classroom applications as online learning media. In this learning process
students are required to learn to be more independent in mastering every basic competency
in social studies learning completely. However, problems arise in the online learning process
which results in students being less active in participating in the teaching and learning
process because all they do is read and listen which causes them to get bored quickly.Students' understanding of the material delivered by teachers is still low both during
face-to-face and online learning processes, there are still many students who do not meet
the predetermined value standards namely Minimum Mastery Criteria (KKM), 75. The reality
can be seen from the midterm assessment conducted at the end of April even semester of
the 2019/2020 academic year in social science subjects as many as 40% of students who
are complete and 60% who have not yet completed. So it can be said that the learning outcomes obtained by students are not optimal. Various factors that cause the low learning outcomes of students include the use of media in the delivery of inappropriate material and low student motivation.

The learning process requires a design that can actively involve all students, to optimize the abilities possessed by each individual. Motivation to learn there are two types namely intrinsic and extrinsic, if the teacher can arouse and direct students to learn something then they will strengthen the response. According to Donald (Omar, 2014) learning motivation is the self-drive of participants to change behavior by marking the emergence of reactions and feelings to achieve goals, motivation is the main factor that determines the success of students’ learning. Djamah and Zain (Dajamarah, et al., 2014) said learning media in the learning process has an important meaning because the media can represent those who cannot be explained through certain words. Many learning media can be used as alternatives to increase students’ learning motivation, one of them is focusky learning media.

According Suryani (Suryani, et al., 2018) Focusky application is one of the learning media used to create and display presentation materials. This application is designed so that users can create interactive animated presentations on various topics. Besides, this application also supports the drag and drop method to facilitate making presentations so that the resulting display is very attractive. The main function of learning media as a carrier of information from the source (teacher) to the recipient (students). Focusky learning media presents very many and interesting templates that can arouse interest and motivation in learning.

This research had previously been carried out by Khusnuridlo (Sanjaya, 2014) in a study that showed the average value of learning motivation in class using learning media autoplay studio media (experimental class 1) that is 85.23, a class using focusky learning media (experimental class 2 ) which is 87.04, and the class using conventional learning (control class) is 82.88. Then referring to the international journal Sekarsari and Aznam (Djahir, 2015) stated that focusky learning media there is a difference in the ability of HOTS between the experimental class and the control class with sig (2-tailed) <0.05, and the effectiveness of media science learning is greatly helped by a focused learning media in the learning process.

The purpose of this study is to find out the application of Focusky application in the online learning process can increase student learning motivation more effectively than using conventional learning media in class VIII Islamic Junior high School 1 Palembang.

**Literature Review**

**Learning Media**

Learning media tools or tools for the learning process. According to Djahir (Mudlofir, et al., 2017) learning media are all things that can be used to convey messages or information in the learning process so that it can stimulate the attention and interest of students in learning. Rossi and Breidle (Hanafiah, et al., 2012) learning media are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers, and magazines.
While Hanafiah and Suhana (Idaharyani, 2017) learning media as all forms can encourage students to learn quickly, precisely, easily, and correctly. Based on the three experts, it can be concluded that learning media is a teaching tool for teachers to deliver material more easily that cannot be seen directly by students, but indirectly can be seen through media that can encourage students to learn more easily and precisely.

**Focusky**
In creating a pleasant atmosphere of the learning process so that students do not easily get bored, namely by actively involving students in the learning process. Idaharyani (Uno, 2013) Focusky application is an application that we can use to make teaching materials with stunning effects and utilize zoom (zoom in and zoom out) and path (shift). Meanwhile, according to Agussaki (Winkel, 2012) Focusky is an application designed so that users can create interactive animated presentations. This Focusky application is similar to Prezi except that Focusky is simpler.

Based on the opinion of the two experts above, it can be concluded that the Focusky application is an interactive learning media that can be used as material to create and display interesting presentations supported by drag and drop methods to facilitate the presentation maker.

The advantages and disadvantages Focusky, this focusky learning media has advantages, namely:
1. Present an attractive presentation template
2. Able to generate new desires and interests
3. Increase motivation to learn is a presentation
4. Application that is quite easy to use with good results
5. Able to foster creative ideas in designing
6. The appearance of this application is very interesting
7. Can import files in pdf, video or SWF format

Additionally, there are disadvantages in this focusky application:
1. Some icons and templates must use the internet and paid networks
2. Need to be diligent in design (Uno, 2013 & Winkel, 2012)

The advantages of this focusky application are that it can increase motivation and foster interest in learning with an attractive presentation display design, while the drawbacks are that some several templates and icons must use the internet and paid networks.

**Learning Motivation**
Learning motivation is one of the factors that contribute to determining the effectiveness of the learning process. Uno (Sadirman, 2013) argues that learning motivation is an internal and external drive from a person with the emergence of a sense of desire, hope, and future ideals in a conducive learning environment. Meanwhile, according to Winkel (Susiliana, et al, 2014) learning motivation is the overall psychic driving force in a person that causes desire in the learning process for the achievement of goals.

In line with the above opinion, Sardiman (Sanaky, 2013) motivation to learn all the driving force in a person who ensures continuity of learning activities that provide direction so that the desired goals are achieved. Based on the three experts above it can be concluded that learning motivation is all the driving force that is in a person who can encourage learning so that the learning process is achieved by the objectives.
Research Method
This type of research is an experimental study using a quasi-experimental research design in the form of a Nonequivalent control group design. The population in this study was class VIII Islamic Junior High School 1 Palembang in 2019/2020 academic year consisting of 6 classes, each class with a total of 36 students. Purposive Sampling sampling is the determination of the sample based on a variety of specific considerations so that the experimental class VIII 5 and control class VIII 6.

The method of data collection using questionnaires and documentation. Data analysis techniques consisted of pretest and posttest data analysis using IBM SPSS v16.0 software. Pretest and posttest data analysis consists of tests of normality, homogeneity, and hypothesis testing. Hypothesis testing uses a paired sample t-test and an independent-sample t-test with a significance level of 0.05.

Results and Discussion
From the result of the research conducted in each class, there are differences in students’ learning motivation between the experimental class and the control class. Can be seen in the table as follows:

Table 1. Descriptions of Student Learning Motivation Data
(The Data Researchers, 2020)

<table>
<thead>
<tr>
<th>Component</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>Maximum</td>
<td>82</td>
<td>93</td>
</tr>
<tr>
<td>Minimum</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td>Average</td>
<td>72.22</td>
<td>85.32</td>
</tr>
<tr>
<td>Total of Students</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

The table above showed that the average pretest of the experimental class was 72.22 with the highest score of 82 and the average of the control class was 63.73 with the highest value of 75. Then after the treatment using focusky learning media in the experimental class, while the control class using PowerPoint learning media. Obtained the average results of the experimental class posttest 85.32 with the highest value 93 and the average control class 80.30 with the highest value 88. Comparison of the average experimental class and the control class can be visualized in the following histogram:

Figure 1. Comparison Experimental Class & Control Class
(The Data Researchers, 2020)
The description of students' learning motivation seen from aspects per indicator during the online learning process carried out in the experimental class and control class aspects of perseverance in learning based on students keen to do each task and time discipline, resilient aspects in dealing with difficulties based on the way and attitudes of students in completing the problems being faced, aspects of interest-based on the desires and desires of students to succeed, independent aspects that can do everything without having to be guided and told and aspects of achievement that is the appreciation in life for hopes and ideals of the future. For more details can be seen in the table as follows:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>Perseverance in learning</td>
<td>76%</td>
<td>88%</td>
</tr>
<tr>
<td>Resilient in the face of difficulties</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>Interest and sharpness of attention in learning</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>Independent in learning</td>
<td>70%</td>
<td>88%</td>
</tr>
<tr>
<td>Achievers in learning</td>
<td>73%</td>
<td>90%</td>
</tr>
</tbody>
</table>

At the first meeting or pretest it needs to be improved independently and achievement in learning in the experimental class while in the control class the average needs to be improved all. At the second meeting or posttest seen an increase in the experimental class, especially on independent indicators and learning achievement with good criteria. While in the control class as a whole not all indicators have increased, that is tenacious in facing difficulties and independent in learning is still insufficient criteria.

In preparation activities give pretests to see the motivation to learn before applying Focusky learning media treatment and the media sponsorship power point. Core activities provide materials using Focusky learning Media on experimental classes and media learning power points in the control class through the WhatsApp group at the same time to continue guiding students to stay focused. Recent meetings give learners posttest to see an increase or no motivation to learn after applying Focusky learning media treatment and the media sponsorship power point.

The results of this study the creation of social science learning media with interregional and international trade material. This learning media program is dominated by animation, video, and sound. Making this media by using a focusky application is saved in the form of a project file (.fs) that can be used on each computer by installing the master first. Focusky media is also published on SWF or video. The visual appearance of focusky learning media is as follows:
Discussion

The results of pretests data analysis on test normality obtained using SPSS application (Kolmogorov-Smirnov) experimental class 0.019 > 0.05 and control class 0.007 > 0.05 both data pretests greater than 0.05 can be concluded that the data of both classes are normal distribution. While the results of the analysis of posttest data on the normality test were
obtained using the SPSS application (Kolmogorov-Smirnov) experimental class 0.200 > 0.05 and control class 0.062 > 0.05 both posttest data greater than 0.05 can be concluded that the data of the two classes is a normal distribution. Because both data class with normal distribution both pretests and posttest then followed by a parametric test of homogeneity test.

The result of data homogeneity obtained by a significant value based on mean 0.779 > 0.05 so that it can be concluded that the data variance of experimental class and control class are equal or homogeneous thus continued with test paired T-Test samples and independent sample T-Test. Test result paired T-Test sample obtained 2-tailed sig value of 0.000 < 0.05 indicating that the difference between the pretests and posttest values there is a meaningful influence given by each of the variables.

The result of the hypothesis of the independent test of T-Test derived sig 2-tailed 0.001 < 0.05 means that Ho is rejected and Ha is accepted then the application of Focusky learning Media in the online learning process can increase the motivation to learn international trade between the region and internationally more effectively in class VIII at Islamic Junior High School 1 Palembang academic year 2019/2020. Increased motivational learning can be seen from the increased motivation results of learning pretests of experimental class 86.69 to 103.33 on the posttest.

The study was conducted from 5 May 2020 to 8 May 2020. The research process was conducted 3 times online meetings both the experimental class and the control class. Learning in the experimental class at the first meeting first gives a questionnaire by asking students to fill it in Google form to determine the level of student learning motivation before online learning uses focusky learning media. In the next meeting, the researchers conveyed competencies, learning objectives, and explained the stages of the online learning process. To start learning, researchers first provide fundamental questions about trade between regions and international aims to find out the fundamental knowledge of students about the material to be learned.

After that, researchers share materials that have been made using Focusky learning media, and learners are asked to understand the material and provide students with the opportunity to ask questions aimed at increasing the learners’ thinking about the material learned. This is in line with the theory of Susila and Riyana (Putri, at al., 2019) stating that learning media is a tool to encourage motivation to learn, clarify and facilitate abstract concepts and enhance the absorption or retention of learners.

Meanwhile, learning in control class VIII 6 that is given the media treatment PowerPoint with the same material between regional and international trade. Researchers first give a questionnaire to determine the level of student learning motivation before online learning is done using PowerPoint learning media. The meeting of the researchers conveyed the competency, learning objectives, and the learning phases of the online teaching process. To begin learning, researchers have given fundamental questions about regional and international trade that aims to know the fundamental knowledge of learners about the material to be studied.

After that researchers share materials that have been created using PowerPoint media and learners are asked to understand the material and provide students with the opportunity to
ask questions aimed at improving student understanding of the material that has been given. This is in line with the theory of Sanaky (Khusnuridlo, et al., 2018) that one of the benefits of media power Point can understand the subject matter systematically given.

The use of Focusky learning media makes students look more excited in learning than using the media of Powerpoint learning because students are more easily bored with the media used does not vary, from the spirit seen in the experiment class VIII 5 so that more gained an understanding of the material that is characterized than the VIII 6 control class that still looks passive. Also evidenced by the results of an independent hypothesis testing T-test that states that Focusky learning can increase the motivation of learning students more effectively than using Powerpoint learning media. This is in line with the relevant research conducted by Aisyah (Aisyah, 2018) stating that the learning model of Somatic, Auditory, Visualization, Intellectually (SAVI) based on software Focusky with a percentage of 81.57% is in a very effective category in the learning process.

The learning Media in this study proved effective as an intermediary in delivering material to students. Arsyad (Arsyad, 2014) suggests that media is something that can convey a message in a planned and systematic way so that the creation of a learning environment is conducive, effective, and efficient for learners. The use of Focusky learning media is more effective in improving motivation learning by supported media excellence from visual to reduce the boredom of learners. In line with Newby's theory (Newby, 2013) It is argued that excellence in interactive media can provide learning with an interesting and effective learning design that helps learners to describe complex things to be simple so that they can easily understand.

**Conclusion**

Based on the results of data analysis conducted in this study, it can be concluded that the application of Focusky learning media in the online learning process can increase motivation to learn trade material between regions and international students more effectively in class VIII at Islamic Junior High School 1 Palembang academic year 2019/2020. This can be seen from the average results of the experimental class 103.33 greater than the control class 96.72. In accordance with the theory of Sumiharsono and Hasanah (Sumiharsono, et al., 2017) which states the use of instructional media helps teachers and students to clarify teaching material so as not to be too verbalistic, overcome the limitations of space, time, place, and arouse enthusiasm for learning.

As evidenced by relevant research from (Yunita, et al., 2019) states that the application of focusky learning media can help encourage students' learning motivation as evidenced by the results of the posttest that continues to increase and the results of the independent sample t-test of 0,000 <0.05. Teachers are advised to be able to apply and develop focusky learning media in the online learning process which can be used as an alternative to help students in increasing motivation to learn and when using focusky learning media teachers must be able to guide and focus students' thinking at each stage of learning and utilize time with as good as possible.

**Limitation of the Study**

Problem limitation is used to avoid deviation or widening of the subject matter so that research is more focused and facilitates discussion so that the research objectives are...
achieved. Some of the limitations of the problem in this study are only discussed learning media and student learning motivation.

Declaration of conflicting interest
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