

ABSTRACT

This research aims to determine the effect of Jumanlly media on students' learning motivation in history subjects at XI SMAN 8 Garut. This study uses a quantitative approach with a quasi-experimental method in the form of non-equivalent control group design. The sample in this study consisted of 71 people. Sample determination used non-probability technique with purposive sampling type. Data collection was carried out by distributing questionnaires, then the data was analyzed through validity, reliability, normality, homogeneity, hypothesis, and N-Gain tests. The analyzed data will determine the research results by answering the hypothesis on the effect of Jumanlly media in improving students' learning motivation." Data will be processed using the SPSS 24 application. The findings of this study indicate that the integration of Jumanlly media has a statistically significant positive impact on enhancing students' learning motivation. This conclusion is supported by an observed increase in the average test scores, rising from 72% in the pretest to 76% in the posttest following the implementation of the media. The results of an independent sample t-test revealed a significance value ($p = 0.018$), which is below the conventional threshold of 0.05. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These results provide empirical evidence that the use of Jumanlly media significantly contributes to improving students' motivation to learn History in Grade XI-3. The effectiveness is reflected in the mean N-Gain value in the experimental class which is significantly higher than the control class. In the experimental class, the highest N-Gain value was recorded at 0.80, while the lowest value was 0.31, with an average N-Gain value of 0.60.

Keyword: Jumanlly Media, Learning Motivation, History Learning