

# Building Multimodal Teaching Materials as an Alternative to Increase Learning Interest of Grade IV Elementary School Students

Ahmad Mufrodi<sup>1</sup>, Kuntoro<sup>2</sup>, Wakhudin<sup>2</sup>, Tutut Tugiat<sup>2</sup>  
{ [mufrody.ahmad@gmail.com](mailto:mufrody.ahmad@gmail.com)<sup>1</sup>, [kuntorosutaryo@gmail.com](mailto:kuntorosutaryo@gmail.com)<sup>2</sup>, [wakhudin@ump.ac.id](mailto:wakhudin@ump.ac.id)<sup>2</sup>,  
[tututtugiat59@gmail.com](mailto:tututtugiat59@gmail.com)<sup>2</sup> }

<sup>1</sup>SD Negeri 02 Gendowang, Pemalang, Indonesia

<sup>2</sup>Universitas Muhammadiyah Purwokerto

**Abstract.** Education as an effort to humanize humans is a unity that cannot be separated from students. Effective learning can be created by utilizing teaching materials as an important element in learning. Distance learning during the COVID-19 pandemic uses online learning patterns. Face-to-face learning after the COVID-19 pandemic needs to present teaching materials that can increase students' interest in learning. Multimodal teaching materials are teaching materials that combine visual, audio, and audiovisual elements. This research is a descriptive qualitative research with discourse analysis method. Discourse analysis is a method to examine a discourse contained in textual communication messages and those presented contextually. The role of teachers in building teaching materials for effective learning is very important. The results showed that multimodal teaching materials can be used as an alternative to increase the interest in learning of grade IV elementary school students.

**Keywords:** Teaching Materials, Multimodal, Learning Interest

## 1. Introduction

Education is one of the efforts to humanize humans [1]. Educators and students are an inseparable unity in learning activities. Good learning is learning that is in accordance with the demands of the times and can answer the needs of students [2]. One indication of good learning is effective learning. By using teaching materials, learning will be more effective [3]. Teaching materials are also an important part in determining the quality of learning [4].

In order to follow learning well, students must have an interest in learning. The difference in the level of interest in learning students can be caused by several factors, including feelings of pleasure, interest, attention, and involvement of students in the learning process [5]. Four indicators that can be used to measure interest in learning are interest in learning, attention to learning, learning motivation, and knowledge [6].

Interest is a person's tendency towards something that starts from feelings of pleasure, attention, sincerity, motives and goals in achieving a goal [7]. When a person has an assessment of something useful, he will be interested and it brings satisfaction. If his satisfaction decreases, his interest will also decrease. So it can be said that someone's interests will change or not be permanent. Interest is a tendency that is closely related to individual feelings, especially feelings of pleasure towards something that is considered valuable or in accordance with needs and can produce satisfaction and pleasure [8].

Learning is an activity or activity that is carried out and has implications for a change. Learning according to [9] is a relatively permanent change in behavior or behavioral potential as a result of reinforced experience or practice. Learning can also be interpreted as a form of growth or change that occurs in a person that is shown in new ways of behaving thanks to experience and practice [10]. Learning occurs due to the interaction between what is given and what is received by someone. A person is said to learn if a change in behavior is shown. Interest in learning is one of the psychological factors that can influence a person to learn. Interest in learning is a person's tendency to have a sense of pleasure without any coercion so that it can cause changes in knowledge, skills, and behavior [11]. Interest in learning is a characteristic of the ability of someone who has a high desire to learn.

Learning interest is important for students because it affects student learning achievement. Learning in the transition period after the Covid 19 pandemic, students' interest needs attention. This is because learning patterns have changed from distance learning to face-to-face learning. The role of teachers in education and learning is very important in efforts to increase the interest, ability, and achievement of students [12]. Distance learning utilizes communication technologies suitable for learning. During the pandemic, students often use devices to learn. For this reason, there needs to be innovation made by teachers in face-to-face learning, especially in preparing teaching materials. Insight, knowledge, understanding, and how the level of creativity of a teacher in managing teaching materials are influencing factors in the success of carrying out the learning process [13].

Some contributions to teaching materials if used in learning [14], among others: making content or material standard, reducing the occurrence of misconceptions, increasing student interest in learning, and increasing students' understanding of the material presented.

To select and build teaching materials that suit learning needs can be done in three ways. First, utilize or modify existing teaching materials to be utilized according to the learning needs of students. Second, by producing new teaching materials as needed to facilitate student learning activities. Third, teachers can purchase teaching materials available from commercial sources for learning activities.

In order for teaching materials to be more attractive, it is necessary to develop multimodal teaching materials. Multimodal is a model in learning designed with discourse in which there are verbal, visual, and motion elements so that learning becomes effective and interesting for students, and is able to answer the challenges of the digital era like now, where all use technology including learning [15].

The use of multimodal teaching materials will increase the interesting learning experience to students and make learning not boring so that interest in learning does not decrease.

The problem studied in this study is the extent to which the development of multimodal teaching materials can increase students' interest in learning. Through the development of multimodal teaching materials, students have an interest in teaching because teaching materials can display visual, audio, and audiovisual.

## **2. Method**

This research uses a descriptive qualitative approach, with the Discourse Analysis method. Discourse analysis is a study that examines language that is used naturally, both in written and oral form, for users as an element of society.

This research was conducted by examining several literacy sources related to building multimodal teaching materials as an alternative to increasing the interest in learning of grade IV elementary school students.

### **3. Analysis of Results and Discussion**

Based on data obtained from the results of the study, it shows that through building multimodal teaching materials. From these data, it shows that the learning tools developed can increase interest in learning with a very high average validity [16]. The results of other studies show that information in the form of text, images, audio, video, animation, narration, music, and other multimedia published in digital form can facilitate learning and increase students' interest in learning [17]. Multimodal teaching materials are teaching materials that combine visual, audio, and audiovisual elements. Teaching materials can also be equipped with links that allow students to improve their collaborative, communicating, critical thinking, and creative skills.

Multimodal teaching materials can also be accessed online. This allows learners to learn anywhere and anytime according to their wishes. The learning process does not have to be in the classroom and can be carried out outside of learning hours.

Students' interest in learning also shows an increase through wordwall online game media [18]. The game can be linked to multimodal teaching materials published in digital form.

Interest in learning affects the learning achievement of students. The better the interest of students, the better the learning outcomes [19]. This opinion is also reinforced by [20] which states that there is an influence between interest in learning and student learning outcomes. This is evidenced by research data that shows a significant and positive influence between learning interest and student learning outcomes.

Interactive multimedia in the form of videos can also be used to increase students' interest in learning. Based on research conducted [18], the use of video-based interactive multimedia can increase students' interest in learning compared to learning without using multimedia.

### **4. Conclusion**

Learning during the transition period of the COVID-19 pandemic requires more attention. This can be supported by the use of multimodal teaching materials in learning. The use of teaching materials is considered important because of the adaptation of students from distance learning patterns back to face-to-face learning. The interest in learning of learners needs to be increased.

Based on the background of the problem and the results of the literature research presented, it can be concluded that through building multimodal teaching materials, the learning interest of grade IV elementary school students can be increased.

The author hopes that this research can be an alternative for teachers to increase students' interest in learning by building multimodal teaching materials.

### **References**

- [1] Arfani, L. (2016). Mengurai hakikat pendidikan, belajar dan pembelajaran. *Pelita Bangsa Pelestari Pancasila*, 11(2), 81–97.  
<https://pbpp.ejournal.unri.ac.id/index.php/JPB/article/view/5160>
- [2] Pebria Dheni Purnasari; Yosua Damas Sadewo. (2020). *Pemanfaatan Teknologi Dalam*

- Pembelajaran Sebagai Upaya Peningkatan Kompetensi Pedagogik. *Publikasi Pendidikan*, 10(3), 189–196. <https://ojs.unm.ac.id/pubpend/article/view/15275>
- [3] Mustafa, D. A. I., & Efendi, A. (2016). Pengembangan bahan ajar pembelajaran menulis cerita berbasis pendekatan proses bagi siswa SMP. *LingTera*, 3(1). <https://doi.org/10.21831/lt.v3i1.8469>
- [4] Arofah, R., & Cahyadi, H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, 3(1), 35–42. <https://doi.org/10.21070/HALAQA.V3I1.2124>
- [5] Reski, N. (2021). Tingkat Minat Belajar Siswa Kelas IX SMPN 11 Kota Sungai Penuh. *Jurnal Inovasi Penelitian*, 1(11).
- [6] Nurhasanah, S., & Sobandi, A. (2016). MINAT BELAJAR SEBAGAI DETERMINAN HASIL BELAJAR SISWA. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1). <https://doi.org/10.17509/jpm.v1i1.3264>
- [7] Sirait, E. D. (2016). Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika. *FORMATIF: Jurnal Ilmiah Pendidikan MIPA*, 6(1). <https://doi.org/10.30998/formatif.v6i1.750>
- [8] Setiawan, A., Nugroho, W., & Widyaningtyas, D. (2022). PENGARUH MINAT BELAJAR TERHADAP HASIL BELAJAR SISWA KELAS VI SDN 1 GAMPING. *TANGGAP : Jurnal Riset Dan Inovasi Pendidikan Dasar*, 2(2). <https://doi.org/10.55933/tjripd.v2i2.373>
- [9] Sardiyana, S. (2020). BELAJAR DAN FAKTOR YANG MEMPENGARUHINYA. *Jurnal Al-Qalam: Jurnal Kajian Islam & Pendidikan*, 7(1). <https://doi.org/10.47435/al-qalam.v7i1.187>
- [10] Murti, B. (2019). Berpikir Kritis. *Jurnal Kedokteran UNS*, 20(12), 75. <https://fk.uns.ac.id/static/file/criticalthinking.pdf>
- [11] Olivia. (2011). Landasan Teori Minat Belajar. *MinallBelajar*, 2(1), 7–27.
- [12] Jamaluddin. (2016). Pemandangan MINAT BELAJAR. *ALQalam: Jurnal Kajian Islam Dan Pendidikan*. <https://journal.iainsinjai.ac.id/index.php/al-qalam/article/view/232/149>
- [13] Wahyudi, A. (2022). Pentingnya Pengembangan Bahan Ajar Dalam Pembelajaran Ips. *JESS: Jurnal Education Social Science*, 2(1), 51–61.
- [14] A, D. R. B. 2019. (2019). Pengertian dan Prinsip-prinsip Pengembangan Bahan Ajar. *Pengembangan Bahan Ajar*.
- [15] Kurnia, N., & Awalludin, S. A. (2022). PENGEMBANGAN BAHAN AJAR MATEMATIKA BERBASIS MULTIMODAL PADA MATERI BARISAN DAN DERET. *EduMatSains : Jurnal Pendidikan, Matematika Dan Sains*, 7(1). <https://doi.org/10.33541/edumatsains.v7i1.3934>
- [16] Ayu, C., Permata, M., Kristanto, Y. D., & Artikel, I. (2020). Desain Pembelajaran Matematika Berbasis Gamifikasi untuk Meningkatkan Minat Belajar Siswa. *JNPM (Jurnal Nasional Pendidikan Matematika)*, 4(2), 279–291. <https://doi.org/10.33603/JNPM.V4I2.3877>
- [17] Khikmawati, D. K., Alfian, R., Nugroho, A. A., Susilo, A., Rusnoto, & Cholifah, Nn. (2021). Pemanfaatan E-book untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar di Kudus. *Buletin KKN Pendidikan*, 3(1), 74–82.
- [18] Launin, S., Nugroho, W., & Setiawan, A. (2022). View of Pengaruh Media Game Online Wordwall Untuk Meningkatkan Minat Belajar Siswa Kelas IV. *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial*. <https://jurnal.jomparnd.com/index.php/jp/article/view/176/243>
- [19] Nurhasanah, S., & Sobandi, A. (2016b). Minat Belajar sebagai Determinan Hasil Belajar

- Siswa (Learning Interest as Determinant Student Learning Outcomes). *Jurnal Pendidikan Manajemen Perkantoran*, 1(1).
- [20] Aprijal, A., Alfian, A., & Syarifudin, S. (2020). Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Siswa di Madrasah Ibtidaiyah Darussalam Sungai Salak Kecamatan Tempuling. *MITRA PGMI: Jurnal Kependidikan MI*, 6(1).  
<https://doi.org/10.46963/mpgmi.v6i1.125>
- [21] Wulan, S., Iqbal, A., Alpian, Y., Prihamdani, D., & Winarsih, E. (2021). Pengembangan Multimedia Pembelajaran Interaktif Berbasis Video untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5313–5327.  
<https://doi.org/10.31004/BASICEDU.V5I6.1636>