

Improve the Learning Motivation of Equality Package B Students Through the Design of an Attractive and Interactive Learning Message

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Abstract: This study analyzes the impact of exciting and interactive learning message design on the learning motivation of equality package B students at the Pontianak SKB SPNF. Using a qualitative approach to case studies, data is collected through interviews, observations, and document analysis. The results showed that conventional learning methods were less effective, while students wanted more dynamic learning. Observations identify the limitations of learning media use. Document analysis highlights the need for a learning design focusing more on student characteristics. Implications and recommendations are discussed to improve student learning quality and motivation.

Keywords: Equality education, learning motivation, learning design.

National education is meant to enlighten the lives of nations sustainably. As stated in Act No. 20 of 2003, national education serves to develop the capacity and shape the character and civilization of a decent nation to enlighten the life of the country to develop the potential of the pupils to become people who believe and fear the One God, be noble, healthy, knowledgeable, competent, creative, independent and democratic and responsible citizens. According to Article 31 of the 1945 amendment, every citizen is entitled to education; education is carried out in formal education and outside schools in non-formal education. Non-formal education in the national education system develops capacities and improves Indonesian people's quality of life and dignity in order to realize national goals. (Suriyani et. al 2023). Non-formal education aims to provide extensive learning opportunities for people who, due to various factors such as economic, social, and environmental difficulties, do not have the opportunity to pursue education through the school education path.

Equality Education Package B is one of the educational alternatives for those unable to attend formal education. In Indonesia, the B package is designed to help those wanting to complete equal primary school education. To expand access to education, the non-formal education equality program plays an essential and very significant role in providing educational services to those who drop

out students, disabled children, street children, children from ethnic minorities, children of remote areas, and disadvantaged adult pupils. Equality Education Package B is an equality education container for the primary and secondary levels that contributes to the change of civilization in Indonesia (Maskun, 2018). Equality education is a non-formal education program that organizes general education equivalent to SD/MI (Elementary School), SM/MTs (Junior High School), and SMA/MA (Senior High School), which includes package A, package B, and package C. Equity education is an integral part of the implementation of national education specifically intended to educational goals.

Equality education in an organization should refer to the eight national standards of education established by the government through government regulations in 2005 (Putra, 2017). In the technical guidelines of the compulsory nine-year non-formal primary education (APBD I) package A (equivalent to SD) and package B (equivalent to SM), it is explained that the A package program is equal to SD/MI and the B package program is equivalent to SM/MTs is one of the best programs on the non-formal education path. The B Package Program is open to all citizens needing education at the same level as SM/MTS so that their pupils are of different ages and statuses, as well as with tutors of various educational backgrounds and social statuses. According to data from the Central

Statistical Agency (BPS), in 2021, the number of pupils of B packages in Indonesia was 342,992. This number has fluctuated in the last few years. In 2019, the number reached 382,445 people but then dropped to 350,419 people in 2020.

Education plays an essential role in improving the quality of human resources (Yusuf, 2014). A society is a group of people that integrate and organize, occupy a specific area, and follow a particular way of life or culture. Societies can be distinguished into different types. Types of communities include rural communities and urban communities. (urban community). Non-formal education is not only the government's responsibility but also of the adults in the community. Education in a community environment can serve as a substitute, complement, supplement, and development of education in a family and school environment.

Although the B package program offers many benefits, the negative stigma must be solved to raise public interest in following it. This stigma arises from various factors, such as the view that package B is a "second-class" program, the lack of information, and the negative stereotypes inherent in this program. The impact of this stigma is quite significant, such as a decrease in public interest in a package-B program, discrimination against student-package B, and difficulties in the equality education curriculum developed by reference and through contextualization of the formal education Curriculum includes knowledge, skills, and attitudes as well as adapted to the problems, needs and characteristics of equity education. (Weni, 2020). A B-package student's characteristics differ from those of a formal school student. Their ages generally range from 15 to 30 years, with varying educational backgrounds. Many of them are already working and have families. The reasons they follow the B plan are different, such as wanting to improve their living standards, pursue higher education, or get a better job. So, B students are generally more self-sufficient and pragmatic. They are more interested in learning that can be directly applied to everyday life. They need more flexible learning time to adapt to work and family.

Learning motivation is anything intended to encourage or encourage students to undertake learning activities (Rahman, 2022). The learning motivation of B-pack students is crucial in determining their success in completing education. Factors that can influence their learning motivation include support from family and friends, a desire to

improve the standard of living, and a positive learning experience (Rohman & Karimah, 2018). Other factors such as clear learning goals, self-confidence, practical learning skills, quality of learning, and opportunities to develop talents and interests also play a role. By understanding these factors, all parties are expected to provide support and assistance to help package B students in their learning goals.

In the early development and until now still used, the term learning media only ranges from teachers, scrolls, and package books. Nowadays, learning media are more likely to be seen as a tool to convey learning (Yaumi, 2017). The learning motivation of package B students can be increased by designing exciting and interactive learning messages. A compelling learning message should consider the characteristics and needs of package B students, who generally have varying ages and educational backgrounds, as well as self-reliant and pragmatic learning styles. Using multimedia such as images, videos, animations, and audio can make learning messages more interesting and understandable. Packaging content through exciting stories and narratives and opportunities to interact through quizzes, games, simulations, and discussions can enhance student engagement. Using digital technologies such as smartphone apps, online learning platforms, and social media and adapting content to students' needs and interests can improve learning relevance and motivation. Giving feedback and appreciation for students' efforts and achievements and creating a conducive, safe, and supportive learning environment can help package B students their learning goals. Implementing these exciting and interactive learning message design strategies can be a solution to boost the learning motivation of package B students and help them succeed in education.

Teachers need to innovate in learning to improve students' motivation. One of the things that teachers should pay attention to enhance the students' learning motivation is to maximize the use of learning media during the learning process (Syaparuddin & Elihami, 2019). Although the program offers learning opportunities for those lagging, equal B education must overcome various challenges, including low student learning motivation. Factors that cause low motivation are varied, such as the lack of learning support from the family, the busy work, and the assumption that package B education does not have bright prospects.

METHODS

Qualitative research produces information or descriptions of data, i.e., written and oral data (Achmad et al., 2022). A case study was chosen to understand the influence of exciting and interactive learning message design on students' motivation to equality pack B in a specific context. This research was conducted at a Center for Community Learning Activities (PKBM) at the SPNF SKB in Pontianak.

The participants in this study were tutors and students of the package B program at SPNF SKB Kota Pontianak, who were selected using purposive sampling. Participants are enrolled in a package B program, have low learning motivation, and are willing to be research participants. The data is collected through in-depth interviews with students, observations of learning processes at the Pontianak SKB SPNF, and analysis of documents related to the package B program and learning message design. Data analysis uses qualitative analysis techniques, namely thematic data analysis, to identify themes emerging from data and descriptive study to describe the impact of learning message design on student learning motivation.

This study aims to analyze the influence of exciting and interactive learning message design on the learning motivation of students of equality package B. The results of this research are expected to contribute to developing a design model for effective learning messages to enhance the learning motivation of students of equity package B. To improve the quality of education in Package B, it is necessary to consider students' characteristics and learning needs and the factors affecting their learning motivations.

RESULTS

The interviews showed that conventional learning methods did not increase student learning motivation.

Students want more exciting and interactive learning, such as multimedia, educational games, and group discussions. Interactive learning theory suggests that interactive learning methods can help students focus more, understand material more efficiently, and improve their learning motivation.

Low student learning motivation can also be caused by other factors, such as a lack of support and encouragement from teachers and parents and a lack of clarity about their prospects.

Observations in the Pontianak SKB SPNF, particularly the package B program, showed limited

use of learning media, such as tablets and textbooks. Multimedia, video, or educational games are rarely seen to be exploited. Lectures and discussions dominate learning methods, minimizing interactive techniques such as groups, projects, or simulations. As a result, students seem less enthusiastic and interact with minimal teachers. This implies the need to improve the quality of learning in Pontianak SKB SPNF, especially in terms of using media and more interactive methods to enhance students' learning spirit.

Analysis of package B program documents and learning message design at SPNF SKB Pontianak needed more focus on student characteristics and learning needs. The material tends to be uniform and does not use technological advances. This aligns with the results of interviews and observations that show less attractive learning methods and less enthusiastic students. To improve the quality of learning in SPNF SKB Kota Pontianak program package B, it is necessary to develop a learning model based on student characteristics and needs, design interactive learning messages, and leverage technological advances.

Combining data from interviews, observations, and document analysis, the study found that exciting and interactive learning message designs potentially boost student learning motivation. The students interviewed expressed their interest in learning using multimedia, educational games, and group discussions. However, this research also highlights the possibility that this is just potential. There is no conclusive evidence of a significant increase in learning motivation. Family learning support and a conducive learning environment may influence student learning motivation.

DISCUSSIONS

So, the results show that exciting and interactive learning message designs have great potential to enhance the learning motivation of package B students. It aligns with the learning motivation theory, emphasizing the importance of exciting and interactive learning methods to motivate students. Learning media is something that can be used to convey messages. It means enhancing and directing students' attention to generate learning motivations, facilitating direct interaction between students and their environment, and allowing students to learn independently according to their abilities and interests (Yustina &

Muti'ah, 2023). These findings describe that package B students strongly desire to engage in more dynamic and diverse learning, such as using multimedia, educational games, and participating in group discussions.

The research also looks at the weaknesses of conventional learning methods, which tend to be dominated by one-way lectures and discussions, in increasing students' learning motivation in package B. This shows the importance of adopting more innovative and student-oriented learning approaches, arousing their interest and involvement in learning. Interest in learning is essential and can be demonstrated through student involvement in learning activities (Christanty & Cendana, 2021).

In addition to the factors associated with learning design, the low learning motivation of a B-package student can also be caused by other factors outside the classroom. Lack of support and encouragement from teachers and parents, as well as uncertainty about their prospects, also contribute to the lower learning motivation of students. Therefore, efforts to enhance the learning motivations of students of package B should include strategies that involve an attractive learning design, social support, and understanding of learning goals and future perspectives.

Teachers are crucial in developing an exciting and interactive learning message design. They must understand students' preferences and create a stimulating and motivating learning environment. This can be done using various learning tools and techniques, such as multimedia, educational games, simulations, and problem-based projects, which enable students to engage actively in the learning process.

Parents also have an essential role in supporting their children's learning motivation. Parental support and encouragement can give students confidence and additional motivation to learn. Parents are also involved in helping to prepare the learning tools they need. (Susanti & Ain, 2022). Collaboration between teachers and parents is essential in creating a supportive and motivating learning environment.

In the Ministerial Regulations of PAN and RB No. 16 of 2009, progress in developing the professionalism of educators is considered one of the fundamental aspects. It will gain particular emphasis in efforts to improve the career of teachers, including the upgrading of the rank or functional post, without excluding training,

or other additional tasks related to the working environment in the school or madrasah. Governments and educational institutions must pay special attention to teacher training to develop innovative learning designs focusing on student needs. Such training will help teachers integrate various exciting and interactive learning methods into their curricula, enhancing student learning motivation.

This research provides valuable insights into the factors that influence the learning motivation of B-package students and guides the development of effective strategies for increasing their learning motivations. We can create a stimulating and supportive learning environment through a holistic and collaborative approach between teachers, parents, and the government. So students feel motivated to learn and grow to the maximum.

CONCLUSIONS

The importance of national education and the role of equality education package B in improving access to education for marginalized communities, as well as the theory of learning motivation that emphasizes the significance of attractive and interactive learning methods, this study aims to analyze the influence of the design of interactive and attractive learning messages on the motivation of students' equality packages B. The research method used is a qualitative approach to the case study design at SPNF SKB Kota Pontianak, involving in-depth interviews, observations, and document analysis. Document analysis highlighted a lack of focus on student learning characteristics and needs in learning design. The discussion emphasized that the design of exciting and interactive learning messages had great potential to enhance the learning motivation of package B students, with important implications for developing more effective learning strategies and more significant social support. Recommendations included the adoption of more interactive methods of learning, strengthening the relationship between teachers, students, and parents, and developing learning models based on student characteristics and needs. Thus, this research provides valuable insight into the factors that influence the learning motivation of students of package B and guides for improving the quality of learning at the Pontianak SKB SPN.

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