

Student Perceptions of Talent and Interest Mapping Learning Media Based on RIASEC

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Abstract

The main purpose of this study is to find out how students perceive the learning media provided during lectures. Learning media is one of the most important tools in learning. Less interesting learning media will make students not interested in learning. This research takes the form of a qualitative case study using face-to-face interviews and administering questionnaires with participants, as data collection tools. The subjects of the research are 67 students in semesters V and VII in the Guidance and Counseling Study Program. The sampling technique used is purposive sampling. The results of the study show that students' perception of the media that has been used in the RIASEC-based interest, talent and character mapping course is a learning media that is not interesting, less varied, tends to be boring, such as the use of PowerPoint. Students' perception of the media that should be used for the course is a learning medium that can attract students' interest in learning, such as the use of multimethod and interactive multimedia, e-books that contain examples of the application of important and more detailed materials.

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1. Introduction

Perception is a person's meaning of something. A person's perception can affect the way they think, work, and behave (Herlina, 2015) which is shaped by the five senses and influenced by their own experiences (Widagdo, 2015). According to Irawan and Listyaningsih (2021), perception is a reaction shown in attitudes, actions, and thoughts that are based on experience with learning. Thus, perception is a way of thinking, working, and behaving that is acquired based on experience by learning. Students' perception of a learning is very important, because this perception is obtained from the experience they get during learning activities and can be used as evaluation and input in subsequent learning. This is in line with the opinion of Romadani and Kurniati (2023) who stated that student perception is very important in the learning process because it can be used to improve further learning.

Learner's perception will affect the quality of the learning. If the learners has a good perception of the learning they are participating in, then learners will not benefit from the learning they are participating in. On the other hand, if learners have a bad perception of the learning they are following, then the learning process does not run effectively or is not in accordance with what is desired. As a result, the teaching and learning process and learning outcomes are poor (Leni et al., 2013). This opinion is in line with the opinion of Hidayat and Nasution (2021) which states that a learner's perception and response to the learning he or she participates in will have an impact on his positive and negative attitudes towards the learning. In addition, a learner's perception and motivation to learn will contribute to his or her learning achievement (Ramadhani et al., 2022). It can be concluded that students' perception of the learning they participate in will affect the learning process and the results obtained from participating in the learning. In addition, the perception of learning also affects learning motivation and learners' learning achievement. So it can be said that student perception is important in the success of a learning process.

One of the factors that affects learners' perception of the success of a learning process they follow is the availability of learning media. Effective learning will be realized if it is equipped with various learning tools, including learning media (Fatonah et al., 2023). Learning media is needed in

learning (Susetyo, 2020), because learning media that is in accordance with learning activities will make learning activities effective and efficient (Sapriyah, 2019) and achieve learning goals (Nurdiansyah et al., 2018). The availability of learning media in the learning process is important so that learning runs effectively and efficiently so that learning goals can be achieved.

Based on various relevant previous research findings, it is known that the use of interesting learning media can make learning easier, increase learning efficiency, increase concentration, provide a more comprehensive learning experience, and help learners get involved in the learning process (Nurrita, 2018). In addition, interesting classroom learning media can also affect learners' psychology by increasing the desire and interest in learning, increasing motivation and stimulation to participate in learning activities (Soimah, 2018). It can be concluded that the availability of media in interesting learning can make learning easier, increase learning efficiency, increase concentration, provide a more comprehensive learning experience, and help learners engage in the learning process and can affect learners' psychology by increasing the desire and interest in learning, increasing motivation and stimulation to participate in learning activities.

However, based on pre-research observations carried out, there are a number of students who show passive behavior, lack motivation and lack of interest in participating in learning and tend to be less willing to be actively involved in lectures on RIASEC-Based Talent and Interest Mapping in the Guidance Counseling Study Program. In addition, they also seem to be less interested in the material provided. Even though this material is one of the important materials contained in the Guidance Counseling Study Program. By obtaining this material, it is hoped that students will achieve the learning outcomes desired by the material, namely having an understanding of their own strengths and development directions through innovative, creative and productive activities, understanding talents and interests as well as their distribution and development through innovative, creative and productive activities, introduction to self-weaknesses and their development efforts, understanding and practicing healthy living, self-care independence with the "5 K" pattern.

The results of pre-research interviews with a number of students who took the course showed that their lack of interest in the learning material was caused by the learning media provided by the lecturer concerned during the learning period tended to only use conventional learning media such as whiteboards, markers and simple presentations, so that they could not explain the material presented, less interesting, less interactive, students are less interested in participating in learning, decreased learning concentration because of learning media that are not interesting and not in accordance with student needs, decreased motivation to play an active role during the learning process and resulted in less effective learning. They consider the learning media to be less varied, boring, the learning situation becomes less fun and seems traditional because it does not use IT or AI which has recently been widely used in learning. The lack of interest in the media used also has an impact on the lack of interest of students to think and analyze the learning materials provided. This causes students to lack understanding of the material. The limitations of providing media in learning also result in students lacking overall experience in learning so that students are less able to understand the material provided, less able to understand the material as a whole, less involved in the learning process and not have the opportunity to be creative or develop their potential.

In fact, the use of information technology in classroom learning is now a necessity and demand in the modern era (Muhson, 2010). Technology-based learning media can help learners stay focused and achieve learning goals (Silmi & Hamid, 2023). In addition, technology-based learning media makes learning easier and more efficient (Firmadani, 2020). According to Hasrah (2019) There are several advantages of using information and communication technology (ICT) in the learning process, such as: (1) increasing learning activities; (2) improving access to education and learning; (3) creating an abstract conceptual picture; (4) making the material easier to understand; (5) making the material more interesting; and (6) building relationships between materials and learners. It can be concluded that the use of information technology in classroom learning is now a necessity and demand in the modern era in order to help learners stay focused and achieve learning goals and make learning easier to understand and efficient, more interesting, create a concrete conceptual picture of abstract material and build a relationship between material and learner.

ICT in education can also function in two ways: (1) as a tool for lesson presentations, such as animations, cartoons, and PowerPoint presentations; (2) as a tool for independent learning or e-learning, such as when educators give assignments to learners through a website. This increases learners' desire to learn. Where they are given the freedom to explore the knowledge they have acquired (Budiana et al., 2015). By implementing innovative, active, and creative media, the use of ICT-based media in the education sector has the ability to adjust to various kinds of changes that occur in the way, atmosphere, and acceleration of education implementation (Widiyanto et al., 2021).

The application of technology-based learning media can also be applied to blended learning. Blended learning can be an alternative approach in the application of learning using technology media (Challco et al., 2024). Blended learning provides a different approach to learning because of a combination of learning forms, namely a combination of learning that is given face-to-face and also online. Lecturers can provide subject matter to students online in a more engaging and dynamic way, capturing their attention and providing more understanding. By using blended learning, lecturers can create more interesting and interactive learning by using interactive films, podcasts, PowerPoint presentations, and e-book content, as well as several other types of interactive media that will make students more motivated to learn.

The use of other technology-based media in learning is the use of social media. The use of social media in learning can provide great benefits for the students themselves and the lecturers concerned because they can develop their learning potential as much as possible so that they get the learning results they expect (Demir, 2024). Social media has a lot of information that can be obtained quickly and in large quantities so that in a short time, students gain a wider knowledge that can improve their understanding of the material provided in learning.

A number of other studies show the importance of using e-learning in learning. The results of the research by Al-Rahmi et al. (2015) show that the use of e-learning in learning is positively and significantly related to student satisfaction. Students who are happy and satisfied with the learning provided will have an impact on the understanding they get and the effectiveness in the learning they follow. E-learning provided to students can also be in the form of digital educational games. Research from Li et al. (2024) shows that learning media in the form of digital educational games can increase student motivation in learning. Those who are motivated to learn will actively involve themselves in these learning activities so that learning can become more interactive.

Learning involving digital media can facilitate the acquisition of broad and comprehensive sources of information, can realize collaborative learning, and can support efficient and effective learning models (Huang et al., 2024). Research shows the importance of digital entertainment media to develop students' interests and learning abilities (Tianyi, 2024). Digital entertainment media provides easy access to various information and knowledge, such as tutorials, documentaries, and various other educational content that facilitates the learning process so that it can increase students' interest in learning. Thus, digital entertainment media not only serves as a means of entertainment but also as a powerful tool for education, social connectivity and self-development.

From a number of the exposures above, it is illustrated that learning media has an important influence on the learning process. The extent of the effectiveness of the use of media in a learning depends on how learners perceive the use of media in the learning. Therefore, this study aims to find out how students perceive the learning media of talent and interest mapping based on RIASEC of the Guidance and Counseling Study Program.

2. Method

This study uses a qualitative descriptive case study approach to determine the perception of 67 students of the Guidance and Counseling Study Program, Universitas Tanjungpura in semester V and semester VII towards the learning media used in the Interest, Talent and Character Mapping Course based on RIASEC. This approach is used to gain a deep understanding of the phenomenon that exists in a real context. This approach is very effective for exploring complex phenomena, where many variables interact with each other. Qualitative descriptive case studies can identify complex relationships and dynamics among existing variables and provide rich and detailed data through interviews, observations and questionnaires. Interviews and appointments were conducted face-to-

face with the participants while observations were carried out during the lecture on the RIASEC-based interest, talent and character mapping course.

The sampling technique used is purposive sampling, allowing researchers to select respondents who meet specific criteria relevant to the research objectives, so that the data collected comes from individuals who have relevant knowledge or experience. The respondents selected for this study are Guidance and Counseling students in semesters V and VII because they have taken the RIASEC-based interest, talent and character mapping course so that they already know how the form of learning media provided by the lecturer concerned during the learning process.

Data analysis is carried out by organizing, elaborating, synthesizing, and selecting the important ones. In addition, the actions taken by the researcher to analyze the data in this study consist of four (four) stages taken from the Miles and Huberman model (in Ota, 2021), including: (1) data collection, which is used to collect data for the research process obtained from interviews and questionnaires; (2) data selection, which is used to select by taking or eliminating data that is not needed by the researcher after the data is collected; (3) data presentation, which is carried out to see what data has been owned by the researcher; and (4) conclusion, which is drawing conclusions from existing problems through the data obtained.

3. Results and Discussion

3.1. Results

3.1.1. Student Perceptions Regarding the Media Currently Used in RIASEC-Based Interest, Talent and Character Mapping Courses

Based on the findings of the research using interviews and questionnaires, most students stated that the learning media that has been used in the RIASEC-based interest, talent and character mapping course is a learning media that is not interesting, less varied, and tends to be boring like whiteboard media. The material written on the blackboard is difficult to see from a distance, and the quick notes can be made by the lecturer on the blackboard, making it difficult for students to follow and take notes correctly. The slow and monotonous process of writing on the whiteboard can also make students lose interest and feel bored.

3.1.2. Students' Perception of Media that Should Be Used in the RIASEC-Based Interest, Talent and Character Mapping Course

Based on the findings of the research using interviews and questionnaires, most students think that the learning media used in the RIASEC-based interest, talent and character mapping course should be learning media that can attract students' interest in learning, such as the use of multi-method and interactive multimedia, by using slides, images and videos that can visualize important concepts in the course.

3.2. Discussion

3.2.1. Students' Perception of Media that has been Used in RIASEC-based Interest, Talent and Character Mapping Courses

The results of the research conducted through interviews and questionnaires show that most students consider the learning media that has been used in the RIASEC-based interest, talent, and character mapping course to be uninteresting, not varied, and perhaps more boring than the whiteboard media. The slow and monotonous process of writing on the whiteboard can make students bored and lose interest. In addition, the material written on the whiteboard is difficult to see from a distance, and lecturers can take quick notes, which makes it difficult for students to follow and take notes correctly.

The provision of material that sometimes uses long face-to-face lectures. Long lectures without interaction often make it difficult for students to stay focused and have difficulty in grasping the essence of the material being taught. Students tend to feel bored if they just listen to lecturers speak

without any discussion or activities involving them. In addition, the use of power point media used by lecturers when explaining learning materials usually only displays text or static images so that the appearance is not attractive and students quickly get bored with the material presented.

Learners will be more motivated to learn if teachers can use various types of media (Magdalena et al., 2021). In addition, along with the rapid advancement of technology, the development of various types of learning media is also increasing rapidly (Nurfadhillah et al., 2021), where the world of education today has entered the era of the media world, learning is required to use a variety of media and reduce the delivery of material that is not interesting to students (Nurseto, 2011). Thus, the use of varied learning media, especially technology-based learning media, will make learners more motivated to learn.

3.2.2. Students' Perception of Media that Should be Used in the RIASEC-based Interest, Talent and Character Mapping Course

Based on the findings of research conducted through interviews and questionnaires, most students are of the opinion that the learning media in the RIASEC-based interest, talent, and character mapping course should attract students' interest in learning. This includes the use of a variety of interactive methods and media, as well as the use of slides, images, and videos that demonstrate important concepts in the lesson.

This is in line with the opinion of Irsiawan (2015) who stated that learning that runs effectively and efficiently so that learning goals can be achieved, not only requires learning media, but also interesting learning media, there are elements of novelty and uses the latest technology. Innovations in the way technology is used in the educational process are increasingly driven by advances in science and technology. The results of the study from Huda (2016) also show that there is a significant difference between learning using multimedia and conventional methods, where the motivation and learning achievement of learners are higher when learning using multimedia than by using conventional methods. The use of interactive multimedia in learning can increase students' motivation, not boring, make it easier to understand the material presented, interesting to listen to and can improve their learning outcomes (Sutarno & Mukhidin, 2013). It is concluded that in order for learning to run effectively and efficiently so that learning objectives can be achieved, interesting learning media is also needed, there are elements of novelty and using the latest technology so that it can increase motivation, not boring, make it easier

Students also hope that the media used in learning can be more modern, such as the use of e-books that contain examples of important and more detailed application of materials. This is in line with the opinion of Lestari et al., (2018) who stated that in the e-book there are various materials, audio, images and videos that can make it easier for students to understand the learning material. According to Makdis (2020), the development of digital technology in the form of e-books will make it easier to access the desired references wherever we are, can help learners to understand difficult to understand material (Zahara et al., 2014), can be used as a learning resource for learners and an additional source of reference for those who do not have a reference book (Ela & Eka, 2018) and can improve learning outcomes (Kusumatuty et al., 2018).

It can be seen that the use of e-books in learning that contain various materials, audio, images and videos that can make it easier for students to understand the learning material, is also useful to make it easier to access the desired reference wherever we are, can help learners to understand difficult to understand material, can be used as a learning resource for learners and an additional reference source for those who do not have a reference book and can improve results learn. Almost all students hope that lecturers can use more upgraded learning media and be more up-to-date with the times. This is in line with the opinion of Suhartono (2021) who stated that in the era of industry 4.0 like today, the world of education must be able to keep up with it through changes in learning, where innovation in learning requires creative lecturers (Hidayati & Badrus, 2022). With the development of technology, the creativity of lecturers can be shown through the use of technology-based learning media (Ota, 2021). Lecturers are required to have innovation in the use of technology-based media so that they can direct their learning to be more interesting and conducive to learners (Wanto & Sendi, 2022) and improve the quality of learning (Asiah, 2016).

Lecturers' innovations in using technology have a positive impact on the student learning experience, examples include the use of Online Learning Platforms (LMS). Lecturers can use platforms like Moodle or Blackboard to upload materials, assignments, and discussion forums. The positive impact is that students can access the material anytime and from anywhere, making it easier for them to manage their study time and repeat material that they have not yet understood. Online discussion forums also increase interaction between lecturers and students as well as between fellow students.

Lecturers can use interactive learning videos using tools such as Panopto or Edpuzzle that allow the insertion of interactive quizzes or notes in the video. The positive impact is to make students more involved in the learning process, helping to reinforce their understanding through relevant questions and notes. Another example is that lecturers provide lecture videos and online materials before classes start and use face-to-face time for discussions and practical activities. Students come to class with a basic understanding of the material, so that the time in class can be used to discuss more in-depth problems and practical applications, increasing students' understanding and engagement in learning.

The implication of this research on RIASEC-based learning of interest, talent and character mapping is that lecturers need to be able to adapt. This self-adjustment requires creativity in making technology-based learning media so that it can direct learning to be more interesting and conducive to learners and improve the quality of learning. Lecturers can make innovations in the provision of learning media such as the provision of learning media in the form of Virtual Reality (VR) and Augmented Reality (AR) to provide immersive learning experiences, such as laboratory simulations or virtual tours for mapping students' interests, talents and characters based on RIASEC. This immersive experience helps students understand the material better through realistic and interactive visualizations.

4. Conclusion

Based on the research that has been conducted, it is concluded that students' perception of media that has been used in RIASEC-based interest, talent and character mapping courses such as PowerPoint is a learning medium that is not interesting, less varied, and tends to be boring. Students' perception of the media that should be used for the course is a learning media that can attract students' interest in learning, such as the use of multi-methods and interactive multimedia, by using slides, images and videos that can visualize important concepts in the course. Students also hope that the media used in learning can be more modern, such as the use of e-books that contain examples of applications of important and more detailed materials that can increase students' interest and motivation in learning. They also hope that lecturers can use more up-to-date learning media. Suggestions that can be given based on the findings of this study to lecturers who teach the course are the creation of technology-based learning media so that it can direct learning to be more interesting and conducive to learners and improve the quality of learning. Other suggestions are the provision of interactive learning resources, that is providing access to interactive digital learning resources, such as learning videos, simulations, or online quizzes, can help enrich the student learning experience.

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