



## Perceptions of Indonesian Language and Literature Education Study Program Students on the Importance of Learning Aids to Learning Outcomes

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<http://dx.doi.org/10.18415/ijmmu.v12i12.7211>

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### **Abstract**

This study aims to describe the perceptions of students of the Indonesian Language and Literature Education Study Program at Tridinanti University towards the importance of learning aids to support learning outcomes. This research uses a descriptive quantitative approach and data collection techniques in the form of a closed questionnaire based on a likert scale with 4 response levels. The research instrument was conducted with validity and reliability tests through trials on 6th semester students. The data were analyzed based on 11 principles of learning media put forward by (Reynolds & Anderson, 1993). The subjects of this study were 2nd and 4th -semester students who were selected using the purposive sampling technique. The results of the analysis of this study indicate that the majority of students' perceptions are positive towards the use of learning aids. Learning aids are considered to encourage motivation, clarify concepts, support independent learning, and increase students' active involvement during the learning process.

**Keywords:** *Student Perception; Learning Outcomes; Learning Aids*

### **Introduction**

Education is one of the important aspects of life that plays a role in shaping quality human resources. In the learning process, various factors can affect student learning outcomes, such as the boredom and saturation that students feel due to monotonous teacher teaching methods. Therefore, changes in learning are needed by making learning innovations (Syifa & Julia, 2023). One of them is the use of learning aids. Learning aids include various media, such as visual aids, audio aids, and audio-visual aids (Hasanah, 2017). By utilizing the right learning aids, students can more easily understand the material, improve memory, and develop critical and analytical thinking skills.

It is necessary to conduct a study to identify student perceptions of learning aids in supporting optimal understanding and achievement of linguistic competence. Therefore, students of the Indonesian Language and Literature Education Study Program are expected to have good competence in understanding, analyzing, and applying linguistics and literature to achieve these goals; the use of effective learning aids is very important. Therefore, innovative learning strategies are needed and

supported by the use of relevant learning aids. The use of learning aids not only helps students understand concepts more deeply but also encourages them to be more active in the learning process. However, students' perceptions of the importance of learning aids can vary, which in turn can affect their learning outcomes.

Indonesian Language and Literature Education Study Program students' perceptions of the importance of learning aids vary. Based on the results of brief interviews, some students consider learning aids as an essential element in learning. As the opinion of one student he said, "of course learning aids are important, because from learning aids in lectures it is more focused and easier to understand learning," but he also added that in increasing learning motivation, depending on the learning tool, if it is useful and liked, it will definitely increase motivation in learning.

This is in line with research conducted by (Rozie, 2018) with the results stating that learning media has an important function and role, such as the selection of the right media will facilitate the achievement of learning objectives. Then research from (Wahyuni et al., 2017) with the results of the analysis obtained that the media favored by students are student worksheet (in Indonesia call LKPD) and PowerPoint media, because they are able to make students interested in learning and help to understand the material. Then research was conducted by (Nuralan, 2021) with the results that the learning media used can provide convenience to both students and teachers in carrying out online learning. Furthermore, research conducted by (Anggraini, 2024) resulted in the result that teacher perceptions of technology-based learning media are effective tools to increase motivation, understanding, and can create interactive and interesting learning. Likewise, research conducted by (Ibrahim et al., 2021) states that the use of interactive multimedia media can make students more active in participating in classroom learning, and students understand the material more quickly if the material is delivered using multimedia media. Then there is research conducted by (Kustiawan et al., 2019) which states that the use of simple learning aids can improve learning outcomes in the form of basic manipulative movement skills in students. Then there is research from (Putri et al., 2023) which states that the use of student worksheet (in Indonesia call LKS) as a learning aid shows a positive impact. Followed by research from (Kusmiati et al., 2021) which states that there is a significant effect of perceptions of learning media and reading interest together on the ability to write editorial texts for public high school students in Sukabumi Regency. Then there is research from (Fauzi & Arifin, 2024) with the result that ChatGPT has the potential to be an effective learning tool in the educational process. And research from (Ramadian & Rahman, 2025) states the results that ChatGPT helps students in understanding course material and makes it easier to find information relevant to learning material.

Factors such as ease of access, interest in learning, and availability of facilities and infrastructure can also affect the extent to which students utilize learning aids in improving their academic results. Therefore, it is necessary to conduct research to understand how students of the Indonesian Language and Literature Education Study Program perceive the importance of learning aids in supporting their academic success.

## ***Research Methods***

This research was located in Palembang City with a population of Tridianti University students of the Indonesian Language and Literature Education Study Program, and the samples in this study were 2-semester students totaling 20 people with 19 female and 1 male, and 4 semester students totaling 20 people with 19 females and 1 male. However, only 24 respondents contributed in answering the questionnaire. The sample selection of 2nd- and 4-semester students in this study was based on an academic consideration and the relevance of student learning experiences. Second semester students usually just finish the adaptation period at the beginning of the lecture and begin to enter core course learning. Meanwhile, 4th semester students already have diverse but complex learning experiences,

including the use of various learning aids in the learning process. Therefore, the selection of these two samples is considered to have provided sufficient representation and perception of the importance of learning aids that support learning success. Based on the population and samples that have been described, this study uses the purposive sampling technique, which is a data collection technique based on certain characteristics or considerations (Sulistiyoh, 2019).

The approach used in this research is a quantitative approach using descriptive methods. A quantitative approach is research that draws conclusions from the results of statistical hypothesis testing using empirical data, the results of data collection through a measurement (Djaali, 2020). Then the descriptive method is a method of processing data through analyzing information related to the object under study; this is to describe data that can be in the form of paragraphs, sentences, or words (Iskandar et al., 2022).

The collection technique used in this research is a questionnaire. The questionnaire is an approach that is carried out by dividing or giving questions to respondents, which aims to ask them to provide answers, and the results of this questionnaire are used to analyze the variables under study (Iba & Wardhana, 2023). The data collection technique in this study consists of closed statements and uses a Likert scale score. According to (Saputra, 2020) Likert scale is a psychometric scale to measure whether a person agrees or disagrees with statements related to attitudes, opinions, and perceptions of an event. From the Likert scale used, it shows the answers, namely, strongly agree score 4, agree score 3, disagree score 2, and strongly disagree score 1.

The validity test is the or accuracy of an instrument when measuring, while the reliability test is a test carried out in order to find out how consistent the measuring instrument is, whether the measuring instrument remains consistent when measurements are repeated (Ovan & Andika Saputra, 2020). The method used in testing the validity of the instrument is to test the questionnaire, then calculate the correlation score of the instrument items, followed by analyzing and distinguishing the instrument items that qualify and are selected to be the real instrument. This trial was conducted on 6th semester students of the Indonesian Language and Literature Education Study Program.

## ***Results and Discussion***

This study discusses evaluating the attitudes of students of the Indonesian Language and Literature Education Study Program at Tridianti University about the importance of learning aids to learning outcomes. Indicators to measure student perceptions in this study use the principles put forward by (Reynolds & Anderson, 1993). The indicators are as follows: 1) the principle of involvement that can increase student motivation, interest, and involvement, 2) the principle of relevance that can support student understanding of concepts and skills, 3) the principle of flexibility is that the media can be adapted to the needs and level of student understanding, 4) the principle of active involvement allows students to participate actively during learning, 5) the principle of efficiency is that the media must convey information efficiently and explain concepts clearly, 6) the principle of assessment that allows assessment and evaluation of student understanding, 7) the principle of accessibility means that the media must be accessible to all students, 8) the principle of visualization means that the use of visual media must be able to help students understand concepts in a more concrete way, 9) the principle of technological progress means that learning media is expected to keep up with the latest technological developments, 10) the principle of collaboration means that online media can be used to facilitate collaboration between students, which allows project-based learning and group work, 11) the principle of evaluation means that the media must be evaluated regularly to ensure that the media is still effective in achieving learning objectives. The following will describe the responses of students of the Indonesian Language and Literature Education Study Program at Tridianti University based on the indicators described above.

## 1. Principle of Engagement

The principle of involvement means that the learning media used must be able to stimulate students' interest and involvement in the learning process, and then the media must also be able to attract and motivate students to learn (Reynolds & Anderson, 1993). Therefore, based on this principle of involvement, there are 2 statements that measure aspects of the involvement of learning aids on learning outcomes. The 2 statements are positive statements.

P1 reads, "Learning media makes me more enthusiastic about learning", and a total of 83.3% agreed with the statement, and only 20.9% disagreed. With this, it can be concluded that learning aids can increase student learning motivation. The majority of students agree because learning aids can present material more interestingly, interactively, and can create a dynamic learning atmosphere that can increase student learning motivation.

P2 reads, "I find it easier to understand the lesson if I interact with the tool", and the total number of respondents who agreed was 83.4%. In contrast, the total number of respondents who disagreed was only 16.7%. This illustrates that the learning aids used can have a significant impact on student understanding. Thus, the results of respondents to this statement show that the use of learning aids can provide space for students to participate actively, effectively, and help students to develop skills for critical thinking and problem solving.

## 2. Principle of Relevance

The principle of relevance means that the learning media used must be related or relevant to the learning objectives; the media must be able to support students' understanding of the concepts and skills to be taught (Reynolds & Anderson, 1993). Based on the principle of relevance, there are 5 positive statements, namely P3, P4, P5, P6, and P7. The following will describe the results of student responses from the Indonesian Language and Literature Education Study Program about the importance of learning aids to learning outcomes.

P3 reads, "The tools used are in accordance with the material studied" then the data obtained shows that as many as 83.3% of respondents agreed and only 16.6% disagreed. Therefore, the learning aids used are in accordance with the material being studied. This can be seen from the majority of students who agree with the P3 statement and feel that there is a match between the learning aids used and the material being studied. So that it can clarify the delivery of information, minimize student confusion about the material, and support varied learning styles.

P4 reads, "Learning media helps me relate material to real life". Based on this statement obtained data show that as much as 83.3% agreed, while only 16.6% disagreed. It can be concluded that the majority of students agree with the P4 statement, and students feel that the learning aids used in the lecture process can bridge the material learned with the context of real life; with this, students can benefit directly from what they have learned in the learning process.

P5 reads, "Learning aids clarify the concepts being studied," then 79.1% of the data were obtained, and only 20.8% disagreed. Based on this data, it can be concluded that students agree; this indicates that the learning aids used can be an important component in the implementation of learning, especially in helping students to understand important concepts that are being studied so that they can support the success of learning completely.

P6 reads, "I feel that the tools used are suitable for the lecture topic", and the data obtained by 83.3% of students agreed. This shows that the majority of students feel that there is a match between learning aids and learning topics. This is an important indicator in the selection of learning aids to be used because the alignment of learning aids with learning topics will have an impact on an efficient and

focused learning atmosphere so that it can increase student concentration and participation in the learning process.

P7 reads, "I feel that learning aids strengthen my understanding of the content of the material," and data obtained showed that as much as 16.7% expressed a negative attitude or disagreed, and as much as 83.3% expressed a positive attitude or agreed. A more dominant positive attitude can indicate that the majority of students feel the direct benefits of using learning aids to strengthen understanding of lecture material. In this case, learning aids can be a facilitator to help students understand the material in depth and can present the material concretely.

### 3. Flexibility Principle

The flexibility principle states that the learning media used must be flexible and can adjust to the needs and level of understanding of students and can support various learning styles of students (Reynolds & Anderson, 1993). This engagement principle consists of 6 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids to learning outcomes.

P8 reads, "Learning aids allow me to study at any time". Based on the data obtained, as many as 79.1% stated they agree, while the rest stated they disagree. This shows that the majority of students feel that the flexibility of time to study is one of the main advantages of using study aids. The use of learning aids in the learning process can provide space for students to access information anytime and anywhere.

P9 reads, "I can easily re-access material from learning aids," and the data obtained showed that as many as 83.4% of respondents expressed a positive attitude or agreed. This illustrates that the majority of students feel that the learning aids used are easy to access again at any time. This convenience is an important indicator in the effectiveness of learning aids because it can allow students to repeat or relearn material without relying on manual notes. This has a positive impact because students can adjust their learning pace.

P10 reads, "Learning aids give me the freedom to choose how to study". Based on the results of the respondents' answers, it shows that there is a positive or agreeing attitude regarding the statement that the tools give students freedom in choosing how to study; this is evidenced by the number of respondents as 83.3% of respondents expressed a positive or agreeing attitude. This shows that the use of learning aids contributes to creating flexible and student-centered learning, because freedom to choose how to learn is a characteristic of modern learning that supports individual learning styles.

P11 reads, "I can study in various places because of flexible learning media". Based on the results of respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement "I can learn in various places because of flexible learning media". This can be seen from the respondents choosing 83.3% of respondents expressed a positive attitude or agreed. The high percentage who agree can indicate that the flexibility of learning aids allows students to learn without being hindered by space and time, because students can adjust the place of study and the time available according to their personal conditions. This can show an increase in student learning independence.

P12 reads, "The flexibility of study aids helps me organize my study schedule better". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that the flexibility of study aids helps students organize their study schedule better. This is indicated by the presence of respondents choosing 79.2% of respondents expressing a positive or agreeing attitude. This high percentage shows that students feel that study aids can make it easier for them to manage their time and organize their schedules independently. This reflects that students are not too dependent on the schedule and physical presence of lecturers in class but are able to rank learning strategies that suit their learning style and time.

P12 reads, "I feel more independent in learning with flexible learning media". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that explains that students feel more independent in learning with flexible learning media. This can be seen from the number of respondents; as many as 75% of respondents expressed a positive or agreeing attitude. This finding shows that the learning aids used can provide opportunities for students to manage their place, time, or learning speed. This can support the development of student independence because students are not passive recipients of information but are also active in exploring, searching, and understanding the material independently.

#### 4. Principle of Active Engagement

The principle of active engagement means that in the use of learning aids, the media must be interactive to enable students to actively participate in learning (Reynolds & Anderson, 1993). In this principle, there are 5 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids on learning outcomes.

P13, which reads, "I am encouraged to seek additional information because of learning media". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that students are encouraged to seek additional information because of the learning media. This can be seen from the fact that 79.2% of respondents expressed a positive or agreeing attitude. It can be concluded that the learning aids used can provide encouragement to students to look for additional information so that they can arouse curiosity and motivate students to be active in the learning process. This indicates that learning aids are able to arouse curiosity; intellectually and broaden students' horizons.

P14 reads, "I am directly involved in the learning process through interactive media". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the students' statement that I am directly involved in the learning process through interactive media. This can be seen from the number of respondents choosing 83.3% positive attitude or agree. These results show that the use of interactive media during the learning process can encourage students to participate directly in the learning process. Interactive media allows students to respond, practice directly, and explore the material so as to improve student learning outcomes.

P15 reads, "I actively discuss when learning aids are used". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the students' statement that students can have active discussions when learning aids are used. This can be seen from the number of respondents; as many as 83.3% of respondents expressed a positive attitude or agreed. This high number of respondents who agree shows that the learning aids used can trigger active involvement, such as discussions during the learning process. Discussions that occur in the learning process indicate that learning aids are not only informative but also participatory and communicative.

P16 reads, "Learning aids stimulate me to explore the material". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the students' statement that the learning aids used can stimulate students to explore the material. This can be seen from the 87.5% of respondents expressing a positive or agreeing attitude. This shows that learning aids not only convey information but also spark students' curiosity so that they explore additional sources to develop a broader understanding.

P17 reads, "I am more active in responding to the lecturer's questions when the tools are used". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that students are more active in responding to lecturers' questions when using learning aids. This can be seen from the number of respondents; as many as 79.1% of respondents

expressed a positive attitude or agreed. These results indicate that the use of learning aids encourages students to be active and participate, especially in responding to questions from lecturers. This can indirectly increase student confidence and reduce shyness to speak up to answer lecturers' questions.

### 5. Principle of Efficiency

The principle of efficiency means that in using learning aids, the media used must be efficient when conveying information, and the media must be able to explain the concept clearly and effectively (Reynolds & Anderson, 1993). This principle consists of 2 positive statements. The following will describe the results of the responses of students of the Indonesian Language and Literature Education Study Program regarding the importance of learning aids to learning outcomes.

P18 reads, "Learning aids make the learning process more concise". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that learning aids make the learning process more concise. This can be seen from the presence of a number of respondents with a 79.1% positive attitude or agreement. This percentage illustrates that the use of learning aids not only has an impact on understanding the material but also encourages time efficiency and the way students work in the learning process. In summary, the learning process means aspects related to the delivery of material that is systematic and easy to understand so that it has a positive impact on students.

P19 reads, "Learning media accelerates my understanding of new topics". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that learning media can accelerate students' understanding of new topics. This can be seen from the presence of a number of 79.2% of respondents expressing a positive attitude or agreeing. This finding shows that the use of learning aids has an important role in supporting students' understanding of new material because the learning aids used can present information in an interesting, concrete, and easy to understand manner.

### 6. Principle of Assessment

The assessment principle states that the use of learning media allows assessment and evaluation of student understanding; the media should facilitate student progress and measurement of progress (Reynolds & Anderson, 1993). This principle consists of 5 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids to learning outcomes.

P20, which reads, "Learning aids make it easier for me to understand the form of assessment used". Judging from the results of the respondents' answers, there is a positive attitude or agree with the statement that says learning aids make it easier for students to understand the form of assessment used. This can be seen from 79.2% of respondents choosing to agree. This confirms that learning aids not only function as a medium to explain the material but also play a role in helping students understand how to assess the learning process. With an understanding of the assessment, students will tend to complete tasks in a directed manner so that they can organize learning strategies in accordance with the predetermined assessment.

P21 reads, "I can measure my ability with the exercise media provided". Judging from the results of the respondents' answers, there is a positive or agreeing attitude towards the statement that reads I can measure my abilities with the training media provided. This can be seen from the 83.4% of respondents who chose to agree. This high percentage of agreement indicates that the training media provided by learning aids is not only an evaluation tool but also a tool for students to understand and assess the extent of their understanding and mastery of the material they have learned.

P22 reads, "Learning media helps me recognize my weaknesses in learning". Judging from the results of the respondents' answers, there is a positive or agreeing attitude towards the statement that says that learning media helps students recognize their weaknesses in learning. This can be seen from the 79.2% of respondents who chose to agree. This indicates that learning aids are not only a means of delivering material but also an effective tool for students to realize the limits of aspects that need to be improved during the learning process. This can provide opportunities for students to improve independently.

P23 reads, "Learning aids provide practice questions that are close to the real exam". Judging from the results of the respondents' answers, there is a positive or agreeing attitude towards the statement that says that the learning tool can provide practice questions that are close to the exam. This can be seen from the fact that 70.8% of respondents chose a positive attitude or agreed. This figure shows that students feel that the study aids used can provide practice questions that are relevant to the real exam. This is also an important factor because practice questions that resemble exams can provide an overview for students to prepare themselves for learning evaluations.

The last statement, namely P24 reads, "I feel that learning media helps me prepare for learning evaluations". Judging from the results of respondents' answers, there is a positive or agreeing attitude towards the statement that says that students feel that learning media can help in preparing for learning evaluations. This can be seen from the 79.2% of respondents choosing a positive or agreeing attitude. This percentage illustrates that the learning aids used can support the process of strengthening, repeating, and understanding the material independently so that students can be better prepared to face the real evaluation.

## 7. Principle of Accessibility

The principle of accessibility means that the media used can be and is easily accessible to all students, especially those with special needs (Reynolds & Anderson, 1993). This principle consists of 2 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids to learning outcomes.

P25 reads, "I can open learning media from various devices (cellphones, laptops, etc.)". Judging from the results of the respondents' answers, there is a positive or agreeing attitude towards the statement that says that students can open the media used from various devices. This can be seen from the 83.4% of respondents choosing a positive or agreeing attitude. The results of these findings illustrate that the ability to access learning aids from various types of devices can provide flexibility for students to learn anytime and anywhere according to their respective conditions. Indirectly, this can increase student involvement in the learning process and independence to manage time.

P26 reads, "I can use learning media even though I am not on campus". Judging from the results of respondents' answers, there is a positive or agreeing attitude towards the statement that students can open or access the media even though they are not on campus. This can be seen from the 79.2% of respondents choosing a positive or agreeing attitude. This finding shows that learning aids can support distance learning and independent learning so that students have access to learning media flexibly, not limited by physical conditions such as when they are away from the campus environment.

## 8. Visualization Principle

The principle of visualization means that the use of visual media such as graphics, videos, and images, must be able to help students understand a concept through visual and concrete ways (Reynolds & Anderson, 1993). This principle consists of 2 positive statements. The following will describe the



results of the responses of students of the Indonesian Language and Literature Education Study Program regarding the importance of learning aids to learning outcomes.

P27 reads, "I understand the material more easily with the help of pictures or videos". Judging from the results of the respondents' answers, there is a positive or agreeing attitude towards the statement that students find it easier to understand the material through the help of pictures and videos. This can be seen from the fact that 75% of respondents chose a positive or agreeing attitude. This finding states that students respond better to material when it is delivered visually because it can stimulate the senses, which encourages good information retention.

P28 reads, "Visual media helps me understand the relationship between concepts". Judging from the results of respondents' answers, there is a positive or agreeing attitude towards statements that say visual media helps students understand the relationship between concepts. This can be seen from 83.3% of respondents choosing a positive or agreeing attitude. This percentage shows that visual media has an important role in helping students organize information that is more structured and systematic.

## 9. Principle of Technological Advancement

The principle of technological progress means that the learning media used must keep up with the times or technological developments by utilizing them as media (Reynolds & Anderson, 1993). This principle consists of 4 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids to learning outcomes.

P29 reads, "Technology in learning makes the learning process more efficient". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that technology in learning makes the learning process more efficient. This can be seen from the 79.1% of respondents expressing a positive or agreeing attitude. This finding shows that students feel easy access and obtain material, flexibility of time or place, and ease of communicating with fellow students or lecturers can create efficient, effective, and adaptive learning.

P30 reads, "I feel helped by digital features in learning aids". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that students are helped by the digital features in learning aids. This can be seen from the 83.3% of respondents expressing a positive or agreeing attitude. This finding shows that students benefit a lot from using digital features that can help them to be actively involved in learning and provide easy access and practicality in learning.

P31 reads, "I enjoy learning through interactive online platforms". Based on the results of respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that students like to learn through interactive online platforms. This can be seen from 79.2% of respondents expressing a positive or agreeing attitude. This finding shows that the use of learning aids through interactive online platforms can increase interest, motivation, and learning comfort for students.

P32 reads, "I feel that the use of technology makes learning more dynamic". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that the use of technology makes learning more dynamic. This can be seen from the 79.2% of respondents who expressed a positive attitude or agreed. This finding shows that the use of learning aids can make learning more dynamic, such as increasing interactivity, flexibility in accessing material, and variations and methods in delivering material.

## 10. Collaboration Principle

The principle of collaboration means that the online media used should facilitate collaboration between students and enable the implementation of project-based learning or group work (Reynolds & Anderson, 1993). This principle consists of 3 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids to learning outcomes.

P33 which reads, "Learning aids encourage me to work together with friends". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that study aids encourage students to work with friends. This can be seen from the fact that 75% of respondents expressed a positive or agreeing attitude. This finding illustrates that learning aids not only function as information media but can also encourage social and collaborative interactions between students, such as discussions.

P34 reads, "Learning media facilitates effective group work". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that learning media facilitates effective group work. This can be seen from the presence of respondents; 75% of respondents expressed a positive attitude or agreed. These results show that learning aids can be a facilitator for a collaborative interaction between students that allows them to complete tasks together, discuss, and share ideas effectively and efficiently.

P35 reads, "Collaboration through learning media improves my learning outcomes". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that collaboration through learning media can improve learning outcomes. This can be seen from the presence of 75% of respondents expressing a positive or agreeing attitude. This finding shows that students feel that collaboration through learning media can increase interaction between fellow students so that it can allow for the exchange of ideas, thoughts, and problem solving which can have an impact on better learning success.

## 11. Evaluation Principle

The evaluation principle means that the learning media used must go through a periodic evaluation stage to ensure that the media is still effective in achieving learning objectives (Reynolds & Anderson, 1993). This principle consists of 4 positive statements. The following will describe the response results of Indonesian Language and Literature Education Study Program students regarding the importance of learning aids to learning outcomes.

P36 reads, "Learning aids help me evaluate my learning progress". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that study aids help students evaluate their learning progress. This can be seen from the 66.7% of respondents expressing a positive or agreeing attitude. This high percentage illustrates that learning aids can act as a reflection and evaluation tool for students which allows them to objectively review the development of their skills and abilities.

P37 reads, "I feel more sensitive to my shortcomings because of feedback from learning media". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that students feel more sensitive to their shortcomings due to feedback from learning media. This can be seen from the 66.7% of respondents expressing a positive or agreeing attitude. It can be concluded that the feedback offered by learning aids can provide opportunities for students, to find out weaknesses or deficiencies in the learning process that has been carried out.

P38 reads, "I can monitor the progress of my understanding through digital media". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that students can monitor the development of their understanding through digital media. This can be seen from where 83.3% of respondents expressed a positive attitude or agreed. This finding shows that learning aids can enable students to see their learning progress independently and give students control over their learning progress.

P39 reads, "Self-evaluation through tools makes me more enthusiastic about learning". Based on the results of the respondents' answers, it can be seen that there is a positive or agreeing attitude regarding the statement that self-evaluation through learning aids makes students more enthusiastic about learning. This can be seen from the 79.20% of respondents expressing a positive or agreeing attitude. This finding illustrates that learning aids can facilitate students evaluating themselves so that they have a positive impact on motivation to improve and increase learning achievements.

Learning aids can be said to be effective if they are based on several principles and guidelines of money that can help in design, development, and implementation. Therefore, this study uses the theory of learning media principles from (Reynolds & Anderson, 1993) to reveal the perceptions of 2nd and 4th semester students in Tridinanti University Indonesian Language and Literature Education Study Program. Based on the questionnaires that have been distributed online and the results of the analysis conducted, it can be concluded that the perceptions of students of the Indonesian Language and Literature Education Study Program at Tridinanti University towards the importance of learning aids are very positive. The majority of respondents showed a value of "agree" and "strongly agree" to the statements contained in 11 indicators. This means that learning aids have a large and real contribution in supporting the learning process and student learning outcomes.

The principle of involvement and the principle of active involvement illustrate that learning aids can increase motivation and student enthusiasm for learning because the learning aids used are interesting and interactive so as to create a pleasant learning atmosphere and support active involvement. Then, to support students' active involvement, the principle of relevance, the principle of flexibility, the principle of accessibility, and the principle of collaboration are needed, which can show that the learning aids used are in line with learning objectives, materials, and contexts; have easy access; and accelerate the learning process to be more efficient to support students to work together, such as discussing, creating projects, or exchanging ideas.

Meanwhile, based on the principles of assessment and evaluation, it emphasizes that learning aids not only present material or information but also make it easier for students to evaluate the learning process and achievements independently and allow students to identify weaknesses, measure abilities, and be able to prepare themselves for learning evaluations such as exams. It is also supported by the principle of visualization and the principle of technological advancement that encourages students' understanding to absorb information easily when presented with visualization, digital features, and interactive platforms that make learning more dynamic and adaptive.

The findings in this study, when associated with previous research, are the same as research from (wahyuni et al., 2017) which shows that learning media such as student worksheet (in Indonesia call LKPD) and PowerPoint can increase student interest in learning and facilitate understanding of the material. This is in line with the experience of students in this study who revealed that interesting and interactive learning aids can increase concentration and interest in learning during lectures. In fact, in the context of online learning, later research from (Nuralan, 2021) also confirmed that learning media can make it easier for students and teachers to deliver and receive material effectively.

Furthermore, research from (Anggraini, 2024) highlights that the use of technology based media not only increases learning motivation but also creates a more interactive and interesting learning atmosphere. This is closely related to the findings of this study, which show that students feel more

actively involved when learning aids are optimally used. The use of interactive multimedia media, as explained by (Ibrahim et al., 2021), is proven to encourage active participation and accelerate understanding of the material, a condition that is also reflected in the responses of students in this study.

Finally, research by (Kustiawan et al., 2019) confirmed that even simple learning aids can improve learning outcomes, especially in psychomotor aspects such as basic movement skills. This corresponds with the results of this study, which found that students' active engagement in learning increased when they were given the opportunity to use the aids directly. Thus, overall, the results of this study not only reinforce previous findings but also emphasize the importance of using appropriate and attractive learning aids as a means to improve the quality of learning at the tertiary level.

## **Conclusion**

Based on the results of distributing questionnaires, it can be concluded from the results of data analysis that have been carried out that the majority of respondents give responses agreeing and strongly agreeing to the statements that have been given. This finding illustrates that students of the Indonesian Language and Literature Education Study Program at Tridianti University have a positive perception of the role of learning aids used in the learning process, especially in understanding material so as to improve learning outcomes.

The high percentage level of agreement can reflect that learning aids greatly contribute to increasing the effectiveness of the teaching process. Students feel that learning aids have been able to simplify concepts that are difficult to understand. Furthermore, the results of this analysis can show that the use of learning aids is very supportive of various student learning styles, and the presence of these learning aids can be a link to understanding learning materials effectively. Furthermore, positive perceptions of learning aids indicate the importance of an innovative learning strategy to meet the challenges of understanding complex material. Therefore, this study reinforces the argument that the integration of learning aids in the learning process is not just a complement but instead plays an essential role in improving students' understanding of learning materials.

Concluded due to informal factors, relaxed situations because of play, the influence of the first language, getting used to some foreign vocabulary, and the factor that there is no more appropriate word to represent the vocabulary.

## **Acknowledgments**

The author would like to thank all parties who have assisted in the preparation of this article. Special thanks are given to the lecturer in charge of the educational research course, Mrs. Nurulanningsih M. Pd., who has provided direction, guidance, and very valuable input. The author also expresses gratitude to fellow students who have supported and shared their experiences during the research process.

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