USE OF LEARNING MEDIA IN CLASS VI SDN 09 SUNGAI KELAMBU

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Abstract

Learning media in the form of pictures is a tool that can be used by teachers in the learning process eith the aim of forming meaningful learning for students. So the role of a teacher who has the expertise, accuracy and ability to use the media is very influential in the formationof learning interest in students. This research is aimed at describing the use of picture media in increasing the interest in learning for IV class students at SD Negeri 09 Kamal. This type of research is a qualitative srtudy in which the researcher describes the use of image median increasing the interest learning of IV class students in the research subject were the principal, grade IV teachers, 3 subject teachers and all class IV students totalng 21 people. Data analysis technique used is the flow, which includes data reduction, data presentation, and verification stage. The results showed that: the teacher's strategy in using picture media ini increasing learing interest of IV class students at SD Negeri 09 Kamal namely: adjusting the material with the pictures to be used, designing media images, adjusting learning steps based on lesson plans, references an learning objective that have been prepared previosly.

Keywords: *Jigsaw Learning Method, Learning Outcomes*

Introduction

Learning media is one component in education that determines success in the learning process. So teaching staff need to understand how educators use learning media by adapting the material to be taught. Apart from that, learning will be much more meaningful if students are involved in every learning process, students are not only used as learning objects but also as subjects who can determine the direction and process of learning. In this case, teaching staff need to organize and implement teaching and learning activities where students can actively build their own knowledge. This is in accordance with the constructivist view, namely that learning success does not only depend on the environment or learning conditions, but also on the psychological aspects of students.

The psychological aspect that is very influential in the students' learning process is interest in learning. This interest is closely related to feelings of pleasure. Students who are interested in learning will appear to continue to study diligently. On the other hand, students who have low interest in learning are not enthusiastic about participating in the learning process. The use of learning media has a significant contribution in fostering students' interest in learning in teaching and learning activities. Students' ability to capture lessons can be influenced by choosing the right learning media, so that the set learning objectives will be achieved. There are various types of media that can be used as alternatives for teaching staff to make learning activities in the classroom effective and optimal. One way is by using visual-based learning media.

As in research conducted by Melia and Puput Handayani using image media in social studies subjects for class VI students at SDN 09 Sungai Kelambu. The research results show that the strategy for using image media for class VI students at SD Negeri 09 Sungai Kelambu is: carrying out the activity steps listed in the RPP, explaining the material, preparing strengthening materials for the material and carrying out evaluation activities. The teacher's activity in using image media is very good, meaning the use of image media in social studies learning. Furthermore, research was conducted by Melia and Puput Handayani using image media to improve the storytelling skills of class VI students at SD Negeri 09 Sungai Kelambu with the results of the research showing that in cycle I the use of image media could increase learning activities including the aspect of asking by 61.54%, answering questions. 38.46%, discussion 53.85%, collaboration 46.15%, while in cycle II learning activities included aspects of asking 84.61%, answering questions 69.23%, discussion 88.46%, collaborating 76.92% and telling stories by 92.31%. The average of cycle I includes aspects of image suitability of 57.69%, story accuracy of 50%, courage of 42.31%, sentence accuracy of 38.46%, while in cycle II storytelling skills include image suitability of 70.01%, story consistency 69.23%, courage 73.07%, sentence clarity 42.31%, and storytelling fluency 50%. So it can be said that the expected results of the action intervention have been achieved. Thus, learning using media as a delivery material can be an alternative for the success of the teaching and learning process because through active learning it will be able to increase the effectiveness of learning. Learning uses appropriate media to prioritize cooperation between students to achieve learning goals. Using learning media can change the role of teaching staff, from being centered on teaching staff to actively managing students. One of them is the use of image media to provide a stimulus response to increase students' interest in learning. Through images you can convey abstract material into concrete. Based on the results of observations made by researchers at SD Negeri 09 Sungai Kelambu, Tebas sub-district, Sambas district, it was found that the situation of the learning process carried out by several teachers at SD Negeri 09 Sungai Kelambu was still not implemented optimally, the most fundamental problem in the process The learning carried out by the teacher is low in students' interest in learning, which can be seen from the learning process,

students quickly get bored, fed up, and find it difficult to accept the lessons delivered by the teacher. Students who are bored will experience saturation and ultimately they will lose attention during the learning process. If the teacher still uses the old learning paradigm in the sense that communication in learning tends to take place in one direction, generally from teacher to student, the teacher dominates learning without using media as a tool to convey messages from the learning material, then learning tends to be monotonous, resulting in students feeling bored and boring. . Therefore, in teaching various subjects to students, teachers should prefer a variety of approaches, strategies, methods and media that are appropriate to the situation so that the planned learning objectives can be achieved. It is important to know that whether a choice of learning media is good or not will depend on the learning objectives, suitability to the learning material, the level of development of students, the ability of teaching staff (teachers) to manage learning and optimize existing learning resources. Learning using image media has enormous benefits for elementary school students, namely providing opportunities for students to further develop their abilities and examine each learning object provided. This is because in learning activities, students are required to be more active in learning through direct learning activities.

According to Sadiman, Arief S. (2003) image media is an image related to learning material which functions to convey messages from the teacher to students. This image media can help students to express the information contained in the problem so that the relationship between the components in the problem can be seen more clearly. Meanwhile, according to Hamalik. Omar. (2004) image media is anything that is manifested visually in dimensional forms as expressions or various thoughts such as pictures, paintings, portraits, slides, films, projectors. Based on the definition above, it can be concluded that image media is the most common media used in the learning process. This is because students prefer pictures, especially if the pictures are colorful and presented according to the students' conditions and abilities. Of course, this image media will increase students' enthusiasm in participating in the learning process. As for the types of image media, according to Arikunto, Suharsimi (2010), there are four types of images that can be used in learning, namely as follows: 1. Combined images, namely single, wide or large images that show a scene (hospital and beach).) where a number of people are seen doing something. 2. Series images, namely a number of images chained to form a series. From the activities carried out. Noviyanti, Yohana Budi et al. (2016), media is a component in the form of a learning tool that functions to facilitate teaching and learning activities. Through the use of learning media, it is hoped that it can improve the teaching and learning process which in the end can influence the quality of student learning outcomes. In fact, it is regulated in PP No. 19 of 2005 concerning National Education Standards, Article 42 Paragraph 1, which states that "Every educational unit is required to have facilities including furniture, educational equipment, educational media, books and other source materials, consumables, and

other equipment. which is needed to support an orderly and sustainable learning process." According to Safitri, Apriani and Nurmayanti (2018), interest in learning is an important foundation for someone to carry out activities well. Interest can not only influence a person's behavior but can also encourage people to keep doing and getting something. Thus, the use of image media is a means that can encourage the creation of students' interest in learning. It is hoped that the formation of students' interest in learning can encourage increased results and achievements achieved by students. Based on the opinions expressed above, it can be concluded that the use of adequate image media allows the learning process to be carried out optimally. This can be shown from students' increased interest in learning so that it will have an impact on student learning outcomes. Thus, through the use of learning media it is hoped that it can increase student activity in the teaching and learning process which can be demonstrated through increasing student interest in learning. The aim of this research is as follows: to describe the use of image media in increasing the learning interest of class VI students at SD Negeri 09 Sungai Kelambu.

Research Method

This research was carried out at SD Negeri 09 Sungai Kelambu located in Sungai Kelambu Village, Tebas District, Sambas Regency. The type of research used is qualitative research using a descriptive approach. According to Sukardi (2003) qualitative research using a descriptive approach is a research method that attempts to describe and interpret according to what it is. With this method the author can analyze and provide a description of the object according to its actual conditions. The aim is to obtain a true picture of the harmony between theory and practice regarding the use of image media in class VI students at SD Negeri Sungai Kelambu. The techniques used to collect data in this research are observation, interviews and documentation. According to Sugiyono (2014), the analysis technique used in this research is carried out in a flow that includes data collection, data reduction, data presentation, and the verification or conclusion drawing stage.

Action research has two main objectives, namely improving and involving. Improve refers to improving the field of practice, increasing the understanding of the practice carried out by researchers, and improving the situation of the practice site. Meanwhile, involve relates to the involvement of related parties. If the context is classroom action research carried out in schools, then the parties involved include, among others, the principal, teachers, students, employees and parents of students. Classroom Action Research has many benefits for teachers, students, schools, learning environments, and education in general.

Result and Discussion

h media, meaning that the media needed is easy to obtain, at least it can be made by the teacher when teaching or maybe it is already available at school. The teacher's skills in using media, whatever type of media is needed, the main condition is that the teacher must be able to use the time available to use it in the learning process, so that the media can be useful for students when learning takes place in accordance with the students' level of thinking so that the meaning contained in it students can understand.

Based on the explanation above, it can be concluded that by using image media, teachers feel that it is easier to deliver material in the teaching and learning process, besides that students also feel interested in following the learning process, learning is not boring because students directly see the theme or topic that is being discussed. being discussed by the teacher through pictures, so that students can understand the material presented by the teacher. Image media is presented according to the conditions and abilities of students. Apart from that, using image media will increase students' enthusiasm in participating in the learning process in the classroom. The teacher's strategy for using image media in increasing the interest in learning of class IV students at SD Negeri 09 Sungai Kelambu. The use of image media is one of the strategies used by teachers so that students better understand the material that will be studied. Students experience improvement which is shown through order and student activity. Based on the results of observations made in class VI of SD Negeri 09 Sungai Kelambu, the teacher's strategy for using image media to increase students' interest in learning is: 1) Adapting the material to the images that will be used. 2) Design the image media that will be used. 3) Develop steps in using image media. 4) Adjust the learning steps based on the RPP, references and learning objectives that have been prepared previously. The use of image media in the learning process in the classroom is carried out in the following way: a) The teacher explains the material and gives problems to students, then students solve the problems given by the teacher in groups. b) The teacher shows pictures related to the material and the students then describe them. c) The teacher directs students to draw based on the theme or learning material. The students' response to the presentation of lessons using image media carried out by the teacher was that students were very enthusiastic about participating in the learning process in the classroom when the teacher used images as a conveyor of material in the teaching and learning process and conversely students tended to experience boredom in following the learning process if the teacher only conveyed the material. by lecturing or students just writing the discussion given by the teacher. The image media used by class VI teachers at SD Negeri 09 Sungai Kelambu is still very simple, the teachers are as creative as possible in providing image media with the aim of attracting students' interest in learning, apart from that, students' comfort in learning through arranging sitting positions so that students' learning progress is monitored closely. comprehensive. The results of interviews with school principals, teachers and students provide information that the use of image media in learning is an alternative to increase

students' interest in learning. This can be proven by the enthusiasm of students in participating in the learning process which can be seen from the increasing activity of students in the class and interacting as often as possible with b) The teacher shows pictures related to the material and these are then described by the students. c) The teacher directs students to draw based on the theme or learning material. The students' response to the presentation of lessons using image media carried out by the teacher was that students were very enthusiastic about participating in the learning process in the classroom when the teacher used images as a conveyor of material in the teaching and learning process and conversely students tended to experience boredom in following the learning process if the teacher only conveyed the material. by lecturing or students just writing the discussion given by the teacher. The image media used by class VI teachers at SD Negeri 09 Sungai Kelambu is still very simple, the teachers are as creative as possible in providing image media with the aim of attracting students' interest in learning, apart from that, students' comfort in learning through arranging sitting positions so that students' learning progress is monitored closely. comprehensive. The results of interviews with school principals, teachers and students provide information that the use of image media in learning is an alternative to increase students' interest in learning. This can be proven by the enthusiasm of students in participating in the learning process which can be seen from the increase in student activity in class and interacting with students as often as possible.

The results of interviews with school principals, teachers and students provide information that the use of image media in learning is an alternative to increase students' interest in learning. This can be proven by the enthusiasm of students in participating in the learning process which can be seen from the increase in student activity in the classroom and as often as possible interacting with the teacher in each learning process using image media. Based on the results of observations, interviews and documentation, it can be concluded that the teacher's strategy in using image media is carried out by: (1) adapting the material to the image that will be used, (2) designing the image media that will be used, (3) compiling steps in using image media, (4) adjusting learning steps based on lesson plans, references and learning objectives that have been prepared previously can increase students' interest in learning.

This can be proven by students' enthusiasm in participating in the learning process, which can be seen from increasing student activity in the classroom and interacting with the teacher as often as possible in each learning process using image media, making it easier for students to understand and master the learning material. It is hoped that the use of image media can encourage and motivate students in the teaching and learning process so that they can increase their interest in learning in the teaching and learning process. Through the use of image media, it is hoped that learning will have objectives including: (a) teaching will attract students so that it can create motivation to learn. (b) the meaning of teaching materials will be clearer, so that

students can understand it. (c) teaching methods using image media do not only involve verbal communication through the teacher's words so that students do not get bored. (d) by using this image media, it is hoped that students can carry out learning activities, because they don't just listen.

By using this image media, it is hoped that students will be able to carry out learning activities, because they don't just listen to the teacher's descriptions. But also other activities such as observing, doing, demonstrating and so on. Setyani, Ricka Intan. (2016), explained that one of the important keys to increasing interest in learning and making it easier for students to receive messages regarding learning material is to use interesting and fun media in every learning activity. When conveying messages and information regarding subject matter, appropriate learning media must be used. If the media used in the learning process is appropriate and enjoyable, interest in learning will grow in each student and information regarding the learning material will be conveyed to students. If every student has an interest in learning, then the learning process will run conducively because students will take part in learning activities seriously.

Conclusion

Based on the results of research conducted at SD Negeri 09 Sungai Kelambu, namely the use of image media in increasing fourth grade students' interest in learning, it can be concluded that: 1. The use of image media in the learning process is still not optimal, teachers only use very simple flat image media which easier to use, cheaper to organize and students can directly create image media which is then used as learning media, not using projected image media due to limited tools or supporting media. 2. Teacher strategies in using image media to increase students' interest in learning, namely: adapting the material to the images that will be used, designing the image media that will be used considering the limitations of the media, arranging steps in using image media, adjusting learning steps based on the RPP, references and learning objectives that have been prepared previously.

Based on the results of research conducted at SD Negeri 09 Sungai Kelambu, namely the use of image media in increasing the interest in learning of class VI students, it can be concluded that: 1. The use of image media in the learning process is still not optimal, teachers only use very simple flat image media which easier to use, cheaper to organize and students can directly create image media which is then used as learning media, not using projected image media due to limited tools or supporting media. 2. Teacher strategies in using image media to increase students' interest in learning, namely: adapting the material to the images that will be used, designing the image media that will be used considering the limitations of the media, arranging steps in using image media, adjusting learning steps based on the RPP, references and learning objectives that have been prepared previously.

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