

INSTRUCTIONAL MEDIA USE IN GROWING THE LEARNING INTEREST OF STUDENTS AT SDN TELUK PUCUNG I BEKASI

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ABSTRACT

The learning process is an effort to create learning conditions for students in gaining the knowledge and experience that is also part of the educational world, where as educators, teachers are one of the defining factors Success of every educational effort. This shows the exact role of teachers in the educational world. For that, the teacher should think about how to create optimal and interesting learning, one of them with the use of learning media. The purpose of this research is to foster the learning interest of students at SDN Teluk Pucung I Bekasi through the use of learning media. The method used is a qualitative descriptive, namely by describing the phenomenon in the field. The result of this study was that the use of media learning in the form of video on the Learning of Cultural Arts and Prakarya was able to foster the learning interest of students with the acquisition of results average 80 from the number of KKM specified 75. This suggests that the use of learning media effectively improves learning quality and is able to foster the learning interest of students.

Keywords: learning media, student learning interests.

INTRODUCTION

Learning is a process or activity that is designed intentionally by teachers for pleasant interactions in the learning process through the integrity and optimization of systemic resources (materials, methods, media, activities, and evaluations) so that students are more understanding and active in increasing ways, passion, and learning outcomes. Referring to Law No. 20 of 2003 concerning the National Education system, Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation, and state.¹ Looking at the statement above, this shows that Education is a conscious and planned effort to create an atmosphere of learning and a learning or training process so that students can actively develop their potential to have spiritual strength, emotional, self-control, personality, intelligence, noble character, and the skills needed by him and the community.

¹ "SISDIKNAS No. 20, Tentang Sistem Pendidikan Nasional" (2003).



Humans are natural learners, where humans have a brain and senses that can respond and simulate whatever they get. Humans learn from the environment and from what is done, for that reason is very important for the development of individuals. As for children, we know that in their development a child is different from adults. This can be seen clearly both in physical form and in ways of thinking, acting, habits, hobbies, work, desires, responsibilities, and so on.

The teaching and learning process is part of the world of education. As educators, teachers are one of the determining factors in the success of any educational effort. This shows how to exist the role of the teacher in the world of education. Likewise, efforts in teaching students, teachers are required to have multiple roles so as to be able to create effective teaching and learning conditions.² Because learning does not merely involve the relationship of stimulation and response but more than that learning involves a very complex thought process³ so that students can learn well the teacher must be able to teach effectively.

This is because in an effort to improve the quality of education one important element is the learning process. Complete learning facilities, comfortable study rooms, and a large and clean school building will be useless if the learning process is not going well. A good learning approach will make it easier for students to be able to understand the teaching material delivered by the instructor. The learning approach is learning that can actively involve students in learning activities. In this case, children tend to think from concrete to abstract. So he must really know what he experienced firsthand. But in reality, there are still many teachers who give the whole material by way of lectures and students are forced to memorize and accept the subject matter immediately, even though it cannot prove the truth.

Another obstacle that arises is the lack of enthusiasm of students in the lesson, making it difficult to involve students actively in the learning process. The inactivity of these students needs to be examined because the reality in the field is that there are still plenty of science products without giving students the opportunity to know and carry out the process of gaining knowledge. This is due to the limited teaching aids, time, and the lack of active teachers in the learning process.⁴ These problems certainly have an impact on student achievement. Thus, it is necessary to introduce an appropriate learning media so that it can foster elementary students' learning interest which is early education where a child knows, learns, understands, and shapes his knowledge early on.

Learning media itself is a plural form of the word medium, where Medium can be defined as an intermediary or introduction to communication from the sender to the recipient. The media is one component of communication, namely as a messenger from the communicator to the communicant. Based on these definitions, it can be said that the learning process is a communication process.⁵ The media is also a tool that has the function of conveying messages.

² Usman Uzer, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2008).

³ Hamzah B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran* (Jakarta: Bumi Aksara, 2008).

⁴ Qorry Turisina, "Bimbingan Guru Melalui Metode Penemuan dalam Upaya Meningkatkan Pemahaman dan Antusiasme Siswa pada Pelajaran Sains Kelas Lima Sekolah Dasar" (Semarang, 2006).

⁵ I Wayan. Santyasa, "Landasan Konseptual Media Pembelajaran," 2007.

Media is a plural form of the word "medium" which comes from the Latin meaning "between". The term media can be interpreted as anything that mediates or communicates information from the sender of the message to the recipient of the message.⁶

The forms of stimulus can be used as media such as human relationships or interactions; reality; moving images or not; recorded text and sound. These five forms of stimulus will help learners learn foreign languages. However, it is not easy to get the five forms in one time or place.

Computer technology is an invention that allows presenting some or all of the above stimulus forms so that the learning of foreign languages will be more optimal. However, problems that arise are not as easy as imagined. Educators are people who have the ability to realize the five forms of stimulus in the form of learning. But most educators do not have the ability to present the five stimuli with computer programs while computer programmers do not master language learning. The way out is to realize these stimuli in a computer program by using software that is easy to learn so that the teachers will easily realize their teaching ideas.

Good learning media must meet several requirements. Learning media must increase learner motivation. The use of media has the aim of providing motivation to learners. In addition, the media must also stimulate learners to remember what they have learned besides providing new learning stimuli. Good media will also enable learners to provide feedback, feedback and also encourage students to practice correctly.

Briggs said that the media are all physical tools that can present messages and stimulate students to learn. Meanwhile, Schramm believes that the media is a technology that carries information or instructional messages that can be manipulated, seen, heard, and read. Thus learning media is a tool that serves to convey learning messages.

Learning is a process of communication between learners, instructors, and teaching materials. Communication will not take place without the help of a means of delivering messages or the media. The message to be communicated is the learning content contained in the curriculum which is poured by the instructor or facilitator or other sources into communication symbols, both verbal and non-verbal or visual symbols.

This is consistent with Jerome S Bruner's opinion that students learn through three stages, namely enactive, iconic, and symbolic. The enactive stage is the stage where students learn by manipulating concrete objects. The iconic stage is the stage where students learn by using pictures or videotapes. While the symbolic stage is the stage where students learn by using symbols.

We can apply the principles of learning stages from Jerome S Bruner in the "Cone of Experience" or "cone of experience" that Edgar Dale came up within 1946, as we can see in the picture below:

⁶ Santyasa.

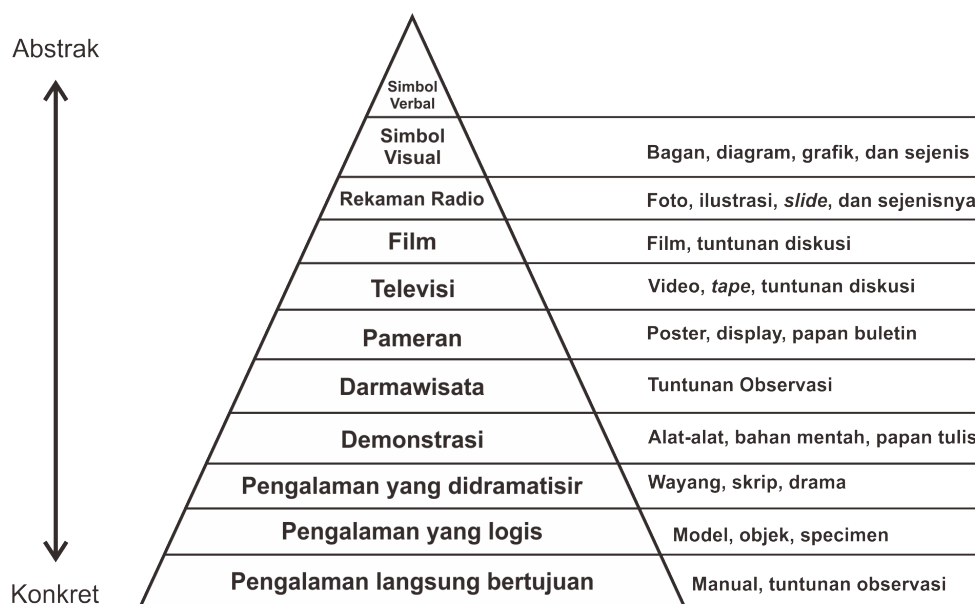


Figure 1.
Kerucut Edgar Dale

The position of learning media is a learning process that is a communication process and takes place in a system, then the learning media occupies an important position as one of the components of the learning system. Without the media, communication will not occur and the learning process as a communication process also will not be able to take place optimally. Learning media are an integral component of learning systems. The position of learning media as a component of communication.⁷

The function of learning media in the learning process, where the media has a function as a carrier of information from the source (teacher) to the recipient (students). While the method is a procedure to assist students in receiving and processing information in order to achieve learning objectives. The function of the media in the learning process is shown in the following figure:

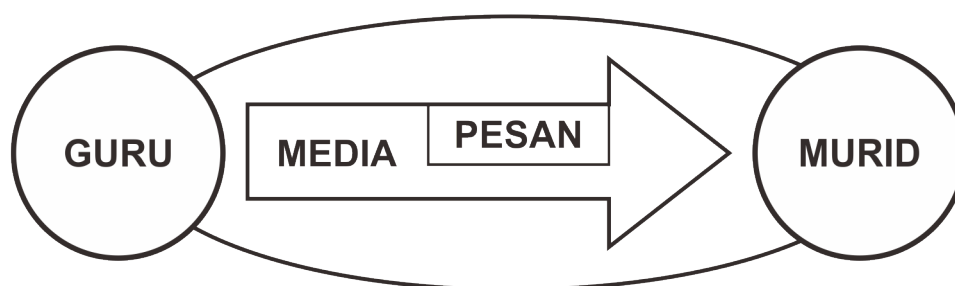


Figure 2.
The Function of Media in the Learning Process

In interaction activities between students and the environment, the function of the media can be known based on the presence of media strengths and obstacles that may arise in the learning process.

⁷ Santyasa.

Three advantages of media capabilities are as follows. First, fixative abilities, which means that they can capture, store and display an object or event. With this ability, objects or events can be drawn, photographed, recorded, filmed, then can be stored and when needed can be demonstrated and re-observed as the original event. Second, manipulative ability means that the media can re-display objects or events with various changes (manipulation) as needed, for example, changed in size, speed, color, and can also be repeated presentation. Third, distributive ability means that the media is able to reach large audiences in one presentation at the same time, for example, TV or Radio broadcasts.⁸

With the learning media used in the classroom, it is felt that it can foster student interest in learning, where interest according to the Big Indonesian Dictionary linguistically means a high tendency towards something (KBBI). Interest is a relatively fixed quality in a person. There is great interest in the effect on one's activities because with interest he will do something he is interested in. Conversely, without interest, someone can not do something. While the notion of interest in terms has been widely expressed by experts, among them stated by Hilgard quoted by Slameto stating "Interest is persisting to pay attention to and enjoying some activity and content."⁹ While Sardiman AM believes that interest is interpreted as a condition what happens when someone sees the characteristics or meanings of a situation that is associated with the desires or needs of his own needs.¹⁰ Meanwhile, according to I. L. Pasaribu and Simanjuntak interpret interest as a motive that causes individuals to actively deal with something that is interesting.¹¹ Feelings of pleasure will generate interest, which is reinforced by a positive attitude. Where feelings of displeasure hinder learning because they do not give birth to a positive attitude and do not support learning interest, motivation is also difficult to develop, so this is the cause of decreased interest.

Some definitions put forward by experts as quoted above can be concluded that interest is one's tendency towards objects or activities that are favored accompanied by feelings of pleasure, attention, and active activity. Similarly, elementary school students' interests need to be nurtured in each learning by paying attention to the following three aspects: a) cognitive aspects; b) the affective aspects; and c) psychomotor aspects.

Thus, the formulation in this study is how the use of instructional media in fostering the learning interest of students at SD Pucung I Bekasi? The purpose of this study is to see the use of instructional media that fosters elementary students' learning interest.

RESEARCH METHODS

The research method used in this study is a qualitative descriptive research type. Where the researchers describe the learning conditions of students at the Teluk Pucung I Elementary School

⁸ Dadang Supriatna, *Pengenalan Media Pembelajaran* (Bahan ajar untuk Diklat E-Training PPPPTK TK dan PLB, 2009).

⁹ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 1991).

¹⁰ A.M. Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: CV. Rajawali, 1988).

¹¹ Pasaribu I. L. and Simanjuntak, *Proses Belajar Mengajar* (Bandung: Tarsito, 1983).

in Bekasi who use learning media, one of which is on the subjects of Culture and Arts and Crafts. Furthermore, after the data is found, the findings are analyzed based on the relevant observation and literature study guidelines. The data collection techniques used are: 1) Observation; In this study, the authors made observations at SD Pucung I Bekasi Public Primary School; 2) Literature Study; The author conducted a literature study by reading books related to the discussion and making it a reference in the theory of writing this research.

RESULTS AND DISCUSSION

At the elementary school level, children are experiencing growth in cognitive, affective, social, religious, physical, and linguistic aspects. So those children are required to be active in various learning activities so that development tasks can be obtained when the child enters early adolescence.

According to Oemar Hamalik, there are a number of benefits or uses of active learning activities, including:

1. Students seek their own experience and directly experience themselves;
2. Doing yourself will develop all aspects of the personality of students;
3. Fostering harmonious cooperation among students which in turn can facilitate group work;
4. Students learn and work based on their own interests and abilities, so it is very useful in the service of individual differences;
5. Fostering discipline of learning and an atmosphere of learning that is democratic and familial, deliberation and consensus;
6. Fostering and fostering collaboration between schools and the community, and relationships between teachers and parents, which are beneficial in student education;
7. Learning and learning are carried out in a realistic and concrete manner, so as to develop understanding and critical thinking and avoid verbalism;
8. Learning and learning activities come alive as well as life in a society full of dynamics.¹²

No less important, the use of information and communication technology now has an influence on the education system in the world, where students have known and known various kinds of learning media, especially the internet media. However, it cannot be denied that the negative impact of the internet is also something that must be observed by educators so that students do not misuse the process of finding information on a web page. The role of parents in controlling their children who use the internet is also an integrated part of the success of the learning process.

One of the uses of instructional media in the subjects of Cultural Arts and Crafts, students are given a learning video show obtained from YouTube about how art and culture in one of the regions in Indonesia are displayed in a performance. That way, students get a direct picture related to the culture.

¹² Hamalik Oemar, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 1995).

By using instructional media in the form of videos on learning Arts and Crafts, then this is an innovation in which the teacher tries to combine the theoretical facts that have been conveyed with a direct picture so that students get direct experience of the material presented by the teacher. On the other hand, the use of instructional media in the form of video, the advantage possessed is that learning becomes more interesting to the senses and attracts student learning interest because it uses all of its five senses in understanding learning.

Learning Arts and Crafts which have been used by teachers is only sourced from books. This is felt to be less effective considering the child's thinking patterns from abstract to concrete so that it requires the direct experience of the material it conveys. But now, the use of instructional media in the form of videos involved in learning makes learning more effective, efficient and enjoyable. If so, then students' interest in learning increases and learning outcomes are more optimal.

In fostering an interest which is a relatively sedentary trait in a person, where the great interest influences one's activities because with interest he will do something that interests him. Conversely, without interest, someone can not do something. With the use of instructional media in the form of videos in learning Arts and Crafts, it increases student learning outcomes with an average achievement of graduates above 80 from the KKM 75.

CONCLUSION

Thus, the use of instructional media in the form of instructional videos on the subjects of Culture and Arts, can generate interest in elementary students by generating a need for learning; relate past experiences with new experiences; provide opportunities for better results; give students the opportunity to find information with or without the help of the teacher. The use of instructional media in the form of videos is also able to improve the quality of learning to be more optimal and enjoyable in accordance with the principles of learning.

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