

Learning Media in The Perspective of Elementary School/Madrasah Ibtidaiyah Teachers

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Abstract

The teachers are the main actors in developing learning. Learning is said to be successful if it achieves goals. Learning achievement occurs if supported by good facilities and infrastructure, one of which is learning media. The ideal learning media is developed by teachers who have broad perspectives. This research's objectives are knowing the perspective of SD/MI teachers on learning media, knowing the form of media used by SD/MI teachers in learning, knowing the form of media developed by the teacher. This study uses a qualitative method with a phenomenological approach. The research data were collected through a Focus Group Discussion (FGD). Data were analyzed using the Miles and Huberman model. The results of this study indicate that: 1. The teacher still interprets the learning media as the result of sophisticated modern technology but does not have a broad meaning; 2. The learning media used are still limited to modern technology, not optimally utilizing simple technology, the potential of the surrounding environment, or the three's collaboration; 3. The learning media developed are still limited to modern technology results, have not utilized simple technology, the potential of the surrounding environment, or the three's collaboration.

Keywords: Learning Media, Teacher's Perspective, SD/MI

INTRODUCTION

The teachers are the main actors who can develop and control learning (Bao, 2020; Basilaia & Kavadze, 2020; Satrianingrum & Prasetyo, 2020). The teacher creates learning designs that contain approaches, strategies, methods, techniques, tactics to form a unique model to achieve goals (Hasyim, 2014). The indicator of learning success is the achievements of goals. These

achievements occur if supported by tip-top facilities (Firmantika & Mukminan, 2014). One form of the facility is the use of appropriate learning media. The right learning media can be developed by teachers who have broad perspectives. Teachers can utilize existing media, develop their quality, and create media if they are not available (Hendriyani et al., 2017).

The teacher views the learning media from various points of view. Learning media is interpreted as a means produced by modern technology and everything in the environment that helps realize goals. Learning media are developed according to the real conditions of students (Firmantika & Mukminan, 2014). Students' condition influences the teacher in developing media, whether using modern technology, environmental potential, or others. This is expected to be able to accommodate students' needs for media in various situations and conditions. Teachers who have a broad perspective are expected to select, produce, and apply complex and contextual learning media. Therefore, the teacher's perspective on learning media is very important to know and research, especially at the elementary school (SD) or Madrasah Ibtidaiyah (MI) level. Primary school is part of primary education and the first level of formal education.

The primary function of basic education is to prepare students with basic knowledge, such as thinking critically, reading, writing, and counting. This is no less important to form the basis of a student's personality. Primary education also provides essential knowledge to keep pace with the next level of education. The learning success in middle school to tertiary education cannot be separated from attending elementary school. On the contrary, if the quality of primary education is low, it will significantly impact further education. One way to improve education quality is by providing educators in primary

education with the skills to create a conducive learning atmosphere by creating exciting learning media and implementing it. The use of appropriate media as a tool can create efficient and effective learning to achieve goals. Some of the descriptions above raise several questions, how do educators, especially educators in elementary school and madrasah Ibtidaiyah, view learning media, and whether these educators have applied the media in teaching and learning activities.

METHODS

This study uses a qualitative descriptive method using a phenomenological approach. Focus Group Discussion (FGD) was conducted to obtain data. The data obtained were analyzed, presented, and entered into conclusions. The research data obtained is very influential in the research results. This statement is by the opinion (Creswell, 2008), which states that qualitative research depends on the object's data. The data obtained were predominantly in the form of text. This research is relevant to previous research (Rozie, 2018), namely the perception of elementary school teachers about using learning media as a tool to achieve learning goals. Rozie's research results show that many teachers do not think that learning media is essential as a tool to achieve learning goals. This research has a different scope from previous research. This study looked at the perceptions of elementary school (SD)/Madrasah Ibtidaiyah (MI) teachers from various schools. Previous research is still top on teacher perceptions in 4 (four) elementary schools in Bangkalan Regency.

DISCUSSION

Elementary School/Madrasah Ibtidaiyah Teacher's Perspective on Learning Media

Perception is a person's way of thinking, working, and behaving about something so that it provides a clear picture and is obtained through a process generated by the five senses. Perception is influenced by 3 (three) factors: the individual/perceiver, object, and situation. Each individual has a unique interpretation based on interests, motives, attitudes, personality experiences, and expectations (Hadiyanti, 2015). Perception is very influential on the actions a person will take. Therefore, someone's perception is important to know, especially the perception of a teacher. Teacher perceptions will affect the learning process. One of them is the teacher's perception of learning media. Teachers who consider learning media to be an effective tool in achieving goals will use and even develop them. Teachers who feel that the media are not very important rarely use them in learning. According to Arsyad, two things are very important in learning activities: learning media and learning methods. These two things are closely related because selecting specific learning methods will affect the appropriate learning media type. Learning media helps achieve such learning objectives, such as achieving a competency that students must master after teaching and learning activities (Arsyad, 2003).

Gerlach and Ely reveal that media is generally defined as humans, certain materials, and events that help students acquire knowledge, attitudes, or skills. Teachers, textbooks, and learning environments are forms of learning media. It is specifically defined as audio, visual, and audiovisual, which focuses more on technology (Arsyad, 2003). This study uses a qualitative method with a phenomenological approach. Data was collected through FGD activities. The

subjects of this study consisted of 35 PPG SD/MI participants in their positions. Researchers chose PPG participants because they were assumed to represent complexity in primary education. The results of his research indicate that the perception of SD/MI teachers towards learning media. Some research subjects interpreted that learning media was a tool used by teachers to make it easier to transfer knowledge to students. These views/perspectives are not wrong but not yet complex. Learning media is more than just a tool, but also a technique, method, space. This understanding is by the opinion of Gerlach and Ely. His opinion states that learning media are tools, techniques, and methods to facilitate communication and interaction between teachers and students (Hamalik, 1989).

Based on the research results, it can be seen that most of the SD/MI teacher perspectives on learning media are still narrow. The meaning of learning media has not been explained broadly/generally. The meaning is limited to specific things, namely media in audio, visual, or audiovisual related to advanced technology. In essence, the media can be in simple media or modern media using sophisticated technology. Learning media is a set of tools, techniques, methods, and spaces to efficiently and effectively achieve goals. Learning media can be in the form of props, mock-ups, LCD projectors, print media, electronic media, natural/physical environment, social environment, and so on. So learning media is not only a sophisticated learning tool but also something simple in the environment. The research results on SD/MI teachers' perceptions of learning media require further action in socialization. Outreach activities about the meaning of learning media are widely needed, especially for SD/MI teachers. In addition to the meaning of media, teachers must also be given knowledge about the creative use and development of

instructional media. Teachers are expected to be creative in using various sources and ways of applying media. Teachers do not only use one type and source of media but various ones. Media collaboration from various sources is then implemented according to students' characteristics and learning environment (Setiono & Rami, 2017).

The Use of Learning Media by Elementary Teachers

The research results indicate that instructional media is still limited to media resulting from modern technology. Only a few respondents use media outside of that media. Audiovisual learning media by utilizing modern technology such as video, recordings, ppt, interactive games, LCD, laptop, mobile phone (HP) are the media used by the research subjects as many as 30 people. Five people use other media, namely simple media found in the environment. This shows that teachers' understanding of learning media is still limited, so that its utilization is not optimal. Learning media is limited to using tools and natural and artificial environments to achieve goals (Aghni, 2018).

The use of instructional media requires a broad perspective, carefulness, and creativity from a teacher to be right on target and achieve goals (Asyhar, 2011). The use of media affects improving the quality of learning desired. The learning media used by a teacher is expected to provide a more meaningful learning experience. Learning media provide benefits: Attract students' attention, thereby increasing learning motivation; Provide clear and easy to understand teaching materials; Provide a variety of learning methods; Encouraging the formation of learning with a student center approach (Nasution, 2013).

Based on the research results, it can be seen that the use of instructional media is still limited to audio, visual, or audiovisual media related to the use of modern technology. Only a few subjects have collaborated with modern technology media and simple media from the surrounding environment. The use of appropriate media will greatly assist learning objectives, especially in elementary schools. Elementary school students' mindset is still at a concrete stage, so it still needs media assistance to understand learning materials (Al Fatah et al., 2019). Media helps students provide concrete experiences that connect theory with reality and train sensitivity and concentration (Primasari, Herlanti, et al., 2014).

Collaborative use of media is influenced by teacher creativity and sensitivity. Teacher creativity can be improved through simple or modern technology in learning media (Fatimah & Santiana, 2017). Teachers who are sensitive to the environment's situation and conditions will be easier to determine suitable media for learning. Also, creative teachers use one medium, the result of modern technology and simple media, even media in the environment. Learning media found in the surrounding environment can be natural or human-made. The learning media are in school buildings, school gardens, markets, community culture, rice fields, coastal areas, rivers, mangrove forests, lakes, and even houses. SD/MI teachers cannot reason that they have difficulty finding media not to use them in learning activities. Teachers can take advantage of the objects and space around them to become interesting learning media. However, this is greatly influenced by the teacher's determination, sensitivity, and creativity in utilizing learning media. Teachers who have a strong determination, good environmental sensitivity, and high creativity are expected to utilize learning media optimally. The learning media

used are simple, media in the surrounding environment, modern media resulting from advanced technology, or collaboration.

Media Development by Elementary Teachers

As an actor in learning, the teacher can understand, utilize, and develop learning media. The development of learning media is needed so that the media is always on target and contextual. Each teacher has their problems and solutions in learning (Pramswari, 2016). Teachers whose areas have easy access to technology will have a different development than those far from the reach of progress. Teachers become agents of change in learning. Teachers facilitate the creation of innovations that improve education quality, such as learning media (Dopo & Ismaniati, 2016). Learning media encourages learning activities to increase because students become more active and active teachers in teaching and learning activities. Also, students are directly involved in the learning process to accept the teacher's material easily. Students form concrete/real knowledge about the material presented. This is by the stages of knowledge of SD/MI children. According to (Nurrita, 2018) several things that can improve student learning outcomes by using learning media, namely the process of learning activities is easier and more interesting; learning efficiency of a student can increase; increase student concentration in learning; improve motivation to learn; provide a thorough experience and understanding in learning; increase active student participation in teaching and learning activities.

Based on the study results, SD/MI teachers have carried out instructional media development according to each teacher's creativity. However, some teachers have not been able to develop learning media due to

inadequate equipment, a geographic location that is less supportive, and so on; from the development of learning media developed, almost all subjects develop media that comes from sophisticated modern technology. Still, a few respondents develop learning media from simple equipment in the environment. Based on the previous discussion of instructional media's meaning, media development should focus on the latest modern technological equipment and use simple technology by exploiting the surrounding environment's potential. Thus, the media developed can be effectively beneficial for learning because of students' needs, characteristics, and learning environment. The learning media that are developed have various forms, come from various sources, are implemented according to the students' situation and condition. So the form of learning media is not only one type but various and can also be the result of a collaboration between sophisticated modern technology, simple technology, and the potential of the surrounding environment (Aghni, 2018; Dewanti et al., 2017). Thus, teachers, especially SD/MI, are expected to develop learning media without being constrained by equipment, geographic conditions, or communication networks. Learning media developed can help achieve learning goals effectively and efficiently. Effectiveness is related to the results to be achieved—effectiveness in learning media, achieving the desired learning objectives accurately and thoroughly. Effective learning media can convey knowledge information thoroughly to understand it well (Abdullah, 2017).

Seeing the results of the researcher's effectiveness shows that the learning media that SD/MI teachers think are the most effective are technology-based focused on web technology. Because according to them, the media is very user friendly, because indeed all students and teachers already

have their respective gadgets, so it is young for a teacher to apply the media, although most of the respondents' answers are more inclined towards the development of learning technology, there are still teachers who can develop it. Media other than technology-based learning media, for example, uses items that can be found in everyday life, such as used bottles as learning media.

CONCLUSION

Based on the research results, most SD/MI teachers still interpret learning media as a tool to convey learning to students generated from sophisticated modern technology. The use of media is also still limited to audio, visual, or audiovisual media with modern technology. Likewise, with the development of learning media, technology mastery has still collided. Only a small proportion of teachers think that learning media is a tool that results from modern technology, simple technology, and the surrounding environment or the collaboration of the three. Based on the research results, it is necessary to socialize the meaning of learning media in a broad sense. This outreach activity is expected to change the teacher's perspective on learning media. Teachers can develop media according to the conditions and characteristics of students and their learning environment. The development and utilization of media are not constrained by technology, geographical conditions, or communication networks. Thus the media developed will be effectively used so that the learning objectives are achieved. Teachers will not experience significant difficulties and obstacles to utilizing and developing learning media.

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