

IMPROVING LEARNING ACTIVITIES USING VISUAL MEDIA IN CLASS III ELEMENTARY SCHOOL

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Received: 01 Feb. 2021, Revised: 10 Jun. 2021, Accepted: 30 Jun. 2021

ABSTRACT

The main problem in this classroom action research is the low activity and learning outcomes of students in thematic learning, which is caused by the teacher's less optimal in delivering learning material during the learning process in the classroom. This can be seen from the results of the tests which identified the low average score of students' daily tests in each subject and through interviews. This research is a classroom action research (PTK). This research was conducted at Raudhatul Jannah Islamic Elementary School in the second semester of the 2014/2015 academic year. The research subjects were 24 grade III students. The data analysis in this study was quantitative and qualitative descriptions. This research was conducted in two cycles, namely the Environmental Theme with the sub-theme of My Home Environment. The results of the study were seen in the observation sheet of student and teacher activities in the learning activities of the cycle I and cycle II in the good category. Meanwhile, based on the results of the first cycle test, the students completed individually as many as 16 out of 24 students. With 67% classical completeness. Whereas in cycle 2 students who completed individually were 22 out of 24 students with 92% classical completeness. It can be concluded that using visual media can increase the activity and thematic learning outcomes of students in grade 3.

Keywords: Activities, Learning Outcomes, Visual Media.



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INTRODUCTION

Education is one of the means to acquire knowledge and skills for students. To acquire this knowledge, students carry out learning activities. Learning activities are the involvement of students in forming attitudes, thoughts, attention to support the success of the learning process. As explained by Hamalik (2008) that learning activities are physical activities such as writing, listening, and involving thinking. Learning activities that students can do in class, not just listening or taking notes.

Thematic learning is defined as learning that is designed based on certain themes. This is supported by the opinion of Trianto, (2010) that "Thematic learning is integrated learning that uses themes to link some subject content with students' daily real-life experiences so that it can provide meaningful experiences to students". In other words, learning will be more meaningful if children experience firsthand what they are learning and by activating more senses than just listening to the teacher explain.

Based on observations made by learning class III Elementary School Islam Raudhatul Jannah Payakumbuh, the thematic has been running for six years, but in fact, the thematic learning process has not been carried out properly. This condition is indicated, among others 1) the teacher has not made a thematic learning plan in advance in a systematic manner; 2) in doing the exercises, the practice of the students is not optimal; 3) the

activities of the students are still weak in remembering; 4) during the learning process. students are constrained by understanding abstract concepts, it is indicated that some students cannot answer teacher questions; 5) in listening activities, students are less active in listening; 6) in viewing activities, students are less willing to look forward; 7) students are less active in writing or taking notes; 8) students are less active in reading; and 9) students are less active in thinking.

In addition, it was observed that there were students who were types of audio style learners and visual styles to understand the subject matter. It can be seen when the teacher tells storytelling, students in an audio style can hear the teacher's lecture as a learning resource. Students with a visual style are not interested and are not actively involved, some are noisy, annoying friends, and some are in and out of the classroom. So that not all learning materials have been successfully understood by students. It can be seen that there are still some students whose learning outcomes have not reached a value above the predetermined minimum completeness criteria (KKM).

Based on the interview with the teacher, it was revealed, I am not able to choose learning media that can be attracted to all students, namely the audio learning style, the visual learning style type. Learning media that can integrate related learning materials. It can be seen that the teacher does not use varied learning media and does not involve many senses. "I only pay attention to the results of the tests which determine the extent to which students' ability to understand the material that has been given. It is seen that the teacher does not assess the learning process.

THEORETICAL BASIS

Before the researcher examines learning activity further, it is first explained about the activity and learning. According to Setiawan (2019), activity comes from the word activity (English) which means activity or activity. Meanwhile, learning according to Yaumi (2018) is a process of changing individual behavior through interaction with the environment. Activities that occur in activities involve physical as well as thinking. The activity also means learning while working. As (Setyosari, 2017) argues, activity is learning while working which involves muscles and mind.

Visual media is an image medium that involves the sense of sight. According to Arsyad (2015), visual media are media that convey information in the form of images visually so that there is no sound. Can be used in learning to help optimize visual style learners, so that visual media has the potential to turn abstract images into real pictures. According to Sudjana, (2013) there are 6 steps that teachers take in learning using visual media, namely 1) setting learning objectives; 2) teacher preparation; 3) class preparation; 4) steps for presenting learning and demonstration; 5) learning activity steps; and 6) learning evaluation steps and visual media display.

METHODS

According to Kemmis et al, (2014) CAR are a study conducted to improve oneself, one's own work experience carried out in a systematic and planned manner, and with an introspective attitude. This CAR is carried out in two cycles. Each cycle is expected that there will be a change in behavior that is obtained by teachers and students. One cycle is carried out 2 times. At the end of each cycle, an analysis was carried out in the form of

success or failure. The results of the analysis can be used as consideration for the next cycle. If there is no improvement in the learning process and results, then continue with the next cycle.

RESULTS

Results of Cycle 1 Action Observation Observations of teacher and student activities in the classroom were carried out during the implementation of learning activities. From the observation sheet data on the activity of students in the pre-cycle learning process to each cycle, namely in the pre-cycle, the average value is 63, the first cycle the average value of the subjects is 74 in the sufficient category, the second cycle the average value of the subjects is 84 in the good category, above the KKM number 75. This means that from pre-cycle to cycle I there was an increase of 11% and from cycle I to cycle II there was an increase of 13%, thus from pre-cycle to cycle II there was an increase of 33%.

The activities of students in learning also increase when accompanied by an increase in teacher activity (Putra, 2010). The first cycle of 15 students out of 24 students scored good and very good, namely 63%. In cycle II, the students' activities increased to 96% where 23 of the 24 students had good and very good scores. Field notes reported by observers showed that students were serious about paying attention to the pictures displayed by the teacher, willing to answer and express opinions when the teacher asked questions. Almost all students dare to present answers to the front of the class, even though there is 1 student who has not dared to present to the class. This is because the teacher can present interrelated material in a single theme that has a relationship between each indicator. "Optimizing the learning process, it is necessary to create a thematic learning process (Hura *et al*, 2018). According to observers who observe the activities of students during learning, that in general, the activities of students in learning are good. Observers reported that students had carried out their duties properly. Classically this condition is optimal. Individually it is not optimal because there are still 2 students who score below the minimum completeness criteria (KKM) of 75. The results of field notes in cycle I, several things are done by students, namely, students are more active in the learning process, because of Thematic learning using visual media, but there are still students who have difficulty understanding the material presented.

Table 1 Comparison of the percentage increase in student

Activity Level	Cycle I		Cycle II	
	Many Students	%	Many Students	%
Very good	6	25%	12	50%
Good	9	38%	11	46%
Enough	5	21%	1	4%
Not enough	4	17%	0	0%

From the data table above, it can be obtained information that the activity of students in cycle II increased, which was originally very good in cycle I only 25% or 6 students from 24 students, to 50% or as many as 12 students from 24 students. 5 students had sufficient activity in cycle I or 21%, in cycle II there was only 1 student or 4%.

CONCLUSION

It can be concluded that the use of visual media in thematic learning can improve learning outcomes of class II students of Elementary School Islam Raudhatul Jannah Payakumbuh. This classroom action research is one of the teachers' efforts to solve problems in learning, namely improving thematic learning by using visual media. From the experience of implementing learning improvements through research, the implementation of learning can achieve better results if we want to improve the quality of learning. Based on this, the authors provide the following suggestions: First, the use of visual media in environmental theme thematic learning can help students in class III Raudhatul Jannah Payakumbuh Islamic Elementary School, therefore media visualized using power points needs to be developed and implemented in learning activities. Second, the results of this study will be useful if followed up to improve learning activities, so that learning can be of higher quality and effective use. Third, it is hoped that other researchers will conduct further research on the effectiveness of the use of visual media in learning other thematic themes.

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