

Utilization of Visual Media in Thematic Learning in Elementary Schools

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ABSTRAK

Selama proses pembelajaran siswa tidak berpartisipasi dan tidak belajar dengan baik. Guru membutuhkan pembelajaran yang lebih baik dengan langkah-langkah untuk meningkatkan motivasi. Media visual dapat menjadi solusi untuk meningkatkan motivasi siswa. Tujuan dari penelitian ini adalah untuk menganalisis penggunaan media visual dalam pembelajaran tematik di kelas VI beserta kendala dan solusi yang dilakukan oleh guru. Subyek penelitian ini adalah siswa, guru dan kepala sekolah dasar. Metode ini menggunakan metode kualitatif deskriptif. Teknik pengumpulan data dalam penelitian ini menggunakan bentuk observasi, wawancara dan dokumentasi. Uji validitas data yang digunakan adalah triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa penggunaan media visual dalam pembelajaran tematik di kelas VI terdiri dari perencanaan, pelaksanaan dan evaluasi. Kendala yang dihadapi guru selama proses penggunaan media visual dalam pembelajaran tematik yaitu media pembelajaran kurang lengkap atau terbatas, kurangnya partisipasi orang tua dan siswa yang kurang memahami teori yang disampaikan guru. Solusi untuk mengatasi permasalahan penggunaan media visual dalam pembelajaran tematik adalah dengan membuat bahan ajar yang interaktif dan menarik serta membangun komunikasi antara guru dan siswa.

ABSTRACT

During the learning process students do not participate and do not study well. Teachers need better learning with steps to increase motivation. Visual media can be a solution to increase student motivation. The aim of this study is to analyses the use of visual media in learning thematic in grade VI along with the obstacles and solutions done by the teacher. The subjects of this study were students, teachers and principals of elementary school. This method uses descriptive qualitative method. Data collection techniques in this study use the form of observation, interviews and documentation. The validity test of the data used is technique triangulation and source triangulation. The research shows that the use of visual media in thematic learning in class VI consists of planning, implementation and evaluation. The obstacle that faced by teachers during the process of using visual media in thematic learning, namely learning media is incomplete or limited, lack of participation of parents and students which not enough understand theory which be delivered by teacher. The solution to overcome the problem of using visual media in thematic learning is to create interactive and attractive teaching materials and build communication between teachers and students.

1. INTRODUCTION

Education is the most important foundation for managing, advancing and improving the quality of human resources. Education can be successful and one of them is supported by professional and good teachers (Argina et al., 2017; Fitri, 2021; Good, 2008). Teachers who promote the implementation of national education must be professional. Professional teachers are teachers who have the authority and responsibility for education and students, both individual and classical (Baharuddin & Kanada, 2017; Caswita, 2020; Englund et al., 2017). Educators play a role in fulfilling the wishes of the community. Forming students to be disciplined and have responsibility. Educators have the ability to create a fun,

meaningful, creative, dynamic and interactive educational environment (Falloon, 2020; Long & Van Hanh, 2020; Reyna et al., 2017).

Base on the observation students do not participate and do not learn well, including learning and teaching problems. Because we need better learning, we need steps to increase motivation. Learning must also be a process of guiding or assisting students in carrying out the learning process (Md-Ali et al., 2016; Nurlaily et al., 2019; Tinja et al., 2017). The general characteristics of elementary school students are that they like interesting and interactive pictures, like to play, and like to feel and do things directly (Indah et al., 2021; Rahmatih et al., 2020; Ranuharja et al., 2021). The view from schools shows that educators tend to use fewer medium when learning. In this situation, students' understanding of the essence of the subject matter is less than optimal because classroom learning becomes less interesting and student satisfaction decreases interest in learning (Andini & Yuniata, 2018; Asria et al., 2021). According to previous study state that one aspect that must be developed in order to advance the potential of students is learning media (Apriati et al., 2021; Liu et al., 2020; Syaifuddin, 2017). The special learning media for students serves as a learning stimulation tool that stimulates students' curiosity, desire to learn, and allows them to achieve optimal learning (Fuadati & Wilujeng, 2019; Sobry & Sa'i, 2020). Learning media activates and engages children to provide meaningful learning experiences. Teachers often use media as a teaching tool because it can meet the needs of many students (Fansury et al., 2020; Lestari et al., 2021; Qekaj-Thaqi & Thaqi, 2021).

Learning media generally consist of four types: 1) audio learning media, 2) visual learning media, 3) audiovisual media, and 4) multimedia learning media. The use of learning media such as digital textbooks increases the knowledge of teachers and students (Karo-Karo & Rohani, 2018; Renes & Strange, 2010; Reyna et al., 2017). The main components of learning are individuals as learning participants, needs as a source of encouragement, and learning contexts that provide opportunities for learning activities. Thematic learning is a learning that begins with a subject or topic (Akuma & Callaghan, 2019; Krissandi & Rusmawan, 2015; Syaifuddin, 2017). With thematic learning, students can connect an experience with other experiences, or knowledge. It make learning interesting between other people and knowledge and experience (Aperta et al., 2021; Apriati et al., 2021; Tinja et al., 2017). According to previous studies said that the rapid development of technology, especially communication technology, has brought extraordinary changes in various fields (Gërguri-Rashiti et al., 2017; Tuuri & Koskela, 2020; Yu et al., 2021). One field that is also developing with advances in technology and communication is the field of learning. The development of science and technology is increasingly encouraging reform efforts in the use of technological results in the learning process. The concept of education can be seen from two sides, which consist of the process of maturation to live in a democracy and the process of entering the world of work (Susilawati et al., 2019; Veletsianos & Houlden, 2019).

The low activity of students in the learning process in class VI SD N Sapen 03 can be seen from the number of students who pay less attention to the teacher when teaching and there are some students who still look less active in the learning process. In teaching and learning activities, the use of learning media by teachers is sometimes not optimal, causing students' interest and attention to learning to be less than optimal, causing low student participation in the learning process. Therefore, it is necessary to improve the learning process so that student activities and learning outcomes are achieved optimally. Teachers should use media in learning according to each stage of students' cognitive development. One of the tools that may be able to help achieve learning objectives and improve student activity and learning outcomes is the use of visual media aids. Visual media is media that can be seen only, does not contain sound elements. Visual media are media that involve the sense of sight (Blevins, 2018; Fatimah & Santiana, 2017; Susanti, 2019). According to previous study visual media can facilitate understanding and strengthen memory (Gabriela, 2021; Ninawati & Wahyuni, 2021; Wahyuni & Yokhebed, 2019).

Visual media can also foster student interest and can provide a relationship between the content of the subject matter and the real world. Education is one of the supporting factors for the quality of human resources through the learning process (Fitria, 2018; Hastuti & Budianti, 2014; Pranata & Yulianti, 2021). In an effort to improve the quality of education, every educational institution must create an effective and efficient learning process and visual media is quite influential on students (Ikhsan & Humaisi, 2021; Sutamin, 2019; Winarto et al., 2020). With this background, the purpose of this study is to analyses how the use of visual media in thematic learning in elementary schools is the obstacles and solutions that teachers make when using thematic learning.

2. METHOD

This research uses descriptive qualitative research. Qualitative research is carried out to provide an overview of data from natural objects and there is no manipulation. It can prove a detailed and in-

depth picture of everything that happens in certain events or activities (Hayashi et al., 2019; Sugiyono, 2014). The purpose of this study was to describe and explore the use of visual media in learning subjects at SD N Sapen 03, Kec. Mojolaban, Cab Sukoharjo. A case study occurs when a researcher investigates an entity or phenomenon (case) using various data collection techniques and collects detailed information during the period (Starman, 2013; Yin, 2011).

The subjects of this study were students, teachers and principals of SD N Sapen 03 in Sukoharjo Regency. Data collection techniques used are documentation method, interview method and observation method. Interview is a conversation with a specific purpose. To test the validity of the data, the researcher used source triangulation and technique triangulation. Triangulation includes four things, namely: (1) method triangulation, (2) inter-researcher triangulation (if the research is conducted in groups), (3) data source triangulation, and (4) theoretical triangulation (Natow, 2020; Noble & Heale, 2019). The data analysis technique used in this research object is interactive model analysis including data reduction, data presentation, conclusion drawing/verification (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

The 2013 school year curriculum is an integrated theme that discusses subject matter based on themes by combining several lessons into one without being noticed by students. In the 2013 curriculum, thematic learning covers all subjects, including science learning. Thematic learning is a holistic learning approach. This holistic learning contains two groups. In other words, creating meaningful learning that maximizes left brain cognitive. This brain is achieved through the development of academic and technical skills and meaningful learning utilizes the right brain through the development of social skills and values. Results The research shows that the use of visual media in thematic learning in class VI SD N Sapen 03 consists of planning, implementation and evaluation. Learning plans are made and compiled by the school, in this case the curriculum team for thematic learning models. At this learning planning stage, the principal will always check the completeness of each teacher's learning planning administration documents directly. As teachers prepare lessons, it should be clear what basic skills students are learning, what they are doing, what they are learning, and how they are going to acquire them. These aspects are the main elements that at least must exist in every lesson preparation as a guide for teachers in carrying out learning and building student competencies. Thematic learning planning with visual media for grade VI students of SD N Sapen 03 includes the preparation of learning implementation (RPP) theme 2 Unity in difference, sub-theme of harmony in difference which composes RPP according to the curriculum. The Learning Implementation Plan includes Subject Identity, Competency Criteria, Core Competencies, Competency Indicators, Learning Objectives, Materials, Time Management, Learning Methods, Learning Activities, Assessment of Learning Outcomes, and Learning Media, especially visual media

At the stage of implementing thematic learning with visual media used by teachers, it is in accordance with the steps for effective use of visual media, namely according to the lesson plan (RPP) and the use of visual media in thematic learning. The use of visual media is clear enough according to the subject matter and is easily understood by students. With students' visual media become more active inside learning that is with To do ask answer with the teacher. student interact direct with visual media and teachers provide opportunities for students to present the material studied with visual media , as for the visual media used as a medium learning including image media , globe media, map media , atlas media, LCD projector media. The implementation of thematic learning with visual media is show in Figure 1.



Figure 1. Image Examples of Thematic Learning with Visual Media

Base on [Figure 1](#), the teacher monitors the progress of learning during the process, provides a final assessment, reflects or summarizes, provides follow-up actions, and provides instructions, activities, or tasks as part of improvement/reinforcement. In this evaluation phase takes place as an assessment activity that must be completed by students. Evaluation consists of three aspects. Cognitive assessment, emotional assessment, and finally psychomotor assessment. The scoring system for written exams is carried out through written tests that are distributed to students. Teachers still experience various obstacles in the use of visual media in class VI SD N Sapen 03, among others as follows: 1) In thematic learning teachers are sometimes less frequent or lazy to use visual media, 2) Visual media are not all schools and limited, 3) Less intensive principals motivate educators to use visual media in thematic learning. The obstacle that faced by teachers during the process of using visual media in thematic learning, namely learning media is incomplete or limited , lack of participation of parents and students which not enough understand theory which be delivered by teacher. The solution to overcome the problem of using visual media in thematic learning is to create interactive and attractive teaching materials and build communication between teachers and students .

Discussion

An important element of holistic learning is the relationship between experience and learning in harmony with reality and nature. The current reality shows that using technology can be used to develop learning media even though some teachers do not use learning media ([Kumalawati et al., 2021](#); [Saputro & Setyawan, 2020](#); [Smaldino et al., 2008](#)). Learning is a system that aims to assist the learning process of students, which contains a series of events that are designed, arranged in such a way as to influence and support the learning process. According to good learning, supporting media (props) are needed to be maximized, because with the existence of assistive devices (learning media) it makes it easier for students to provide good understanding and understanding to students ([Suni Astini, 2020](#); [Syaifuddin, 2017](#); [Wibawa, 2017](#)). Learning media is a tool or intermediary that useful to facilitate the teaching and learning process, in order to streamline communication between educators and students. This is very helpful for educators in teaching and makes it easier for students to receive and understand lessons. This process makes it easier for educators who are able to harmonize between learning methods and learning media ([Fansury et al., 2020](#); [Ranuharja et al., 2021](#); [Werdiningsih et al., 2019](#)).

Thematic learning in elementary schools is very beneficial for students. According to previous study thematic learning is a learning strategy that involves several subjects to provide meaningful experiences to students ([Castleberry & Nolen, 2018](#)). Thematic learning is a learning approach that integrates various competencies from various subjects into various themes. So, thematic learning in this study is learning that uses the theme and the theme is associated with several subjects that are carried out simultaneously in one meeting. Other previous study also supported that learning is a process of interaction between students and teachers in an effort to achieve learning objectives that take place in a certain location within a certain time unit ([Rajendra & Sudana, 2017](#)).

Based on these obstacles, school principals and sixth grade teachers are looking for solutions in overcoming obstacles to the use of visual media in thematic learning with visual media for grade VI students at SD N Sapen 03. Solutions to overcome obstacles in using visual media in thematic learning for grade VI students at SD N Sapen 03 as follows: 1) Organizing training for teachers and increasing management capacity by using visual media in thematic learning. 2) Organizing training for educators, including improving the quality of the use of teaching materials and most importantly training teachers to be aware of the use of visual media in teaching. 3) Communicating the plan for using visual media to students. With this solution, it is hoped that the use of visual media in thematic learning can be useful for students. The implications of this study provide information and knowledge about visual media in thematic learning in elementary schools. This research also provides information about the challenges faced in implementing visual media and solutions to overcome them. This research will be useful for educators, especially elementary school teachers as a reference in applying visual media in thematic learning. The limitation of this research is that the research subject is still very limited. This research only involves one school. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research related to visual media in thematic learning.

4. CONCLUSION

Based on the results of the research above, it can be concluded that the use of visual media in thematic learning in class VI SD N Sapen 03 is divided into 3 stages, namely stage 1: learning planning by preparing lesson plans (RPP) according to the curriculum, second stage: stages the implementation of

thematic learning with visual media includes the thematic learning process on theme 2 Unity in diversity, sub-theme of harmony in difference with the use of visual globe media, map media, atlas media, LCD projector media. Stage 3: the learning evaluation stage, at this evaluation stage teachers still experience various obstacles in the use of visual media in class VI SD N Sapen 03, among others, as follows: 1) In thematic learning teachers are sometimes less often or lazy to use visual media, 2) Not all visual media exist in schools and are limited, 3) School principals are less intensive in motivating educators to use visual media in thematic learning.

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