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The Use of Learning Media as an Effort to Improve Student Learning Outcomes: Classroom Action Research at State Elementary School 64 Timur City, Gorontalo Regency

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Abstract: Education is created to meet learning standards for the creation of a quality generation that can make the country advanced and create progress in the economic field. In fact, the learning process will not run well without the use of learning media. In this study on the influence of the use of learning media on learning outcomes, a classroom action research method was used with Analyzing activities in the form of cycle I and cycle II activities using quantitative description data collection techniques. With the object of research of elementary school 64 East City in the subject of analyzing the influence of the use of learning media on learning outcomes of social sciences with a research sample of class IV. The results of the pre-cycle activities were only around 41.25%. In cycle I, using learning media in the form of videos actually increased the learning outcomes of social sciences in class IV children by an average of 59.25%. In this cycle II improvement, it actually had an effect on student learning outcomes that increased more than the results obtained previously with results of 81.5%. the positive influence of the use of learning media on the learning outcomes of social sciences of class IV students is greater than the negative influence caused by the use of social science learning media in class IV, namely with a ratio of 70:30. In this case, teachers should use more learning media that can help the teaching and learning process for elementary school students.

Keywords: Learning outcomes, elementary school students, learning media

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INTRODUCTION

Education is an effort to raise public awareness of the importance of knowledge for the future generation of the nation (Dasopang et al., 2022; Fatwa et al., 2024; Santrock, 2011; Wolfolk, 2016). Education was created to meet learning standards for the creation of a quality generation that can make the country advanced and create progress in all aspects of life (Dasopang et al., 2023; Schunk, 2012). Education in Indonesia is required to study for 12 years starting in elementary school. During elementary school education, it usually starts when a child is 7 years old as an initial requirement to enter elementary school. Elementary school education is the initial stage for children to be able to continue their

education at the next level. As is known, the education system in Indonesia implements a 12-year compulsory education system, which means that education starts in elementary school, then continues at the junior high school level and ends at the high school level. Education is not only about teaching and learning activities, but education is a stage for children to gain knowledge and learn to apply it in everyday life which of course makes children more formed and become quality human beings through the learning stage in education (Fauzi & Nikmatullah, 2016; Lubis & Wangid, 2019).

An educational process will not run if education does not have one of the important components that causes the purpose of education. Components in education include educators (teachers) as facilitators in teaching and learning activities (Darmadi, 2016), through educators (teachers) an educational effort cannot run, then the next component is the presence of learners (students) in educational activities, learners are needed as the purpose of educational activities created, namely to educate children or the nation's generation to become children of the nation who have quality, the existence of learning methods, teaching and learning activities cannot be carried out properly through the use of appropriate learning methods can help students to have more goals and the last is learning media as a means in teaching and learning activities, using learning methods alone is not enough, there needs to be learning media that is a means or concrete example of delivering teaching materials so that during learning activities children will increasingly understand the learning objectives and also the contents of the learning materials.

Arsyad (2011) stated that media are various teaching materials that contain learning materials in the student's environment that can stimulate students to learn. Furthermore, media can also be interpreted as any material or means that can be used to move or send something. Media can be in the form of printed or audiovisual media. So the use of learning media can be interpreted as a means that assists in the learning process and can also convey messages and learning content (Lubis, 2023; Ningsih et al., 2023; Putra et al., 2023). In addition to arousing students' motivation and interest, learning media can also increase understanding, present data in an interesting and reliable way (Kimianti & Prasetyo, 2019; Lubis & Lubis, 2024; Nurliza et al., 2024). Using learning media can increase knowledge facilities for students, but the use of media in the learning process must also be considered by educators as the use of learning media to increase students' interest in learning (Lubis & Dasopang, 2020; Mauluah, 2016; Permatasari et al., 2021).

Learning activities can be carried out well if supported by the use of learning media (Harvianto, 2021; Lubis et al., 2022). However, the problem that often occurs in the learning process is the selection of the use of learning media for student learning outcomes (Yunita & Wijayanti, 2017). Choosing learning media that is adjusted to the material to be presented and also to the characteristics of the child will be able to improve student learning outcomes. One of the subjects that uses learning media is social science subjects (Hutama, 2016). In social science material, it is usually very close to the characteristics of geography, economics, social, anthropology and history material. In addition, social science is one of the learning materials that studies social life, and this science also identifies the disciplines of social sciences and humanities (Andini et al., 2021). Studying social science material is certainly a way for students or students to carry out exploration activities and the student's competency aspects are increasing rapidly. However, of course the learning process cannot be implemented properly if the fulfillment of the learning media aspects is not carried out. Social science material itself is very close to and related to problems that occur in the environment, natural activities, social life and also about historical events. Through learning media, children can certainly understand the meaning of the lesson being taught. As is known, learning media has several types, namely audio media as a medium or learning tool that only uses sound, then there is visual media which is a media for images, photos or 3D images, and the last is audiovisual media which is a learning media consisting of sound media and image media such as videos,

reels, films and many more. Learning media is adjusted to the needs of students and in line with the teaching materials presented.

The problem of using learning media for social science learning outcomes in elementary schools actually occurs in many elementary schools, one of which is the 78th State Elementary School in Gorontalo City in class V which has low learning outcomes, then educators make improvements to learning using learning media using Google Earth as a learning medium that improves student learning outcomes in elementary school 78 Gorontalo City, the results of which are compared with map media. This is evidenced by the use of appropriate media to improve social science learning outcomes in elementary school students 78 Gorontalo city. The same problem also occurred at State Elementary School 64 East City Gorontalo Regency regarding the influence of the use of learning media on social science learning outcomes which in this case experienced low learning outcomes, based on these problems of course made researchers take the initiative to conduct research on the influence of the use of learning media on social science learning outcomes at Ngeri Elementary School 64 East City Gorontalo with the aim of improving student learning outcomes and also identifying the influence of the use of learning media on student learning outcomes about social science material.

METHODS

This study aims to improve student learning outcomes in social science learning in elementary schools by using learning media. This study is a mixed research with the type of classroom action research. The classroom action research in this study consists of two cycles. Each cycle goes through four stages, namely the planning, action, observation and reflection stages. The subjects of this study were fourth grade elementary school students. Data were collected using observation and test techniques. The data obtained were then analyzed using descriptive statistical techniques.

RESULTS

Elementary school education has a variety of subject matter, one of which is social science subject matter. Social science learning itself is a learning related to disciplines such as geography, history and the social life of students. Social science subject matter is certainly inseparable from the problem of how to provide or convey the material being taught. Usually learning only focuses on educators and very rarely uses learning media to support social science learning outcomes in elementary schools. Especially in grade IV with social science learning material, almost all learning activities use learning media. Before the cycle I improvement activity, the researcher held a pre-cycle activity (pre-action) as a reference in seeing how far the use of learning media influenced social science learning outcomes in elementary school 64 East Kota Gorontalo Regency.

Based on the analysis data of student learning outcomes in the pre-cycle, it can be seen that before using learning media, the learning outcomes of grade IV students with social science subject matter were still very low, or only around 41.25% of the summary of the results of the assessment form in the pre-cycle activity, in this case of course the results obtained were not in accordance with the minimum completeness criteria standards expected by the researcher. This then encouraged the researchers to carry out improvement activities through the design of cycle I activities in the learning outcomes of grade IV students at SD Negeri 64 Kota Timur, Gorontalo Regency using learning media that is adjusted to the needs and materials being taught. In this cycle I activity, educators develop the ability to use video-based learning media as audiovisual media that helps students better understand and improve student learning outcomes so that students are more interested and understand more deeply the subject matter given. Based on data from cycle I using learning media in the form of educational videos, it can actually improve social studies learning outcomes in grade IV children by an average of 59.25%, which in

this case has increased from pre-cycle activities before using learning media. Although the results of the cycle I improvement are not yet optimal and meet the minimum standards expected by researchers, this will still be continued with improvements in cycle II activities. There are still shortcomings in the cycle I improvement activities that cause student learning outcomes using video learning media to be carried out optimally by teachers. The following are the shortcomings of the results of cycle I improvements with the use of video-based learning media on student learning outcomes at SD Negeri 64 Kota Timur, Gorontalo Regency (1) the level of video quality is still inadequate; (2) the duration of the video playback is not in accordance with the characteristics of learning in elementary school children; (3) minimal explanation of the material from educators; (4) no evaluation and reflection process; and (5) no supporting facilities.

Based on several shortcomings in the cycle I improvement activities, this will then be continued in the cycle II improvement activities. From the data results above, it can be concluded that the use of video-based learning media has in fact had a major influence on student learning outcomes with an average result of 81.5% which in this case has exceeded the minimum criteria standards expected by researchers. In this cycle II improvement, it has in fact had an influence on student learning outcomes that have increased compared to the results obtained previously. Video-based learning media is considered very effective in helping to improve the learning outcomes of grade IV students at SD Negeri 64 Kota Timur, Gorontalo Regency. The following are the effects of the use of learning media on social studies learning outcomes at State Elementary School 64 East City, Gorontalo Regency: (1). Increasing students' understanding of social studies concepts, (2). Increasing reinforcement and motivation for learning, (3). Making it easier for teachers to provide material, (4). Increasing the process of interaction and collaboration between students and teachers.

From the statement above about the influence of the use of learning media on the results of learning social studies at State Elementary School 64 East City, Gorontalo Regency, it can be clearly seen that the use of learning media on the results of learning social studies in grade IV students at State Elementary School 64 East City, Gorontalo Regency has a positive influence on the results of learning social studies in students at State Elementary School 64 East City, Gorontalo Regency. However, even though learning media has a positive influence on student learning outcomes, in fact there is also a negative influence of the use of learning media on the results of learning social studies at State Elementary School 64 East City, namely: (1) Dependence on learning media which of course students will feel more dependent on the use of learning media which makes it difficult for students to think critically, analyze and solve problems independently; (2) Students will find it difficult to understand abstract concepts in learning media that are visual in nature, in fact it can make students understand more about abstract social studies concepts such as history material, or economic material; (3) The absence of reading and writing skills continuously can certainly make students lose their writing and reading skills due to learning media.

DISCUSSION

The results of the study show that the use of learning media can improve the learning outcomes of elementary school students in social science learning. This happens because learning media helps students to understand abstract concepts, making it easier to achieve learning objectives. This is in accordance with the findings of Adzkiya & Suryaman (2021) which state that learning media has a function to present abstract concepts to be more concrete, making it easier for students to understand them.

Furthermore, the use of learning media also increases students' motivation and interest in learning social science learning. This has an impact on the ease of achieving learning objectives. Ula et al. (2020) stated that learning media plays a very important role in the learning process because learning media helps increase interest in learning.

Furthermore, increasing students' interest in learning will be directly proportional to the achievement of their learning objectives, so that learning outcomes will increase (Lubis, 2019; Silvia et al., 2023).

CONCLUSION

The results of the study indicate that the use of learning media can improve elementary school students' learning outcomes in social science learning. This can be seen in the pre-cycle activities, in fact the learning outcomes of grade IV students with social studies subject matter are still very low, or only around 41.25% of the recapitulation of the results of the assessment form in pre-cycle activities, which in this case of course the results obtained are not in accordance with the minimum completeness criteria standards expected by the researcher. In cycle I, using learning media in the form of videos can actually improve social studies learning outcomes in grade IV children with an average of 59.25%, which in this case has increased from pre-cycle activities before using learning media. In this cycle II improvement, it actually has an effect on student learning outcomes that are more improved compared to the results obtained previously with results of 81.5%. From the high learning outcomes, it turns out that learning media also has two influences, namely positive and negative influences. The positive influence of using learning media on the learning outcomes of social studies of grade IV students is greater than the negative influence caused by using social studies learning media in grade IV, namely with a ratio of 70:30. In this case, teachers should use more learning media that can help the teaching and learning process for elementary school students.

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