

Optimalizing The Use of Learning Media in Promoting Student's Character (A Case Study of "X" Elementary School)

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Abstract: The law about national education system shows that in learning process, a student as an object of learning is not adequate due to student's role itself is equal to teacher. Learning process in elementary school is found interesting on condition that teacher is able to optimize the implementation of proper learning media. In other words, by optimizing the use of media, learning process would amuse the students and provide a valuable meaning needed in developing the result itself. This article aims to highlight innovation or optimalization of learning-media use established at X Elementary School Bandung in 2015. Research findings show learning process in X Elementary School is unable to comply with expectation. Based on observation result, it shows that learning process is monotonous due to a dull presentation and unvaried performance. By involving students into implementation of learning media, their point of interest in learning can develop as learning process becomes uncomplicated to perceive.

Keywords: Learning media, meaningful learning, character.

INTRODUCTION

Law No. 20 [1] about national education system claims that the role of student in learning process is equal to teachers; student's role as learning object is not adequate to be demanded by various understandings. In other words, it has become an active role as audience in perceiving knowledge provided.

The students themselves are supposed to actively whether participate or explore based on their stage of knowledge and responsibility. Research findings of the exploration are elaborated to their friends under the control of teachers. Afterward, teachers provide confirmation of the findings whether in a form of calibrating the concept or giving abstract and conclusion of the topic discussion.

On the other hand, the term of teaching-learning is certainly stated in law in which the term of teaching-learning activity is converted from teaching into learning. It indicates that teaching-learning process uses "active students" learning approach.

According to Joni [2] noted in Sri Anitah [3] that approach is a common way to perceive an object review. Thus, learning approach can be understood as a way to perceive education. However, Killen [4] noted in Sri Anitah [3] implies two main approaches in learning: approach to teacher's activity (teacher oriented) and approach to student's activity (student oriented). The student approach perceives learning that will develop on condition students are involved actively in learning. By implementing the approach of active student in learning, teachers are believed to develop the learning

in order to provide students actively participating in comprehending the world complex.

Learning process generally is had to be learning based on student's development stage, hence education in kindergarten is different from elementary school. In elementary school, the education is divided into two categories: low grade (grade 1, 2, and 3) and high grade (grade 4, 5, and 6)

The low-grade characteristic tends to emphasize concrete fact or events, while the high grade has already introduced the concept of generalization which can be found in fact, concepts, and principle of application. According to observation result, it is said that learning process in determined location shows an adverse learning process. It indicates that most of teachers, until now, use learning approach of active teacher.

Thus, the research aims to identify and analyst learning condition in X Elementary School of Bandung to be used as an evaluation for headmaster in regulating the further learning.

LITERATURE REVIEW

Learning fundamental

Teaching generally means to promote and assist students in learning. Educating itself refers to attempt teachers to let their students actively participate. Therefore, in the process, teachers use various methods and media exclusively in order to develop students' interest in learning.

According to Gagne [5] noted in Asep Hermawan [6], learning is a process where an organism changes its own manner as a result of experience. In addition, the definition above has three main features in which they are process, change in behavior, and experience. Learning is a process that in other words, it means a mental and emotional process or thinking and feeling process. In these processes, teacher is not aware of student's mind and feeling. Teacher here is able only to observe the manifestation; an activity as an impact of those student's mind and feeling.

Changes in behavior

The learning result is a proposition as changed in behavior which improves the behavior, intelligence, skills or emotion control (attitude). Behavior changes as the result of learning are classified into three domains: cognitive, affective, and psychomotor as it is implied in curriculum 2004 about competency basic.

Experience

Learning is experiencing in which it means that learning happens in interaction between individual and the surrounding, both like physical environment and social environment. Physical environment refers to: book, props, nature, etc. while social environment refers to: teachers, students, librarian, headmaster, etc. Therefore, learning has to be directed to principles which lead the process and result to motivation, attention, activity, feedback, and individual differences.

Fundamental and Role of Learning Media

According to Heinich [7] media can be understood as a communication instrument. He shows that media are represented in film, television, diagram, printed materials, computer, and instructor; if it carries message of achieving learning goal so that it is categorized as learning media. The characteristic of learning process holds messages communicated, the messages generally are content of learning topic.

Significant learning by optimizing the use of media

In related to learning term, it shows that learning activity has already focused on student's activity. The activity, during the class, is supposed to be meaningful, as Muchlas Samani [8] claims that in any method, learning should be significance for students. As a means to intensify the meaningful learning, teachers are supposed to capable to maintain learning by

optimizing media use as it is claimed by Asep Herry [9] when teachers making decision in lesson plan, they should consider the sequences of further learning events, where the events take place, time spent, and "optimizing media and materials used".

Learning media accommodating in building student's character

Meaningful learning is supposed to utilize the media. Media as noted by Asep Herry [9] from Heinich [7] media refer to cellular communication. Media are intervening substances of sender to receiver. In general, they are divided into two elements, they are: equipment or hardware and message or software. Thereby learning media are the equipment provided for learning process. In determining media, main element that must be provided is tool that is capable of both strengthening students understanding and maintaining their behavior.

RESEARCH METHODS

Research approach

The research uses qualitative approach with case study in X Elementary School of Bandung.

Research location

The Research was conducted in accordance to student's activity taken place outside the classroom. Researcher thought the activity occurs as a purpose of analyzing school environment. However, after a week observing, the students intentionally were found losing their interest in writing down learning material whole time. Thus, this case is the beginning of the research.

Collecting data

The data collected by conducting interview and observation to the class applying learning media. Objects interviewed are the teachers of X Elementary School.

Data analysis and conclusion

The data collected from interview are then analyzed by comparing interview to observation result. From this comparison, it can be said that it is able to elaborate advantages and disadvantage of learning process. After analyzing research result, the conclusion of research result is able to be argued in which the result further is provided as a recommendation for headmaster.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

1. Learning Preparation

a. Organizing Lesson Plan

In organizing Lesson Plan, it shows interview result and study documentation as follows:

- In related to lesson plan, organizing lesson plan is embodied as an obligation of teachers for Mathematics, Science, Social, Bahasa Indonesian and Civics in a form of thematic.

- Reference used in organizing lesson plan is syllabus in which it presents Competency Standards and Basic Competencies elaborated an achievement indicator as learning objective.
 - Furthermore, teachers determine method, media, and tools related to topic discussion accommodating character education.
 - The result of study documentation presents several teachers in organizing lesson plan shows that learning indicator has a function of representing frame in organizing lesson plan.
- b. In determining Competency Standards and Basic Competencies, some teachers argue that:
- Accomplishing basic competencies tend to determine accomplishing competency standards. Basic competencies are further elaborated in lesson plan as learning objective.
 - Act of achieving the basic competency's objectives can be elaborated in detail onto lesson plan as an indicator of learning achievement.
 - There are several basic competencies that are determined in curriculum. However, they lack for requirements, especially in providing assistance for students that are considered to have more intelligence.
- c. The ways to determine method, media, and tools in achieving meaningful learning and promoting value of student's character comprised in lesson plan, are:
- Chosen method is the method that is able to involve students to actively participate.
 - Focusing on student's active role rather than teacher's role.
 - Choosing learning media that are available and appropriate to topic or material discussion.
 - Choosing/providing media or tools that are helpful for comprehending subject matter presented by teacher.
 - Characters developed are regulated to learning method; these characters can be seen in learning process through certain method used. Administratively, the values (of the characters) chosen and inscribed on lesson plan are applied in affective evaluation for student.
 - Determining character's value is to look through the vision and indicators of learning achievement.
 - In determining character's value, identification of appropriate learning material and character's values are conducted to be further implied on lesson plan.
 - Identifying objectives of learning in lesson plan and then look for value corresponding to presented material.
 - Identifying objectives and indicator and adapting value of character to be implied onto column of lesson plan.

- To adapt Competency Standards (CS), Basic Competencies (BC), lesson objective and indicator to values based on the topic and learning method as character promotion is considered to be effective by involving student's participation.

2. Learning process in the classroom

a. Science in grade 5

Topic: "Human and animal organs"

CS: Identifying the function of human and animal organs

BC: Identifying the function of human organs and animal respiration organs

Indicator: *No indicator attached*

Lesson objective: students are able to explain three organs functioned as respiration, and as its process; and describe animal respiratory organs.

Character's values in lesson plan: discipline, responsible, and careful.

Method: Various speeches

Media: No media attached

Source: Science book for 5th grade,

Materials: a transparent plastic jar, a trifurcate small pipe, wax, a rubber, a straw, three balloons, duct tape, a scissor, and a razor blade.

Grading: Grading technique: Individual and group assignments.

Form of Instrument: Report and work method.

Instrument/task: Explanation

OBSERVATION RESULT

The class is begun with checking list of attendance and praying, then letting students to prepare their books. Topic discussion is explained that the topic is important as it is related to human condition. However in the process, most of students are found not having the book. Thus, they are had to write down the whole materials on their own book until the end of class.

b. Mathematics in grade 6

Topic: "Integer operation and problem solving"

CS: Doing integer operation and its problem solving

BC: Using principle of integer operation, mixed operation, least common multiple, and highest common factor; using integer operation in solving problems; and solving problems involving operation of number power and root.

Indicator: Students are able to comprehend principle of integer operation, mixed operation, least common multiple, and highest common factor; constructing integer operation in solving problems; and using integer operation in solving problems;

Lesson objectives: Students are able to use communicative, associative, and distributive principle to construct an efficient operation, operating numerals into closer dozen or hundred, and assessing the result of binary operation.

Character values in lesson plan: discipline, respectful, diligent, responsible, and cooperative

Method: Demonstration, answer-question, deductive, exercise, and assignment.

Source and Materials: Mathematic Book for grade 6, whiteboard, marker, chalk (for blackboard), and eraser.

Grading: Grading Technique, Individual and group

Form of Instrument: Homework report

Instrument/task: Explanation

Observation result shows that the lesson is begun with praying, and then students are asked to prepare their books. The teacher explains the topic presented, Integer Operation and problem solving. The topic is elaborated through some examples and exercises provided with explanation of each cases. As the examples are sufficient, the students then are had to rewrite on their own book while the teacher leaves classroom

This activity does not show a mutual interaction between teacher and student; the explanation provided is unable to be comprehended as session for discussion does not exist.

c. Social Study in Grade 3

Topic: Natural and artificial environment.

Lesson competency: Students are able to tell about their natural and artificial environment.

Lesson objective: 1) Students are able to recognize natural and artificial environment. 2) Preserve natural and artificial environment

Character values in lesson plan: discipline, respectful, diligent, responsible, and cooperative

Method: demonstration, answer-question, exercise, and assignment

Source and Materials: Social Study Book for Grade 3, whiteboard, marker, chalk, and eraser.

Grading: Grading technique is individual and group

Form of Instrument: Homework report, explanation

Observation result shows that the lesson is begun with attendance-list checking, the competency required is then informed. Apperception activity is presented in interactive dialogue through answer-question about student's address. Based on the student's answer, the topic of natural and artificial environment is explained by relating to two pictures of landscape and buildings. However, the lesson is practically accomplished as the teacher lacks for creativity in utilizing media. It is conditional to promote student to actively participate upon teacher's habit of disregarding student's involvement is mended.

a. Analysis of Findings

1) Learning Preparation

Considering research findings in preparing learning, teachers generally have conducted three

main points in organizing lesson plan, they are: *firstly*, identifying syllabus comprising material appropriateness to topic discussion, competencies aimed, method applied, relevant book resource, and alternative evaluation. *Secondly*, determining Competency Standards (CS) and Basic Competencies (BC) related to Annual Program, Semester Program and Syllabus (or lesson plan). *Thirdly*, deciding method to accomplish meaningful learning and promote student's character value comprised in lesson plan.

In relation, Budimansyah [10] conveys that learning does not only comprise of memorizing concept or data and facts, learning means to enhance ability of problem solving. Thus, learning material is not in form of facts, data, concepts, and theories; but also sharing social problems. While Herry Hernawan [11] argues that in learning preparation, teachers should determine learning strategy which is heuristic, making students as the subject of seeking and processing message or material.

Related to those notions, learning process expected is supposed to involve students in deciding learning method, media, and tools in order to acquire comprehensive understanding laden with values.

Determining or preparing learning above is quite difficult. Regarding to whether complication or problem, an earnest effort with optimizing learning media is able to help accomplish learning meaningfulness.

2) Learning process in class

In relation to preparation stage, those three cases show importance in preparing lesson plan in which it is an inseparable component from learning process. Teacher "A" can be seen to disregard learning implementation which is noticed when students are had to write down learning materials. Teacher "B" shows effectiveness in learning by giving typical case of operating integers. However, the teacher does not involve student in constructing integer, in other words students are self-taught. While Teacher "C" shows satisfactory rather than two others. The teacher implements apperception to begin the lesson and also he/she uses media, not less than easing 3rd grade students to understand about natural environment and artificial environment. Besides that this teacher is more interactive to students.

CONCLUSION

In general, the three teachers observed have shown appropriate performance as can be seen by desired learning implementation. They also have referred to latest curriculum in which they have

attempted to accomplish the meaningful learning by promoting character's values appropriately. However, the lesson plan prepared is not well implemented as during the practice, the lesson is hurried to finish.

RECOMMENDATION

School is a system where all components interact to each other and are cooperative to accomplish the objective. One of school components is headmaster; role, duty, and function of headmaster are to supervise learning. Related to the research, headmaster is supposed to supervise during learning. Besides to familiarize a student with the others, it is meant to psychologically provide positive impacts towards teacher's responsibility in implementing learning process. As a result, the condition comprised within the research could be prevented, provided that headmaster supervises regularly.

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