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Influence Of Deep Image Learning Media Improving Students' Literacy Skills Class I Primary School

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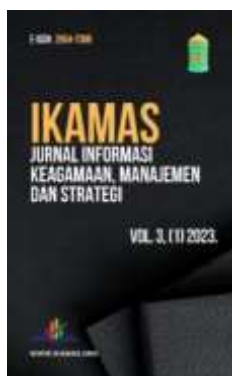
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ABSTRACT

The research was motivated by the learning process of grade I teachers of SD Negeri 0206 Binanga, Barumun Tengah District, Padang Regency have not been able to use interactive learning media optimally. The purpose of this study was to determine the influence of image learning media to improve the literacy of grade I students of SD Negeri 0206 Binanga, Barumun Tengah District, Padang Regency. The methods used in this study are observation and interview methods. The results showed that students' literacy skills tended to increase because the use of image learning media created a more meaningful and fun learning atmosphere, and increased student activity. So it can be concluded that image learning media affects the literacy ability of grade 1 students of SD Negeri 0206 Binanga. This means that this media learning method is quite effective in increasing student literacy.

ABSTRAK

Penelitian dilatar belakangi oleh proses pembelajaran guru kelas I SD Negeri 0206 Binanga, Kecamatan Barumun Tengah, Kabupaten Padang belum mampu menggunakan media pembelajaran inretaktif secara optimal. Tujuan penelitian ini adalah untuk mengetahui pengaruh media pembelajaran gambar untuk meningkatkan literasi siswa-siswi kelas I SD Negeri 0206 Binanga, Kecamatan Barumun Tengah, Kabupaten Padang. Metode yang digunakan dalam penelitian ini adalah metode observasi dan wawancara. Hasil penelitian menunjukkan bahwa kemampuan literasi siswa cenderung mengalami peningkatan karena penggunaan media pembelajaran gambar menciptakan suasana pembelajaran yang lebih bermakna dan menyenangkan, serta meningkatkan keaktifan siswa. Maka dapat disimpulkan bahwa media pembelajaran gambar mempengaruhi kemampuan literasi siswa kelas 1 SD Negeri 0206 Binanga. Artinya metode pembelajaran media ini cukup efektif dalam meningkatkan kemampuan literasi siswa.

INTRODUCTION

Learning is a description of activities that involve someone in an effort to acquire knowledge, skills and positive values by utilizing various sources for teaching. Learning can involve two parties, namely students as learners and teachers as facilitators. In carrying out teaching and learning activities (KBM), teachers often only explain and give assignments which make students feel bored so they don't understand the material that has been presented by the teacher.

Learning media is one component of education that determines the success of the learning process. So teaching staff need to understand the use of learning media by adapting the material to be taught. Apart from that, learning will be much more meaningful if students are involved in every learning process, students are not only used as learning objects but also as subjects who can determine the direction and process of learning. The image media that the researchers took was still visual image media. According to Rudi Susilana and Cepi Riyana (2007: 15) still image media is visual media in the form of images produced through the photographic process.

The use of learning media really makes a positive contribution that influences student learning outcomes if the teacher uses it in the right way. The teaching and learning process cannot be separated from the role of media in it, because media learning is an integral part of the educational process in schools. The position of teaching media is found in the components of the teaching and learning process as an effort to increase teacher and student interaction, student interaction with the environment (Hamalik, 1989: 1).

Thus, learning using media as a delivery material can be an alternative for the success of the teaching and learning process because through active learning it will be able to increase the effectiveness of learning. Learning using appropriate media will prioritize collaboration between students to achieve learning goals.

RESEARCH METHODS

The type of research used is Classroom Action Research (PTK). According to Mill (2000), classroom action research is a systematic investigation carried out by teachers and school principals to find out about teaching practices. Action research

is defined as action-oriented research which aims to improve quality or solve problems in various topics studied, observing the level of success or results of an action and providing further action according to the nature of the action.

Classroom action research conducted by teachers and researchers aims to improve the literacy skills of class I students by using image media as a direct learning model. The location of this research was carried out at SD Negeri 0206 Binanga, Barumun Tengah District, Padang Lawas Regency. The author chose the research location at SD Negeri 0206 Binanga because of the school's openness to reform and the teachers' willingness to develop their knowledge of currently developing models, methods or teaching methods.

In this study, the research subjects were 35 students in class I of SD Negeri 0209 Binanga L, consisting of 14 male students and 21 female students. Apart from conducting research on students, researchers conducted research on teachers. Class I students were chosen because of the initial learning level where class I students are at an early stage in formal education, so they are starting the basics of learning such as reading, writing and arithmetic. The use of images can be very helpful in understanding these basic concepts. By choosing class I students as subjects, the author can evaluate whether the use of images in learning media is effective in supporting the initial learning process.

Data collection techniques in classroom action research (CAR) are an important step in understanding the impact of actions or changes implemented in the classroom environment. It is important to choose data collection techniques that suit the research questions. A combination of techniques is also often used to gain a more comprehensive understanding of the impact of changes implemented in the classroom. The data collection techniques used in this classroom action research, namely direct observation of learning activities in the classroom and interviews with teachers, students or other participants, can provide in-depth insights.

RESULTS AND DISCUSSION

The use of image media in the learning process of class I students at SD Negeri 0206 Binanga is the teacher's way of teaching so that the message conveyed by the teacher is easily absorbed by students. After observing the learning process for class

I at SD Negeri 0206 Binanga, it was found that teachers did not utilize learning media optimally in conveying learning when carrying out the learning process in class. This is because SD Negeri 0206 Binanga does not yet have sufficient learning materials to use in the learning process.

Likewise, the results of interviews with school principals, teachers and students show that the use of image media as a means of delivering material aimed at increasing the literacy of class I students at SD Negeri 0206 Binanga has not been implemented optimally. This is because the available image media, namely flat image media, are still very limited. Projection image media has not been used in learning by teachers because LCDs and infocus are not yet available in schools. Therefore, the presence of image learning media in the classroom is the result of teacher and student creativity and can be used every day to encourage students to always be active and creative in participating in learning.

Student responses in presenting learning using image media show that when teachers use images as a means of delivering material in the teaching and learning process, students participate very enthusiastically in the learning process in class. If the teacher only delivers material through lectures, or students only write down the teacher's discussion, then students tend to experience boredom in the learning process.

This can be shown by the enthusiasm of the students in participating in the learning process which is shown by increasing student activity in the classroom and communicating as much as possible with the teacher in each learning process by using visual media to facilitate learning and to help students understand the lesson and master the learning material. It is hoped that the use of image media can encourage and motivate students in the teaching and learning process, thereby increasing their literacy in the teaching and learning process. The presence of image media can facilitate more effective understanding, communication and learning.

Literacy skills for elementary school students are very important. Especially with the very rapid development of technology, students are required to expand the scope of their abilities so that they can construct ideas they have to convey to others and students can critically adapt to the environment before entering the world of school compared to when they are already in the world of school. and is trying to

prepare more mature steps towards a higher level. Apart from that, to fulfill the importance of literacy needs for students, support and encouragement is needed from various parties, especially from those who are more mature or experienced so that students can fulfill their duties in improving their literacy skills in a directed and guided manner.

The Ministry of Education and Culture officially launched a national School Literacy Movement through three stages of activities, namely; (1) Habit, the routine activity of reading every day without bills; (2) Development of literacy education activities as extracurriculars with certain bills; (3) Learning, literacy education activities are integrated into the learning process in the classroom.

There are several solutions that can be done to overcome the problem of low student literacy, and one of them is that the existence of learning media is considered to have a good impact on students' interest in learning (Khotimah & Satiti, 2019), and there are many patterns of learning media that can be used in education (Fadhli et al, 2021). The media described above may have the potential to increase student literacy.

Based on the results of the researcher's analysis which was carried out in the process of carrying out classroom actions in 7 meetings, it is known that the influence of image media on students' literacy skills tends to increase because the use of image learning media creates a more meaningful and enjoyable learning atmosphere, increasing student activity because in the learning media the students' images are used. play an active role in seeking answers to problems through a process of reflection and discussion. The use of image media has been proven to foster students' interest and reactions in reading and understanding related texts and can also improve their mastery of critical thinking because image media requires student analysis and observation so this can help train students' abilities in interpreting and processing thinking power to connect various kinds of information.

The use of image learning media also includes game elements so that this learning method is popular and is able to create an atmosphere that increases excitement in the learning process (makes students move), students are more involved, interested and motivated to learn.

CONCLUSION

Based on the results of data analysis in classroom action research in the use of image media to improve the literacy skills of grade 1 students at Binanga State Elementary School, it can be concluded that: Student activity during the learning process using image media has increased, students are more active in listening to explanations from the teacher, work in groups and answer questions asked by the teacher. The increase in students' literacy skills during the learning process using image media can be seen from students' comprehension skills which tend to be faster. The use of image media in learning creates a pleasant atmosphere thereby increasing students' learning motivation.

Researchers will try to provide several suggestions as follows: (1) for schools, to direct teachers to apply varied and interactive learning methods, for example picture learning media, with the aim of creating a more active and enjoyable learning atmosphere for students. achieve optimal learning goals, (2) for teachers, teachers should use picture learning media as a transfer to learning models as well as to increase student learning activity. Teachers should be more diligent in providing motivation and enthusiasm for students to be active in learning by creating various kinds of interesting learning media, (3) for future researchers, it is hoped that they will carry out better studies on the application of learning media so that they can develop it further and better. in increasing students' active learning and students' literacy skills.

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