

# THE EFFECTIVENESS OF USING IMAGE MEDIA AS LEARNING MEDIA FOR INCREASING PEDAGOGIC COMPETENCE

Juliana<sup>1\*</sup>, Siti Mayang Sari<sup>2</sup>, Lili Kasmini<sup>3</sup>

<sup>123</sup> Universitas Bina Bangsa Getsempena, Indonesia

\*[lyajuliana48@gmail.com](mailto:lyajuliana48@gmail.com)

## ABSTRACT

In seeking to achieve anticipated teaching goals, educators can employ a necessary simple, cost-effective, and understated tool. The teacher must be able to create learning media if it is not yet available. In the near future, teachers are also required to have competencies at every level of education and every stage of the teaching and learning process. This pedagogical competence can be obtained through systematic and continuous learning efforts, supported by the talents, interests, and other teaching skills, both during their pre-service period and during their tenure. Therefore, the purpose of writing this article was to explain the effectiveness of the use of media images as a learning medium for increasing the pedagogical competence of elementary school students. The method used was descriptive qualitative. In this study, the researchers relied on direct observations to collect data. In this sense, the observations were passive participatory. SDs Selamatkan Tunas Bangsa Indrapuri students were used as research subjects. The results showed that there were many improvements that students experienced both in terms of understanding as well as classroom participation after the application of image media.

Keywords: *image media, learning, pedagogical competence*

## 1. INTRODUCTION

The learning process aims to provide or transfer knowledge, and the learning process also aims to provide valuable education for future generations. Judging from its scope, learning consists of several parts. Objectives, teaching materials, teaching and learning activities, methods, tools, learning resources, and evaluation are examples of these components. To achieve educational success in accordance with the desired goals, then each of these components must be interconnected.

Traditional teaching using only teacher's explanations can be tedious. Students will be more interested in the lesson if learning media are employed. Relying solely on explanations will provide fewer opportunities for the students to be explorative and critical. Consequently, an efficient and effective method is needed as direct experience or concrete experience that will develop abstract abilities.

Media or educational tools are important components in the educational process at schools; hence; the success of a learning process cannot be separated from its role in it. Similar to the method of memorizing vocabulary, teaching usually involves many highly complex learning materials. To achieve the stated

goals, a professional educator must be skilled at using media effectively and efficiently in the learning (Holimi, n.d.).

To achieve successful and effective learning objectives, teachers must have a deep understanding of educational and teaching media during the learning process, as well as when selecting the media to be used as a learning tool. The selection and use of appropriate and good media during the learning process can help smooth, effective and efficient achievement of learning objectives, overcome the use of conventional methods, and animate the learning process.

Image media serves as a tool to achieve learning objectives and facilitate the learning process. This must be based on the belief that students can achieve learning objectives by improving their learning outcomes through the use of media, especially pictures. This conclusion is supported by a number of researchers, explaining that during the process of learning mathematics, especially in teacher-centered arithmetic learning, students tend to become passive which of course has an impact on decreasing student learning outcomes, with an average learning outcome of 5.0. To overcome this problem, researchers used image media, and their findings showed that this image increased students' ability to learn addition and subtraction of two-digit numbers (Amir, 2016).

Using image media as an enhancement of learning media at Selamatkan Tunas Bangsa Indrapuri Elementary School gives an important role with image-based media so that students can more effectively absorb the knowledge conveyed by their teachers and can increase the pedagogical competence of elementary school students. The image media in the research at SDs Selamatkan Tunas Bangsa Indrapuri is by carrying out a learning process of changing the shape of objects based on image media. Thus, the research question that is attempted to be addressed is: "*How to influence the use of image media?*"

## 2. LITERATURE REVIEW

### 2.1 Image Media

The effectiveness of the use of media images as learning media has a positive impact on increasing students' knowledge and can increase the pedagogical competence of elementary school students.

According to Ridla (2008), media is a tool used by teachers in the teaching and learning process, the word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Media plays a very important role in the learning process (Permana & Indihadi, 2018).

The provides limitation that image media is a type of language that allows communication to occur, it is a type of language that is expressed through signs and symbols. Meanwhile, Permana & Indihadi (2018) defined image media as media that is a reproduction of the original form in two dimensions in the form of photographs and paintings.

The development of media images is learning that develops on the basis of conventional learning which is less able to understand the circumstances and needs of students. In line with the changing times, technological developments using digital devices are starting to be used in schools (Sinaga, 2020).

Learning media are tools, methods, and techniques used in order to make communication and interaction more effective between teachers and students in the process of education and teaching in schools. Meanwhile, Arsyad (2017) stated that learning media is an effective auxiliary tool that can be used by teachers to achieve the desired goals.

Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards in the elucidation of Article 28 paragraph (3) letter a clearly illustrates that Pedagogic Competence is the ability to manage student learning which includes student understanding, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Habibullah, 2012).

The requirements for images as teaching media are as follows: 1) Images made are likely to hold the attention of students, both in content and physically; 2) The size of the image that is made of the breakthrough is large enough so that each student can clearly see it, except for the image that will be shown by projecting it; 3) Images that are made can really clarify something that is conveyed verbally (oral, written, or recorded) (Permana & Indihadi, 2018).

### **3. METHODS**

The method used was descriptive qualitative. In this study, researchers relied on observations or observations of researchers to collect data through direct observation in the field. In the sense, that researchers did not participate in the activities because the observations were passive participatory (passive participation). SDs Selamatkan Tunas Bangsa Indrapuri students were used as the subjects of this research. The research data was a learning process of changing the shape of objects based on image media.

### **4. RESULTS & DISCUSSION**

One indicator of learning success is the use of learning media. Through the process of character education, students can learn and develop character values. The learning media used in this research process is learning to change the shape of objects based

on image media at Selamatkan Tunas Bangsa Elementary School Indrapuri.

Permana and Indihadi (2018) stated that image media is a type of language that allows communication to occur, it is a type of language that is expressed through signs and symbols. Meanwhile, image media is defined as media that is a reproduction of the original form in two dimensions in the form of photographs and paintings

The image media used in the learning process of changing the shape of objects based on image media at Selamatkan Tunas Bangsa Elementary School Indrapuri. Picture media is in the form of poster media which contains information about the material to be delivered accompanied by various teaching aids and media that can attract students' interest in learning.

Poster media is one type of learning media that can be used. This poster media consists of very simple word symbols or symbols and functions as a medium that contains suggestions or prohibitions (Aminah, 2019). The character values that will be instilled in students can be clearly stated on the poster itself, but the poster media can more clearly display the character values that will be developed and instilled in students when viewed from the above components.

Posters have an attractive aesthetic that makes it easier for students to learn about changes in the shape of objects. They are designed in such a way that it catches the attention of the students so they can study them. Posters offer a number of benefits beyond their attractiveness, such as the ability for students to change their reading speed, the way they read so they can understand the material more easily, and lower printing costs.

The learning process for changing the shape of objects based on image media at Selamatkan Tunas Bangsa Elementary School Indrapuri is as follows:

#### **1. Planning**

The learning plan for changing the shape of objects based on image media at Selamatkan Tunas Bangsa Elementary School Indrapuri is as follows: a. Study the material and decide on the material to be taught; b. Making learning tools, such as Learning Implementation Plans (RPP); c. Prepare media images in the form of posters containing teaching aids and material information that will be used for the learning process.

#### **2. Implementation**

The implementation of learning to change the shape of objects based on image media at Selamatkan Tunas Bangsa Elementary School Indrapuri is as follows: a) The teacher starts the lesson by greeting the students; b) Teachers give appreciation to students; c) The teacher explains material about changes in the shape of objects using image media in the form of poster media which contains props with some learning information, namely the flow of changes in the shape of objects, the forms of solid objects, liquid objects, and gas objects, characteristics of changes in the form of objects, examples of changes in the form of objects, and processes of changes in form from freezing, melting, evaporating, condensing, crystallizing, and subsuming; d) After the learning process, the teacher gives assignments to determine whether or

not the indicators of learning outcomes are achieved; e) The teacher gives assignments to train students to do the task; The teacher improves students' responses to indicators that have not been achieved and improve students' responses to task indicators given until the indicators are reached; f) At each meeting, the teacher records all events that are considered important, such as the activeness of students in learning and their activities; g) Teachers reward students who are very active and provide guidance to students who are reluctant to learn; h) Closing the lesson and providing motivation.

### 3. Observation

From the observation of learning about changes in the shape of objects based on image media at Selamatkan Tunas Bangsa Elementary School Indrapuri, the researchers observed from giving assignments and how students receive learning and understand it. The following descriptions are obtained: a. Students who pay attention to the teacher's instructions are rated very highly; b. Students who answered questions and provided answers to questions were rated very highly; c. Students who actively seek solutions to problems are rated very highly; d. Students who actively seek solutions to problems are rated very highly; e. Students' ability to read and complete assignments was rated high; f. Students' response to the material is considered high; g. The teacher uses media images that arouse students' interest and motivation so as to generate enthusiasm and activeness of students. As illustrated above because the teacher uses media images that attract students' interest and motivation.

### 5.

#### 4. Reflection

During learning activities, students show interest and enthusiasm in the learning process. The seriousness of students responding to the material shows this. When the teacher monitors students during the delivery of material and students have very high activity and enthusiasm. The positive attitude that students have in responding or responding to the material presented. In addition, there was a decrease in the number of students engaging in non-learnable activities such as playing games and chatting with friends.

The following factors contribute to an increase in students' learning motivation, which is determined by the observations made by other teachers and the responses and suggestions made regarding this teaching model: a. The class structure is improved through the formation of tutors who are able to guide students so that each individual can be motivated to learn; b. Students who have difficulty understanding the material receive guidance from the teacher; c. Teachers praise students who excel and provide guidance to students who are lazy; d. Facilitate students in absorbing the material presented by using interesting media images.

Based on the results of the qualitative analysis, it can be seen that basically learning to change the shape of objects based on picture media at Selamatkan Tunas Bangsa Elementary School Indrapuri, picture media can increase learning motivation.

To grow and increase student motivation by using media images, the teacher must apply the following: a. Perception and inspiring students to learn; b. Teachers must really identify and assist in

solving student problems; c. In order for students to better understand the material, the teacher must help and direct them to use visual aids; d. The teacher must show that students who actively learn about changes in the shape of objects become intelligent; e. Students need to be given an overview by their teachers about how useful learning is for the future; f. Students who are actively involved in their education deserve to be rewarded with praise from their teachers;

Using image media has the potential to increase student motivation through its application. Things that appear to increase among students when instructors use media images include: a. Students follow the teacher's instructions and listen; b. Students provide feedback and ask questions about issues raised by instructors or tutors; c. Students provide appropriate and accurate responses to questions; d. Problems are actively sought out by students; e. Students in the craft read and complete assignments; f. High level of understanding among students.



Figure 1. Image media



Figure 2. Image media from a closer look



Figure 3. Image media description



Figure 4. Image media on solid and liquid materials



Figure 5. Image media on solid and liquid materials

## 5. CONCLUSION

Media Images or photos are the most frequently used form of media by educators because they are easy to understand, easy on the eyes, available everywhere, and offer more explanation than words. Students are interested in delivering subject matter that uses certain images. As a result, the use of images must be consistent with the content being taught and the desired outcome. In addition, the teacher's own efforts and creations greatly influence how pictures are used in the classroom. Using media images to motivate students to learn a language is an absolute

necessity. This was stated because students considered the pictures used to learn about changes in the shape of objects to be very interesting. So that the application of learning using image media to the effectiveness of increasing the pedagogical competence of elementary school students at Selamatkan Tunas Bangsa Elementary School Indrapuri.

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