

# THE IMPORTANCE OF USING MEDIA IN THE LEARNING PROCESS TO IMPROVE SCIENCE LEARNING OUTCOMES

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## ABSTRACT

This study aims to determine the importance of using instructional media in improving science learning outcomes in elementary schools. The method used in this research is a qualitative descriptive analysis method. This research begins by looking for relevant topics to make it easier for writers to collect data. The data was obtained by searching relevant journals and books and interviews with students. Learning, Improving Learning Outcomes, Science students. The use of media in learning is proven to increase student learning outcomes at a minimum of 43% and a maximum of 91%. The use of instructional media greatly influences student learning outcomes in science learning. In addition, students also have different experiences in the learning process using media. This can also improve students' ability to understand subject matter easily through the use of media during the learning process.

Keywords: *Learning Media, Improving Learning Outcomes, Science*

## 1. INTRODUCTION

Learning media is one of the factors that play an important role in the learning process. The teacher uses media as an intermediary in conveying material so that students can understand it well. Hamalik (in Arsyad, 2002, p. 15) suggests that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students. Derek Rowntree explained that learning media functions to generate learning motivation for students, repeat what has been learned, provide learning stimulus, activate student responses, provide immediate feedback and promote appropriate training. So it can be concluded that learning media can be used by teachers as intermediaries to convey material to students so that students easily understand the material being taught.

The word media comes from the Latin *medicus* which means "middle" or "introduction". Learning media is a tool that can be used by teachers to convey information to students related to learning so that it is easy to understand. argues that the word 'media' comes from the Latin '*medius*' which means 'middle', 'intermediary', or 'introduction'. In Arabic, the media is an intermediary or messenger from the sender to the recipient of the message.) 'say that media when understood broadly is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes'.) learning media is a channel or bridge from learning messages (messages) conveyed by message sources (teachers) to message recipients (students)

with the intention that these messages can be absorbed quickly and fit for purpose'. The 'Association of Education Technology defines media as all forms and channels used to convey messages or information'. If the media carries messages or information that has instructional purposes or contains teaching purposes, then the media is called teaching media.

The learning process carried out by students is expected to be able to develop student achievement because achievement is related to the achievement of aspects that are cognitive, affective, and psychomotor. This is the opinion of Fatimah (2011: 95) saying "In the context of learning there are several benchmarks that can be used to determine student achievement. One of the benchmarks used is learning achievement which refers to the achievement of an educational taxonomy that includes cognitive, affective, and psychomotor aspects. This is also confirmed by Sudjana stating that the achievement of learning achievement or student learning outcomes refers to the achievement of aspects that are cognitive, affective, and psychomotor. The learning achievement that students want to achieve in learning science is knowledge related to science.

The importance of media in learning is also proven by several studies. Based on Rahayu (2006) states that natural knowledge multimedia for Class V SD is effective in increasing learning achievement. The results of the analysis showed an increase in the posttest score over the pretest by 62.30% (the mean pretest score was 44.85 and the posttest mean score was 72.79). 'Further research conducted Shows that 'there is an increase in learning outcomes in each cycle, in cycle I there are 30 students (75%) who complete, while in cycle II there are 38 students (98%) who complete. 'Subsequent research was carried out by' Alfianti et al with the title- The results of the study are that there is an increase in learning outcomes in the pre-test and post-test which have an average difference of 24.53. In the pre-test, the average result was 45.60 and during the post-test, the average result was 70.14. conducted research with the title at SDN 01 Nanga Mahap obtained an average result in cycle I of 59 while in cycle II of 89. With an increase from cycles I and II of 28.29. also conducted research which obtained results in the pre-cycle that the student learning achievement score had an average of 43.08. While in the implementation of cycles 'I and II there was an increase' in the ability of students' learning outcomes namely' in cycle I had an average of 61.79 and in cycle II had an average of 82.56. conducted research at MI Manbaut Tholibin Kerjen Srengat Blitar

with the title The panel found that in the initial test, the students obtained an average score of 57.72 (before the action), after the first cycle it became 71.81, and in the second cycle it was 82.72. Based on the research results, it can be concluded that the use of visual media (images) in science learning can improve student achievement in class IV MI Manbaut Tholibin. Based on the results of the above studies it can be concluded that the use of media can improve student learning outcomes, especially in science subjects This is because the use of media will involve students creatively in the learning process to develop their thinking skills so that there is an increase in student learning outcomes.

The author wants to explore further the results of research so far which shows the role of the media is very important in learning to improve science learning outcomes in elementary schools. Teachers can use learning media to improve student learning outcomes. Through the use of learning media students are directly involved and active in learning. This process can generate student motivation to learn so that students want to try more when encountering various problems in the learning process. This can improve student learning outcomes. Based on the problems related to student learning outcomes that are less than optimal in elementary schools, the focus of this research is to re-analyze whether the use of instructional media can improve student learning outcomes in science learning content. The systematics of writing in this article are the introduction, research methods, results and discussion and conclusions.

## 2. LITERATURE REVIEW

The quality of education cannot be separated from the learning process in the classroom. Learning in the classroom includes two important elements; the teachers and students. The teacher has the task of teaching and students learning. Teaching is communicating something to someone or a group of people with the intention that they know or understand what the teacher teaches them should be realized that learning is a system, in which several components are interconnected with each other to achieve goals. Some of the components referred to include: (1) objectives, (2) materials/teaching materials, (3) methods, (4) tools/media and, (5) evaluation Because learning is a system, the success of learning is largely determined by the extent to which the effectiveness of each of these components interacts. Media as one of the components in the system, has a function as a means of non-verbal communication. As one of the components of the system, it means that media absolutely must exist or must be utilized in every lesson. It is said so because if one of the components is not present, the results obtained will not be optimal. Related to this, (Darma, 1983:6) stated: "that learning requires participation and practice". Learning is doing activities, so in the learning process, students need to participate a lot. Student participation can be done by listening, seeing, writing, feeling, and thinking. Related to this, Carpenter and Dale stated how important learning media is in the learning process of students. The existence of learning media in the delivery of material in the classroom will increase students' interest in learning.

## 3. METHODS

This study uses the method In simple terms, meta-analysis can be interpreted as an analysis of analysis. As research, meta-analysis is a review of several research results on similar issues. Meta-analysis is one way to summarize research results Data collection in this study was carried out by searching journals on electronic media. Journal searches were carried out through Google Academia using the keywords Learning Media, Improving Learning Outcomes, Natural Sciences, and Elementary Schools. From the search results obtained, the authors chose 6 research results in the field of Elementary Science for further study. All manuscripts reviewed by the author are the result of PTK so they have valuable data before and after the action. The author conducted a study using the comparative method to determine the impact of using learning media based on the difference in scores of student learning outcomes before and after the action.

## 4. RESULTS & DISCUSSION

After conducting a search related to the Importance of Media in Learning Science to improve student learning outcomes, Of the 11 articles previously obtained, 6 of them were selected based on predetermined criteria. The 6 articles are used because there are complete data under the criteria needed by the author to be reviewed. The 6 articles were written by: Muhammad Chusnul Al-Fasyi (2015) Effects of Using Video Media on Science Learning Outcomes of Class IV Students, F. Lino Spiani (2015) Using Picture Media to Improve Student Learning Outcomes in Class V Science Learning, Vinny Alfianti (2015) The Effect of Using Audio-visual Media on Science Learning Outcomes in Grade V Elementary School, Seriani Panjaitan (2017) Improving Science Learning Outcomes Through Media Pictures in Class 2A Students, Hidayati Nurul (2012) Use of Visual Media (Pictures) to Improve Student Achievement in Class IV, and Rahayu S. (2016) Development of Computer-based Natural Knowledge Learning Multimedia for Class V SD.

Table 1. The importance of media in learning to improve science learning outcomes

No	Research Topics	Researcher	Improved Learning Outcomes		
			Before	After	Gain
1.	Multimedia Development Computer-based Natural Knowledge Learning for Class V SD	Rahayu S	44,85	72,79	27,94
2.	Effects of Media Use Audio-visual Against Results Learning Science Class V	Vinny Alfianti	45,60	70,14	24,53

3.	Image Media Use for Improving Student Learning Outcomes in Class V Science Learning	F. Lino Spiani	59	89	30
4.	Improving Science Learning Outcomes Through Image Media On Class 2A students	Seriani Panjaitan	43,08	82,56	39,48
5.	Use of Visual Media (Image) to Increase Grade IV Student Achievement.	Hidayati Nurul	57,72	82,72	25
6.	Effects of Media Use Video on Learning Outcomes Science Grade IV	Muhammad Chusnul Al Fasyi	50	82,36	32,36
Average Learning Using Media			50.04	79.92	29.88

From a review of the research results, it can be seen that the use of instructional media in elementary science learning outcomes can have a positive impact. Of the 6 sample articles, it shows the magnitude of the influence of the use of instructional media. Based on the data contained in Table 1 it turns out that the use of media in learning can improve learning outcomes, starting from the lowest 43% to the highest 91%. The use of media in learning is an effective solution that teachers can use to improve student learning outcomes. This is said to be effective because it can make the teaching and learning process fun and not monotonous so that it attracts students' attention in participating in learning. That the function of learning media is to generate student learning motivation, repeat what has been learned, provide learning stimulus, activate student responses, provide immediate feedback and promote good practice. compatible. Learning media act as intermediaries for teachers to convey material in different and interesting ways so that students have more motivation to learn. Thus it can be said that learning media can make it easier for students to understand the material thereby increasing student learning outcomes. Learning media can also increase the brain's absorption of the material and improve memory. If there is an increase in absorption and memory, it will also increase student achievement. This is under the opinion of the researchers above. In addition, also agrees with this. Daryanto said that students could absorb and memorize the material optimally because students' absorption and memory would increase significantly.

## 5. CONCLUSION

Based on the research results, teachers who use media during learning can make it easier for students to understand the subject matter to obtain satisfactory learning outcomes. With satisfactory learning outcomes, the learning objectives can be achieved

optimally. In addition, the use of learning media makes students not fixated on the teacher presenting the material.

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