The Strategic Role of Learning Media in Optimizing Student Learning Outcomes

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Abstrak

Tujuan penelitian ini untuk mengetahui peran media pembelajaran dalam mengoptimalkan hasil belajar peserta didik dalam perspektif kajian literatur. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan mengkaji atau menelaah berbagai literatur yang ada. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah studi dokumentasi dan literature dengan mencari berbagai sumber tertulis baik cetak maupun elektronik dari internet, seperti buku-buku, arsip, majalah, artikel, dan jurnal, serta dokumen-dokumen yang dapat membantu peneliti dalam memahami peran media pembelajaran dalam mengoptimalkan hasil belajar siswa. Sedangkan untuk teknik analisis data menggunakan analisis konten. Hasil penelitian ini menunjukan, yaitu bagi guru media pembelajaran dapat membantu mengkonkritkan konsep atau gagasan, sehingga siswa belajar lebih aktif lagi. Dengan memanfaatkan media pembelajaran secara baik dan tepat, seorang guru dapat efektif dan efisien dalam menyajikankan materi pelajaran. Bagi siswa media pembelajaran berperan untuk membangkitkan minat dan motivasi belajar. Penggunaan media pembelajaran dalam proses belajar mengajar dapat meningkatkan minat dan keinginan yang baru, membangkitkan motivasi dan rangsangan kegiatan belajar dan bahkan membawa pengaruh-pengaruh psikologis terhadap siswa. Dengan demikian dapat disimpulkan, bahwa media pembelajaran berperan untuk membantu tugas guru dalam menyampaikan materi dan meningkatkan motivasi belajar siswa untuk mencapai kompetensi dasar yang telah ditetapkan.

Kata Kunci: *Media Pembelajaran; Hasil Belajar; Kajian Literatur*

Abstract

The purpose of this research is to find out the role of learning media in optimizing the learning outcomes of students in the perspective of literature review. The research method used is qualitative descriptive by studying or reviewing various existing literature. The data collection technique used in this research is a documentation and literature study by searching for various written sources both printed and electronic from the internet, such as books, archives, magazines, articles, and journals, as well as documents that can help the researcher in understanding the role learning media in optimizing student learning outcomes. As for data analysis techniques using content analysis. The results of this research show that for teachers, learning media can help concretize concepts or ideas, so that students learn more actively. By using learning media properly and properly, a teacher can be effective and efficient in presenting the subject matter. For students, learning media plays a role in generating interest and motivation to learn. The use of learning media in the learning and teaching process can increase interest and new desires, generate motivation and stimulation of learning activities and even bring psychological effects on students. Thus, it can be concluded that the learning media plays a role

in assisting the teacher's task in conveying the material and increasing the student's learning motivation to achieve the basic competence that has been set.

Keyword: *Learning Media; Learning Outcomes; Literature Review*

INTRODUCTION

The progress of a country depends on its national education system. Improving the quality of education is the main target of development in the field of national education and is an integral part of efforts to improve the quality of Indonesian human beings integrally (Wahyuni et al., 2022). Education that is organized is an effort to improve sustainably the quality of human resources both intellectually, psychologically, and socially. A person can be said to have succeeded in education, if after participating in learning students are able to show positive changes in thinking ability, skills, and attitudes. In general, changes in learning outcomes can be observed objectively which can be proven and measured in the abilities or achievements experienced by students as a result of learning experiences built through the learning process (Santika, Sedana, et al., 2021).

Student learning outcomes show the ability and quality of students as an impact of the learning process they have gone through (Buka et al., 2022). Melton implies that learning outcomes are actions and performances that contain and reflect the competence of learners who successfully use content, information, ideas and tools in learning. Therefore, learning outcomes can be defined as the competencies and skills that students have after the learning period (Nurhasanah & Sobandi, 2016). Basically, every learning process is expected to be able to improve student learning outcomes. But reliatas show the opposite, that the learning outcomes obtained by students are not always directly proportional and in accordance with expectations. As has been set as a good standard to determine whether or not the category of student learning outcomes is based on KKM. This is what the school sets as a benchmark for measuring the success of the learning process (Santika, Kartika, et al., 2019).

Empirically, the learning outcomes obtained by students are not always in accordance with the standards (Khatimah et al., 2022). The results of the preliminary study show that student learning outcomes are not optimal. The question that immediately arises is why student learning outcomes are not optimal? (Andriani & Rasto, 2019). The problem often faced by the world of education is the weak learning process. In the process of teaching and learning activities, students learn more in theory (Santika, Purnawijaya, et al., 2019). Learning in the classroom is more directed at the child's ability to understand the subject matter. Meanwhile, the theory that students learn lacks application in everyday life. This causes students to lack a deeper understanding of the subject matter (Nurrita, 2018). As stated by (Tasya & Abadi, 2019) that the factor causing the low or lack of understanding of the concept of students, one of which is the learning method used by the teacher, for example in learning oriented to the traditional approach that places students in the teaching and learning process as listeners.

This should be a common concern and evaluation material in every learning process. Student learning outcomes that have not met the standards are certainly one of the problems in the world of education, including in Indonesia (Santika et al., 2022). Therefore, it is necessary to find the right solution to optimize student learning outcomes, especially in the cognitive aspect. One of the solutions offered in learning to optimize student outcomes is to use media. By using media assistance in learning, it is hoped that students can more easily understand the material taught by the teacher. This is in accordance with research Hidayati, N., & Wuryandari, A. I. (2012) titled Media Design for Learning Indonesian in Junior High School Level, that the learning process needs to be supported by learning media, one of which is electronic media such as the use of LCD projectors, computers, and others (Hidayati & Wuryandari, 2012).

Media utilization in teaching should be a part that should receive attention from teachers as facilitators in every learning activity. The learning media in question are auditive media, visual media and audio visual media. Therefore, every educator needs to learn how to choose and determine learning media so that the achievement of learning objectives in the teaching and learning process is optimal. Even though this learning media is still often ignored for various reasons including. That's why this research tried to raise the title of The Strategic Role of Learning Media in Optimizing Student Learning Outcomes: Literature Study. The purpose of this research was to determine The Strategic Role of Learning Media in Optimizing Student Learning Outcomes.

RESEARCH METHODS

The research method used in this research was descriptive qualitative by reviewing or examining various existing literature or called a literature study. Qualitative descriptive research seeks to describe a particular symptom or phenomenon that is aimed at solving problems, both in the present and future. (Santika, 2021c). The qualitative research style seeks to construct reality and understand its meaning. Qualitative descriptive research is intended to describe existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, interrelationships between activities. Symptoms or phenomena that arise in this research were the increasing importance of learning media in the world of education. In general, data collection techniques in qualitative research consist of four types, namely observation, interviews, documentation, and a combination or triangulation (Santika, Kartika, et al., 2021). Specifically in this research, the data collection methods used were documentation and literature studies. The literature study was carried out by searching for various written sources both printed and electronic from the internet, both in the form of books, archives, magazines, articles, and journals, as well as documents that can assist researchers in understanding the strategic role of learning media in optimizing student learning outcomes. The literature study collection technique was carried out by reading as many scientific articles as possible and then drawing conclusions from each previous study to serve as a reference in this study. Meanwhile, the data analysis technique uses content analysis. The research results obtained were then presented descriptively qualitatively.

RESULT AND DISCUSSION

Learning media has a strategic and functional role in the learning process that cannot be separated from the world of education. Learning media plays an important role in the process of learning activities in the classroom, where the media and the activity process are an inseparable part of the world of education (Limin & Kundiman, 2023). The role of learning media in the learning and teaching process is very important for educators today, because the role of learning media can be used to channel the sender's message to the recipient and through learning media can also help students to explain something delivered by the educator (Santika, 2017). As research conducted by Isran Rasyid Karo-Karo S, Rohani (2018) berjudul Manfaat Media dalam Pembelajaran asserts that the use of relevant media in the classroom can optimize the learning process. For teachers, learning media helps to concretize concepts or ideas and helps motivate active learners. For students, media can be a bridge to critical thinking and action. Thus, the media can help the task of teachers and students to achieve the basic competencies that have been set. (S & Rohani, 2018).

With the advancement of information and communication technology, teachers in providing subject matter must follow these advances. With technological advances in various fields, for example in communication and information technology at this time, learning media has a central position in the learning process and not merely as a tool (Widianto et al., 2022). Learning media plays an important role in making learning activities more effective and efficient. So that the use of learning media is associated with anything that can be done by the media, which the teacher may

not be able to do (or the teacher does it less efficiently). With the presence of learning media, the teacher's position is no longer the only source of learning, but as a facilitator (Jauhari, 2018).

Learning media is very important for teachers in delivering subject matter to students, because every lesson is not only a theory that is conveyed verbally but can also be seen in real terms by students (Azriah, 2018). Teachers must be able to use learning media that is interesting, fun and in accordance with student learning needs. So that students can easily accept the lessons given by the teacher (Santika, 2020). On that basis, research conducted by Tafonao. T in 2018 on the Role of Learning Media in Increasing Student Learning Interest, which suggests that lecturers / teachers are required to use media in the learning process (Tafonao, 2018).

This is reinforced by the results of the research Pratiwi & Meilani (2018) berjudul Peran Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa which states, that the use of learning media can facilitate teachers in carrying out the teaching and learning process in the classroom. Students can also feel the benefits obtained when learning media is used in helping them understand the material and achieve maximum learning achievement or learning outcomes (Pratiwi & Meilani, 2018). Given the use of learning media in the teaching and learning process can arouse new interests and desires, arouse motivation and stimulation of learning activities and even have psychological effects on learners. As the results of Junaidi's research in 2019 entitled The Role of Learning Media in the Teaching and Learning Process mention, that the use of learning media at the stage of teaching orientation will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. (Junaidi, 2019).

The use of media in a lesson at the orientation stage of learning provides effectiveness in the learning process as well as conveying the mission and message of the lesson. Besides being able to arouse students' interest and motivation, the presence of media as an aid in learning can increase understanding for students, present data reliably and interestingly. Lents dan Levie in (Mukarromah & Andriana, 2022) mentions there are four roles of a learning media, especially in terms of visual media used, such as one of them as an affective function that can be seen in the pleasure of students in learning and reading illustrated texts, its function in the cognitive realm in visual media provides several objectives, namely to be able to understand and be a reminder that the information contained in a pictorial message, The attentional function also directs the attention given to students so that they can provide a concentration in the content of a lesson that has a close relationship with an image / visual that has been displayed with the contents of the text material, the last in a compensatory function is seen in the results given by the context to be able to provide understanding related to a text in order to help students who are lacking in reading skills (Santika, 2021a). Learning media has a function so that it can be an accommodation for students who have weaknesses and are late in receiving and understanding what the contents of a lesson have been presented in a text or presented verbally (Vega & Arifin, 2022).

Learning Media is a tool used to demonstrate certain facts, concepts, principles or procedures to make them appear more real / concrete. These tools are intended to provide a more concrete experience, motivate and increase student absorption and memory in learning. Learning media is one of the teaching aids for teachers to convey teaching material, increase learner creativity and increase student attention in the learning process (Santika, 2021b). With the media, students will be more motivated to learn, encourage students to write, speak and imagine more stimulated. Thus, through learning media can make the teaching and learning process more effective and efficient and establish a good relationship between teachers and students. Learning media can arouse student learning motivation, and direct interaction between students and the environment. This can generate student interest in learning on their own according to their abilities to improve learning achievement (Zulhelmi et al., 2017). Media can foster a positive attitude of students towards the material and the learning process. The learning process becomes more interesting when using the right media so that students are motivated to love the science they are learning. A

teacher can be effective and efficient in presenting subject matter if he can utilize the media properly and appropriately (Firmadani, 2020).

This is in accordance with Abdul Wahid's research (2018) on the Importance of Learning Media in Improving Learning Achievement, stating that media is one of the means to improve learning process activities (abdul wahid, 2018). With this increasingly stable conception, the function of the media in learning activities is no longer just a prop for the teacher but a carrier of information / learning messages needed by students (Miftah, 2013).

Media or multi-media influences active learning, which is more influential on active cognitive learning than behavioral activity. Learning with active instructional methods (interaction games and simulations) can improve understanding of learning objectives and outcomes. This is supported by the results of Hari Sugiharto Setyaedhi's research entitled The Role of Learning Media in the 2013 Curriculum (2021) which states that the smoothness and effectiveness of learning is supported, among others, by the presence of available learning aids/media/resources. The availability of learning aids/media/resources allows students to learn better, more intensively, and more potential can be developed. Several roles of learning media in improving student learning outcomes, namely arousing interest and motivation; reducing verbalization; as a distributor of information; as a gain of attention; activating students when learning (active learning); giving encouragement to students; increasing knowledge retention in learning (Lisiswanti et al., 2015). Slightly different language with Lisiswanti, that the role of learning media according to research conducted by Tejo Nurseto (2011) with the title Membuat Media Pembelajaran Yang Menarik, states its role as a tool to make learning more effective; accelerate the learning process, improve the quality of the teaching-learning process, concretize the abstract so as to reduce the occurrence of verbalism disease (Nurseto, 2012).

Daryanto in (Aghni, 2018) provides an explanation regarding several roles of learning media, namely 1) Clarify the message so that it is not too verbalistic. 2) Overcoming the limitations of space, time, energy, and sensory power. 3) Generate a passion for learning, more direct interaction between students and learning resources. 4) Allows students to learn independently according to their visual, auditory, and kinesthetic talents and abilities. 5) Provides the same stimuli, equalizes the experience and creates the same perception. 6) The learning process contains five communication components, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives.

In learning, learning media has a lot of roles, including in general, the media has uses: clarify messages so that they are not too verbalistic; overcome the limitations of space, time energy and sensory power; create a passion for learning, more direct interaction between students and learning resources; allow children to learn independently according to their visual, auditory & kinesthetic talents and abilities; provide the same stimuli, equalize experiences & create the same perceptions (Kapoh et al., 2023). According to Nasution, the role of learning media as a tool in the learning process is as follows: (1) the role of learning media for teachers, namely: provide guidelines for teachers to achieve learning objectives so that they can explain learning material in a systematic order and assist in presenting interesting material to improve the quality of learning. (2) The role of learning media for students, namely: can increase student motivation and interest in learning so that students can think and analyze the subject matter provided by the teacher well with a pleasant learning situation and students can understand the subject matter easily (Santika & Suastika, 2022).

CONCLUSION

Based on the explanation of the discussion above, it was concluded that the strategic role of learning media in optimizing student learning outcomes, namely for teachers learning media can help concretize concepts or ideas, so that students learn more actively. By utilizing learning media properly and appropriately, a teacher can be effective and efficient in presenting subject matter. For students, learning media plays a role in arousing interest and motivation to learn. The use of

learning media in the teaching and learning process can arouse new interests and desires, arouse motivation and stimulation of learning activities and even have psychological effects on students. Thus it was concluded that learning media plays a role in assisting the teacher's task in delivering material and increasing student learning motivation to achieve the basic competencies that have been set. Based on this conclusion, teachers should use media to optimize student learning outcomes.

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