

INCREASING TEACHERS' ABILITY IN USING LEARNING MEDIA AS A LEARNING SOURCE THROUGH TEACHER DISCUSSION IN ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to find out the efforts of teachers at SDN Carangwulung III, Wonosalam District, Jombang Regency in improving performance through the use of Learning Media media and find out whether discussions can improve teachers' abilities in using learning media media at Carangwulung III State Elementary School, Wonosalam District, Jombang Regency in 2016. This research activity is a form of action research. The subjects of this study were 11 elementary school teachers in the Carangwulung III State Elementary School, Wonosalam District, consisting of 8 PNS teachers, and 3 non-permanent teachers. Meanwhile, the object of research is the ability of teachers to use learning media. The research was conducted on teachers. The process of implementing the determination of the use of learning media through discussion to improve the ability of teachers in determining the use of learning media starts from initial supervision. There was an increase in the readiness of participants in discussion activities. The teachers gave a very positive response to the activity of determining the use of Learning Media through Discussion.

Keywords– Teachers' Ability, Media, Elementary

1. Introduction

The rapid development of science and technology (IPTEK) currently has a great influence on various aspects of life, whether political, economic, socio-cultural and educational. In order for its development to increase in quantity and quality, of course, it requires quality human resources (HR). In this case, the role of education is very necessary, because the increase in knowledge, attitudes and human skills is obtained through the educational process.

The process of developing quality human resources has been stated in the National Education System Law Number 20 of 2003, namely education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. The reality in the field is that teachers in teaching do not use learning media but only emphasize the lecture method and do not pay attention to the principles and steps of learning activities that can improve student learning outcomes, therefore learning media are needed that can improve teacher performance in order to develop educational information.

Media Learning Media for now is not a new thing that we admit is very helpful for teachers in finding learning resources quickly and easily to be accessed, let alone by teachers by the community it is also very easy. The purpose of this study was to find out the efforts of teachers at SDN Carangwulung III, Wonosalam District, Jombang Regency in improving performance through the use of Learning Media media and find out whether discussions can improve teachers' abilities in using learning media media at Carangwulung III State Elementary School, Wonosalam District, Jombang Regency in 2016.

According to Gagne (in Djaafar, 2001: 82) it is explained that: "learning outcomes are capabilities or abilities obtained from the learning process which can be categorized into five kinds, namely: (1) verbal information (Verbal

information), (2) intellectual skills (Intellectual skills), (3) Cognitive strategies (Cognitive strategies) (4) Attitudes (Attitude), (5) Motor skills (Motor skills)".

2. Method

This research activity is a form of action research that aims to improve the ability of teachers in determining the use of learning media through discussions at the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency. The action that will be taken is a discussion on "Improving Teacher Ability in Setting Minimum Completeness Criteria. As for the type of action research chosen, it is an emancipatory type. Why was the Emancipatory Type chosen? This is because the Emancipatory Type is considered the most appropriate because this research was conducted to overcome problems in the environment of the researcher's own work area based on daily experience. In other words, based on the results of observations, self-reflection, teachers are willing to make changes so that their performance as educators will experience increased changes. The research design used is the Kemmis model design which consists of four steps, namely: planning, implementation, observation and reflection (Wardhani, 2007: 45).

The subjects of this study were 11 elementary school teachers in the Carangwulung III State Elementary School, Wonosalam District, consisting of 8 PNS teachers, and 3 non-permanent teachers. Meanwhile, the object of research is the ability of teachers to use learning media.

The research was conducted on teachers of the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency. The location of this research was chosen, because the researcher is the principal at the Keboan State Elementary School. In addition, from the results of supervision, it was found that the teacher's weaknesses were in the use of learning media. This research was conducted for three months from September to November 2016, starting from preparation to reporting. This research was conducted in two cycles, each cycle consisting of: planning, implementation, observation and reflection.

3. Result and Discussion

a. Description of Initial Conditions

The description of the results obtained based on recorded facts / observations in the field, the teachers in the area of the Carangwulung III State Elementary School, Wonosalam District at first the understanding of the use of learning media was still very lacking, this was due to the teacher's perception that the use of learning media was not too important, besides the reference , training, or socialization about learning media as a learning resource is also lacking.

Of the 11 teachers who could be contacted and observed, the following results were obtained:

- a. A learning approach that is more dominated by the role of the teacher (teacher centered)
- b. Learning is only stuck in the classroom,
- c. The models, strategies, methods used are less varied
- d. Hanay some teachers use Learning Media as a learning resource

With these initial conditions, it is necessary to take concrete actions that are expected to be able to improve the ability of teachers to use learning media.

b. Cycle I

At this stage, observations were made on the implementation of the action, namely focusing on the competence of the teacher in determining the use of learning media as a result of implementing the discussion. The purpose of the observations is to find out which activities should be maintained, improved, or eliminated so that the coaching activities through discussion actually run according to the existing goals and are able to improve the ability of participants in the use of learning media in schools. Participants' activities were also observed, regarding: the mental and physical readiness of the teacher, the readiness of the materials brought by the teacher during the discussion, the presence of the teacher, the readiness of the laptop, the quality of the KKM, and

the teacher's response. From the results of observations of the activities of 11 participants using the prepared observation sheet.

On the aspect of mental and physical readiness; 5 people or 45% of participants are ready and 6 people or 54% are classified as not ready. On the aspect of material readiness; it appears that 2 people or 18% of participants are ready and 9 people or 81% are not ready. In the aspect of teacher attendance, 8 or 72% were present and 3 or 27% were absent. In the aspect of laptop readiness, 2 people or 18% are ready and 9 people or 81% are not ready. Based on this description, it seems that the teacher's readiness in participating in the discussion has not met the success criteria for all aspects. The results of the evaluation of the determination of the KKM made by 32 people who participated in the discussion in cycle I.

In the aspect of determining the identification of learning needs of students by teachers who use internet media, determining topics in learning media as learning resources according to the competencies to be achieved, preparation of details on the use of learning media in learning, use of learning resources in study groups that include the use of learning media at school does not exist. The teacher's ability to determine the use of learning media at the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency has not met the performance indicators that have been set in all aspects. From the results obtained, it shows that the teacher's ability to use learning media in the first cycle has not shown results in accordance with the performance indicators that have been set. After reflecting on the results obtained, it was decided to improve in terms of discussion activities, especially clarifying aspects that have not been in accordance with the performance indicators that have been set. From these results it appears that in general teachers do not use learning media in learning at this school, perhaps because physical, mental, material, and laptop readiness are indeed lacking. From these problems, it was decided to improve several steps in cycle I, namely focusing on the use of learning media in schools in cycle II.

c. Cycle II

In the second cycle, the steps taken were in accordance with the reflection of the results of the first cycle, by focusing on explaining aspects that were not understood by the teacher in the use of Learning Media, focusing more on the aspects of individual guidance. Of the 11 teachers, all were involved in the second cycle to deepen their knowledge about the use of Learning Media. After the second cycle was explained which refers to reflection and problem solving in the first cycle.

In the aspect of mental and physical readiness 8 people or 72% are ready and 3 people or 27% are not ready. On the aspect of material readiness: it appears that 10 people or 90% are ready and 1 person or 0.9 are not ready. In the presence of 11 people present or 91% and 0 people or 0% absent. In the aspect of laptop readiness, it appears that 8 people or 72% are ready and 3 people or 27% are not ready. Based on this description, it seems that the readiness of teachers to participate in the discussion has not met 100% for all aspects, perhaps because most of the teachers are devoted, who enter if there are teaching hours or many teachers are nearing their retirement period so they do not have the passion to innovate about education.

When viewed from the general average in determining the use of learning media in cycle II, it is very good (91.6%). topics in Learning Media as learning resources in accordance with the competencies to be achieved, Compilation of details on the use of Learning Media in learning, complete categories while and use of learning resources in study groups that contain the use of Learning Media in schools in the incomplete category. In general, the teacher's response to the determination of the use of learning media through discussion has been carried out to obtain a picture as expected.

Discussions

Based on the analysis and discussion as described in the previous section, it can be concluded that there was an increase in the activity of participants in the Discussion on Increasing Teacher Ability in Determining the Utilization of Learning Media for teachers at the Karangwulung III State Elementary School,

Wonosalam District, Jombang Regency. Besides that, there was also an increase in the ability of teachers to determine the use of learning media through discussions at the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency from cycle I to cycle II in each aspect with achievement targets in accordance with established criteria. Thus it can be concluded that through discussion can improve the ability of teachers in determining the use of learning media in the Keboan State Elementary School, Ngusikan District.

The success of this action is due to the need for a thorough understanding of the use of learning media. With a good understanding, the determination of Learning Media Utilization is good. Optimizing teachers' understanding of Learning Media Utilization through intensive mentors in the form of organizing discussions referring to the consultative cooperative method where teachers are expected to discuss, cooperate and consult actively. This activity will really help them in understanding the Utilization of Learning Media in the end they will use Learning Media as a source of their learning.

In relation to coaching through discussion, this research is also in accordance with what Armstrong (1990: 209) said that the purpose of the discussion is to obtain the level of ability needed in their work quickly and economically and develop existing abilities so that their achievements at Current tasks are improved and they are prepared to accept greater responsibilities in the future. Siswanto (1989: 139) said the discussion aims to gain added value for the person concerned, especially those related to the increase and development of the knowledge, attitudes, and skills concerned. The discussion is intended to enhance abilities by developing appropriate ways of thinking and acting as well as knowledge about job duties, including the task of carrying out self-evaluation (As'ad, 1987: 64). From the explanation above, it shows that increasing teacher competence through discussion activities which emphasize more on collaborative consultative methods will provide opportunities for sharing between one teacher and another. Thus, understanding of Learning Media Utilization can be improved both in theory and in implementation.

4. Conclusion

The process of implementing the determination of the use of learning media through discussion to improve the ability of teachers in determining the use of learning media starts from initial supervision. Initial supervision is carried out to identify problems that exist in determining the use of Learning Media. The next step is to analyze the results of supervision and then follow up by holding discussions. The discussion is carried out using stages that emphasize practical knowledge so that it is easily digested by the teacher. Next is to provide an exercise in determining the use of learning media in accordance with predetermined steps. To convince teachers to make use of learning media, presentations were made to each group of subject teachers. Researchers observed and assessed the use of learning media that had been determined by the teacher. From this assessment, it is then evaluated which parts are not in accordance with the criteria, then proceed with improvements. Through these stages the teacher in determining the use of Learning Media increases.

There was an increase in the readiness of participants in discussion activities at the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency. In addition, there was an increase in the ability of teachers to determine the use of learning media through coaching in the form of discussions at the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency from cycle I to cycle II and achieved the minimum target that had been set, namely 85%, meaning that 85% of teachers had been effective. in determining the Minimum Completeness Criteria. Thus it can be concluded that through discussion can improve the ability of teachers in determining the use of learning media at the Keboan State Elementary School, Ngusikan District, Jombang Regency in 2017.

The teachers at the Carangwulung III State Elementary School, Wonosalam District, Jombang Regency gave a very positive response to the activity of determining the use of Learning Media through Discussion. Thus

the discussion activities have a positive impact on the ability of teachers to use learning media.

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