

The Use of Science Media Learning in Grade 7 in SMPIT Al-Yasmin Bogor

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ABSTRACT. This study aims to determine the use of instructional media in science learning. The subjects of this study were students of grade 7 SMP. The data collection technique used was non-participant, with the sampling technique used was purposive sampling. The results showed that the percentage of student responses from SMPIT Al-Yasmin Bogor to learning media with an indicator of the use of learning media was 83.67% on average, on the indicators of students' attitudes towards using media an average of 70.80%, on the indicator of the frequency of using learning media obtained average response is 70.83% and indicators of benefits in using learning media get an average percentage of 68.86%. Through this research, it was revealed that the use of science learning media in grade 7 SMPIT Al-Yasmin Bogor was good and varied.

Key Word: *The use of instructional media, science learning, SMPIT Al-Yasmin Bogor*

INTRODUCTION

Education is one of the important factors in shaping the human personality. Therefore, many parties have hopes for the continuity of education. Good education will produce good and quality future generations. The purpose of education is the changes that are expected to occur in the subject of students after experiencing the educational process. These changes include changes in individual behavior, individual personal life and community life and the natural surroundings in which the individual lives (Maunah, 2009).

Natural Science is not just a collection of facts, concepts or principles but also includes the process of discovery and scientific attitudes. One of the materials included in this science is biology. Biology is the study of life covering aspects of plant, animal, human, microorganism and the relationships between living things. Biology is also defined as a science that provides a variety of experiences to understand scientific concepts and processes (Firmansyah, 2009) Biology is a part of science learning whose knowledge develops and is understood through scientific steps applied in practicum implementation. This subject is developed through the ability to think analytically, inductively, and deductively to solve various problems (Hidayati et al., 2021). For most students, this material is considered quite difficult so that clear explanations are needed so that students can understand it easily. The challenge of being a biology teacher not only burdens students with knowledge and memorization, but also prepares the younger generation for physical toughness, quality thinking, and how to behave in their natural and social environment (Pala, 2011). Therefore, as a teacher is expected to be able to adjust what media should be used and according to the objectives of learning. In addition, it is also hoped that they will be able to make or design simple media so that students are more interested in following the teaching and learning process (Wahyuni et al., 2017).

Learning media is a teaching tool that can support learning activities. The media is used to have the position of teaching aids in the teaching process, for example slides, photos, graphics, films, as well as learning using computers which are useful for capturing, processing, and rearranging visual and verbal information. The reasons for using teaching media in the student learning process include teaching that attracts student attention so that it fosters student enthusiasm for learning, teaching materials will be more clearly understood by students and allow students to master the learning objectives taught on that day. The methods used are more varied in teaching, students do more learning activities, because they do not only listen to explanations from the teacher but students also do other activities such as watching videos, pictures, doing, and demonstrating (Kustandi, 2016).

METHOD

This research was conducted at SMPIT Al-Yasmin Bogor, on Jl. Cilebut Bridge 1 Sukaresmi Tanah Sareal Bogor. This research was conducted in class VII, with purposive sampling technique, namely the sampling technique by determining certain criteria. (Sugiyono, 2017).

The way to collect data from this research is non-participant in which the researcher is not directly involved. The number of samples used in this study were 28 students of class VII.

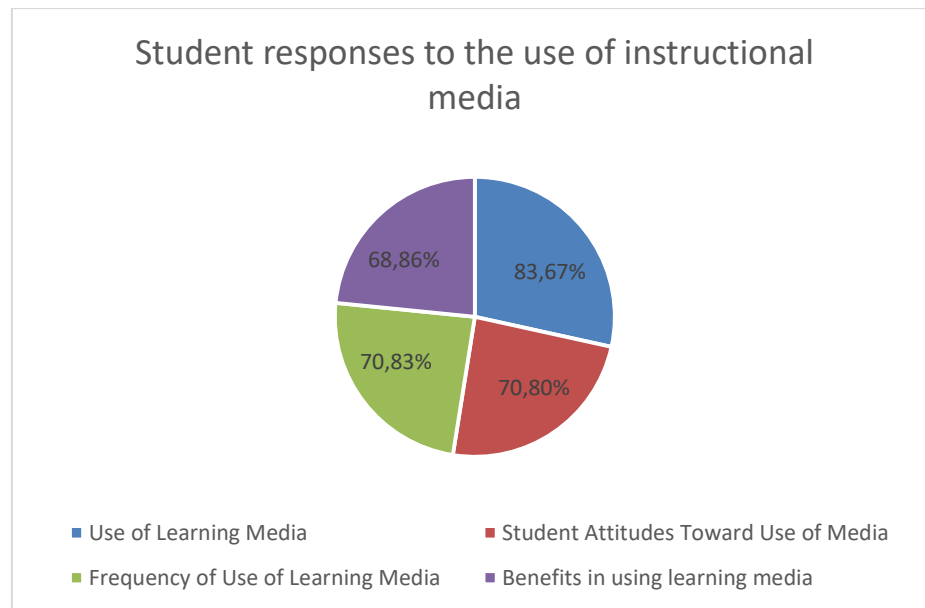
The instrument used in this study was a questionnaire regarding the use of instructional media. The questionnaire contains statements that are divided into four main indicators, namely about the use of instructional media, student attitudes towards media use, frequency of use of instructional media, and benefits in using instructional media. In addition, this questionnaire also contains three essay questions that contain evaluations of the learning media that have been applied, the learning media that are most attractive to students, and learning media that need to be developed in the future.

RESULT AND DISCUSSION

From the results of respondents' answers to the questionnaire, data per indicator were obtained which can be seen in the table below :

Table 1. Student responses to the use of instructional media

Indicator	Percentage (%)	Criteria
	Average	
Use of Learning Media	83,67%	Very Strong
Student Attitudes Toward Use of Media	70,80%	Strong
Frequency of Use of Learning Media	70,83%	Strong
Benefits in using learning media	68,86%	Strong



Picture 1. Student Responses to the use of Instructional Media

The results of the analysis of the responses of SMPIT Al-Yasmin students to the use of learning media show that the first indicator gets a very strong response, while for the second, third, and fourth indicators it gets a strong response.

A very strong response with an average (83.67%) on the indicator of the use of learning media is obtained because learning media is needed by students and teachers always use varied learning media when teaching. This is evidenced by the average student who answered at a score of 5, which means that the teacher always uses a variety of learning media and increases student interest in learning.

Based on opinion, (Falahudin, 2014) that there are several general principles that need to be considered in the use of instructional media, namely the use of several types of media in a variety of ways is indeed needed in accordance with the material to be taught. Then the use of media must be able to treat students actively, so that the media must be able to make all students active.

On the indicators of student attitudes towards the use of media get a strong response on average (70.80%) because the learning media used by the teacher can have a big influence in receiving learning and make students more enthusiastic and easier to understand learning material. So that the learning media has a strong influence on student attitudes. according to (Nur et al., 2017), interest will have a big influence on learning activities, students who are interested in a subject will study it seriously. This is in line with research conducted based on research results (Nur et al., 2017). There is an increase in student learning outcomes with a high category after learning using learning media with a percentage of learning completeness achievement of 83.33%. With the use of media, the learning media can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and the objectives of education or learning can be achieved effectively and efficiently (Puspita Sari & Setiawan, 2018). Learning outcomes are the results given to students in the form of an assessment after participating in the learning process by assessing knowledge, attitudes, skills in students with changes in behavior. Learning media serves as a source of learning for students to obtain messages and information provided by the teacher so that learning materials can be further improved and form knowledge for students. The benefits of learning media, first, provide guidelines for teachers to achieve learning objectives so that they can explain learning material in a systematic order and help in presenting interesting material to improve the quality of learning, second, it 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 (Novaliendry et al., 2020).

The indicator of the frequency of using learning media gets a strong response with an average percentage of (70.83%) because the teacher uses the media every time the learning takes place, which results in students becoming accustomed to the existence of learning media. With a strong response it can be interpreted that the teacher uses learning media not only at certain times but on all material with learning media that is adapted to the material. This is in line with the research results (Ariyanto, 2011), whereas as many as 73.3% of students stated that biology teachers often use learning media in the teaching and learning process and as many as 77.5% of students stated that learning would become bored if learning was only taking notes and listening without using learning media. The use of learning media can improve student learning outcomes because the teaching and learning process becomes easy and interesting so that students can understand and understand lessons easily, student learning efficiency can increase because it is in accordance with the learning objectives, helps student learning concentration because the learning media is attractive and in accordance with the needs students, increase student motivation because students' attention to the lesson can increase, provide a comprehensive experience in learning so that students can understand the real material given better understand the material as a whole, students are involved in the learning process so that students actively follow and are involved in the learning process students have the opportunity to do creativity and develop their potential (Elkaseh et al., 2016). So, the media can be used as a means of providing educational material delivered by teachers to students. While the learning method regulates the organization of teaching materials and the delivery strategy. Furthermore, learning outcomes are measured effectively and efficiently to determine students' abilities and interests in subjects.

On the indicators of benefits in using learning media, get a strong response that is equal to (68.86%). This is because students become more active in learning after using media and make the material easier to remember for a long time. This is supported by opinion (Istiqlal, 2018), that learning media has benefits in making the student learning process more interactive, because with the media it can make two-way communication, and the quality of learning can be improved because it can help absorb the material deeply and intact. Learning media is also useful in facilitating interaction between learners and students so that learning activities will be more effective and efficient. Learning media can arouse students' curiosity, and create a learning atmosphere to be more lively, not monotonous, and not boring (Falahudin, 2014). Based on research results (Lismayanti et al. 2016) obtained a percentage of 91.6% regarding learning outcomes using learning media that can help understand basic concepts correctly. The use of various media can overcome monotonous learning so that participants are motivated to learn it. In addition to arousing student motivation and interest, learning media can also help students improve understanding, present data in an interesting and reliable manner, facilitate data interpretation and condense information (Lismayanti et al. 2016).

Then based on the results of observations, it was found that the learning media that had been used in science learning in grade 7 SMPIT Al-Yasmin Bogor were animated videos, power points, books, and comics / picture books. Of the several learning media that have been used, the average student answered the most interesting media, namely animation videos, power points, comics / picture books. And the media that students want to develop further are animation videos and comics.

CONCLUSION

Based on the results of observations, it was found that the use of instructional media in science learning in grade 7 SMPIT Al-Yasmin Bogor received a very strong response to the use of instructional media, and received a strong response to students' attitudes towards media use,

frequency of use of instructional media, and benefits of using media. learning. So it can be concluded that the use of instructional media in grade 7 SMPIT Al-Yasmin Bogor is good.

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