

APPLICATION OF IMAGE MEDIA IN TEACHING SCIENCE TO CLASS 5 STUDENTS AT SDN 7 LINGE CENTRAL ACEH

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Abstract

Education plays a fundamental role in shaping the character and competence of the younger generation, with learning media being a crucial element in this process. Natural Science (Science) subjects with their complexity of concepts require effective and innovative teaching strategies to facilitate student understanding. It is hoped that the use of image media can create a dynamic, interactive learning atmosphere and support a holistic understanding of science concepts. This research aims to describe the application of image media in teaching science to grade 5 students at SDN 7 Linge Central Aceh. This research uses a qualitative approach with descriptive research type. Based on the results of research conducted at SDN 7 Linge, grade 5 teachers have succeeded in implementing image media integration strategies effectively in science learning. Through group assignments or student projects, teachers give them the freedom to create presentations using relevant image media and which support the science concepts being studied. Despite the challenges faced by the diversity of students' learning styles and technology skill levels, teachers continue to look for creative solutions, with a focus on evaluating the effectiveness of using image media.

Keywords: *Image Media, Science Teaching*

A. Introduction

Education is a fundamental pillar in forming the character and competence of the younger generation. In this case, the role of learning media becomes very crucial. Science subjects have complex concepts that require effective and innovative teaching strategies to facilitate student understanding. By utilizing image media, it is hoped that it can create a learning atmosphere that is more dynamic, interactive, and supports a holistic understanding of science concepts (Utami, 2020). It is important to recognize that students' level of understanding of science material does not always reach the expected level. Factors such as diversity of learning styles, level of motivation, and effectiveness of teaching methods can influence student learning outcomes (Yastiari, 2019). Therefore, it is important to continue to explore and innovate in the learning process, one of which is through the application of image media as a science teaching aid. Image media is an attractive choice because of its potential to stimulate the imagination, facilitate understanding of abstract concepts, and create a more real learning experience (Safitri, 2016). By designing teaching strategies that integrate image media, it is hoped that a more dynamic classroom atmosphere can be created, motivate students to actively participate, and increase their curiosity about science material (Panjaitan, 2017). Apart from that, image media can also provide variations in conveying information, so that students have various learning resources that can be adapted to their respective learning styles.

In the dynamics of the learning process, teachers play an important role in creating an engaging and inspiring environment to stimulate students' motivation and active participation. This effort is directed at achieving optimal learning outcomes, along with a deep understanding of the concepts being taught. Teachers need to develop

creative teaching methods, utilizing a variety of learning strategies that focus on student engagement (Endah, 2017). By designing an interesting learning process, teachers not only increase students' enthusiasm for the learning material but also create conditions that support the growth of students' overall knowledge and understanding. Thus, a dynamic and interactive learning atmosphere is created, having a positive impact on improving student learning outcomes (Siregar, 2017). Changing times and technological developments have had a significant impact on the world of education. Students are no longer just fixated on conventional learning methods, but are also open to various more interesting and interactive ways (Nurhayati, 2022). Therefore, teachers need to use technology and learning media wisely in order to meet students' needs in the teaching and learning process. In this context, image media can be considered a very relevant and effective tool in improving the quality of science learning in class 5 at SDN 7 Linge. Geographic, social, and cultural factors can influence learning dynamics. Therefore, this research aims to describe the application of image media in teaching science to grade 5 students at SDN 7 Linge Central Aceh.

The use of image media as a means to increase understanding of abstract concepts which are often difficult for students to understand (Timu et al., 2020). By understanding the educational and psychological theories that underlie the use of image media, it is hoped that this research can provide a strong basis for designing effective learning strategies. The application of image media in teaching science at SDN 7 Linge, Central Aceh, is not only an innovation, but also a necessity in facing the ever-growing dynamics of education. By detailing the background, research objectives, and research context, it is hoped that this research can make a significant contribution to our understanding of

the application of image media in teaching science to grade 5 students at SDN 7 Linge.

B. Method

This research uses a qualitative approach. Albi Anggito (2018:42), said "Qualitative research is collecting data in a natural setting with the aim of assessing the phenomena that occur" *Based on the opinion above, it can be concluded that p* Qualitative research is a research approach that prioritizes data collection in a natural setting with the aim of going in depth and detailing the phenomena that occur. This method focuses on a deep understanding of the context and complexity of a situation or event, which is then carefully analyzed to explore meanings, patterns and relationships that may not be quantitatively measurable. Data collection in qualitative research can involve direct observation, in-depth interviews, document analysis, or active participation in the situation under study. With this approach, researchers seek to understand the subjective and contextual aspects of phenomena, allowing research to better capture the diversity and complexity in the human experience or natural event being studied.

The type of this research is descriptive. According to Salim (2019:49) "Descriptive research is research that attempts to describe a symptom, event, event that is happening now." Based on the opinion above, it can be interpreted that descriptive research is a scientific research method which aims to provide a detailed and detailed description of a symptom, event or occurrence that is occurring in the current context. The main aim of this research is to provide an accurate and in-depth description of the phenomenon being studied.

C. Finding and Discussion

1. Result

To find out the application of image media in teaching science to grade 5 students at SDN 7 Linge Central Aceh, researchers conducted interviews. Following are the results of the interview:

1. Do 5th grade teachers have specific strategies for integrating image media in group assignments or student projects?

Answer :

Yes, 5th grade teachers have special strategies for integrating image media in group assignments or student projects. One strategy implemented is to give assignments to groups of students to make presentations using image media that is relevant to the topic being studied. The teacher gives students the freedom to choose and arrange pictures that support the science concept being studied. In addition, teachers also provide guidance on how to present information clearly through pictures, so that students can develop their communication skills. In this way, the use of image media is not only a learning tool, but also a means of developing students' collaboration and presentation skills. Teachers also actively provide constructive feedback on student projects, including assessing the effectiveness of the use of image media in conveying ideas and concepts. Thus, the integration of image media in group assignments is a way that not only supports understanding of science concepts, but also develops students' social skills and visual skills as a whole.

2. How do teachers measure the effectiveness of image media in increasing understanding of science concepts?

Answer: Teachers measure the effectiveness of image media in increasing understanding of science concepts through several systematic evaluative steps. First, the teacher carries out a formative assessment by paying attention to student responses during and after using image media in learning. In this way, teachers can identify the extent to which students are able to understand the material presented through image media. In addition, teachers use open questions or class discussions to explore the extent to which students can apply information obtained from image media to the science concepts being studied. Giving individual assignments that ask students to apply their knowledge with the help of image media is also one of the evaluation methods used. Teachers also involve students in self-reflection regarding understanding science concepts after using image media. They can be asked to compile a summary based on information obtained from image media. This helps teachers to assess the extent to which students can synthesize and apply the information. At the summative evaluation level, teachers can give exams or project assignments that test students' understanding of science concepts obtained through the use of image media. With a combination of formative and summative assessments, teachers can understand the extent to which image media contribute to students' understanding of science concepts, and identify aspects that need to be improved to increase the effectiveness of using image media in learning.

3. Are there any special challenges that teachers face in implementing image media to meet the needs of students with different learning styles?

Answer :

Teachers face a number of challenges in implementing image media to meet the needs of students with different learning styles. One of the main challenges is the diversity of learning styles. Teachers need to design the use of image media in such a way that it can accommodate these various learning styles. To ensure appropriateness of students' culture and background, teachers must be selective in selecting or creating images. Difficulty in selecting images that are relevant and support science concepts in an appropriate way are also obstacles that teachers need to overcome. Therefore, teachers continue to strive to find creative solutions to overcome this challenge, by paying attention to evaluating the effectiveness of using image media and collaborating with fellow teachers to exchange ideas and strategies that can improve learning for students with diverse learning styles.

4. Are there changes in student learning outcomes in applying image media in science teaching?

Answer:

Since the implementation of image media in teaching teachers have observed positive changes in student learning outcomes. The use of image media has had a significant impact on the understanding of science concepts by grade 5 students. In particular, there has been an increase in the level of student

engagement during learning, indicated by more active participation and positive responses to material presented through images. Teachers also noted improvements in students' memory which may be due to the use of elements that support understanding of these concepts. In addition, student learning outcomes are reflected in the increased quality of group project work involving image media, demonstrating students' ability to present information in a more creative and clear way. Although further evaluation is needed to ensure long-term impacts, these positive changes in learning outcomes provide positive encouragement for teachers to continue to develop and increase the application of image media in science teaching at SDN 7 Linge.

5. How do teachers measure students' level of engagement during instruction, and are there any differences since the implementation of image media?

Answer :

Teachers use various methods to measure the level of student engagement during teaching, and the application of image media has made a significant difference. Previously, student engagement was assessed through direct observation, participation in class discussions, and oral responses. Since the implementation of image media, teachers now also pay attention to students' visual responses and interactions with the images presented. The addition of this visual dimension provides a more comprehensive indication of the extent to which students are engaged in the learning material. It can be seen that the use of image media encourages positive student involvement, with students being

more enthusiastic and actively involved in learning activities. Students also seemed more enthusiastic about contributing to class discussions regarding material presented through image media. Therefore, the application of image media not only improves the way teachers measure the level of student engagement but also provides a deeper understanding of how students respond to learning, creating a more dynamic and interactive learning environment for grade 5 students at SDN 7 Linge.

2. Discussion

Based on the results of the interview, it was explained that the 5th grade teacher had implemented special strategies to integrate image media in group assignments or student projects. One of the strategies implemented is giving assignments to groups of students to make presentations using image media that are relevant to science learning topics. The teacher gives students the freedom to choose and arrange pictures that support the science concept being studied. In addition, teachers provide guidance on how to present information clearly through images, so that students can develop their communication skills. Thus, the use of image media is not only a learning tool but also a means of developing students' social skills as a whole.

The effectiveness of image media in increasing understanding of science concepts is measured through a systematic evaluative approach. Teachers carry out formative assessments by paying attention to student responses during and after using image media in learning. Additionally, teachers use open-ended questions, class discussions, individual assignments, and group projects as evaluation methods. Teachers also

involve students in self-reflection regarding understanding science concepts after using image media. Summative evaluation is carried out through exams or project assignments to test students' understanding of science concepts obtained through drawing media. Student learning outcomes show positive changes, with increased levels of student engagement during learning and improved quality of group project work.

Challenges teachers face in implementing image media include the diversity of student learning styles and different levels of technological skills. However, teachers continue to try to find creative solutions by paying attention to evaluating the effectiveness of using image media and collaborating with fellow teachers. The application of image media has also brought about changes in the way teachers measure the level of student engagement. Teachers now pay attention to students' responses and interactions with the images presented, creating a more dynamic and interactive learning environment in class 5 at SDN 7 Linge.

D. Conclusion

Based on the research results, researchers can conclude that the 5th grade teacher has succeeded in implementing the image media integration strategy effectively in science learning. Through group assignments or student projects, teachers give them the freedom to create presentations using relevant image media and which support the science concepts being studied. Teacher guidance on how to present information clearly through pictures helps develop students' communication skills. Evaluation of the effectiveness of image media is carried out through formative and summative approaches, involving student responses, class discussions, individual assignments, and group projects. Despite the challenges faced by the diversity of students'

learning styles and technology skill levels, teachers continue to look for creative solutions, with a focus on evaluating the effectiveness of using image media. The application of image media has also changed the way teachers measure the level of student involvement, by paying more attention to students' responses and interactions with the images presented, creating a more dynamic and interactive learning environment in class 5 at SDN 7 Linge.

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