EFFECTIVE STRATEGIES IN THE USE OF LEARNING TOOLS AND MEDIA TO IMPROVE LEARNING ACHIEVEMENT OF SD/MI STUDENTS

Muhamad Khansa Maulana[1], Elvina Ardelia Hidayanti[2], Restu Juliyanti Ra'Ad[3], Najwa Khaira Wilda[4]

UIN ABDURRAHMAN WAHID PEKALONGAN

khansasaja70@gmail.com[1], elvinaardelia04@gmail.com[2] , resturaad40@gmail.com[3],

najwa.wilda040805@gmail.com[4]

ABSTRAK

Sebuah pembelajaran yang berhasil pada tingkat SD/MI tentu saja membutuhkan penggunaan alat dan media pembelajaran yang strategis. Meskipun banyak penelitian yang menekankan bahwa alat dan media pembelajaran penting untuk meningkatkan hasil belajar siswa, diperlukan penelitian yang lebih signifikan untuk memperdalam kajian strategi yang lebih efektif dalam penggunaan alat dan media pembelajaran, khususnya dalam lingkungan SD/MI. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan telaah pustaka. Data diperoleh melalui analisis terhadap berbagai sumber literatur yang relevan, termasuk jurnal ilmiah, buku, dan dokumen-dokumen yang terkait. Hasil tinjauan pustaka menunjukkan bahwa ada beberapa strategi yang efektif dalam penggunaan alat dan media pembelajaran untuk meningkatkan prestasi belajar siswa SD/MI. Strategi tersebut meliputi integrasi teknologi dalam pembelajaran, penggunaan media interaktif yang menarik perhatian siswa, kolaborasi antara guru dan siswa dalam pembuatan dan penggunaan alat pembelajaran, serta pemanfaatan lingkungan belajar sebagai media pembelajaran yang relevan dan autentik. Penggunaan strategi efektif dalam pemanfaatan alat dan media pembelajaran dapat bekerjasama secara signifikan dalam meningkatkan prestasi belajar siswa SD/MI. Diperlukan upaya kolaboratif antara guru, sekolah, dan pihak terkait lainnya untuk mengimplementasikan strategi tersebut secara optimal guna mencapai hasil pembelajaran yang maksimal bagi siswa.

Kata kunci : Alat dan media, Strategi, Implementasi pembelajaran

ABSTRACT

Successful learning at the SD/MI level certainly requires the strategic use of learning tools and media. Although many studies emphasize that learning tools and media are important for improving student learning outcomes, more significant research is needed to deepen the study of more effective strategies in the use of learning tools and media, especially in the SD/MI environment. This research uses a qualitative research method with a literature review approach. Data were obtained through analysis of various relevant literature sources, including scientific journals, books, and related documents. The results of the literature review show that there are several effective strategies in the use of learning tools and media to improve learning achievement of SD/MI students. These strategies include the integration of technology in learning, the use of interactive media that attracts students' attention, collaboration between teachers and students in making and using learning tools, and utilizing the learning environment as a relevant and authentic learning media. The use of effective strategies in the utilization of learning tools and media can significantly cooperate in improving the learning achievement of SD/MI students. Collaborative efforts between teachers, schools, and other related parties are needed to implement these strategies optimally to achieve maximum learning outcomes for students.

Keywords : Tools and media, strategies, learning implementation

INTRODUCTION

Education is very important for humans to understand and develop themselves for the better. Through education, Allah Swt will increase the degree of human beings. Based on Indonesian Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, including religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed

by themselves, society, nation and state (Magdalena, Lestari, & Nugrahanti, 2021)
.

Basic education has a very important role in shaping the character and developing the potential of children from an early age. At the Elementary School (SD) and Madrasah Ibtidaiyah (MI) levels, educators have a great responsibility to create effective and enjoyable learning experiences for students. One aspect that plays a significant role in improving student achievement is the use of appropriate and effective learning tools and media. By using innovative strategies in the utilization of learning tools and media, students can more easily understand the material, increase interest in learning, and actively participate in the learning process.

In recent years, technological developments and wider access to various types of media have opened up great opportunities for teachers to integrate learning tools and media into teaching and learning activities. However, the challenge for educators is how to choose and implement the most effective strategies so that these tools and media can really support the improvement of student learning achievement. Learning tools and media used effectively can make subject matter more interesting and relevant, and help students develop critical and creative thinking skills.

This study aims to examine various effective strategies in the use of learning tools and media in SD/MI. The main focus of this study is how these strategies can be practically implemented in the classroom and their impact on student motivation and achievement. By understanding and adopting the right approach, educators can create a more interactive and productive learning environment. With a systematic and empirical evidence-based approach, this article is expected to make a significant contribution to the world of education, especially at the SD/MI level. Through the right strategies, the use of learning tools and media will not only improve students' learning achievement, but also inspire them to continue learning and developing throughout life.

This research uses a qualitative approach with a literature review method to investigate effective strategies in the utilization of learning tools and media with the aim of improving student learning achievement at the Elementary School (SD) and Madrasah Ibtidaiyah (MI) levels. This approach was chosen to enable in-depth analysis of the various perspectives, findings and approaches that have been expressed in the relevant literature. Relevant literature sources were identified through searches in academic databases and digital libraries using keywords appropriate to the research focus. Criteria for including and excluding literature were established to ensure that the sources selected were appropriate to the scope of the study. Relevant literature sources were selected based on several criteria, including: direct relevance to the research topic on strategies for using learning tools and media in primary schools, publication within the relevant timeframe to ensure novelty of information, and the quality of the research and methodology used.

Data from the selected literature sources were analyzed by identifying and recording key findings related to the use of learning tools and media strategies to improve student learning achievement in SD/MI, and classifying the findings based on themes and concepts that emerged in the literature. The results of the data analysis are presented in the form of a structured narrative, including a description of effective strategies, the integration of technology in learning, the use of interactive media that attracts students' attention, collaboration between teachers and students in the creation and use of learning tools, as well as the utilization of the learning environment as a relevant and authentic learning medium, and its impact on student learning achievement. Data validity was assured through source triangulation, where findings from various literatures were re-examined to ensure consistency and validity of the results. Reliability of the analysis was strengthened by using a systematic and rigorous approach in the process of reviewing the literature.

DISCUSSION

The use of effective learning tools and media in improving learning achievement of SD/MI students has been the focus of research and discussion in

education. Effective strategies in the use of learning tools and media can increase student interest, increase student activeness, and improve learning outcomes. Here are some strategies that have been found to be effective in improving learning achievement: 1) Use of Card Media: Card media has been found to improve student learning achievement at SMPN I Jaten in 2009. The use of card media in learning to read can increase student interest and increase student activeness in the learning process (Khairunnisak, 2015). 2) Interactive Media: The use of interactive media such as digital learning applications, interactive videos, and interactive simulations can increase students' interest in learning and understanding of science materials. Interactive media can improve students' memory and understanding of difficult concepts (Khairunnisak, 2015). 3) Image Media: The use of image media as media in the learning process can increase students' learning activities and enthusiasm in participating in lessons and make the atmosphere no longer boring so that learning outcomes can meet the expected targets. 4) Props: Teaching aids have been found effective in improving the learning outcomes of grade 1 students of SD Negeri 6 Tolitoli in solving story problems about addition and subtraction. Students' mathematics learning achievement after using teaching aids obtained that the number of students who completed was 91.67% (Ahmad & Sehabuddin, 2018). 5) E-Learning: The use of e-learning can increase students' interest in learning and understanding of science materials. E-learning can also allow teachers to provide teaching through virtual classes that can be accessed anywhere and anytime.

To streamline learning tools and media, technology integration is required. Technology integration in learning refers to the utilization of technology or devices to support the teaching and learning process. The purpose of this integration is to improve the quality of teaching and learning, as well as equip students with the necessary skills to succeed in the rapidly evolving digital era. Technology integration can improve the quality and effectiveness of learning in several ways (Pratiwi, Bramastia, & K, 2022). First, technology enables access to global educational resources, such as digital libraries and scientific journals, so that students can obtain current and diverse information. Second, technology enables more customized and independent learning, where students can determine their own learning pace and choose tools and materials according to their preferences and

interests. Third, technology enhances collaboration and communication between students and teachers, as well as between students, through online platforms and other collaboration tools (Khomarudin & Na'imah, 2020).

Several studies have shown that technology integration can take many forms, including online and blended learning, project-based activities incorporating technology, game-based learning and assessment, and mobile learning. The results of these studies show that technology integration can improve the quality of learning and increase students' participation in the learning process. However, technology integration also has some challenges, such as family control that can interfere with the use of technology in learning, and the need for an effective system to manage the use of technology in learning.

In addition to technology integration, the use of interactive media can also help improve the effectiveness of learning tools and media, improve learning outcomes, and increase student interest in the material being taught. The use of interactive media in the learning process can increase students' curiosity about the material being taught, so they become more active and encouraged to ask questions. Through interactive media, students can interact with the material more effectively, which in turn improves their ability to understand and remember the information presented. In some studies, the use of interactive media that attracts students' attention has shown positive results. For example, research conducted by in 2013, showed that the use of interactive multimedia-based learning media can improve the understanding of modern biotechnology material in grade VII junior high school students (Harliawan, 2015).

In the modern era of education, collaboration between teachers and students is key in creating effective learning. This collaboration is not only limited to classroom interactions, but also includes the process of making and using learning tools. Collaboration between teachers and students in the creation and use of learning tools offers various benefits, including: Increased student motivation and engagement: When students are involved in the process of creating learning tools, they feel more ownership and responsibility for their learning. This can increase their motivation and participation in learning. Improves student understanding:

When students are involved in the creation of learning tools, they need to understand the subject matter well. This can help them to better understand the concepts being taught. Developing 21st century skills: The process of creating and using learning tools helps students develop 21st century skills such as collaboration, communication, problem solving and creativity. Making learning more personalized: Collaboratively developed learning tools can be adapted to meet the needs and learning styles of individual students. This makes learning more personalized and effective.

The use of learning environments as relevant and authentic learning media can also increase the effectiveness of learning tools and media in the teaching and learning process. A relevant and authentic learning environment allows students to interact directly with the material being studied more effectively. Here are some ways to utilize the learning environment as a relevant and authentic learning media. First, the classroom can be transformed into a more interactive and dynamic learning environment by using appropriate learning media, such as pictures, diagrams or videos related to the material being studied, to clarify concepts and motivate students. Secondly, materials used in the teaching and learning process can be integrated with the learning environment to make students more active and engaged. For example, raw materials related to the subject matter can be used to create models, sketches or simulations that help students understand concepts better. Third, technology can be used to expand the learning environment and increase student engagement. For example, apps or games related to the subject matter can be used to clarify concepts and motivate students. Fourth, the use of projects related to the subject matter can be integrated with the learning environment to make students more active and more engaged. For example, using projects related to the subject matter to create presentations, sketches or simulations can help students understand concepts better. Thus, utilizing the learning environment as a relevant and authentic learning medium can help to streamline learning tools and media in the teaching and learning process, and improve the quality of student learning outcomes.

Several studies have found that the effectiveness of learning tools and media has a significant influence on student learning achievement. For example, a study

in Vocational High Schools (SMK) in Indonesia revealed that learning media contributed 8.48% to student learning achievement. This result shows that the quality of learning media needs to be improved, especially in terms of its usefulness for students during the learning process (Pratiwi & Meilani, 2018). Another study highlighting the use of internet media in learning also found that learning effectiveness and the use of internet media have a significant effect on student learning achievement. The results of this study indicate that the use of internet media can improve student learning achievement by utilizing the internet as an effective communication tool and learning resource. The effectiveness of learning tools and media has a significant impact on student learning achievement. The quality of learning media and the utilization of internet media and the effective use of learning media can improve student learning achievement by enriching insights, increasing participation, and facilitating interaction between teachers and students.

CONCLUSIONS

At the SD/MI level, educators have a great responsibility to create effective and enjoyable learning experiences for students. The use of appropriate and effective learning tools and media is one of the significant aspects in improving student learning achievement. Innovative strategies in utilizing learning tools and media can help students understand the material better, increase interest in learning, and actively participate in the learning process.

This research found that effective use of learning tools and media can make subject matter more interesting and relevant, and help students develop critical and creative thinking skills. Effective strategies in the use of learning tools and media in SD/MI can be practically applied in the classroom and have a positive impact on students' motivation and learning achievement. By understanding and adopting the right approaches, educators can create a more interactive and productive learning environment. Appropriate use of learning tools and media not only improves students' learning achievement, but also inspires them to continue learning and developing throughout life.

REFERENCES

Ahmad, & Sehabuddin, A. (2018, Maret). Evektivitas Penggunaan alat peraga terhadap peningkatan prestasi belajar siswa pada materi bangun ruang sisi datar (kubus dan balok). Jurnal Varian, 1(2). Retrieved Mei 15, 2024, from https://journal.universitasbumigora.ac.id/index.php/Varian/article/download/74/62

Harliawan, H. (2015, Juni). Penggunaan Media Pembelajaran Berbasis TIK Untuk Meningkatkan Hasil Belajar IPS Kelas VII J SMP N 5 Singaraja. Jurnal Pendidikan Ekonomi, 3(1). Retrieved Mei 15, 2024, from https://ejournal.undiksha.ac.id/index.php/EKU/article/download/12786/8042

Khairunnisak. (2015, September). Penggunaan Media Kartu Sebagai Strategi Dalam Pembelajaran Membaca Permulaan : Studi Kasus di Madrasah Ibtidaiyah Negeri Rukoh, Banda Aceh. Jurnal Pencerahan, 9(2), 66-82. Retrieved Mei 15, 2024, from https:jurnal.usk.ac.id/JPP/article/download/2877/2739

Khomarudin, & Na'imah. (2020, Desember). Integrasi teknologi dalam pembelajaran implementasi pembelajaran ilmu teknologi dan masyarakat . Jurnal Edueksos, IX(2). Retrieved Mei 15, 2024, from https://www.syekhnurjati.ac.id/jurnal/index.php/edueksos/article/view/7103

Magdalena, I., Lestari, P. I., & Nugrahanti, I. (2021, Juli). Analisis Penggunaan Media Pembelajaran Untuk Meningkatkan Hasil Pembelajaran Kenampakan Alam Pada Siswa Kelas IV MI AL Gaotsiyah Kali Deres. Nusantara : Jurnal Pendidikan dan Ilmu Sosial, 3(2), 190-198. Retrieved Mei 15, 2024, from https://ejournal.stitpn.ac.id/index.php/nusantara

Pratiwi, I. T., & Meilani, R. I. (2018, Juli). Peran Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran, 3(2), 173-181 . doi:10.17509/jpm.v3i2.11762

Pratiwi, S. A., Bramastia, F., & K, P. E. (2022, Juli). INTEGRASI TEKNOLOGI DALAM PENDIDIKAN DI DAERAH 3T PADA MASA PANDEMI COVID-19 . Jurnal Teknologi Pendidikan , 10(1). doi:https://doi.org/10.31800/jtp.kw.v10n1.p131--146

Setiawan, T., Nasrudin, F. W., & Hasanah, F. N. (2021). Penggunaan Chromebook Bermuatan Game Edukasi untuk Meningkatkan Aktivitas dan Prestasi Belajar Matematika Siswa SD di Kabupaten Boyolali . Indonesian Journal of Islamic Elementary Education, 1(1), 75-86. doi:https://doi.org/10.28918/jei.v5i2.2534

Syabrina, M., & Sulistyowati. (2020, Maret). PENGEMBANGAN MEDIA PEMBELAJARAN TEMATIK BERBASIS MACROMEDIA FLASH UNTUK MENINGKATKAN HASIL BELAJAR SISWA MADRASAH IBTIDAIYAH. Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan & Pembelajaran, 7(1). Retrieved Mei 15, 2024

Yuniastuti, Miftakhuddin, & Khoiron, M. (2021). MEDIA PEMBELAJARAN UNTUK GENERASI MILENIAL. Surabaya: SCOPINDO. Retrieved Mei 15, 2024