



The Influence of Image Media on Student Learning Outcomes on the Theme of the Beautiful Togetherness of Class IV State Primary School 101735 Sei Semayang

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ABSTRACT

This research aims to determine the influence of image media on student learning outcomes on the theme of the beauty of togetherness for class IV SD Negeri 101735 Sei Semayang for the 2022\2023 academic year. In this study, a quantitative method was used, the population of this study was class IV students at SD 101735 Sei Semayang, totaling 30 students. The results of this research show that before being given treatment students had an average learning outcome of 58 and did not meet the KKM and after being given treatment students had an average learning outcome of 88.6. With normality test results of 0.117, the conclusion is that the data is normally distributed. The correlation test result is 0.638, which means $r_{count} (0.740) > r_{table} (0.361)$, so H_0 is accepted. So there is a strong influence between the use of image media on student learning outcomes in class IV of SD Negeri 101735 Sei Semayang. It can be seen from the results of the t-test research where $t_{count} > t_{table}$ is $5.816 > 2.042$ so it can be stated that H_0 is accepted. This shows that there is a significant positive influence from the use of image media on student learning outcomes on the theme of the Beauty of Togetherness for Class IV of SD Negeri 101735 Sei Semayang for the 2022\2023 academic year.

Keywords: *image media, learning results*

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INTRODUCTION

Education is a basic need for humans. Without education humans will not grow and develop well. Education seeks to humanize humans so that they grow and develop into creatures of quality and have advantages over other creatures. Education in Indonesia is one of the main national development programs because the nation's progress and setbacks can be seen and determined by the educational vehicle implemented. Education problems are complex problems. Likewise, learning issues are always undergoing changes and improvements, especially the learning facilities and media that will be used in learning. In general, teachers explain to students in their classes that there are still many inappropriate uses of learning strategies and approaches, namely the use of media and learning resources optimally to support the learning methods applied to achieve learning goals effectively. According to Hamaik, basically the image media has several advantages, including (1) being concrete, meaning that the image or photo can be seen by students in a real and clear way, (2) transcending space and time, for example in showing a real object that cannot be reached by students, the teacher's task is to use media in the form of images or photos related to the learning material, (3) minimize visual limitations, (4) be able to clarify problems, (5) be cheap and obtainable. Of course, this media can be used in schools that already have adequate facilities. This is different at the elementary school level which still uses KTSP, the teacher is still considered the only main source of learning, so teaching and learning patterns are still centered on the teacher.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. One of the factors that influences the achievement of learning is the learning process. The learning process is an interaction between teachers and students to achieve the learning objectives that have been formulated. In teaching and learning activities, children are as subjects and as objects of teaching activities. Therefore, the core of the teaching process is none other than students' learning activities in achieving a teaching goal. Teaching objectives will of course be achieved if students actively try to achieve them. Students' activity here is not only required from a physical perspective, but also from a psychological perspective. If a child is physically active, but his mind and mentality are less active, then it is very likely that the learning objectives will not be achieved. This is the same as students not learning, because students do not feel changes within themselves. In fact, learning is essentially a "change" that occurs within a person after completing learning activities. Matlin believes that learning is a relatively permanent change in behavior as a result of experience. Furthermore, in the school context, learning is a process of effort carried out by students to obtain a change in overall behavior, as a result of the students' own experiences in interaction with their environment.

In general, learning outcomes are defined as student self-assessments and changes that can be observed, proven and measurable in abilities or achievements experienced by students as a result of 4 learning experiences. Proits revealed that learning outcomes can describe students' abilities after what they know and learn. The learning outcomes aim to measure students' success in the learning carried out by the teacher and at the same time measure students' learning success in understanding the learning material. Teachers can also reflect and evaluate the quality of the learning that has been carried out. Reflections that teachers can carry out include: methods, strategies, media, learning models that a teacher may be able to apply or carry out in the ongoing learning process. The material can be understood and mastered by students. If student learning outcomes increase, it can be said that the teacher is successful. If student learning outcomes fall, it means that the teacher has failed in carrying out the learning process.

In the teaching and learning process the presence of media has quite an important meaning. This is because the lack of clarity in the material presented can be helped by presenting the media as an intermediary. The complexity of the material to be presented to students can be simplified with the help of media. The word media comes from the Latin *medius* which literally means "middle", "intermediary" or "introduction". In Arabic, media is an intermediary or messenger from the sender to the recipient of the message. Media is anything that can be used to channel messages that can stimulate students' thoughts, attention and willingness to learn in the form of images. Effective use of learning media can improve student learning outcomes more optimally.

The use of media for learning is very necessary for children to transfer the knowledge they gain. Every abstract concept that is just understood by students needs to be reinforced immediately, so that it settles and lasts a long time in the student's memory, so that it will be embedded in their thinking and action patterns. One of the most commonly used media is image media, namely everything that is visually realized in 2-dimensional form, which is a common subject that can be understood and enjoyed anywhere, and is easy to obtain. The role of learning media is very influential on learning activities. The lack of use of learning media in learning activities, especially in mathematics subjects, also has a big influence on students' learning motivation. Teachers are required to be more creative and innovative in creating learning media with the aim of increasing student learning motivation with the use of appropriate learning media. The teacher is active in explaining the subject matter while the students are only listeners. Students are less involved in information management, so that students are not active in participating in ongoing learning activities and for this reason students' learning motivation is low, indicated by the large number of students playing alone and joking around during learning activities. Teachers only emphasize instilling concepts in students without caring about whether the concepts that have been taught have been understood by the students themselves.

Researchers looked at how teachers taught in front of the class to students. From the results of observations, it shows that the learning process in class IV still uses the old model, namely the conventional

model with lectures, questions and answers, and assignments. The author found that the learning process was still teacher-centered, so that students became passive because only one-way communication took place. Teachers still rarely use media in learning. This influences students' understanding of learning concepts regarding the material presented by the teacher. Where the teacher delivers the material by explaining or explaining conventionally, then the teacher writes important things from the learning material on the blackboard, then the students take notes or transfer the material to a notebook and the teacher will give assignments to the students. Teachers also often repeat material even though it has been a long time. If teachers carry out daily or formative tests on students, there are still many students who get scores below the KKM and only a few who get scores above the KKM. Seeing these conditions, image media is needed to convey fun learning material, so that maximum learning completeness can be achieved.

Table 1. Daily Test Scores for Class IV Civics Learning

No	KKM	Student scores	The number of students	Percentage	Information
1	70	45-55	11	37%	Does not meet KKM
2	70	56-69	11	37%	Does not meet KKM
3	70	70-80	8	24%	Complete
		Amount	30	100%	

Based on table 1. above, student learning results show that the minimum completion criteria (KKM) that has been determined is 70. The average grade IV exam score is 60. 8 students or 27% completed the KKM and students who 37% of students did not complete or 37% of the 30 students who did not complete in class IV of SD Negeri Sei Semayang. Looking at the facts that have been explained, it is necessary to improve learning so that student learning outcomes increase after knowing the problems above. There is a need for appropriate solutions and follow-up to improve student learning outcomes in grade IV PPKn learning at SD Negeri Sei Semayang.

It is hoped that the use of image media in the learning process can be a tool to achieve the goals set through experimental research. Based on the background above, the researcher is interested in conducting research with the title "The Influence of Image Media on Student Learning Outcomes on the Theme of the Beauty of Togetherness in Class IV of State Elementary School 101735 Sei Semayang.

LITERATURE REVIEW

Image Media

Understanding Image Media

In learning media, image media is the most commonly used media because students prefer images rather than writing, especially if images are presented in accordance with good requirements, it will certainly increase students' enthusiasm in participating in the learning process. Image media is grouped into visual media, namely media that relies on the sense of sight. In delivering learning material in the teaching and learning process, most students find it quite difficult to understand if they only use the lecture method. So image media is very necessary in the teaching and learning process to make it easier for students to understand and understand the material presented.

Image media plays a very important role in the learning process. Image media can facilitate understanding and strengthen memory. Pictures can also foster student interest and provide a connection between the content of the lesson material and the real world. The definition of media in terms of terminology is quite varied according to the point of view of media experts.

According to Sadiman (2021) Image media is an image related to subject matter which functions to convey messages from the teacher to students. This image media helps students to express the information contained in the problem so that the relationships between components in the problem can be seen clearly.

Angkowo (Sapriyah, 2019:473) believes that image media is media that combines facts and ideas clearly and strongly through a combination of expressing words with images. With image media, it will be able to help teachers and students in conveying and receiving lessons, as well as being interesting and helping students' memory. According to Khotimah et al (2020:676) said that image media is a learning medium that is often used. This media is a common language, can be understood and enjoyed by everyone everywhere. Images function to convey messages through images that involve the sense of sight. The message conveyed is expressed in visual communication symbols. These symbols need to be understood correctly so that the message delivery process can be successful and efficient.

Benefits of Image Media

The benefit obtained in the process of learning to read using picture media is that children can understand the contents of pictures, so that children are more motivated and more interested in reading and knowing the contents of picture stories. Thus, reading media for children needs to be provided as a visualization in order to attract interest in reading so that children's abilities can improve more than before using image media.

Kemp and Dayton (Arsyad, 2013:25–27) stated that the positive impact of using learning media, namely:

1. the delivery of lessons becomes more standardized.
2. learning can be more interesting.
3. learning becomes more interactive with the application of learning theories and accepted psychological principles in terms of student participation, feedback and reinforcement.
4. The length of learning time required can be shortened because most media only require a short time to deliver messages and lesson content in large quantities and are likely to be absorbed by students.
5. The quality of student learning outcomes can be improved if the integration of words and images as learning media can communicate elements of knowledge in a way that is well organized, specific and clear.

According to Sudjana (2018:25) stated that the benefits of media in the student learning process are:

1. Teaching will better attract students' attention so that it can foster student motivation to learn.
 2. The meaning of teaching materials will be clearer so that it will be better understood by students and enable them to master and achieve teaching objectives.
 3. Teaching methods will be more varied, not just verbal communication.
 4. The teacher tells the words, so that students don't get bored and the teacher doesn't run out of energy, especially if the teacher teaches every class hour.
 5. Students can do more learning activities because they not only listen to the teacher's explanations, but also other activities such as observing, doing, demonstrating, acting out, etc.
 6. Clarify the presentation of the message so that it is not too verbal (in the form of written or spoken words only)
 7. Overcoming limitations of space, time and sensory power
 8. By using appropriate and varied educational media, students' passive attitudes can be overcome. In this case educational media is useful for:
 - a. Create enthusiasm for learning
 - b. Enables more direct interaction between students and the environment and reality
 - c. Enables students to learn independently according to their abilities and interests from the function.
- From the opinion above, it is clear that the media is used to replace some teachers, namely in providing information or lesson content so that it can facilitate and improve the learning process and outcomes.

The benefits of image media in learning, according to Subana and Sunanrti (2009: 322), are as follows:

1. Arouse interest in students
2. Facilitate students' comprehension/comprehension
3. Facilitate abstract explanations so that students more easily understand what is meant.
4. Clarify important parts. Through pictures, we can enlarge important parts or small parts so they can be observed.

Advantages and Disadvantages of Image Media

The advantages of using image media according to Anitah (2021:8) include:

1. Can translate abstract ideas into a more concrete form
2. Many are available in books
3. Very easy to use because it doesn't require equipment
4. Relatively inexpensive
5. Can be used for various lesson levels and fields of study

The weaknesses of using image media according to Anitah (2022: 8-9), namely:

1. Sometimes it is too small to show in a large class
2. Still images are two-dimensional images. To show the third dimension (inside the object), a series of images of the same object but from different sides must be used
3. Cannot show movement
4. Students do not always know how to read (interpret) images.

The advantages of using image media as an educational medium according to Sadiman (2020:29–31) among others:

1. It is concrete in nature. Pictures/photos more realistically show the main problem compared to purely verbal media.
2. Images can overcome the limitations of space and time. Not all objects, objects or events can be brought to class, and not always possible: children are brought to these objects/events. For this reason, pictures or photos can handle it. Niagara Falls or Lake Toba can be presented to the class via pictures or photos. We sometimes cannot see events that happened in the past, yesterday, or even a minute ago as they really are. Pictures or photos are very useful in this case. we can see what it is. Pictures or photos are very useful in this case.
3. Image/photo media can overcome the limitations of our observation. Cells or cross-sections of leaves that we cannot see with the naked eye can be presented clearly in the form of pictures or photos.
4. Can clarify a problem, in any field and for any age level, so as to prevent or correct misunderstandings.
5. It's cheap and easy to get and use without requiring special equipment.

According to Arief (2019:31), the shortcomings or weaknesses of using image media as an educational medium are:

1. Images/photos only emphasize the eye's sensory perception
2. Pictures/photos of objects that are too complex are less effective for learning activities

The advantages and disadvantages of using image media according to Sadiman et al (2020:83–84) that is:

There are several advantages to using image media, namely:

1. It is concrete in nature
2. Images can overcome the limitations of space and time constraints
3. Images can overcome the limitations of observation
4. Can clarify one problem
5. Cheap price, easy to get, easy to use, without requiring special equipment.

There are several disadvantages to using image media, namely:

1. Images or photos only emphasize the eye's sensory perception

2. Pictures or photos of objects that are too complex are less effective for learning activities. Sizes are very limited for large groups

METHOD

Sugiyono (2020:2) said that research methods are basically a scientific way to obtain data with certain purposes and uses. Based on this, there are four key words that need to be considered, namely, scientific method, data, objectives, and use. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical and systematic. Judging from the problem, the type of this research is quantitative with the research method used by the author in this research, namely the quasi-experimental method. The object of this research is the influence of image media (X) on student learning outcomes (Y).

The research design used in this research is "pretest and posttest", namely a research design that includes a pretest before treatment and a posttest after treatment. Knowing differences in student learning outcomes can be measured through the results of pre-test and post-test scores. Pre-test is a test carried out to measure students' initial abilities before participating in learning activities. Meanwhile, the post-test is a test carried out after students have participated in the lesson. Research was conducted to determine changes before and after treatment. The following is an overview of this research design:

Table 1. One Group Pretest-postets Research Design Form

Pre-test	Treatment	Post-test
O1	X	O2

There are two variables in this research, the independent variable, namely pictorial media, and the dependent variable, namely learning outcomes.

Information:

O1 = Pretest Score (before treatment)

X = treatment (Use of image media)

O2 = Posttest value (after treatment)

RESULTS AND DISCUSSION

This research was carried out in class IV of SD Negeri 101735 Sei Semayang. This research was conducted to find out how much influence image media has on student learning outcomes. This research was carried out at SD Negeri 101735 Sei Semayang in class IV using image media on a class IV sample of 30 people, then data was collected using a multiple choice question test. Data obtained from the Pretest scores before using the treatment or action and the Posttest after the model treatment of the material.

Correlation Coefficient Test

The correlation coefficient test is used to determine whether there is an influence between the independent variable (X) and the dependent variable (Y) and the requirements for the correlation coefficient are by looking at $r_{count} > r_{table}$ with the product moment correlation coefficient formula, namely:

Table 1. Correlation Coefficient Values for the Effect of Image Media on Student Learning Outcomes

No	X	Y	X ²	Y ²	XY
1	75	90	5625	8100	6750
2	78	93	6084	8649	7254
3	83	96	6889	9216	7968
4	87	93	7569	8649	8091
5	80	96	6400	9216	7680
6	95	96	9025	9216	9120
7	74	80	5476	6400	5920
8	78	87	6084	7569	6786
9	74	88	5476	7744	6512
10	74	88	5476	7744	6512
11	92	96	8464	9216	8832
12	78	93	6084	8649	7254
13	82	96	6724	9216	7872
14	83	93	6889	8649	7719
15	70	83	4900	6889	5810
16	70	87	4900	7569	6090
17	75	93	5625	8649	6975
18	70	88	4900	7744	6160
19	83	93	6889	8649	7719
20	75	83	5625	6889	6225
21	78	87	6084	7569	6786
22	60	68	3600	4624	4080
23	70	88	4900	7744	6160
24	72	93	5184	8649	6696
25	78	88	6084	7744	6,864
26	72	87	5184	7569	6264
27	70	96	4900	9216	6720
28	66	83	4356	6889	5478
29	60	63	3600	3969	3780
30	75	93	5625	8649	6975
Amount	2277	2658	174621	237244	203052

N = 30
 $\sum X = 2277$
 $\sum Y = 2658$
 $\sum X^2 = 174621$
 $\sum Y^2 = 237244$
 $\sum XY = 203,052$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(30)(203.052) - (2277)(2658)}{\sqrt{\{(30)(174621) - (2277)^2\} \{(30)(237244) - (2658)^2\}}}$$

$$r_{xy} = \frac{6091560 - 6052266}{\sqrt{(5238630 - 5184729)(7117320 - 7064964)}}$$

$$r_{xy} = \frac{39,294}{\sqrt{(53901)(52356)}}$$

$$r_{xy} = \frac{39,294}{1545}$$

$$r_{xy} = \frac{39,294}{39,306}$$

$$\begin{aligned} r_{xy} &= 0.896947 \\ &= 0,896 \times 100\% \\ &= 89,6 \end{aligned}$$

To determine the influence of the two variables, the rcount and rtable can be compared from the manual calculations carried out above. It can be seen that the correlation coefficient value is 89.6 with a significance level of 5% with a number of respondents (N) of 30 students, with an rtable of 0.361. So it can be concluded that there is a relationship between the two variables where $r_{hitung} \geq r_{tabel}$. The following is a table of the results of the correlation coefficient test using SPSS version 26.

Table 2. Correlation Coefficient Test

		Media Gambar	Hasil Belajar
Media Gambar	Pearson Correlation	1	.740**
	Sig. (2-tailed)		.000
	N	30	30
Hasil Belajar	Pearson Correlation	.740**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the correlation coefficient value is 740. If rcount > rtable (0.740 > 0.361), then there is a strong influence between image media on the learning outcomes of class IV students at SD Negeri 101735 Sei Semayang

Hypothesis testing

After the data is declared to be normally distributed and the samples come from the same population, the next stage can be hypothesis testing using the "t" test. The statistic used to test this hypothesis is the t-test. where the hypothesis proposed is:

Ha : There is a positive and significant influence between image media on student learning outcomes.

Ho : No There is a positive and significant influence between image media on student learning outcomes.

The t-test criteria can be said to be significant if a value of $p \leq 0.05$ is obtained. And the hypothesis is accepted (Ha) if tcount \geq ttable and rejected (Ho) if tcount \leq ttable. The t-test results can be seen in the image below:

Table 3. Hypothesis Test (t-test)

Model		Coefficients ^a		t	Sig.	
		Unstandardized				Standardized
		B	Std. Error			Coefficients
1	(Constant)	33,269	9,563		3,479	.002
	metode	.729	.125	.740	5,816	.000

a. Dependent Variable: hasil belajar

The results of the t-test carried out manually were 5.816. So it can be seen from the value of $t_{count} \geq t_{table}$, namely $5.816 \geq 2.042$, which means that there is an influence of image media on student learning outcomes.

Discussion of Data Analysis

This research was conducted at SD Negeri 101735 Sei Semayang. Researchers used tests and questionnaires as data collection tools with a total research sample of 30 students. The aim of conducting this research is to find out how much influence image media has on student learning outcomes on the theme of the Beauty of Togetherness in class IV.

a. Normality test

Based on the calculation results, it can be seen that the significant value of image media and student learning outcomes is greater than 0.05. It can be concluded that the student learning outcome data is normally distributed.

b. Correlation Test

The results of this research indicate that graphic media has a relationship with student learning outcomes. These results are proven by the r_{xy} value of 0.740. Based on the r value interpretation table, the r_{xy} correlation of 0.740 is located in the r value range of 0.600 – 0.800, so it can be concluded that there is an influence between image media and student learning outcomes which has a strong relationship.

c. Hypothesis testing

From the research results of hypothesis testing (t-test) it shows that the consideration model has a significant positive influence, this is proven by the value of $t_{count} \geq t_{table}$. So H_a is accepted, namely that there is a significant influence between image media (X) and student learning outcomes (Y). $5,816 \geq 2,042$

d. Student learning outcomes

Student learning outcomes are the success achieved and the abilities that students have after studying, both cognitive, affective and psychomotor, which are realized in the form of numbers obtained through tests given to students after going through the learning process.

Results and discussion should be presented in the same section, clearly and concisely. The discussion section must contain the benefits of the research results, not a repetitive results section. The results and discussion sections can be written in the same section to avoid extensive quotations.

CONCLUSIONS AND RECOMMENDATION

Based on the discussion in this chapter, the researcher outlines the conclusions, implications, research limitations and suggestions prepared based on all research activities regarding the influence of image media on student learning outcomes on the theme of the Beauty of Togetherness in class IV of SD Negeri 101735 Sei Semayang for the 2022/2023 academic year as follows:

- In class IV, using image media, the student learning outcomes on the theme The Beauty of Togetherness in class IV of SD Negeri 101735 Sei Semayang for the 2022/2023 academic year was an average score of 88.6 in the very good category.

- b. Based on calculations, the research results show that the influence of image media on student learning outcomes on the theme of the Beauty of Togetherness in class IV of SD Negeri 101735 Sei Semayang for the 2022/2023 academic year $t_{count} \geq t_{table}$ where $5.816 \geq 2.042$ at the significance level $\alpha = 0.05$. Thus H_a is accepted and H_o is rejected.
- c. Research conducted by researchers using image media can also improve student learning outcomes on the theme The Beauty of Togetherness in class IV of SD Negeri 101735 Sei Semayang for the 2022/2023 academic year.

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