

TEACHING MEDIA : NECESSITY AND IMPORTANCE

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Abstrak

Media pembelajaran sangat penting dalam proses belajar mengajar. Media juga merupakan bagian yang tidak terpisahkan dari proses belajar mengajar. Melalui media, pesan yang disampaikan oleh guru (sender) kepada murid/siswa (receiver) dapat diterima dengan baik. Apabila komunikasi telah terjadi dengan adanya reaksi umpan balik (feed back), maka proses belajar mengajar akan mampu mencapai tujuan pendidikan pada umumnya dan tujuan pembelajaran di sekolah khususnya.

Kata Kunci : Teaching Media, Necessity, Importance

INTRODUCTION

The learning process is essentially a process of communication, which is a process of delivering a message (content or teaching materials) from the source of a message through a channel/media messages to specific recipients (the students/learners or perhaps teachers). Sometimes the delivery of this message can be done through the symbols in the form of symbols communication verbal and non-verbal or visual, that next interpreted by the receiver of the message. Sometimes the interpretation process succeeded and sometimes failed . This failure can be caused by several factors, such as the psychological barriers (concerning interests, attitudes, beliefs, intelligence and knowledge), physical barriers such as fatigue, limited power sensing devices and health condition receiver. Other factors are also influence was the cultural barriers (differences in customs, social norms, beliefs, and values of a model), and environmental barriers are obstacles posed by the circumstances surrounding circumstances (Sadiman,et al. 2011).

The possible obstacles to overcome that occur during the process of interpretation and that learning can take place effectively, then as far as possible in the delivery of the messages (content/teaching materials) assisted with the form of instructional media.

Media helps the teachers and lecturers in teaching and conveying the message faster and more easily captured by the students.

TEACHING MEDIA

The learning process is an activity to implement curriculum of an education institution, in order to influence students achieve educational goals that have been set. The purpose of education is basically deliver the students led to change in behavior both intellectual, moral and social order to be able to live independently as individuals and social beings. In achieving these objectives students interact with the teachers organized learning environment through the process.

Teaching and learning is a process of communication. Through the process of communication, message or information can be absorbed and internalized others. Teaching media is anything that can be in the sense that serve as an intermediary /facility/tools for communication process (teaching learning process). Teaching media is facility of communication in the learning process in the form of hardware and software to achieve the instructional process and result can be achieve with ease.

One of the traditional teaching media is blackboard that really very much like a computer screen. It can be used to explain ideas graphically, with text and numbers, and can be used by the students like an interactive interface in a computer. The use of films, videotapes, audiotapes, records, and even performance can enhance the learning process in the classroom - without the computer. This technique of "multiple media" requires creativity and planning. What media are available? How much of it should be used? What happens if it doesn't work? What is the proper role for teaching with media? When is it just a distraction?

Teaching media that use in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. It should lead students to remember ideas by becoming more involved with them. What is not always obvious is that students should first know what media is and ways to think about it. Critical skills in understanding media are extremely important; without them the film, video, record or slide presented in relation to a subject is only one dimensional.

Many experiences in teaching and using various media in the classroom are somewhat skewed in that teaching art or media or some combination. The nature of the classes dictated that demonstrated most of the expressive media that we use to communicate with - print, books, drawing, slides, film, video, audio, computer screens. What gained from these experiences was both a knowledge of what these media are and how they can be used (or not used) in the classroom.

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Although teaching math or science (although technically television is a wonderful way to teach physics and had a physicist come to the video classes to explain how images got from reality to the screen) learned to help teachers from a variety of subjects at MIT visualize their subjects with multimedia computing technology. This technology "models" what is done in the classroom to some degree but has the added feature of being able to connect this model to electronic libraries.

Generally when instructors came to the Visual Computing Group (the Visual Computing Group at MIT's Project Athena was a team of specialists that worked with faculty to develop multimedia computing applications in a variety of disciplines. It is now in the MIT Center for Educational Computing Initiatives) with an idea for translating or extending their class with multimedia computing, we asked them the questions "How do you usually teach this? How do you present the material? By lecture? How do you work with the blackboard? Do you use overhead slides? Do you use video or films? Do you lecture and then take questions? Which concepts in the course are hardest to get across? What questions are always asked? Are students playing active roles in the class or are they taking notes? What kind of examples do you use? What classes, or TV shows, or performances have you seen that you thought were possibly relevant to your subject? If you had any means at your disposal what is your dream method for teaching this course?"

An art work in the academic context can be considered like any other "problem" solved in a discipline except that in solving it a tangible visual (except in the case of a musical work) object results. When the creative problem is solved it is said to "work". Literally taken, to make "artwork" means that the object communicates on a multimodal level. It satisfies abstract needs for the maker and the viewer. In terms of "grading" this process, essentially conceived to be the "quality of their interest" in what they were doing and the mastery of the medium or technique they had chosen to represent their ideas. It is no problem, except in the case of a student who had done a poor job and knew it. Part of being a teacher is to confront the student with what he/she is doing. In the case of a student who was interested and showed a degree of mastery of his/her interest, the role consisted of finding the best means of learning for the student.

The images were transitory. Like actors in a one-performance play, we had committed ourselves to being totally spontaneous for thirty minutes and the record was lost, never to be reconstructed. Art had imitated life. It was easily the best show. There was a totally emotional understanding of the difference between live and recorded television. Their critical understanding of the medium was complete. As they approached the content of other shows, they began experimenting with using pre-recorded and live imagery, answering the phone and telecasting the calls

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on the air while shifting imagery to relate to the caller's question or comment. They were now in complete control of the medium.

By working with a specific a media, for example videodisc, which was unique to the MIT environment, they brought interests to bear on what they initially viewed as learning a new media technology. The end result, however, was that they collected information and organized it, there by intensifying their interests. They became researchers using imagery to understand particular ideas. This, of course, is really a high tech version of "show and tell" but with the added dimension of attempting to coherently sequence each person's "show and tell" into a unified work. That attempt raised many questions about each topic and led to each person teaching the other in depth - with media - about what they were trying to express and why. As instructors, we would encourage them to "present" their contemporary ideas while we presented some historical structures that would give them a basis for creating a group structure. Topics like illuminated manuscript, panel painting, early printing, newspaper layout, book design, photo essays, film sequences, and advertising design were discussed with slides. The use of single slide images to discuss moving imagery was also interesting in that the dialog would usually "animate" them.

The strategy of using only the slide projector in this case worked well because the students had to think about their visual ideas in discrete parts and only saw them move when we put them on the videodisc.

The second class, HyperSense, involved programming interactive videodiscs. The class made use of the videodisc and by mid-semester had made a new one based on things they were learning about computer-assisted image technology. This class focused more on computer utilities for making the imagery function. They investigated Apple's HyperCard system which is modeled after a stack of note cards that can be shuffled and linked in a variety of ways. They also worked with Project Athena's first modules of Athena Muse which is a more advanced system modeled on the concept of documents in spatial arrangements. This concept in a sense allows for information to be correlated in any form you may need, not just in a "stack" as the Apple software dictates. You could create "rooms" of information with Muse and then proceed to walk through the room choosing to look at multimedia documents made of video, audio, graphics, and text which were strategically placed in the space. Each document could act as a door to another space with another set of documents and so on: a very dynamic and conceptually intricate paradigm for learning.

In this class we simply used the blackboard and some simple illustrations with an overhead projector or a slide projector. Often the images were of earlier "hyper" structures like the Talmud, Vedic networks, neural diagrams, roots of trees, maps of communications systems, river systems, etc. that would convey the

variety of interconnected information systems both natural and man-made. The other mechanical assistant was, of course, the Athena Visual Workstation which was a fully interactive multimedia platform complete with cable TV, videodisc, and stereo sound with a high resolution screen. Students used Muse to construct various interfaces for their video segments. These classes were conducted in a cluster of these machines and lectures were usually delivered while students were at the machines.

The governing attitudes of the Visual Arts Program are about process being as important as product, media as a mode of exploration, the rewarding of risks taken during discovery, the transparency of technique, growth as a measure of performance, the understanding of conventions as boundaries that demand examination, and the revelation of personal styles of inquiry. Students in the Visual Arts Program work on problems that address the dialectic between restraint and openness, two dimensions vs. three dimensions, artistic metaphor (ritual, expression, language, critique, cultural index), audience consideration, art and nature, representation, temporal experience, language and image, concept, documentation, scale, kinetics, collecting, site, and material limitation.

The "Time and Identity" sections deal with how ideas and information are transformed by time. Students work out problems in how private identity is reflected and altered by using the prime tool of mass communication: video.

This balancing of using media to explain or illustrate and media discussed for its own sake is the key to using it successfully. Above all, it should amuse YOU to be doing this in your class. All too often we are so immersed in our field of interest that we forget our students may only have a small percentage of that interest when they come to class. Certainly we do not want to merely entertain them. Rather we want to create situations where the subject is seen freshly as often as possible not only for them but for ourselves. By using a short videotape, a film, a recording, or even a seemingly unrelated picture that gives students a marker for a difficult idea we can create memory triggers that hold attention, give emphasis, or stimulate recall.

TEACHING MEDIA AND TECHNOLOGY

The use of media and technology in the classroom can help bridge the distance between instructor and students, between students and texts, and between students' of various skill levels, in effective and innovative ways. The principle for using technology successfully in the classroom, however, is no different from those for assignment design in the traditional classroom. Learning goals and grading rubrics must be clear and transparent; instructions and expectations ought to be conveyed in a straight forward manner; workload needs to be reasonable and the relevance of the activity must be explicit; feedback should be timely. In other

words, instructors should think about what the technological tool hopes to achieve pedagogically before implementing it in the classroom.

Using media and technology in the classroom well has many potential benefits for the students. Using the appropriate technology can:

- Provide access to information where access was once limited or non-existent, e.g. via digitized rare books, archives and manuscripts collections, assistive technology, etc.
- Help convey information, concepts and process more effectively, e.g. via data visualization, animation, and simulation
- Encourage exploration and experimentation: search engines (e.g. Google), content aggregators (e.g. YouTube, Vimeo, TED, Twitter) and content creation and annotation tools (e.g. Notegraphy, Prezi, Wordle, Animoto, Grockit Answers, Education Genius) make searching for information extremely easy and lowers the barrier for students to experiment with ideas.
- Enable self-paced learning and sensitivity to different learning styles
- Make students' thinking more transparent and help teachers get immediate and continuous feedback on student progress, e.g. via clickers, TopHat, and course statistics
- Empower students to have greater control over the learning process through the benefits associated with active learning and personal responsibility
- Permit instructors and students to interact & collaborate with one another beyond class time and extend learning beyond the classroom (e.g. via discussion boards in Chalk, Google Apps, UChicago wiki, or chat)
- Improve engagement and incorporate real world relevance to classroom activities. Technology is often just fun to use. Many technological tools encourage connecting to external resources and engaging with a wider audience; these features often help students feel that their work has some real world impact.
- Facilitate classroom management: learning management systems such as Chalk or Canvas can serve as a repository of resources, communication tools, and a single place for submitting homework and grades which teachers and students can access anywhere, anytime.
- Provide the opportunity for students to learn digital citizenship: how to evaluate online sources and how to interact with the public

Using technology in the classroom does require a few other important considerations.

1. Privacy concerns. The Federal Education Rights and Privacy Act (FERPA) protects student data, including but not limited to student grades and

biographical data. Instructors must comply with this federal law, especially if you choose to use a tool that allows public access to its content.

2. Copyright & Fair Use. Technology makes it easy to copy and share content, but not all content available on the web can be copied and shared legally.
3. Learning Curve. Using and administering any new tools requires some time and effort up front, even for those who are tech-savvy. Be sure to give your students the opportunity to become familiar with the tool and ask question.

TEACHING MEDIA TO ENHANCE TEACHING AND LEARNING

Media – like all other teaching techniques – should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Facebook, MySpace, LinkedIn, etc.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media **engages students, aids student retention of knowledge, motivates interest** in the subject matter, and **illustrates the relevance** of many concepts. The use of media or modern tools in the lecture is not intended to replace good teaching, but

rather to complement and assist the faculty in presenting material or information. By using the media expected interaction between lecturers and students to maximum in achieving the learning outcomes appropriate to the objectives. In short, teaching media can help the teachers in conveying the message or subject matter to students, so that the message easier to understand, more interesting and more fun for the students.

Anderson (1983:21) classifies media into 10 categories as follows :

No.	Media Group	Example in Learning
1	Audio	Cassette tape recorders, audio cd, radio

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		and telephone or teleconference.
2	Print	Textbooks, modules, brochures, leaflets, pictures and papers.
3	Audio-equipped print	Audio cassette, written material
4	Silent Visual Projection	Overhead Transparency (OHT) and the film frame (slide)
5	Dynamic Visual Projected	Film, television, video
6	Visual motion	Silent Film
7	Audio Visual motion	Motion silent movie, VCD, and television
8	Physical Object	Real object, models, specimens
9	Human and area	Teachers, cultural, economist, librarian, laboratories, zoos, nature reserves, rivers, forests, fields, and oceans.
10	Computer	CAL (Computer Assisted Learning) and CBL (computer Based Learning)

The use of appropriate to support the success in the learning process. Teaching media is always evolving over time, starting from the simple to the sophisticated as it is today. In this case of using the media should pay attention to:

1. The right to support the lesson content, the medium used for religious education must be different with the general media education lesson. This is because of differences between the learning objectives of religious education with other public education.
2. According to the ability level of the students, the use of the media should pay attention to students' abilities. For example, at the elementary level should use media that is not harmful.
3. Use of media at different levels, for example at the elementary school level in the media only limited use in cardboard picture, but for the secondary level has been using the media OHP.
4. The use of media in the wake of residence, for schools in rural area use only conventional media, such as blackboard and chalk, but for urban area use markers and whiteboard or even projector. Therefore, teachers should be able to choose appropriate media in learning the materials.
5. Differences in the curriculum used in determining which media are suitable. During 1994 curriculum, the media used only blackboard, chalk, books or pictures. The current curriculum rely more sophisticated media technology.

Theoretical and empirical studies demonstrate the usefulness of the media in learning is as follows :

1. The media can overcome the limitations of experience possessed by learners.
2. Media can overcome physical limitations and learning environment (classroom) : a) the object is too big or too small, b) movements that are too fast or slow, c) the object is too complex, and d) the object is too far away or difficult to reach (geographically).
3. Media allows for direct interaction between the learner and the environment
4. Media produces uniformity observations (unify responses).
5. Media arose desire and interest in new.
6. Media arouse and stimulate motivation to learn.
7. Media integral experience through of something concrete or abstract
8. The media provides the opportunity for learners to learn independently, at a place and time and self-determined pace.

Media used in the study include human-based media, print-based media, audio-based media, visual-based media, audio-visual based media, computer-based media and environment-based media.

a. Human-Based Media

Human based-media is he oldest media used to transmit and communicate the message or information. It benefit especially if our goal is to change attitudes or want to be directly involved with monitoring student learning, for example, the media man can direct influence the process of learning through guided exploration by analyzing over time what happened to the learning environment.

One important factor in the learning human-based media is an interactive lesson plans. With the human in the leading role in the process of studying the interaction opportunities are wide open. Interactive lessons encourage student participation and if used properly can enhance learning outcomes and transfer of knowledge. Interactive learning can be realized in several form including:

1. Participation learning, which is a type of learning that begins with a brainstorming session of all students.
2. Learning to play the role, which start with learning play the role with actors consisting of volunteer students.
3. Learning quizzes, begins by announcing that there will be a quiz at the end of the lesson.
4. Cooperative learning, starting with creating teams or groups responsible for mutual knowledge to teach specific skills.

5. Debate structured such as learning by describing an issues or theme to the students for further debated by group of students with arguments in favor his team.
6. Lesson 99 seconds, a lesson plan that helps students process information by asking the students to organize the information into a brief presentation of no more 99 seconds.

b. Print-Based Media

In the most common print media in the know are text books, guide books, journals, magazine and loose-leaf. Text-based mold requires six elements to note when designing, namely : consistency, format, organism, charm, font size, and the size and the use of empty space. Learning plan should strive to make the material with text-based media to be interactive.

c. Audio-Based Media

Understanding the audio medium for teaching, in referring to a material containing a message in auditory form, which can stimulate the thoughts, feelings, concerns and the willingness of students, resulting in the teaching-learning process.

The steps that need to be noticed in the use of audio media, based on the system use was in teaching activities. These steps are :

1. Preparatory steps :
 - Preparation of the plan, to consult about the material and planning, things that can generate, interest, discussion, and ways of understanding or appreciation of the reviewer.
 - Provide specific directions to the ideas that are difficult for students who will be put forward in the material.
 - The target group should be in calculation and in readiness.
 - Check the equipment will be in use. There may be damage or abnormalities that may impede learning process.
2. Presentation steps :
 - a. Serve in a timely manner with the habit or the way they listen.
 - b. Set the situation room.
 - c. Give spirit to start listening and start to concentrate on the issues that will be facing.

d. Visual Based-Media

Visual-based media (image/metaphor) holds a very important role in the learning process. Visual media can accelerate strengthen understanding and memory, and also cultivates students' interest and give the relationship

between the content of the subject matter to the real world. Teaching is more effective when objects and events into learning materials can be visualized realistic.

Visual form can form of representation images (drawings, paintings, photograph), diagrams (relations organization, the concept, the structure of the content material), maps charts, and so forth.

e. Audio-Visual-Based Media

Audio-visual media that uses voice usage requires additional work to produce it. One of the important work that is writing the script and storyboard that requires a lot of preparation, design, and research.

Script that became the narrative material in the filter, from the lessons the biosynthesized into what you want in the show and tell. Narrative is a determination for the production team to think about how to describe or visualization video subject matter. At the beginning of the lesson the media must demonstrate something that can attract the attention of all the programs that can build a sustainable sense concatenated and then leads to the conclusion.

f. Computer Based-Media

Computer different role in the field of education, there is a manager in the learning process, those computers as an additional aide in the learning log. Computer usage as a medium of education in general, follow the instructional process as follows :

- Plan, organize and organizing and teaching schedule
- Evaluating students (test)
- Collecting data on students
- Perform statistical analysis on the learning data
- Making learning progress notes (group or individual)

g. Environment-Based Media

Environment as a media and learning resources students can in optimum in the process of teaching materials and activities to enrich student learning in schools. Procedures to learn to use the environment as a learning resource in the media and the travel through several ways including surveys, camping, travel work, field strips, community service, human resources. There are three kinds of learning environment that social environment, natural environment, and the build environment.

The use of the environment as a learning medium requires preparation and planning. There are several steps that must be taken in using the

environment as a source of media and Study abroad, namely the step of preparation, execution, and follow-up.

CONCLUSION

The quality of processes and results for the students at every level of education can be improved by innovating efforts should made by the teachers in carrying out duties as an educator.

There many ways and means that can be done by educators in achieving instructional objectives of education, one of which is the use of teaching media. Teaching media is anything that can be used to convey a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, and interests as well as the student's attention in such a way so that there was and ideal learning process.

The use of teaching media can enhance the quality of teaching and learning process, which in turn can improve the quality of students learning outcomes. Teaching media have many uses and benefits, such as in the learning process , the media can be generating desire, interest and motivation for the students to learn.

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