

## Guidance for Students in The Development of Learning Media to Increase Learning Outcomes

Irman Matje

Universitas Muhammadiyah Buton, Indonesia

Correspondence: [matjeirman@gmail.com](mailto:matjeirman@gmail.com)

### ABSTRACT

*Overcoming the problem of low student learning outcomes is very important for the development of learning media so that students get good learning outcomes. Therefore, this study aims to determine the development of learning media to improve social studies learning outcomes. The population in this study were all students of class V as many as 22 students. The total value of the learning media development test on student learning outcomes is 0.81, in accordance with the findings of this study that the impact index value obtained is positive. The development of learning media has a significant effect on student learning outcomes. The development of learning media is considered successful if it is able to actively involve students in the learning process physically, mentally, and socially, as well as increase students' self-confidence.*

**Keywords:** Guidance; Learning Media; Learning Outcomes

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution ShareAlike 4.0 International (CC BY-SA 4.0)

### 1. Introduction

The learning process is at the heart of school education, and without good learning, the quality of a good school education would suffer. Various programs aimed at improving school education quality will not be able to achieve their full potential until the learning process is enhanced (Sabon, 2017).

A set of activities carried out to attain learning objectives are referred to as learning activities. Teachers and students are important components in learning processes. The teacher's capacity to grasp the learning materials and the teacher's ability to raise student learning motivation are two factors to examine in order to meet the learning objectives. The utilization of learning media is one method for realizing these two goals. The goal of using media in the classroom is to make it easier for teachers to distribute learning materials to students and to make learning activities more engaging (Ais Rosyida, 2019).

The problem that is often faced by the world of education is the weakness of the learning process. Students learn more in theory through teaching and learning activities. In the classroom, learning is more focused on the child's capacity to comprehend the material. While students learn theory, it is rarely used in real life. As a result, students absorb a lesson's material less thoroughly. The participation of teachers in teaching and learning activities is

supposed to improve students' potential and inventiveness. So that students can learn not only theory, but also how to apply it in the future as the world changes (Dwijayani, 2019).

Based on the issues that exist in the school, the best thing that can be done to aid the learning process is to create creative learning material to aid the continuous learning process. Students will benefit from digital comics learning medium in terms of learning and comprehension, as well as increased motivation and eagerness to learn (Kurniawati & Koeswanti, 2021). Learning media is required in the delivery of learning materials so that students do not become bored quickly and efforts to improve learning outcomes are successful. As a result, the purpose of student mentoring in the learning process is to hone students' abilities and attitudes as well as to educate and aim for good student learning outcomes (Romi, 2021).

The use of learning material is critical to the learning process (Arham & Dwiningsih, 2016). Learning media is a learning resource that can help teachers expand their students' perspectives. Teachers can utilize numerous types of learning media as material in giving knowledge to students. The usage of learning media can help students become more interested in learning new topics in the classroom by making the information more understandable (Fauziyah et al., 2021).

Learning media offers a variety of useful applications, including improving classroom sensitivity and changing student behavior for the better. Because practicing in a media involves the imagination and sensitivity of students to experiences that will bring insight to new things through comprehension that will be formed with a concept, learning media improves their excitement for learning and their curiosity (Wati, 2021). The benefit of adopting instructional media is that the material presented is simple to comprehend, comprehend, and remember, resulting in considerable improvements in learning outcomes in the cognitive, emotional, and psychomotor domains (Pradilasari et al., 2019).

Learning media offers various advantages, including: 1) increasing student studying outcomes, whereby students will be motivated to continue learning if their requirements are met; and 2) delivering feedback, where learning media can provide quick feedback on student learning results. students, and (3) the program's control is fully in the hands of the users, especially students (Yudasmara & Purnami, 2015). Considering this, it is necessary to try to develop learning media to be able to facilitate student learning and the learning process in the classroom.

## **2. Implementation Method**

Quantitative research is used to show the truth of the form of the relationship between variables or events. Data analysis techniques in quantitative research use quantitative (statistical) tools or instruments objectively (Putriana, 2021). For this form of survey research, survey research is seen as a strategy to quantitatively define certain elements of the population by collecting data on a sample of the fifth grade students of SD Integral Hidayatullah Baubau City, as many as 22 students. In this study, a questionnaire was used as an instrument to determine the development of learning media (Utami & Gafur, 2015).

## **3. Result**

Setting clear goals, mastering the material, choosing the proper technique, using the right instrument, and measuring student achievement are all factors that influence student success when they seek tutoring. Another issue to consider is the success of students through offering advice and knowledge of learning media. To discover more about the success of learning media development, the authors ran a questionnaire. There are a number of aspects

that must be taken into account in order to create effective and efficient learning material. The frequency and percentage of learning media development are shown in the table below:

**Table 1.** Percentage of Learning Media Development

| No     | Category  | Interval Skor | Frekuensi | Relatif (%) |
|--------|-----------|---------------|-----------|-------------|
| 1      | Very good | > 90          | -         | -           |
| 2      | Well      | 80-89         | 2         | 9,09%       |
| 3      | Enough    | 60-79         | 20        | 90,91%      |
| 4      | Low       | <59           | -         | -           |
| Amount |           |               | 22        | 100         |

Based on the development of learning media in the learning process, what students must do is find or build an effective teaching and learning environment. It is hoped that with good learning media settings, the teaching and learning process will run smoothly.

Based on student learning outcomes, researchers conducted a targeted learning process. After the learning activities, the researchers conducted a final test to measure the level of student learning outcomes. The presentation of the percentage of students is:

**Table 2** Percentage of Learning Outcomes

| No     | Category  | Interval Skor | Frekuensi | Relatif (%) |
|--------|-----------|---------------|-----------|-------------|
| 1      | Very high | > 90          | 4         | 18,19%      |
| 2      | Tall      | 80-89         | 16        | 72,72%      |
| 3      | Enough    | 60-79         | 2         | 9,09%       |
| 4      | Low       | <59           | -         | -           |
| Amount |           |               | 22        | 100         |

The research tool was utilized to gather evidence of success, which was measured in terms of learning attainment. The evaluation of student outcomes in the high category is one of the learning media that can disclose the level of student learning outcomes in this situation. The worth of the assessment findings that have been carried out by looking at the mid-semester test can be considered as determining student predicate based on the level of ability or success of student learning outcomes.

By entering the acquired data into the table, the researcher uses the moment product formula to examine the relationship between the creation of learning media and student learning outcomes. According to the product moment formula, the test value of learning media development and student learning outcomes is 0.81. That the obtained index value is positive. This indicates that the production of learning media can help students achieve better learning results.

#### 4. Discussion

The development of learning media is assessed based on the percentage of research results showing that no one reaches the very good category with an interval score of > 90, so those who get a score of 80-89 in the good category are 2 people (9.09%), who get a score of 60-79 in the sufficient category as many as 20 people (90.91%), and no one got a score of <59 in the less category. While the learning outcomes of students who achieved a score of > 90 in the

very good category were 4 students (18.19%), then the score of students who reached 80-89 in the good category was 16 students (72.72%), then the student's score got a score of 60 -79 with a sufficient category as many as 2 students (9.09%), and no students who got a score of <59 with a less category there were no students who scored this value.

The standard criteria for developing learning media in this service are determined individually and classically on each respondent showing the level of the value of learning media development ranging from 69.16 with a weight score above that is 1660. While the research determines the level of success criteria for student learning outcomes individually and classically at each respondent shows the level of student learning outcomes because the student's score is only around 74.59 with the weight of the above value of 1790 using the formula, namely the weight of the score divided by the number of samples to get that value.

The test of learning media development on student learning outcomes is 0.81. This shows that the two variables have a strong relationship. When we look at the magnitude of the  $r_{xy}$  obtained, which is 0.81, then there is an index value between 0.70 and 0.90. It can be said that there is a strong or high influence between these variables. Learning media will reduce the possibility of failure and errors. Thus, the capacity of students to produce ideal learning and achieve optimal levels of effectiveness.

## 5. Conclusion

Both characteristics have a substantial impact on the production of learning media on student learning outcomes. It is deemed successful if the development of learning media involves the ability to actively engage students physically, mentally, and socially in the learning process, as well as self-confidence. If the learning delivered is able to increase student learning outcomes for the majority of students, the learning media is regarded successful in terms of results.

## 6. Acknowledgments

This research is a research funded by the chairman of LPPM UM Buton who has facilitated researchers to get the service grant.

## Daftar Pustaka

- Ais Rosyida. (2019). Pengembangan Media Komik untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Qalamuna - Jurnal Pendidikan, Sosial, Dan Agama*, 11(1), 47-63.
- Arham, U. U., & Dwiningasih, K. (2016). Keefektifan Multimedia Interaktif Berbasis Blended Learning. *Kwangsan*, 04(02), 111-118.
- Dwijayani, N. M. (2019). Development of circle learning media to improve student learning outcomes. *Journal of Physics: Conference Series*, 1321(2), 171-187. <https://doi.org/10.1088/1742-6596/1321/2/022099>
- Fauziyah, N., Utami, R. D., & Sehati, A. (2021). Penggunaan Media Video Pembelajaran Dalam Meningkatkan Hasil Belajar Pada Peserta Didik Kelas V. 3(4), 78-87.
- Kurniawati, U., & Koeswanti, H. D. (2021). Pengembangan Media Pembelajaran Kodig Untuk Meningkatkan Prestasi Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 1046-1052. <https://doi.org/10.31004/basicedu.v5i2.843>
- Pradilasari, L., Gani, A., & Khaldun, I. (2019). Pengembangan Media Pembelajaran Berbasis Audio Visual pada Materi Koloid Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa SMA. *Jurnal Pendidikan Sains Indonesia*, 7(1), 9-15.

<https://doi.org/10.24815/jpsi.v7i1.13293>

- Putriana, C. (2021). Pengaruh Pembelajaran Daring terhadap Motivasi dan Prestasi Belajar Matematika Siswa. *MATH LOCUS: Jurnal Riset Dan Inovasi Pendidikan Matematika*, 2(1), 1–6. <https://doi.org/10.31002/mathlocus.v2i1.1642>
- Romi. (2021). Pengembangan Media Pembelajaran Interaktif Berbasis Teknologi dalam Pembelajaran untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 5(2), 3019–3026.
- Sabon, S. S. (2017). Students' Perception of the Competence of Certified and Uncertified Teachers. *Journal of Educational and Cultural , Ministry Education and Cultural of Republic Indonesia*, 2(1), 55–80.
- Utami, P. S., & Gafur, A. (2015). Pengaruh Metode Pembelajaran Dan Gaya Belajar Siswa Terhadap Hasil Belajar Ips Di Smp Negeri Di Kota Yogyakarta. *Harmoni Sosial: Jurnal Pendidikan IPS*, 2(1), 97–103. <https://doi.org/10.21831/hsjpi.v2i1.4622>
- Wati, A. (2021). Pengembangan Media Permainan Ular Tangga untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Pembelajaran ...*, 2(1), 68.
- Yudasmara, G. A., & Purnami, D. (2015). Pengembangan Media Pembelajaran Interaktif Biologi Untuk Meningkatkan Hasil Belajar Siswa Smp. *Jurnal Pendidikan Dan Pengajaran*, 48(1–3), 1–8. <https://doi.org/10.23887/jppundiksha.v48i1-3.6923>