



Problems Faced by the Teacher in Maximizing the Use of Learning Media in Padang

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Abstract: This research aims to find the teacher condition in teaching relating to the use of instructional media. This study used descriptive qualitative method to gain the data in which the researcher play his role as the major Instrument and put the teachers as the key informant while the secondary informant is the principal. The results of the research shows that the teachers were satisfied with what he/she has always do, and they feel there is no need to be changed or developed on the pattern of teaching and learning with the help of the media. This research conclude that teachers assume that teaching does not supported by various types of media and it make them have lack ability to use the learning media. Finally, this reseach recomend the teacher to change their habit in using the media while the school leader provide them with opportunities to utilize the media in their teaching process.

Keywords: Problem, teachers, usage, instructional media.

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INTRODUCTION

The process of interaction between teachers and students, between student to student is intentionally created or designed by the teacher to convey information relating to the subject matter as well as other information that must be conveyed to all students. The interaction can occur when the teacher gives a gift in the form of an award or commendation to students who have good achievement. It take place every day during the certain period of teaching and learning activities in the school till all of the learning process has been done. During this period the process of interaction between the elements with other elements in learning process is a must.

There are at least approximately five months of the effective teaching learning activity in one semester. The teaching and learning activity is carried out every day, facing the same students, the same place and the same conditions. In this routine, as if teachers are not able to create a variety of learning in every meeting, then certainly it will be boring learning activities for teachers especially for students. This is where the role of teachers is required to be able to create or change the atmosphere in such a way that all students always feel fun and enjoyable in their study. Things like this can be created by teachers utilizing teaching techniques with the help of various media learning and applying appropriate learning methods.

In carrying out their daily duties, a teacher should always require and provide learning tools. The tools of which are in the form of facilities and infrastructure associated with the substance or subject matter, such as textbooks, teaching aids and others. In addition, teacher should also provide suitable learning media. All of them must be possessed by the teacher in order to deliver learning material easily. In addition, by using the medium of learning, students can easily understand and absorb the learning materials from the teachers (Ally, 2004; Barnes, Marateo, & Ferris, 2007).

According to Rohani (1997) media is "all forms of medium used by the disseminator of ideas, so that idea or ideas can be delivered to the receiver." When we relate the media with learning, then we have a learning media. The understandings that can be gained from these two words are the media is a medium between teachers and students. In other words, the media is a tool that serves as a mediator or liaison between the donors to the recipient of information in the learning process. In this case the information providers are teachers, while the recipients are the students. The function of instructional media is to help teachers deliver the learning materials easily. On the other side, the subject matter that is presented by teachers by using instructional media will be more easily digested by the students or learners. Thus the teacher will be easier in carrying out their duties on the learning objectives that have been defined will be more easily delivered within a specified time.

It is undeniable fact that in teaching a teacher cannot be separated from the learning media. Because without the presence of the media, the information provided by the teacher may not be transferred to the student successfully. Because of the absent sense of the media that can help the students. As the researchers have observed in ongoing learning process in several primary schools of eastern sub district of Padang, at that time the investigators posing as salesman of printing

products, so the presence of researchers as observer wasn't obvious.

When a teacher was teaching English subjects, the teacher that later revealed as honorary workers in that school, the teacher wrote down some vocabularies on the blackboard, and then asked the students from his seat to repeat the words after him. Then, the teacher started to read word for word with the English language according to what is written on the blackboard. All students speak out following the readings were read by the teacher. However the students didn't fully pay attention to the teacher; there were students who were playing with their friend during the activity, some others also spoke out the words but did not show any attention at all. And so it went, only a few students who paid attention to the teacher.

This situation happened, because the teaching learning activity was not interesting, teacher failed to get the students' attention; consequently many of them were playing with their own imagination. Although they seemed to participate, their mind was not in line with what they are saying. The learning activities like this will not give significant impact toward students' learning progress.

If the teacher would and able to take advantage of learning media owned by the school, it wasn't hard to create a good learning atmosphere to create enjoyable English learning in the class. The teacher can play recorded material by using tape recorder. Even if necessary, it can be in form of unique rhythm or certain tones that will be more interesting. Furthermore, Ellison & Wu (2008) by using this media, the teachers will gain some ease; the teachers no longer need to utter these words and focus on controlling the students' activities, on the other hand the presence of this media in the class will attract the students' attention so that they will be more focused and passionate.

In line with the development of science and technology (Science and Technology), an assortment of shapes and

models of learning media has been created with advanced technology. Good media in the form of audio (hearing), visual (sight) as well as audio-visual which are designed to smoothen the learning process for teachers who are able to run it.

To balance the development of science and technology in the field of media, teachers are required to have the ability and skills to take advantage of the learning media; the ability to run the advance learning media and the skills is the ability of teachers to select and determine the learning media that matches the subject matter that will be given, and can also adjust the media with the atmosphere of ongoing learning environment.

In carrying out everyday tasks, the majority of teachers in primary schools in East Padang District still use conventional teaching techniques. The learning isn't carried out with good teaching planning. The task of teaching is just an activity that is done at school.

Basically, the real problem why they don't use the learning media are not about other activities they have no financial problems; to seek more income but the central issue is the ability to master the media itself. Most of these teachers really cannot use media with a variety of reasons such as, they are not accustomed in using media in their teaching and not knowing how to use them and so forth.

That is the picture of routines that is done by some teachers in their duties for years. It seems that they do not intend to change the technique and the way teaching is done. Although in fact they know the kinds of learning methods that can be applied in teaching. In addition, they also know a lot of learning media owned by the institutions which can be used when teaching. This situation is a difficult to be changed, although many efforts to make changes in teaching are often done. There were various teaching training, seminars, workshops and others. But

after the completion of the activities they go back to school and teach in an old style.

Teaching activity actually is a complex activity. Many things must be prepared by teachers for planning in order to create good learning atmosphere, because the teacher will face many students with different characters. On the other hand, learning conditions are always different and the atmosphere of the learning environment should also be noticed to be considered by teachers in planning lessons.

Many things are considered by teachers in planning lessons. Whether it establishes neither the method to be used, nor selecting the media that matches the subject to be learned, design appropriate learning conditions and adjusts the learning process with on going environmental atmosphere. Ideally, a teacher takes a long time to prepare and complete the planning of learning. Thus, a teacher does not have time to participate in other activities, because most of the time is spent on planning on learning. And this supposes to be the teacher's routine, preparing, planning their teacher before coming to the school.

The illustration above is to picture a teacher who is responsible for one subject only. The teacher will be busy with one subject only. Moreover if a classroom teacher holds some subjects, they will be busier. This situation can be found in sub district of East Padang and may be in other places too.

This research needs to be done to get the answers of hypothesis about the reason of teachers at several elementary schools in East Padang District not to use the media in teaching. If the research is successful in uncovering things that become the cause of the teachers not to use the media in teaching, so in the future these obstacles can be overcome soon. At least the researcher can make recommendations to the authorities to address the constraints faced by the teachers in the use of instructional media.

Researchers saw that the teaching that is practiced by most teachers at several elementary schools in East Padang sub district needs to be improved. Because one of the causes of low quality of education is poor, quality of teachers in performing their duties is also low. It is often seen the teachers teach is not supported by the use of appropriate media. More fatal risk will occur, if at the school where the teacher on duty has implemented the curriculum of 2013. Due to the implementation of the curriculum 2013, if not supported by appropriate learning media, then the learning process will not be carried out well. And learning outcomes will not be achieved with the maximum.

The researchers concluded that the conditions of “why teachers do not to use the media” need to be disclosed. The next steps to be taken are to provide a follow-up to cope. This research is expected to reveal the various constraints faced by teachers in the use of instructional media.

Media

The task as a teacher or educator means performing tasks associated with the delivery of an information (materials) to the recipient's information (learners). The process of delivering such information or material will be easier for teachers or educators when media is used. This is in line with Berger (2015) says that the media is something that lies in the middle, so a medium in connecting all parties in the learning process, and to distinguish between communications media and communication tools. In short, means that the parties who involved in learning activities want to get an ease to achieve their goal.

Furthermore, another worked where communication is involve, also requires media. According to the Sanjaya (2011) "media is applicable to a variety of activities or business, such as the delivery of messages in the media, introductory magnet media or heat in the engineering field." In the process of learning media is also very easy to use in helping students to receive knowledge.

Govindasamy (2001) argues that the media are every people, materials, equipment or events that can create conditions that allow the learner receives the knowledge, skills and attitudes.

Learning Media

In some references, there are some different terms of learning media, such as media education and instructional media. Researchers concluded that these are different terms, but has the same meaning to those on which the media used in the learning process.

Implementation of learning supported by the use of appropriate learning media will provide the stimulation that can motivate learners. The media used by the teacher will draw the willingness of students to follow the learning seriously. Holden & Westfall (2006) suggests that learning is any form of communication media that can be used to pass information from the source to the learners who aim to stimulate them to participate in learning activities. Learning media also serves to provide reinforcement and motivation. According to Rice, Hiltz, & Spencer (2005) education media is anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns and students' interest in the learning process.

On the other hand the task hobbled by a teacher in delivering learning materials will be greatly assisted by the use of media. According (Danim, 1995) media education is complementary tools used by teachers or educators in order to communicate with students or learners. Danim (1995) also states that educational media are tools, methods and techniques used in order to further the communication and interaction between teachers and students in the educational process in the school.

Teacher or educator is always involved in a communication either between teachers and students or students with others students. The communication process will be

smooth when aided by the use of instructional media. Rohani (1997) states that educational instructional media is a means of communication in the learning process in the form of hardware and software to achieve the instructional process and results effectively and efficiently, as well as instructional goal can be achieved with ease. The communication media must be adapted by teachers with materials and ongoing learning conditions. Learning media is anything that delivers or carries information that contains the subject matter of the teacher to the students or learners (Churchill, 2007). Furthermore, according to Sanjaya (2011) "teaching media can be in form of hardware and software. Hardware is a tool that can deliver messages such as overhead projector (OHP), radio, television and so on. While the software is a program that contains the contents of the message as the information on the transparency or books and other printed materials, stories contained in the film or material that is presented in charts, graphs, diagrams, and so forth. "

Based on the above description, it can be concluded that anything that can be used by teachers or educators to help facilitate the presentation of information containing learning materials to students.

METHOD

This research is categorized as a descriptive qualitative research. According to Moleong (2002), "a qualitative method is a procedure that produces descriptive data in the form of written data and word of mouth from the people and observed behavior."

The use of qualitative methods in this study aims to see the learning process performed by the teacher beside to see the availability or completeness of learning media in the school. As well as see how competence the teacher's ability to use a wide variety of media that is provided by the schools where they are assigned.

Qualitative methods selected in this study in order to initiate an investigation to describe the systematic, factual and accurate information on the facts of a condition when teachers teach in relation to the use of instructional media in several elementary schools in the sub district of East Padang.

RESULT AND DISCUSSION

Based on observations and interviews that have been done, the results can be described as follows:

Obstacles in using Learning Media

There are several issues become barriers for teachers in using media. From the researcher's observation, the teachers who carry out their duties in the classroom have already reached tens of years with the condition. But they feel there is nothing to be upgraded from their teaching. They were satisfied with what they have done, and they feel there is no need to be changed or developed on the pattern of teaching. From day to day till many decades they've even carry out the task of teaching by referring to textbooks every field of study and do not need to be assisted with media.

It was found that most of the teacher do not realize that there is a huge impact of using the media in teaching. In the presence of media at the same conditions when the teacher is teaching, it is helpful for students to raise their motivation. Because the presence of media will make variations and attract the students' attention, students will also feel comfortable. In other words unconsciously learning media serves to entertain students while studying. Any type of media can be used to make students entertained when it is skillfully used. Therefore, the skills of teachers to determine the suitable media with the material to be delivered are urgently needed.

Then that issue in utilizing instructional media is the issue of the use permit. School leaders do not always provide the opportunity for teachers to use media that

has been collected. There are various reasons that prohibit them. One of them is for saving, because when the media is frequently used, it would be quickly damaged or depleted. Another reason is the fear of damage because the teachers cannot use the media. It is usually associated with the use of technology-based media such as projector. These issues led to the lack of development of teachers in using the media.

Then other problems found in the use of these media are related to the ability of teachers. Many of the teachers in these schools do not have the ability to use the media. They are not able to determine which media can be used to support the delivery of material. In addition, they are also not able to create media that is neither appropriate to the subject matter nor able to take advantage of technology-based media, from creating slides as well as operating the media.

The learning media can be created from any objects as the result of teachers's creativity in accordance with the material. The media can be created on any subject matter by using any object, but the media can also be taken from existing objects such as television, movies, pictures, tapes, and others. As long as it can be matched with a subject matter that will be delivered.

Another obstacle in using the instructional media in teaching is a lot of activities in the school. The flurry of activity is like assessing student learning, the administration staff as well as other activities. Thus, the teacher does not have time to make learning media.

Availability of learning media in the schools

The availability of learning media provided in school are quite varied, either in the form of electronic media such as the type of recorder, television, projector, films, and others. Meanwhile, non-electronic media that can be found are assortment of images such as a green landscape pictures, pictures of heroes, paintings and other colorful printed material,

these colors is expected to attract the students' attention. Besides, learning media in the form of musical instruments from various regions in Indonesia can also be found. In addition, there is also a form of science learning tools such as the skeleton of human body, animals and others. Furthermore, mathematics learning tools such as image cubes, blocks and others are also available in the schools.

From the observation of researchers there are some schools that provide space for the collection of media that deliberately created to help the learning process. Some of the media is a relic of the students who have conducted PPLK at the school. Such kind of media is intentionally kept as an archive of the school.

The Efforts in utilizing instructional media

The school is always trying to improve the quality of teachers in performing their duties. Every chance given by government agencies to keep upgrading, training is always followed. All teachers are alternately assigned to follow those activities. Other opportunities are often used to improve the skills of teachers are on the activities of teachers working group (KKG). In the organization's activities to the aspirations of participants, both complaints in teaching and other matters related to the learning process can be overcome. In any event, there are instructors or presenters in accordance with the needs of the participants and teachers are given the opportunity to discuss and exchange ideas directly with the presenters.

Another opportunity that can be used by teachers to increase their knowledge when there is a community service activities of some university lecturers. These activities are usually carried out by lecturers. There were a few times of community service have been performed, one of which is about the use of instructional media. Besides, fellow teachers also share their experience each other. Teachers who can use or create media then help teachers who have not been able to use the media or create the media.

CONCLUSION AND RECOMMENDATION

The findings have been obtained in this study is in accordance with the formulation of the planned from the beginning. The conclusions are as follows:

1. The obstacles in using instructional media are:
 - a. Teacher's assumption about there is no lack of performance in the execution of their duties. Thus, there should not be supported by various learning media.
 - b. School leaders do not always provide the opportunity for teachers to use media that has been collected with some reasons like fear of broken.
 - c. The teacher does not have the ability to use the learning media.
 - d. There are many activities in the school such as, assessment, students' administration and others that teachers must be done beside teaching activity.

2. The Availability of instructional media

In general this research shows that availability of instructional media in the schools was sufficient. The media covers all types of learning media such as pictures, posters, props, as well as electronic media.

3. The Efforts in utilizing the instructional media.

It is recommended that the teachers should have to start trying to change habits in teaching. They may arrange a time as possible so that the time available each day can be used optimally. School leaders should provide the opportunity for all teachers to be able to utilize all available instructional media collection. Various ways have been widely available for use in studying the use of instructional media.

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