

ANALISIS KINERJA GURU DILIHAT DARI MEDIA PEMBELAJARAN DI SMAN 4 SUMBAR

Analysis Teachers Performance Viewed From Learning Media at SMAN 4 SUMBAR

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Abstrak

Learning media adalah media atau alat yang digunakan untuk menyampaikan materi dalam proses mengajar di kelas. Learning media sangat membantu untuk guru dalam menyampaikan informasi atau materi yang akan disampaikan. Semakin bagus media yang di gunakan maka materi yang akan mudah di terima oleh siswa. Penelitian ini bertujuan untuk mengetahui media pembelajaran yang di-gunakan guru bahasa inggris pada saat mengajar di SMAN 4 SUMBAR. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengambilan data menggunakan wawancara tidak terstruktur dan lembar observasi. Kemudian, partisipan dalam penelitian ini yaitu 1 orang guru bahasa Inggris dengan 3 kali pertemuan saat mengajar di kelas. Pada saat melakukan observasi, ditemukan bahwa guru menggunakan media pembelajaran seperti buku, papan tulis dan smartphones. Di setiap pertemuan hasil media yang di dapatkan berbeda beda berdasarkan dari materi yang dipelajari. Berdasarkan hasil questionnaire, guru cenderung menggunakan media seperti buku alasannya karena buku mudah di gunakan di bandingkan jenis media yang lainnya. Oleh karena itu, dapat dikatakan bahwa guru masih memilih buku sebagai media pembelajaran yang mudah digunakan di bandingkan media lainnya.

Kata Kunci:

Kinerja Guru
Media Pembelajaran
Tipe Media Pembelajaran

Keywords:

Teachers Performance
Learning Media
Keyword 3

Abstract

Learning media are media or tools used to convey material in the teaching process in class. Learning media is very helpful for teachers in conveying information or material to be conveyed. The better the media used, the material will be more easily accepted by students. This study aims to determine the learning media used by English teachers when teaching at SMAN 4 SUMBAR. This study used a qualitative descriptive method with data collection techniques using unstructured interviews and observation sheets. Then the participants in this study were 1 English teacher with 3 meetings while teaching in class. At the time of observation it was known that the teacher used learning media such as books, blackboards and smartphones. At each meeting the media results obtained varied based on the material being studied. Based on the results of the questionnaire, teachers tend to use media such as accommodation books because books are easy to use compared to other types of media. Therefore, it can be said that teachers still choose books as learning media that are easy to use compared to other media. a translation from indonesian abstract word by word, but has the same content. Objectives and methodology are arranged in the form of past tense, while the results and conclusions in the form of any media..

INTRODUCTION

Teacher performance refers to the effectiveness, competence, and overall quality of a teacher's work and impact in the classroom. It encompasses the various skills, knowledge, attitudes, and behaviors that contribute to effective teaching and

positive student outcomes. Since they have their influence on what students learn in the classroom, teachers have an important position of leadership in education. (Andriani et al., 2018), teacher performance is an important factor in determining the quality of learning, which is ultimately in line with educational

outcomes after graduating from school, performance as the level of achievement in carrying out tasks to achieve organizational goals. This highlights the importance of performance in achieving organizational goals.

(Mansur & Utama, 2021) A teacher should be equipped with the competence to choose or even develop fitting learning resources, while also adeptly organizing and supervising the classroom to ensure the most favorable learning results. With the help of selected instructional tools and resources, qualified teachers carry out their fundamental tasks and responsibilities as mentors, for motivation, and mediators. That refers to putting information, attitudes, abilities, and motivation into practice by implementing, describing, and producing both physical and non-physical components in line with instructions, functions, and tasks. Performance is a focal point for management because it is closely related to institutional or organizational productivity. Individual abilities and desires have a significant effect on performance. While many people may be capable of doing a job, not all have the will to do it, resulting in subpar performance. Therefore, performance is something that is achieved through the achievements or abilities shown by individuals or organizations in striving towards goals and objectives.

Learning Media

The use of instructional media also influences learning. Learning media can be described as media that contain information or instructional messages and can be used in learning process. Learning media is a media that convey messages or information that contains the intent or purpose learning. Learning media is very important to help learners acquire new concepts, skills and competencies.(Hasan, 2021) There are many types of media that can be used by educators in the teaching and learning process, but educators must selective in choosing the type of media. In the digital era, educators not only have to be

capable using classical learning media but also media modern learning.(Rahim et al., 2019) Learning media is a way communication used convey messages in learning so that students as recipients of messages are not mistaken capture message content as material learning, media aims to improve the performance and allows various activities implemented quickly, precisely and accurately.

Media in the teaching and learning process can be interpreted as anything used to convey messages/teaching materials to students to stimulate their minds and attention in the teaching and learning process. Media can also be understood as a tool for sending messages from the teacher to the student. The use of media in learning can be done independently or in groups. Media play an important role in the teaching and learning process because they serve as a valuable tool for clarifying and facilitating understanding of teaching materials. It is possible to reduce complicated instructional materials and aid transmit knowledge that may be challenging to express just via words by using the media as an intermediate in learning activities.. In addition, (Ramdhani & Muhammadiyah, 2015) media helps make abstract concepts more real, allowing students to understand material more easily compared to learning without the help of media.(Mansur & Utama, 2021) The selection of suitable learning materials is following a model of criteria that takes into account the following factors: alignment with the material, compatibility with student characteristics, compatibility with the student's preferred learning strategy, and The appropriateness with available resources, makes sure that it is the correct decision. The model of assessment is used for a thorough summative evaluation of the appropriateness of learning material selection. It includes four criteria: alignment with the content, compatibility with student attributes, coherence with students' learning styles, and suitability with available resources. The media should be easily integrated with

the learning process since it has become a crucial part of the entire educational system.

The ultimate objective of media integration is to give students the opportunity to actively connect with the selected media throughout their education. However, the choice of media should not be at random, though it should be based on specific criteria.. Having mistakes while choosing media can have unanticipated and delayed effects, irrespective of the media type or subject. In general, the following factors should be taken consideration while choosing instructional media: The intended target audience or learners, the features of the media, the time allowed for implementation, the related spending, and the accessibility of the media resources. According to (Puspitarini & Hanif, 2019)Using learning tools effectively in the educational process enhances their role as efficient and valuable aids in accomplishing educational goals. Technology and learning media are connected, and using technology as an educational tool gives students a useful way to hear from their lecturers and access instructional information. Technology may also encourage teachers' creativity in how they use ICT tools, which will help pupils understand the subject matter.

.Therefore, ICT can make impact on teaching learning proccess.(Chaeruman, 2015) The potential of ICT, especially computers and the internet is extraordinary has allowed information, including learning messages, packaged in such a way in a variety of learning media formats both text, audio, visual, animation, games, simulations and even a combination of these things the. Given that the media will be used as learning, then must be able to guarantee quality both in terms of material substance and technical presentation and packaging the characteristics of the media. (Syahdan et al., 2021)For the practicum teachers participating in the online learning activities, ICT readiness is important. ICT proficiency among teachers and frequent ICT use in the classroom are

significantly correlated. In this uncertain climate, practicum instructors are required to adapt more to cloud learning environments that are not included in the curricula of programs that do not focus on technology. In order to meet the problems of the twenty-first century, they must provide learning solutions within the context of mandated digital media education and qualified literacy, as well as lifetime learning and professional development.

Types of Learning Media

There are various types of learning media that can be used in education. Among them are visual-based learning media, audio-based learning media, and audio-visual based learning media Learning media can be broadly categorized into six types: text, audio, visual, motion, real objects and models, and people. Text-based media, such as books, posters, whiteboards, and computer screens, are commonly used to deliver learning material. Audio media encompasses various sounds, including human conversations, music, and mechanical engine sounds. Visual media includes diagrams, images on posters or blackboards, graphics in books, and photographs. Motion media consists of videos, films, and animations. (Marpanaji et al., 2018)Real objects or models are three-dimensional learning media that students can touch and hold, with "trainers" being a common example in vocational learning. Lastly, humans themselves, such as teachers, students, or field experts, can serve as learning media. (Efendi, 2023) learning media have a 4 types, First is Visual media is a form of media that uses the eyes to aid in learning. Textbooks are a common form of learning media in basic schools.

In primary school, textbooks are a requirement for media. Experts develop textbooks based on their expertise and tailor them to students' levels of understanding. Textbooks have evolved into written resources that offer a wealth of knowledge. Next, comic books. In the early grades, comic books

can be utilized as a substitute for traditional media. Comics are a type of visual narrative that feature original and humorous art. Comic books often provide short, straightforward stories that are pleasant to read and easy to grasp. Comics are a type of animation that uses characters and illustrates a story in a roughly linked order to amuse its audience.

Comics have certain benefits. Second is, Audio Media Audio such as sound, music, songs, etc., can become audio media. Audio based media is divided into two types: firstly, radio. Radio is an electronic device used to broadcast current news so that you can know about important and new events and other life issues. Second, Cassette. A cassette is one of the media that can store sound and play it repeatedly to students as teaching material. However, cassette media is now widely abandoned because there are more practical alternatives, such as mobile phone recordings and flash drives. Third, Audio-visual media is a medium that uses the senses of sight and hearing in the learning process. Audio-visual media-based learning activates the two senses of students, namely the eyes and ears. Video is one type of audio-visual media because students have to use their eyes and ears to understand it. video is a technology for capturing, recording, managing, transferring, and reconstructing sequences of still images by presenting scenes in electronic motion. Fourth, Multimedia media is a type of media that combines visual, audio, and visual audio into one unit. Multimedia is an application used in the learning process to convey messages (knowledge, skills, and attitudes) and can stimulate thoughts, feelings, attention, and the willingness to learn, so that when the learning process occurs, it is focused and controlled.

Developing Learning Media

The use of whatsapp in learning media changes teacher learning styles from traditional to online learning (Sari, 2018) Due to the rapid advancements in technology, there has been a

significant shift in learning styles, transitioning from traditional face-to-face learning to online learning. Students perceive the implementation of the WhatsApp platform as advantageous for several reasons. The research findings indicate that WhatsApp can be an effective tool for language learning, particularly for advanced level students.

The use of video animation in learning makes the learning process in class directly or from home an interesting thing according to (Laksmi et al., 2021) Animation Video features into the learning process, specifically in enhancing the motivation of English as a Foreign Language (EFL) students, especially young learners, during the transition to online learning, commonly known as School From Home. With the shift to fully online learning in Indonesia due to the pandemic, there is a need to address the limited opportunities for students to learn English.

Google Classroom for learning English simplifies the process of delivering lectures. According to (Abd. Syakur et al., 2020) Google Classroom applications are highly effective in promoting fresh perspectives and motivating students to learn the English language. The application creates an enjoyable learning experience for students, fostering a sense of comfort. Evidence of Google Classroom's efficacy in English education departments includes improved learning outcomes, increased student engagement, notable achievements, enhanced learning processes, comprehensive scores, and ongoing progress.

METHOD

The design of this research was descriptive qualitative research. The researcher used it because researcher wants to analyze and describe Learning media used by teacher descriptive research determine and describes the way things was. It means that in descriptive research only described about the phenomena or situation related to what were being

Do you always use learning media every time you teach in class?	☐ Always ☒ Sometimes
	☐ Never
Which type of learning media do you use most often?	☒ Text ☐ Picture or Photo
	☐ Audio
	☐ Audio-Video
	☐ Presentation with a Computer.
What application software do you most often use to create learning media?	☐ Microsoft Powerpoint ☐ Authorware ☐ Macromedia/Adobe Flash
	☒ Other types, specify:
For the purposes of the availability of learning media, the most frequent things you do are:	☐ Make your own summary of the material using application software with a computer. ☒ Download from the Internet.
	☐ Ask someone else to make it.
	☐ Using learning media provided by the school.
What basis do you use in choosing learning media?	☐ Based on the availability of learning media in schools.
	☐ Based on habits (using Microsoft Power Point).
	☒ Based on the material to be taught.

observed. Instrument is a tool for collecting the data.

Descriptive data are usually collected by questionnaire and observation. In this research, the researcher used observation form collecting of data through learning media used.

RESULT AND DISCUSSION

Based on the result of questionnaire and observation, learning activity in classroom have different media. In the first meeting the teacher used a mobile phone while teaching, this happened because the first class had material about listening, therefore the media used is related to the material to be conveyed. when the teacher's delivery of material only uses a mobile phone as a learning media, there is no additional learning media can be seen. Therefore, result to first observation teachers use mobile phone, and that is category for modern learning media.

In the second meeting, the teacher uses books as learning media. this happened because the topic of learning at that time was about reading. This can be seen because the teacher asked students to read the dialog text in the book to the students who had been determined. conclusions from the results of observations of the second meeting of teachers using books as learning media.

In the third meeting, the media used in class were markers and blackboards. this happened because the class was learning English for the first time and the first meeting, so at that time it was still in the introduction. at the time of introduction the teacher gave the vocabulary written on the media. the conclusion at this third meeting, the media used during learning are markers and blackboards.

Based on the results of the questionnaire from the teacher, it was found that the teacher always used media during the teaching process, the media that was often used was textbooks, the applications used in learning media such as YouTube and WhatsApp, and the media used were based on the media available at school.

CONCLUSION

Based on the finding of this research, it can be concluded that the study focused on analyzing the various learning media employed by a teacher during three separate classroom sessions. The choice of

media was found to be closely aligned with the specific learning objectives and content of each session. In the first meeting, a **mobile phone** was used as a modern learning tool due to the listening-focused material, showcasing a contemporary approach to teaching. In the second meeting, **text book** were utilized to facilitate reading-based learning activities. The third meeting, being an introductory English lesson, employed **markers and blackboards** to introduce vocabulary visually.

From these observations, it can be inferred that the selection of learning media is influenced by both pedagogical considerations and the requirements of the subject matter. The study also revealed that the teacher's approach to media selection was flexible, adapting to the needs and preferences of the students, as well as the specific context of each material. This highlights the importance of situational awareness and adaptability in teaching, as the choice of media can significantly impact the effectiveness of conveying information and engaging students. Overall, the findings suggest that an informed and strategic use of diverse learning media enhances the overall learning experience and caters to the varied needs of students.

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