

## Utilizing Educational Media in the Field of Education Fosters Active Learning Within the Classroom

Aisyah R.D.N. Padang<sup>1</sup>, Melyani Sari Sitepu<sup>2</sup>

<sup>1</sup>Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Sumatera Utara, Medan Indonesia

<sup>2</sup>Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Sumatera Utara, Medan Indonesia

---

### Article Info

#### Article history:

Received July 28, 2023

Revised September 25, 2023

Accepted September 26, 2023

---

#### Keywords:

Use of Learning Media,

Active in class,

Active Learning

---

### ABSTRACT

This study examines the use of learning media in the world of education to create active learning in the classroom. This study uses a qualitative approach, which describes and describes the use of instructional media in the world of education. The data collection technique used in this research is library research, where library research is the activity of collecting research-related materials from scientific journals, literature, and authors. The data in this study are based on books and journals that are relevant to the author's research. The data analysis technique used in this study is qualitative data analysis where in this study the opinions expressed by experts regarding instructional media, these data are used as a basis for strengthening the author's arguments in analyzing the effect of using instructional media. The results of this study indicate that learning media is needed in the teaching and learning process, the role of learning media is very important in the world of education where learning media can support the teaching and learning process of students and teachers. The influence of the use of learning media on learning makes teaching and learning easier for students and teachers, which can increase student motivation because teaching materials are used in the form of media. Learning attracts students' attention. The meaning of teaching materials becomes clearer, so that students understand more and learn to master the objectives of teaching materials.

*This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

### Corresponding Author:

#### Melyani Sari Sitepu

Faculty of Teacher Training and Education, Elementary School Teacher Education Study Program, Muhammadiyah University of North Sumatra, Jl. Captain Muchtar Basri No. 3, Glugur Darat II, Kec. Medan Team., Medan City, North Sumatra 20238

Email: [melyanisari@umsu.ac.id](mailto:melyanisari@umsu.ac.id)

---

## 1. INTRODUCTION

Education plays a pivotal role in nation-building, as its primary task involves honing and enhancing skills, thereby elevating the overall quality of life and human dignity. The enhancement of education can be achieved through educational institutions or bodies, with schools being the official entities responsible for this endeavor. Consequently, schools must strive to create a conducive and enjoyable learning environment, fostering active student participation in the teaching and learning process to cultivate high-quality human resources (Falahudin, 2014).

The advent of science and technology has significantly impacted the use of educational materials in educational institutions. More advanced schools have embraced these tools as aids for teaching and learning across various subjects, thereby rendering the learning process more effective and efficient (Amalia, 2014). With the rapid evolution of technology, substantial changes have occurred within the educational landscape, prompting various initiatives to transform the realm of education. These changes have encompassed curriculum development, teaching methodologies, tools, and assessment methods (Widiyaningtyas & Widiatmoko, 2014).

Organizational administration, human resources management, and training supervision have also undergone transformations (Johar et al., 2014). The development and role of technology have become so prominent that the use of teaching tools, audio-visual aids, and other school equipment has adapted to these advancements, aligning with curriculum requirements, materials, methods, and students' proficiency levels to achieve learning objectives (Barus, 2015).

The evolution of information technology has influenced the utilization of various media as educational aids. Consequently, the mastery of teaching materials is essential for educators, and they are expected to employ these media effectively and efficiently to impart knowledge to students. While multimedia has experienced rapid growth, not all educators are proficient in its use (Handayani, 2014). Therefore, teachers must possess professional competence in utilizing multimedia, starting with mastering the fundamental media, which serves as the foundation for their development. A professional educator must possess four key competencies: pedagogical, personal, social, and professional skills. Pedagogical competence demands that educators excel in the art of teaching (Miftah, 2014). Successful learning hinges on the teacher's ability to systematically and meticulously plan lessons (Supriyono & Sugirin, 2014). When planning lessons, one critical factor to consider is the selection of relevant and engaging learning media that piques students' interest (Wahyudi, 2014). Furthermore, learning media is incomplete without practical application; hence, educators must strive to plan, employ, and evolve these tools. Teachers should also explore modern electronic devices, adapting them for classroom use (Handika & Riadi, 2014).

There exist various types of learning environments, and each possesses its own distinct advantages and drawbacks (Karimah, 2014). Educators must familiarize themselves with these media types and their characteristics. This knowledge empowers teachers to make informed choices, aligning media with students' foundational skills, learning experiences, and the materials they have prepared. Such alignment is critical for ensuring a smooth and effective learning process (Yuliani & Pujiyanta, 2014). Consequently, researchers can investigate how the utilization of learning environments impacts the educational landscape. The objective of this study is to elucidate the influence of learning environments on education and the benefits accrued from their implementation (Iwan Falahudin, 2014). This research aims to provide readers with insights into the pivotal role of learning environments in education and the advantages gained through their utilization (Anas, 2014).

## 2. METHOD

This study uses a qualitative approach, which describes and describes the influence of the use of instructional media in the world of education (Darmalaksana, 2020). The way to describe and describe the data is through several expert opinions. So by using a qualitative approach this research is expected to be able to provide comprehensive facts about the effect of using instructional media in the world of education. (Sugiyono, 2015)

The research variable is anything in any form that is determined by the researcher to be studied so that information is obtained about it and then conclusions are drawn by Sugiyono (Mustaqim, 2016b). Based on the literature review, the variables used in this study are: a. Independent Variable (Independent Variable), The independent variable is the variable that influences or causes the change or the emergence of the dependent variable in this study which is the independent variable (X), namely: learning media. b. Dependent variable (Dependent Variable) The dependent variable is a variable that is affected or becomes a result because of the independent variable (Suigono, 2016). In this research, the dependent research (Y) is: The learning process. Other publications that are worthy of being used as a source for research that will be examined literature and writers (Sugiyono, 2016)

This literature study was conducted to obtain theoretical information so that researchers have a strong theoretical basis as a scientific result. The data in this study are based on books and journals that are relevant to the author's research (Nursalam, 2016). The data analysis technique used in this study is qualitative data analysis where in this study the opinions expressed by experts regarding instructional media, these data are used as a basis for strengthening the author's arguments in analyzing the effect of using instructional media (Mustaqim, 2016a).

## 3. DISCUSSION

Media, deriving from the Latin word "medium" in its plural form, refers to entities situated between two ends or serves as tools. In the context of Jennah's educational media, all components, encompassing both hardware and software, function as communication tools guaranteeing the clarity of information transmission. Mass media serves as a conduit for conveying information to message recipients (Yudasmaria & Purnami, 2015).

Media serves as a conduit for transferring messages from the source to the message recipient. In the realm of teaching and learning, media is primarily construed as graphical, photographic, or electronic instruments that facilitate the comprehension, management, and reorganization of visual or verbal information. Media encompasses any entity, substance, tool, or event that can establish conditions conducive to students'

acquisition of knowledge, skills, and behaviors (Runtulalu & Purba, Liliana, 2015). Media operates as an intermediary in disseminating news from sources to recipients, such as through video, television, computers, and other platforms (Runtulalu & Purba, Liliana, 2015). Learning media is a functional tool used for transmitting educational messages. Learning media encompasses anything employed to convey messages systematically from sources, fostering an optimal learning environment where learning is both effective and efficient (Lubis & Ikhsan, 2015).

Learning media encompasses anything deployable to enhance teaching and learning activities. The learning environment functions as an instrument or tool for executing the educational process, encouraging the establishment of teacher-student relationships aimed at achieving specific educational objectives (Arnesti & Hamid, 2015).

According to Article 1, Paragraph (19) of Permendiknas Number 32 regarding National Education Standards issued by the government in 2013, learning constitutes the interaction between students, instructors, and learning resources within an educational environment. Learning fundamentally constitutes a communication process, entailing the transmission of messages from sources to recipients via designated channels or media (Haryanto, 2015). Learning represents the process of establishing connections between students, other students, and the materials being taught (Rika Lisiswanti & Indri Windarti, 2015). Learning serves as communication among students within the educational framework of the school environment (Kharisma et al., 2015).

From the above comprehension, it can be deduced that learning media is an instructional tool utilized in the educational process, serving to stimulate student engagement, encompassing all elements, including objects and the surrounding environment, which students can utilize during the learning process (Badriyah, 2015). As per KBBI's definition, education denotes the process of transforming the attitudes and behaviors of individuals or groups to cultivate maturity through teaching, training, processes, changes, and methodologies. Ki Hajar Dewantara, however, views education as one of the most crucial endeavors for transmitting knowledge about civilized human life to each new generation, with a focus not only on "preservation" but also on cultural advancement and development towards a better direction (Susilo, 2015). Haidari and Nurussakinah characterize education as the guidance or support provided by adults to foster early childhood development, enabling children to become sufficiently self-reliant in life tasks without adult assistance. In Muhibbin Shah's perspective, education arises from the term "educate," with the initial "I" transforming it into "educate," implying nurturing and instructing. In nurturing and providing education, instruction, guidance, and assistance are essential concerning the behavior and intellect of the individuals being nurtured (Rahayu et al., 2015).

The field of education is progressively elevating the quality of human resources amid advancing technology in the global era, alongside evolving curricula. Consequently, the educational approach is shifting away from traditional lecturing towards the adoption of numerous media. Present-day learning emphasizes skills, processes, and active engagement. Verbal communication alone can render information abstract, potentially leading to students memorizing words without grasping their meaning, thereby resulting in misconceptions. To combat this, students' experiences should be made concrete, and conveyed messages should genuinely attain their objectives. Activities that mimic real-world scenarios necessitate students' physical and psychological involvement. While offering direct experiences is challenging due to planning and time constraints, some experiences cannot be acquired firsthand. For instance, it's impossible for students to directly observe the ocean floor. Hence, learning media becomes indispensable in the educational process. Learning media plays a pivotal role in the realm of education by supporting both students and teachers. The utilization of learning media simplifies the teaching and learning process, heightening student motivation through the presentation of educational materials in a media-rich format that captivates students' attention, thereby enhancing comprehension and mastery of the intended learning outcomes.

Learning methods provided through media offer greater flexibility compared to oral communication. By conveying information orally, students remain engaged, and instructors do not exhaust their energy delivering extensive content. This reduction in delivery time is accompanied by a reduction in required learning time. The brevity of media usage between conveying information and learning ensures efficient knowledge absorption. Furthermore, the learning process is not confined to the classroom; it can occur anytime and anywhere. For example, students can employ electronic devices such as televisions, radios, laptops, and other gadgets for learning.

In this context, teachers play a vital role in guiding students toward achieving their goals through the learning environment. The choice of the learning environment is crucial, as it should align with the subject matter and students' needs. Learning media serves as a means to preserve rare objects or specific events, allowing for the manipulation of circumstances. For instance, teachers can document rare occurrences through photos, videos, or audio recordings, using them as needed. A teacher can elucidate a rare solar eclipse through video footage or employ a film presentation to describe historical events in social studies. Manipulation of the

classroom setting can also depict fast-paced movements like car or airplane motion, as well as accelerate slower processes such as plant growth and color changes in substances.

The use of the learning environment enhances students' positive attitudes toward learning materials and the learning process, fostering a more inclusive learning atmosphere that encourages enthusiasm for all available subjects. Educational media usage significantly impacts students, as it facilitates their comprehension of learning material intent and purpose, stimulates curiosity, and offers real-world knowledge application.

#### 4. CONCLUSION

Media, as a conduit for information transmission, serves as a powerful tool to enhance teaching and learning experiences. It encompasses various elements, from hardware to software, and plays a pivotal role in achieving effective and efficient learning environments. Through the lens of education, media is not limited to graphical or electronic instruments but is a versatile entity that fosters knowledge acquisition, skill development, and behavioral changes. It acts as a bridge between information sources and recipients, promoting meaningful communication in the learning process.

The modern education landscape is evolving, emphasizing skills, processes, and active engagement over traditional lecture-based approaches. Media addresses the challenge of making learning experiences concrete, ensuring that conveyed messages genuinely achieve their objectives. By providing students with a media-rich format, learning materials become more engaging, resulting in improved comprehension and mastery of learning outcomes. The benefits of learning media extend beyond the classroom, offering flexibility and efficiency in knowledge absorption. Students can access educational content at any time and place, thanks to various electronic devices. Teachers play a crucial role in guiding students and choosing appropriate learning environments that align with subject matter and student needs.

Educational media's impact on students is substantial, as it not only enhances their understanding of learning materials but also stimulates curiosity and encourages the practical application of knowledge in real-world scenarios. This underscores the importance of integrating media into the educational process to create a more inclusive and engaging learning atmosphere. As education continues to adapt to advancing technology and evolving curricula, the role of media in facilitating effective teaching and learning experiences remains indispensable.

#### REFERENCES

- Amalia, I. A. (2014). Power Point Sebagai Alternatif Media Pembelajaran Masa Kini. *Jurnal Edueksos*, III(2).
- Anas, M. (2014). Alat Peraga dan Media Pembelajaran. *Alat Peraga Dan Media Pembelajaran*.
- Arnesti, N., & Hamid, A. (2015). PENGGUNAAN MEDIA PEMBELAJARAN ONLINE – OFFLINE DAN KOMUNIKASI INTERPERSONAL TERHADAP HASIL BELAJAR BAHASA INGGRIS. *JURNAL TEKNOLOGI INFORMASI & KOMUNIKASI DALAM PENDIDIKAN*, 2(1).  
<https://doi.org/10.24114/jtikp.v2i1.3284>
- Badriyah. (2015). Efektifitas Proses Pembelajaran Dengan Pemanfaatan Media Pembelajaran. *Jurnal Lentera Komunikasi*, 1(1).
- Barus, G. (2015). Kartu Permainan: Media Pembelajaran Bahasa Arab Kontekstual. *Kinabalu*, 11(2).
- Darmalaksana, W. (2020). Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Falahudin, I. (2014). Pemanfaatan Media dalam Pembelajaran. *Jurnal Lingkar Widya Swara*, 1(4).
- Handayani, N. (2014). Penggunaan Media Pembelajaran Lectora. *An - Nuha*, 1(2).
- Handika, & Riadi, I. (2014). Media Pembelajaran Komunikasi Data Dan Jaringan. *Journal Sarjana Teknik Informatika*, 2(3).
- Haryanto. (2015). Kajian Konseptual Media Pembelajaran. *Jurnal Pendidikan*, 3(4).
- Iwan falahudin. (2014). Pemanfaatan media dalam pembelajaran. In *Jurnal lingkar widya swara* (Vol. 1, Issue 4).
- Johar, A., Risdianto, E., & Indriyati, D. A. F. (2014). Media Pembelajaran Berbasis Web Pada Bidang Studi Bahasa. *Rekursif*, 2(1).
- Karimah, D. (2014). Pengembangan Media Pembelajaran Ular Tangga Fisika Untuk Siswa SMP/MTs Kelas VIII. *Jurnal Pendidikan Fisika Universitas Sebelas Maret*, 2(1).
- Kharisma, R. S., Kurniawan, R., & Wijaya, A. C. (2015). Perancangan Media Pembelajaran Berhitung Berbasis Multimedia Flash. *Jurnal Ilmiah DASI*, 16(2).
- Lubis, I. R., & Ikhsan, J. (2015). PENGEMBANGAN MEDIA PEMBELAJARAN KIMIA BERBASIS ANDROID UNTUK MENINGKATKAN MOTIVASI BELAJAR DAN PRESTASI KOGNITIF

- PESERTA DIDIK SMA. *Jurnal Inovasi Pendidikan IPA*, 1(2). <https://doi.org/10.21831/jipi.v1i2.7504>
- Miftah, M. (2014). PEMANFAATAN MEDIA PEMBELAJARAN UNTUK PENINGKATAN KUALITAS BELAJAR SISWA. *Jurnal Kwangsan*, 2(1). <https://doi.org/10.31800/jurnalkwangsan.v2i1.11>
- Mustaqim. (2016a). METODE PENELITIAN GABUNGAN KUANTITATIF KUALITATIF / MIXED METHODS. *Jurnal Intelegensia*, 04(1).
- Mustaqim. (2016b). Metode Penelitian Gabungan Kuantitatif Kualitatif / Mixed Methods Suatu Pendekatan Alternatif. *Jurnal Intelegensia*, 04(1).
- Nursalam. (2016). Metode Penelitian (Pre Eksperimen). *Kesehatan*.
- Rahayu, A., Sutikno, & Masturi. (2015). Pengembangan Media Pembelajaran Hukum Newton Menggunakan Fotonovela Berbasis Kearifan Lokal. *Prosiding Seminar Nasional Fisika (E-Journal)*, IV(1).
- Rika Lisiswanti, O. S., & Indri Windarti. (2015). Peranan Media dalam Pembelajaran Matematika SLTP. *Jurnal Kesehatan*, 6(1).
- Runtulalu, D., & Purba, Liliana, K. R. Purba. (2015). Media Interaktif Pembelajaran Sistem Pencernaan. *Jurnal Infra*, 3(2).
- Saputro, R. E., & Saputra, D. I. S. (2015). Pengembangan Media Pembelajaran Mengenal Organ Pencernaan Manusia Menggunakan Teknologi Augmented Reality. *Jurnal Buana Informatika*, 6(2). <https://doi.org/10.24002/jbi.v6i2.404>
- Sriadhi. (2015). Analisis Karakteristik Media Pembelajaran Dan Motivasi Berdasarkan Gaya Belajar Siswa Sekolah Menengah Kejuruan. *Educandum*, VIII.
- Sugiyono. (2015). Metode Penelitian Pendidikan. Bandung. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*.
- Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif dan R & Metode Penelitian Kuantitatif, Kualitatif Dan R & D. Bandung: Alfabeta. In *Bandung: Alfabeta*.
- Sunyigono. (2016). Metode Penelitian kuantitatif, kualitatif, dan R&D. *Bandung : Alfabeta*.
- Supriyono, K., & Sugirin, S. (2014). PENGEMBANGAN MEDIA PEMBELAJARAN MEMBACA BAHASA INGGRIS SMP BERBASIS WEB. *Jurnal Inovasi Teknologi Pendidikan*, 1(1). <https://doi.org/10.21831/tp.v1i1.2459>
- Susilo, M. J. (2015). Analisis Kualitas Media Pembelajaran Insektarium dan Herbarium untuk Mata Pelajaran Biologi Sekolah Menengah. *JURNAL BIOEDUKATIKA*, 3(1). <https://doi.org/10.26555/bioedukatika.v3i1.4141>
- Wahyudi, N. (2014). Pemanfaatan Blog Sebagai Media Pembelajaran Interaktif. *Jurnal Study Islam Panca Wahana*, 10(12).
- Widiyaningtyas, T., & Widiatmoko, A. (2014). Media Pembelajaran Berbasis Web Pada Mata Pelajaran Kimia. *Jurnal Teknologi*, 21.
- Yudasmara, G. A., & Purnami, D. (2015). Pengembangan Media Pembelajaran Belajar Siswa SMP. *Jurnal Pendidikan Dan Pengajaran*, 48(1-3).
- Yuliani, S., & Pujiyanta, A. (2014). Media Pembelajaran Goal Programming Berbasis Multimedia. *JSTIE (Jurnal Sarjana Teknik Informatika) (E-Journal)*, 2(1).

**BIOGRAPHIES OF AUTHORS**

	<p>Aisyah R.D.N. Padang, is a student at the Muhammadiyah University of North Sumatra class of 2020. She is one of the students in the elementary school teacher education program. She is passionate about improving the quality of student learning through learning media in the school environment. he can be contacted via email: <a href="mailto:aisyahramadhani2102@gmail.com">aisyahramadhani2102@gmail.com</a></p>
	<p>Melyani Sari Sitepu, is an educator at the Muhammadiyah University of North Sumatra. She was appointed as a lecturer at the University of North Sumatra in 2020. She carried out his undergraduate education at the North Sumatra University political science study program and then continued his postgraduate studies at the State University of Yogyakarta, Basic education study program I. She teaches social studies basic concepts, Social Studies Education, Educational Methodology, Learning Evaluation and Thematic Learning. His current research interest is includes learning and development of students in the field of elementary schools. He can be contacted by e-mail: <a href="mailto:melyanisari@umsu.ac.id">melyanisari@umsu.ac.id</a></p>