



Trend Learning Media of Elementary Education Indonesian Teacher in Practice Field Experience

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Abstract

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The teaching methods used in elementary school the practical experience of Indonesian teachers in the classroom still must be enhanced. The purpose of this study is to analyze, within the context of actual field experiences, the growing trend of educators making use of various forms of educational media in the classroom. The quantitative method was used for this analysis. Thirteen people were employed as the sample by applying each of the four-learning media at a variety of class levels. The total number of learning media that was studied was around 52. Within the scope of this study, it was determined that there are four distinct categories, namely school location, research subject, learning model, and learning media. the findings, all of which can show results in each finding related to the location of teachers applying in elementary schools located in villages, cities, and isolated areas, then various research subjects, there are low class and high class, the most frequently used PBL learning model, and power point media, which is a solution for teachers to convey material in class. Therefore, this study showed that the majority of teachers applying in elementary schools' location, research subject, learning model, and learning media could be implemented

Keywords: Trend, Learning, Media, Elementary Education.

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INTRODUCTION

In this study explore about trends in the learning media used in elementary education in Indonesia, as experienced by teachers in the classroom and in the field. Therefore, there are many problems that can happen with educational media in schools. First, lack of access, some schools may not have enough money to buy or rent the learning materials they need (Peat, 2011) . Second, low quality, the learning materials may not meet the standards for quality, so they don't do a good job of getting the message across (Wei, 2014). Third, lack of training means that teachers may not get enough training on how to use the learning materials that are available, so they can't make the most of them (Dawson & Coleman, 2022). Fourth, the lack of variety means that the teaching materials may not be as varied as they need to be to meet the needs of all kinds of students (Reda et al., 2022). Lastly, lack of technical support that the technology used in learning media may not be reliable, which could hurt the learning process or stop it in its tracks (Bundsgaard & Hansen, 2011).

In addition, Lines, (2020) learning media are important in elementary schools because they are part of the curriculum and can be used by students to study on their

own. Then, tools that can be used to help students understand the subject, such as globes, schematics, diagrams, etc. Next, there are videos and audio that can be used to show examples or show how something works. In addition, technology devices like computers, tablets, or laptops that can be used to connect to the internet, do homework, or take online lessons. Lastly, new ways of learning, like game-based learning, virtual reality, and augmented reality, can get students more interested in and motivated to learn.

Consequently, the elementary objective of teachers integrating learning media in elementary schools is to enhance the efficacy and efficiency of the teaching-learning process. Using learning media in elementary classrooms can help accomplish the following specific objectives, improving student comprehension (Jamaludin, 2015). Further, learning media can help students comprehend taught topics and principles more quickly and efficiently. Then, diverse learning media can increase student interest and enthusiasm in learning, thereby increasing student incentive to learn. Moreover, learning media can be used to develop students' communication skills, particularly in presenting ideas and perspectives and ability in autonomous learning can be enhanced. In detail, this study was intended to answer the following questions: (1) How was the trend of the school location in elementary school? (2) How was the variety of research subject in Indonesia? (3) What was the most frequent topic used to investigate in Learning Model? (4) What was the most frequent topic used to investigate in Learning Media?

LITERATURE REVIEW

Learning Media

Learning media is a tool or means used to convey subject matter to students. Learning media can be in the form of printed materials such as books, worksheets, or electronic media such as films, videos, or learning software (Stevi & Haryanto, 2020). Learning media can also be in the form of visual aids or physical objects that are used to help convey the subject matter. Success in learning is largely determined by the selection of appropriate learning media, according to the conditions and needs of students.

It is essential for educators to make use of various types of instructional media in the classroom (Gunansyah et al., 2021), one of which is that doing so can add more variety to the learning process, which in turn motivates students to become more engaged in their studies and interested in acquiring new knowledge. Then, students can benefit from having a different and more visual perspective on a subject matter thanks to the use of learning media (Sanchez & Watson, 2021). In addition, the utilization of engaging educational media can encourage students to learn and boost the level of interest that students have in the educational process. (Puspitarini & Hanif, 2019) added that students, particularly those who have difficulty learning, can benefit from the increased accessibility that can be provided by many forms of educational media. Evaluation of student learning outcomes and assessment of the level of subject matter comprehension can both be accomplished through the utilization of various forms of learning media. In conclusion, the utilization of various forms of instructional media has the potential to make the learning process more productive and successful in terms of the delivery of content.

Practice Field Experience

Field practice experience for teachers is an opportunity to apply the knowledge and skills gained from formal education into real contexts in the world of education (Sanchez & Watson, 2021). This can be done through internships or field work programs at schools or other educational institutions. Dyson et al., (2021) added with field practice experience, teachers can understand student learning contexts. Next, teachers can learn about student learning conditions in real contexts and understand the problems students face in learning. Then, teachers can apply theory obtained from formal education into real practice in education. Meanwhile, teachers can gain teaching experience and learn how to manage a class, manage time, and evaluate student learning outcomes. Moreover, teachers can strengthen relationships with the school community and learn about conditions and problems faced by schools and communities. Therefore, teachers can learn from experienced teachers and learn from the way they manage their classrooms and manage students.

The practical experience of teaching teachers in the classroom can improve teachers' abilities in terms of teachers can find more effective ways of presenting subject matter and adjust the use of instructional media according to students' needs (Stevi & Haryanto, 2020). Moreover, teachers can learn how to manage interactions between students and manage study time well. Therefore, teachers can learn to evaluate student learning outcomes better and adapt learning according to needs. Next, teachers can learn to adjust learning methods according to different conditions and situations, so that students can learn more effectively and efficiently. However, teachers can learn to strengthen relationships with students and increase effective communication with students.

METHOD

Research Design

This study used quantitative methods. The quantitative method is a research method used to collect numerical data and analyze the data using statistics (McCusker & Gunaydin, 2015). Quantitative data for content analysis is data that is numerical in nature, and can be collected, tabulated, and analyzed using statistical methods. This type of data is often used in content analysis to identify patterns and trends in a large amount of text. First, coding, this method involves assigning numerical codes to different categories of content, such as themes, sentiment, or tone. Second content categorization, this method involves sorting content into predefined categories. An et al., (2015) added quantitative data for content analysis can be useful for identifying patterns and trends in large amounts of text data. It can also be used to compare content across different sources or over time, as well as to identify the most common themes, topics, or sentiments in the content.

Data Source

The data was collected from content analysis reports of elementary school teachers from practical field experiences in various schools in South Sulawesi, Indonesia. They use learning media in class. researchers took data from reports written by 13 teachers as participants in practical field experiences collected in the LMS (Learning Management system). The researcher asked them for permission, and they agreed to see their report as research data. All the learning media report

data collected there are 52 ways to apply learning media which are applied at various grade levels in the elementary schools where they teach.

Research Instrument

The instrument used for this current study was a guideline of content analysis that contained related aspects under observation (Table 1.). There were as many as four main aspects to review for content analysis in this study adopted from (Susetyarini & Fauzi, 2020). Those aspects included (1) School Location; (2) Research subjects; (3) Types of Learning Model; (4) Types of Learning Media; In addition, aspect (3) was divided into two sub-aspects, including (3a) Learning Model and (3b) Learning Media.

Table 1. The Aspects and Categories used for Content Analysis in the Study

Aspect	Category	
School Location	A.1 Village A.2 City	A.3 Isolated
Research subjects	B.1 I Elementary School B.2 II Elementary School B.3 III Elementary School B.4 IV Elementary School B.5 V Elementary School B.6 VI Elementary School	B.7 Teacher for High Level B.8 Teacher for Low Class
Types of Learning Model (3a)	C.1 Project Based Learning C.2 Problem Based Learning	C.3 Cooperative Learning C.4 Discovery Learning
Types of Learning Media (3b)	D.1 Audio Visual Media D.2 Power Point Media D.3 Canva Application	D.4 Puzzle Learning D.5 Real/Concrete Object Media

Data Analysis

Each of the reports was classified into specific categories based on certain aspects that met the defined category. The decision was based on information that was shared by the teacher in alternative solution analysis, relevant solutions, and solution determination analysis. Further, the data that was collected was presented in the form of a bar chart.

Findings

In this study, trend learning media of elementary education Indonesian teacher in practice field experience has been analyzed. The researchers found four items in the report of learning management system for submitting their work, those are school location, research subject, learning model, and learning media. The teachers have conducted practice field experience.

School Location

The location of the school where the teachers teach is different. seen in figure 1 below is divided into village, city, and isolated. In this village, there are 6 teachers who live in different villages where they teach, there are 3 teachers who teach in urban areas, and there are 4 teachers who teach in isolated locations.

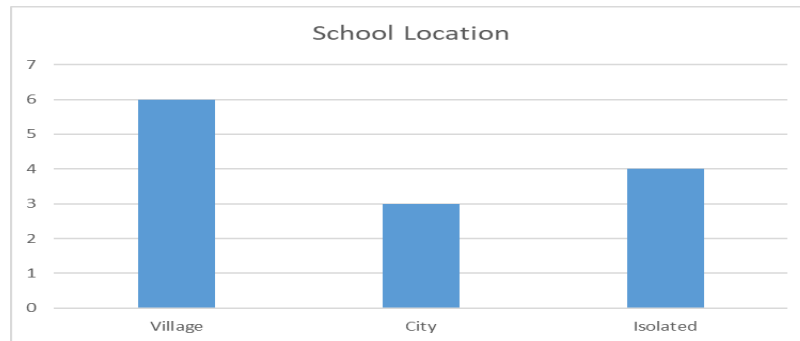


Figure 1. Trend school location for teacher, teaching in Village, City, and Isolated

Although the places of teaching are different based on figure 1, teachers who teach in cities, villages and isolated areas have differences. First, teachers who teach in cities may have better access to educational facilities such as libraries, laboratories and technology education compared to teachers who teach in villages or remote areas. Secondly, teachers who teach in villages or isolated areas face more difficulties in teaching, such as a lack of support from the government or lack of motivation from students, compared to teachers who teach in cities. Finally, teachers who teach in villages or remote areas are in a simpler and less adequate learning environment than teachers who teach in cities.

Research Subject

Research subjects taught by teachers of different grade levels distinguished low class (I, II, III) and high class (IV, V, VI), this applies in Indonesia, elementary schools have levels for each class, as shown in figure 2 , there is 1 teacher teaching in grade I, there are 2 teachers teaching in grades II, V, VI, and 3 teachers teaching in grades III and IV.

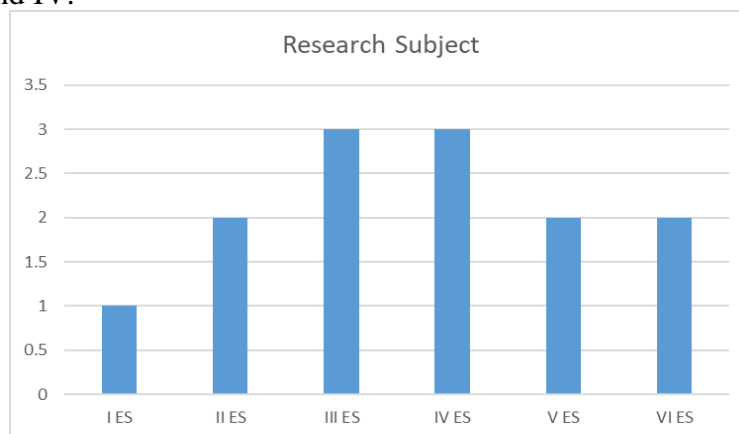


Figure 2. Trend Research Subject in Elementary School

The difference between low grades and high grades in elementary schools in Indonesia can vary as shown in figure 2, depending on the education system in a particular country or region. There are grade levels in elementary schools start in class IES till VIES because of the educational goals to be achieved within a predetermined period. With class levels, students can learn material according to their level of ability and development, so that they can achieve optimal learning

results. In addition, with class levels, teachers can provide appropriate teaching according to students' ability levels, so as to increase the effectiveness of learning.

Learning Model

Students may rotate between working independently on online activities and participating in face-to-face instruction with the teacher. This model allows for personalized learning and flexibility. Figure 3 shows learning models have different approaches and philosophy but the main goal is to provide students with an effective and engaging education.

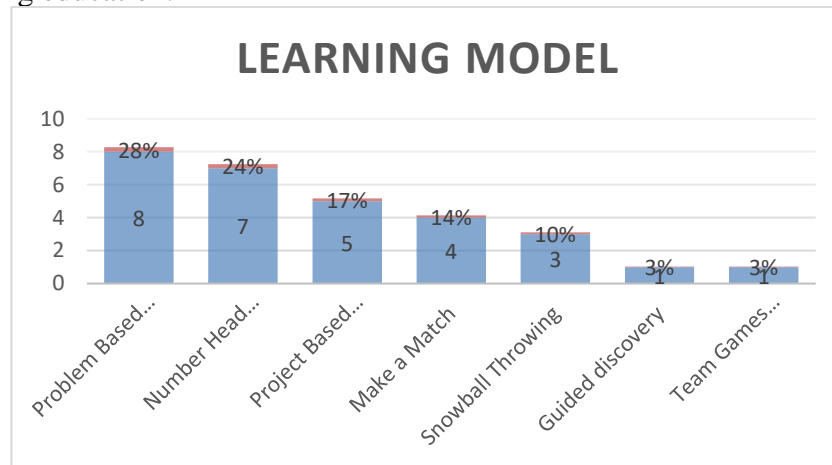
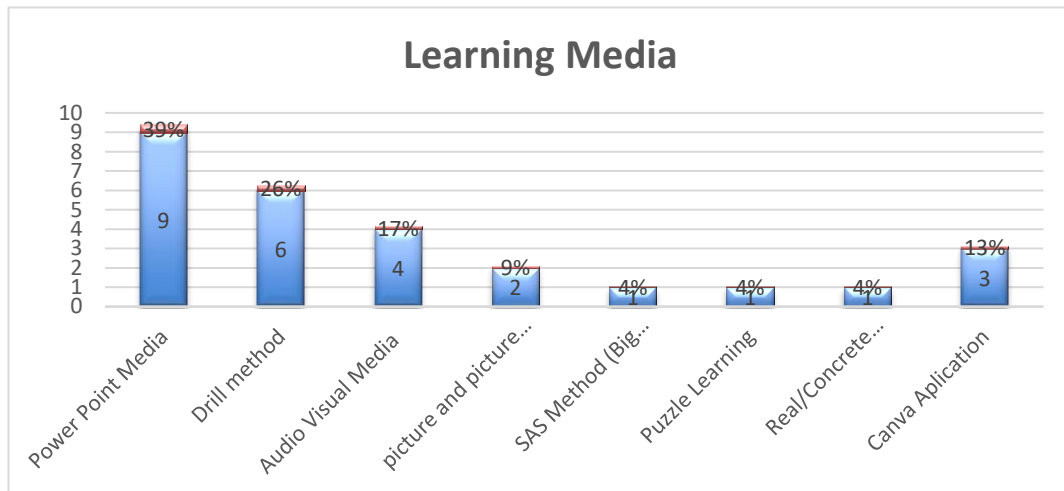


Figure 3. Trend learning model for the use of teacher in elementary school.

The variety of learning models applied by teachers also varies, as figure 3 shows seven variations of learning models. there are 8 teachers using the problem-based learning (PBL) model, there are 7 teachers using the cooperative model Number Head Together type, there are 5 teachers using the project based learning model, there are 2 teachers using the cooperative model type make a match, there are 3 teachers using the cooperative model type snowball throwing, and 1 teacher each uses the guided discovery model and the team games tournament type cooperative model.

Learning Media

The learning media used by teachers also varies, as can be seen in figure 4 showing that power point media is most widely used by 9 teachers, there are 6 teachers using Drill media, there are 4 teachers using Audio Visual Media, there are 3 teachers using the Canva application, and 1 person each. The teacher uses picture and picture media, big book media, puzzles, and real/concrete object media.



Whole of the learning media in Figure 4 are the result of content analysis from reports made by teachers practicing field experience.

DISCUSSION

In this study discussed about trends in the learning media used in elementary education in Indonesia, as experienced by teachers in the classroom and in the field. according to the findings, there are four things that are analyzed related to school location, research subjects, learning models, and learning media. The whole items found in this study are intended to be information materials for teachers, especially in elementary schools. The researchers discussed four things related to this item, first the location of the school about teaching in the village can also be a very enjoyable experience (Colonnese & Polly, n.d.; Dyson et al., 2021). Teachers will be able to learn about the culture and way of life of rural communities and can make a significant difference in the lives of their students. Teachers can also interact more closely with students and parents and become part of the village community. A village is an area managed by the local government which consists of several families or households living in the area. A (Kus Eddy Sartono et al., 2022; Sanchez & Watson, 2021) village is generally identified as an area that is outside a town or small town and has a relatively small population. The teacher teaches in cities, villages, or remote areas have the same goal of providing quality education to their students. Teachers must share high professionalism and a commitment to improving the quality of education. Social interaction that teachers will interact with students and parents on a regular basis and form important relationships with the local community.

However, some general differences that can be found are curriculum that lower grades in elementary schools usually focus on teaching fundamentals such as reading, writing, and math, while higher grades in elementary schools may study more advanced and complex topics such as science, history, and foreign languages (Bulkani et al., 2022). Next, lower grades in elementary schools may focus more on practical and active learning methods such as games, exercises, and activities, while upper grades may focus more on more formal learning methods such as readings, class discussions, and assignments. Meanwhile, lower grades in

elementary school may be easier than high grades because the topics taught are simpler and less complex. Moreover, the competency standards expected of students in low grades in elementary schools may be lower than those expected of students in high grades (Samathayakul & Thamaduangsri, 2022). Lastly, lower grades in elementary schools may require more attention, guidance, and support from teachers than higher grades which may be more independent. These are some of the general differences that can be found between the low and high grades of elementary school, but they can vary by country or region.

The learning models found in the analysis of reports from teachers who conducted practical field experiences show variations in the models used at various grade levels in elementary schools. This learning model is a framework or pattern used by the teacher to organize and structure the learning process in the classroom. The learning model includes the way the teacher delivers the material, how students learn, and how the teacher evaluates student learning outcomes. There are various kinds of learning models used in education, some of which in this study are Project-Based Learning Models, Cooperative Learning Models, Problem-Based Learning Models, and Problem-Based Learning Models. Learning Discovery Learning. Each learning model has its own advantages and disadvantages, and some models are more suitable for some topics or learning conditions than others. The teacher chooses the learning model that best fits the goals, conditions, and needs of students, as well as the material being taught.

Additional explanation in applying learning media in the classroom can use the media PowerPoint can be used to improve students' skills in understanding language or to increase students' competence in science, history, or social matters. Teaching aids can be used to explain difficult concepts, such as diagrams, models, or pictures that help students visualize the concepts being taught. The Internet can be used to access additional information and learning resources, complete assignments, or conduct research. Games can be used to increase student motivation and make learning more fun. Games can be used to evaluate students' competency in math, language, or science. Teachers must choose learning media that are appropriate to the learning objectives, conditions, and needs of students, as well as the material to be taught. The teacher must also pay attention to how to use the media so that it is in accordance with the learning method used.

CONCLUSION

This study explores about trend in the learning media used in elementary education in Indonesia, as experienced by teachers in the classroom and in the field. The findings of this study as follow, using learning media of elementary education by the teachers has been improved. The study result was determined that there are four distinct categories, namely school location, research subject, learning model, and learning media. the findings, all of which can show results in each finding related to the location of teachers applying in elementary schools located in villages, cities, and isolated areas, then various research subjects, there are low class and high class, the most frequently used PBL learning model, and power point media, which is a solution for teachers to convey material in class. Therefore, this study showed that the majority of teachers applying in elementary schools' location, research subject, learning model, and learning media.

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