



RESEARCH ARTICLE

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## THE EFFECT OF VISUAL MEDIA ON SOCIAL STUDIES LEARNING IN SECONDARY SCHOOL

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### Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan prestasi belajar IPS pada siswa yang menggunakan media pembelajaran visual dan yang tidak menggunakannya. Penelitian dilakukan di Yasmine School dengan ukuran sampel 40 siswa. Penelitian ini menggunakan metode eksperimental, yaitu dengan memberikan pre-test dan post-test. Media pembelajaran visual dapat memfasilitasi pemahaman dan memperkuat memori, dan menumbuhkan minat siswa dan dapat memberikan hubungan antara isi materi pelajaran dengan dunia nyata. Penggunaan media pembelajaran visual juga berhasil menghilangkan kebosanan seperti saat pembelajaran IPS hanya melihat pada teks. Visualisasi materi yang disampaikan oleh guru menjadikan pembelajaran menjadi lebih menarik dan menantang.

**Kata kunci:** media visual, media, studi sosial, pembelajaran.

### Abstract

*This study aims to determine differences in social studies learning achievement for students who use visual learning media and those who do not use them. The study was conducted at Yasmine School with a sample size of 40 students. This study uses an experimental method, namely by giving a pre-test and post-test. Visual learning media can facilitate understanding and strengthen memory, and foster student interest and can provide a relationship between the contents of the subject matter with the real world. The use of visual learning media also succeeded in eliminating boredom as when social studies only looked at the text. Visualization of the material delivered by the teacher makes learning more interesting and challenging.*

**Keywords:** visual media, media, social studies, learning.

## A. Introduction

According to Purwanto (2013) the learning achievement is the result of that result in changes in the individual as a result of activity in learning. While the study is any change in a relatively settled in behavior that occurs as a result of training orexperience. So, in the educational process needed guidance in a coordinated and directed. Thus, students are expected to achieve maximum learning so that the achievement of educational goals.

The phenomenon that occurs at this time learners, when the teaching and learning activities take place, students work on tasks other subjects, joke, even they consider that it is an exciting activity outside school hours. This is because they feel overwhelmed when it was in the classroom, especially if you have to deal with certain subjects are boring. Students underachievement is not caused by the lack of ability, but due to the lack of motivation to learn that he did not try to direct all his ability. The learning process less attractive make students' understanding of the lesson is not optimal. The role of the teacher as a motivator is needed to create a fun learning process.

Based on preliminary studies conducted, data showed that in Yasmine School seventh grade students learning year 2013/2014, there are still many students who score less than 75. Data completeness that these values can be presented as follows:

**Table 1**  
**Value Deuteronomy Daily**

Kelas	Average Score class	Values below 75	(%)	Values above 75	(%)	Total
VVII	59.61	29	776%	9	224%	38

Source: Yasmine School (2013)

From the table above, only 24% of students who meet the standards of completeness, while the remaining 76% of students have not been completed. This is because the seventh grade is difficult to understand the material, such as identifying the economic action based on the motives and economic principles in a variety of everyday activities. In addition, low creativity of students

and the level of active learners in learning. This is likely due to the learning management less than the maximum.

Hapsari (2017), states that along with the development of technology today, requires education to implement a computer-based learning. Teachers are expected to be more active in teaching, for teachers who succeeded in teaching is highly dependent on the smooth interaction between teachers and students of communication and communication is not smooth due to the message brought by the teacher. Plus, the students of the 21st century is human beings who live in conditions with very rapid changes and erratic. Teachers who have the ability to manage classes are also able to overcome the problems that may occur between the students in the classroom. Berry & King; Hansen & Childs in Marsh, (2008); Hendrick found: "*management problems can be prevented by: thorough lesson planning, establishing good relationships with students, conducting lessons Effectively*".

According to Somantri (2001) social studies not only equip students with the social sciences, but also seeks to nurture and develop students to become human resources of Indonesia social and intellectual skilled as citizens who have the attention and concern of responsible social realizing national goals. Education Stabilization social studies within the framework of national education for the improvement of human resources in Indonesia it is intraceptive and extraceptive knowledge, which is faith, faith, and culture (including science). Social studies at the school level according to Anderson (2010) is basically aimed at prepared a students to have the knowledge, skills, attitudes and values, so as to solve personal and social problems. Thus, students are not only given factual knowledge but knowledge of conceptual and procedural knowledge, and metacognition.

Nowadays, many media are available as supporting achievement learning. The role of media learning is very important to improve student achievement, so that the goals are easy to achieve. Therefore, as a creative student is expected to see growth around it so improve

the knowledge and accomplishments. If the media were implemented, it was good, then there will be no further complicate things the students to achieve their dreams of becoming a brilliant students and achievement.

## B. Learning

According to HC Witherington in Lestari (2013) entitled: *Educational Psychology* suggests that learning is a change in the personality who claimed to be a new pattern of reaction in the form of skills, attitudes, habits, personality or an understanding. Where the changes that occur in a person a lot of good nature or kind because it is certainly not any change in a person is a change in the sense of learning. Wulandari (2017), argues that learning is a process that can not be seen with the real; The process occurs in a person who is experiencing learning; important process for changes in human behavior and includes everything that is thought out and executed. So it is a learned behavior and not appearance, but the individual in an attempt acquire new relationships. New relationships that can be: between stimuli, between the reactions, or between stimulus and reaction.

From the above definition, it can be concluded that learning is a process performed by an individual to a change in behavior takes place progressively as the result of an experience. Learning can also be the expansion of knowledge as a result of training or experience that he can do through observation, listening, reading, and imitate.

Learning is a form of behavior that is essential for human survival. Learning to help humans adapt to their environment. Psychologically, learning is a process of change in a person's behavior as a result of interaction with the environment in meeting their needs. If after the learners there is no positive change in behavior in the sense of insight knowledge has not increased and does not have any new skill, it can be said that the study is not perfect.

According to Slameto (2010), factors that affect learning are many, but can be classified into two categories, namely internal factors and

external factors. Internal factors are factors that exist within the individual that is being studied, while external factors are factors that are outside the individual. There are various factors that can affect student learning:

- 1) Factors Intern, include:
  - (a) Factor Bodily
  - (b) Factors Psychology
- 2) External Factors include:
  - (a) Factor Family
  - (b) School Factors
  - (c) Factors Society

Of the factors that affect the learning process can be concluded that all the factors have an influence or impact differently on each student because the student's character itself. If students are accustomed to learning, then he has a certain satisfaction when the result of exercise or repeat students gain a good value because it materialized student interest in these subjects it can prove the intelligence of the students after learning process.

## C. Visual Learning Media

Master is not understood as the only source of learning, but must be able to plan and create more learning resources so as to create a conducive learning environment. Learning resources other than teachers is called as a conduit or liaison instructional messages are held and/or created in a planned manner by teachers or educators, usually known as a learning medium. Sanjaya (2008), states that learning media are all over the equipment and materials that could be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on. Message from teacher to student, carried out using teaching aids such as drawings, models, or other tools that might provide a konkret, motivation to learn, as well as improve understanding or what is known as visual aids.

According to Situmorang (2005), learning media are divided into several types according to shape and function. Related to this, Seels and Glasgow instructional media divide into two (2) large groups, namely the traditional media and latest media. Which include traditional media, among others:

- 1) Visual projected (*over head projector, slides, and the filmstrips*).
- 2) Not projected visuals (pictures, posters, and photographs).
- 3) Audio (tapes and radio).
- 4) Multimedia (voice slides).
- 5) Projected dynamic visual (film, television, and video).
- 6) Print materials (textbooks, modules, and magazines).
- 7) Games (games).
- 8) Reality.

While the definition of cutting-edge media:

- 1) Media-based telecommunications (*teleconferencing and e-learning*).
- 2) Microprocessor-based media (computer games, hypermedia, *computer assisted instructional, and hypertext*).

In addition, Rudy Bretz media grouping based on three (3) basic elements of the sound, visual, and motion. The classification as follows:

- 1) Media audio.
- 2) Print media.
- 3) Visual media silence.
- 4) Visual media motion.
- 5) Semi-motion audio media.
- 6) Media semi motion.
- 7) Audio-visual media silence.
- 8) Audio-visual media motion.

Media that can be used in the learning process diverse forms and the number was growing along with the rapid advances in technology. However, the selection of instructional media that will be used in the classroom should also be appropriate.

According to Daryanto (2011), visual media are all tools used in the process of learning that can be enjoyed through the senses eye. Visual media holds a very important role in the learning process. Visual media to facilitate the understanding and strengthen memory. Visual can also cultivate students' interest and can provide the relationship between the content of the subject matter with the real world. To be effective, the visuals should be placed in a meaningful context and visual

students have to interact with it to ensure the information process.

Based on the function, the result can be an electronic visual media can be classified into visual media does not move (silent) is the medium that can display still images or refract the image, such as *Overhead Projector, Opaque Projector, Slides* and *Film Strip*. While moving visual media is the medium that can display images or shadows that can move on the screen bias, such as: bias pictures displayed by the *motion picture film* and *the film loop*. Each medium, whether movable or immovable seen its use could not be separated from the existing advantages and limitations, depending on the situation and conditions of operation. Some visual media are as follows:

- 1) *Overhead Projector (OHP)*  
*Overhead Projector* is a projection that can project objects or materials that are not translucent like images, photos, text and even the original objects that are small can be placed on the tool can be projected as well.
- 2) *Slides (Film Frame)*  
*Slides* are transparent pictorial field. It can be a transparent field of glass, clear plastic or celluloid. The transparent image is then projected through a tool called *Slides Projector*. The picture could be the hand painting, but in general the result of shooting by using a special 35mm film to create *slides*. Each image frame by frame and is usually prepared by a store that sells tools photography.
- 3) *Film Strip (Compose Film)*  
*The film strip* is a series of images on a 35 mm positive film in a certain order. For the project it is to use projector. *the film strip*. Today there are projector *strip film* combined for *slide projectors*.
- 4) *Micro projection, microfilms, and Micro card*  
*Micro projection* is a film shooting results of micro-objects has been enlarged with atool *microscope* and projector specifically for that images can be projected onto a screen.

5) *Loop movie*

*Loop movies* or movie loop is the kind of film (*motion picture* film) of a size of 8 mm or 16 mm the edges connected to each other, so that the film will revolve continuously repeated when it is not turned off. Measuring 8 mm is more practical because it is designed in the form of tapes, old swivel between 3-4 minutes. Because no sound, then the teacher must give the narration/commentary itself while the film roll.

The use of visual media in social studies lessons are considered effective in improving student understanding. In the visual media is, according to Levie and Lentz in Arsyad (2014) forward four functions of media, especially the visual media, namely:

- 1) Function attention visual media is the core, which attract and direct attention to the students to concentrate on the content of subjects related to the meaning of a visual display or accompanying text subject matter,
- 2) Function affective visual media can be seen from the enjoyment level of students when learning (or read) the text display. Image or visual symbol can shape the attitudes of students, such as information concerning social or racial issues.
- 3) Cognitive function of visual media is visible from the research findings that reveal that a visual symbol or image facilitate the achievement of the aim to understand and remember information or messages contained in the image.
- 4) Compensatory function of learning media can be seen from the results that the visual media that provide a context for understanding the text help students who are weak in reading for organizing information in text and recall.

In other words, learning media serves to accommodate students who are weak and slow to accept and understand the contents of the lessons are presented with text or presented verbally.

## D. Methods

The study was conducted at the Yasmine School with a sample of 40 students. The method used in this research is using quantitative. To get the data in this study the authors used quantitative methods and experimental strategies. According to Sukardi (2010), experimental strategy is a systematic strategy to build relationships that contain a causal relationship with the purpose of regulating the situation where the influence of several variables on one or the dependent variable can be identified.

Table 2  
Research Design *One Group Pre-test and post-test*

Group	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
Visual	$O_1$	X	$O_2$

Description:

$O_1$  : Test early to measure the initial conditions using visual learning media.

$O_2$  : The observation of the group using visual learning media.

X : The treatment given to the experimental group.

$O_1$  is the result of *the pre-test* students' ability to do the work in a group before treated. X is a treatment given using visual learning media. While  $O_2$  is the *post-test* a student's ability to do the work in groups after being given treatment.

## E. Discussion

The learning process in this study using visual learning media application. Visual learning media is the medium used to attract attention, clarify ideas, illustrate or decorate a fact that may be quickly forgotten if not visualized in the learning process. The first meeting begins with a preliminary stage. Learning activities are managed according to Plan of Implementation, in the teaching process begins with greetings and saw the attendance of students, introduce yourself, express competence to be achieved and the learning objectives as well as the use of conventional media will be performed within the learning process in accordance with the material being taught that human efforts ends

meet. Teachers give students motivation to tell the little things that could be so unyielding motivation in learning. Next, the teacher explains the material to be learned. Giving students the opportunity to think and analyze the picture of the material. Then the researchers used conventional learning media to describe the material as guide books social studies module.

At the second meeting, before the start of teaching and learning activities in the classroom, the teacher prepares the tools needed: Laptop and OHP. In this activity begins with the preliminary stage, learning activities managed by the Implementation Plan The learning process begins with a greeting and see the presence of students, conveys the

competency to be achieved and the learning objectives and the use of visual media will be performed within the learning process in accordance with the material being taught namely the human efforts to make ends meet. Teachers give students motivation to tell the little things that could be so unyielding motivation in learning. Next, the teacher explains the material to be learned. Giving students the opportunity to think and analyze the picture of the material. Then teachers use visual learning media to describe the material that has been made before the show slide and the material according to the guide module social studies book. The presentation can be seen in the figure below:

**Figure 1**  
**Using Visual Learning Media (post-test)**



Teacher explains the material shown in the image above is the material means of satisfying the needs based on the production process is divided into three parts: 1) raw materials or raw materials, 2) semi-finished goods, as well as 3) of finished goods. These materials are presented with visualization so that students can understand it according to real life.

Results of data analysis obtained by value  $t_{h>} t_t$  ( $5.788 > 2.03$ ), then  $H_0$  is rejected, which means the 95% confidence level final value of students use visual learning media is significantly higher than the students who use

conventional media on learning social studies. The results of this research have a positive influence on inter-media visual learning with student achievement. The results of studies showing the positive impact of the use of media as an integral part of learning in the classroom or as a primary way of learning directly. Therefore, the visual media influence the learning achievement of social studies.

## F. Conclusion

Research proves that students are more interested in learning to use the media, one of which uses media visual learning, using a laptop and *Overhead Projector* (OHP) accompanied by pictures or symbols corresponding to the content of the material being discussed in learning activities in in class. Variety visual that can be presented to students in the form of images/photographs, sketches, diagrams, graphs, cartoons, posters, bulletin boards, and so on. To that end, a social studies teacher should prepare teaching materials to be used, so it can be optimal in achieving the learning objectives. In addition, teachers pay attention to other things in the student, the student's learning style, so you can find appropriate instructional media to provide optimal impact on the students.

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