
THE IMAGE MEDIA IMPROVES LEARNING INTEREST IN CLASS XI STUDENTS IN MA. MIFTAHUL MIDAD LUMAJANG

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ABSTRACT

Learning media in the form of pictures is a tool for the teachers in the learning process. They use it to form meaningful learning for students. So the role of a teacher with the expertise, accuracy, and ability to use the media is very influential in the formation of learning interest in students. This research aims to describe the use of picture media in increasing the interest in learning for XI class students at MA. Miftahul Midad Lumajang. This type of research is a qualitative study in which the researcher describes the use of image media increasing the interest in learning XI class students. The research subjects were 21 XI class students at MA. Miftahul Midad Lumajang. The data analysis technique is the flow, which includes data reduction, data presentation, and verification stage. The results showed that the teacher's strategy in using picture media increased the learning interest of XI class students at MA. Miftahul Midad Lumajang: adjusting the material with the pictures to be used, designing media images, adjusting learning steps based on lesson plans, and referencing a learning objective that has been prepared previously.

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1. Introduction

Learning media is one component of education that determines success in the learning process. So educators need to understand educators use of learning media by adjusting the material to be taught. In addition, learning will be much more meaningful if students are involved in every learning process; students are not only made as objects of education but also as subjects who can determine the direction and approach of learning. In this case, educators need to organize and carry out teaching and learning activities where students can be innovative in building their knowledge. It is under the constructivist view; namely, the success of learning depends not only on the environment or learning conditions but also on the psychological aspects of students.

The psychological aspect that is very influential in students' learning process is interest in learning. This interest is closely related to feelings of pleasure. Students interested in the lesson will appear to continue studying hard. On the other hand, students with low interest in learning are not enthusiastic about participating in the learning process. Learning media has a significant enough role in growing students' demand for learning in teaching and learning activities. The ability to capture lessons by students can be influenced by selecting the suitable learning media so that the learning objectives set will be achieved. Various media can be used as alternatives for educators to make classroom learning activities effective and optimal. One of them is by using technology-based learning media.

Diyah Mahmawati has researched how image media can increase interest in learning English lessons for eleventh-grade students at MA. Miftahul Midad Lumajang with the research results that the strategy of applying image media increases interest in learning Procedure text for eleventh-grade students at MA. Miftahul Midad Lumajang: carrying out the steps - the activity steps listed in the lesson plan, explaining the material, preparing material for strengthening the learning material, and carrying out evaluation activities. The teacher's activity in using picture media effectively means that image media can increase students' interest in learning English lessons. Furthermore, the teacher researched using picture media to improve the writing and speaking skills of eleventh-grade students at MA. Miftahul Midad Lumajang shows that the first cycle of using picture media can increase learning activities, including asking 61.54%, answering questions 38, 46%, discussing 53.85%, collaborating 46.15%, and speaking 53.85%. While in the second cycle, learning activities include aspects of asking 84,61%, answering questions 69.23%, discussion 88.46%, collaborating with 76.92%, and speaking with 92.31%. The average of the first cycle includes aspects of picture suitability of 57.69%, sequence telling accuracy of 50%, courage at 42.31%, sentence accuracy at 38.46%, and fluency in speaking at 57.69%, while in cycle II, speaking skills include picture suitability of 70.01%, sequence telling accuracy 69.23%, courage 73.07%, sentence accuracy 42.31%, and fluency in speaking by 70.01%. So we can say that the expected results of the intervention have been achieved. Thus, learning by using media as a material conductor can be an alternative to the success of the teaching and learning process because active learning will increase the effectiveness of learning. Learning by using suitable media to prioritize cooperation between students to achieve learning objectives. Using learning media can change the role of educators, from being centered on teaching staff to manage active students. One of them is using image media to provide stimulus responses to increase student interest in learning. Images can deliver material that is abstract into the concrete.

Based on observations made by researchers at MA. Miftahul Midad Sumberejo Sukodono Lumajang, it was found that the situation of the learning process carried out by several teachers at MA. Miftahul Midad Lumajang was still not implemented optimally. The most fundamental problem in the teacher's learning process is that the student's interest in learning is low. It can be seen from the learning process; that students get bored quickly and find it difficult to accept the lessons the teacher conveys. Bored students will experience boredom, and in the end, they lose attention during the learning process. Furthermore, if the teacher still uses the old learning paradigm, the meaning of communication in learning tends to take place in one direction,

generally from teacher to student; the teacher dominates learning without using media to convey messages from the learning material. As a result, the learning process tends to be monotonous, making students feel bored.

Therefore, in teaching various subjects to students, teachers should prefer a variety of approaches, strategies, methods, and media according to the situation so that the students can achieve the planned learning objectives. It is necessary to know that whether or not a selection of learning media is suitable will depend on the learning objectives, learning materials, student level, and educators' ability to manage, understand and optimize existing learning resources.

Learning using image media has enormous benefits for senior high school students, namely providing opportunities for students to further develop their abilities in writing and speaking skills and examine each learning object that is given. So it is because, in learning activities, students are required to be more active in learning through direct learning activities.

According to Sadiman, Arief S. (2003), picture media is an image related to learning material that conveys messages from teachers to students. This picture media can help students reveal the information in the problem so that the relationship between the components in the problem can be seen more clearly. Meanwhile, according to Hamrlik. Omar. (2004) image media is everything that is visually manifested into dimensional forms as an outpouring of various thoughts such as paintings, portraits, slides, films, and projectors. Based on the above understanding, we can conclude that image media is the most common media used in the learning process. It is because students prefer pictures, especially if colorful pictures are made and presented according to the conditions and abilities of students. In addition, of course, the image media will increase students' enthusiasm to participate in the learning process.

As for the kinds of image media, according to Arikunto and Suharsimi (2010), there are four kinds of images that can be used in learning, namely as follows:

1. Composite image, a single wide or large image, shows a scene (hospital and beach) where many people are seen doing something.
2. Picture series, a series of pictures to form a series.

From the activities carried out, Noviyanti, Yohana Budi et al. (2016), the media is a component in the form of learning tools that function to expedite the course of teaching and learning activities. Therefore, learning media is expected to enhance the teaching and learning process, which can affect the quality of student learning outcomes. Even in PP No.19 of 2005 concerning National Education Standards, Article 42 Paragraph 1, it is stated that "Every academic unit must have facilities including furniture, educational equipment, educational media, books and other sources of materials, consumables, and other equipment. Needed to support an orderly and continuous learning process.

According to Safitri, Apriani, and Nurmayanti (2018), interest in learning is essential for a person to carry out activities well. Interest can influence a person's behavior and encourage people to keep doing and getting something. Thus, the use of image media is a means that can stimulate the creation of student interest in learning and participation in learning. The formation of student interest in education is expected to promote increased results and achievements for students.

Based on the opinions expressed above, we can conclude that using adequate image media allows the learning process to be carried out optimally. Furthermore, it can be shown from the increased student interest in learning that it will impact the achievement of student learning outcomes. Thus, through the use of learning media, it is hoped that it can enhance student activity in the teaching and learning process, increasing student interest in learning.

The objectives of this research are as follows: to describe the use of image media in increasing the learning interest of eleventh-grade students at MA. Miftahul Midad Lumajang.

2. Methods

The researcher conducted the research at MA. Miftahul Midad located on Musi street no. 17 Sumberejo Sukodono Lumajang. The type of research used was qualitative research through a descriptive approach. According to Sukardi (2003), qualitative research through an illustrative process is a research method that seeks to describe and interpret according to what it is. With this method, the author can analyze and provide an overview of the object according to the actual

conditions. The purpose is to obtain an accurate picture of the compatibility of theory and practice regarding the use of image media in increasing the learning interest of eleventh-grade students at MA. Miftahul Midad Lumajang.

The techniques used in collecting data in this study were observation, interviews, and documentation. According to Sugiyono (2014), the analytical process used in this research is carried out with a flow that includes data collection, data reduction, data presentation, and the verification or conclusion stage.

3. Results and Discussion

The use of image media in the learning process of eleventh-grade students at MA. Miftahul Midad Lumajang is one way that teachers transform a learning material into an exciting and easy-to-understand material. Through image media, the message conveyed by the teacher will be more easily absorbed by students. As the results of observations made at MA. Miftahul Midad Lumajang, in the learning process in class XI, we found that in the implementation of the learning process carried out by teachers in the classroom, they had not used learning media optimally in delivering material. It is because of MA. Miftahul Midad Lumajang does not yet have sufficient learning media available to use in the learning process. In general, teachers use flat image media, namely human organs made independently by students in science subjects, cubes in mathematics lessons, maps, solar systems, and globes in social studies topics already available in the classroom.

Similar to the results of interviews with school principals, teachers, and students, we found that image media was used as material delivery to increase the learning demands of eleventh-grade students at MA. Miftahul Midad Lumajang has not been carried out optimally. It is because the availability of image media is still minimal, namely flat image media. The existence of learning media in the classroom is the result of the creativity of teachers and students that can be used every day to stimulate students constantly to follow students in active and creative learning. Based on this explanation, it can be concluded that using image media as a material for conveying material increases interest in learning for eleventh-grade students at MA. Miftahul Midad Lumajang. The image media used by the teacher aims to make it easier for the teacher to construct learning material into something tangible so that students are not made to fantasize; they directly see the material being studied. Thus, it is a basic need for teachers in carrying out learning. The existence of image media in learning is essential for teachers and students, so schools and related agencies must pay attention to the needs of teachers and students in the classroom to encourage student interest in learning which has an impact on increasing student achievement.

Picture media is a simple media teachers use, with no need for projectors and layers. This media is not translucent, so it cannot be reflected on the layer. The teacher chose this because it was practical. But along with the development of technology, image media can be projected in visual form. Hamalik (2004) explained that image media is visually manifested into dimensional forms as an outpouring of various thoughts such as paintings, portraits, slides, films, and projectors.

According to Haryanti, Ade Siti. (2018) states that images/photos are included in visual media. This media serves to channel messages from the source recipient to the recipient of the message. The news that will be conveyed in visual communication symbols needs to be understood correctly, meaning that the message delivery process can be successful and not cause errors. According to Intansari and Rini (2017), the benefits of images as visual media include:

1. Creates an attraction for students. For example, pictures with various colors will be more exciting and can arouse the interest and attention of students.
2. Facilitate student understanding. An abstract explanation can be helped with pictures so that students more easily understand what is meant.
3. Clarify the essential parts. The image can also enlarge the parts - parts that are important or small.

In addition, teachers in designing image media must pay attention to the material's content, the image content that will be used, and how to present the image media so that the learning process can be active and fun for students. Sudjana, Nana, and Rivai, A. (2013), there are several principles/criteria for the use of media that need to be guided by teachers in the teaching and

learning process, namely:

- a. Determining learning objectives, meaning that teaching media are selected based on the specified instructional purposes.
- b. Support for the content of learning materials, meaning learning materials that are factual and principles that need media assistance so that students easily understand them.
- c. Ease of obtaining media, meaning that the media needed is easy to get, at least it can be made by the teacher at the time of teaching or may already be available at school.

The teacher's skills in using media, regardless of the type of media needed. The main requirement is that the teacher must be able to use it in the learning process. The availability of time to use it so that the media can be helpful for students when learning takes place according to the level of students' thinking so that the meaning contained in it students can understand.

Based on the explanation above, we can conclude that by using image media, teachers feel that it is easier to deliver material in the teaching and learning process. Besides that, students also feel interested in participating in the learning process, and learning is not dull because students directly see the theme or topic being discussed. Being discussed by the teacher through pictures so that students can understand the material conveyed by the teacher. The conditions and abilities of students present media images. In addition, the use of image media will increase the enthusiasm of students to participate in the learning process in the classroom.

The teacher's strategy of using picture media is to increase the learning interest of eleventh-grade students at MA. Miftahul Midad Lumajang using picture media is one of the strategies used by the teacher so that students better understand the material that students will learn, which is shown through the order and student activity.

Based on the results of observations made in class XI of MA. Miftahul Midad Lumajang, the teacher's strategy in using image media to increase student interest in learning, namely:

- 1) Adjust the material with the image.
- 2) Designing the image media.
- 3) Arrange the steps in using image media.
- 4) Adjusting the learning steps based on the lesson plans, references, and learning objectives that have been prepared previously.

The use of image media in the learning process in the classroom is carried out in the following ways:

- a) The teacher explains the material about the Procedure text and gives problems to students, then students solve the problems presented by the teacher in groups.
- b) The teacher shows pictures related to the material, and then it is described by the students.
- c) The teacher directs students to draw based on the theme or learning material.

The teacher carries out the student's response to the presentation of lessons using picture media students are very enthusiastic about participating in the learning process in the classroom when the teacher uses pictures as a material conductor in the teaching and learning process, and on the other hand, students tend to experience boredom in following the learning process if the teacher only conveys the material. By lecturing or students only write the discussion given by the teacher.

The picture media used by the eleventh-grade student of MA. Miftahul Midad Lumajang is still very simple; the teachers are as creative as possible in providing picture media to attract student interest in learning. Besides that, students are comfortable learning in sitting positions, so student learning progress is monitored closely.

The results of interviews with principals, teachers, and students provide information that using image media in learning is an alternative to increase student interest in education. In addition, it proves students' enthusiasm in following the learning process, which can be seen from the increased activity of students in the classroom and as often as possible interacting with teachers in each learning process by using image media.

Based on the results of observations, interviews, and documentation, we can conclude that the teacher's strategy in using image media is carried out by (1) adjusting the material with the images, (2) designing the image media, (3) compiling the steps in using image media, (4)

adjusting the learning steps based on the lesson plans, references and learning objectives that have been prepared previously can increase student interest in learning.

It can prove the students' enthusiasm in following the learning process, which can be by increasing student activity in the classroom and interaction with teachers in each learning process; using image media makes students easier to understand and master the learning material. It is hoped that image media can encourage and motivate students in the teaching and learning process to increase interest in learning in the teaching and learning process. Through image media, it is expected that learning has objectives including: (a) teaching will attract students so that it can lead to learning motivation. (b) teaching materials will have a more precise meaning so students can understand them. (c) teaching methods using image media are not only verbal through verbal communication through the teacher's words so that students do not get bored. (d) With this image media, it is hoped that students can carry out learning activities because they are not only listening.

With this picture media, it is hoped that students can carry out learning activities because they do not only listen to the teacher's explanation. But also other activities such as observing, performing, demonstrating, and others.

Setyani, Ricka Intan. (2016) explained that one of the essential keys to increasing interest in learning and making it easier for students to receive messages about learning materials is the use of exciting and fun media in every learning activity. The appropriate learning media must convey messages and information about the subject matter. If the media used in the learning process is relevant and fun, interest in learning will grow in each student, and information about learning materials will be conveyed to students. If every student is interested in learning, the learning process will run conducive because students will take part in learning activities seriously.

4. Conclusion

Based on the results of research conducted at MA. Miftahul Midad Lumajang, namely the use of image media in increasing interest in learning for eleventh-grade students, it can be concluded that:

1. The use of image media in the learning process is still optimal. The teacher only uses straightforward image media, which is easier to use and cheap to hold, and students directly make image media which are then used as learning media.
2. The teacher's strategy in using image media to increase student interest in learning, namely: adjusting the material to the image, designing the image media, considering the limitations of the press, compiling the steps in using image media, changing the learning steps based on lesson plans, references and learning objectives that have been prepared previously.

Through this strategy, the use of image media teachers uses in the learning process can increase student interest in learning. As a result, students are enthusiastic in following the learning process, are involved and actively ask questions, are easier to understand and master learning materials, and have active interaction between teachers and students. Students to teachers and students to students.

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