

Analysis of the Utilization of Nature as a Learning Media in the Covid-19 Pandemic Era

Fatmawati¹, Yusrizal²

^{1,2}Sekolah Tinggi Keguruan dan Ilmu Pendidikan Amal Bakti, Indonesia

Fatmecincan22@gmail.com

Abstract

Nature is a very effective learning resource in learning in the pandemic era, the use of nature or the environment is the main capital for teachers to create interesting learning. Different natural conditions and situations provide an interesting experience for elementary school students to add new knowledge in the pandemic era. The purpose of this study was to determine the benefits of nature as a learning medium in the pandemic era. This type of research is descriptive analysis with a qualitative approach. Data collection techniques used are observation, interviews and documentation. The results showed that. 1) nature is the best medium during a pandemic; 2) the use of Nature as a learning medium provides a new nuance for the student learning process; 3) good use of nature for the learning process has a positive impact on interest, motivation and student learning outcomes.

Keywords

Nature; media education;
pandemic era



I. Introduction

When humans are born, they are greeted with education, but at this stage they learn only through their mother and the environment in which they live, both family and neighbours. Then after being old enough, humans follow formal, structured and systematic education in what is called school. Sustainability of education is one way to prepare the nation's children with potential and quality as well as the basis for forming a complete personality. There are several aspects that must be developed in the world of education including cognitive, affective, psychomotor aspects. The pattern of the world of education is currently disrupted by the COVID-19 outbreak.

According to Nasruddin & Haq (2020) in his journal explaining that currently the Indonesian government has issued a policy in relation to the COVID 19 Pandemic. One of the Satun guidelines is the prohibition of people from being collected if they are out of the house and their tips for staying at home. Stay at home, God's health at home, work, work at home, study from home are political voices. In fact, this dangerous virus can be transmitted to other people through various types of physical contact, ranging from touch and droplets to the air, so individuals should continue to try to maintain social distance from others. Sadikin & Hamidah, (2020) assume that at this time the process of learning and teaching activities (KBM), which is often carried out in schools, must be postponed for now but moved at home, but still has to be supervised by the teacher, this learning activity is called distance learning (PJJ). This PJJ lasts until the situation and conditions of the Covid-19 pandemic are in the green zone.

In line with that Herliandry, et al, (2020) The policy of maintaining social distance and physical distance is considered a way to delay the spread of Covid19. In collaboration with the policy, the government encourages all elements of education to be able to activate online

classes, even if schools are physically closed. Ali Buto (2018: 225) noted that independence is the ability of individual students to run a life with no dependence on others, so that they can adapt and socialize with the local community well. Therefore, school closures will be one of the most efficient reduction measures to reduce the spread of the virus in children. The solution given is to force the learning process with various types of support structures at home that support the process. The policy has an unfavorable influence on student learning outcomes, the lack of learning media for the learning process results in a low student understanding of the learning provided.

Learning media is a tool to process the transfer of knowledge from teachers to students. Siqueira, et al (2016) explained that the media as a tool to achieve a learning in the world of education. Basically, learning media functioned as a learning tool that aims to improve the quality of education. Masykur (2017) also explains that the media is also functioned as an intermediary in increasing the effectiveness and efficiency of the achievement of the learning process. Learning media is a means or tool in transferring knowledge that can improve students' abilities in learning. The media is also functioned as a means to achieve educational goals that are effectively and efficiently able to improve the quality of students, the media also provide convenience for teachers and students in learning. Learning from home through online / distance learning is carried out to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for class promotion and graduation (Batubara, 2021). COVID-19 pandemic has changed all aspects of human life. One of them is education aspect, namely changing in teaching and learning process. In facing this situations, it forces the lecturer to think to teach maximally and efficiently. Distance learning or online can be a solution so that the discussion of the material continues even with online (Silalahi, 2020).

Dagli (2020) assumes that the media is an important tool to understand students' perceptions of learning, the media plays a role in the management of learning and the context that is able to produce quality learning. In line with that, Iswanto (2018) says that learning media is essentially one of the components used to communicate in learning that does not take place optimally depending on the individual's ability to receive the media. The use of media is able to help and provide experience to students so that students easily understand learning. Learning by using the media is very helpful for a teacher in providing an explanation of learning, both abstract and concrete. But in essence the use of media requires the skills and creativity of teachers in the use of media, especially on the facilities and infrastructure that will be used in the learning process. Basically, there are many types of learning media, but in the pandemic era there are only a few media that are suitable for use in the learning process. These media are natural media because nature is very easy to find anywhere. Nature or the surrounding environment is a suitable learning medium for the learning process in the pandemic era. Sumardi (2005:77) explains that natural and cultural philosophy is the basis of an education, which assumes that humans and nature are the most valuable and valuable creations of God in the world. Humans and nature need each other. According to him, nature is considered the mother of life.

Furthermore, Sumardi (2005:78) also said that the vehicle for the educational process takes place basically not only limited to "space and time" as in conventional schools which absolute the standard classroom system only as a learning room. In fact, without realizing the group, community, environment and society is a real school for the lives of children and adolescents though. Based on the statement above, it can be concluded that the use of nature as a learning medium in the pandemic era is considered effective so it needs to be studied in a study.

II. Research Methods

This type of research is descriptive analysis with a qualitative approach. Sugiyono (2016:9) Qualitative research methods are those used to examine the condition of natural objects, where researchers are assigned as research instruments, and qualitative research results emphasize generalizations. Data collection techniques in this study were carried out by conducting observations and interviews. In line with that according to Miles and Huberman in Emzir (2016:129) there are 3 steps in analyzing them, including; data reduction, data presentation and conclusion and verification. And the validity of the data is obtained by using Credibility, Transferability, Dependability, and Confirmability techniques. This research was conducted at SD Negeri 060856 Medan Perjuangan from early August to early September. The research subjects used in this study were the principal, teachers, and several high-class students at SD Negeri 060856 Medan Perjuangan. Data collection techniques in the form of observation and interviews.

III. Discussion

In the learning process there are learning resources, Dale (1969) is an expert in the world of education saying that learning resources are anything that can be used to facilitate one's learning. In line with that, Mulyasa (2011: 117), defines learning resources as one way to facilitate learning, so that a number of information, knowledge, experience and skills are needed to be used either directly or indirectly. The development of information and communication technology has made great changes to the progress of education. Along with this development, learning methods have experienced many developments as well either personal learning methods, learning media or the learning process. The form of the information technology development applied in education is e-Learning. The internet-based learning/e-learning is an innovation that has a very big contribution to the change of learning process, where the learning process is no longer only listening to the material descriptions from the lecturers but also the students carry out other activities such as observing, doing, demonstrating and some others (Lubis, 2021).

Meanwhile, Suhardi (2012: 5) explains that learning resources are everything, both objects and symptoms that can be used to gain experience in solving problems. Nature is a good place to learn in the pandemic era and nature or the environment is one of the good learning resources used in the learning process. This is in line with Praswoto (2014-17) who grouped learning resources into 5 forms, namely: 1) a place or natural environment, a place where students carry out the learning process, for example libraries, museums, pools, and school environments; 2) objects, are everything that allows changes in student behavior, for example sites, temples, and other relics; 3) people, are anyone who has certain expertise as a place of learning, for example, teachers, politicians, scientists, policy makers, as well as experts in certain fields; 4) books are all kinds of books that can be read independently by students, for example text books, dictionaries, encyclopedias and so on; and 5) events and facts that are happening, for example, natural disasters, conflicts/wars, birth processes, and others.

Based on the results of an interview with the principal on August 10, 2021, he said that currently learning is carried out from the teacher's home giving explanations through groups for the learning process, this learning process uses nature as a learning medium, whether it's learning science, social studies, mathematics, or religion. All learning is based on nature or the environment of each student.

The use of nature as a learning medium has an impact on students' motivation and interest in learning, student learning outcomes are also classified as good when using nature as a learning medium. This is in line with the results of interviews from teachers on August 11, 2021 who said that, there was a change in student learning attitudes, students tended to be more active and more enthusiastic to carry out the learning process, student learning outcomes were also classified as good in the current learner category.

Basically, all the environment around students can be used to optimize learning activities in elementary schools. As long as it is relevant to the basic skills and learning outcomes that students want to achieve. Of all the environments that can be used in the education and learning process, they can usually be classified into three types of learning environments. That is, the natural environment, the social environment and the artificial environment.

The advantages of nature or the environment as a medium Such as: Students can better understand the natural phenomena of everyday life, promote awareness of the early nature of nature, students can treat nature as a complete and complete unit, the environment offers different things, students and their uses can learn the environment allows a greater learning process (important learning).

By understanding and experimenting with aspects of the environment or nature available in finding student information and the process of student personality training, it can be possible to form a better one. Learning activities are possible to be more interesting for students. Because the environment offers very different learning media and many choices.

IV. Conclusion

Based on the results of the research above, it is concluded that the use of nature as a learning medium is very beneficial for the learning process in the pandemic era. Nature as a medium that provides actual or factual learning so as to provide new insights for each student. Nature as a learning medium also has an influence on increasing student interest and motivation in learning, so that student learning outcomes also increase. It can be said that Nature as a learning medium is very beneficial for the learning process.

Acknowledgement

The authors express their infinite gratitude to the Direktorat Riset dan Pengabdian kepada Masyarakat Kementerian Riset dan Teknologi/Badan Riset dan Inovasi Nasional (Kemenristek BRIN) who has fully provided research grants for novice lecturers based on letter number B/112/E3/RA.00/ 2021. The author also expresses his gratitude to LPPM STKIP Amal Bakti which has helped a lot in carrying out this research.

References

- A. B. de Siqueira, A. Berardi, J. Mistry, and D. Rothberg, "Experimenting with Media Education, Civic Engagement, and Sustainability in Brazilian Schools," pp. 41–61, 2016.
- Batubara, I.H., et.al. (2021). The Effectiveness of Learning Using Social Media during the Covid 19 Pandemic in Higher Education. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (2): 2177-2183.

- Buto, Z.A., and Hafifuddin. (2018). Learning Independence of Students at Dayah Muslim School in North Aceh. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Volume I, No 4, Page: 224-231.
- Dharmawati. (2021). An Analysis of Students' Learning Independence in Learning English for Computer Using Google Classroom. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Vol 4 (2): 1635-1642.
- Dale, E. (1969). *Audiovisual methods in teaching* (3rd Ed.). Dryden Press. Retrieved from.
- E. Iswanto, R. Suharmono, and S. Hidayat, "Pengaruh Penggunaan Media Pembelajaran Berbasis Powerpoint Dan Buku Teks Terhadap Hasil Belajar Ilmu Pengetahuan Alam (Ipa) Materi Tata Surya Siswa Kelas Vi Semester Ganjil Tahun Pelajaran," *J. Educ. Technol. Innov.*, vol. 1, no. 2, pp. 7–20, 2018.
- Emzir. 2016. *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: PT Raja Grafindo Persada
- G. Dagli, F. Altinay, Z. Altinay, and M. Altinay, "Evaluation of higher education services: social media learning," *Int. J. Inf. Learn. Technol.*, 2020, doi: 10.1108/IJILT-03-2020-0032.
- Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran pada masa pandemi COVID-19. *Jurnal Teknologi Pendidikan*, 22(1), 65-70. <https://doi.org/10.21009/jtp.v22i1.15286>
- Lubis, M.J., Lubis, M., and Naelofaria, S. (2021). SIPDA SMA Negeri 4 Medan: The Development of Integrated Online Learning Platform. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Vol 4 (4): 7479-7487.
- Mulyasa. (2011). *Manajemen berbasis sekolah, konsep, strategi dan implementasi*. Bandung: PT Remaja Rosdakarya.
- Nasruddin, R., & Haq, I. (2020). Pembatasan sosial berskala besar (PSBB) dan masyarakat berpenghasilan rendah. *Salam: Jurnal Sosial & Budaya Syar-I*, 7, 639-648. doi: 10.15408/sjsbs.v7i7.15569
- Prastowo, A. (2014). *Panduan kreatif membuat bahan ajar inovatif*. Yogyakarta: Diva Press
- R. Masykur, Nofrizal, and M. Syazali, "Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash Rubhan," *Al-Jabar J. Pendidik. Mat.*, vol. 8, no. 2, pp. 177–186, 2017.
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran daring di tengah wabah COVID-19. *Biodik*, 6(2), 214-224. <https://doi.org/10.22437/bio.v6i2.9759>
- Silalahi, T.F., and Ahmad F.H. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, Volume 3, No 3.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- Suhardi. (2012). *Pengembangan sumber belajar biologi*. (Hartono, Ed.). Yogyakarta: UNY Press
- Sumardi I Sandyawan. 2005. *Melawan Stigma Melalui Pendidikan Alternatif*. Jakarta:Grasindo.