

## The Relationship between the Use of Image Media and the Thematic Learning Outcomes of Class IV Elementary School Students

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### Abstract

*The problem in this research is the low thematic learning outcomes of class IV students of elementary school. This study aims to determine the significant relationship between the use of image media with the thematic learning outcomes of students. This type of research is ex post facto correlation. The population is 71 students and the sample is 71 students using saturated sampling technique. Data collection techniques are observation, interviews, documentation studies and questionnaires while data analysis uses product moment correlation and multiple correlation. The results of this study indicate that there is a positive and significant relationship between the use of media images and students' thematic learning outcomes, with a correlation coefficient of 0.89 at the "strong" level.*

### Keywords

*Thematic Learning Outcomes; Utilization of Image Media*



### I. Introduction

The problem of education is a complex problem, as is the problem of learning, which is always undergoing change and improvement, especially the learning facilities and media that will be used in learning. In general, teachers explain to students in their classes that there are still many inappropriate uses of learning strategies and approaches, namely the use of media and learning resources optimally to support the learning methods applied to achieve learning goals effectively. According to Hamalik in Humaira, Sardinah, & Yusuf (2017), states that basically image media has several advantages, including (1) being concrete, meaning that the image or photo can be seen by students in a real and clear way, (2) overcoming space and time, for example in showing a real object that cannot be reached by students, the teacher's task is to utilize media in the form of images or photos related to the learning material, (3) minimize the limitations of eye sight, (4) be able to clarify problems, (5) is cheap and can be obtained.

Of course, this media can be used in schools that already have adequate facilities. This is different at the elementary school level which still uses KTSP, the teacher is still considered the only main source of learning, so teaching and learning patterns are still centered on the teacher. According to Soeparno in Dewi (2018), the learning method is a device that is used as a tool to convey information from teachers to students. The learning method is the overall planning and steps of learning activities in which there are various choices of assessment methods that will be carried out (Suyono & Hariyanto, 20110. This kind of learning pattern will be very unattractive for students because it only places students as objects, not as subjects who are involved in the teaching Collaboration and Partnerships: This research advocates for collaborative efforts between mining and minerals companies, governments, local communities and NGOs to strengthen and

learning process. The teacher's task is not only to teach but also to motivate and arouse students' enthusiasm for learning during the learning process.

According to Surtikanti & Santoso in Khairunnisa (2017), they argue that teachers have an important role in the teaching and learning process, one of which is as a manager in the implementation of learning. Behavioristic theory explains that learning is an educator's effort to help provide stimulus or encouragement to students. If the stimulus is successful in stimulating students, educators need to provide feedback so that students are interested in participating in learning. According to Wina in Sugiharti (2017), one of the abilities that an elementary school teacher must have is having the ability to organize and utilize various types of media and learning resources. In this case, learning contains the meaning of teaching and learning activities where those who learn are students and those who teach are teachers who are oriented towards teaching material activities on the development of knowledge, attitudes and skills as learning targets. Hanafiah in Aliwanto (2017), believes that learning activities can provide added value for students, this added value is in the form of: students have the awareness to foster enthusiasm for learning which is manifested in the form of internal motivation.

It can be concluded that the relationship between the curriculum is very related to learning. In this case, especially teachers must innovate to create fun learning and involve students playing an active role. According to Anitah in Idzhar (2016), in order to activate students, in learning teachers should try to improve the quality of learning activities. Therefore, learning activities are one of the important principles in learning interactions.

## **II. Review of Literature**

### **2.1 Understanding Image Media**

Image media can be grouped into visual media, namely media that relies on the sense of sight. In delivering learning material in the teaching and learning process, most students find it difficult to understand if they only use discussion and lecture methods. To make it easier for students to understand the material presented. Image media is the most commonly used media because it can be understood and enjoyed by anyone. Meanwhile, according to Nana Sudjana and Ahmad Rivai (2012: 69), image media is a medium that combines facts and ideas clearly and strongly through a combination of expressing words with images.

Another opinion expressed by Amir Hamzah Sulaeman stated that visual tools not only produce an effective way of learning in a short time, but what is received through visual tools stays in memory longer and stays better. Another opinion expressed by Sardiman (2012: 31) is that good photographic images as media in learning are images that suit the learning objectives. There are six conditions that need to be fulfilled by images used as learning media, namely (a) authentic, (b) simple, (c) relative size, (d) contain movement or action, (e) match the learning objectives.

### **2.2 Image Media Function**

The function of image media is as an aid in learning activities that will provide visual experiences for children to further encourage their learning motivation and facilitate complex and abstract concepts and then make them simpler and easier to understand. The function of image media in the learning process are:

1. The core function of attention of visual media or image media is to attract or direct students' attention in concentrating on the content of the lesson which is related to the visual meaning that appears or accompanies the text of the learning material.
2. The affective function of image or visual media will be seen from students' enjoyment when studying or reading texts accompanied by pictures.
3. The cognitive function of image or visual media will be seen from research findings and will reveal that visual symbols or images can facilitate the achievement of goals in order to understand and remember the information or message contained in the image.
4. Compensatory Function based on research results, it is stated that visual media or images provide context in understanding the text which will help students whose ability to read is still weak to organize the information in the text and then remember it again. It can be said that learning media functions to accommodate students who are slow and weak in accepting and understanding learning content presented in text form or presented in verbal form.

### 2.3 Advantages and Disadvantages of Image Media

Image media is media related to subject matter which functions to convey messages from educators to students. Image media has advantages and disadvantages. According to Suparman (2020: 252), the advantages of image media are as follows: Images are concrete. Images can overcome the limitations of space and time. Images can overcome the limitations of our observations. Pictures can clarify a problem, in any field for any age level, so that they can prevent or correct misunderstandings.

Images are cheap and easy to obtain and use without requiring special equipment. Some of the advantages of image media according to Musfiqon (2012: 74) are: (a) it is concrete because images are able to show the main problem compared to verbal words, (b) images can overcome space and time. Not all objects, objects or events can be brought to the class, and cannot always be brought to the object/event. Images can overcome this.

Sometimes we cannot see events that happened in the past, yesterday or even a minute ago as they really are. Pictures or photos are useful in this case, (c) picture or photo media can overcome the limitations of our observations. Cells or cross-sections of leaves that we may see with the naked eye can be presented clearly in the form of pictures or photos, (d) photos can clarify a problem, in any field and for any age level, so that it can prevent or correct misunderstandings, (e) photos are cheaper and more images can be obtained and used without the need for special equipment.

Apart from these advantages, images or photographs have weaknesses such as: (a) photographic images are only able to emphasize the sensory perception of the eye, (b) images or photos of objects are too complex and less effective for learning activities, (c) their size is very limited for big groups. Images are objects that are too complex. Sizes are very limited for large groups.

The weaknesses of image media according to Utami (2018: 142) are as follows: It is only a visual medium; the image size is often not appropriate for teaching in large groups, requires the availability of skilled resources and the teacher's astuteness to be able to use them, only emphasizes eye sensory perception; pictures of objects that are too complex, less effective for learning activities, very limited in size for large groups, require limited resources and astute skills to be able to use them. This theory has similarities with the three weak points of image media contained in Suparman's theory.

## 2.4 Steps for Using Image Media

Before carrying out learning activities in class, educators first prepare the steps that will be taken to use image media, so that the learning process takes place efficiently. According to Kosasih (20017: 17) the steps for using image media in learning are as follows.

1. Educators use pictures according to the growth and development of students
2. Educators show pictures to students in front of the class.
3. Educators explain lessons using pictures.
4. Educators direct students' attention to a picture while asking questions to students one by one.
5. Educators provide opportunities for students to ask questions according to the material being taught.
6. Educators give assignments to students.  
Together with students, educators summarize the lesson material to enrich their mastery of the material for thematic learning.

## 2.5 Image Media Indicator

The feasibility of using image media as a learning medium has indicators that must be met, according to Rivai and Riyana (2012), the image media indicators are as follows.

1. Media effectiveness is an information intermediary tool between educators and students in delivering learning material so that students can receive messages that are conveyed clearly and understandably which can improve learning outcomes.
2. Clarity, clarity in writing, images, in learning media.
3. Message, there is a message contained and meaningful in the image media.
4. The Attractiveness of Image Media, learning media must be able to attract and stimulate students' attention, both in appearance, color choice and content. The content description is not confusing and can arouse students' interest in using the media.
5. Ease of use, ease of use of image media, as well as clear media in writing.
6. Media Materials. The materials or media used are image media,  
Used classically or individually, can be used in individual or group learning

## III. Research Methods

This research was carried out in the even semester of the 2023/2024 school year at elementary schools in Lampung with a research sample of 71 students produced through calculations using the Slovin formula. The research method used in this research is quantitative research, namely research based on the philosophy of positivism with the type of research used in this research is ex-post facto correlation research which aims to find whether there is a relationship and if there is some close relationship and whether the relationship is meaningful or not. That. The tools used for data collection in this research were questionnaires, observation and documentation. Researchers use validity and reliability tests to test instrument prerequisites. Apart from that, researchers analyzed the data that had been generated using normality tests, linearity tests and hypothesis tests.

## IV. Result and Discussion

### 4.1 Thematic Learning Outcome Data

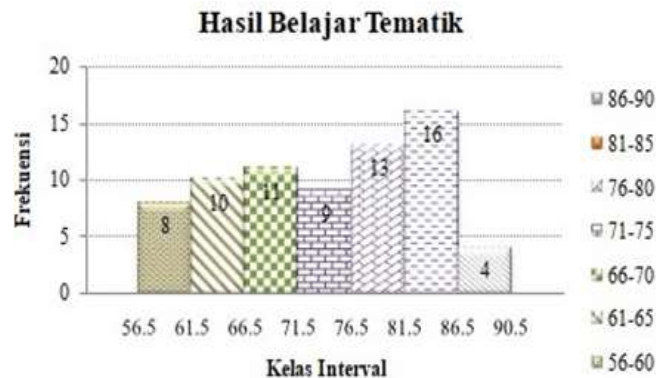
The researcher carried out calculations to calculate the length of the class interval variable for student learning outcomes (Y). In accordance with these calculations, an interval class is obtained with a class length of 7. After obtaining the interval class, the next step is to determine the frequency distribution. Here the researcher presents it in table form.

**Table 1.** Data Frequency Learning Outcome Variable (Y)

No	Interval Class	Frequency	Percentage (%)
1	56-60	8	11.26
2	61-65	10	14.08
3	66-70	11	15.49
4	71-75	9	12.67
5	76-80	13	18.30
6	81-85	16	22.53
7	86-90	4	5.63
<b>Amount</b>		<b>71</b>	<b>100</b>

Source: Odd semester final exam results data

Based on the table above, it shows that 42 students have completed it with a KKM of 75 and 29 students have not completed it. This means that 59.13% of students have completed it and 40.87% of students have not completed it. More details can be seen in the following histogram.



**Figure 1.** Histogram of Variable Y

The histogram above shows that there are 7 interval classes. The lowest frequency is in the 86-90 interval class, namely 2 students, while the highest frequency is in the 81-85 interval class, with 16 students.

### 4.2 Data from the Use of Image Media

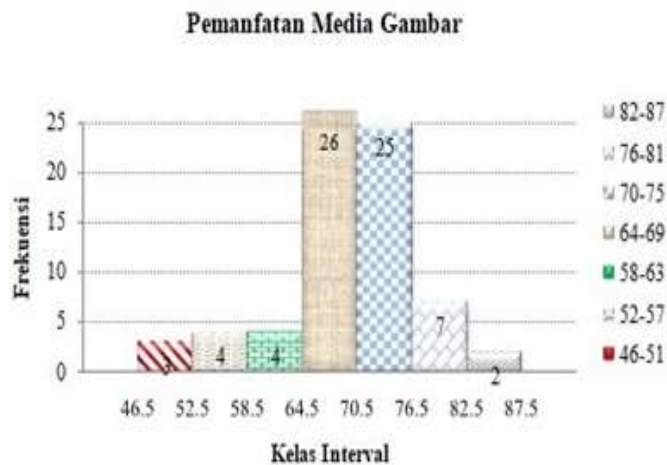
Researchers carry out class interval calculations before knowing the frequency of each data value. The results of calculating the length of the interval class variable

**Table 2.** Variable Data Frequency $X$

No	Interval Class	Frequency	Percentage (%)
1	46-51	3	4.22
2	52-57	4	5.63
3	58-63	4	5.63
4	64-69	26	36.61
5	70-75	25	35.2
6	76-81	7	9.85
7	82-87	2	2.81
<b>Amount</b>		71	100

Source: Odd semester final exam results data

Based on the table above, it can be seen that the average use of image media is 68.53. Data from research on variable 75 as many as 25 students, interval 76-81 as many as 7 students, interval 82-87 as many as 2 students. More details can be seen in the following histogram.



**Figure 2.** Variable Histogram $X$

The histogram above shows that there are 7 interval classes. The lowest frequency is in the 82-87 interval class, namely 2 students, while the highest frequency is in the 64-69 interval class, namely 26 students.

### 4.3 Data Analysis Test Results

a) Normality test

Results of manual normality test calculations for variable  $X$  (utilization of image media), using chi square formula. Interpretation is carried out by comparing with  $\alpha = 0.05$  with  $dk = k - 1 = 8 - 1 = 7$ , then looking in the chi square table it is found to be 14.067. So in accordance with the rule that  $4.1665 \leq 14.067$  means the variable data is normally distributed.  $X^2_{hitung} X^2_{tabel} X^2_{tabel} X^2_{hitung} X^2_{tabel} X$

b) Linearity Test

Results of the linearity test with  $YX$ . it was found that  $0.15 \leq 1.74$ , this means the data has a linear pattern. Interpretation according to  $F_{hitung} F_{tabel} F_{tabel} dk$  numerator =  $k - 2 = 25 - 2 = 23$  and  $dk$  denominator =  $n - k = 671 - 23 = 48$  with  $\alpha =$

0.05 then, obtained  $F_{hitung} = 0.15 \leq 1.74$ . So this means the data has a linear pattern.  $F_{tabel}$

c) Hypothesis testing

The hypothesis in this research is.

$H_a$ :  $r \neq 0$ , There is a significant relationship between the use of image media and the thematic learning outcomes of class IV elementary school students.

$H_0$ :  $r = 0$ , Not present

There is a significant relationship between the use of image media and the thematic learning outcomes of fourth grade elementary school students.

Based on the calculation results of the hypothesis test in this study (appendix 14 pp. 133-135), it was obtained that 0.89 was marked positive with the "Strong" criteria. Contribution of 79.21%. The significance value is  $= 0.15 \leq 1.74$ , which means it is significant. This means that the hypothesis is accepted. There is a significant relationship between the use of image media and the thematic learning outcomes of class IV elementary school students.  $r_{xy}$   $r_{xy}$   $F_{hitung}$   $F_{tabel}$

## V. Conclusion

Based on the results of research and discussion regarding the relationship between the use of image media and thematic learning outcomes of class students IV elementary school in Lampung It can be concluded as follows: There is a significant relationship between the use of image media and the thematic learning outcomes of class students IV elementary school. Based on the calculation results, it was obtained at 0.89, which means that the correlation has a positive sign with the criteria "Strong enough". Contribution of 79.21%  $r_{xy}$   $r_{xy}$  This means that the use of image media has a relationship of 20.79% to students' thematic learning outcomes fourth grade elementary school.

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