

## Visual Media in Social Studies Learning at SDN Umbul Kapuk Serang City

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### Abstract

*The purpose of this study is to describe and describe visual media in social studies learning at SDN Umbul Kapuk Serang City. This research uses a descriptive qualitative research approach method. The findings show that visual media is a medium that can help students to better understand the material to be delivered such as images, video impressions, diagrams and graphs. Related to the effectiveness of visual media in social studies learning in the classroom is very effective because students can know and recognize various forms or types such as knowing the shape of traditional houses and types or kinds of traditional clothing and so on. Image and video media are visual media that are taught and often taught in grade IV social studies learning at SDN Umbul Kapuk Serang City. Social studies learning is also very fun because it can know the surrounding environment, the state of the natural and human environment itself and the influence of visual media on student learning outcomes in class is very effective.*

**Keywords:** *Visual Media, Social Studies Learning.*

### Abstrak

Tujuan pada penelitian ini yakni untuk mendeskripsikan dan menjabarkan media visual dalam pembelajaran IPS di SDN Umbul Kapuk Kota Serang. Penelitian ini menggunakan metode pendekatan penelitian kualitatif deskriptif. Hasil temuan menunjukkan bahwa media visual merupakan media yang dapat membantu siswa untuk lebih memahami materi yang akan disampaikan contohnya seperti gambar, tayangan video, diagram dan grafik. Terkait keefektifan media visual dalam pembelajaran IPS di kelas sangat efektif karena siswa dapat mengetahui serta mengenali berbagai bentuk atau jenis seperti mengetahui bentuk rumah adat dan jenis atau macam-macam pakaian adat dan sebagainya. Media gambar dan video merupakan media visual yang diajarkan serta sering di ajarkan dalam pembelajaran IPS kelas IV di SDN Umbul Kapuk Kota Serang. Pembelajaran IPS juga sangat menyenangkan karena dapat mengetahui lingkungan sekitar, keadaan lingkungan alam dan manusia itu sendiri serta pengaruh media visual terhadap hasil belajar siswa di kelas sangat efektif.

**Kata Kunci:** Media Visual, Pembelajaran IPS.

## INTRODUCTION

In the current era, learning media is very important to be applied in a learning process, and at this time learning emphasizes more innovative ways of learning from teachers as teachers, in contrast to the past the provision of material that is less innovative or monotonous, meaning it is always the same as before or repeatedly.

With the media from the teacher, it will add a different learning experience to students in order to achieve the educational goals that have been set. As in the application of visual media as one example of media that can be used in schools as the delivery of a learning material.

In social studies learning, the need for visual media is because in social studies subjects students will learn and understand related to environmental phenomena and social life.

The origin of the word media is from Latin and is the plural form of the word medium which literally means intermediary or introducer (Anaperta et al., 2024).

While according to Aurora and Effendi, (2019) Explaining that media is an integral part of the teaching and learning process and media in teaching and learning activities tend to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearrange verbal or visual information.

According to Baharuddin, (2020) Explaining visual media is as follows

1. Visual media is a media that is always used and familiar from teachers in learning.
2. Visual-based media plays an important role in learning.
3. This type of media deals with the sense of sight.
4. Visual media can strengthen memory and facilitate understanding.
5. In addition, it can also foster student interest and can provide links between the content of learning materials and the reality of the world and become one of the media that plays an important role in the learning process.

Then according to Anaperta et al., (2024: 22) Learning media is "part of the means to help improve the effectiveness of the teaching and learning process and the requirements for media selection must be developed precisely with the objectives to be achieved, circumstances, shortcomings that exist by considering their abilities and distinctive characteristics or accompanying media characteristics".

In social studies learning according to Nurdiana, (2016) Social studies learning in elementary schools is:

1. Social studies learning in elementary schools is a subject that examines, studies, analyzes symptoms, and social symptoms in society using social science theories and concepts to achieve national education goals using a multidisciplinary and interdisciplinary approach.
2. Social studies learning is given at the level of primary and junior secondary education units.
3. The purpose of social studies in elementary schools is essentially to develop attitudes, knowledge, skills and basic values that are useful for personal life, community members, citizens, and provisions for secondary education.
4. Social studies education at the elementary school level is not only guided by the development of competencies related to intellectual aspects but also attitudes and social skills.
5. Social skills are one part that is developed as a competency that must be mastered.
6. The skills of searching, selecting, processing and using information to empower themselves as well as the skills to work with diverse groups, seem to be very important aspects obtained by students who will later actively participate in society and become adult citizens.

Real experience is needed to better direct children to be critical and think logically in social studies learning (Rismawati & Rubianto, 2018).

In this study, researchers collected data by observation, interviews and documentation to solve a problem under study. The purpose of the study is to understand visual media in class IV

social studies learning at SDN Umbul Kapuk Serang City.

## METHOD

In this study, the method used by researchers is the descriptive qualitative research approach method. Qualitative is a research technique that uses narratives or words in explaining and describing the meaning of each phenomenon, symptom, and certain social situation (Waruwu, 2023). Descriptive method is a method of examining an object, human group, event, thought system or condition in the present (Yanti et al., 2020). With the use of this method, researchers want to describe and describe a phenomenon and situation in an object, human group, thought system, and current conditions about visual media in class IV social studies learning at SDN Umbul Kapuk Serang City.

This research was carried out at SDN Umbul Kapuk Serang City Located in Panggungjati, Taktakan District, Serang City on December 7, 2023. With samples or resource persons, namely Mrs. Nina Sumartina as a grade IV teacher. The data collection techniques are in the form of interviews, observations, and documentation. Data analysis is data reduction, data presentation and conclusions.

## RESULTS AND DISCUSSION

Based on the results of interviews submitted by researchers to grade IV teachers using interview instruments related to teacher understanding of visual media, teachers explained that visual media is a medium that helps students to better understand the material to be delivered, for example such as pictures, video impressions, diagrams and graphs.

From several previous studies or based on experts have explained about the understanding of visual media as revealed by Selamat, (2020) Explaining that the media that involve the sense of sight is the visual media, vision is our sense that has the greatest ability to experience the world around us, various studies have supported this statement, although there is no general opportunity regarding how much the sense of sight is channeled compared to other senses, there are two types of messages contained in

visual media, namely verbal and non-verbal messages.

In the use or application of visual media, teachers need to understand in their use. The use of visual media is designed with individual abilities that must be adjusted to the material to be delivered in learning (Hidayah, 2019).

Then the teacher also explained about the effectiveness of visual media in social studies learning in class with an explanation that visual media is very effective because students can know and recognize the various forms or types in question, for example knowing the shape of the house (meaning knowing the shape of a traditional house) and the types or kinds of traditional clothing and so on.

Livie and Lents (Sanaky, 2009:6 in Supardi, 2017) Suggest four functions of learning media, especially in visual media, namely:

1. Attentional function (can attract the learner's focus to concentrate on the content of the lesson)
2. Affective function (visual media can respond to emotions and learner behavior)
3. Cognitive function (visual media explain that visual symbols facilitate the achievement of goals to hear and understand information)
4. Compensatory function (visual media conveys context for understanding text that can help students who are weak in reading.

Of the four functions of visual media, visual media can or is very appropriate in social studies learning to support effectiveness in the learning process.

Images and video impressions are one example of visual media, image and video media are visual media taught at SDN Umbul Kapuk Serang City and visual media such as images are often taught in social studies learning in schools.

According to Rosmanah, (2019) Explain that visual media is a very common media applied in the learning process. Visual media such as comics, posters, photos, and graphics are enough to influence psychology to students (Kustandi et al., 2021).

Based on the results and discussion, researchers concluded that first, in essence, visual media is a medium that helps students to understand material through the sense of sight that contains verbal and nonverbal messages,

visual media is a media that is often used and various studies have been conducted. Secondly, what was conveyed by the grade IV teacher who teaches at SDN Umbul Kapuk Serang City is true that pictures, diagrams and graphs are some examples of visual media, this has been supported based on previous research and examples of these media can also affect student psychology. The three visual media have four functions in their role as learning media.

Next, the results of interviews with grade IV teachers related to teacher understanding related to media, understanding of social studies learning, understanding of the influence of visual media on student learning outcomes and obstacles in the application of visual media with the explanation that media is a tool or material to help and facilitate the learning process, social studies learning is very fun learning because it can know the surrounding environment, The state of the natural environment and humans themselves, the influence of visual media on student learning outcomes in the classroom is very effective and teacher constraints in the application of visual media, namely inadequate infrastructure.

In general, learning media is a tool for the teaching and learning process, besides that learning media is everything that can be used as a stimulant for students' thoughts, attention, feelings, and abilities or skills so that it can encourage the learning process (Luh & Ekayani, 2021).

Gagne (Rahadi 2003: 10) explained that media as a component in the student environment can stimulate students to learn (Gunardi et al., 2022). Examples of things that support fun learning activities are using learning media(Aris et al., 2021)an exact.

It can be concluded that media has various benefits in its application in supporting learning peoses.

The opinion or understanding of teachers about social studies learning is like what researchers compare with the opinions of experts.

According to Rahman, (2016) explain the nature of social studies education including:

1. The mention of Social Sciences (IPS) is the name of a subject in a school unit or the name of a learning program in higher education that

is characterized by the term "Social Studies" in the curriculum in schools in other countries, especially in western countries such as the United States and Australia.

2. The naming of IPS, which is better known as social studies in other countries, is a term that is the result of decisions from experts in Indonesia.
3. Basically, social studies learning is related to human life which involves all behaviors and needs.
4. Social studies relates to the way humans meet their needs, both the need to meet their psychology, material, and culture.
5. At least, social studies study, study, and examine the system of group life on this earth land in the context of humans as part of society.
6. With the consideration that humans in this social context are broad, social studies learning in educational units must be limited according to the ability of students.
7. So that the scope of social studies teaching is distinguished in primary, secondary, and tertiary education units.
8. In basic education units, the scope of social studies teaching is limited to obstacles and social problems that can be achieved in history and geography.
9. Especially on the social problems of daily life that exist in the surrounding environment where MI / SD students are.

Social studies learning characteristics in elementary schools are skills related to the professional and optimal use of all sensory devices to describe the characteristics of objects observed (Wijaya, 2020).

Researchers concluded that social studies learning is the name of a subject in elementary schools and universities, social society in curricula in other countries the decision of experts, fundamentally, social studies learning is related to human life that involves all behaviors, needs, and cultures. Social studies study, study, and study group life systems in a very broad human context while education is limited, the scope of social studies lessons is distinguished in each educational unit, the scope of social studies in elementary schools can be achieved in history and geography, on problems of daily social life

in the surrounding environment, and to utilize professionalism and overall optimization of sensory tools to be able to describe the characteristics of observed objects.

In supporting the learning process by using visual media because of availability or limitations in supporting the learning process, this makes obstacles in its application, media is included in supporting infrastructure in learning.

Linguistically, infrastructure is an indirect tool to achieve goals in education such as school buildings, sports fields, costs and others (Fauzan, 2020). Educational infrastructure is the basic means that support the educational process in schools and educational infrastructure includes various facilities that make schools run well (Suyono et al., 2022).

According to Ismaya (2015), infrastructure is a supporting facility that can support the process of activities in any institution, including educational units or schools (in Fatmawati, Mappincara, & Habibah, 2019). In other words, the process of implementing education in schools and learning problems are not only faced by the teachers concerned, but also supported by the existence and completeness of educational facilities and infrastructure (Megasari, 2014).

It can be concluded that the obstacle to the application of visual media at SDN Umbul Kapuk Serang City is inadequate infrastructure. In fact, the learning process must be supported by infrastructure because it is a supporting factor, supporting facilities and facilities for the educational process, making schools run well, and including any institutional support and support. However, this obstacle is not only in terms of infrastructure but can also be influenced by teachers.

## CONCLUSION

In essence, visual media is media that helps students to understand material through the sense of sight that contains verbal and nonverbal messages, visual media is media that is often used and various studies have been conducted, with what was conveyed by grade IV teachers who teach at SDN Umbul Kapuk Serang City it is true that pictures, diagrams and graphs are examples of visual media, This has been supported based on previous research and

examples of these media can affect student psychology, visual media has four functions in its role as a learning medium, and has various benefits in its application in supporting learning peoses.

Social studies learning is the name of a subject in elementary school and in universities, social society in curricula in other countries the decision of experts, fundamentally, social studies learning is related to human life; behavior, needs, and culture. IPS; study; study; and study; The system of group life in the human context is very broad while in education is restricted. The scope of social studies lessons is differentiated in each educational unit, the scope of social studies in elementary schools can be achieved in history and geography, on problems of daily social life in the surrounding environment, and to utilize professionalism and overall optimization of sensory devices to be able to describe a characteristic of the object observed.

In fact, in the learning process, there must be infrastructure support because it is a supporting factor, supporting facilities and facilities for the educational process, making schools run well, and including any institutional support and support. However, this obstacle is not only a matter of infrastructure but can also be influenced by teachers.

## SUGGESTION

Hopefully this research can be refined by the following studies. Because researchers are still at the stage of the learning process in conducting a study and also the methods that are desired cannot be adequate, this is a matter in the form of obstacles or problems that can affect the results of research presented by researchers.

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