BENEFITS OF LEARNING MEDIA IN THE LEARNING AND TEACHING PROCESS AT UNIVERSITY

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Abstract

The goal of this study was to learn about the benefits of employing media in the learning and teaching process for university students. The descriptive approach and qualitative research were employed in this study. According to the findings of this study, employing media in the learning and teaching process for university students is quite beneficial. The medium relayed information from the source (lecturer) to the recipient (student). Media in the learning and teaching process might be used as a message deliverer technology (information) or a physical tool to deliver learning content. According to the findings of this study, the benefits of media include facilitating contact between lecturers and students and assisting students in learning more effectively.

Keywords: *Learning Media and the Learning Process*

INTRODUCTION

Learning is a process that is carried out either through formal or non-formal education. In the implementation of formal education, educators and students are required to be more creative in order to achieve the expected educational goals. A educators must be able to master the methods and selection of appropriate media in teaching (Emda, 2011: 149).

Good and innovative learning is basically inseparable from the use of media. In its development in the learning process there are still many obstacles found in the use of media Among others, broadly grouped into two, namely: internal factors and external factors. Internal factors include health, intelligence, talent, interest, motivation and way of learning. While external factors include family, lecturer quality, teaching methods, available facilities/equipment, room conditions, community, surrounding environment and others (Emda, 2011: 150).

There are several problems discussed in the use of instructional media in the learning and learning process between lecturers and students in tertiary institutions. First of all with regard to the meaning of the media and the role of the media in the process of communication in the

process of learning and teaching. Not only that, there are several benefits of media in PBM. Second, in the world of education there are many kinds of learning media used by lecturers and students. Third, of course, from the various kinds of media, the expertise and methods of lecturers and students are required to choose the right media. Finally, what are the things that need to be considered when choosing the media used in the learning process in Higher Education.

The use of media in learning is one of the solutions to various problems related to the effectiveness of student learning. Using the right media will increase students' attention to the material to be studied, with the help of media students' interest and motivation can be increased, students will concentrate more and it is hoped that the learning process will be better so that in the end students' understanding of learning material can be improved. Therefore the use of media as a tool in learning must be chosen according to and can really help students understand the material presented (Emda, 2011: 150).

In Higher Education there are many things that must be done, especially for the benefit of teaching. This will bring considerable relevance in achieving the competencies desired by all parties, especially lecturers and students. At least the lecturer will understand and be meaningful if the media used in the learning process is effective in increasing the quality of lessons in the learning and teaching process. Lecturers can choose the media they will use by making the right considerations, and can develop and produce their own types of media that are affordable in an affordable way too.

By choosing the right learning media, lecturers can create effective and efficient lectures. In addition, the lecture process will be more interesting and systematic. Of course, the willingness and ability of lecturers to choose good learning media will be able to bring positive and deeper changes to the meaning of the media, the role of the media in the communication process in teaching. Not only that, with the willingness of lecturers to use media, of course there is curiosity about the various types of media and some of their main characteristics so that later they can consider the media used. This is because talking about learning media will also involve the results of research on the benefits of using learning media and other technical and academic aspects. Seeing the importance of using media in learning, the authors interested in doing research on the Benefits of Learning Media in the Learning and Teaching Process of Students in Higher Education.

METHODOLOGY

This type of research is qualitative research using descriptive methods. According to Moleong (2007) and Sugiyono (1: 2015) this qualitative research with descriptive method is research that is conducted without using numbers. This qualitative research prioritizes the depth of appreciation of the interactions between concepts that are studied empirically. This

research method will try to find out the benefits of learning media in the learning and teaching process at the Alussunnah Evidence High School of Teaching and Education.

The instrument used in this study was the researcher himself assisted by a data collection tool, namely several sheets of notes. Then the authors also use performance tests, where the authors conduct tests on students to find out the benefits of this learning media in the learning and teaching process of students in tertiary institutions.

Data collection techniques in this study were the results of recording and test results for student work. The data analysis steps are; 1) read observation sheets, 2) classify existing problems according to research problems, 3) interpret data based on research problems 4) analyze existing problems and 5) conclude research. While on the test for the author's work here is trying to find a percentage, how much the benefits of learning media are in the learning and teaching process of students in tertiary institutions.

RESEARCH RESULTS AND DISCUSSION

Media is a plural word from the Latin word medium which means intermediary. The general meaning of intermediary means "anything that can transmit information from information sources to information recipients". This information is in the communication process. Of course, in the communication process there must be four components, namely; sources of information, information, and recipients of information as well as the media itself. If only one of the four components is missing then the communication process is not possible. Because the media will be meaningful if the three components must also exist.

Each individual has different abilities in the process of understanding the learning material. This can be seen to be proven that the knowledge obtained by a person as a percentage reaches 83% through sight and only about 11% is obtained from hearing and around 6% from the others. The ability to remember the knowledge that has been obtained is about 20% of what is heard and about 50% of what is seen. Therefore the use of media that uses more sight than hearing will support the achievement of learning objectives. This is in accordance with what was stated, Emda, (2011: 156) that the media functions: lays a concrete basis for thinking and can reduce verbalism and can go beyond personal experiences of students, the media can go beyond the boundaries of the classroom, the media allows for direct interaction between students and their environment, the media provides information and similarities in observations, the media will provide real understanding or concepts in a realistic and thorough manner, the media generate new desires and interests , the media generate learning stimuli, the media will provide a comprehensive experience.

In the world of education, the concept of communication is not much different from the general concept described above. Media in the teaching and learning process (PBM), sources of information are lecturers, students, other people, reading materials, and so on. According to

Schramm (1977) and Briggs (1977) the media is a message carrier technology (information) that can be utilized for the needs of lecturers or physical facilities to convey content/material delivered to students.

The benefits of learning media in the learning process and learning in general are facilitating the process of interaction between lecturers and students. The goal is to help students learn optimally. From the results of this study the authors can identify 8 (eight) benefits of media in the learning and teaching process, namely:

1. The delivery of lecture material can be uniform; through the media, various interpretations can be reduced and conveyed to students uniformly. Every student who sees or hears a description of a science through the same media will receive the exact information the same as that received his friends.

2. Learning and teaching processes become more interesting; the use of media can arouse students' curiosity, stimulate them to interact that touch the object of study, help them concretize something abstract. In summary, media can help lecturers liven up the class atmosphere, not be monotonous and boring.

3. The student learning process becomes more interactive; if properly designed and chosen, the media can help lecturers and students carry out active two-way communication. Without the media, lecturers might tend to talk one way to students. But by using the media, lecturers can organize their classes so that not only are they active themselves, but also students.

4. The amount of teaching and learning time can be reduced; it often happens, the lecturers are forced to spend quite a lot of time to explain the subject matter. Even though this doesn't need to happen if the lecturer wants to use learning media to discuss learning material.

5. The quality of student learning can be improved: the use of instructional media not only makes the teaching and learning process more efficient, but also helps students absorb the subject matter in depth and completely.

6. The learning process can occur anywhere and anytime; Learning media designed in such a way that students can study anywhere, and whenever they want, without depending on the existence of a lecturer.

7. Students' positive attitudes towards learning materials and towards the learning process itself can be improved. By using media, the teaching and learning process becomes more interesting and can increase students' love and appreciation of science and the process of seeking knowledge itself.

8. The lecturer's role can shift in a more positive and productive direction. For starters, when using media in the teaching and learning process, lecturers do not need to repeat their explanations; secondly, by reducing verbal (oral) descriptions, lecturers can pay more

attention to other aspects; and thirdly, the lecturer's role is no longer just "teaching," but also as a consultant, advisor, or manager in the teaching and learning process.

Kemp and Dayton (in Muhson, 2010: 4) support the preceding viewpoint by identifying several benefits of media in learning, namely: the delivery of subject matter can be uniformed, the learning process becomes clearer and more interesting, the learning process becomes more interactive, time and effort efficiency, increases the quality of student learning outcomes, and the media allows the learning process to be carried out anywhere and at any time. The benefits of media in learning include (a) enhancing educational quality by increasing learning speed (rate of learning), (b) allowing for more personalized instruction, and (c) providing a foundation for learning, more scientific teaching, (d) continuous teaching, (e) improving the reality of immediate learning, and (f) offering (Ely in Mahnun, 2012: 27).

CONCLUSION

The conclusion from the results of this study is that the use of media in the teaching and learning process generally receives less attention. This is due to several factors, among others; the unavailability of adequate tools provided by institutions or higher education institutions where learning and teaching processes take place. There are not many media programs (software) available that are appropriate to the lecture topic. Many lecturers do not have time to prepare media or choose existing media programs. Finally, they are not yet skilled at developing simple media, and some are not even skilled at operating the media.

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