

The Role of Educational Television Learning Media in Efforts to Improve Learning Achievement at Muhammadiyah 01 Islamic Elementary School, Kota Pinang

Febri Kurniawan Siregar¹⁾, Ruwaidah²⁾, Fauzi Ahmad Syawaluddin³⁾

^{1,2,3)} Fakultas Agama Islam, Pendidikan Agama Islam, UNIVA Labuhanbatu, Rantauprapat, Indonesia

*Corresponding Author

Email: fk9254151@gmail.com

Abstract

The purpose of this study is to study how educational television learning helps students in SD IT Muhammadiyah 01 Kota Pinang learn better. Students, teachers, and principals were involved in data collection through documentation, observation, questionnaires, and interviews using case study descriptive qualitative research methods. The results of the study show that educational TV as an audiovisual medium has the ability to help students understand the material concretely through attractive visual and auditory presentations. As a result, educational TV increases students' motivation and learning achievement. Selecting, supervising, and integrating educational television programs into the learning process is a very important task for teachers. In addition, learning success is also influenced by the active participation of parents in helping, managing study time, and ensuring high-quality broadcasts. To maximize student learning outcomes in the digital age, the use of educational TV must be supported by adequate infrastructure, teacher training, and students' tendency to watch entertainment shows.

Keywords: *Educational Television, Learning Media, Learning Achievement, Role of Teachers, Role of Parents.*

INTRODUCTION

Basic education is a crucial foundation for developing students' intellect, character, and basic skills. In the current era of globalization and the advancement of information technology, education faces both significant challenges and opportunities to improve the quality of learning. One way to address these challenges is through innovation in learning media.

Learning media is a crucial component of the learning process. According to Sudjana & Rivai (2005), learning media plays a role in clarifying messages to make them more effective and efficient, capturing students' attention, and fostering learning motivation. At the elementary level, students tend to have concrete and visual learning characteristics and require multisensory stimulation to understand the material effectively. Therefore, innovation in engaging and interactive learning media is essential.

Along with technological advancements, learning media has also evolved rapidly, shifting from traditional to digital technology-based media. One form of technology-based media that has long been recognized is educational television (Munadi, 2008). Educational television is a television broadcast specifically designed for educational purposes, presenting various learning programs in an engaging and educational manner.

Educational television combines moving images, sound, text, and animation, providing a richer and more enjoyable learning experience for students. Some of the advantages of educational television include:

- Providing visualizations of material that is difficult to visualize abstractly.
- Providing a variety of presentations to reduce boredom.
- Accommodating various student learning styles (visual, auditory, kinesthetic).
- Allowing students to access learning anytime through replays or storage media.

In the Indonesian context, educational television has also been widely developed, for example, through the Ministry of Education's TV Edukasi (Educational TV), various educational

YouTube channels, and learning content broadcast by national television stations (Slameto, 2010).

As an integrated Islamic-based school, Muhammadiyah 01 Elementary School in Pinang City continually strives to improve the quality of learning through media innovations. In this digital era, students at Muhammadiyah 01 Elementary School in Pinang City are already familiar with technological devices such as televisions, smartphones, and computers. By utilizing educational television, schools can present learning materials that not only meet curriculum requirements but also build student interest, motivation, and understanding more effectively. Educational television has the potential to be a relevant learning medium because:

- The material can be adapted to Islamic values and local culture.
- Learning becomes more contextual, for example by showing documentaries on Islamic history, science, or exemplary stories.
- It helps teachers explain abstract concepts visually.
- It provides an alternative learning experience outside the conventional classroom.

However, the implementation of educational television in elementary schools still requires in-depth study regarding its effectiveness, obstacles, and strategies for optimizing its use to truly provide maximum benefits for students.

This study involved students, educators, and the principal at SD IT Muhammadiyah 01 Kota Pinang. Because students are the direct recipients of the school's educational processes and policies, they are the primary subjects. As the primary controllers of learning and managers of classroom activities, teachers provide crucial information about the learning process, teaching techniques, and their interactions with students. As the leader of an educational institution, the principal has a strategic responsibility to manage and direct the school's overall policies and development. It is hoped that the data obtained will provide a better picture of the conditions and phenomena studied by involving these three groups of subjects.

In this study, data were collected through interviews, observations, questionnaires, and documentation. Interviews were conducted comprehensively with teachers, students, and the principal to gain insight into their perspectives, experiences, and perceptions regarding the various elements studied. Observations were conducted directly in the school environment to observe social interactions, learning activities, and the general condition of the classroom and school. Documentation was conducted by collecting documents such as the curriculum, syllabus, activity reports, and other administrative data related to school operations.

Data collection was carried out in stages. It began with requesting permission from the school, creating instruments, and organizing field activities. Afterward, the researchers collected data directly in the field by communicating with all research subjects, adhering to research ethics, and ensuring the accuracy and reliability of the data obtained. To facilitate the analysis process, all collected data was documented, recorded, and systematically recorded.

Qualitative descriptive analysis was used to analyze the collected data. In this analysis process, narrative data derived from observations, documentation, and interviews are classified, coded, and interpreted to identify themes related to the research focus. Researchers strive to understand the information they collect, relate it to current theory, and explain the results in a way that is relevant to the situation on the ground. Qualitative results are sometimes supported and strengthened by simple statistical analysis of questionnaire data; this can be done in the form of response percentages or simple data tabulations. Furthermore, the results of the analysis are presented systematically to provide a complete picture of the phenomenon studied at SD IT Muhammadiyah 01 Kota Pinang.

RESEARCH METHODS

This research employed a descriptive qualitative research method with a case study approach, conducted at SD IT Muhammadiyah 01 Kota Pinang. The primary objective of this study was to gain an in-depth understanding of naturally occurring phenomena within the school environment, emphasizing the meaning, understanding, and interpretation from the perspective of the research subjects. This method allowed the researcher to thoroughly explore various aspects related to the research topic.

The case study approach was chosen because it allowed the researcher to thoroughly study the specific context at SD IT Muhammadiyah 01 Kota Pinang. Case studies provide an opportunity to examine various factors influencing the phenomenon under study, including the physical, social, and cultural environments of the school. Thus, the researcher gained a comprehensive understanding of the processes, interactions, and dynamics occurring within the school environment.

RESULT AND DISCUSSION

A. Implementation of Educational Television Media in Schools

One way information and communication technology (ICT) is used for teaching is through educational television. In some schools, this includes video-based learning programs, VCD/DVD media, and educational television broadcasts provided by the government and private institutions. One study showed that the use of VCD media directly helps students understand the subject matter. (Suwastrini et al., 2015)

Furthermore, educational television programs based on interactive multimedia, such as those based on interactive multimedia, have a significant impact on students' conceptual understanding in Islamic Religious Education (PAI) learning. Learning that utilizes visual and audio interactions can attract students' attention and facilitate their understanding of the concepts being taught (Purnamasari, 2018).

Teachers play a crucial role in incorporating educational television into the learning process. They typically select educational programs relevant to the lesson and then transform them into discussion materials or assignments. Teachers can use television to show simulations, demonstrations, or interactive videos that are difficult to implement conventionally. To improve learning outcomes, some teachers also use video-based learning media. According to research conducted by Setyadin (2013), the intensity of instructional media use by educators has a significant influence of 33.9% on the effectiveness of productive competency learning (Setyadin, 2013).

The influence of educational television on student academic performance varies widely. Several studies have shown that the implementation of television-based learning improves students' understanding of concepts and their desire to learn. For example, students in a study using a radio and television-based blended learning model in Indonesia demonstrated better learning outcomes compared to the control group (Prasetyo et al., 2022). Similarly, the use of educational television during the COVID-19 pandemic in Mexico allowed students to stay connected with learning materials at home, although some students still preferred direct learning with a teacher.

B. The Role of Parents in Supporting Educational Television-Based Learning

With educational television, parents play a crucial role as companions, facilitators, and reinforcers of their children's learning. Although educational television offers many visual benefits for teaching, parents must remain actively involved to ensure that children make the most of the television. While children are watching educational television, parents should act as

active companions. With this support, parents can help their children understand the content of the programs, provide explanations for unfamiliar concepts, and provide practical examples from everyday life related to the learning material. Iftikhar's research found that when parents watch educational programs with their children, they increase their desire to learn and develop positive values about the content (Iftikhar et al., 2023).

In addition to being companions, parents also function as learning time managers. One of the challenges of using television as a learning medium is the potential for distraction from non-educational programs. Therefore, parents' role in managing viewing schedules is crucial to ensure children focus on programs that align with the curriculum. With good time management, children can optimize their viewing time to achieve targeted and measurable learning. Parents also act as facilitators of continued learning by providing post-viewing reinforcement activities. For example, after watching a science program, parents can engage their children in discussions or conduct simple experiments at home to deepen their understanding (Belloni, 2004).

Parents are also crucial in controlling the quality of programs. Not all educational programs have high-quality content. Parents should choose educational television programs that are credible, relevant, and appropriate for their children's cognitive development. Finally, emotional support from parents also has a significant impact on children's self-confidence and motivation to learn. When children perceive that their parents value their learning process, they tend to be more enthusiastic and motivated to continue learning, whether through television or other learning media. Therefore, educational television-based learning will be much more effective when accompanied by the active role of parents in accompanying, organizing, facilitating, and guiding children throughout the learning process.

C. Supporting and Inhibiting Factors in the Use of Educational Television

The use of educational television in the learning process in schools offers a significant opportunity to improve the quality of education. Television, as an audiovisual medium, has the ability to present learning materials simultaneously visually and auditorily, enabling students to understand abstract concepts more concretely. However, the effectiveness of educational television implementation is greatly influenced by various interacting supporting and inhibiting factors.

One of the main supporting factors in the use of educational television is the availability of adequate facilities and infrastructure. Facilities such as televisions, video players, a stable electricity network, and classrooms designed for multimedia learning are basic prerequisites for optimal educational presentations. Without these supporting facilities, educational television-based learning processes will be difficult to implement, especially in schools located in remote areas or with less developed infrastructure (Ahmed, 2016).

However, there are also a number of inhibiting factors in the implementation of educational television. One major obstacle is the lack of professional training for teachers in the use of this learning technology. Many teachers still view television simply as a video player, rather than as a medium that needs to be integrated with an active and participatory pedagogical approach. Furthermore, some teachers hesitate to utilize educational television due to a lack of administrative support, a heavy curriculum load, or the inconsistency of broadcast material with current curriculum requirements.

Furthermore, the culture of free-range viewing at home can also be a barrier. When television at home broadcasts more entertainment than educational programs, students tend to associate television as a medium for entertainment, rather than a learning tool. This can decrease students' motivation to engage with learning materials seriously when the same media is used at school (Gurung, 2020).

CONCLUSION

In the era of globalization and advances in information technology, it can be concluded that the use of TV-based learning media plays a significant role in improving student achievement, particularly at the elementary level. TV-based learning media has the ability to solve educational problems in innovative, engaging, and effective ways.

As an audiovisual medium, educational television has the ability to present learning materials visually and auditorily. This is particularly helpful for elementary school students, as they are typically still in the concrete thinking stage. Educational television allows students to see abstract concepts that are difficult to grasp if presented only verbally or through textbooks. The learning material becomes more vivid and engaging, enhancing understanding and reducing boredom during the learning process. Furthermore, this research shows that the active role of teachers is crucial to the successful use of educational television. Teachers not only present the material but also act as facilitators, able to select appropriate programs, link them to classroom discussions, and relate them to students' daily lives. Innovative and flexible teachers will be able to use educational television not just as a video player but also as a medium.

The role of parents is also crucial in supporting educational TV-based learning. Parents help their children learn at home, managing the time they spend watching educational programs, helping them learn more by engaging with them, and monitoring the quality of programs by selecting programs that are appropriate to their needs and development. However, several challenges must be addressed during implementation. One key component of success is the availability of facilities and infrastructure. Multimedia classrooms, a stable electricity network, video players, and televisions are crucial. Without adequate infrastructure, the effective use of educational television will be difficult, especially in remote schools or schools with limited facilities.

Teachers' ability to navigate learning technology is also a limiting factor. Not all teachers possess the pedagogical skills necessary to incorporate educational television into the teaching and learning process. To ensure teachers can utilize this medium optimally, schools must provide administrative support and training. Educational television has been shown to positively impact student achievement when implemented appropriately, with full support from teachers and parents, and adequate supporting facilities. By optimizing the potential of educational television and addressing the various obstacles, this learning medium can become an innovative solution to address the challenges of education in the digital age.

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