

THE EFFECT OF USING LIQUID CRYSTAL DISPLAY (LCD) MEDIA ON STUDENT LEARNING OUTCOMES IN THE SUBJECT OF SOCIAL SCIENCES IN GRADE VIII SMPN 1 PRINGGARATA IN THE YEAR 2023/2024

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Abstract

This research is based on the obstacles faced in the teaching and learning process in social studies subjects at SMPN 1 Pringgarata, namely the grades obtained by students are still above the set KKM. Based on observations made, it is also known that one of the causes of low social studies learning outcomes is the lack of utilization in classroom learning. The aim of this research is to the influence of using Liquid Csyta Display (LCD) Media on the Learning outcomes of student in Social Studies class VIII SMPN 1 Pringgarata in 2023/2024. The method used in this research is quantitative research methods. Research with a quantitative approach emphasizes the analysis of numerical data (numbers) which is then analyzed using appropriate statistical methods. The place where this research was conducted was at SMPN 1 Pringgarata Jalan Diponegoro, No 4, Pringgarata, Pringgarata, Pringgarata District, kec. Pringgarat, Kab. Central Lombok, NTB. The collection method itself uses observation, documentation, interviews, questionnaires and tests. Meanwhile, the research uses cellphones, paper and pens. The results of this research show that for every 1% additional use of LCD media, student learning outcomes will increase by 0.014 at a constant of 8.495. So it can be said that there is an increase in student learning outcomes, which shows that the better the implementation of the learning model using LCD media, the better the student learning outcomes.

Keyword: *media use; liquid crystal display; learning outcomes; student; social studies*

Introduction

Education is crucial for children as an essential tool to create an educated generation that masters, develops, controls, and utilizes science and technology. Minimal mastery of the knowledge acquired through the educational process is a cause of educational outcomes that are not keeping pace with the demands of the times. This poses a challenge for educators to prepare and educate students as optimally as possible so they can master science and technology. As educators, teachers must educate and help students learn effectively and achieve their desired goals. Every student learns differently, so teachers must be able to create a conducive, engaging, and comfortable learning environment so that students can effectively absorb and understand the learning. This will encourage students to enjoy participating in school because they find the lessons presented by the teacher engaging.

Teachers are professional educators, therefore they implicitly volunteer to accept and shoulder some of the educational responsibilities that fall on the shoulders of parents (Zakia Drajat: 2016). Meanwhile, according to Kunandar (2011), teachers are professional educators whose primary task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education, primary education, and secondary education.

Arsyad (2017, p. 10) states that learning media is anything that can be used to convey messages or information in the teaching and learning process, thereby stimulating students' attention and interest in learning. Examples of learning media include VCDs (Video Compact Discs), audio, images, and LCDs (Liquid Crystal Displays). Learning media is a communication component of the learning system, according to Daryanto (2016, p. 4). Students' learning depends on their interests.

According to Susanto (2013, p. 143), social studies education in elementary schools is a field of study that studies humans in all aspects of life and their interactions within society. The goal of teaching social studies is to systematically explore the life of human society. Therefore, social studies plays a crucial role in educating students to develop the knowledge, attitudes, and skills necessary to actively participate in their future lives as good members of society and citizens. The main goal of social studies learning is to develop students' potential to be sensitive to social issues occurring in society, to have a positive mental attitude toward improving any inequalities that exist, and to be skilled in resolving every problem that arises in daily life, whether affecting themselves or the community.

According to Sudjana (2017, p. 22), learning outcomes are the abilities students possess after undergoing learning experiences. Another opinion, according to Purwanto (2016, p. 46), is that learning outcomes are the achievement of educational goals by students who participate in the teaching and learning process. Student learning outcomes are essentially changes in behavior. Behavior, as a learning outcome, broadly encompasses cognitive, affective, and psychomotor domains. An important element as a basis for assessing learning outcomes is the instructional

role, which contains the formulation of the desired abilities and behaviors that students should master.

Currently, student enthusiasm for learning Social Studies (IPS) remains low. Poor learning outcomes are due to the lack of a supportive learning environment and inadequate school facilities. Learning can maximize school facilities. To improve student learning outcomes, teachers must be skilled in selecting and implementing appropriate strategies, learning models, and learning media in a learning process that is still passive and under less than conducive environmental factors. Social Studies (IPS) learning has been monotonous because Social Studies (IPS) teachers have difficulty determining approaches, media, strategies, methods, or learning resources. To help visualize the abstract concepts of Social Studies (IPS), media or teaching aids are needed for the teaching and learning process. This can be achieved effectively if supported by various factors, one of which is the teacher's media or teaching aids.

LCD projectors are available at SMPN 1 Pringgarata, but they are rarely used for learning. Learning is difficult when students are lazy. During learning, the use of LCD projectors can foster students' interest in learning, which will improve their learning outcomes. This raises questions for researchers. Social studies teachers at SMPN 1 Pringgarata have begun using LCDs during teaching and learning activities. However, this presents challenges during learning. Among them, students enjoy watching videos related to the material but don't understand the meaning conveyed through the videos. When teachers simply lecture without engaging media, students are distracted and don't pay attention due to their low learning interest.

Research methods

The research design used in this study is a quantitative research method. Research with a quantitative approach emphasizes the analysis of numerical data (numbers), which is then analyzed using appropriate statistical methods. The methods used in this study are descriptive and verification statistics. In this case, the population of this study was all 231 students in grade VIII of SMPN 1 Pringgarata. The sample in this study was all 30 students in class VIII F of SMPN 1 Pringgarata. In this study, the techniques used to collect data included classroom observation, learning documentation, interviews, questionnaires, and learning tests. The instruments or tools that researchers will use when conducting observations can include books, paper, pens, or a recorder. While tools for documenting activities can be a cell phone or recorder, tools for conducting interviews can include voice recorders, video recorders, paper and pen, or other interview aids. The data analysis technique used by the researcher in this study is statistical analysis. Then, the analysis used to test the hypothesis is a simple linear regression analysis technique using SPSS 16.

Results and Discussion

The data analysis in this study examined the effect of LCD media use on student learning outcomes in eighth-grade social studies at SMPN 1 Pringgarata. This study aimed to examine the influence of LCD media use on student learning outcomes at SMPN 1 Pringgarata. Student learning outcomes are those achieved by students based on predetermined standards and criteria. The use of LCD media is one of the teacher's efforts that influences student learning outcomes.

The author previously conducted a pilot test of the instrument that would be used to collect data for this study. Based on the pilot test, the LCD Media Use variable consisted of three indicators with 10 questions. This pilot test was conducted at SMPN 1 Pringgarata with 30 respondents. The pilot test yielded nine valid questions and one invalid question, as the calculated $r < r$ table. The invalid item was number 1. Therefore, there were nine items in the LCD Media Use variable used in this study, and the invalid item was not used in the study.

The Student Learning Outcomes variable consists of 10 questions. Based on a pilot test involving 30 respondents, the pilot test results revealed 9 valid questions and 1 invalid question because the calculated $r < \text{the tabulated } r$. The invalid question number is 7. Therefore, 9 items for the Student Learning Outcomes variable were used in this study, and the invalid question will not be used in the study.

The reliability test for LCD Media Use was found to be reliable, with a value of 0.704 for the LCD Media Use variable and 0.704 for the Student Learning Outcomes variable. Therefore, the validity and reliability analysis of the LCD Media Use and Student Learning Outcomes variables revealed that all questions tested on respondents were valid and reliable, and therefore could be used to collect data in the study.

Based on the data analysis, there is a relationship pattern between the two variables, expressed by the linear regression equation $Y = 8.495 + 0.014X$. Therefore, it can be concluded that the constant value is 8.495, which indicates that the consistency value of the student learning outcomes variable is 8.495. This means that the relationship between LCD media use and student learning outcomes is positive, indicating that the implementation of the learning model using LCD projectors is better. This indicates that H_0 is rejected and H_a is accepted.

Conclusion

Based on the research results, it can be concluded that there is an influence between the use of Liquid Crystal Display (LCD) media on student learning outcomes, specifically on the subtopics of Human Resources in Class VIII of SMPN 1 Pringgarata for the 2023/2024 academic year. The results obtained are based on the hypothesis test, which shows $Y = 8.495 + 0.014X$. This indicates that there is an influence between the use of LCD media and student learning outcomes in the learning activities of Class VIII students at SMPN 1 Pringgarata.

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