



The Effectiveness of Using Laptop Learning Media to Improve Learning Outcomes of Class IV Science Subjects SD Islam Banowati in Semarang

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Abstract

The objectives are: (1) To determine the extent to which the use of laptop learning media can improve learning outcomes in Class IV Science Subjects of SDI Islam Banowati in Semarang. (2) To find out what factors are obstacles in the use of laptop learning media to improve the performance of Class IV Science Subjects at SD Islam Banowati in Semarang and how I can overcome these problems. I conducted this research when I was still teaching at the school called SD Islam Banowati located on Jl. Banowati Raya No 29, Bulu Lor, North Semarang District, Semarang City, Central Java Province. Data analysis is carried out through three stages, which include: data reduction, data presentation and conclusion drawing / verification. The results of the study: (1) By using laptop learning media it turns out to have many advantages obtained, including: (a) Laptop-assisted learning if designed well, is an effective learning media, can facilitate and improve the quality of learning, (b) Increase student motivation and enthusiasm, (c) Support individual learning according to student abilities, (d) Can be used as a direct feedback delivery, (e) The material can be repeated as needed, without causing boredom, (f) Can make students know the pictures according to the material taught by the teacher, (g) can make students not sleepy. While the limitations of learning using laptop media at SD Islam Banowati located on Jl. Banowati Raya No 29, Bulu Lor, North Semarang District, Semarang City, Central Java Province are: (a) limited communication between teachers and students, or students with other students, (b) frequent use of laptops can cause dependence which has adverse consequences for students, especially in terms of book reading habits, (c) Reducing social interaction attitudes that should be an important part of education, (2) Obstacles in the use of laptop learning media to improve the achievement of grade IV science subjects at SD Islam Banowati located on Jl. Banowati Raya No. 29, Bulu Lor, North Semarang District, Semarang City, Central Java Province, the first is the funding problem, the second is the school's laptops which only number 3 pieces, (3) The use of laptop learning media in science lessons can increase science learning performance, this is because by using laptop learning media students are more interested, and more motivated, besides that by using laptop learning media students who are slow in their acceptance power can adjust, with the interactive learning program, students can do practice questions without depending on the teacher, with laptop learning media.

Introduction

Education is every effort, influence, protection and assistance given to a child. The assistance given to children referred to here is a person's effort to teach or foster material intelligence, ethics, social behavior, how to interact with others, and emotional processing in children so that children can behave in accordance with the rules in their social environment (Sholawati, 2019).

Learning can be defined as a process of behavior elicited or corrected through a series of reactions and situations (or stimuli) that occur. To support learning success, learning media should be available. Because, with the availability of educational media, students may think more concretely and this means that they can reduce verbalism in students. Especially along with the development of an increasingly modern and sophisticated era. This results in students, including teachers, being able to choose or use educational media in the learning process. In the teaching and learning process, the presence of media has a fairly important meaning. Because in this activity the vagueness of the material delivered can be helped by presenting the media as an intermediary.

In the process of learning - teaching, the presence of media has quite an important meaning. Because in this activity, the vagueness of the material delivered can help by presenting the media as an intermediary. The complexity of the material to be delivered to students can be simplified with the help of media. Media can represent what teachers are less able to say through certain words or sentences. Even the abstractness of the material can be concretized by the presence of educational media, thus students are easier to find material than without the help of educational media.

Heinikh, et al. quoted by Daryanto (2016: 4) define media as the role of tare or introduction to communication from sender to receiver. Learning media as one of the learning resources that can channel messages so as to help overcome student learning problems. Differences in learning styles, interests, intelligence, sensory force limitations, body defects or obstacles geomimage distance, time distance and others can be helped overcome by the use of learning media. Based on this definition, learning media is an intermediary means in delivering learning material during the learning process.

In the use of learning media, teachers must pay attention to certain conditions as consideration for the media they will make. According to Wati (2016: 19), the requirements in choosing the learning media are: (1) in accordance with the learning objectives, (2) availability of media materials, (3) procurement costs, (4) quality or quality of techniques, (5) in accordance with learning materials, (6) recognizing the characteristics of each learning media, and (7) oriented to students who learn. If the use of learning media is interesting for students, it will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time.

A teacher must of course be able to apply what media is most appropriate and appropriate for a particular purpose, the delivery of certain materials, a student's learning conditions, and for the use of strategies or methods that have been chosen. Along with the growth and development of the larger population, there are more and more school-age children, both elementary school, junior high school, high school / Madrasah Aliyah / vocational to college. This has consequences for the government to increase the number of existing educational institutions.

I conducted this research when I was still teaching at SD Islam Banowati located on Jl. Banowati Raya No. 29, Bulu Lor, North Semarang District, Semarang City, Central Java Province. When first teaching, learning is only centered on textbooks and student worksheets (LKS). I see that children are less enthusiastic in the learning process and children's learning outcomes are also not optimal. From there I began to change the learning system that usually uses textbooks and student worksheets (LKS) using laptop learning media. To be able to improve student learning outcomes.

Online learning via Whatsapp for students is very effective and as a learning solution during the Covid-19 pandemic (saprun, 2021). This can be seen from the percentage of samples tested as many as 45 people, with the results of 42 respondents stating very effective with a calculation of $42/45 \times 100\% = 93.3\%$ and 3 respondents stating less effective with a calculation of $3/45 \times 100\% = 6.6\%$.

Research Results, with the title " (Ni Putu Dessy Ariantini¹, 2019)*Development of Microlearning-Based Animation in Grade III Schools Singaraja Pearl Base 2018/2019*. The results of the study are as follows: (1) microlearning-based learning animation through the ADDIE development stage includes five stages, namely (a) analysis, (b) design, (c) development, (d) implementation, (e) evaluation (2) valid microlearning-based learning animation with: (a) the results of expert reviews of subject content with excellent qualifications (95.5%), (b) the results of review of learning design experts with excellent qualifications (93.3%), (c) the results of the review of learning media experts with very good qualifications (98.7%), (d) the results of individual trials with very good qualifications (92.6%), the results of group trials with very good qualifications (90.9%), and the results of field trials with very good qualifications (91.02%). 3) the use of microlearning-based learning animations effectively improves English learning outcomes in grade III SD Mutiara Singaraja for the 2018/2019 academic year.

Research Methods

The method in this study is descriptive with a qualitative approach that uses a natural setting. This study describes the effectiveness of using computer learning media to improve the learning outcomes of science subjects.

Qualitative research was used to review this research because it presented an overview of the effectiveness of using laptop learning media to improve the learning outcomes of Class IV science subjects of SDI Islam Banowati in Semarang. The implementation of this research is carried out without the control of researchers so that natural interactions occur. The above is as stated by Mantja (2003: 34) that the qualitative approach is a research procedure that produces descriptive data in the form of writing about people or people's words and their visible or visible behavior.

According to Nasution (1996: 54). There are several data collection methods that are often used in qualitative research, namely participation observation, depth interview, life history investigation and document analysis. In this study using observation, interview, and document analysis methods.

Data analysis is carried out through three stages (Miles and Huberman, 1992: 16), which include: data reduction, data presentation and conclusion drawing / verification. Data analysis in qualitative research is the process of simplifying data into a form that is easy to read and

interpret. Qualitative research views data as a product of the process of providing researchers interpretation in which there is already a meaning that has a reference to value. Thus the data are generated from the construction of interactions between researchers and informants. Analytical activities in qualitative research are only reconstructions of previous constructions.

Results and Discussion

Results of another study, entitled " (Doby Putro Parlindungan, 2020) *The Effectiveness of Video-Based Learning Media in Distance Learning (PJJ) at SD Islam An-Nuriyah*". As a result, teachers have a great desire to develop an effective and innovative learning media, which is able to stimulate student activity, stimulate their creativity and improve learning achievement. Martinis Yamin (2008: 120) revealed that "Learning is the process of people acquiring skills, skills and attitudes" There are three principles of learning, namely behavior change, a process occurs and becomes an experience. Experience is basically the result of interaction between learners and their environment. It takes the right media to maximize the learning process, one of which is with the media

The results of the study: (1) By using laptop learning media it turns out to have many advantages obtained, including: (a) Laptop-assisted learning if designed well, is an effective learning media, can facilitate and improve the quality of learning, (b) Increase student motivation and enthusiasm, (c) Support individual learning according to student abilities, (d) Can be used as a direct feedback delivery, (e) The material can be repeated as needed, without causing boredom, (f) Can make students know the pictures according to the material taught by the teacher, (g) can make students not sleepy. While the limitations of learning using laptop media at SD Islam Banowati located on Jl. Banowati Raya No 29, Bulu Lor, North Semarang District, Semarang City, Central Java Province are: (a) limited communication between teachers and students, or students with other students, (b) frequent use of laptops can cause dependence which has adverse consequences for students, especially in terms of book reading habits, (c) Reducing social interaction attitudes that should be an important part of education, (2) Obstacles in the use of laptop learning media to improve the achievement of grade IV science subjects at SD Islam Banowati located on Jl. Banowati Raya No. 29, Bulu Lor, North Semarang District, Semarang City, Central Java Province, the first is the funding problem, the second is the school's laptops which are only 3 pieces, (3) The use of laptop learning media in science lessons can increase science learning performance, this is because by using laptop learning media students are more interested, and more motivated, besides that by using laptop learning media students who are slow in their acceptance power can adjust, with the interactive learning program, students can do practice questions without depending on the teacher, with laptop learning media.

With the use of learning media at school in addition to improving learning outcomes, students can also learn to practice typing, how to turn on turning off the laptop, also knowing what they don't know. Students are more active and enjoy learning using media. Compared to learning that only uses textbooks and student worksheets (LKS). Although laptop learning media are limited in number, it does not make them lose their enthusiasm for learning.

Notes

By using laptop learning media, it turns out that many advantages are obtained, including: (1) Laptop-assisted learning when designed well, is an effective learning media, can facilitate and improve the quality of learning, (2) Increase student learning motivation, (3) Support individual

learning according to student ability, (4) Can be used as a direct feedback delivery, (5) The material can be repeated as needed, without causing a sense of saturation.

Students will be helped by using learning media. Because not all students can digest the explanation from the teacher directly. There are students who only see from the pictures in the learning media, can immediately conclude from the pictures. In addition to students, teachers are also helped in the learning process and also save energy.

There are obstacles in the learning process using laptop media, because the number of laptops is limited, namely one laptop used for three people. But it does not make them lose their spirit. Because they learn to use laptop learning media only when they are in school. Because at home they do not have a laptop or computer.

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