IMPLEMENTATION OF THE USE OF NATURAL ILLUSTRATIONAL IMAGE MEDIA FOR CHILDREN'S LEARNING CONCENTRATION

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Abstract:

This study aims to increase learning concentration through the implementation of the use of naturalist illustration media. In order to obtain data from research results, research was carried out with a qualitative approach and a type of case study. Data collection technique with the technique of snowball sampling. The data sources used are primary and secondary. The subjects of this study were teaching staff and class VI students at MI Tarbiyah Islamiyah Paiton Probolinggo, which consisted of 33 students. Data collection techniques used participant observation, in-depth interviews, and documentation. Meanwhile, data analysis techniques used the Miles Huberman model, which included data reduction, data display, and conclusion. This study's results indicate that using naturalist illustration media for children's learning concentration at MI Tarbiyah Islamiyah Sidodadi Paiton, including planning, implementation, and evaluation, has been carried out well. The results of learning that is done can increase the level of concentration of children. The learning objectives will be achieved when the child can increase his concentration. The achievement of these goals will produce good graduates, thereby increasing the quality of schools. Teachers have also been active in teaching and guiding children to be active in learning in class. The form of evaluation is in the form of daily tests, homework, and end-of-semester exams. The questions given are memorization, counting pictures, reading, question and answer, etc.

Keywords: *implementation, media illustration naturalist, learning concentration*

INTRODUCTION

One of the characteristics of early childhood is having a strong sense of enthusiasm and curiosity about many things around them. This curiosity can be raised by using the media. Media is a learning tool that can generate children's interest in learning because media is anything that can be used to convey messages, stimulate children's thoughts, attention, and willingness so that they can be involved in the learning process (Aprinawati, 2017).

In an educational vehicle. Article 28 paragraph 1 of Law Number 20 of 2003 concerning the National Education System relating to Basic Child Education: "Primary-aged children's education is organized for children from birth up to six years and is not a prerequisite for attending basic education". Article 31 paragraph (2) of the 1945 Constitution which reads, "Every citizen is obliged to attend basic education and the government is obliged to finance it" very clearly states, the government is obliged to finance basic education for citizens. .

Early childhood in the range of 6-12 years has faster growth and development in the early years of life (Khadijah & Amelia, 2020). Early childhood has more potential that must be developed. In this age period, the journey of his life is an important period for the growth and development of others (Susanto, 2017). Based on the opinion of several experts, it can be concluded that early childhood is a child who is in the age range

of 6-12 years who is experiencing the golden age. In this age range, more stimulation is needed to support the growth and development of children so that they can reach optimal points and according to their age range.

Research results Dr. Keith Osborn showed that children aged less than 12 years have a golden opportunity to increase a child's intelligence, because the physical growth of the brain develops rapidly at this time (Pura & Wulandari, 2020). This growth can develop by providing basic knowledge, attitudes, and skills in children. This aims to help students develop various potentials which include moral, social, emotional, cognitive, language, physical or motor, independence and art in order to prepare them to enter elementary school education (Wijayanti & Efendi, 2021).

Netrawati (2009) said that teachers who serve as educators have a good image in society. Therefore, the teacher must show the community the feasibility of being a role model and role model in the surrounding community. Teachers play an important role in learning and playing activities in the school environment. Therefore, teachers must be able to act as planners, facilitators, observers, motivators and friends in various activities within the school in order to make activities more optimal (Elfiadi, 2016).

The concentration of learning is one of the factors that can determine the success of one's learning. According to Slameto, concentration is an activity of putting aside all things that are not related to concentrating on one thing (Khoirul, 2017). Concentration can also be applied to focus attention on learning conditions. The success of student learning is influenced by the individual's ability to focus attention on the object being studied (Suratun & Tirtyanti, 2020). Concentration can affect memory, when a person's concentration starts to get weak it tends to forget easily. When a person's concentration starts to get strong, they will be able to remember something for a long time. Concentration in children can be formed by doing certain things repeatedly (Flora Siagian, 2015).

Concentration has a big influence on children's learning processes. Weak center of attention when someone is learning will affect children's learning achievement. Some experts also argue that it can be concluded that the concentration on learning in Basic Education is an integral part of the learning process. This is because children will be able to do a good job when they concentrate well. Another impact that is also obtained is that it can complete its tasks optimally. On the other hand, when a child's concentration level decreases, they will find it difficult to follow learning activities properly. Another impact that is produced is that children will feel confused and distress when doing tasks or activities directed by the teacher in class.

The lack of concentration of children aged 6-12 years can be seen from the child's activities at school. These activities such as children like to talk to their friends, children still talk to themselves, children like to run alone, and so on. These activities can occur because children feel bored with learning in class. Seeing these conditions, to increase the concentration of learning needed a way to increase the concentration of children's learning. One quite effective way to increase learning concentration is by providing interesting media for children, namely naturalist illustration media. Image media is one of the visual media that can improve student learning outcomes (Ratnaningsih & Nastiti, 2018).

MI Tarbiyatul Islamiyah is located on Jln. Alasmalang hamlet, Sidodadi village, Paiton sub-district, Probolinggo district. located in strategic environmental conditions that are densely populated. Of the four cardinal directions, it is bordered by Alastengah Village to the south, Randumerak Village to the west, Karanganyar Village to the north and Plampnag Village to the east. This has a positive impact on quantity and quality for both students and teachers (D. MI TI Profile, 2023).

The socio-economic conditions of the Sidodadi village community around the madrasah are relatively advanced, the support of the community's interest in the implementation of quality education is very visible, this is indicated by the high level of student attendance in the daily teaching and learning process. The number of educators and educational staff at MI Tarbiyah Islamiyah is also sufficient. Educators' participation is very supportive in motivating parents and the surrounding community, in order to

create a conducive educational environment. Increasing the culture of discipline for teachers, employees and students is good and needs to be maintained so that educational success, especially at MI Tarbiyah Islamiyah Sidodadi, Paiton District, is more optimal (W.KM, 10/04/23).

The concentration of students at MI Tarbiyah Islamiyah Paiton Probolinggo tends to be low, so that the efficiency, effectiveness and optimization of the learning process is disrupted and not optimal (W.02.12/04/23) so that adequate teacher and media assistance is needed to overcome this concentration problem. Pictures and illustrations of naturalists are quite different in terms of their meaning. Images are the embodiment of the results of imitations of objects, views, outpouring of thoughts, or ideas that are visualized in a two-dimensional form (Jubaidah, 2013). Naturalist illustration images are images that have the same color and shape as the reality in nature without any reduction or addition (Ratnasari, 2020). Through pictures, the information conveyed is more detailed and can be understood easily. This is because the results that are visualized are closer to reality through color images shown to children.

Media images are often used in the learning process. This is because students are more interested in media images than writing, especially if the images presented are full of color and look real. According to Laely (2013) pictures that are popular and can attract children's attention are pictures that are in color, depict real situations, and the size of the size between the pictures is clearly visible. Elementary age children tend to be attracted to striking colors. Through the media of images, teachers can use it to foster attention, accuracy and order in children so as to increase children's learning concentration.

Children who are less interested in the learning process can make it difficult for them to concentrate. This happens because the material and learning methods delivered by the teacher are less attractive. From this, it is hoped that teachers can use more varied learning methods to attract children's attention so as to increase learning concentration.

Several previous studies have been researched on image media and researchers reviewed a number of these previous studies to obtain in-depth analytical data on the use of image media on children. Such as: Lis Aprinawati, regarding the Use of Picture Series Media to Improve Children's Speaking Ability, that the research results obtained using picture series media can develop the potential for developing children's speech and increase their vocabulary mastery (Aprinawati, 2017). Then research by Siregar (2021) states that colored imagery media can improve children's learning focus and concentration. Furthermore, research by Reflina Sinaga and Ester Julinda Simarta on image media for dyscalculia in elementary schools, it was found that the learning media developed could be categorized as very good and suitable for use as a support for analysis (Reflina Sinaga and Ester Julinda Simarta, 2020).

Based on the explanation above, the novelty of this study regarding naturalist illustration image media is suitable for application in order to increase learning concentration. Therefore, the researcher is interested in discussing the title "Use of Naturalist Illustration Image Media on the Learning Concentration of Children at MI Tarbiyah Islamiyah Paiton Probolinggo"

RESEARCH METHODS

This research is a qualitative research that produces descriptive data or descriptions of something related to the facts and data studied (Firthian & Putry, 2021). This study describes the effect of using naturalist illustration media on children's learning concentration at MI Tarbiyah Islamiyah. That way, researchers can interact directly with research subjects.

This research was conducted at MI Tarbiyah Islamiyah, which is located in Paiton, Probolinggo Regency. This research was conducted from March to April 2023. The subjects of this research were teaching staff and class VI students at MI Tarbiyah Islamiyah Paiton Probolinggo, totaling 33 students. Some of the data sources used in this study were obtained from several research informants, namely people who can help provide information on the situation and conditions of the research background. The

informants included madrasa heads, teaching staff and students at MI Tarbiyah Islamiyah Paiton Probolinggo.

Data collection techniques are carried out by observation, interviews, and documentation. Interviews were conducted to collect information through conversations or questions and answers by digging from direct data sources (Rahmina et al., 2020). Observations were made by participant observation where researchers directly observed and saw the model applied. By doing participant observation, the data obtained will be more complete by looking at every behavior that appears. Documentation is carried out to retrieve event record data which can be in the form of pictures, written remains, or other theories related to research problems (Aristia et al., 2020).

Data analysis was used to systematically search for and organize records of interviews, observations and documentation. Data analysis can be carried out simultaneously with data collection and continued when data collection has been completed.

This research will use a qualitative descriptive analysis of the Miles and Huberman types. Through this analysis it is hoped that a clear picture of the research focus above will be obtained. data analysis techniques in case study research have structured and specific analytical methods developed by Miles and Huberman, namely: data reduction, data presentation and drawing conclusions.
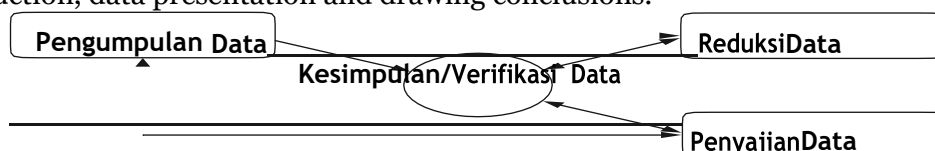
RESULTS AND DISCUSSION

n this discussion, the researcher describes the research findings and discussion obtained through interviews, observation and documentation. This is done in several stages, namely planning, implementation, and evaluation. The detailed discussion is as follows:

Learning Planning

Planning is designed to make it easier for teachers to teach according to their cognitive abilities. This has a goal so that the learning process can be directed so that learning objectives can be implemented. Teachers as educators have an important role in determining learning plans through the media of naturalist illustrations.

According to class teachers in class VI MI Tarbiyah Islamiyah, learning through the media can achieve competence if students are involved in activities that develop abilities with an emphasis on the learning process. The teacher has prepared a Learning Implementation Plan (RPP) which has been implemented during the learning process. The learning books provided for children also have picture media. All of these things are done by schools to achieve learning objectives for the progress of students (WKM, 11/04/23).

The teacher prepares learning media according to the Learning Implementation Plan. The media used is in the form of a book with pictures available according to the theme of the discussion. In addition to the media used, a peaceful school atmosphere and friendly teachers can also add to the comfort of learning so that the learning atmosphere will be more enjoyable. Fun learning is an atmosphere of the learning process that can make students focus fully on learning (WKM, 11/04/23).

Learning is not only listening to the teacher lecture about knowledge, but also involving children to be active. The active role of children can be seen from the availability of learning media in the form of images used. Some images already have color so they look real, but some other images don't have color yet. These media images can make children increase their concentration in children's learning (Khotimah et al., 2021). Increased concentration in children will make learning goals achieved. The impact of this is the increase in child achievement so that it will provide maximum results.

Learning Implementation

Implementation is done to implement the learning implementation plan. Based on what was explained by one of the class teachers, the implementation of the learning implementation plan really needs the role of the teacher. In this case the teacher must be as maximal as possible in implementing it so that the child's concentration can be maximized and the child's skills can be developed properly (WKM, 11/04/23).

Teachers also make regular observations every day regarding children's behavior and can find out the completeness of student learning through student achievement books. Other teachers explained the factors that can support the implementation of this learning, namely professional teachers, adequate facilities, and the role of parents in helping children's learning. Factors that can hinder the implementation of learning are the presence of teachers who are busy with their own electronic devices so that they seem less disciplined in teaching (W.GM, 11/04/23).

Teachers who have a role as educators must play an active role in determining learning models to increase children's concentration which will affect children's learning achievements. In this case, media images are applied to increase the concentration of children. There are several things that must be considered in the application of images as learning media, namely understanding the character of individual students and developing a learning environment space. Learning activities carried out every day are using book media in which there are many pictures based on teaching material.

In the learning process, concentration can be interpreted as the ability to focus on a problem that must be solved. Based on the observations made, the application of the use of media images to learning concentration has been going well. Teachers are active in teaching and guiding students. Teachers are also very creative in providing assignments that support child development. But on the other hand, there are some things that are less than optimal in the implementation of learning through image media.

Some children focus too much on pictures so they ignore other learning materials. For example, in the example of a math problem, it shows several pictures of balls that have not been colored. Children are required to be able to count the number of balls. Some children were too focused on coloring so that they ignored the counting results, but this did not reduce the concentration of each child (WKM, 11/04/23).

Some other children must insist on determining the color selection to be used. This happens because the teacher is too focused on implementing the lesson plan so that he pays little attention to the condition of each child. In addition, there is a distance between the teacher and the child because the teacher is less responsive and pays less attention. Teachers should be partners, mentors, as well as parents for children. However, this can be overcome with other approaches over time (WKM, 11/04/23).

Learning Evaluation

Evaluation is carried out to determine the extent to which children can concentrate in the learning process and catch explanations from the teacher. Evaluation is used as data to determine the teacher's next action on the ability and inability of children to digest learning. One teacher said that the form of evaluation of children can vary. Evaluation is not only done through daily tests or school final exams, but can be done during the learning process. Another teacher said the evaluation was carried out not only to measure the success of the program, but to measure the development and progress of children's learning. As Ridho and friends (2015) said, evaluations are carried out to obtain accurate information about children's development and learning.

From the results of the research conducted, the evaluation is carried out by looking at the complete students who have met the minimum completeness criteria (KKM) standards that have been set. The form of evaluation is in the form of daily tests, homework and end of semester exams. The questions given were in the form of memorization, counting pictures, reading, questions and answers and so on (WKM, 11/04/23).

Evaluation of the use of image media is carried out at the end of each lesson. This is done to find out whether the child has understood the material given by the teacher that day. With this evaluation, the teacher can find out the speed and delay of each child in receiving different lessons. From these results, repetition of learning

material will be carried out for slow children and further material will be given to faster children (W.01, 10/04/23).

In addition to the evaluations carried out on students, evaluations were also carried out on teachers as educators. This aims to determine the performance of a teacher, whether the teacher can carry out his duties properly or not (WKM, 11/04/23).

According to Fridani and friends (2017), the failure of children in learning can be caused by several things, namely the use of inappropriate media, less interesting learning, or the methods used are not appropriate.

CONCLUSION

Based on the study and analysis conducted on the Implementation of the Use of Naturalist Illustration Picture Media on the Learning Concentration of Children at MI Tarbiyah Islamiyah Paiton Probolinggo, it can be concluded that the planning, implementation and evaluation have been carried out properly. From the results of learning that is done, can increase the level of concentration of children. The learning objectives will be achieved when the child is able to increase his concentration. The achievement of these goals will produce good graduates thereby increasing the quality of schools. Teachers have also been active in teaching and guiding children to be active in learning in class. The form of evaluation is in the form of daily tests, homework and end of semester exams. The questions given are in the form of memorization, counting pictures, reading, question and answer and so on.

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