The Relationship Between Variations in the Use of Learning Media and the Learning Activity of Citizens Learning

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ABSTRACT

This study is motivated by the low active learning of Paket B student in PKBM Iftitah Padang Panjang City. The purposes of this study are: (1) describes variation of media learning uses by tutor, (2) describes the active learning of student in Paket B, (3) describes the correlation between variation of media learning uses by tutor with the active learning of student in Paket B. The type of this research is quantitative correlational. The population of this study amounted to 40 people. The study sample is 75% of the population that is 30 people, the technique is used stratified random sampling. The collecting data technique uses questioner. The data analysis techniques use a percentage formula and product moment correlation formula. The results of the study show that: (1) variation of media learning uses by tutor is still low variety categorized, (2) the active learning of student in Paket B is still low categorized, (3) there is a significant correlation between the variation of media learning uses with the active learning of student in Paket B.


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1. INTRODUCTION

The implementation of equitable education to all its people is something that is desired by every country, especially Indonesia. Education is an important asset to the progress of a nation. According to Tilaar (2001), national education has a general function, is towards the formation of national personalities from concrete and intact students (Solfema, Wahid, & Pamungkas, 2018; Suprati et al., 2019). The implementation of education in Indonesia is a very important effort to advance all Indonesian people, especially to educate people’s lives and improve the quality of Indonesian people. In addition, through education it is hoped that the community can overcome problems independently in their lives, especially to improve the quality of their work in the future. Thus, every society in Indonesia has the same right to obtain an education. This is in accordance with the 1945 Constitution Article 31 Paragraph 1 which reads “every citizen has the right to receive teaching”.

There are various kinds of non-formal education units in Indonesia, one of which is the Community Learning Center (PKBM). According to Pamungkas & Sunarti (2018), Community Learning Activity Centers (PKBM) are one of the means to improve people’s lives. In PKBM the community can develop all the potential that exists in the community and protect education in the form of knowledge and skills. In PKBM there are several educational programs, such as equality education, life skills education, and functional literacy education (Pamungkas, Sunarti, & Wahyudi, 2018).
learning citizens can be overcome with media that is used appropriately and varied. In connection with that, the researchers wanted to see whether there was a relationship between the variation of media usage by tutors according to the citizens learning with the active learning of Package B residents in PKBM Iftitah Padang Panjang City.

In accordance with the problems stated above, the purpose of this study is to: (1) describe variations in the use of instructional media by tutors according to Package B learners in PKBM Iftitah Padang Panjang City, (2) describe the learning activities of learning residents in Package B at PKBM Iftitah City of Padang Panjang, and (3) see the relationship between variations in the use of instructional media by tutors according to residents of learning with the learning activeness of learning residents of Package B in PKBM Iftitah Padang Panjang City.

2. METHODS

This research includes correlational quantitative research. According to Arikunto (2014), correlational research aims to determine whether there is a relationship between several variables and how closely or not the relationship between these variables. The population in this study were all class VII students of learning, class VIII and class IX which numbered 40 people. The sample in this study was 75% of the total population of 30 people using stratified random sampling. The technique used to collect data in this study is a questionnaire, while the data collection tool used is a list of statements. The data analysis technique in this study is using the percentage formula and product moment.

3. RESULTS AND DISCUSSION

3.1 Results

The following will be discussed in the discussion of the results of the study on the relationship between variations in the use of instructional media by tutors according to citizens learning with the learning activeness of the learning citizens of Package B in PKBM Iftitah, Padang Panjang City.

3.1.1 Overview of Variations in the Use of Learning Media by Tutors According to Citizens of Learning

Variation of the use of instructional media by tutors according to learning citizens has 3 sub-variables, namely: variations in visual media with audio-visual media consisting of 6 items, variations in print media with visual media consisting of 8 items, and variations in print media with audio visual media consisting 2 items. To obtain data about variations in the use of instructional media by tutors, they are presented as follows.

Variations of Visual Media with Visual Audio Media

Data on the description of the use of learning media on sub-variables of visual media variation with audio-visual media were revealed through 4 indicators, namely modules and images with 2 items, modules and maps with 2 items, modules and graphs with 2 items, and modules and whiteboards with 2 items. Data are grouped according to the score and the percentage is calculated. For more details, the results of data processing can be seen in the histogram in Figure 1.

Based on the histogram above, it can be seen that variations in the use of instructional media seen from the aspect of visual media variation with audio visual media are classified into less varied categories. This means that most tutors do not use a variety of visual media with audio visual media. This is evidenced by the highest percentage of 48.88% of respondents’ answers choosing disagreements which are categorized as less varied.

Print Media Variations with Visual Media

Data on the description of variations in the use of instructional media by tutors on sub-variables of variation in print media with visual media were revealed through 4 indicators, namely modules and images with 2 items, modules and maps with 2 items, modules and graphs with 2 items, and modules and whiteboards with 2 items. Data are grouped according to the score and the percentage calculated. For more details, the results of data processing can be seen in the histogram in Figure 2.

Based on the histogram above, it can be seen that variations in the use of instructional media seen from aspects of the variation of print media with visual media are classified into less varied categories. This means that most tutors still use less print media with visual media. This is evidenced by the highest percentage of 50.43% of respondents’ answers choosing disagreements which are categorized as less varied.

Print Media Variations with Visual Audio Media

Data about the description of variations in the use of instructional media by tutors on sub-variables of variation in print media with audio-visual media were revealed through 1 indicator, namely modules and videos with 2 items. Data are grouped according to the score and the percentage is calculated. For more details, the results of data processing can be seen in the histogram in Figure 3.

Based on the histogram above, it can be seen that variations in the use of instructional media seen from aspects of the variation of print media with audio visual media are classified into less varied categories. This means that most of the tutors do not use a variety...
of print media with audio visual media. This is evidenced by the highest percentage of 33.35% of respondents’ answers choosing disagreements which are categorized as less varied.

Recapitulation of Overview of Variations in the Use of Learning Media by Tutors According to Citizens of Learning

Variation variables using learning media have 3 sub-variables, namely: a) the variation of visual media with audio-visual media consists of 6 items, b) variations in print media with visual media consisting of 8 items and c) variations in print media with audio-visual media consists of 2 items. The following are the results of variable recapitulation of the use of learning media based on the 3 sub-variables described above.

![Histogram of Learning Media Variations](image)

Based on the histogram above, it can be seen the variation in the use of instructional media by the sub-variables of visual media variation with audiovisual media, variations in print media with visual media, and variations in print media with audiovisual media classified in less varied categories. This means that most of the learning media used by tutors are still less varied. This is evidenced by the highest average percentage of 44.44% of respondents’ answers choosing disagreements which are categorized as less varied.

3.1.2 An Overview of the Activity of Learning Learner Package B in PKBM Iftitah Kota Padang Panjang

Learning activeness variables of learning citizens have 3 sub-variables, namely: oral activity consists of 6 items, mental activity consists of 4 items, and writing activity consists of 4 items. To obtain data about the learning activeness of learning citizens, Package B is presented as follows.

**Oral Activity**

Data on the description of learning activeness of the learning citizens in the sub-variable of oral activity was revealed through 2 indicators, namely expressing opinions with 2 items, asking questions with 2 items, and answering questions with 2 items. Data are grouped according to the score and the percentage is calculated. For more details, the results of data processing can be seen in the histogram in Figure 6.

![Histogram of Oral Activity](image)

Based on the histogram above, it can be seen that the learning activeness of the learning citizens in the aspect of oral activity in PKBM Iftitah Kota Panjang is classified in the low category. This means that most people learn their oral activities are low in learning. This is evidenced by the highest percentage of 50.53% of respondents’ answers choosing disagreement that is categorized as low.

**Mental Activity**

Data on the picture of learning activeness of the learning community on the sub-variables of mental activity were revealed through 2 indicators, namely solving problems or problems with 2 items and making decisions with 2 items. Data are grouped according to the score and the percentage is calculated. For more details, the results of data processing can be seen in the histogram in Figure 6.

![Histogram of Mental Activity](image)

Based on the histogram above, it can be seen that the learning activeness of the learning citizens in the aspect of mental activity in PKBM Iftitah Kota Panjang is classified in the low category. This is evidenced by the highest percentage of 40.85% of respondents’ answers choosing disagree which is categorized as low.

**Writing Activity**

Data about the picture of learning activeness of the learning community in the sub-variable of writing activity was revealed through 2 indicators, namely recording learning material with 2 items and recording exercises or assignments with 2 items. Data are grouped according to the score and the percentage is calculated. For more details, the results of data processing can be seen in the histogram in Figure 7.

![Histogram of Writing Activity](image)
Based on the histogram above, it can be seen that the learning activeness of the learning citizens in the aspect of writing activity in PKBM Iftitah Kota Panjang is classified in the low category. This means that most low-learning citizens write their activities in learning. This is evidenced by the highest percentage of 41.65% of respondents' answers choosing disagreements that are categorized as low.

Recapitulation of the Overview of the Activity of Learning for Learning Students in Package B at PKBM Iftitah, Padang Panjang City

The learning activeness variables of the learning citizens have 3 sub-variables, namely: a) oral activities consist of 6 items, b) mental activities consisting of 4 items, and c) writing activities consisting of 4 items. The following are the results of the recapitulation of variable citizen learning activities based on the 3 sub-variables described above.

![Fig 8. Recapitulation Histogram Overview of the Activity of Learning Student Learning Package B in PKBM Iftitah Padang Panjang City](image)

Based on the histogram above it can be seen that the learning activeness of the learning citizens of Package B on aspects of oral activity, mental activity, and writing activities in PKBM Iftitah Kota Padang Panjang are classified in the low category. This means that most learning citizens are less active in learning. This is evidenced by the highest average percentage of 44.34% of respondents' answers choosing disagree which is categorized as low.

3.1.3 Relationship between Variations in the Use of Learning Media by Tutors According to Residents of Learning with the Active Learning of Learning Students Package B in PKBM Iftitah Kota Padang Panjang

Based on the analysis of the data tested using the product moment formula, so that the obtained \( r_{\text{mont}} = 0.854 \) and after consultation with the value of \( r_{\text{table}} = 0.361 \) with \( n = 30 \). It turns out that it can be seen that \( r_{\text{mont}} > r_{\text{table}} \) both standard error level 5% (0.361) and 95% freedom level (0.463). Based on these results, it can be concluded that there is a significant relationship between the variation in the use of learning media by tutors according to citizens learning with the learning activeness of the learning population of Package B. If one of them shows a low category, the other variables will also show a low category. If one of the variables shows a high category, the other variables will show a high category because the two variables are very related and mutually influential.

3.2 Discussion

1. Overview of Variations in the Use of Learning Media by Tutor According to Residents of Learning Package B

The findings of the study show that the description of the variation in the use of instructional media by the tutors is in the category of still less varied, this is indicated by the number of respondents who answered less agreeably. It can be described that most tutors are less varied between visual media and audio media, less varied between print media and visual media, and less varied between print media and audio-visual media.

Teaching skills are things that support the implementation of effective teaching and learning processes. According to Kusnadi in Muslim & Ismianiar (2018), teaching skills are the skills possessed by educators in providing learning to students, so students understand the subject matter given. Teaching skills that must be mastered by tutors, one of which is the skill of using variety. According to Wingkel in Uno (2008), the skill of using variation is a tutor action that is carried out to make the citizens learn not to be bored and attentive in the context of teaching and learning so that there will be enthusiasm, activeness, and perseverance from the learning community in learning activities.

One of the skills in making variations is the variation in the use of learning media. If when the tutor teaches, the tutor uses one media, then the learning community will feel bored, lack of attention, and sleepy. Therefore, the use of a variety of learning media by tutors can make the learning community interested in learning, the enthusiasm of the learning community will be high, and active learning citizens participate in the learning process.

Based on the results of the study, it can be concluded that the variation in the use of learning media by tutors on aspects of visual media variation with audio-visual media, variations in print media with visual media, and variations in print media with audio-visual media show less varied categories.

2. Description of the Activity of Learning Learner Package B

The findings of the study show that the picture of learning activity of Package B residents in PKBM Iftitah of Padang Panjang City is still low, which is indicated by the number of samples that answer research instruments with alternative answers that disagree.

Activeness is a thing or situation in which students can be active. The activeness of learning is the activity of citizens learning in learning. This activity includes physical, mental, and intellectual activeness. In line with the opinion of Sardiman (2012), activeness in learning activities includes physical and mental activities. The physical and mental activity must always be related to learning activities. Thus, based on the opinions that have been stated, the activity of learning is the active involvement of citizens of learning conducted in the form of any learning activities during the learning process takes place.

The activeness of learning in this study is divided into 3 aspects, namely (1) the oral activities of the learning citizens are categorized as low because the respondent's answers disagree more. writing learning citizens are categorized as low because respondents' answers are less agreeable. So it can be concluded that the learning activity of Package B learning residents is categorized as low. The active learning of citizens learning is needed to achieve learning goals.

3. Relationship between Variations in the Use of Learning Media by Tutors According to Residents of Learning with the Active Learning of Learning Students Package B in PKBM Iftitah Padang Panjang City
The results showed that there was a significant relationship between the variation in the use of instructional media by tutors and the learning activeness of the learning citizens of Package B in PKBM Iftitah Kota Padang Panjang, because of $r_{\text{count}}>r_{\text{table}}$. Data analysis shows that the variation factor in the use of instructional media influences the learning activeness of Package B learning citizens. In this case, the variation in the use of learning media is in the less varied category, while the learning activity of Package B students is seen in a low category. Thus it can be concluded that there is a significant relationship between variations in the use of instructional media by tutors with the learning activeness of learning residents of Package B in PKBM Iftitah, Padang Panjang City.

Based on the results of hypothesis testing, it can be seen that the hypothesis Ho is rejected while the hypothesis Ha is accepted. It means that the variation in the use of learning media has to do with the learning activeness of the learning community. So, the higher the variation in the use of learning media, the higher the learning activity of the learning citizens. Based on the results of data processing, it can be seen that the relationship between variations in the use of instructional media by tutors and the learning activeness of learning students in Package B is in a strong category.

The learning activeness of learning citizens is influenced by variations in the use of learning media. As Sadiman (2012) argues, passive attitudes of learning citizens can be overcome with media that is used appropriately and varied. Based on this opinion, if the learning media used by tutors varies, the learning community is less active in learning. In accordance with the explanation above, the variation in the use of learning media is one of the things that most influences the learning activities of the learning citizens. High or low variations in the use of instructional media will affect the learning activeness of learning citizens.

Based on the description above, it can be concluded that the variation in the use of instructional media by tutors is an attempt by tutors so that residents learn to actively participate in learning activities. The variation factor of the use of instructional media by tutors encourages learning citizens to increase learning activeness of the learning community and vice versa, if the variety of learning media used by tutors is less varied, the learning activeness of the learning community will be low.

4. CONCLUSION

Based on the analysis of research data and discussion of the relationship between variations in the use of instructional media by tutors according to citizens learning with the learning activeness of Package B learners in PKBM Iftitah Kota Padang Panjang, conclusions can be made as follows: (1) variations in the use of learning media tutors are still categorized as less varied. This can be seen from the number of respondents who chose the alternative to disagree, in every aspect of visual media, and variations in print media with audiovisual media, (2) learning activities of Package B students are still categorized low. This can be seen from the number of respondents who chose an alternative to disagree, in every aspect of oral activity, mental activity, and activity writing, (3) there was a significant relationship between the variation of learning media usage by tutors and learning activities of Package B in PKBM Iftitah Padang City Long. Thus, it can be concluded that if the variety of learning media used by the tutor is less varied, it will result in the lower learning activeness of the learning community, but conversely, if the variety of learning media used by the tutor will increase the learning activeness of the learning community.

REFERENCES


