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Teacher Strategies in Increasing Student Learning Interest with the Use of Science Lesson Image Media

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Abstract

This study aims to identify teachers' strategies in increasing students' interest in learning through the use of image media in science learning at SD Tahfidz Abbil, Kota Pagar Alam. The research method used is qualitative descriptive with data collection techniques in the form of interviews, observations, questionnaires, and documentation. The results of the study show that teachers use various strategies such as the integration of image media in the lesson plan, the use of various types of images, interactive and participatory approaches, and creative projects. However, some of the challenges faced include limited access to high-quality media, longer preparation times, and inadequate technological skills. The effectiveness of the use of image media can be seen from the average increase in students' interest in learning by 25% and active participation during learning. Image media has also been shown to help students in understanding complex scientific concepts. The implications of this study show the need for continuous training for teachers in the use of technology and image media as well as increased access to better educational resources. Thus, the use of image media can be an effective strategy in increasing students' interest and understanding of science subjects.

Keywords: Teacher Strategy; Interest in Learning; Image Media.

Introduction

Interest in the learning process is an aspect of psychology that affects every individual in learning (Maryance *et al*., 2022). Because the interest that a person has will cause a sense of liking and being attached to something or activity without any compulsion. Interest in learning has a very large role for students because this interest in learning is one of the keys to a student's activeness with a high interest in learning, the student will have activeness that comes from within himself (Gustika *et al*., 2023; Devi & Astuti, 2023). So that the interest in learning affects the learning outcomes and the process. In the 50s, the media was referred to as an audio-visual aid, because at that time the role of the media was indeed solely to help teachers in teaching. But later, the name was more popular as a teaching medium or learning medium. Various forms of media can be used to improve the learning experience in a more concrete direction (Agustina *et al*., 2023; Jagat *et al*., 2022). Teaching using media is not just using words (verbal symbols), so it is hoped that the results of a more meaningful learning experience will be obtained for students.

Understanding the value of each type of media is important, because in the educational process, teachers must choose the right media so that the desired goals can be realized in students (Alfiyanto & Hidayati, 2022). The results of the study have shown that the media has shown its superiority in helping teachers in conveying learning messages faster and easier for students to grasp. Educational media has positive forces and synergies that are able to change their attitudes and behaviors towards creative and dynamic change. The current development of educational media is no longer seen as just a tool but an integral part of the education and learning system (Abdul, 2018).

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According to Chamot in Fatimah, strategy is a set of equipment that involves people directly to develop a second or foreign language. Another definition states that Learning strategy is an educator's effort to motivate his students to want to do learning activities. Learning strategies are not easy activities, each learning requires all skills to achieve a learning goal (Rahman *et al*., 2023). Generally, learning with the approach method has a plus value, because students can actively participate in the learning that takes place, so that it can improve investigative behavior, support expertise in solving a problem, and share experiences between students or educators (Zulafni, 2018). The material that has been studied can be stored longer because students are actively involved in the learning process (Dogani, 2023). The description of the teaching delivery strategy emphasizes what media is used to deliver teaching, what learning activities students do, and in what teaching and learning structure it is.

The management strategy emphasizes scheduling the use of each component of the organizing strategy and teaching delivery strategy, including the creation of records on student learning progress (Amirudin, 2016). The strategic role of teachers in implementing education continues to develop and is getting stronger in implementing the national education system through quality education in order to achieve national education goals. Priansa (2014) explained that teachers have various broad roles, including the role of teachers in building the nation's character, achieving educational goals, improving the quality of education, learning processes, school-based management, curriculum implementation, and optimizing school potential. As is the case at SD Tahfidz Ababil Kota Pagar Alam, teachers' efforts in increasing students' interest in learning, with the use of picture media with the aim of making learning more fun, students do not feel bored, and students are active in learning. Based on this phenomenon, it then attracted researchers to discuss this matter with the title "teachers' strategies in increasing students' interest in learning with the use of science lesson image media at SD Tahfidz Ababil Kota Pagar Alam.

Literature Review

Science education in elementary schools plays an important role in building a scientific knowledge base for students (Muria & Budianti, 2021). One of the biggest challenges faced by teachers is increasing students' interest in learning these subjects (Gulab & Khokhar, 2024; Yalçın & Tuna, 2023). The use of image media in science learning has been known as one of the effective strategies to attract interest and increase students' understanding of scientific concepts that are often abstract (Wahyu, 2024). Although there have been many studies that show the effectiveness of image media in learning, there are still significant problems in its implementation in the classroom. Many teachers do not make optimal use of image media, or even do not use it at all. This phenomenon can be caused by a variety of factors, including limited access to relevant media, lack of training for teachers, and teaching habits that rely more on conventional methods. Cognitive theory explains that visual media can help students understand and remember information better compared to verbal texts alone (Fadilah, 2023). A common truth recognized in education is that information visualization can increase students' interest and engagement in the learning process. Previous studies have shown that the use of image media in learning can increase students' interest and understanding. For example, research by Khasawneh & Khasawneh found that information visualization has a significant effect on student learning achievement (Khasawneh & Khasawneh, 2023). In addition, a study by Muhammad *et al*. revealed that the use of visual media in science learning can increase student interest (Muhammad *et al*., 2023). Another study by Wahyu concluded that image media is effective in explaining scientific concepts that are difficult for students to understand (Wahyu, 2024).

Methodology

The type of research used is seen based on the purpose of verification research, which is by testing the accuracy of existing ones, either in the form of basics, procedures, concepts or principles of the theory itself. The type of research used is seen based on the approach of the case study research method, which is research that conducts in-depth expolarization of programs, events, processes, and activities on one or more people. A case that is bound by time and activity and the researcher collects data in detail using various data collection procedures and in a continuous time.

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The type of research used is based on place, my research is included in the field research category where in the research process there is more involvement in the field by observing the problems found and the objects being researched. The type of research used is based on function, so this research is included in evaluation research, which is research that is carried out to measure a theory or data by comparing it with targets and achievements. In this study, a type of qualitative research is used, Qualitative research method is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting (Fadli, 2021).

Results and Discussion

Results

Teachers' Strategies in Using Image Media in Science Learning to Increase Students' Interest in Learning

Based on the results of data collection conducted at SD Tahfidz Ababil Kota Pagar Alam regarding the teaching and learning process of science lessons, both from the observation and interview process, it can be concluded that the teaching and learning activities carried out must be followed by 3rd grade students of SD Tahfidz Ababil Kota Pagar Alam. During the teaching and learning process, there are still students who are less focused on when the teacher delivers the learning material. When the teacher delivers the material, there are students who are cool chatting with their classmates, there are students who are cool with what they are doing and there are students who are daydreaming. When students see such students while studying, the teacher reprimands the student. So that the students are again focused on the subject matter delivered by the teacher. The points above are the process of student learning activities in science subjects. From the results of observations and interviews, it was explained that the process of teaching and learning science lessons went quite well, where when delivering learning materials, teachers always convey the material as well and in detail as possible to students/students and the material provided was not monotonous because teachers also often used learning media in the learning process, but there were still students who were less focused on the learning materials that Delivered. It can be concluded that the process of teaching and learning science learning activities is going quite well.

Table 1. Teachers' Strategies in Using Image Media to Increase Students' Interest in Learning Science

No	Teacher Strategy	Description
1	Integration of Image Media in RPP	Develop a lesson plan that includes the use of image media as a tool to explain difficult scientific concepts.
2	Use of Various Types of Images	Using static images (posters, illustrations) and dynamic images (animated videos, simulations) to grab students' attention.
3	Interactive and Participatory	Involve students in discussions and questions and answers using images as a stimulus. Students are invited to observe images, describe, and relate them to the subject matter.
4	Creative Projects	Assign a project assignment where students are asked to create an image or poster related to the science topic being studied.

Challenges and Effectiveness of the Use of Image Media in Science Learning

Using image media in science learning (IPA) presents challenges and effectiveness. Challenges include limited access, inadequate facilities, lack of innovation, poor understanding, and inadequate school support (Fadilah, 2023). However, various studies have shown the effectiveness of different image media in improving learning outcomes. The Image and image learning model significantly improves science learning outcomes, with a significant increase in students achieving a very high category post-implementation (Nursida *et al*., 2024). Similarly, the use of Canva as a learning medium in science subjects has been described as effective, providing teachers with user-friendly templates to create engaging learning materials (Wulandari & Mudinillah, 2022). In addition, the use of digital comic media in science learning has been proven to be effective in increasing student interest and improving learning outcomes,

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especially in understanding the plant part and its functions (Rizky, 2022). These findings highlight the potential benefits of including image media in science education to improve student engagement and understanding.

Table 2. Challenges and Effectiveness of the Use of Image Media in Science Learning

No	Aspects	Description
Challenges in the Use of Image Media		
1	Limited Access	Some schools have limited access to high-quality image media, especially animated and simulation videos.
2	Preparation Time	Teachers need more time to prepare relevant and interesting image media.
3	Technology Skills	Not all teachers have adequate technological skills to optimally integrate image media in learning.
The Effectiveness of the Use of Image Media		
1	Increased Interest in Learning	The average score of students' learning interest increased by 25% compared to before the intervention.
2	Active Participation	Students appear to be more enthusiastic and involved in the learning process when image media is used.
3	Understanding Concepts	Image media helps students in conceptualizing complex information better.

Factors Hindering Teachers' Strategies in Increasing Students' Interest in Learning with the Use of Science Lesson Picture Media at SD Tahfidz Ababil Kota Pagar Alam

When the researcher conducted observations at SD Tahfidz Ababil Kota Pagar Alam during the teaching and learning process of science learning, the researcher saw that the teacher's strategy in delivering learning materials did not attract students' attention, so that there were students who were happy to chat with their classmates, there were students who were cool with what they did themselves and there were students who daydreamed during the learning process. Some of these things researchers found that during the learning process, for students who do not pay attention to the learning delivered by the teacher, the teacher reprimands the student so that the student pays attention to the material given. The researcher conducted interviews with 3rd grade teachers about why students are not focused on the learning material delivered by the 3rd grade science teacher, in order to be more involved in the science learning process. The results of observations and interviews obtained illustrate the lack of creativity of teachers in making interesting media for grade 3 students, so teachers must make interesting learning media for students so that the learning materials presented can attract students' attention and students' focus and the teaching and learning process can run well. Because the level of interest and focus of students can be seen by how a teacher delivers the learning material taught.

Table 3. Factors Hindering Teachers' Strategies in Increasing Students' Interest in Learning with the Use of Image Media in Science Lessons

No	Inhibiting Factors	Inhibiting Factors
1	Less Attractive Delivery Strategy	Observations show that the teacher's strategy in delivering learning materials does not attract students' attention.
2	Student Chat	Some students looked fun chatting with their classmates during the learning process.
3	Students Are Not Focused	There are students who are excited about their own activities and some who daydream during the learning process.
4	Student Enforcement	Teachers reprimand students who do not pay attention to learning, but this is not effective enough.
5	Lack of Creativity of Teachers	Interviews with 3rd grade teachers revealed a lack of creativity in creating media that appeals to students.
6	Less Interesting Learning Media	The media used in science learning is not interesting enough to make students focus and interested in the material.

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Discussion

The discussion on the use of image media in science education demonstrates that this approach has significant potential to enhance students' interest and understanding. As Abdul (2018) highlighted, educational media plays a crucial role in improving student achievement by making learning materials more engaging and easier to comprehend. This aligns with findings by Agustina *et al*. (2023), who showed that the use of picture books in early childhood education can increase reading interest, indicating that visualizing information can effectively capture students' attention and foster a greater interest in learning. The use of image media has also been proven effective in explaining complex concepts, as evidenced by Khasawneh *et al*. (2023), who found that infographics significantly boost students' academic performance by making information more accessible and easier to understand. However, implementing this strategy is not without challenges. As noted by Rahman *et al*. (2023), challenges in the digital learning era include limited access to high-quality media and insufficient technological skills among teachers, which can hinder the optimal use of image media in education. Additionally, Dogani (2023) emphasized the importance of active learning and effective teaching strategies, where students' direct engagement with the learning material can enhance understanding and knowledge retention. Image media can serve as a powerful tool to encourage active student participation, as discussed by Fadilah (2023) in her study on the impact of visual media on students' comprehension of religious education lessons. Despite the challenges in implementation, the use of image media in science education holds great potential for increasing student interest and understanding. It is crucial for educators to continuously develop their technological skills and seek better access to media resources to ensure this strategy can be effectively and optimally applied in educational settings.

Conclusion

The strategy used by the 3rd grade teacher of SD Tahfidz Ababil Kota Pagar Alam in increasing students' interest in learning by using science lesson picture media is seen from the state of facilities and infrastructure in teaching and learning activities in schools and also administration in the classroom such as student attendance and textbooks, based on the results of research that are quite good in facilitating the implementation of teaching and learning activities in increasing student learning interest and the strategies used by teachers is by using the best media possible to be able to attract students' attention when delivering learning materials. Factors that are an obstacle in increasing students' interest in learning with the use of science lesson picture media at SD Tahfidz Ababil Kota Pagar Alam include internal factors, namely factors contained in the students themselves include, students who enjoy chatting with their classmates, students who are fun with what they do themselves, and students who daydream during learning. External factors, namely, the delivery of the material presented does not attract the attention of students, because it is not allowed to give a physical or firm reprimand, the existence of human rights is applied.

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