

IMPROVING THE QUALITY OF LEARNING SERVICE FOR COUNSELING TEACHERS AND SUBJECT TEACHERS THROUGH MULTIMEDIA-BASED LEARNING TRAINING.

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Abstract: The Research and Service Program was created and developed for Guidance and Counseling teachers and Subject Teachers in SMP Muhammadiyah 01 Medan and SMP Muhammadiyah 04 Medan. This consists of training and workshops that produce group guiding practices using an experiential learning approach and based on instrumentation and information technology as a medium in implementing learning. Training and workshops are aimed at improving teacher competencies in analyzing student needs and problems, building valid and reliable instruments, developing computer-based information and multimedia technology guides, using multimedia to present topics / guidance material, and designing group guidance activities using dynamic processes. group. Competency development will produce a paradigm shift in service guidelines and approaches, namely guiding non-teaching. The training included analysis of student needs and problems as well as multimedia-based learning processes. The workshop included the construction of instruments, information technology and computer use that were not used in the guidelines, and the development of the Classical Guidance and Learning Service Unit (SPBK). Teacher competency enhancement is manifested in: (1) twenty topics in four areas of guidance with material developed using information technology; (2) four learning instruments (Learning Habit Scale, Self Understanding and Self Acceptance Scale, Communication Capability Scale, and Attitude to Job Scale), and (3) SPBK uses experiential learning approaches.

Keywords: multimedia based learning, instrumentation, experiential learning

INTRODUCTION

In the world of education, especially in teaching and learning activities, the success of students in the learning process is not only influenced by intellectual factors, but also influenced by non-intellectual factors that are no less important for determining one's learning outcomes, one of which is the ability of students to interact social in their daily lives. Chambers (Nurmawati, 2010: 1) suggest that the educational achievements achieved in the school environment are not merely in the form of intellectual dimensions, but the dimensions of attitude cannot be ignored especially those reflected in attitudes and actions according to development of affective domains, values, morals, and norms through educational or learning processes.

The individual's ability to absorb a learning science is certainly different between one another. Likewise what happens at learning hours, teachers or educators who teach also have different styles and attitudes to teaching. The ability of the teacher to deliver learning material can be mentioned as a teaching style. Teaching style is an

attitude and method used by the teacher while teaching. Teacher's teaching style is usually very closely related to the learning activities of students.

The selection of guidance materials by the guidance and counseling teacher (BK) and subject teachers must be based on the results of the analysis of the needs and problems of students who refer to the development task. Submission of guidance materials must actively involve students. Communication is not quite the direction of the BK teacher and subject teachers to students but multi-direction; two-way communication from the BK teacher and subject teachers to students and communication between students. This is what is called the group dynamics process.

In groups that interact dynamically, students are guided to realize their life experiences clearly and are able to take positive meanings from those experiences so they can develop themselves better. Every student who takes part in the study is required to follow the group dynamics process. But things that happen in guidance and learning services, communication that occurs is less visible and communication goes more in one direction between the teacher and students or from the BK teacher and subject teachers to students. In fact, for BK teachers and certified subject teachers, the lecture and question and answer method is still the main method in classical guidance and learning services. This should be a concern for all teachers to choose and enrich attitudes and methods in delivering lesson material. The right method will give maximum learning results.

Learning outcomes in the cognitive form result from students' thinking in learning that can be trained by the teacher to train thinkers students and teach students to find answers to one problem / question. The more often students get training to think about something, the students' thinking and cognitive state will develop. For the affective situation of students, the teacher can exemplify good and quality attitudes that are easy for students to imitate in everyday life such as incorporating teaching styles with jokes and jokes that make students happier who relax in learning.

Furthermore, for the latter is a psychomotor state that is the intelligence of motion and flexibility of the body that can be trained from sports teachers who utilize learning with direct practicum techniques without much theory. Students who want to be smart in certain sports skills will want direct training without a lot of theory. Thus the more practice is done, the more skills and psychomotor intelligence can be obtained.

So that learning can be meaningful, not only the media is a supporting factor. But the role of the instructor or educator as a motivator and facilitator is also a very important factor, because educators must be able to stimulate and provide encouragement to be able to develop students' interests and creativity so that they will feel directly exposed to a science and material. And the instructor or lecturer must master the use of facilities and multimedia which are appropriate.

The study revealed in this study is how BK teachers and subject teachers carry out the activity of giving material to their students. Furthermore, in terms of media, if the teacher in front of the class provides learning not using various media, and only

using lecture methods, students will experience difficulties with what the teacher said about new information he did not understand. Therefore, it is necessary to pay more attention to the procurement of learning support that is done by enriching the learning media. Students who learn by using a variety of supporting media will get different learning outcomes with students who learn only by listening to lectures. Then it can be concluded that automatically multimedia-based learning is very important to be applied in the classroom as quality learning and produce high-quality learning. Therefore, BK teachers and subject teachers are deemed necessary to get intensive training regarding the multimedia-based learning process both from the preparation stage, at the core of the closing of the learning.

The development of multimedia technology has promised great potential in changing the way a person learns, to obtain information, adjust information and so on when used in learning services.

Multimedia also provides opportunities for educators to develop learning techniques so as to produce maximum results in transferring knowledge to students. Likewise for students, with multimedia they are expected to be easier to determine with what and how students can absorb information quickly and efficiently. The source of information is no longer focused on text from books solely but more broadly than that.

The expected results of this training are that each teacher is familiar with various types of supporting technologies that can be used as learning media. Then each teacher can design learning media materials as an additional supporter of the understanding of the material to be taught.

With the application of multimedia in learning is very important role in improving the quality of learning which impacts on improving the quality of students or students themselves. In addition, with the presence of multimedia, the learning process will be more practical, innovative, effective and easier to understand and apply based on the models and multimedia examples presented.

RESULTS AND DISCUSSION

a. The Concept of Multimedia Based Learning Model

According to him the development of multimedia technology has promised great potential in changing the way a person learns, to obtain information, adjust information and so on. Multimedia also provides opportunities for educators to develop learning techniques to produce maximum results. Likewise for students, with multimedia they are expected to be easier to determine with what and how students can absorb information quickly and efficiently. The source of information is no longer focused on text from books solely but more broadly than that. The ability of multimedia technology that has been connected to the internet will increasingly add convenience in getting the information that is expected.

Audio-visual presentation, better known as multimedia, makes visualization more interesting. The ICT in this case a computer with multimedia support can offer a display in the form of non-frequency, nonlinear, and multidimensional text with branching of links and nodes interactively. This display will make users (users) more free to choose, synthesize, and elaborate on the knowledge they want to understand. Although the results of computers can accommodate students who are slow to accept lessons, because computers are never bored, very patient in carrying out instructions, as desired. This affective climate will involve a re-drawing of various objects that are in the minds of students. It is through this climate that the retention rate of students of multimedia computers is higher than that of non-users.

The debate about the role of multimedia in learning activities took place fiercely between Robert B. Kozma and Richard E. Clark. Clark (Clark, 1994) argued that the media did not affect learning activities. According to him, the media is only a "vehicle" for learning activities, while the influential learning activities are the methods used. Clark agrees with the opinion that new media used in learning activities will influence learning activities of a learner, but once the learner is used to the new media, the influence of the media is no longer there.

Kozma (1991, 1994) argues that media can improve learning activities. Media can help make "mental models" better so that it helps a learner's understanding. For example, a book containing text alone requires us to have initial knowledge of what is discussed in the book so that we can make a "mental model". Without prior knowledge about the material being discussed, the "mental model" that is made can be inaccurate. When the book also includes images, the learner will find it easier to make a "mental model" that is more complete and precise. Thus, through media, a learner has the ability to explore places, in his virtual world, which he might never have seen directly. That is, media enhances human ability to learn.

Based on the debate regarding the role of multimedia in learning, some conclusions can be drawn as follows:

- a. Multimedia can be used to help learners form a "mental model" that will make it easier to understand a concept.
- b. The use of multimedia can arouse learning motivation of learners, because the presence of multimedia makes learning presentations more interesting.
- c. It should also be noted that "something interesting is not automatically easy to understand", because sometimes, an attractive display will actually break the focus of the learner's attention. The use of multimedia must be truly selected as needed. There are several learning materials (especially complex ones) that require multimedia, but there are also learning materials that are sufficiently delivered orally only, without the need for multimedia devices because quite simply the material is.

The concept in the field is not much different from what is available and used in actual operations. Multimedia is used as a supporter of the teaching and learning

process to obtain optimal quality. It is seen that the results of the review and observation of the two different schools, namely schools that utilize complete multimedia in learning and schools that use multimedia are not complete in learning.

b. Excellence in Multimedia Based Learning Model

There are several advantages that can be obtained through multimedia learning. Learning by utilizing learning media that can present visualization of the learning material will be very helpful in not only the teacher in delivering the material but also students as the subject of learning so that the learning objectives can be achieved. The teacher achieves ease in conveying material, students achieve the ease of absorbing material. The use of multimedia in learning is in order to answer these needs. With multimedia material can be presented in the form of two-dimensional or three-dimensional images, interactive text display, animation effects (moving images), attractive color combinations and sound aids (audio) that help students understand the material more easily. In addition, the use of multimedia also provides an important role in terms of being able to cause pleasure to students during the teaching and learning process takes place. The existence of contextual teaching aids with subject matter will further strengthen students' understanding of the material being studied. Props can be taken from the environment or can also be designed and made in such a way from simple items in the environment. This will increase student motivation during the teaching and learning process so that the learning objectives can be maximally achieved.

. Based on the survey I have done with my students in a school, 90% of students like learning with the use of multimedia and find it easier to understand the subject matter.

c. Limitations of Multimedia Based Learning Models

Multimedia learning does have a number of advantages, but this learning does not mean that it does not have striking limitations. Learning that is done by using multimedia requires users to have special abilities in operating multimedia tools in learning. Things that will happen if there are errors in the operation will result in damage to the supporting device. In addition to the procurement of media equipment that is quite expensive, the damage that will occur will not only cost a lot, it will also take a long time so that the learning process is disrupted. In addition, learning with a lot of media is quite time consuming in terms of learning preparation because it must prepare before learning and tidy up when the learning is finished. current life.

d. Principles of Multimedia Based Learning Models

Multimedical learning emphasizes the existence of work principles. Important principles that need to be considered in multimedia-based learning are according to Rosch, multimedia is a combination of computers and videos.

Whereas Mc. Cornick explained that multimedia is interpreted as a connection between sound, image and text. Another thing with Linda's opinion (in Suyanto, 2003: 5) which explains that multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio and video images.

e. Implementation of Multimedia Based Learning Model

There are 3 types of multimedia learning uses, namely:

- a. Multimedia is used as an element of classroom learning. For example, if the teacher explains a material through classroom teaching or based on a reference book, multimedia is used as a supplementary medium to explain the material taught in front of the class. Exercises and tests on the first type are not given in multimedia packages but in the form of print given by the teacher.
- b. Multimedia is used as an independent learning material. In this second type of multimedia it may be possible to support classroom learning or not. Unlike the first type, in the second type all the instructional needs of the user are met entirely in the multimedia package. This means that all facilities for learning, including training, feedback and tests that support learning objectives are provided in the package.
- c. Multimedia is used as the only media in learning. Thus all learning facilities that support learning objectives have also been provided in this package. This kind of package, as explained earlier, is often called CBL (Computer Based Learning).

CONCLUSION

Every student and teacher who has carried out teaching and learning activities certainly provides an assessment that multimedia-based learning is very helpful learning for students in understanding the subject matter presented by the teacher. In addition to helping students in their understanding, this learning also helps teachers to transfer their knowledge quickly and practically and also provide optimal results. The quality of learning materials presented with multimedia tends to be interesting with an appeal that makes all students have a high interest and enthusiasm to find out what new knowledge the teacher will present in the class. This is what makes besides asking high in student learning will also provide a good and interesting learning behavior.

Media in learning has a function as a tool to clarify the message conveyed by the teacher. The media also functions for individual learning where the media position fully serves students' learning needs (media patterns). Some forms of computer media usage that can be used in learning are equipped with projectors and screens as the focus of the display of teaching materials to be delivered.

Multimedia used in quality and effective learning does not only consist of using multiple media together, but combining media with their respective functions that are

mindful in a way that utilizes each individual's characteristics, extends and enhances learning experience in learning.

Using multimedia learning is very helpful in the teaching and learning process and has advantages and advantages compared to using conventional learning.

After It is known that multimedia can be used in learning and is very helpful for teachers in the teaching and learning process through the transfer of knowledge to students so it is expected that each teacher in learning uses multimedia learning that is in accordance with the objectives to be achieved from each learning material.

Every teacher who enters the classroom is expected to master a minimum of several learning multimedia and be able to operate it well so that in the presentation of material using multimedia learning is not boring students. The selection of multimedia learning should be truly selective and adapted to the material being taught.

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