



Strategy of Lecturer to Implement the Drawing Media in the Indonesian Society Studies

Muhammad Masdar¹, Harifuddin² Muhammad Nawir³

¹ Sosiologi Pendidikan, STKIP Cokroaminoto
Email: muhammadmasdar710525@gmail.com

² Sosiologi, Universitas Bosowa

Email: harifuddin.halim@universitasbosowa.ac.id

³ Pendidikan Sosiologi, Universitas Muhammadiyah Makassar
Email: muhammadnawir@unismuh.ac.id

Abstract. *This article presents the relevance of the role of the main components of teaching in the classroom, namely teachers, teaching media, and classroom participation. The purpose of teaching is to create conditions that stimulate the involvement of students in the classroom. To achieve this, here is the need to use teaching media as the property that can attract students to participate in the classroom. At the same time, teachers must have skills in using the teaching medium. For that reason, it conducted research by survey with ex-post facto approach to the Civic students 5th semester of FKIP UPRI Makassar in the Sociology of Education. The number of semester 5th students amounted to 30 people set as respondents with Total Sampling technique. To the respondents, a questionnaire was distributed about teacher activities, media functions, and their level of involvement in the classroom. The results of the questionnaire were analyzed using frequency tabulation. Based on this, the following results are obtained: (1) teachers have a vital role in creating conditions that can motivate students to be involved in the lesson. (2) the type of teaching medium has a student's motivational attraction. (3) classroom participation rates arise from a mix of teacher quality and use of instructional media. The conclusion obtained is the quality of teachers determining the selection and use of teaching media that can increase student participation in the classroom.*

Keywords : *Teacher; Teaching Media; Classroom Participation; Motivation; Sociology Of Education.*

Abstrak. *Artikel ini menyajikan relevansi peran komponen utama pengajaran di kelas, yaitu guru, media pengajaran, dan partisipasi kelas. Tujuan pengajaran adalah untuk menciptakan kondisi yang merangsang keterlibatan siswa di dalam kelas. Untuk mencapai hal tersebut, di sinilah perlunya penggunaan media ajar sebagai properti yang dapat menarik minat siswa untuk berpartisipasi di dalam kelas. Pada saat yang sama, guru harus memiliki keterampilan dalam menggunakan media pengajaran. Untuk itu dilakukan penelitian dengan cara survey dengan pendekatan ex-post facto pada mahasiswa PKN semester 5 FKIP UPRI Makassar pada mata kuliah Sosiologi Pendidikan. Jumlah mahasiswa semester 5 berjumlah 30 orang ditetapkan sebagai responden dengan teknik Total Sampling. Kepada responden disebarkan angket tentang aktivitas guru, fungsi media, dan tingkat keterlibatan mereka di dalam kelas. Hasil kuesioner dianalisis menggunakan tabulasi frekuensi. Berdasarkan hal tersebut diperoleh hasil sebagai berikut: (1) guru memiliki peran vital dalam menciptakan kondisi yang dapat memotivasi siswa untuk terlibat dalam pembelajaran. (2) jenis media pembelajaran memiliki daya tarik motivasional siswa. (3) tingkat partisipasi kelas muncul dari perpaduan kualitas guru dan penggunaan media pembelajaran. Kesimpulan yang diperoleh adalah kualitas guru menentukan pemilihan dan penggunaan media ajar yang dapat meningkatkan partisipasi siswa di kelas.*

Kata Kunci : *Guru; Media Pengajaran; Partisipasi Kelas; Motivasi; Sosiologi Pendidikan.*

PRELIMINARY

Along of the development of science and technology today, it is necessary to improve the education personnel by taking various ways such as: upgrades, seminars, learning tasks and the like, in order to be able to change the teaching attitude of the traditional teaching system that is verbalistic.

The traditional teaching where the verbalistic orator lecturer cannot be maintained again, which with the emergence of various teaching tools as the result of technological developments in general and education technology in particular. All of this affects the teaching methodology and the teaching and learning process itself. Lecturers become a dynamic force in creating effective and efficient learning situations and ways of inviting fun for students (Suryanto, 2000).

Furthermore, another expert presented that the educational media is a tool, methods and techniques used in order to further streamline communication and interaction between lecturers and students in the process of education and teaching in campus (Tilaar, 2000).

Both of the above opinions are basically talking about improving teaching in the educational environment, where the current advancement of changes in the field of education by requiring us to adjust the teaching materials to the media used in the learning situation.

It is realized that for the success of teaching and learning activities need to be supported by the use of educational media as teaching and learning aids and as a source of knowledge. When the quality of teaching and learning is good, then the quality of education in the end also increases. The above statement shows that on the other hand lecturers are not the only source of knowledge for students.

In terms of the learning process comes the sense that the process is in students happen either because there is a direct teaching that is lecturer, instructor or indirectly. In the latter is the indirect, students are actively interacting with the media or other learning resources. Lecturers or instructors are just one of so many learning resources that can enable students to learn.

Here it can be seen how the importance of the learning process must be balanced with the provision and use of good educational media and quality. Media education or learning will also eventually fulfill its function and purpose as a source of learning in order to improve learning achievement.

The learning process will work effectively if communication can work and process well. The current information is more focused on existing learning resources. Utilization of learning resources will assist students in improving students' understanding and skills in a lesson. Among the existing learning resources, which can be used are media lessons or teaching aids. Submission of material in the form of lectures alone often leads to saturation, misperception, and less attention to students.

To obtain optimal learning result, it is necessary to improve the quality of education. Quality education is education that can produce graduates who have basic skills to learn. Increased education can be seen one of them from the learning process that takes place on campus, both in the use of methods and learning resources available.

In the learning process there are four important and influential components in the learning success of learning materials, atmosphere learning, learning resources and learning media. One of the learning media that can be used is image media based on Information and Communication Technology using computer as a learning tool. By using learning media can clarify the presentation of messages or information and improve and direct the attention of students so that it can lead to learning motivation (Sudjana & Rivai, 2001).

From the observations made by the researchers every teaching in the classroom and discussion with other colleagues lecturers, shows that the lessons learned in Indonesian society less optimal. This is shown: (a) the students are less focused on the learning process, (b) the students are less attention to the lecturers and tend to be noisy, (c) the students are less enthusiastic in following the lesson, (d) the less optimal use of facilities and infrastructure in campus, LCD. This is because the lecturers at the time of teaching still use the conventional learning system is very limited to the information provided by lecturers to students, so that student learning activities are less developed.

Students only hear what is said by the lecturer then take notes. This will result in less effective learning process in the classroom and will affect student learning outcomes.

Based on the above description, this research aims to (a) describe the strategy of lecturer to implement the drawing media in the course of Indonesian Society Studies. (b) Knowing the inhibit factors to implement the drawing media in the course of Indonesian Society Studies.

RESEARCH METHOD

The design of this study is ex post facto that describes an event that has occurred. The event is a strategy of applying the drawing media and factors that inhibit its application in class. The respondents of this research are PPKn student of UPRI Makassar 5th semester that amounts to 16 people in Indonesian Society Study course. Sampling technique is a sampling quota by assigning all students of 5th semester as respondents. Data collection using questionnaires and interviews. Questionnaire data were analyzed by frequency tabulation and supported by interview data.

RESULT AND DISCUSSION

1.1. Strategy of Lecturer to Implement the Indonesian Society Studies

Indicators on the application of the drawing media in the Indonesian Society Studies course have been formulated for review. Each indicator is manifested in the form of a questionnaire with a scoring range as described in the data analysis technique.

Referring to the facts in the lecture process, a number of components applied by lecturers in the form of strategy or approach with the aim of improving student learning outcomes. One of the methods referred to in this study is the use of image media to accelerate the understanding of students to know the people of Indonesia. The effectiveness is seen as described in the Table below:

Tabel 1. Lecturer strategy to implement the drawing media

Variables	Wordings of Questionnaire and Measures
1. Using of drawing or poster in and out of the class	[1] Never:0, [2] Rarely: 0, [3] Neutral: 0, [4] Often: 25%, [5] Always: 100%.
2. Finding drawing or poster related the material lecture	[1] Never:0, [2] Rarely: 0, [3] Neutral: 37,50, [4] Often: 62,50%, [5] Always: 75%.
3. Students is given drawing or poster	[1] Never:0, [2] Rarely: 18,75, [3] Neutral: 25,00, [4] Often: 43,75%, [5] Always: 12,50%.
4. Drawing or Poster is attractive for students	[1] Never:0, [2] Rarely: 0, [3] Neutral: 25,00, [4] Often: 66,25%, [5] Always: 18,75%.
5. Understanding the drawing or poster	[1] Never:0, [2] Rarely: 0, [3] Neutral: 18,75, [4] Often: 18,75%, [5] Always: 62,50%.
6. Matching the available drawing	[1] Never:0, [2] Rarely: 0, [3] Neutral: 0, [4] Often: 12,50%, [5] Always: 87,50%.
7. Lecturer evaluate the students' explanation of the drawing	[1] Never:0, [2] Rarely: 0, [3] Neutral: 0, [4] Often: 50%, [5] Always: 50%.
8. Lecturer asses the students' drawing	[1] Never:0, [2] Rarely: 0, [3] Neutral:18,75%, [4] Often: 62,50%, [5] Always: 18,75%.
9. Lecturer correct the students' fault	[1] Never:0, [2] Rarely: 0, [3] Neutral: 0, [4] Often: 25%, [5] Always: 100%.
10.Using of drawing or posters motivate students	[1] Never:0, [2] Rarely: 0, [3] Neutral: 0, [4] Often: 25%, [5] Always: 75%.

Source: primary data analyzed, 2021

1.1.1. Using of drawing or poster in and out of the class

In the lecturing process both in class and in the field, lecturers always (100%) provide media images that can help students in learning.

Analyzing the respondents' answers in the table above shows that there is a basic mission targeted by the lecturer of the Indonesian Society Studies course to ensure students know the basic characteristics of Indonesian society culture. Through these media students are expected to know these characteristics out of mind. This is as expressed by the lecturer of Indonesian Society Studies, Dr. Abdul Wahab, M.Si., as follows:

"... ..by using the pictures in the classroom in the form of large posters it is expected that students will see it every day, then remember it. This step is what we expect done by the students so that they will be easier in knowing the characteristics of Indonesian people from various aspects ".

Based on the description of the interview, there is visible commitment to be built by the lecturer. The commitment is to create a conducive atmosphere that supports the learning process in the classroom through the installation of Indonesian cultural posters.

1.1.2. Finding drawing or poster related the material lecture

In addition to providing media in the classroom, lecturers are also often give the task to students to be creative to find posters or images related to Indonesian culture. It is intended to train the students in knowing independently the people of Indonesia.

1.1.3. Students is given drawing or poster

In the process of learning in the classroom the use of media images is very helpful the students in understanding lecture given by the lecturer. Therefore, to support the students in doing the task and understand the lecture materials, the lecturer distributes the drawings or posters to the students as a medium of communication of them.

Presentation of lecture materials by using the media images as a support in understanding a material is very interesting for students because it can drive their saturation in the classroom. By distributing pictures and posters, the students feel there is a full responsibility given by the lecturer to them.

1.1.4. Drawing or Poster is attractive for students.

The method in learning material of Indonesian society is given by lecturers traditionally. Through this kind of teaching the students tend to be passive in receiving lessons, because the lecturers explain to the students. But with the use of image media, learning in the classroom becomes attractive to students.

1.1.5. Understanding the drawing or poster.

The use of image media by displaying images or posters of ethnic culture in Indonesia will make it easier for students to understand the material, including other materials. Therefore, in each presentation of lecturer materials always emphasize to the students to understand each material in the pictures presented.

In the course of the lecture, the lecturer always asks the students to understand every picture they learn. This shows that lecturers almost every time ask students to understand and master the picture.

1.1.6. Matching the available drawing.

Lecturer's activity asks students to match pictures with other pictures intended to train students' motoric aspects. This is done by collecting the pictures that are the task of students. Images that have similarity or similarity to themes are considered appropriate.

1.1.7. Lecturer evaluate the students' explanation of the drawing

Evaluation comes from Indonesian Societis is evaluation which means the determination of value or conducting a series of assessments (Mulyasa E, 2005), while the evaluation activities in teaching is an action or activity to see how far instructional objectives have been achieved or mastered by students in the form of learning results that are shown after them take the learning experience (teaching and learning process) (Asnawir & Usman, 2002).

The existence of evaluation in teaching is very important because the evaluation can be used as a tool to know whether or not the instructional objectives are achieved, the feedback for the teaching and learning process and the basis for preparing progress reports of student learning to the parents (Zainuddin et al., 2017)

Therefore, to increase the spirit and motivation of students in learning by using the media images, lecturers also held an assessment to students who can explain a poster or picture. That way students feel challenged to be creative and try to be better.

The use of drawing media in learning such as drawing, poster, caricature, and also cartoon. Or motion drawing media, in the form of picture film and VCD combined with television, is very helpful for educators because this teaching method is more communicative. With this method also can indirectly improve the quality of learning.

1.1.8. Lecturer asses the students' drawing

The role of lecturers in this learning is to provide examples of the use of drawing media, guide and give rewards or praise to students when they are good at using the media. Similarly, if anyone makes a mistake, then the lecturer's job to straighten without having to criticize them so they feel appreciated.

1.1.9. Lecturer correct the students' fault.

In the process of learning, students are always faced the problem of understanding on images or posters. If a student can give an explanation of the image of Indonesian culture then he is considered successful in learning (Zainuddin et al., 2017). Similarly, if the student made a mistake in reading the picture, then the lecturer always gives correction and straighten it.

PPKn students generally state that their lecturers always correct their mistake in explaining the images. Thus in the learning process students can know concretely about the culture referred to in the picture.

1.1.10. Using of drawing or posters motivate students.

The results of this study indicate that the use of drawing media to give positive respect to students because it can repel saturation, generate motivation and stimulate them to learn.

In general the drawing medium is applied through (a). Preparation, ie preparing lesson material, clear goals, preparing and selecting the appropriate tool / drawing, (b). presentation, ie presenting information, conveying purpose, using tool or media, (c). Application, which guides students in using media, (d). Evaluation, by assessing the extent to which the learning objectives can be achieved and assess how much influence the drawing images as a tool that can support the success of student learning process. While the evaluation for the cognitive domain is done by question and answer directly to the students, and for the affective and psychomotor aspects done by observing the daily behavior of students in the school environment.

1.2. Inhibiting Factors implementing the drawing media.

In the application of drawing media encountered various inhibiting factors. These barriers can come from the lecturers themselves, from students, the family environment or due to facilities.

Lecturer as an educator, of course he also has many shortcomings. Those deficiencies can be the cause of the inhibition of creativity in the lecturer. Among the obstacles found in the study sites, the authors of the classification are as follows:

1.2.1. Monotonous style of lecturer

Monotonous style occurs when the lecturer uses teaching methods that do not vary, for example lecturer just speak or just write or just do the tasks in the book. Of course things like this will cause boredom for students.

Individually, lecturers' speech can influence student's motivation, for example, each lecturer uses lecture method in teaching, his voice sounds flat, weak, and not accompanied by motor movement / mimic, resulting in the learning boredom. Or the appearance of lecturers is also less attractive for students can be regarded as monotonous. It is as revealed by a student Nur Aulia that

he sometimes saturated and less interested when many lecturers explain in front of the class, they also want to express their thoughts occasionally.

1.2.2. Personality of lecturer

A successful lecturer is required to be warm, fair, objective and flexible in order to build a pleasant emotional atmosphere in the learning process. This means that lecturers create an intimate atmosphere with students by always showing enthusiasm on the task as well as on the creativity of all students indiscriminately. This is the main attraction for researchers in the research location where in general respondents admitted their lecturers have an interesting personality as stated by a student:

"... generally our lecturers here are very kind to us, they love us like it feels at home have parents. They just always give us warning if there is a mistake happened, continue also, we are always given advice especially when studying in class ".

The description of the interview illustrates the importance of the personality of a lecturer for the students to make them as role models and their life in school.

1.2.3. Less of Lecturer knowledge

The limited knowledge of lecturers, especially management problems and management approaches, both theoretical and practical experience, will certainly inhibit the realization of classroom management as well as possible. Therefore, lecturers' knowledge of classroom management is essential. This is as stated by the lecturer of Indonesian Society Studies, Dr. Abdul Wahab, M.Si., as follows:

"... facing the students in my opinion is to master the class. However, to master the class requires knowledge of managing the class including in it, among others, teaching strategies, approaching students, motivating, arranging room layout, and so on.

Based on the above description looks how important the knowledge of classroom management as a basis for improving the quality of learning.

1.2.4. Less of lecturer understanding to students

The limited opportunities for lecturers to understand the behavior of learners and their background can be attributed to the lack of effort of the lecturer to deliberately understand the learners and the background. Because the management of the learning center should be tailored to students' interests, concerns, and talents, students who understand the lessons quickly, on average, and slowly require special management according to their abilities. All of the above gives the lecturer a clue that in the process of teaching and learning the initial understanding of student differences with each other is necessary. The description is reinforced by the results of interviews with Dr. Abdul Wahab, M.Si., as follows:

"The faculty faculty in the classroom, the lecturer faces learners who have thoughts and feelings and are still in dire need of coaching. It is therefore necessary to know how to deal with human beings as learners. Students sometimes spirited sometimes not and so on ".

The above interview result confirms that the knowledge of individual students is needed in the learning process.

1.2.5. Facilities

Facilities can be serious inhibiting factors in a learning process. Unavailability of media can hinder students' learning spirit and lecturers can experience demotivation at the same time. Thus it can be said that a good learning media and always available at all times is necessary for smooth the learning process.

Relating the instructional media, it explained by the Chairman PPKn section namely Mrs. Dr. Misliah, M.Si., as follows:

"It is undeniable that the importance of learning media in the classroom. Many times the learning process has been delayed, but it is now available in several media spaces even on a limited scale. But what we have now is grateful and will continue to work on it".

Based on the interview description above, it is illustrated how important the existence of instructional media in the classroom. Media learning can cause lecturers and students to experience a decrease in the spirit of learning or even to improve their learning spirit.

The effectiveness of the drawing media in this lesson is an effort planned in fostering knowledge attitude and skills of students through student interaction with learning environment regulated by lecturer in essence studying verbal and visual symbols, to gain meaning contained in it. The symbols are digested, listened by the students as the recipient of the message delivered by the lecturer. Therefore teaching is said to be effective if students can understand the meaning that lecturers ordered as their learning environment. The simplest, most practical, easy-to-make visual message and much in demand for students is the picture.

At the research location, the lecturers try to qualify the good drawing media which is in accordance with the learning objectives. In addition the authors also try to pay attention to some requirements, among others: (1) drawing are authentic, ie the picture honestly describes the situation as if people see the real thing. (2) Simple, ie the composition should be sufficiently clear to show the key points in the picture. (3) Relative size, ie the drawing can enlarge or minimize the actual object or object. (4) drawing should contain motion or action, which exhibits certain activities. (5) Not every good drawing is a good medium. As a good medium should be good from the point of art and in accordance with the purpose of learning to be achieved.

In addition to some necessary conditions, the drawing media also has several advantages, among others: (1) drawing are concrete. (2) The drawing overcomes the time and space limits. (3) The drawing overcomes the lack of power capable of the five senses of man. (4) it can be used to explain a problem, because it is valuable to all the lessons in school. (5) drawing are easy to get and cheap. (6) it is to use, both for individuals and for groups of students (Dewi et al., 2021).

In addition to those advantages, the drawing media has several weaknesses, among others: (1) The picture only emphasizes the perception of the eye senses. (2) drawing of objects that are too complex are less effective for learning activities. (3) The size is very limited for large groups.

Although there is a statement that the media images have some weaknesses but the image media is the most commonly used media, which can be understood anywhere. The drawing is also easy to obtain, both from brochures, posters, magazines that contain good pictures and high quality.

Thus, from all the description about the application of the drawing as learning media in the course of Indonesian Society Studies can be said that the it is one effective learning media techniques for combining facts and the brief ideas, strong and integrated through the disclosure of words and drawing. Substantially, this means that using words and drawing as media in the class is a form of strategy learning (Azizah, 2021; Samsu, 2021).

CONCLUSION

The lecturer of Introduction Sociology course is very creative in managing media learning. Creativity is also shown through the designer own meida learning in accordance with the needs and relevance with the subject matter. The forms of media used in them powerpoint, social media, website, movie watching.

The factors that become obstacles in the management of media learning include; internet network interference, students do not carrying a laptop, and not carrying a charger.

The limitation of this study are about the scope of area research, account of respondent, and only one lecture. So, it needs more broader scope, more account of respondent, and must be examine in other lecture.

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