

## Application of Realia Media in Improving Student Learning Outcomes at Madrasah Ibtidaiyah

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DOI: 10.35719/educare.v3i1.101

### *Abstract*

*Using realia media in learning activities will provide an interesting learning experience for students so that they are more active in participating in learning. This discussion aims to describe and analyze the application of realia media in improving student learning outcomes at MIMA 35 Nurul Ulum Jember. The research approach uses qualitative and case study research types. Data collection techniques using observation, interviews, and documentation. Analysis of the data used in this study using the Miles and Huberman model consisting of data condensation, data presentation, and concluding. The validity of the data was tested by using triangulation of sources and techniques. The results of this study indicate (1) Realia media planning in improving student learning outcomes at MIMA 35 Nurul Ulum Jember, namely: Identifying the needs and characteristics of students, formulating learning objectives, summarizing material, writing instructional media scripts, conducting tests and revisions. (2) The implementation of realia media in improving student learning outcomes at MIMA 35 Nurul Ulum Jember, namely: the teacher learns the instructions for using the media, and all equipment must be in a state of readiness so as not to be disturbed by technical matters, and keep students steady. conducive for learning activities to take place. (3) Evaluation of realia media in improving student learning outcomes at MIMA 35 Nurul Ulum Jember, namely: learning media according to KD and indicators, learning media according to the estimated time and assignments in the Buena book, learning media can attract students' attention, media learning is in accordance with the times/updated, thematic assessment criteria are spiritual, social, knowledge, and skillful.*

Penggunaan media realia dalam kegiatan pembelajaran akan memberikan pengalaman belajar yang menarik bagi peserta didik sehingga lebih aktif dalam mengikuti pembelajaran. Pembahasan ini bertujuan mendeskripsikan dan menganalisis tentang Penerapan media realia dalam meningkatkan hasil belajar peserta didik di MIMA 35 Nurul Ulum Jember. Pendekatan penelitian menggunakan kualitatif dan jenis penelitian studi kasus. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data yang digunakan dalam penelitian ini menggunakan model Miles dan Huberman yang terdiri dari kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji dengan menggunakan triangulasi sumber dan teknik. Hasil penelitian ini menunjukkan: (1) Perencanaan media realia dalam meningkatkan hasil belajar peserta didik di MIMA 35 Nurul Ulum Jember, yaitu: Mengidentifikasi kebutuhan dan karakteristik peserta didik, merumuskan tujuan pembelajaran, membuat rangkuman materi, menulis naskah media pembelajaran, mengadakan tes dan revisi. (2) Pelaksanaan media realia dalam meningkatkan hasil belajar peserta didik di MIMA 35 Nurul Ulum Jember, yaitu: guru mempelajari petunjuk penggunaan media, seluruh peralatan harus dalam keadaan siap agar tidak terganggu oleh hal-hal yang bersifat teknis, dan menjaga agar peserta didik tetap kondusif selama kegiatan pembelajaran berlangsung. (3) Evaluasi media realia dalam meningkatkan hasil belajar peserta didik di MIMA 35 Nurul Ulum Jember, yaitu: media pembelajaran sesuai dengan KD dan indikator, media pembelajaran sesuai dengan estimasi waktu dan tugas dalam buku Bupena, media pembelajaran dapat menarik perhatian peserta didik, media pembelajaran sudah sesuai dengan perkembangan zaman / terupdate, kriteria penilaian Tematik yakni spiritual, sosial, pengetahuan, dan keterampilan.

**Keywords:** *Realia Media; Learning Outcomes; Learning*

## **Introduction**

The learning process is a communication process that occurs between teachers and students. In the learning process, communication failures often occur, which means that the subject matter delivered by the teacher cannot be received optimally by the students themselves. Regarding the communication process itself, ineffective learning there must be three main components namely the teacher as a messenger, students as recipients of the message, and teaching materials as the message itself. Because the teacher is an essential component in learning, for that teachers are required to be able

to carry out their duties as well as possible.<sup>1</sup> The use of learning media in the learning process is essential because students in receiving learning experiences or exploring the subject matter still need a lot of objects and events that are concrete, easy to observe, and directly followed so that these experiences will be easier to understand. by students.

Teachers always strive to improve the quality of learning to enhance student learning outcomes and mastery. Student learning outcomes are influenced by several factors, including interest and motivation, the use of media, and the application of learning models. Therefore, teachers must be able to choose suitable media and learning models. The use of appropriate media and learning models will support learning outcomes, and vice versa if the use of inappropriate media and learning models will result in students being bored and learning outcomes less than optimal.

The application of media or tools in learning is quite essential; this is as explained by Sudjana. The use of media is beneficial in achieving the objectives of education. The presence of media will help to understand the material described. Teaching media can enhance the learning process of students in teaching, which is expected to improve the learning outcomes they achieve. Realia is one type of medium used as a tool for conveying information and knowledge in the form of actual objects or objects.<sup>2</sup>

The use of real media can help students understand the material being studied, especially materials considered difficult for students; this must be known and realized by every teacher. Based on observations made by the teacher of class VI-A MIMA 35 Nurul Ulum Jember, choosing to use realia media to be used as a tool in the teaching and learning process in the class, the media used are original objects or replicas made by the teacher in the

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<sup>1</sup> Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: BumiAksara, 2011 ), 30.

<sup>2</sup>Benny A. Pribadi, *Media Dan Teknologi Dalam Pembelajaran*, (Jakarta: Balebat Dedikasi Prima, 2017), 40.

implementation process there are planning stages, implementation and evaluation of realia media used to improve student learning outcomes.

Based on this description, researchers are interested in studying the use of realia media to help improve learning outcomes, especially in the cognitive (knowledge) aspect of students. The use of media in learning can generate motivation and interest in students and can help students improve understanding, present data in an attractive manner, and facilitate interpretation of the material presented by the teacher during learning. According to Arsyad, for the learning process to work well, students should be invited to use all their senses.<sup>3</sup> The teacher seeks to display a stimulus that can be processed with various senses, and several types of media can be used by the teacher in the learning process, including Realia, which can be in the form of models, specimens (examples), manipulatives such as maps, dolls, and others.<sup>4</sup> The types of realia media include tourism, imitation media (models), specimens (examples), embossed maps, dolls, and props. Difficulties sometimes occur in presenting realia as a whole in the learning room. Therefore some modifications need to be made to the realia used.

The series in implementing learning using realia media requires sufficient preparation before use. There is a need for planning, implementation details, and evaluation of realia media in improving student learning outcomes. Thematic learning requires careful planning to produce quality learning outputs. This is in line with Uno's opinion that planning is a satisfactory method in a series of activities so that they can run well and smoothly.<sup>5</sup>

Before the media can be used and then developed, the teacher needs to prepare a media design first. It is intended that the media used is in accordance with the characteristics of students. Planning and designing

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<sup>3</sup>Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2011), 11.

<sup>4</sup>Arsyad, *Media Pembelajaran*, 35-36.

<sup>5</sup>Hamzah B. Uno, *Perencanaan Pembelajaran*, (Jakarta: Sinar Grafika, 2009).

learning media must be done carefully and systematically so that the use of media is more effective when used in learning activities.<sup>6</sup>

Learning media that are created and developed have no value and benefits if they have not been used and functioned. According to Musfiqon, media application is the application of media by optimizing its functions and characteristics in the learning process; at the application stage, it is necessary to pay attention to the most effective and efficient way to achieve the goals that have been set.<sup>7</sup>

Evaluation in learning is an integral part of a learning process; the application of the media also needs to be evaluated to know the effectiveness and efficiency of the media used. According to Musfiqon, evaluation of learning media can be focused on three things, namely (1) the accuracy of the selected media, (2) skills in using media, and (3) learning message skills through the media used.<sup>8</sup> The learning outcomes of students are essentially changes in the behavior of students after participating in learning, in which the behavior includes the cognitive, affective, and psychomotor fields.<sup>9</sup> Howard Kingsley divides three kinds of learning outcomes, namely the cognitive domain, affective domain, and psychomotor domain.<sup>10</sup>

Evaluation can encourage students to be more active in learning continuously and teachers to further improve the quality of the learning process and encourage schools to further improve facilities and the quality of student learning. In this regard, the optimization of the evaluation system has two meanings, and the first is an evaluation system that provides optimal information. The second is the benefits achieved from the

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<sup>6</sup>Musfiqon, *Pengembangan Media & Sumber Pembelajaran*, (Jakarta: Prestasi Pustakaraya, 2012), 162-164.

<sup>7</sup> Musfiqon, *Pengembangan Media & Sumber Pembelajaran*, 178.

<sup>8</sup> Musfiqon, *Pengembangan Media & Sumber Pembelajaran*, 152.

<sup>9</sup>Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2017), 3.

<sup>10</sup>Nana sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2017), 50.

evaluation. The main advantage of the assessment is to improve the quality of learning, and subsequently, there will be an increase in the quality of education. This shows that the success of the learning program is always seen from the aspect of learning outcomes achieved. On the other hand, the evaluation of learning programs requires data about the implementation of learning and the achievement of its objectives. Such conditions do not only occur at the higher education level but also occur at the primary and secondary education levels. The success of learning programs is always seen from the aspect of learning outcomes. In contrast, the implementation of learning programs in the classroom or the quality of the learning process is rarely touched by assessment activities.

### **Research Methods**

This research approach uses a type of qualitative research, namely research, that aims to understand the phenomenon of what is experienced by the research subject.<sup>11</sup> The type of this research is a case study. Case studies are a unique approach of a small group, and case studies focus on changes that occur over time. The technique of determining the research subject used is purposive, which is chosen with specific considerations and goals.<sup>12</sup> Data collection techniques using observation, interviews, and documentation.<sup>13</sup> Data analysis uses the theory of Miles, Huberman and Saldana, namely analyzing data with three steps, namely data condensation, data display, and drawing conclusions or verification.<sup>14</sup>

### **Results And Discussion Of Findings**

#### **Planning for Realia Media in Improving Student Learning Outcomes at MIMA 35 Nurul Ulum Jember**

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<sup>11</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja, 2011), 6.

<sup>12</sup> Sugiyono, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2017), 96.

<sup>13</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2016), 308.

<sup>14</sup>Miles, Huberman Dan Saldana, *Qualitative Data Analysis*, (Amerika: Sage, 2014), 10-18.

Based on the results of the data obtained by researchers in the field. Media realia in improving student learning outcomes at MIMA 35 Nurul Ulum Jember. The teacher at MIMA 35, Nurul Ulum Jember, has prepared several master plans, especially for students in grades VI-A. The first plan is to identify the needs and characteristics of students. This effort is made so that teachers can conduct learning that can be adapted to the needs of students and can be accepted according to the character of each student.

Learning planning has several characteristics, including how a teacher plans the use of realia media in learning at MIMA 35 Nurul Ulum Jember. First, learning planning is the result of a thinking process, meaning that a learning plan is not arranged carelessly but is prepared by considering all aspects that may have an effect, in addition to being designed by considering all available resources that can support the success of the learning process. Second, lesson plans are structured to change students' behavior in accordance with the goals to be achieved. This means that the main focus in lesson planning is the achievement of objectives. Third, learning planning contains a series of activities that must be carried out to achieve the goals. Therefore, learning planning can serve as a guide in designing learning according to the needs.<sup>15</sup>

Next, formulate the learning objectives to be achieved. Of course, this has passed the student needs test whose data has been known beforehand. Next, the teacher will summarize the learning material so that the teacher can competently support the students in studying the related material. Then the teacher will develop a measuring tool for success after all the efforts mentioned above have been carried out.

The use of realia media also requires teachers at MIMA 35 Nurul Ulum Jember to write a learning media script that will be made. Finally, the teachers will conduct tests and revisions to test the effectiveness and

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<sup>15</sup>Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2006), 88.

suitability of the designed media. This last step is considered essential to be a parameter for the success of the thematic learning methods given to students in grades VI-A.

Efforts to make learning plans are intended to achieve learning improvements. Through this learning improvement, it is hoped that it can improve the quality of learning carried out by learning designers. Improving the quality of learning must begin with improving learning planning. Learning planning can be used as a starting point for efforts to enhance the quality of learning.

Learning planning is an activity systematically arranged and developed by educators based on several aspects such as the application of approaches, problem-based, problem-solving, and project-based. Learning planners are prepared to aim to determine the abilities of educators and students so that they can achieve the planned goals.

### **Implementation of Realia Media in Improving Student Learning Outcomes at MIMA 35 Nurul Ulum Jember**

Implementation of learning is a process in which there are interactive activities between teachers and students and reciprocal communication that takes place in educational situations to achieve learning goals. In the implementation of learning, teachers and students are two components that cannot be separated. Implementation of learning, namely all joint efforts of teachers and students to share and process information, hopes that the knowledge provided is helpful for students and becomes the basis for continuous learning.

According to Bahri and Aswan Zain, the implementation of learning is an activity that has educative value; educative value colors the interactions that occur between teachers and students. Interactions have educative value because the implementation of the learning is directed to achieve specific

goals that have been formulated before the implementation of learning begins.<sup>16</sup>

In practice in the field, in implementing learning using realia media, the author found that the teacher of Class VI-A MIMA 35 Nurul Ulum in implementing realia learning media first understood the instructions for using the media to be used. The teachers then prepare the equipment that needs to be prepared in using the media so that technical errors and mistakes do not occur when learning implementation occurs.

Finally, the teachers will try to keep the atmosphere conducive to achieving the learning objectives. In this implementation, the authors observe that the implementation of learning media in Class VI-A MIMA 35 Nurul Ulum Jember follows the introductory theory above. Teachers only act as mediators and consultants in a lesson. The involvement and activity of students are the central projection in the learning process.

This is as Gagne and Briggs' opinion implicitly says that learning media includes tools that are physically used to convey the contents of teaching materials, which consist of books, tape recorders, cassettes, video cameras, films, slides, and photos, pictures, graphics, and computers. In other words, the media is a component of learning resources or physical vehicles that contain instructional materials in the student's environment that can stimulate students to learn. Therefore, teaching media is part of the learning component and becomes an integral part of the learning process because every teacher must master it. In accordance with the opinion expressed by Sadiman.<sup>17</sup>

Implementing realia media in learning is a process of teaching and learning activities that also play a role in determining the success of student learning. Implementation of learning is a process in which there are

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<sup>16</sup>Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), 28.

<sup>17</sup>Arif Sadiman, *Media Pendidikan Pengertian, pengembangan dan Pemanfaatannya*. (Jakarta: Raja Grafindo, 2014), 11.

interactive activities between teachers and students and reciprocal communication that takes place in educational situations to achieve learning goals. In the implementation of learning, teachers and students are two components that cannot be separated.

Media plays an essential role in learning because the media can overcome the limitations of time and space and student experience. The existence of learning media increases students' understanding. Likewise, in the school environment, where students learn and teachers teach, there is a space with objects that can be used as learning media. In the learning process, there are two essential elements, namely the learning model and learning media.

Things that need to be considered by the teacher in learning using realia media, namely: 1) Use the object model or realia following the competencies achieved in the learning process. 2) Use only appropriate objects, do not use too many different objects because it confuses students. 3) If you use several objects, the objects should be related to each other. 4) Pay attention to the shape and size of the object used so that the class can see it as a whole. It is also good to use different sizes of the same object to make students more aware of the reality. 5) Do not give too many explanations because usually, students' attention is focused on the existing object, not on the explanation, so your explanation becomes less effective. 6) Encourage students to ask questions, discuss or provide critical responses because with these activities, students will learn more actively. From the description above, it is concluded that in using realia media, there are steps that must be considered so that the use of realia media is maximal in helping the learning process.

The use of learning media in learning activities can generate new desires and interests, create motivation and stimulation of ongoing learning activities and even bring psychological effects on students. The duties and responsibilities that must be carried out by people who know, including

educators/teachers, are to convey what they know (knowledge) to people who do not know. In this case, it means that a teacher responsible for his students must also be able to use simple teaching aids in accordance with the models and learning materials presented in the classroom. An essential element in the success of the learning process is using an effective learning model. Applying specific learning models will affect success in increasing achievement in teaching and learning.

### **Evaluation of Realia Media in Improving Student Learning Outcomes at MIMA 35 Nurul Ulum Jember**

The purpose of evaluating learning, in general, is to determine the level of progress of students and the level of success of the methods used by teachers in the learning process. In carrying out the evaluation, the evaluator will get results in the form of numbers or points.

Learning outcomes are the abilities that students have after their learning outcomes. According to Benjamin S. Bloom, learning outcomes can be grouped into three domains: cognitive, affective, and psychomotor. And also, learning outcomes can be grouped into two kinds, namely knowledge and skills. (a) Inside consists of four categories, namely knowledge of facts, knowledge of procedurals, knowledge of concepts, and knowledge of principles, (b) Skills, namely: skills for thinking or cognitive skills.

Furthermore, at the evaluation stage, the evaluation of learning using realia media for Class VI-A MIMA 35 Nurul Ulum Jember students resulted in several important notes. First, the author sees the relevance between learning objectives, both with essential competencies (KD) and indicators. This shows that there is a synergy built between the two. Second, the learning media is following the time, place, and tasks in the student's Buena book.

Next, it can be said that the implementation of realia learning media for students of Class VI-A MIMA 35 Nurul Ulum Jember has been

successful. Because in the evaluation, there are evaluation notes carried out by the teacher that the learning media used can attract students' attention, and the intent and purpose of using learning media can be understood by students. This is also continuous with the use of increasingly sophisticated learning media. Thus, the scope of the material to be delivered is complete in accordance with the learning objectives at the beginning.

Based on the explanation above, the use of realia learning media in class VI-A MIMA 35 Nurul Ulum Ambulu Jember students have been successfully implemented. This success is not only successful in achieving learning outcomes but also accompanied by the success of the teachers in providing assessments to all students.

If examined further, qualitatively, the success of implementing the realia method learning method in class VI-A MIMA 35 Nurul Ulum Ambulu Jember students is considered very good. It is evident from the 25 students of class VI-A MIMA 35 Nurul Ulum Ambulu Jember that only six students whose scores are below the KKM. This is an indicator of the success of realia media in building the knowledge, attitudes, and skills of students.

The purpose of the evaluation is to determine the development and progress of student learning outcomes after completing the learning program, as well as to collect data and information to improve learning activities to achieve the goals set by the curriculum.

## **Conclusion**

Based on the above explanation of the study of the application of realia media at MIMA 35 Nurul Ulum Jember, it can be concluded as follows: (1) Planning realia media in improving student learning outcomes at MIMA 35 Nurul Ulum Jember, namely: Identifying the needs and characteristics of students, formulating goals learning, summarizing the material, writing instructional media scripts, conducting tests and revisions.

(2) The implementation of realia media in improving student learning outcomes at MIMA 35 Nurul Ulum Jember, namely: the teacher learns the instructions for using the media, and all equipment must be in a state of readiness so as not to be disturbed by technical matters, and keep students steady. conducive for learning activities to take place. (3) Evaluation of realia media in improving student learning outcomes at MIMA 35 Nurul Ulum Jember, namely: learning media according to KD and indicators, learning media according to the estimated time and assignments in the Buena book, learning media can attract students' attention, media learning is in accordance with the times / updated, thematic assessment criteria are spiritual, social, knowledge, and skills.

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