

## The Use of Learning Media for Elementary School Children in The Slum Area of The Alak Landfill Kupang

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**Abstract.** Education is an important aspect of human life that can support future development. One of the important things to optimize a child's education at the elementary school level is to provide learning media and pay attention to the use of learning media in children's study rooms for effective learning. However, there are still learnings that have not been effective in several study rooms, one of which is the Alak Shelter House which is a study room for children who live in the slum area of the Alak Landfill Kupang. This is related to the provision and use of learning media in the study room which is not yet optimal. This condition and situation certainly have a psychological effect on elementary school children who live in the slum area of the Alak Landfill Kupang, especially in the learning process. This study aims to identify the use of learning media in elementary school children in the slum area of Alak Landfill Kupang and describe the psychological dynamics behind the effectiveness of the use of learning media.

**Keywords:** *Learning Media, Psychological Dynamics, Elementary School Children, Participatory Drawing*

**Abstrak.** Pendidikan merupakan aspek penting bagi kehidupan manusia yang mampu mendukung pembangunan dimasa mendatang. Salah satu hal yang penting dalam upaya mengoptimalkan pendidikan seorang anak pada tingkat sekolah dasar adalah dengan menyediakan media pembelajaran dan memperhatikan penggunaan media pembelajaran dalam ruang belajar anak. Namun saat ini masih ditemukan pembelajaran yang belum berjalan efektif di beberapa ruang belajar, salah satunya di Rumah Singgah Alak yang menjadi ruang belajar bagi anak-anak yang bertempat tinggal di kawasan kumuh tempat pembuangan akhir (TPA) Alak Kupang. Hal ini berkaitan dengan penyediaan dan penggunaan media pembelajaran di ruang belajar tersebut yang belum optimal. Kondisi dan situasi ini tentunya memberikan pengaruh psikologis bagi anak sekolah dasar yang bertempat tinggal di kawasan kumuh TPA Alak Kupang terutama dalam proses belajarnya. Penelitian ini bertujuan untuk mengidentifikasi penggunaan media pembelajaran pada anak sekolah dasar di kawasan kumuh TPA Alak Kupang dan mendeskripsikan dinamika psikologis dibalik efektivitas penggunaan media pembelajaran.

**Kata kunci:** *Media Pembelajaran, Dinamika Psikologis, Anak Sekolah Dasar, Menggambar Partisipatif*

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## **Introduction**

### **Learning Media**

According to Munandi (2008), learning media is anything that can convey and distribute information from planned sources to create a conducive learning environment where the recipients of the information can carry out the learning process appropriately and effectively. Learning media is a tool in a learning process both inside and outside the classroom, learning media includes components of learning resources or physical vehicles that contain instructional materials in a learning environment that can stimulate students to learn (Azhar, 2011). Media can also be interpreted as a component of a learning strategy which is a container for messages that the source or distributor wants to forward to the target or recipient of the message (Trianto, 2010).

Suryani (2017) argues that the use of media can help students improve understanding, make students creative and reliable in presenting data, and make it easier for students to interpret learning materials. Hamalik (in Putri & Citra, 2019) reveals that learning media has a positive impact on students, including generating interest and enthusiasm for learning and bringing psychological effects on students. Learning media can also stimulate affective, cognitive, and learning skills so that it raises students' learning motivation (Lesmana, 2018). Based on some of the definitions above, it can be concluded that learning media is a tool for delivering information that is used in learning to help create conducive learning and bring psychological effects to students.

### **Aspects of Selection and Use of Learning Media**

According to Suryani & Agung (2012), several aspects need to be considered in the selection of learning media, namely:

1. The selection of learning media must be based on the learning objectives and teaching materials that will be delivered by the teacher to the students.
2. The selection of learning media must be adjusted to the stages of student development.
3. The selection of learning media must be adjusted to the competence of the teacher.
4. The selection of media must be adjusted to the conditions of the right time, place, and learning situation.
5. The selection of media must be based on the understanding of educators regarding the characteristics of the media.

In using the media several aspects need to be considered so that the use of the media can achieve good results. These aspects according to Sudjana (in Djamarah, 2010) are:

1. The use of learning media needs to consider the characteristics of students appropriately, meaning that it needs to be taken into account whether the use of the media is in accordance with the maturity level/ability of students.
2. The use of learning media should be presented appropriately, including the use of techniques and methods of using media in teaching in accordance with the objectives, material methods, time, and facilities.
3. The use of learning media needs to pay attention to the right time and situation, this is intended to avoid using the same media continuously.

Strategies for selecting and using learning media based on learning theories developed by experts in the fields of psychology and education need to consider a variety of psychological conditions and principles, namely: motivation,

emotion, preparation before learning, individual differences, repetition exercises, goals, learning styles, content organization, feedback participation, reinforcement, and application in the use of learning media. By paying attention to these principles in the strategy of selecting and using learning media, an effective learning process can be achieved and oriented towards satisfying student learning outcomes because students are facilitated to interpret the material delivered by teaching through learning media.

Based on some aspects related to the selection and use of learning media that have been described above, it can be concluded that it is necessary to pay attention to teaching materials, the right time and situation, teacher competence, and student needs by considering several psychological principles that refer to learning theories. It appears that students are one of the benchmarks for choosing and using learning media. Students need to get more attention in the selection and use of learning media so that the learning media that are applied can be used properly and correctly by students and can support the achievement of learning objectives properly.

### **Learning Media in Psychological Perspective**

Gagne (in Rahmiyanti, 2014) suggests that learning is an activity that is intentionally designed to facilitate the learning process which includes changes in behavior. One of the efforts to optimize the quality of learning is to pay attention to learning theory as one of the important foundations in the world of education and psychology. Several learning theories including behavioristic theory, cognitive theory, and constructivism theory are designed and used as learning models based on the findings of educational psychologists, to adjust children's psychological development with each level of education they attend.

Learning theory is designed to influence the planning and learning process itself so that it can be used effectively to teach students. In its application, learning theory is often used as the main reference for designing a learning model which includes various learning components including educators, students, and the

learning media used. The selection and use of learning media need to involve learning theory to find out what kind of learning media children need at the stages of development so that in the learning process, media that are in accordance with the child's developmental stages can effectively train affective, cognitive and psychomotor abilities so that children can shape themselves with good abilities and character (Hergenhahn, 2008).

### **Psychological Dynamics**

The learning process which includes learning activities and all components in it, namely educators, students, learning models to the smallest components such as learning media, is an important concern in the world of psychology because the learning process also supports changes in individual behavior based on practice and experience gained. Walgito (2010) explains that every change in behavior in an individual is a manifestation of the psychological dynamics of individuals who carry out the learning process or the process of training themselves.

Psychological dynamics is defined as a force that occurs in humans that affects their psyche to experience developments and changes in their daily behavior both in thoughts, feelings, and actions.

Walgito (2010) explains that there are several components in humans that influence and shape behavior in everyday life. This is related to psychological dynamics, including:

a. Cognitive component (perceptual component)

This component relates to knowledge, views, and beliefs, which relate to a person's perception of the object of behavior or events that are being experienced.

b. Affective component (emotional component)

This component relates to feelings of pleasure or displeasure with the object of behavior.

c. Conative component (behavioral component or action component)

This component relates to the tendency to act on the object. This component shows the size of the tendency to act or behave and this component also shows how human behavior towards the surrounding environment.

There are always three aspects above in the intentionality or the process of human psychic or psychological life. The three aspects above always take place together or in succession. The three functions of cognition, emotion and conation can run smoothly and harmoniously. But not infrequently accompanied by many conflicts such as conflicts between thoughts (cognitive aspects), feelings (emotional aspects, affection), wills (volutive aspects, coat) that clash or contradict each other. In this study, the researcher uses Walgito's definition of psychological dynamics which is to find out the psychological dynamics behind the effectiveness of the use of learning media for elementary school children in the slum area of the Alak Landfill Kupang, especially in the Alak Shelter House

#### **Elementary School Children in The Slum Area, Alak Landfill Kupang.**

Alak Landfill Kupang is one part of the Alak slum area according to the Letter of Determination of Areas and Slums in Kupang City 2018. The slum area of the Alak Landfill Kupang is crowded with waste disposal and management areas in Kupang City and residential areas. There are also children at the elementary school level who live in the slum area of the Alak Landfill Kupang. These children are in different grade levels from grade I to grade VI. The children observed in the slum area of the Alak Landfill Kupang have ages ranging from 7-11 years and are in different levels or classes in the formal education at school. In addition to attending formal education at school, elementary school children in the Alak Landfill Kupang are members of non-formal learning groups centered at the Alak Shelter House. The Alak Shelter House is a facility owned by the Kupang City government which was built to be a means of handling social welfare problems for the community and as an effort to optimize education for children in the slum area of the Alak Landfill Kupang.

## **Method**

### **Research location and author description**

This research was conducted at the Alak Shelter which is located in the slum area of the Alak Landfill Kupang, Alak District, Kupang City, East Nusa Tenggara Province. The Alak Landfill Kupang is one part of the Alak area with an area of 3.09 Ha according to the Letter of Determination of Areas and Slums in Kupang City in 2018. The Alak Landfill Kupang area is crowded with waste disposal and management areas of Kupang City and its residents. The main author in this study is a student of the psychology department, faculty of public health, Nusa Cendana University. The main author during this study was involved in several communities and organizations in Kupang City, one of which is a community that has a focus on literacy issues. As for the two other authors who helped with this writing, one of them (IYK) is a lecturer at the psychology department, faculty of public health, University of Nusa Cendana who obtained his doctorate from The University of Adelaide, where his thesis was to develop a model to support children with disabilities in Timor, Indonesia received the Dean's Commendation for Doctoral Thesis Excellence award from The University of Adelaide. The latter author (DA) is also a lecturer at the Psychology Study Program at Nusa Cendana University, Kupang who obtained her master's degree from Gajah Mada University.

### **Design and Ethics**

The data in this study were collected using participatory drawing methods and semi-structured interviews. Participatory drawing is part of a non-mechanical visual research methodology in qualitative research devoted to children and adolescents. This method uses participatory images or images generated from participants as data sources. Generally, this method is applied to children and adolescents because this method is fun. This method is also effective for children and adolescents as participants because it is not based on the participants' language

skills. This study also uses a semi-structured interview technique so that it does not have an interview guide, but the researcher only relies on one main question given to the participants. The main question in this research is "What is the meaning of this picture?" To facilitate communication with participants, the researchers used the local language, namely Malayu-Kupang. All participants received souvenirs in the form of stationery, masks, and food as a form of compensation for the time that had been given to participate in this study. Before conducting the research, the author has passed the examination stage and obtained a certificate of passing the ethical review from the health research ethics commission, Public Health Faculty, Nusa Cendana University.

### **Participants**

Participants in this study were selected using a purposive sampling data collection technique, namely a sampling technique based on certain considerations from the researcher, where participants include people who are considered to know best about what is expected (Sugiyono, 2017). Taking participants in this study also used a snowball sampling technique where initially the number of participants taken was small, but over time it became large. This is because the small number of data sources has not been able to provide complete and definite data, so look for other people who can be used as data sources. During the process of collecting participants, the researcher visited the participants directly in the slum area of the Alak Landfill Kupang. The data collection technique in this study refers to the checklist items in the Consolidated Criteria for Responding Qualitative Research (COREQ).

Participants in this study amounted to 8 elementary school children who have met the inclusion criteria and exclusion criteria that have been determined by the author. Inclusion criteria include; the participants live in the slum area of the Alak Landfill Kupang, aged 7 to 11 years because the age of Indonesian primary school children is generally in the age range of 7-11 years, attending formal education and especially non-formal education at the Alak Shelter House while in



the age range of 7 -11 years old, has attended non-formal education at Alak Shelter House for at least the last 2 years, shows poor learning behavior according to observations and interviews conducted by prospective researchers and is willing to become an informant which is stated by signing informed consent represented by parents or guardians. The exclusion criteria were that the participants did not live in the slum area of the Alak Landfill Kupang, were less than 7 years old and more than 11 years old, did not attend formal education and especially non-formal education at Alak Shelter House while in the age range of 7-11 years and was not willing to become an informant as stated by the signing of an informed consent represented by parents.

### **Procedure and data analysis**

This data collection uses participatory drawing methods and semi-structured interviews. In the implementation, the author facilitates the participants with writing tools in the form of pencils and paper for drawing. The author gives directions to the participants regarding what they should do. The author gave the drawing media in the form of colored paper and pencils to the participants, then asked the participants to start drawing the learning media that the participants liked the most and had found during the learning process in various study rooms such as at school, at the Alak Shelter house, at home, and at church when participants attend Sunday school. Participants have 5-10 minutes to draw. When the drawing process takes place, participants draw various learning media such as books, pencils, blackboards, and several other learning media.

After the participants finished drawing, the writer conducted semi-structured interviews with the participants. The writer interviewed the participants based on the pictures made by the participants. The author asks the main question to the participants, namely "What is the meaning of this picture?". This question was asked using the local language equivalent, namely Malay-Kupang, to "What does this floating image mean?". Other questions were given by the author to the participants depending on the answers given by the participants when answering

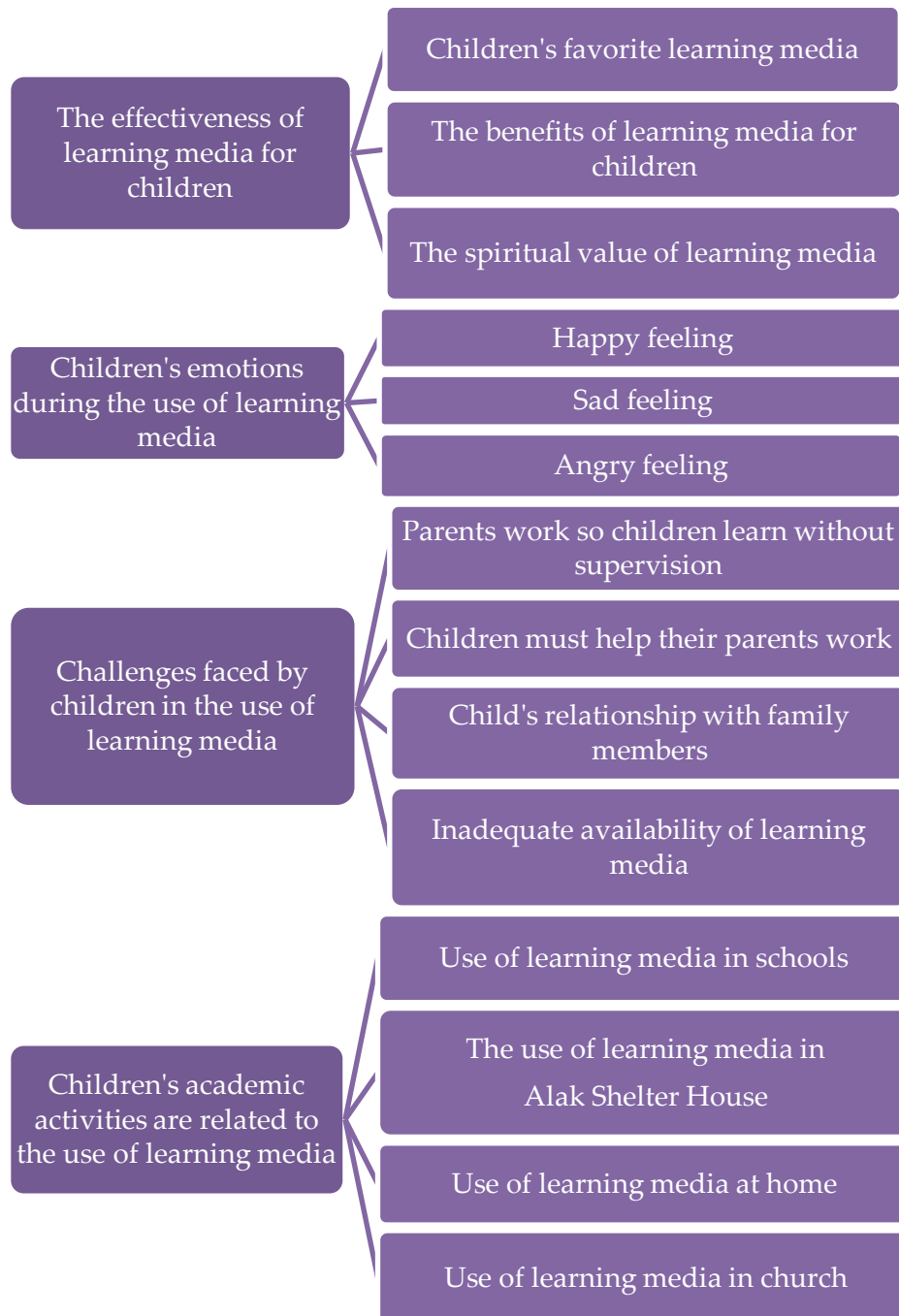
the primary question or the main question. The semi-structured interview process ended when the participants felt bored to respond to the author and when the writer felt that the data collected had been sufficient.

The interview time varied from 10 minutes to 20 minutes. The data obtained in the form of photos and narratives were then analyzed using thematic analysis based on the theory of Braun and Clarke (2006). Thematic analysis is a technique for data analysis that aims to identify patterns or to find themes through data that has been collected by researchers. Thematic data analysis technique has six main stages, namely; recognize data, create initial code, search for themes, review themes, define and name themes, and finally make reports. This study uses a test of the validity of the data by looking at the degree of trust (credibility) through the audit trail technique, which is a technique where researchers make consecutive notes relating to the process of collecting and analyzing research data. The validity of the data in this study was also carried out by considering the degree of certainty (confirmability) of the data using the peer debriefing technique where the researcher asked for responses related to his research from other parties who have expertise related to the research carried out (Endraswara, 2006).

### **Result**

This study resulted in four main results, namely the effectiveness of learning media for children, children's emotions during the use of learning media, challenges faced by children in using learning media, and children's academic activities related to the use of learning media. Each of these themes has several sub-themes. The results of research related to the psychological dynamics of the use of learning media using participatory drawing methods for elementary school children in the Alak Kupang slum area can be seen from the effectiveness of learning media for children which includes the learning media that children like the most, the benefits of learning media for children and the value of spirituality of learning media. The use of learning media by elementary school children in the slum area of Alak Landfill Kupang also influences children's emotions.

Children's emotions during the use of learning media include feelings of happiness, feelings of sadness, and feelings of anger. When using learning media in various study rooms including at school, at the Alak Shelter House, at church, and at home, elementary school children in the slum area of the Alak Landfill Kupang face various challenges, namely parents work so that children learn without supervision, children must help working parents, children's relationships with family members and inadequate availability of learning media. Children's academic activities related to the use of learning media are reviewed based on their study space, namely at school, at the Alak Shelter House, at home, and church.



Thematic Map Illustrating Themes Arise From Analysis

## **Discussion**

In this study, several new and interesting things were found that of course can increase knowledge related to the use of learning media in learning. The first new thing found in this study relates to the spiritual value of learning media. Researchers have never found any previous research related to the use of learning media that has spiritual value. Therefore, this discovery becomes very interesting to discuss. Environmental factors also influence the emergence of spiritual values as one of the results of this study. Participants in this study live in the slum area of the Alak Kupang TPA, which is located in Kupang City, East Nusa Tenggara, which is one of the eastern parts of Indonesia. Indonesia itself is an archipelagic country that has diverse ethnic groups with many variations of customs. Ethnicities, races, and religions are spread throughout any part of Indonesia. This cultural diversity is a phenomenon that is unlikely to change since the Indonesian people have always had heterogeneous or mixed cultural backgrounds. One form of cultural embodiment is applied by a group of people in social life and will become local wisdom for a long time. Local wisdom itself gives value to the community and then becomes a tradition and is strongly attached to the life of the local community (in Sumianti, 2018).

When viewed from the cultural context, the people of eastern Indonesia see religion as something that has important values and is upheld. Oematan (2020) in his writing regarding the cultural representation of East Nusa Tenggara in the collection of short stories Sai Rai by Dicky Senda revealed that the people of NTT are obedient to God the creator, and obedient to their ancestors. This value is firmly held and passed down from generation to generation and influences various aspects of people's lives, one of which is related to the learning process using this learning media. This also shows that the emergence of spiritual values in the use of learning media is still related to the role models that come from around the participants.

Another new thing in this study is the challenges faced by children in the use of learning media, namely parents have to work so that children learn without

supervision. This is related to the economic factor of the participant's family, where the participant's parents have a relatively low income from their daily work as scavengers who usually sort and collect salable waste from the landfill. This study resulted in four main results, namely the effectiveness of learning media for children, children's emotions during the use of learning media, challenges faced by children in using learning media, and children's academic activities related to the use of learning media. Each of these themes has several sub-themes. The results of research related to the psychological dynamics of the use of learning media using participatory drawing methods for elementary school children in the Alak Kupang slum area can be seen from the effectiveness of learning media for children which includes the learning media that children like the most, the benefits of learning media for children and the value of spirituality of learning media. The use of learning media by elementary school children in the slum area of Alak Landfill Kupang also influences children's emotions.

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Another interesting thing found in this study is that children must help their parents work. The low income of the participants' parents and the high demands of life forced the participants to work to help their parents at the Alak Landfill Kupang. Participants must allocate time to help parents work after finishing studying at school and returning home. During this Covid-19 pandemic, participants often help their parents work because learning is no longer carried out at school but from home. Unfortunately, when learning takes place from home, the study time that is set by the school for children to learn from their home is children use to work with their parents. This makes children's learning at home ineffective.

### *Suggestion*

Suggestions in this study are intended for elementary school children to dare to express opinions related to learning that is followed in a study room which includes the use of learning media. This is intended so that educators and other teachers in a study room can understand what the children need in learning, provide interesting and adequate learning facilities for children so that learning can run more effectively. Educators and other teachers in a study room are advised to pay more attention to the effectiveness of learning media for children in learning. In addition, parents who have elementary school children are advised to seek to create a comfortable learning space for children at home, so that children have good quality learning when studying at home.

Other suggestions for stakeholders related to the Alak Shelter House, such as communities or organizations that participate in teaching and learning activities at the Alak Shelter House, Kupang, to pay more attention to the academic needs of children by providing adequate and interesting learning media for children so that children feel comfortable and happy while studying at the Alak Shelter House. The government in this case the related agency, namely the Kupang City Education and Culture Office, is also advised to be able to improve the quality of primary school children's education in Kupang City by maximizing the availability of learning media for schools in Kupang City evenly, especially for elementary school level as

the initial level in the education level. The researcher also suggests further researchers be able to continue research studies related to the use of learning media for elementary school children. Further researchers are also advised to interview parents, siblings, or guardians of children so that the information obtained is more varied and valid.

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