Innovation in Disaster Learning Media Management in the Classroom

Syamsu A. Kamaruddin
Universitas Negeri Makassar, Indonesia
E-mail: syamsukamaruddin@gmail.com

Article Info	Abstract
	This paper aims to reveal the creativity of lecturers in media learning management in the classroom. The research was conducted by the survey to the students of the Sociology section of Makassar State University of 49 students as respondents by using the Quota Sampling technique. They have distributed questionnaires about the creativity of the lecturers in the course of introducing sociology in the management of learning media. The data analysis using the tabulation frequent, and reinforced by interview results. The result of the research shows (1) the creativity of the lecturers to manage the learning media in the good category, (2) Inhibiting factors of learning media management are technical aspect, such as: internet network disruption, LCD projector damage, and students do not carrying laptop and charger.
	Abstrak
	Tulisan ini bertujuan untuk mengungkapkan kreativitas dosen dalam manajemen pembelajaran media di kelas. Penelitian dilakukan dengan survei kepada mahasiswa bagian Sosiologi Universitas Negeri Makassar sebanyak 49 mahasiswa sebagai responden dengan menggunakan teknik Quota Sampling. Mereka telah membagikan kuesioner tentang kreativitas para dosen dalam rangka pengenalan sosiologi dalam pengelolaan media pembelajaran. Analisis data menggunakan tabulasi sering, dan diperkuat dengan hasil wawancara. Hasil penelitian menunjukkan (1) kreativitas dosen dalam mengelola media pembelajaran pada kategori baik, (2) Faktor penghambat pengelolaan media pembelajaran adalah aspek teknis, seperti: gangguan jaringan internet, kerusakan proyektor LCD, dan mahasiswa tidak membawa laptop dan pengisi daya.

I. INTRODUCTION

The lecture process is a curriculum activity in higher education as an effort to influence students to achieve the educational goals that have been set. The purpose of education itself leads students to lead to changes in intellectual, moral, and social behavior to live independently as individuals and social beings (Abbas et al., 2019). Lecturer is a party who is often regarded as a person who is responsible for the quality of education, it turns out to have its own assumptions that may not necessarily be at the point of truth. This is since many components of the educational microscope determine the quality of education, which although recognized by lecturers is indeed one of the most strategic components of the educational microscope and takes a large role in education (Malla et al., 2020).

Therefore, given the complex of the existing educational linkages, education policy makers in this republic continue to innovate educational programs to avoid the discredited intervention of certain components of education. It can be seen that such updates include; improvement of curriculum, procurement of textbooks and other reference books, improving the quality of lecturers and other education personnel through various training and improvement of their educational qualifications, improvement of management and creativity of lecturers in managing learning media which is the learning facility (Tilaar, 2000). The fundamental reason why the creativity of lecturers has always been the main shooting in the world of education because today is still found by most lecturers in conducting the learning process has not been able to utilize the learning media well, even more than that lecturers seem only pursued the target of completion of teaching materials and stuck on the demands of the curriculum without should pay attention to whether the material presented can be well understood by the students.

Formally the implementation of education involves two parties in it, namely, the lecturer as the communicator of the learning material that must try as much as possible so that the lessons he gives can be accepted by students who study, and students as the learners are expected to be

able to understand and understand all lecture material.

One thing can influence the information of educators to be understood by students is the management of instructional media. Learning media is anything that lecturers can use to distribute messages or content, stimulate thoughts of feelings, attention, and ability of students, so that students are encouraged to learn better (Sudjana & Rivai, 2001). Learning media as part of educational methods has an important role in generating student motivation and interest, helping students improve understanding, directing attention to lessons, which in turn shows student achievement rates are at the maximum level. In addition, as a delivery or introduction system in media learning has a function as a mediator that is the cause or tool that intervenes in arranging an effective relationship between the two main parties in the course and the contents of the lecture material (Setiadi & Kolip, 2011; Soekanto, 2005).

Once the urgency of the media in the continuity of the learning process, lecturers are required to have the skills to manage the learning media so that the material presented to students is easy to understand and more lasting in their minds. The more creative the lecturer manages learning media, the easier it is to transfer the subject matter to students, and the clearer the goals to be achieved. In relation to the subject of disaster, the use of instructional media has an important meaning to attract the attention of students in interpreting and actualizing social values and norms perfectly and to realize the goals of national education. The Introduction to Sociology course aims to develop the nature of students as human beings so that they are better able to understand, appreciate, and actualize themselves socially. Introduction to Sociology also aims to provide macro-insights about society (Soekanto, 2005).

Observing the Sociology section of Makassar State University, the creativity of lecturers Introduction Sociology in managing learning media is an important demand. This is reasonable because one of the efforts to keep pace with the acceleration of student's interest in learning is through the improvement of wawansan and knowledge. To achieve this, one way that should be done by lecturers Introduction Sociology to facilitate the understanding of transferred lecture materials to students is to use teaching aids or known as

learning media. In addition, Introduction to Sociology which emphasizes on applicative learning rather than cognitivity, it is possible that the lecturers are creative in managing the necessary instructional media, so that the expected goals on student learning outcomes can be achieved optimally.

Learning media is a tool that affects the effectiveness of the learning process and can generate student motivation, is very demanding for lecturers to have the creativity and professionalism in choosing, determining, and utilizing the media. Based on that context, this paper reveals the creativity of lecturers using instructional media in the course of Introduction of Sociology in the Sociology section at Makassar State University.

II. METHOD

This study uses a survey approach to all students of the Sociology section of Makassar State University. The total population of students is 189 people and the sampling technique used is Quota sampling by selecting all the specified samples of 49 people as respondents. The data collection techniques used are questionnaires. The data analysis technique used is frequency tabulation.

III. RESULT AND DISCUSSION

The questionnaire distributed to students was to express the creativity of the lecturer Introduction to Sociology course in managing the learning media in the the Sociology section of Makassar State University. Based on table 1, it can be explained that items about the use of instructional media when teaching show that the lecturers of the Introduction to Sociology course use more learning media when teaching. It is believed by respondents that the media can support increased achievement and learning motivation, (83.67%) than those who do not believe it. In addition, respondents also acknowledged that all introductory sociology materials used learning media (77.55%). In fact, they also consider that there is a match between the media and the subject matter presented. It happened because the lecturer designed the learning media before starting teaching.

Lecturers also believe that the media can facilitate students understanding the subject matter because the learning media has a very big function for students in understanding the subject matter. That's why students are involved in media use. This is acknowledged by the

majority of students felt involved in the use of instructional media. As for who is never at all, because they feel afraid if they have mistakes in using the media and shame if laughed / cheated by other friends. Another interesting point is the compatibility between methods and media. Respondents stated that all teaching methods for introducing sociology used by lecturers were in line with the learning media. Even more than that there are variations between methods and learning media that show lecturers' teaching methods often vary when explaining subject matter using media. The success is due to the support of students through the request of participation to students in the procurement of instructional media.

In the lecturing process, the problems found in the classroom are always complex, and along with the complexity of the issue experts and observers of education gave birth to various concepts to maximize the lecturing program. In the use of learning media, seven things are crucial to be inhibiting in its management, namely: (1) aspect of verbalism, that is lecturer only explains the lesson through words or orally. (2) Student concerns are branched. (3) The disorder of interpretation because of the capability of different students. (4) No student response. (5) Lack of student attention. (6) Disturbing physical and environmental conditions. (7) Inflicts student boredom (Adi et al., 2021; Najah et al., 2021).

Based on the above description, the facts found in class by Introduction to Sociology lecturer, Idham, said that "One of the factors that become obstacles in the management of instructional media tend to be technical such as internet network disruption,". Including Thamrin, regarding the damaged of LCD projector also as the disturbing factor". In addition to facilities aspects, learning conditions that inhibit the use of instructional media as the narrative of the two above information, other factors such as the availability of media also affect the stagnant learning media management, as teacher, said that students do not bring a laptop or charger so that when online learning and run out of batteries they can not continue the material ".

From that results study above, the authors assume that the management of learning media need to continue to be developed, because the position of the media has an important meaning in achieving the maximum results of the expected goals. This is of course the potential of lecturers are highly demanded to be able to master the management of all learning media, especially those related to teaching materials without having to concentrate on one form of media only in one teaching material.

Based on the description of the data above, clearly illustrates various efforts of lecturers in creating a conducive atmosphere to motivate students through the management of learning media. As stated that the use of varied media can stimulate interest in learning (Halim et al., 2019; Joyce et al., 2009). Especially in the current era, the use of learning media is more dominated by the Internet media, in addition to the use of laptops, LCD projects, and other media (Adi et al., 2021; Musfah, 2015; Sztompka, 2004). This fact raises the challenge for lecturers to professionals in managing the increasingly modern class and media (Gifford, 1987; Nurlia, 2018).

The empirical data about the efforts of lecturers in introducing sociology courses to manage the class so that it is interesting to use various methods and utilize various resources shows the creativity of the lecturers concerned is quite good. This again confirms that creativity is an advantage of a teacher or lecturer who is not only results-oriented but also learning-oriented (Rana et al., 2016). The creativity of the lecturer is one of the principal capital in class management (Mustakim & Saberan, 2019).

IV. CONCLUSION AND SUGGESTION
A. Conclusion

The lecturer of the Introduction Sociology course is very creative in managing media learning. Creativity is also shown through the designer's own media learning by the needs and relevance of the subject matter. The forms of media used in them are PowerPoint, social media, websites, and 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 limitations of this study are the scope of area research, account of the respondent, and only one lecture. So, it needs a more broader scope, more account of the respondent, and must be examined in other lectures.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study this more deeply and comprehensively about

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