



THE ROLE OF TEACHERS IN LEARNING MEDIA TO IMPROVE COOPERATION BETWEEN STUDENTS IN ELEMENTARY SCHOOLS

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ABSTRACT

Teachers have an important role in the use of learning media to improve cooperation between students in elementary schools. The purpose of this study is to determine the role of teachers in learning media to improve cooperation between students in grade IV of State Elementary School 2 Kaobula. This study uses a qualitative research type with a descriptive approach to explore the role of teachers in the use of learning media to improve cooperation in grade IV of State Elementary School 2 Kaobula. The descriptive approach was chosen because it allows for an in-depth analysis of the various strategies and techniques applied by teachers in utilizing learning media as a tool to encourage collaboration between students. The results of the study indicate that the role of teachers in the use of learning media is very important in improving student cooperation in grade IV of State Elementary School 2 Kaobula. Teachers not only design learning media that are interesting and in accordance with learning objectives, but also act as facilitators who guide students in working together. The use of interactive media such as educational videos, group games, and visual aids has been shown to increase student engagement and interaction in the learning process. With this strategy, the use of learning media not only improves students' academic understanding, but also strengthens their social skills, creating a more effective and enjoyable learning atmosphere.

Keywords: Role of Teachers, Learning Media, Cooperation Between Students.

1. Introduction

Teachers have an important role in learning media as facilitators and guides who help students understand the material better. By choosing and using the right learning media, teachers can create an interactive and interesting learning atmosphere (Messiou, 2022). Learning media, such as visuals, audio, or multimedia, help convey information more clearly and strengthen students' understanding. In this case, teachers are tasked with understanding students' needs and integrating learning media according to the educational goals to be achieved. In addition, teachers also act as innovators in the development of learning media (Ummah & Mustadi, 2018). They are required to be creative in creating and modifying learning aids that are in accordance with the curriculum and technological developments. By utilizing modern technology, such as interactive applications and online learning platforms, teachers can present learning experiences that are more relevant to the real world. This not only increases students' interest in learning but also builds their technological skills for the future (Intaniasari et al., 2023).

The role of teachers in learning media also includes evaluating the effectiveness of the media used (Suwilo et al., 2023) (Prianti & Prihatin, 2020) (Triyono, 2020). Teachers must be able to assess whether the selected learning media has helped achieve learning objectives or still requires adjustment (Tangahu, 2022). Through this evaluation, teachers can continue to improve their methods and approaches, ensuring that each student gets the maximum learning experience (Li, 2023). Thus, teachers are not only conveyors of information but also agents of change that support the progress of education (Messiou, 2022).

Cooperation between students plays an important role in an effective learning process. Through cooperation, students can learn to appreciate differences of opinion, build good communication, and help each other to achieve common goals. In group activities such as discussions, projects, or educational games, students learn to develop their social and emotional skills, including the ability to listen, give opinions, and resolve conflicts in a positive way (Jayadi & Arnidah, 2019) (Erviana, 2018) (Subarto & Tirtoni, 2021). This not only helps them understand the subject matter better but also prepares them to work together in a wider environment outside of school. In addition, cooperation between students can also increase self-confidence and responsibility (Maqdisiana et al., 2023). In a team, each member has their own role and task, which makes them feel valued and have an important contribution. By working together, students also learn about the importance of solidarity and collective work in achieving success (Huang, 2023). This experience encourages them to become more open individuals, respect others, and have the ability to work together needed in various aspects of life, both in education and professionally (Elhefni et al., 2023). This collaboration, in the end, builds an important foundation for future success.

Teachers have an important role in using learning media to improve collaboration between students in elementary schools. By choosing interactive and collaboration-based media, such as learning videos, digital platforms, or visual tools, teachers can create activities that require students to work together. For example, teachers can use interactive videos that ask students to discuss and solve challenges together (Prasetyo & Khorimah, 2023) (Ardita & Anas, 2022) (Maimunah & Minsih, 2023). This not only helps students understand the material better but also strengthens their ability to communicate, share opinions, and support each other in completing group assignments (Arofah & Nurdyansyah, 2022). In addition, teachers are also tasked with designing and facilitating learning activities that involve media as a means of connecting students. With an approach such as a cooperative learning model, such as Jigsaw, teachers can integrate learning media to encourage students to share information and discuss in small groups. In this process, students learn to appreciate differences, increase their sense of responsibility, and understand the importance of cooperation in achieving common goals (Ananda & Kristin, 2023). Thus, the role of teachers in utilizing learning media not only supports academic achievement but also builds important social values in students' lives (Marlina & Sugito, 2019).

One of the challenges that may be faced is the limited resources in utilizing learning media to support collaboration between students in Grade IV of State Elementary School 2 Kaobula. Limited facilities, such as access to adequate technological devices or media materials, can limit teachers' creativity in integrating learning media. In addition, differences in students' abilities to work together can also be an obstacle, especially if learning activities do not involve structured collaboration elements. This condition creates a gap between students who have better access to media-based learning and students who only rely on traditional learning methods. This gap can have an impact on students' collaborative abilities, where those who are less exposed to collaboration-based activities may have difficulty developing their social skills. This is especially important because at the elementary school level, collaborative learning is the foundation for more complex interpersonal skills in the future.

One solution that can be applied is to utilize simple but effective learning media, such as visual aids or educational games that support group collaboration. In addition, training for teachers to design collaborative activities based on media, for example by implementing methods such as Jigsaw, can be an important step. Teachers can also use a creative approach by utilizing local potential, such as culture and the surrounding environment, to create relevant learning media and encourage collaboration between students. This approach can help optimize the role of teachers, even with limited resources, to build students' collaboration skills more evenly.

2. Methods

This study uses a qualitative research type with a descriptive approach to explore the role of teachers in the use of learning media to improve collaboration in class IV of State Elementary School 2 Kaobula. The descriptive approach was chosen because it allows for an in-depth analysis of the various strategies and techniques applied by teachers in utilizing learning media as a tool to encourage collaboration between students. The focus of this study lies in how teachers plan, implement, and evaluate the use of these media in the learning process. The subjects of the study were class IV teachers of State Elementary School 2 Kaobula who were responsible for implementing learning in the class. Teachers became the center of attention because of their role as designers and main drivers in the implementation of learning media.

Data collection in this study was carried out through in-depth interviews and observations aimed at understanding the role of teachers in using learning media to improve student cooperation (Isnaniah & Imamuddin, 2020). Interviews were conducted with teachers grade IV of State Elementary School 2 Kaobula to obtain in-depth information regarding the strategies and methods used in utilizing learning media. Interview questions were designed in a semi-structured manner, allowing researchers to explore the answers further according to the relevant context. In addition, the interviews also covered aspects of planning, implementation, and evaluation of the use of learning media. Observations were carried out during the learning process in the classroom to directly observe how

teachers use learning media in teaching and learning activities. Through this observation, researchers can record teacher interactions with students and the application of techniques aimed at encouraging cooperation among students (Wadhono et al., 2023). The data obtained from this observation were then supported by document analysis, such as lesson implementation plans (RPP) and learning media used by teachers. With this combination of data collection methods, the study is expected to provide a holistic picture of the contribution of teachers in utilizing learning media to support cooperation in the classroom.

Data analysis in this study was carried out qualitatively with data analysis steps including data reduction, data presentation, and drawing conclusions. Data obtained from interviews with teachers were processed through transcription and coding to identify the main themes relevant to the role of teachers in using learning media to improve student cooperation (Achmad & Utami, 2023). During the data reduction process, irrelevant information was eliminated, so that only data that was significant to the focus of the study was used. The results of the observations were also analyzed by recording teacher behavior patterns in the use of learning media and their relationship to efforts to improve cooperation in the classroom. The next step is to present the data in the form of descriptive narratives accompanied by relevant quotes from interviews and observation notes (Ni'mah et al., 2023). This allows researchers to link the results of interviews and observations with relevant theories. Conclusions were drawn by compiling research findings into a conceptual framework that shows the relationship between teacher strategies, the use of learning media, and improving student cooperation (Juhji et al., 2021). This process is carried out iteratively to ensure that the results of the analysis truly reflect the data collected during the study. Thus, data analysis provides a deep understanding of how teachers utilize learning media in the context of this study.

3. Results and Discussion

3.1. Results

The role of teachers in using learning media to improve student cooperation in grade IV of State Elementary School 2 Kaobula is very important. Teachers act as designers of learning media by selecting and designing materials that are in accordance with learning objectives, attract students' attention, and encourage interaction between them. In addition, teachers also act as facilitators who guide students in using learning media in order to support productive group activities. Furthermore, teachers act as guides for student interaction by ensuring that each student is actively involved in discussions and group work using learning media. Finally, teachers evaluate the effectiveness of learning media by measuring its success in improving student interaction and cooperation during the learning process.

Learning Media Designer

Grade IV teachers of State Elementary School 2 Kaobula have a strategic role in the learning process, especially as designers of learning media. In this task, they are required to understand the learning objectives clearly so that they can choose

and design appropriate media. The media designed must be able to convey learning materials effectively and relevantly, and support students' competency achievements optimally. In addition, the attractiveness of learning media is an important aspect. Teachers need to create media that can attract students' attention, either through creative visual design, use of technology, or interactive approaches that involve students in the learning process. Thus, students will be more motivated to follow the learning and explore the material presented. The results of interviews with grade IV teachers of State Elementary School 2 Kaobula said that:

"I choose learning media by first understanding the learning objectives and characteristics of the students. The media I use must be relevant to the material being taught and attract the students' attention. In addition, I always try to choose media that can encourage interaction between students, such as interactive videos, educational games, or creative visual aids."

Based on the interview results, selecting appropriate learning media for grade IV elementary school students is a very important process to create effective and interesting learning. Teachers need to first understand the learning objectives to be achieved. This objective is the basis for determining relevant media, be it technology-based media such as interactive videos or traditional media such as simple teaching aids. In addition to relevance to the subject matter, student characteristics are also a major consideration. Grade IV students, who are in the concrete operational phase, need visual and interactive media to make it easier for them to understand the concepts being taught. Teachers must be creative in compiling learning media that are not only informative but also attract attention, such as the use of color, animation, or educational games that are tailored to students' interests and needs. The results of the interview with a grade IV teacher at State Elementary School 2 Kaobula said that:

"Interactive learning media provides opportunities for students to participate actively, either through discussion, collaboration, or simulation. For example, in my class, I often use cooperative learning methods such as Jigsaw. With media that supports this method, students learn to share information and work together, so they are more involved and understand the material in depth."

Interactive learning media plays an important role in increasing student activity during the learning process. This media is designed to involve students directly, either through individual activities or collaboration in groups. When students are given the opportunity to interact with the media, they tend to be more focused, motivated, and enthusiastic in learning. Student activity is also supported by media that provides meaningful learning experiences. Media that involve simulations, educational games, or problem-solving situations encourage students to think creatively and apply their knowledge in real contexts. Thus, interactive learning media not only makes students more active, but also builds a deeper and more profound understanding of the concepts being taught. Teachers have an important role in ensuring that this media is relevant and integrated with learning objectives to achieve optimal results.

Learning Process Facilitator

Grade IV teachers at State Elementary School 2 Kaobula as facilitators of the learning process play an important role in creating a learning environment that supports cooperation among students. They not only provide guidance on how to use learning media, but also ensure that the media is relevant and effective for various group activities. With this approach, teachers help students build social skills such as communication, collaboration, and conflict management, which are important foundations for group success.

Teachers also function as mentors who monitor and evaluate interactions between students during group activities. By encouraging open discussions, teachers can provide constructive feedback to students so that they can further develop their ideas. Through this role, teachers strengthen students' understanding of learning concepts, while promoting values such as mutual respect, responsibility, and togetherness in the learning process. In addition, teachers play a role in building healthy group dynamics by utilizing learning media as a tool to enrich the learning experience. They encourage students to actively use media, both digitally and manually, as a means of exploration and creativity. Thus, teachers ensure that each student can participate optimally in group activities, while supporting them to achieve shared learning goals effectively. The results of interviews with grade IV teachers at State Elementary School 2 Kaobula said that:

“I ensure that students can work together effectively by providing clear direction regarding the goals and roles of each group. I also use relevant learning media to help them understand the concepts being studied. In addition, I always monitor group activities and provide constructive feedback if there are obstacles, such as communication difficulties or task division. I believe that the success of group work is highly dependent on the guidance and learning of values such as mutual respect and responsibility.”

Based on the interview, in supporting student collaboration in group activities, clear direction from the teacher is a very important element. The teacher needs to explain the purpose of the activity specifically so that students understand what they want to achieve. In addition, the right division of roles also helps ensure that each student has equal responsibility in the group. That way, each individual feels involved and has an important contribution, which ultimately improves overall collaboration. Learning media also plays a strategic role in facilitating group collaboration. Teachers can choose relevant and interesting media so that students can more easily understand the learning material while working together. For example, by using interactive digital teaching aids or devices, students can share ideas and discussions become more lively. Through this approach, students not only learn from the teacher, but also from fellow group members, so that the learning process becomes more dynamic and effective.

Teacher monitoring and guidance during group activities help ensure the success of the collaboration. By observing interactions between students, teachers

can identify problems such as lack of communication or role imbalances within the group. Constructive feedback from teachers helps students overcome these obstacles and develop better interpersonal skills. This process also supports the development of values such as mutual respect, responsibility, and cooperation, which are essential for success both inside and outside the classroom environment. The results of interviews with grade IV teachers at State Elementary School 2 Kaobula stated that:

“One of the strategies I use is to integrate interesting learning media, both digital and manual, to motivate students to be more active participants. I also try to implement collaborative learning models such as Jigsaw, where each student has a unique contribution to the success of the group. In this way, students feel more appreciated and motivated to learn. In addition, I always look for ways to relate learning materials to their daily lives so that learning feels more relevant and interesting.”

The interview results stated that the main strategy to increase student engagement in learning is to present interesting and relevant learning media. Digital media, such as interactive videos or simulations, can provide a more immersive learning experience and motivate students to actively participate. In addition, the use of manual media, such as props or creative posters, can also provide space for students to explore their ideas directly. By combining these various types of media, students can learn in a more varied and interesting way so that their involvement in the learning process increases. The application of collaborative learning models, such as Jigsaw, has also proven effective in increasing student engagement. This strategy provides an opportunity for each student to play an important role in the success of the group. With this responsibility, students feel more appreciated and motivated to make maximum contributions. In addition, by linking learning materials to everyday experiences, students find it easier to understand and feel that learning has direct relevance to their lives. This approach not only encourages engagement but also strengthens deep understanding of concepts.

Student Interaction Guide

The fourth grade teachers of State Elementary School 2 Kaobula play an important role as guides for student interaction in the classroom. They actively encourage student involvement in group discussions and other collaborative activities. By creating an environment that supports active interaction, teachers ensure that each student feels comfortable and motivated to share ideas and contribute to learning. This approach not only improves students' communication skills but also strengthens the sense of togetherness among them. To achieve this goal, teachers use a variety of learning media as innovative tools. From interactive videos to visual materials based on local culture, these media are designed to capture students' attention while making it easier to understand the concepts being taught. By using these learning media, teachers can facilitate deeper discussions and productive group work, so that students are able to develop their creativity and critical thinking skills. In addition, teachers also ensure that each student has an

equal opportunity to participate in the learning process. By monitoring and directing the course of group discussions, teachers can help students who may feel hesitant or less confident to contribute. This reflects their commitment to inclusive and holistic education, where learning does not only focus on academics but also on student character development. This approach is one of the advantages of education at State Elementary School 2 Kaobula. The results of the interview with the fourth grade teacher at Kaobula 2 Elementary School stated that:

“I use an inclusive approach by creating an atmosphere that supports the active participation of each student. One way is by dividing them into small heterogeneous groups, so that students with different abilities can learn from each other. I also use interactive learning media, such as videos or visual materials based on local culture, to attract students' attention and provoke meaningful discussions. In addition, I always make sure to provide guidance and direction during the discussion, so that each student feels heard and motivated to contribute.”

The results of teacher interviews using heterogeneous group divisions ensure that students with diverse abilities can support each other and learn from each other. In practice, teachers act as facilitators who actively direct the discussion so that the atmosphere remains conducive. This step not only helps students be more confident in participating, but also improves their ability to communicate and collaborate. When students feel comfortable and supported in discussions, they tend to be more enthusiastic about sharing ideas, which in turn enriches group learning outcomes. In addition, the use of interactive learning media is one of the leading strategies to stimulate student involvement. Media such as videos or visual materials based on local culture not only attract students' attention, but also make it easier for them to understand the material being discussed. This creates a strong foundation for students to discuss more deeply and focus on shared solutions. With the help of this media, teachers are able to bridge the gap in student abilities, so that no one feels left behind. This shows how the combination of an inclusive approach and innovative media can produce a learning environment that is both fun and effective. With this approach, teachers at State Elementary School 2 Kaobula prove that education can be a means to build students' self-confidence and critical thinking skills. The results of interviews with grade IV teachers at State Elementary School 2 Kaobula said that:

“Learning media helps students understand the material being taught more easily. For example, through interactive videos, students can see a real picture of the concept being taught, making it easier for them to discuss and find solutions together. In addition, learning media based on local culture also helps students to better understand and appreciate their cultural values. This also encourages their creativity during group work, because they feel more connected to the material being studied.”

Interview results show that learning media plays a very important role in supporting student group work, especially because it is able to bridge the differences in learning styles between them. By using interactive media such as videos, students can see real illustrations of the concepts being studied, which helps

trigger understanding and discussion in groups. When students have clear visualizations, they are easier to work together to complete the tasks given. Local culture-based media also has advantages, because it not only fosters a sense of pride in their culture, but also encourages discussions that are relevant to students' daily experiences. In this context, learning media acts as a connector that unites students, making them more actively and productively involved in group work. In addition to making it easier to understand, learning media can also increase students' creativity in solving group challenges. When students are exposed to media designed with interactive elements or interesting visuals, they are encouraged to think more creatively in solving problems or generating new ideas. This media also allows students to explore different perspectives, which enriches the quality of their discussions. Teachers who utilize learning media effectively are also able to facilitate an inclusive group work atmosphere, where each student has the opportunity to contribute. Thus, the use of learning media not only improves students' academic results, but also shapes their character as creative and collaborative individuals.

3.2. Discussion

Grade IV elementary school teachers are required to understand the learning objectives in depth and the characteristics of students to determine the most relevant media. By choosing the right media, the subject matter can be delivered in an interesting way and have a positive impact on students' motivation to learn. Interactive learning media is the main key to increasing student participation in class. Teachers can use creative approaches such as the Jigsaw cooperative method that integrates technology-based media or visual aids. This media not only helps students to understand the material in depth but also encourages collaboration and interaction between students. This approach provides space for students to develop social skills as well as critical thinking. Ultimately, learning media that is well designed by teachers not only supports the process of delivering material but also creates meaningful and contextual learning experiences. Media that encourages interactive activities gives students the opportunity to actively participate, work together, and apply their knowledge. This entire process allows students to build a better understanding of the material while improving the quality of learning in the classroom. Teachers play a central role in ensuring that the learning media used is relevant, interesting, and supports holistic educational goals.

In theory, learning media has an important role in supporting the teaching and learning process because it is a tool or means designed to convey information effectively and efficiently (Sudarma, 2019). Based on constructivist learning theory, interactive learning media can help students build knowledge independently through exploration, discussion, and collaboration (Rahmi & Nari, 2022). In addition, cognitive theory emphasizes that visual and attractive learning media can strengthen students' memory by presenting information in a form that is easy to understand. Therefore, the selection of relevant and innovative learning media by teachers can create meaningful learning experiences and increase student involvement in achieving educational goals (Suswandari, 2023).

Teachers play an active role in ensuring that student collaboration runs smoothly through clear assignments, the use of relevant learning media, and constructive guidance to overcome obstacles that may arise. With this approach, students can develop social skills that support the success of group work as well as their learning. In addition, teachers also play a strategic role in increasing student engagement through innovation in learning methods and media. By integrating interesting media and the use of collaborative learning models such as Jigsaw, teachers are able to create a more interactive and relevant learning atmosphere for students. This strategy not only motivates students to be more active but also strengthens their understanding of the learning material. Overall, the role of teachers as facilitators and motivators is a key factor in creating effective and enjoyable learning experiences. By utilizing innovative and relevant learning media, and implementing the values of cooperation and responsibility, teachers can support student development both academically and socially. This approach proves that the presence of teachers greatly determines the quality of learning in the classroom.

The role of teachers as facilitators and motivators in learning is rooted in the constructivist approach which emphasizes the importance of active student participation in the learning process. According to this theory, learning is not just a process of transferring knowledge from teacher to student, but rather a collaboration in which students build understanding through direct experience and social interaction (Alhadi et al., 2023). The teacher acts as a guide who provides a conducive learning environment, provides direction, and encourages involvement through the use of relevant media and learning methods. This theory also emphasizes the importance of the role of teachers in instilling the values of cooperation, responsibility, and mutual respect to support learning success both academically and socially (Mukhlis et al., 2023).

Teachers play a central role as facilitators of inclusive and innovative learning in ensuring active student engagement in group discussions, teachers apply strategies such as heterogeneous group formation and provide guidance during the discussion process. By creating a supportive environment, teachers are able to build students' self-confidence and encourage them to share ideas. This approach not only strengthens students' communication skills but also instills a spirit of cooperation that is important in their character development. In addition, the use of learning media has proven to be an effective tool to support student interaction and collaboration. Media such as interactive videos and visual materials based on local culture help students understand the material better while motivating them to discuss more deeply. These media also function to facilitate student creativity, allowing them to think more critically and produce innovative solutions in group work. With the use of appropriate learning media, teachers are able to bridge the ability gap between students, creating an equal and inclusive learning environment. Overall, the combination of an inclusive teacher approach and the use of interesting learning media is the key to success in increasing student participation. Teachers not only ensure that students are actively involved in the learning process but also

support the development of their thinking, communication, and creativity skills. This shows that well-designed education can have a positive impact not only on academic outcomes but also on the development of students' character, as seen in State Elementary School 2 Kaobula.

Theoretically, student involvement in active learning through group discussions can be explained by the constructivist approach in education. This theory states that students build their understanding and knowledge through social interactions and direct experiences (Arifin et al., 2021). In the group learning process, students not only rely on information provided by the teacher but also share and process ideas with peers, which helps enrich their perspectives. The use of interactive learning media is in line with this theory, because the media can be an effective stimulus to support student exploration and discussion. Teachers who act as facilitators play an important role in creating a collaborative learning environment, ensuring that social interactions among students are productive and have a positive impact on their cognitive development and character (Aduba, 2023).

4. Conclusion

Based on the results of the study, it can be concluded that the role of teachers in the use of learning media is very significant in improving student cooperation in grade IV of State Elementary School 2 Kaobula. Teachers not only act as designers of learning media that are in accordance with learning objectives and student characteristics, but also as facilitators who guide and monitor student interactions during the learning process. The selection of interesting and interactive learning media, such as educational videos, group-based games, and visual aids, has been shown to increase student involvement in learning activities. With the right approach, students become more active in participating, discussing, and working together in groups, thus creating a dynamic and effective learning atmosphere. In addition, teachers play an important role in building a learning environment that supports student cooperation by providing clear directions, dividing tasks evenly, and encouraging social values such as mutual respect and responsibility. Through the use of varied learning media, teachers can help students overcome communication barriers and improve their interpersonal skills. Thus, the use of appropriate learning media not only has an impact on understanding academic concepts, but also on strengthening students' character in working together and interacting with others. This shows that innovative media-based learning strategies can be an effective solution in creating a more interesting and meaningful learning experience for elementary school students.

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