



A Study on Teachers' Competence in the Use of Instructional Media in Second Grade at Primary School

Siti Yasmida^{1*}, Leny Julia Lingga²

^{1,2}Prodi Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Riau, Indonesia

*E-mail: sitiyasmida@student.uir.ac.id

ABSTRACT

This study aims to analyze and describe teachers' ability to utilize learning media in Grade II of SD Negeri 003 Pangkalan Kerinci. The primary focus of this study is to determine the extent to which teachers can select, utilize, and integrate learning media that are suitable for the characteristics of early childhood learners at the elementary school level, particularly in the subject of Indonesian. The type of research used is descriptive qualitative. Data were collected through interviews, observations, and documentation involving several key informants, including the homeroom teacher of Grade II, the principal, and four students. To collect data on the ability of teachers to utilize learning media in Grade II of SD Negeri 003 Pangkalan Kerinci, non-test instruments were used, including observation sheets, interview guides, and document reviews of teaching modules, photographs, and individual monumental works. The data were analyzed qualitatively using a thematic approach. The results of this study indicate excellent abilities in selecting and utilizing learning media. Grade II teachers can choose media that are relevant to the goals and characteristics of their students and effectively integrate technology, such as PowerPoint and educational videos, into the learning process. Additionally, teachers' creativity and innovation in creating simple learning materials from readily available resources can increase students' interest and involvement, making the learning process more engaging and effective.

Keywords: teachers' competence, instructional media, second grade, primary school

Studi Kompetensi Guru dalam Pemanfaatan Media Pembelajaran di Kelas 2 Sekolah Dasar

ABSTRAK

Penelitian ini bertujuan untuk menganalisis serta mendeskripsikan kemampuan guru dalam memanfaatkan media pembelajaran di kelas II SD Negeri 003 Pangkalan Kerinci. Fokus utama dari penelitian ini adalah untuk mengetahui sejauh mana guru mampu memilih, menggunakan, dan mengintegrasikan media pembelajaran yang sesuai dengan karakteristik peserta didik usia dini di jenjang sekolah dasar khususnya pada mata pelajaran Bahasa Indonesia. Jenis penelitian yang digunakan ini adalah deskriptif kualitatif. Data diperoleh melalui teknik wawancara, observasi, dan dokumentasi dengan melibatkan beberapa informan utama, yaitu guru wali kelas II, kepala sekolah, serta empat orang siswa. Untuk mengumpulkan data kemampuan guru dalam memanfaatkan media pembelajaran di kelas II SD Negeri 003 Pangkalan Kerinci digunakan instrumen nontes yakni lembar observasi, panduan wawancara dan telaah dokumen yakni modul ajar, foto, atau karya monumental individu. Data dianalisis secara kualitatif melalui pendekatan tematik. Hasil penelitian ini menunjukkan kemampuan yang sangat baik dalam pemilihan dan pemanfaatan media pembelajaran. Guru kelas II mampu memilih media yang relevan dengan tujuan dan karakteristik siswa, serta mengintegrasikan teknologi seperti Power Point dan video edukasi secara efektif dalam pembelajaran. Selain itu, kreativitas dan inovasi guru dalam menciptakan media pembelajaran sederhana dari bahan sekitar mampu meningkatkan minat dan keterlibatan siswa, sehingga proses belajar menjadi lebih menarik dan efektif.

Kata Kunci: kompetensi guru, media pembelajaran, kelas 2, sekolah dasar

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INTRODUCTION

Instructional media serve as communication tools that facilitate the effective delivery of subject matter, making it easier for students to understand the lesson content (Titin et al., 2023). In addition, instructional media enhance learning efficiency by enabling the learning process to be faster, more accurate, and engaging, while also deepening students' understanding (Karna et al., 2025). Media such as images, videos, animations, and interactive applications not only enrich the learning experience but also enhance the appeal of the material, strengthen memory retention, and accommodate various student learning styles (Shabrina et al., 2025). Thus, instructional media play a significant role in the field of education.

In the field of education, instructional media play a crucial role, both as teaching aids during the instructional process and as tools for independent learning for students (Karna et al., 2025). The appropriate use of instructional media can transform the learning experience into something more meaningful, as it helps students connect the material to real-life contexts (Pasande et al., 2025). Based on this, it becomes one of the teacher's responsibilities in fulfilling their role at school.

In carrying out their role, teachers are expected to be transformational leaders who can adapt to the changing times, including mastering educational technology as a response to global challenges (Haryanti & Purbojo, 2024). Through the integration of technology, teachers can present learning materials in a more interactive, engaging, and easily understandable manner for students (Abdullah et al., 2024). As a result, the use of instructional media can boost students' enthusiasm and motivation in the classroom, especially among elementary school students.

Instructional media serve as a bridge between teaching materials and student comprehension, particularly at the lower elementary level, where students are still in the stage of concrete operational development (Retnowati et al., 2024). Therefore, teachers must possess strong pedagogical skills,

which include planning, selecting, and utilizing relevant and innovative instructional media (Hidayat et al., 2024). Today, the use of instructional media also represents a strategic avenue for supporting innovation and enhancing the effectiveness of the teaching and learning process in the digital era, while simultaneously improving teachers' instructional capabilities.

A teacher's ability to utilize instructional media encompasses three key aspects: first, the ability to select types of media that align with learning objectives and the nature of the subject matter; second, the skill to adapt or develop media to suit the needs and characteristics of the students; and third, the competence to implement media effectively during the learning process (Sanjaya, 2016). These abilities implicitly require teachers to demonstrate a professional attitude and conduct in guiding students in the classroom.

A teacher with professional competence is capable of optimally integrating instructional media to create an interactive and participatory learning environment that meaningfully supports the achievement of learning objectives (Sennen, 2017). Furthermore, the appropriate use of media can assist teachers in evaluating students' understanding in real time, allowing for timely and targeted instructional interventions.

In the digital era, teachers are expected to serve as change agents who not only master technology but are also capable of integrating it into the learning process (Azzahra & Prasetyo, 2024). Teachers' transformational leadership in the context of technology is essential, as they act as guides and drivers of change in students' learning culture (Susilowati et al., 2025). The use of ICT-based media directly influences teachers' creativity in designing instructional models, as well as the overall quality of students' learning experiences (Mualimin et al., 2024).

This study is in line with Abdullah et al., (2024), whose findings indicate that transformational leadership style has a significant influence on teachers' digital competence. A similar study was conducted by Rosmalia &



Asidiqi, (2024), whose research revealed that fifth-grade teachers already possess fairly strong abilities in using audiovisual media. However, challenges such as technical limitations, time constraints, and the quality of media especially when sourcing content from the internet still persist. Likewise, Liani et al., (2023) found that teachers' ability to use instructional media was generally good.

Previous studies have shown that teachers' ability to use instructional media particularly audiovisual media is generally good, although they still face challenges related to technical limitations, time constraints, and the quality of available resources. Therefore, a more specific and contextual investigation is needed to analyze the extent to which teachers' ability to utilize instructional media can be optimally implemented, especially at the lower elementary school level.

This study is particularly important considering that students at the lower elementary level are in the concrete operational stage of development, requiring a learning approach that is visual, tangible, and engaging. Appropriate instructional media can assist teachers in delivering content in a way that is easier for students to understand, enhance student participation, and create a more enjoyable learning atmosphere.

In line with the vital role of instructional media in supporting the effectiveness of the teaching and learning process, this study aims to analyze and describe teachers' ability to utilize instructional media in the second-grade classroom at SDN 003 Pangkalan Kerinci. The primary focus of this research is to examine the extent to which teachers are able to select, use, and integrate instructional media that align with the characteristics of early-grade elementary school students, particularly in the subject of Indonesian language.

METHOD

This research was conducted at SDN 003 Pangkalan Kerinci, located on Jalan Pulau Payung–Simpang Kualo, Pangkalan Kerinci Kota,

Pangkalan Kerinci District, Pelalawan Regency, Riau Province. The study was scheduled to take place from February to July 2025. This study employed a qualitative descriptive approach. Three data collection techniques were used: document analysis, interviews, and observations. Data were gathered through interviews, observations, and documentation involving several key informants, including the second-grade homeroom teacher, the school principal, and four students.

The research instruments used in this study included observation sheets, interview guides, and document analysis. The documentation study involved collecting data from teaching modules, photographs, and students' notable works. Time triangulation was employed by collecting data at different times to ensure the consistency of the information provided by the respondents. This approach is essential in qualitative research, as it allows the researcher to assess data stability and avoid potential bias caused by specific conditions during a single data collection period. By employing three types of triangulation —source, technique, and time —this study aims to enhance the validity and reliability of its findings, ensuring that the results are trustworthy and accurately reflect real-world conditions in the field.

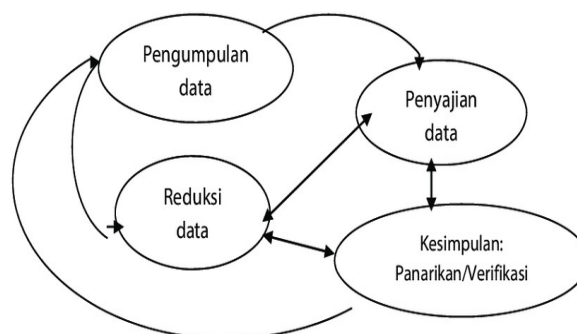


Figure 1
Components in Data Analysis

In this study, qualitative data analysis adopts the interactive model proposed by Miles & Huberman, (2014), which consists of three main stages: data reduction, data display, and conclusion

drawing and verification. These stages occur simultaneously and iteratively until the collected data is deemed sufficient or reaches a point of saturation. Data reduction aims to filter and focus on information that is important and relevant; data display is organized in a structured manner to facilitate analysis; and conclusions are drawn gradually through reflection and validation processes. This approach allows for a more in-depth, systematic analysis that leads to valid and reliable findings.

Furthermore, the indicators used in this study are as follows:

Table 1
Research Indicators

The three indicators used in this study were developed based on Mayer (n.d.), conceptual framework, which highlights the strategic role of media in creating meaningful learning experiences. Therefore, these indicators serve as a fundamental basis for evaluating teachers' competencies in selecting and implementing instructional media effectively as an effort to enhance the quality of the teaching and learning process in the classroom.

RESULTS

This section presents the findings of the study conducted at SDN 003 Pangkalan Kerinci, focusing on a descriptive analysis of teachers' competencies in utilizing instructional media in second-grade classrooms. The results are presented in a coherent and systematic



Figure 2
Observation Results

INFORMASI UMUM PERANGKAT AJAR	
1. Nama Penulis	: SITI NURIANA
2. Instansi	: SDN 003 PANGKALAN KERINCI
3. Jenjang Sekolah	: SD
4. Fase/Kelas	: A/2 (Dua)
5. Elemen	: Keterangan
6. Alokasi Waktu	: 2 x 35 menit (1 X pertemuan)

CAPAIAN PEMBELAJARAN	
•	Mengidentifikasi informasi penting dari teks yang dibacakan atau didengar.
•	Menyampaikan kembali isi teks secara tertulis dan lisan menggunakan kalimat sederhana

KOMPETENSI AWAL	
•	Setelah mendengarkan teks yang dibacakan guru, peserta didik mampu menjawab pertanyaan tentang informasi penting dalam bacaan secara lisan dengan benar.
•	Setelah kegiatan diskusi kelompok, peserta didik mampu menuliskan kembali informasi dari bacaan yang didengar dengan runtut dan menggunakan kalimat sendiri secara lengkap.
•	Setelah menyelesaikan tugas menulis, peserta didik mampu mempresentasikan isi bacaan yang telah dituliskan secara percaya diri di depan kelas.

PROFIL PELAJAR PANCASILA	
•	Bernalar kritis
•	Mandiri
•	Kreatif
•	Berketebnekaan global (dalam konteks saling menghormati isi cerita dan pendapat teman)

Figure 3
Teaching Module Used by the Teacher

The results of the interview revealed that one of the teachers stated, "In my opinion, effective media should be simple, concrete, and engaging. It needs to be simple because second-grade students are still in the concrete thinking stage, so the content must be easy to understand. Concrete means it can be seen or touched, not too abstract. And engaging, so they stay focused and don't get bored easily. For example, to explain the concept of 'states of matter', effective media could include a short animated video or a live demonstration with

melting ice cubes, rather than just reading from a textbook.”

2. Utilization of Learning Media

The following image illustrates the results of observations regarding the use of instructional media during the teaching and learning process in a second-grade classroom. It is evident that the teacher employs devices such as a laptop and a projector to display educational videos and visual materials that support the lesson content. The purpose of using these media is to create a more engaging and interactive learning environment, thereby enhancing students' comprehension of the material being presented.



Figure 4
The Use of YouTube in Classroom Learning

Furthermore, regarding the indicator of media usage, the teacher stated that they frequently utilize devices such as laptops and projectors to display videos and image-based presentations as learning aids. They reported being fairly proficient in using PowerPoint software to create simple slides and regularly incorporate educational videos from the YouTube platform. In addition, the teacher mentioned occasionally using a drawing board application to explain material that requires real-time visual representation on the screen.

3. Creativity and Innovation in Teaching

Here is also a figure that illustrates the teacher's creativity in classroom instruction.



Figure 5
Instructional PowerPoint Presentation

The interview results regarding the indicator of teacher creativity and innovation also revealed the following statement:

“In my opinion, it is extremely important! A teacher's creativity is key. Nowadays, students get bored easily when learning is monotonous. With creativity, we can turn simple objects into engaging learning media, transform complex concepts into something easier to understand, and most importantly, bring the classroom to life so that students are enthusiastic about learning.”

DISCUSSION

This study focuses on several key assessment indicators in the use of instructional media, namely the appropriateness of media selection, the effective use of media, as well as the teacher's creativity and innovation in optimizing the learning process in Grade II classrooms. Based on the results of observations and interviews, the following discussion will elaborate on how these three indicators are realized in daily teaching practices and how they impact the overall quality of the learning process.

1. Selection of Learning Media

Interview results with the teacher indicate that the selection of instructional media is based on specific learning objectives and tailored to the characteristics of the subject matter. For example,



the use of Dienes blocks or drinking straws helps facilitate students' understanding of place value concepts in a concrete manner. Interviews with the principal and students further support the finding that the regular use of instructional media increases students' interest and participation in the learning process. An analysis of the teaching module reveals that the teacher utilizes PowerPoint presentations with relevant visuals that support the content, such as in Indonesian language reading lessons.

These findings are consistent with the results of a study conducted by Jauza & Albina, (2025), which emphasized that creativity and innovation in the use of instructional media play a crucial role in enhancing the quality of learning. Similarly, a study by Rizka & Dafit, (2023), revealed that teachers' skills in effectively utilizing a variety of media significantly contribute to the effectiveness of the teaching and learning process, particularly in second grade of elementary school.

2. Utilization of Learning Media

The results of observations and interviews indicate that second-grade teachers actively utilize technology in the classroom, such as using laptops and projectors to present materials through videos and PowerPoint presentations. Teachers also optimize visual media by incorporating images and animations relevant to the lesson content, as well as educational videos from YouTube to enhance the appeal of learning. In addition, teachers use drawing board applications to illustrate concepts directly on the screen, especially when explaining topics that require concrete visualizations. This approach not only helps clarify the concepts being taught but also increases students' active engagement.

These findings are consistent with the study by Rosyada et al., (2025), which concluded that the use of interactive PowerPoint-based media can enhance students' learning interest in elementary schools. Additionally, research conducted by Rakhma et al., (2024) also indicated that video media has a significant impact on students'

motivation and learning outcomes. Similar support was found in the study by Rusdi et al., (2025), which stated that the combination of PowerPoint and interactive videos has proven effective in improving concept comprehension among elementary students. Thus, the creative and relevant use of media technology has been proven to be an appropriate strategy for improving the quality of instruction in lower elementary classrooms.

3. Creativity and Innovation in Teaching

Creativity and innovation are essential keys in creating meaningful learning experiences, especially at the lower elementary school level. Based on the results of observations and interviews, it is evident that teachers have a strong awareness of the importance of employing creative approaches in delivering instructional content. Teachers actively strive to modify simple, everyday objects into engaging, contextual, and easily understandable learning media for students. This approach has proven effective in bridging students' understanding of abstract concepts. In addition to fostering a dynamic and enjoyable classroom atmosphere, this strategy also enhances students' active participation in the learning process.

In line with the findings presented by Pribadi et al., (2023), creativity in modifying learning media has been proven to significantly impact students' creative thinking skills. Similar support was expressed by Ismiyah et al., (2024), who stated that elementary school teachers particularly those teaching in lower grades who demonstrate innovation in implementing the *Merdeka Curriculum* are able to create higher-quality learning processes through the use of relevant and functional instructional media. Thus, a range of empirical evidence indicates that the level of teacher creativity in designing and developing learning media is a crucial factor that directly contributes to enhancing student learning motivation and the overall effectiveness of the learning process at the elementary school level.



CONCLUSION

Based on the results of interviews, observations, and document analysis, it can be concluded that teachers at SDN 003 Pangkalan Kerinci demonstrate a high level of competence in the selection and utilization of instructional media. Teachers are able to choose media that align with learning objectives and students' characteristics, effectively integrating technologies such as PowerPoint presentations and educational videos into the learning process. Moreover, their creativity and innovation in creating simple learning media from surrounding materials have successfully increased students' interest and engagement, making the learning experience more enjoyable and effective. The teachers' ability to quickly overcome technical obstacles and prepare alternative plans ensures the smooth delivery of instruction. Overall, the appropriate and innovative use of instructional media has significantly contributed to the improvement of learning quality and student achievement in the classroom.

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