

The Utilization of Learning Media in Fostering Student Learning Independence (Case Study at SMPN 1 and SMPN 8 Purwakarta)

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ABSTRACT

Learning media is a form of technology that can be used as an intermediary to convey learning messages so that they can stimulate students' thoughts, feelings, attention, and interests. However, in practice, learning media is still not maximized in its function so that it does not clarify the presentation of the material, overcome the limitations of space and time, and increase the effectiveness of learning. This study aims to describe and analyze the role of the use of learning media in fostering student learning independence. The researcher uses a case study approach. Data was collected through observation, interviews, and documentation. The results of the study show that the use of visual, audiovisual, and information technology-based media contributes positively to increasing student initiative, responsibility, and activeness in learning. Learning media has been proven to help students understand the material independently and reduce dependence on teachers. The conclusion of the study is that the use of learning media can foster student learning independence.

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1. INTRODUCTION

Education aims to develop the intellectual potential, attitudes, and skills of students to be active and independent. One of the indicators of educational success is the formation of learning independence, which is the ability of students to manage their own learning process without relying entirely on teachers. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Through education, students are expected to be able to develop intellectual abilities, attitudes, and skills needed in the life of society, nation, and state. One of the important goals of education is to form students who have independence in learning.

Learning independence is the ability of students to manage and control their own learning process, both in planning, implementing, and evaluating learning activities. Students who have learning independence are not completely dependent on teachers, but are able to find learning resources, utilize various learning facilities, and be responsible for their learning outcomes. Learning independence is an important competency that must be developed from the junior high school education level. In the

learning process in schools, teachers have a strategic role as facilitators who create learning conditions that allow students to be active and independent. One of the efforts that teachers can make to support the creation of effective learning is through the use of learning media. Learning media functions as a tool that can clarify material, increase learning motivation, and create a more meaningful learning experience for students.

The use of the right learning media can help students understand the subject matter more easily and interestingly. Learning media can also encourage students to learn independently by utilizing various learning resources available. However, in reality, there are still teachers who have not made optimal use of learning media so that the learning process tends to be conventional and teacher-centered. SMPN 1 Purwakarta and SMPN 8 Purwakarta as formal educational institutions have tried to improve the quality of learning through the use of learning media. Various media, both print media and technology-based media, have been used in the learning process. However, the extent to which the use of learning media is able to foster student learning independence needs to be studied more deeply. Therefore, this mini research was conducted to describe the use of learning media and its role in fostering student learning independence at SMPN 1 Purwakarta and SMPN 8 Purwakarta.

In the era of digital transformation, teachers are required to play a creative role as facilitators through the use of learning media. Media serves as a tool to clarify material, increase motivation, and provide meaningful learning experiences. This mini research is focused on examining the extent to which the use of media at SMPN 1 Purwakarta and SMPN 8 Purwakarta is able to foster aspects of student independence, including initiative, responsibility, discipline, and confidence.

Learning Media: Intermediaries to convey learning messages that can stimulate students' minds and interests. The types include visual media (images/posters), audio, audiovisual (video/film), and information technology (applications/online platforms).

Learning media can be classified into several types, including visual media, audio media, audiovisual media, and information technology-based media. Visual media includes images, graphics, and posters. Audio media includes voice and radio recordings. Audiovisual media includes learning videos and educational films. Meanwhile, information technology-based media includes digital presentations, learning applications, and online learning platforms. The use of varied learning media allows students to learn according to their respective learning styles. Learning media also provides opportunities for students to learn independently by utilizing available learning resources.

2. METHODS

This study uses a case study approach with the aim of understanding in depth the use of learning media in fostering student learning independence. Suharyanto H. Soro (2023) defines a case study as a scientific activity that is carried out consciously, both single and plural problems by using observational data collection methods, interviews, questionnaires, and documentation or the like so that they can describe and exploit the findings so that they are comprehensive and in-depth. This approach was chosen because this research focuses on the processes, meanings, and phenomena that occur in the context of learning in schools. The data collection method uses observation, interview, and documentation study methods. Observation is carried out to directly observe the learning process that utilizes learning media and student independent learning behavior. Interviews are conducted in a semi-structured manner to teachers and students to obtain more in-depth information related to the use of learning media and student learning independence. Documentation is carried out by collecting supporting documents such as lesson plans, teaching materials, photos of learning activities, and other relevant documents.

This research was carried out at SMPN 1 Purwakarta and SMPN 8 Purwakarta as research locations with consideration of suitability with the focus of the research.

Data Source

The data sources in this study consist of:

- a. Primary data sources, namely teachers and students at SMPN 1 Purwakarta and SMPN 8 Purwakarta.
- b. Secondary data sources, namely school documents and other written sources related to the use of learning media and student learning independence.

The validity of the data in this study is guaranteed through source triangulation and technique triangulation. Source triangulation is carried out by comparing information obtained from teachers and students, while technical triangulation is carried out by comparing the results of observations, interviews, and documentation. The data analysis technique used is qualitative data analysis with the stages of data reduction, data presentation, and conclusion drawn. Data analysis is carried out continuously from data collection until the research is completed. Analysis Techniques: Data reduction, data presentation, and conclusion drawn. The validity of the data was tested through triangulation of sources and techniques.

3. FINDINGS AND DISCUSSION

1. Implementation of Learning Media

Teachers at both schools have integrated different types of media:

SMPN 1 Purwakarta: The use of visual and audiovisual media has become a standard to deepen the understanding of the material.

SMPN 8 Purwakarta: Media is used gradually according to learning needs to encourage student activity.

The application of learning media (e.g., *Google Classroom / Interactive Video / Quizizz Application*) is carried out in three main stages:

- **Preparation Stage:** Teachers prepare teaching materials that are uploaded to the media platform. Students are given technical guidance on the use of media so that technical obstacles can be minimized.
- **Implementation Stage:** In the learning process, the teacher no longer dominates as the only source of information (transfer of knowledge), but acts as a facilitator. Students access the material independently through the media provided.
- **Evaluation Stage:** Students work on quizzes and reflections through the medium, which allows them to know the grades/results in *real-time* (direct feedback).

2. Student Learning Independence Profile

Students' independence can be seen from real behavior in the classroom, such as actively exploring media independently, punctuality in completing assignments, and initiatives to find additional learning resources outside of textbooks.

3. Media Role Analysis

The results of the study confirm that varied learning media make a positive contribution to independence. This is in line with previous research (such as Arsyad, 2017 and Sanjaya, 2016) which states that technology-based media increases students' learning responsibility. The media provides space for students to learn according to their own style, which ultimately fosters confidence. Learning media is everything that can be used to convey a message so that it can stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Miarso, 2009). According to Musfiqon (2012) in Puspitarini & Hanif, (2019) learning media can be interpreted as a physical tool and used by non-physical teachers in delivering material to students to be more effective and efficient. It is hoped that the existence of student learning media can be accepted more quickly and attractive for students to learn. So that learning media can be interpreted as hardware or software tools used by teachers in delivering material to students in the learning process (Puspitarini & Hanif, 2019).

Technology-based multimedia can be used as a learning medium in the classroom as stated by Husain (2014) that the use of multimedia, especially in presentations, has a great influence and can be

useful for improving student learning outcomes. The use of multimedia in presentations aims to accommodate and optimize all students' intellect in the form of audio, visual, or a combination of their ignorance. In addition, the internet also has an effect on student learning outcomes. According to Husain (2014), the internet has many options as a source of learning media. The use of internet files provides independence, acceleration, feedback, affordability, effectiveness, and productivity in the learning process.

I always use learning media every time I teach. This is because I think that using learning media can clarify and give a different nuance for students. It's just that I have to be able to choose the right learning media and the right one.

The data above shows that teachers use learning media because they are able or able to provide positive nuances to students who are learning. The function of the media as said by Asyhar (2012) daiam Puspitarini & Hanii, 2019) that; (a) Media as a learning resource; (b) Furniture media as semantically related to words, terms, signs or symbols. (c) the media functions to deceive atif is the ability of the media to reload the object of events in various ways, according to the conditions, circumstances, conditions, and objectives; (d) the media functions as a fixative, i.e. capturing, storing and rearranging an object or event that has occurred for a long time; (e) the media functions for distributive media used in the learning process can be followed by a large number of students or unlimited media coverage; (f) the media functions for psychological, learning media has the functions of attention function, affective function, cognitive function, imaginative function and motivation function; and (g) media for socio-cultural purposes. The use of media in learning can overcome socio-cultural barriers between students with different customs, habits, environments, and experiences (Puspitarini & Hanif. 2019).

From the above understanding, it can be concluded that learning media is a tool in the form of information channels to convey learning messages to students, both in the form of writing such as picture books (visual) and sound (audio) tools, so that students easily receive learning messages from these media.

As a teacher, I certainly know more or less about the technology that is being used by students and the general public. The mention of the term digitalization is not a new term in the world of Education. Digitalization technology brings a more modern lifestyle. Android technology is a prayer tool used by teachers to create teaching materials.

Digital theory refers to a conceptual framework that explains how digital technologies, including computers, the internet. and EMET faith brokers, and software, affect various aspects of human life, including educational, business, and social.

An understanding that examines the interaction between human technology and human technology, digital technology, and the environment, and its impact on various areas of life". The main function of digital theory is to provide an in-depth understanding of how digital technology plays a role in changing human behavior, commutation, and interaction. The functions of digital theory include "analysis of the use of digital technology, prediction of technological advancements and technological developments, as well as the application of digital concepts in various life contexts". The benefits of understanding digital theory include increased efficiency in the use of technology, innovation in the dissemination of digital products and services, and a better understanding of the social and cultural impacts of digital technologies. These benefits are expected to "boost the resilience of technology change, increase productivity, and reduce the digital divide". The purpose of digital theory is to provide a comprehensive conceptual framework for understanding, analyzing, and predicting the development of digital technology, as well as its impact on individuals as a whole.

The purpose of digital theory is "to facilitate a thorough understanding of digital transformation, identify opportunities and challenges related to digital technology, and develop strategies to optimize the benefits of these technologies". Co apian theory is useful in various contexts, such as social e-

commerce, learning health technology. For example, in e-commerce, digital theory is used to analyze online consumer behavior, predict shopping trends, and design more personalized experiences. In the field of education, digital theory is used in students' learning patterns, and evaluates the impact of digital technology

Digitization of learning is the process of integrating digital technology in all aspects of learning, from the provision of learning materials to the evaluation of learning outcomes, with the aim of increasing the effectiveness and efficiency of learning. Digitization of learning is defined as "the use of computer technology and telecommunication networks to deliver, support, and expand learning". The purpose of digitalization of learning includes learning provisions". The main functions of learning digitalization include ensuring flexible accessibility of learning materials, increasing interactivity between students and learning materials, facilitating bonding between students and teachers, and catalyzing accurate and efficient learning evaluations. Digitizing Learning. Increasing accessibility and visibility of learning, increasing student motivation and involvement, increasing the repetition of learning materials, and preparing students to face the demands of the digital world.

The main goal of digitization of learning is to increase the effectiveness and efficiency of the learning process, facilitate the accessibility and flexibility of the learning process and prepare students to face the demands of digital learning. For example, the use of teaching materials such as e-Gole C Khan Academy is an implementation of learning digitalization. By using these platforms, teachers can deliver teaching materials interactively, students can access learning materials anytime and anywhere, and evaluation can be done online quickly and efficiently

Based on the theory above, digitalization of learning is not just the use of technology in the learning process, but also a fundamental transformation in the way we learn and teach. By utilizing computer technology and telecommunication networks, digitization of learning allows for flexible accessibility of learning materials, enriches interaction between science and materials, and encourages collaboration between students and teachers. This not only expands the learning space, but also enriches the student learning experience with a variety of more interactive methods and resources. In addition, digitalization also brings great benefits to the learning process, such as increased student motivation, a deeper understanding of the material, and better preparation to face the ever-evolving digital era.

Student Learning Independence

Learning independence is the ability of students to manage and control their own learning process. Learning independence is characterized by learning initiative, responsibility, discipline, and confidence. Independent students are able to set learning goals, choose appropriate learning strategies, and evaluate their learning outcomes independently. The development of student learning independence is very important because it can increase intrinsic motivation and learning outcomes. Independent students tend to be more active, creative, and have a sense of responsibility for their learning process.

Learning Independence Indicators

Indicators of student learning independence include:

- (1) initiative in learning,
- (2) the ability to manage study time,
- (3) responsibility in completing tasks,
- (4) self-confidence, and
- (5) the ability to evaluate learning outcomes.

The Relationship of Learning Media with Learning Independence

The effective use of learning media can encourage students to be more active and independent in learning. Learning media allows students to explore the material independently and increase responsibility for the learning process. The effective use of learning media will increase student learning activities and have an impact on the growth of student learning independence.

4. CONCLUSION

This study concludes that the use of learning media can foster student learning independence. The effectiveness of audio-visual, and digital learning media has been proven to have a significant positive impact on student learning independence. This media is able to change the learning paradigm from teacher-centered to student-centered.

Improvement of Independence Indicators The effective use of learning media can foster aspects of learning independence, including: Initiative: Students are more proactive in seeking additional material through the provided media without always having to be told. Responsibility: Students are able to set their own learning rhythm and complete assignments on time with the help of guidance from the media. Confidence: Understanding that is easier to get through media visualization makes students more confident in working on questions or presentations. The role of the Media as a Facilitator of learning media serves as a bridge that helps students overcome learning difficulties independently. With [interactive features/repeatable materials], students have the opportunity to evaluate their own understanding (self-evaluation) without being fully dependent on the physical presence of the teacher.

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