



**The Role of the Teacher in Utilizing Learning Media Multimedia
Based in Learning Thematic at SD Gmist Zaitun Lapepahe**

Christin Natalia Johanis, Viktory NJ Rotty, Richard DH Pangkey

Elementary Education Department PGSD Masters Study Program

Abstract: *This study aims to describe the teacher's role in the use of multimedia-based media in thematic learning in Gmist Zaitun Lapepahe Elementary School. To achieve the goal, the researcher used a qualitative approach with a descriptive type of research. Data collection is done by conducting observations, interviews, and documentation. Data analysis was carried out by describing the existing data for reality according to the conditions in the field, checking the validity of the data was carried out by triangulation. The results of this study can be conveyed that: (1) implementing the use of multimedia-based media teachers at SD Gmist Zaitun Lapepahe first make lesson plans, pay attention to learning objectives, know the characteristics of students and teachers need to know the characteristics of multimedia-based media. Meanwhile, in practice, SD Gmist Zaitun Lapepahe teachers utilize multimedia-based media as a means of supporting thematic learning. (2) supporting factors with the presence of multimedia-based media teachers who are creative and skilled and always want to learn so that in the application of learning the media that the teacher uses always makes students feel happy, can receive material well, learning becomes more interesting, and results get better. (3) inhibiting factors include teacher constraints in utilizing multimedia-based media, namely facilities and infrastructure that are not yet supported, such as the absence of a projector in the classroom and the teacher's lack of expertise in operating computers so that teachers find it difficult to make or find animations with an attractive appearance.*

Keywords: *The role of the teacher, the use of multimedia-based media.*

INTRODUCTION

Education is a process that cannot be separated from personal life as well as the life of the nation and state, thus the quality of the individual as well as the nation and state in general is determined by the quality of the educational process (Wahyudi, 2018).

The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process.

Basically each educational unit, especially educators, which in this case is a component that directly plays a role in the learning process. There have been many changes in perspective in the educational process, especially the learning process. The learning process becomes more concerned with the role of students and the characteristics of the resources that exist in each educational unit. Student-centered learning, therefore students are expected to play an active role in exploring knowledge.

The learning process takes precedence over the results obtained. Student-centered learning tends to be prioritized in education at this time, therefore media is needed during the learning process. This is one thing why the media is needed in the learning process.

Learning media is a learning component that has an important role in the learning process. One of them is to increase students' interest in learning during the learning process itself. The use of media should be a part that must receive the attention of the teacher as a facilitator in every learning activity. Therefore, each educator needs to learn how to determine learning media in order to achieve effective learning objectives in the teaching and learning process.

The level of effectiveness of learning in primary schools in particular is influenced by the teacher's ability to apply the principle of concreteness in managing the learning process. This implies that elementary school teachers must be able to make what they teach concrete (real) so that students can easily understand it. The principle of concreteness is in accordance with the level of development of elementary school age students who are still in the concrete phase. To realize the principle of concreteness in learning in elementary schools, it is necessary to have appropriate learning media.

However, in reality learning media are often neglected for various reasons, including; the limited time to make teaching preparations for teachers as educators, the difficulty in finding the right model and type of media, the lack of funds that some complain about, and so on.

All of that can lead to a feeling of boredom and low student learning interest in following the subject matter. On the other hand, neglecting learning media during the learning process can result in different understanding and perceptions of students, and even misunderstandings can occur among students in receiving subject matter. Because the mindset of students at elementary school age is concrete, and still has high imagination.

Media education (learning) as a source of learning that can channel messages so as to help overcome this. Differences in learning styles, interests, intelligence, sensory limitations, physical disabilities, media or geographical distance barriers, time distances and others can be helped to overcome by the use of educational media. To use media in every learning process, it is actually not difficult for an educator, if each educator himself has knowledge and skills regarding learning media. The teacher is a person who gives knowledge to students. According to Colin & Malcom (2020: 413) states that, teachers are the most valuable members of a family and their quality is highly respected. This value lies in the teacher who prefers to guide rather than patronize his students and in stimulating relevant thoughts and problems to be solved. In addition, the teacher is an educational staff whose main job is teaching which is not only oriented towards skills with a creative dimension, but also has a domain and intention dimension (Kompri, 2015, p. 30). As a teacher or educator, the teacher is one of the determining factors for the success of any educational effort. That is why every educational innovation, especially in the curriculum and human resource improvement resulting from educational efforts, always boils down to the teacher factor. This condition is termed in the science of Education with the personification of the teacher being the main component of Education. According to Mulyasa (2007: 35) The teacher plays a very important role in helping the development of students to realize their life goals optimally. No teachers, no education, no education, no intellectual process; without a meaningful intellectual process. The good or bad of an education is influenced by how a teacher can convey or teach knowledge and values of life that are able to bring students to realize their ideals for themselves, their families, society and nation. Ahmad Barizi and Muhammad Idris (2010:42) the teacher or educator acts as a guide in carrying out the teaching and learning process. Provide conditions that allow students to feel comfortable and confident that the skills and achievements achieved will receive appreciation and attention so as to increase student achievement motivation. More precisely, the teacher must be a figure of inspiration and motivator for students in carving out their future.

In terminology, the teacher is often interpreted as a person who is responsible for the development of students by seeking the development of all potential students, both cognitive potential, affective potential, and psychomotor potential. From some of the previous opinions we can see that teachers are wise, civilized people who have sufficient knowledge, are responsible for the education process of their students both classically and individually. As well as teachers are the future of the nation who play a strategic role in efforts to educate students. Media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. According to

researchers, media is everything as a link between sources and recipients. Sanjaya stated in the book *Teaching and Learning Strategies* by Hamdani (2011) that learning media includes hardware that can deliver messages and software that contains messages. Robert and Hanick also define media in a book by Wina Sanjaya (2012) that media is something that carries information between sources (source) and recipients (receiver) of information. According to Vernon S. Gerlach and Donald P. Ely (Musfiqon, 2012: 26) there are two kinds of understanding of media, namely the narrow meaning and the broad meaning. The narrow meaning of media is in the form of graphics, photographs, mechanical and electronic devices used to capture, process and convey information. The broad meaning of media, namely activities that can create a condition that allows students to acquire new knowledge, skills and attitudes. Understanding the media in this broad sense is in accordance with Sharon's opinion that the media is a means of communication and a source of information. Supported by the understanding of AECT (Association for Educational Communications Technology) which is an organization engaged in the field of education and communication, that media is any form that is used for the process of conveying information. It can be concluded from the definitions of these experts and organizations that the media is everything as an intermediary or liaison from sources of information to recipients of information. that the media is any form that is used for the process of distributing information. It can be concluded from the definitions of these experts and organizations that the media is everything as an intermediary or liaison from sources of information to recipients of information. that the media is any form that is used for the process of distributing information. It can be concluded from the definitions of these experts and organizations that the media is everything as an intermediary or liaison from sources of information to recipients of information.

RESEARCH METHODOLOGY

The approach used in this research is descriptive-qualitative. This approach is intended to describe the teacher's role in utilizing multimedia-based learning media in thematic learning at SD Gmist Zaitun Lapepahe. The aim is to describe the variables and conditions that existed in a particular situation when the research was conducted. It is further explained that descriptive research is a study that seeks to describe the facts encountered in the field (Lexy Moleong, 2003: 3) This research was conducted at Gmist Zaitun Lapepahe Elementary School, Manganitu District

South, Sangihe Islands Regency. The time for the research was carried out in June-August 2022.

The most important data and information to collect and study in this study are mostly qualitative data. There are two types of data used in this study, namely:

Primary data, namely data sourced or obtained from informants based on interviews and observations such as school heads, class teachers, students and parents who are in the school environment

Secondary data, namely data obtained through literature studies, references, documents, and observations obtained from research locations. In accordance with the form of research and the type of data source used, the data collection techniques in this study are:

1. Interview

In this study used unstructured interviews called in-depth interviews. This in-depth interview technique places the subject under study as an informant rather than a respondent. Such as in-depth interviews with the Head of School, teachers and students of SD Gmist Zaitun Lapepahe.

More and more questions can be asked so that the information collected is more detailed and in-depth. The flexibility and flexibility of this method was able to extract the honesty of informants to provide actual information, especially those related to feelings, attitudes and views about the use of multimedia-based learning media in Thematic learning at Gmist Zaitun Lapepahe Elementary School.

2. Direct observation

In research direct observation techniques are used for the benefit of collecting data about the use of multimedia-based learning media at Gmist Zaitun Lapepahe Elementary School. In this observation the researcher is only a passive observer who is present at the location, but does not play any role at all, but the researcher is really present in the context as just observing

1. The Teacher's Role in Utilizing Multimedia-Based Media in Thematic Lessons Gmist Zaitun Lapepahe Elementary School

In the teaching methodology there are two most important aspects namely teaching methods and teaching media as teaching aids. While assessment is a tool to measure or determine the level of achievement of teaching objectives.

From the description above it can be concluded that the position of teaching media as a teaching aid is in the methodology component, as one of the learning environments regulated by the teacher. Therefore the teacher plays an important role in implementing learning media in the classroom to achieve the desired learning goals.

Achieving learning objectives requires appropriate learning media to be applied in the teaching and learning process in the classroom. This is done by teachers in thematic learning in Gmist Zaitun Lapepahe Elementary School.

Sometimes in the learning process there is a communication failure. This means that the subject matter or messages conveyed by the teacher cannot be received by students optimally, not all subject matter can be understood properly by students. To avoid all of that, the teacher develops learning strategies by utilizing multimedia-based media in thematic learning.

Mrs. HB as a class V teacher teaches thematic learning using picture learning media so that students cannot get bored in learning. Based on an interview with Mrs. HB, who said:

"In learning, we have used image media in the delivery of subject matter. Which is expected to increase motivation to learn as well students can more easily accept the material presented, so that students are not bored and excited when learning.

The use of appropriate and varied learning media can overcome the passive attitude of students so that it can lead to learning excitement, enabling more direct interactions between students and the environment and reality, and allows students to learn independently according to their abilities and interests. Based on an interview with Mrs. HB who said:

"The reason for choosing image media as a medium in learning is because it has its own advantages. Able to overcome limitations space, time, and can cause excitement Study. In addition, the media can also generate the same perception.

Implementation of the use of media images by teachers SD Gmist Zaitun Lapepahe obtained satisfactory results. Students are more enthusiastic in learning and their learning outcomes have also increased compared to before using the lecture method. According to the results interview with Mrs. HB who stated to the author:

"With learning media using image media that is applied, it can be easier to convey subject matter to students, as well as students who are very enthusiastic in learning because the material is easily understood by students with the help of multimedia-based media, and the media used can be utilized properly. Good".

Learning media is inseparable from the teaching and learning process in order to achieve educational goals in general and learning objectives in schools in particular. In the process of teaching and learning the media has a very important function, where by using learning media teachers are given convenience in delivering material and students can easily understand the material presented and increase their learning motivation.

Students in participating in learning will be interested if all the senses they have can be put to better use, because the use of learning media in the teaching and learning process can generate new desires and interests and generate motivation and stimulation of learning activities and even have an impact on the psychology of students.

Before the teacher implements the use of media in his class, he must prepare everything that supports the implementation of the media in the learning. Without good planning, the implementation of learning will not run smoothly. This is in accordance with the results of the interview conveyed by the school principal, Mr. MP:

"Teacher readiness in teaching must also be planned carefully. There is some planning that is done before the teaching and learning process takes place, including studying the syllabus, making lesson plans, preparing material to be delivered, and also choosing the right method and media to use. In using the media, you still have to adjust to the material that will be conveyed in the learning process.

Based on the reality in the field obtained by researchers in observation, it can be concluded that before the learning process takes place, readiness teachers in teaching must be planned in advance. As for teacher planning in the learning process, namely studying the syllabus, making lesson plans, determining the methods and media to be used when learning. From there learning objectives will be obtained, because objectives are able to provide clear and definite lines in which direction learning activities will be carried. Objectives can provide clear guidelines for teachers in preparing everything in the context of teaching, including choosing to use learning media.

Regarding teacher planning in the use of multimedia-based media in thematic lessons, there are several things that teachers pay attention to and consider Gmist Zaitun Lapepahe Elementary School, namely:

a. The teacher makes a lesson plan and prepares the material to be delivered.

As for teacher planning in the learning process, namely making lesson plans, methods, media to be used and preparing material to be delivered. From there learning objectives will be obtained, because objectives are able to provide clear and definite lines in which direction learning activities will be carried. Objectives can provide clear guidelines for teachers in preparing everything in the framework of teaching including the selection of using learning media. This is in accordance with the results of interviews with teachers SD Gmist Zaitun Lapepahe to the author:

"Prior to fellow teacher learning activities, first prepare a Learning Implementation Plan (RPP). As well as having to prepare material because in the thematic handbooks of students and teachers only a fraction of a percent contains material, then proceed with making multimedia-based media. In making multimedia-based refers to the material to be delivered. (Interview with Ms. HB as a grade V teacher)

This opinion was also supported by MP as the Principal who was interviewed by the author at the same time that:

"The preparation of a Learning Implementation Plan (RPP) is very important before starting learning. RPP as a reference for teachers to carry out teaching and learning activities so that they are more focused. Moreover, assisted by multimedia-based media, it is easier to convey material even more easily and is able to train students' active learning."

From the results of the above observations it can be concluded that before carrying out the process of learning activities a teacher must first make careful preparations so that teaching and learning activities run smoothly, with the preparation of the teacher the learning objectives will be achieved optimally. Moreover, with the support of learning media, namely multimedia-based media, especially in thematic learning, it will be easier for teachers to convey the material.

b. Teachers choose media, especially multimedia-based media, must pay attention to the learning objectives to be achieved.

Goals are the desires to be achieved in each activity educational interaction. Objectives can provide

clear guidelines for teachers in preparing everything in the context of teaching, including choosing to use learning media. This is in accordance with the results of the interview conveyed by the SD Gmist Zaitun Lapepahe teacher to the author:

"When choosing learning media, what we have to pay attention to is what goals students will master. After receiving the lesson, or in the KBK term competency, basic competence and the goals included in the indicators. (Interview with Ms. HB as a grade V teacher)

"If teaching and learning activities are without proper learning objectives and media, it means that the activity is carried out without a definite direction and purpose, an effort or activity that does not have a definite purpose, the expected results will not be achieved. using multimedia-based media is able to train students' active learning." (Interview with Mr. AS as a grade IV teacher)

From the results of the observations above, it can be concluded that in choosing a media the teacher must know the learning objectives, both the specific objectives and the main objectives as well as the aspects that need to be developed, both cognitive, affective and psychomotor aspects so that learning can be effective and not deviate from the teaching objectives.

c. Before using multimedia-based media, teachers can recognize the characteristics of students or individual differences in children.

Individual differences of students need to be considered in use of multimedia-based media. Aspects of student differences that need to be held are biological, intellectual, and psychological aspects. It is hoped that the teacher will be able to get to know the situation and condition of the students, because in learning activities students have different backgrounds and changing conditions, so the selection of this media needs to be considered, this is according to the results of an interview with the SD Gmist Zaitun Lapepahe teacher with author:

"Students must be the main concern in learning, including readiness in participating in lessons which includes whether there is motivation, the state of the classroom atmosphere that supports learning. The readiness of students to take part in learning will certainly affect learning activities and outcomes" (interview with Mr. AS as a grade IV teacher)

The data obtained from the interview results can be concluded that the readiness of students in participating in learning will affect learning activities. Therefore, before using multimedia-based media the teacher first pays attention to the conditions and abilities of students in capturing the material that will be conveyed by the teacher, in that way the learning objectives will be achieved.

This data is strengthened based on the results of the author's observations when attending lessons in class. Before starting the lesson the teacher asks students about their readiness to take part in learning, and provides apperception before starting the lesson which is continued by checking the presence of students. (Interview with Mr. AS as a grade IV teacher)

d. Teachers need to know the characteristics of media images

Before teachers use multimedia-based media, teachers need to know the characteristics of multimedia-based media. So that the teaching and learning process can run effectively and efficiently. This is in accordance with the results of interviews with teachers SD Gmist Zaitun Lapepahe with researchers:

"The use of image media in learning activities can make it easier for students to understand a subject matter, especially in presentations, while the characteristics of multimedia-based media in thematic lessons are usually the teacher provides understanding to students by displaying pictures on paper or computer using a projector. with appropriate explanations material with the aim that students can easily accept the material being taught" (interview with Mr. AS as a grade IV teacher).

Regarding the implementation of the use of multimedia-based media, researchers directly make observations when thematic learning takes place. As for the results of the observations of researchers during the thematic learning, namely:

"Teachers and students enter class at 07.15 WITA. First, the teacher prepares the equipment that will be used to deliver the material such as LCDs and laptops. after that the teacher opened the lesson by greeting and giving apperception with the aim that students could not get bored in following the lesson. when delivering material the teacher takes advantage of multimedia-based media with multimedia-based displays or short films that contain subject matter and an attractive display. with the help of this multimedia-based media the teacher just needs to explain it to students. This media is also prepared by the teacher more maturely because the teacher has made a summary of the learning material, makes it easier for the teacher to explain, another advantage for students is that students understand more with clear material points, students' attention is more focused on lessons, and looks like a alive because students look enthusiastic,

Based on the results of observation it can be concluded that the teacher Gmist Zaitun Lapepahe Elementary School already utilizing multimedia-based media such as images and multimedia-based in thematic learning, the use of multimedia-based media in conveying material is very necessary because in addition to facilitating the delivery of material, this media also has a positive impact on students' learning interest. (Interview with Ms. HB as a grade V teacher)

To strengthen the results of this study, the following researchers present pictures of teachers in the use of multimedia-based media in class.

Multimedia-based media plays a very important role in the learning process. This media can facilitate understanding and strengthen students' memories. It can also foster students' interest and can provide a relationship between the content of the subject matter and the real world. Therefore the use of the media is creative will enable students to learn better and be able to improve their performance in accordance with the goals they want to achieve.

As for the implementation of the use of multimedia-based media, it must be addressed noticed by the thematic teacher at SD Gmist Zaitun Lapepahe. This is in accordance with the results of interviews conveyed to SD Gmist Zaitun Lapepahe teachers with the author:

"The teacher has the task of teaching and has a role in learning including classroom management, both the condition of students and the room used for learning activities. The aim is to carry out well and achieve learning objectives. (Interview with Ms. HB as a grade V teacher)

In accordance with this statement, it can be understood that besides the teacher who is obliged to teach, he also has the duty to manage and condition his students so that their learning interest increases. Management learning rooms need to be created by teachers in an effort to improve the quality of their teaching, providing learning places that allow students to feel at home and comfortable in the room used for learning. The teacher's efforts in conditioning students, the size of the capacity of students in the study room provides a challenge for teachers to be able to create a quality learning atmosphere. This is in accordance with the results of interviews with SD Gmist Zaitun Lapepahe teachers and researchers:

"For class VI consists of 6 students, so the management of students adapted to the learning methods and media used" (Interview with Mr. IN as a grade VI teacher)

Based on the results of the interviews, it can be concluded that the teacher must be able to condition students to remain concentrated in learning. Therefore the teacher's efforts in managing students by using learning methods and media that are appropriate to the material, for example by using multimedia-based media, using this media can make it easier for teachers to convey material, besides that teachers must be more creative in making and searching based multimedia so that students will not be bored and more interested intake lessons.

Based on the results of observations made by researchers, it can be seen that the use of multimedia-based media in thematic learning runs smoothly and students are visible enthusiasm, this was reinforced by the results of interviews with researchers at Gmist Zaitun Lapepahe Elementary School to researchers:

"Especially for thematic lessons, it has utilized multimedia-based media in conveying subject matter. Because the existence of the media is very important, besides being able to help in conveying this material it also functions to facilitate students' understanding and evoke motivation because not only telling stories but also being able to hear, see sometimes what is being practiced." (Interview with Mr. AS as a grade IV teacher)

Based on the results of the interviews it can be concluded that the use of media Multimedia-based learning has been carried out well specifically for thematic lessons. Because the existence of the media absolutely must be used in teaching, this is very important because the results will be determined in the process, namely the media used by the teacher in learning.

2. Multimedia-Based Media Supporting Factors for Students in Gmist Zaitun Lapepahe Elementary School

From the use of multimedia-based media used by teachers SD Gmist Zaitun Lapepahe in thematic learning can get positive student responses. As the researchers asked the teachers of SD Gmist Zaitun Lapepahe as evidence of the success of using multimedia-based media, namely regarding, how are the benefits and responses of students when utilizing multimedia-based media in thematic learning? Do students feel happy? Here's the interview:

"The use of multimedia-based media is beneficial to students in receiving material, and the responses of students are very happy after multimedia-based media is used in learning, which is clear in the learning process running smoothly and students can receive the material delivered properly." (Interview with Mr. AS as a grade IV teacher)

Based on the results of the interviews, it can be concluded that with multimedia-based media students feel happy, can receive material well as well got a good response. In addition to interviews, the researcher also gave a questionnaire to the students of SD Gmist Zaitun Lapepahe, totaling 3 students regarding the use of multimedia-based media that had been used by the teacher in learning. describe below:

1. Children's interest in multimedia-based media

All students are very interested in the delivery of subject matter by utilizing or using multimedia-based media. This is appropriate the results of an interview with one of the class VI students with the initials SS:

"If we learn to use the films, we are happy sis"

Based on the observation that students are very happy, if in the implementation of learning using multimedia-based media, no child states that it is mediocre or boring in receiving subject matter by utilizing multimedia-based media.

2. The ease of children receiving subject matter with the media multimedia based.

Children are very easy to accept subject matter with multimedia media because the material is explained in detail by the teacher. This is according to the results of an interview with BM:

"The lessons explained by the teacher are easy to understand, madam, because there are very clear pictures"

3. Children are more active in receiving subject matter with the use of multimedia-based media.

It is known that students in participating in lessons with the use of multimedia-based media become more active as can be seen from the results of interviews with one of the students named ZP:

"We often answer questions from teachers because after showing pictures or films, you always ask questions related to what we saw, sis, so we are more active"

4. Motivate children to pay more attention to the subject matter after using multimedia-based media.

Students in responding to the material with the use of multimedia-based media are very motivated as a result of an interview with one of the students named RB:

"We are very happy and add enthusiasm to paying attention to the material, because you explain the lesson in an interesting way"

5. Easy to understand in accepting the subject matter as it is use of multimedia-based media.

With the use of multimedia-based media in the thematic learning process make children very easy to understand in receiving subject matter so that it is hoped that later learning achievement results can be satisfying.

6. Children's saturation of the use of multimedia-based media.

With the existence of multimedia-based media in the thematic teaching and learning process, it becomes a special attraction for children so that children do not feel bored in receiving the material being taught.

7. The seriousness of the child pays attention to the material presented use of multimedia-based media.

With the existence of multimedia-based media in the thematic teaching and learning process it is very interesting for students to pay attention to the subject matter being delivered.

8. The effect of using multimedia-based media on student learning outcomes.

With the use of multimedia-based media can improve children's learning achievement. This shows that the existence of multimedia-based media in the teaching and learning process in thematic lessons can improve student learning outcomes.

Based on the results of observations, the researchers observed that students were very happy when learning to use multimedia-based media, material that was easy to understand and interesting so that students were motivated to take part in learning and focused on the material.

3. Teacher Inhibiting Factors in Utilizing Multimedia-based Media in Thematic Lessons at SD Gmist Zaitun Lapepahe

The use of multimedia-based learning media in learning activities in thematic lessons, of course, there are also inhibiting factors in its use, including:

a. Inadequate infrastructure facilities

One of the obstacles when it will implement learning with multimedia-based media is the lack of a projector at Gmist Zaitun Lapepahe Elementary School where there is only 1 so that when they want to carry out learning using multimedia-based media the teacher must take turns using the projector, so this makes time wasted because they have to install the projector first. This is in accordance with the results of an interview with MK, he said: "Here there is only 1 projector, so you have to take turns using the projector so that the learning time is cut because you have to prepare the projector first." The principal of the MP school also conveyed the same thing, he said: "Every teacher who wants to use a projector, the teacher first takes it in the teacher's room, because this school does not yet have a projector in each class, we still have 1 projector." Based on the interview results, it can be concluded that one of the teacher's obstacles in using multimedia-based media is the absence of an LCD projector that has been installed in the classroom, but the teacher uses a wall as a substitute for an LCD. Based on the results of the researcher's observations, projectors have not been installed in each class. To strengthen the results of this study, the following researchers present a projector image.

b. Lack of teacher expertise in operating computer technology

Presentation of lessons using multimedia-based is the expertise of the teacher concerned, but sometimes the teacher still has not mastered it. This is as stated by HB: "I actually don't really understand multimedia-based programs as a whole, so sometimes I find it difficult to make an

attractive appearance. However, if you only insert pictures or multimedia-based, that's pretty good, and I keep trying to learn, sometimes I also ask for help from other teachers when I find it difficult."

According to the information from the results of the interviews above, it can be concluded that the teacher's lack of expertise in making multimedia-based displays as attractive as possible so that it becomes an obstacle in the use of multimedia-based media in thematic lessons at Gmist Zaitun Lapepahe Elementary School.

DISCUSSION

After the data is presented and produces findings then activities next is to examine the nature and meaning of research findings. Each research finding will be discussed in reference to the appropriate theories and opinions of experts, so that each of these findings can truly be solid and worthy of discussion.

1. Teacher Role Gmist Zaitun Lapepahe Elementary School in Utilizing Multimedia-based Media in Thematic Lessons

Media is anything that can transmit messages or teaching materials from the teacher as a communicator to students as communicants and vice versa. Teachers play an important role in implementing learning media in the classroom to achieve the desired learning goals. Achieving learning objectives requires appropriate learning media to be applied in the teaching and learning process in the classroom. (Abdorrahman Ginting, 2008, p.140)

Multimedia-based media is media that combines two or more media elements consisting of text, graphics, images, photos, audio, and animation in an integrated manner. Multimedia-based media can show sequences from time to time like a process. One of the advantages of multimedia-based is its ability to explain an event systematically in every changing time. This is very helpful in explaining procedures and the sequence of events. So that it can be interpreted that multimedia-based media is media that can be used in the learning process. (Emy students, 2003, p. 8).

Judging from the learning rules, it increases the level of learning outcomes high, strongly supported by the use of learning media. Through the media the sensory potential of students can be accommodated so that the level of learning outcomes will increase. One aspect of the superior media that can improve learning outcomes is multimedia in nature, namely a combination of various media elements such as text, images, based on multimedia.

The implementation of multimedia-based media utilization by Gmist Zaitun Lapepahe Elementary School teachers obtained quite satisfactory results. Students are more enthusiastic in learning and their learning outcomes have also increased. Students in participating in learning will be interested if all the senses they have can be put to better use, because the use of learning media in the teaching and learning process can generate new desires and interests and generate motivation and stimulation of learning activities and even have an impact on the psychology of students.

After conducting the research, the researchers found findings about the teacher's role in planning and implementing the use of multimedia-based media in thematic learning at Gmist Zaitun Lapepahe Elementary School.

2. Supporting Factors of Multimedia-based Media Against Grade VI Students at Gmist Zaitun Lapepahe Elementary School

From the use of multimedia-based media used by SD Gmist Zaitun Lapepahe teachers in thematic learning, positive student responses can be obtained. As for the benefits of having multimedia-based media in thematic learning, including:

a. Students feel happy

Each learning media certainly has its own characteristics and attractiveness to its users, as is the case with students at Gmist Zaitun Lapepahe Elementary School who are happy with the use of learning

media in thematic lessons. With multimedia-based media, students don't feel bored, it's not easy sleepy because the view is always interesting.

b. Received the material well

The use of media in learning aims to Facilitate the interaction between teachers and students and make it easier to deliver material. With the existence of multimedia-based media in the implementation of thematic learning at Gmist Zaitun Lapepahe Elementary School, students feel they can receive the material well, this is due to the appearance in a real picture.

c. learning becomes more interesting

An attractive presentation becomes an attraction for students so that learning becomes more interesting, in which the SD Gmist Zaitun Lapepahe teacher creates or looks for images with an attractive appearance, thereby stimulating children to find out more information about the teaching materials presented, information messages are visually easy understood by students.

Media can arouse the curiosity of students, stimulate they to act on the teacher's explanation, make them carried away or feel sad, allow them to touch the object of study, help them concretize something abstract, and so on. Thus the media can help teachers liven up the classroom atmosphere and avoid monotonous and boring atmosphere.

In addition, the use of media does not only make the teaching and learning process

more efficiently, but also helps students absorb the subject matter more deep and whole. By listening to the teacher alone, students already understand the problem well. However, if that understanding is enriched by seeing, touching, feeling, or experiencing through the media, their understanding of the content of the lesson will definitely be even better.

3. Teacher Inhibiting Factors in Utilizing Multimedia-based Media in Lessons Thematic at Gmist Zaitun Lapepahe Elementary School

The teacher's obstacles in the use of intermediate learning mediaanother is the lack of optimal infrastructure in schools such as the absence of a projector in the classroom so that the teacher must first take the projector in the teacher's room. So, before learning the teacher first installs the Projector so that this takes a few minutes. According to Etin Solihatin in his book explaining several criteria that must be considered in selecting learning media, one of which is: Availability of media, ease of obtaining media is also our consideration. Is there any media we need around us, at school or in the market? If we make it ourselves, is there the ability, time, manpower and means to make it? The next question is whether the necessary facilities are available to present in class? This should be considered by all teachers who want to use learning media in the teaching and learning process. (Etin Solihat, 2012, p. 198).

CONCLUSION

Based on the results of the previous analysis and discussion, the researcher can conclude as follows:

1. Before implementing the use of multimedia-based media the teacher first makes plans including making lesson plans and preparing the material to be delivered, paying attention to the learning objectives to be achieved, knowing the characteristics of students or individual differences in children, and the teacher needs toknow the characteristics of multimedia-based media. Whereas in practice the teacher utilizes multimedia-based media as a means of supporting thematic learning, and in using multimedia-based media the teacher has a role in learning including class management, both the condition of students and the room to be used.
2. Supporting factors From the use of multimedia-based media used by teachers in thematic learning, teachers are creative in using media so they can get positive student response results. The results of the interviews and observations that the researchers gave with multimedia-based media students felt happy, could receive the material well, and learning became more interesting.

3. The inhibiting factor for teachers in the use of animated learning media is infrastructure that is not yet supported, such as the absence of a projector in the classroom, so they must take it first in the teacher's room. And the lack of teacher expertise in operating ICT creates its own obstacles so that teachers sometimes find it difficult to make or find animations with an attractive appearance and if they are still used, the teacher uses pictures so that learning is not boring

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