CHAPTER II
LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is the way people notice things, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornby, 2006: 1079). According to Schmitz (2009), perception is the process of selecting, organizing, and interpreting information. Perception constitute the process that used by people to manage and interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative ways. Through the perception, people can create relationship with environment. This relationship is done through their five senses. Those are vision, hearing, taste, smell, and touch.

Koentjaningrat as cited in Sahal (2010: 7) explained that perception is the realization of human brain process and it appears as view about phenomenon. In this process many factors such as feeling, needs, motivation, educational background, experiences, etc are involved. Then the process is followed by a process by which a persons’ brain arrives at meaningful interpretation of stimuli. After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ. This research, perception means giving the opinion or message about something happened.
2. **Process of Perception**

Perception consists of certain process. It is started by accepting the stimulation from an object through the sense of organ, and then continues with the registers of stimuli to nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing and interpreting in order to achieve the meeting of object, in relation with the process of perception. Walgito (2004: 90) explained that perception is complex process, those are, as follows:

a. **Physical Process**
   
   It is the process when an object are uses stimuli caught by receptor, this process is called sensation.

b. **Physiological Process**
   
   It is the process of sending stimuli to the brain by sense organ.

c. **Psychological Process**
   
   It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

3. **Kinds of Perception**

There are two kinds of perception. External perception is perception due to the stimulation that comes from outside individual, and self perception is perception whose stimulation is from within an individual. By perception, individual can aware and can understand the situation of environment around of it or even the condition about self-individual condition (Walgito, 2004: 24).
Walgito (2004: 75) divides factors that affect one’s perception into two.

a. Internal Factors

Internal factors are factors which come from an individual; depend on psychological factor such as: thoughts, feelings, willingness, needs, sex, motivation, and attention. Every human being has different characteristic and temperament is also shaped by individuals’ family and individuals’ environment.

b. External Factors

External factors are factors which come from outside individual. The external factors are affected by someone’s perception. The process of stimulus will through the sense organ or receptor such as: sight, sounds, hearing, etc. It can be concluded that individual’s sense organ is a connector between individual the object in the world.

4. Principles of Perception

In relation with the definition of perception, it has some principles. Slameto, (2010: 103-105) divided the principles of perception into four, those are:

a. Perception is relative not absolute

In relation with the relative perception, the first stimulus will give bigger impact than the next one.

b. Perception is selective

A person’s ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the thing that has the most attractive.
c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/groups.

d. People’s perception may different although in the same condition

The different perceptions of teachers are caused by their knowledge and experiences.

B. Media

1. Definition of Media

There are several definition of Media. Commonly, media is the means delivering messages for the learners or recipient information. These are several definitions about media are delivered by experts, as follows:

a. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Akhtar, Ali, :1)

b. Media are a lot of components in students’ environment which can stimulate them to learn. According to Gagne (1970) in Sadiman (2011: 6).

c. Media is all the physic tools which can supply a message and stimulate the students to learn. According to Briggs (1970) in Sadiman (2011: 6).

d. Media is all the things which can be used to deliver messages from the sender to the receiver. (Sadiman, 2011: 7).

In this research, media is an agent or mediator to give the source of information to the recipient information. Media is suitable to be used to teaching learning process, because it will be more attractive towards the students.
2. The Function and Benefit of The Use of Learning Media

Media is one of the important tools to be used in teaching learning process. Media as an example tools which is used in teaching learning process. Giving the concrete things in teaching learning process is not easy, because the students will have misunderstanding about what the teacher wants. Here, media is used to be an example as a concrete things to be given to the students. Therefore, the role of media is very important in teaching learning process. According to Sanjaya (2012: 70-72) said the benefit of learning media, as follow as:

a. Catching the object or certain events

The important events or rare object can be immortalized with photos, film or recorded through video. Then that events can be saved and be used if it is needed.

b. Manipulating the situation, event or certain object

Through the learning media, teacher can give the material which is abstract to be concrete, so the students will more understand and lose the verbalism. On the other hand, learning media can also help the teacher to show the object which is too big and too small to be shown in classroom.

c. Increasing the passion and students’ motivation in their study

The use of media can increase the students’ motivation in their study until the students’ attention to the material can be added.

3. The Principles of The Use of Media in Teaching Learning Process

There are some principles which should be noted in the use of media
in learning communication. According to Sanjaya (2012: 75-77) that principles are:

a. Media is used to make students’ easier on their understanding the material. Thus, the use of media should be viewed from students’ need, not from teachers’ need.

b. Media which is used by the teacher should be appropriate and be directed to get the purpose of learning process.

c. Media which is used should be appropriate with the material. Every material has a characteristic.

d. Media should be appropriate with the students’ interest, need, and condition. The student who has less ability on hearing, he will be more difficult to understand the material when it is used as auditory media.

e. Media should pay attention to the effectiveness and efficiency. Media which needs expensive tools is not necessarily effective to get the aim of material.

f. Media should be appropriate with the teachers’ ability in operating it.

Romiszowski as cited in Taiwo (2009) has grouped the uses of media into two. In the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the teachers’ presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. The instructional aids mean that here media as supplement the teacher. Secondly, media are used as instructional systems. They are used to promote individualization of instruction
in both conventional and non-conventional setting. Here, instructional systems mean that media as substitute the teacher.

C. Accreditation Ranks

1. Definition of Accreditation

   According to UU No 20 year 2003, school accreditation is an assessment process of the visibility of a program or schools on the basis of criteria set to assure the education quality of the educational unit.

   Accreditation is done by comparing the state of the actual school on the standard which is established. Schools will get status “accredited” if the state of the actual school already meet the criteria standard which is established. As a result of accrediting is recognition “accredited” or “not accredited”.

2. The Function and the Benefits of Accreditation

   According to the national education minister decree number 0087/ U/ 2002, the aim of school accreditation as follows.

   a. Can be used as reference to improve the quality of schools and schools development plan.

   b. Can be used as motivator, so that the schools continue to improve the quality of education in strategies, plans to, and good competitive.

   c. Can be used as feedback in an effort to empowerment and develop the schools performance in order to implement vision, mission, the purpose of, target, strategy and school programs.

   d. Can help to identify the school and program in order to government
assistance, the investment funds private and donor or form other aid.

e. The information for schools as learned society to increase the support of
government, the community, public and private sector in terms of
professionalism, moral labor and funds.

f. Help the schools in determining and simplify moving students from one
school to another school, exchange teachers and cooperation mutually
beneficial.

3. School Accreditation Standard

The main components of this accreditation is the fulfillment of 8 (eight)
national standard education by the educational unit accredited. Those are:

a. Content Standard

Standard content includes material scope and level of competence to
achieve the competencies of graduate on the level and types of education.
Standard content includes basic framework and structure of the curriculum, the
burden of learning, education unit level curriculum, and calendar education/
academic.

b. Process Standard

Planning the learning process includes a syllabus and lesson plan that
includes at least learning objectives, teaching materials, teaching methods,
learning resources and assessment of learning outcomes.

c. Graduate Competencies Standard

Competency standard include minimum competency standards unit
primary and secondary education, graduates minimum competency standard
subjects, and minimum competency standards subject.

d. Teacher and Education Personnel Standard

Educator should have the academic qualifications and competence of a learning agent, physically and mentally and have the ability to achieve national education goals. The minimum educational level to be met by an educator as evidenced by diplomas or certificates of expertise to the relevant status provisions in force.

e. Facilities and Infrastructure Standard

Each educational unit should have the means, which include furniture, educational equipment, educational media, books and educational resources.

f. Management Standard

Management of educational unit on elementary school and secondary education apply the basis of school management indicated with independence, partnership, participation, transparency, and accountability.

g. Financing Standard

Educational expenses consist of investment, operating costs, and personnel costs. Educational unit investment costs include the cost of providing infrastructure, human resources development, and working capital remains. Personnel costs include the cost of education to be incurred by learners to be able to follow the learning process on regular and ongoing basis. While the educational unit operating costs include salaries of teachers and educators.
h. Assessment of Education Standard

Assessment of education in primary and secondary education consist of:

1. Assessment of learning outcomes by educator;

2. Assesment of learning outcomes by educational units; and

3. Assessment of learning outcomes by the Government.

4. Rating System

Based on the national education minister decree number 12 of 2009 ranking of school accreditation consists of three classifications as follows.

a. Accreditation Rating A (Excellent) if the schools obtain the the final value of accreditation by 86 to 100.

b. Accreditation Ranking B (Good) if the schools obtain the final value of accreditation by 71 to 85.

c. Accreditation Rating C (Good Enough) if the schools obtain the final value of accreditation by 56 to 70.

For schools that value is less than C, accreditation is declared not accredited. Ranked school accreditation is valid for 4 years since the ratings assigned accreditation.

(Darman, 2008; 115-144)

D. Basic Assumption

Media was tools to deliver a message to the recepient information. Learning media was tools to deliver the education information to the recepient
information in order to be accepted well. Moreover, the teacher was also as media to the students. Without teacher, media can not be used well. Because the teachers had the important role in their classroom teaching. This research can be assumed to uncover the role of media itself by knowing the teachers’ perception of the role of media in classroom teaching.