

THE IMPACT OF THE USE MEDIA AUDIO VISUAL ON LEARNING OUTCOMES IN ELEMANTARY SCHOOL

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Abstrak

Penelitian ini bertujuan untuk menggambarkan dan menganalisis dampak penggunaan media visual dan audiovisual pada hasil pembelajaran siswa. Penelitian ini berlangsung di SD Negeri 10 Ulakan Tapakis, Padang Pariaman, Sumatera Barat, Indonesia. Jenis penelitian ini bersifat kualitatif dengan menggunakan instrumen pengumpulan data seperti observasi, wawancara, dan dokumentasi. Data yang diperoleh kemudian dianalisis dan dikelompokkan sesuai peruntukannya mulai dari presentasi data, pengurangan data, dan kesimpulan. Hasil penelitian ini menunjukkan bahwa hasil belajar siswa cenderung meningkat dibandingkan dengan hasil belajar tahun-tahun sebelumnya. Hal ini dapat diartikan bahwa pencapaian hasil tersebut cukup meningkat secara signifikan karena didorong oleh tumbuhnya fokus dan motivasi siswa untuk belajar karena dimediasi oleh media visual dan audiovisual dengan cara yang menarik.

Kata kunci: Media; audio-visual, hasil belajar

Abstract

This study aims to describe and analyze the impact of using visual and audiovisual media on student learning outcomes. This research took place at the State Elementary School 10 Ulakan Tapakis, Padang Pariaman, West Sumatra, Indonesia. This type of research is qualitative by using data collection instruments such as observation, interviews, and documentation. The data obtained is then analyzed and grouped according to its designation starting from data presentation, data reduction, and conclusions. The results of this study indicate that student learning outcomes tend to increase compared to previous years' learning outcomes. This can be interpreted that the achievement of these results is quite significantly increased because it is driven by the growth of focus and motivation of students to learn because it is mediated by visual and audiovisual media in an interesting way.

Keywords : media, audio-visual, learning outcome

PENDAHULUAN

Media is everything that is used by a teacher in helping him deliver material to students so that learning objectives can be achieved properly (Asrul et al., 2020; Emanida & Yusra, 2019; Suprapti, 2019). Good media is media that can be used in all conditions and is easy to obtain and easy to use (Mulyarti, 2021; Setiyawan, 2020; Utami & Hardjono, 2019). The representation of abstract material can be presented well and is close to reality by using visual media (Sit et al., 2021; Tarigan et al., 2019; Widiyanto et al., 2021).

Visual and audio-visual media when juxtaposed and combined will have a very good impact on learning success (Pransisca & Zaidah, 2020; Purwanita et al., 2019; Santika et al., 2017). Because with the help of moving pictures and videos, students are more interested, enthusiastic, and successful in learning (Khoiriyah & Sutomo, 2020; Namaziandost & Nasri, 2019; Sarimurni, 2020; Susanti, 2020).

Research on the use of audio-visual learning outcomes has been carried out by many researchers in various themes and different backgrounds. In essence, all these

studies tend to look at aspects of learning in general subjects (Nasrullah et al., 2018; Prasetia, 2016; Windasari & Syofyan, 2019) or religious learning materials in general (Ernanida & Yusra, 2019; Ernawati, 2014; Susanti, 2020; Susanti et al., 2020; Ritonga et al., 2021). Meanwhile, this study seeks to reveal the impact of using visual and audio-visual media on learning outcomes of Islamic Religious Education which emphasizes the wudu material. This research is more interesting because it was conducted in early 2020 where the Covid-19 pandemic was massively spreading in all corners of the world, including Indonesia (Aisyah et al., 2020; Ayu & Lahmi, 2020; Fadly, 2020; Hikmawati & Setiyabudi, 2021; Lahmi & Ayu, 2019; Muhyiddin & Nugroho, 2021; Susanna, 2020; Utari & Hendradewa, 2021). In such a situation, although in certain schools the use of the media has become very common, in this research place it is something new.

METODE

This research is field research that takes place at the State Elementary School 10 Ulakan Tapakis, Padang Pariaman Regency. The selection of the research location was based on the consideration that this school is a school with a large category at the sub-district level plus it has good achievements in both general academic and religious fields. The research approach used is descriptive qualitative. This approach allows the researcher to take a closer look at the process of this research focus (Cassell & Symon, 2004; Hallam et al., 1998). Even though in an atmosphere of the ongoing Covid-19 pandemic, research activities are carried out by observing and implementing strict Covid-19 protocols.

Following the process of further research, as an instrument for collecting data, observations, interviews, and documentation were used. To ensure that the data meets the needs, the data sources are taken from religious teachers, school principals, classroom teachers, and students. Student grade documents, school profile documents, curriculum documents such as syllabus, and

Learning Implementation Plans are used as supporting data.

HASIL DAN PEMBAHASAN

State Elementary School 10 Ulakan Tapakis is located in Korong Padang Toboh Kenagarian Tapakis, Ulakan Tapakis District, Padang Pariaman Regency, West Sumatra, Indonesia. The school with a magnificent and sturdy physical building is located on an area of 1,817 m² overlooking the Padang Toboh highway.

The state-owned school operates from morning until noon, but during the Covid-19 pandemic, operating hours are closed following government regulations as an effort to reduce the spread of the school cluster pandemic. So far, the number of students at this school is 187 students, consisting of six study groups.

Since 2019, thanks to the persistence of the school in accelerating the eight educational standards set by the state (Cahyono et al., 2015; Susanto & dkk, 2021; Ulum, 2020) has succeeded in increasing school accreditation to the "A" accreditation level. In day-to-day operations, the principal is held by Ayang Rabaini assisted by eight teachers, one operator, one librarian, and one school staff who assist the smooth operation of the school.

Observing the learning outcomes of grade III and IV students in 2019, which is contained in the daily test scores of 25 students is described in full. That the highest score of 90 was only obtained by one student and the lowest score of 60 was obtained by 10 students. Meanwhile, the rest got a score of 80 by six students and a score of 70 was obtained by eight students.

While the description of the daily test of class IV students is 27 students, about seven students get a score of 80, while seven students get the lowest score of 60. While the rest, as many as thirteen people get a score of 70.

The data shown above means that the average score of students in both grades III and IV is low. Based on that fact, an effort was made to improve learning outcomes through the use of visual and audio-visual

media. At the beginning of the use of the media, researchers were able to see the growth of students' attention and motivation in following the subject matter in ablution. It started when the teacher was seen holding out visual aids and sticking them on the blackboard. Students pay close attention to the pictures. The teacher provides information and descriptions of each picture. After that, the teacher plays audio-visual media through LCD. The video that appears shows a child who is doing the noble ablution movement from beginning to end. The students' attention focused on the video. The teacher provides additional explanations and reinforcement.

During the video viewing, the class atmosphere became calm because there was no movement in and out and none of the students spoke. It can be said that they seem to be hypnotized by learning treats through the media that is being used (Anwar & Otaya, 2019; Prasetya, 2016; Taufiq & Muhammadi, 2019; Andria Rosa et al., 2020; Sartika et al., 2020). At the end of the material, the teacher conducts a test to measure students' absorption of the material presented. As a result, as many as two students were able to get a score of 90, most of the students, namely as many as fifteen students got a score of 80. While the rest, as many as 10 students got a score of 70. The test results showed that none of the students got a score of 60. On the contrary, the test results though not many, two students were able to score up to 90.

Thus, it can be stated that the increase in the value of Islamic Religious Education for wudu material in grades III and IV. The level of difference in the results obtained is very striking between the highest value and the lowest value. The highest score is only around one and two students. While the values accumulate in the middle. And a low score of seven to ten people. Thus the average value of the class is only in the number seven position.

After the teacher combines visual and audiovisual media, there is a change in the learning style of students (Purwanita et al., 2019; Ramsey & Howe, 1969). They look enthusiastic in learning (Rusiadi, 2018). Focus on paying attention to teachers with varied learning media (Alabi et al., 2021;

Limbong et al., 2021). As a result, the teaching and learning process goes well (Hermawan et al., 2019; Susanna, 2020). Learning objectives are well achieved (Aliyyah & Malia, 2016; Mashudi et al., 2021). Learning outcomes have increased significantly (Karlina & Setiyadi, 2019; Namaziandost & Nasri, 2019; Utari & Hendradewa, 2021). The highest grades of students have increased and there is an even distribution of grades. The lowest value is only in the position of number seven. And not one person got a six. The class average has increased from seven to eight.

SIMPULAN DAN SARAN

The description above can be interpreted that it turns out that learning assisted by visual and audiovisual media has a significant impact on student learning. This is evident in the material for ablution in grades III and IV of elementary school. The increase in grades was triggered by the growing focus and enthusiasm of students in following the learning path they followed in class. It also means that in addition to the media greatly influencing student learning outcomes, the important point is that as long as the teacher can foster student focus and motivation to take part in learning, learning outcomes can increase.

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