

The Application of Audio-Visual-Based Learning Media To The Learning Interest of Elementary School Students

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ABSTRACT

The purpose of the study was to determine the interest and talent of elementary school students towards the implementation of audio-visual learning media. This study aims to analyze the interests of elementary school students, by using the audio visual learning method. The relationship between the application of learning media in the form of audio visuals to the learning interest of elementary school students. This research was conducted at SDN Cisaat. This research is a quantitative research using experimental research methods. Our experiment is to collect data through surveys and filling out questionnaires. The subjects used in this study were grade 4 students at SDN Cisaat. The data collection used in this research is by means of observation, questionnaires and documentation. The results of the descriptive analysis that have been carried out show that when learning takes place using audio-visual media, it has a relationship with student interest. This is indicated by the high value of the results of the questionnaire that has been filled out by students on interest when learning using audio-visual takes place. The high motivation and interest in students' learning when audio-visual media is applied is certainly an advantage of using this media, one of which is how students look more active in providing feedback on the video showing. students in following learning in class. In addition to providing self-interest, the use of audio-visual media can foster more curiosity about the material presented, the use of audio-visual media on student interest has a significant effect on science learn.

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INTRODUCTION

According to (Sagala, 2010), learning is teaching students to use educational principles and learning theories, which are the main determinants of educational success. Learning is a two-way communication. Teaching is done by the teacher as an educator, while learning is done by students. According to (Sudjana, 2012) learning is an effort made intentionally by educators that can cause students to carry out learning activities.

Meanwhile, according to Hernawan (2013), learning is essentially a transactional communication process that is reciprocal, both between teachers and students, as well as between students and other students, to achieve the goals that have been set. Transactional communication is a form of communication that can be accepted, understood, and agreed upon by the parties involved in the learning process.

Science is a systematic collection of theories, the application of which is generally limited to natural phenomena, born and developed through scientific methods such as observation and experimentation and demands a scientific attitude (Trianto, 2014). According to Usman Samatowa (2011) Natural Science is a translation of words in English, namely natural science, meaning science. Related to nature or related to nature, science means knowledge. So science or science can be referred to as the science of nature. Science that studies events that occur in nature. Carin & Sund (1989) stated that, "Science is the system of knowing about the universe through data collected by observation and controlled experimentation. As data are collected, theories are advanced

to explain and account for what has been observed". If translated it means "Science is a system of knowledge about the universe through data collected through controlled observations and experiments. As data is collected, theories are developed to explain and explain what has been observed."

The word media comes from the Latin word *medius* which literally means "middle" of intermediaries or messengers from the sender to the recipient of the message (Azhari, 2015). Media is a means of distributing messages or information in the teaching and learning process to be conveyed by the message source to the target or recipient of the message (Mahnun, 2012). Learning media according to (Surayya, 2012) is a tool that is able to assist the teaching and learning process and serves to clarify the meaning of the message or information conveyed, so as to achieve the planned learning objectives. Learning media can be understood as anything that can channel information from information sources to recipients of information (Falahudin, 2014). Learning media as a whole is a tool or material used in the teaching and learning process which has a function as a carrier of information from learning resources.

The media used in learning must be in accordance with the conditions of the school, students and the selection of media must be adjusted to the learning objectives. Ayuningtyas (2011) states that "the purpose of using media in the learning process is to streamline and streamline the learning process itself". In addition, the learning media used must follow the development of science and technology so that the delivery of learning takes place well and efficiently and is able to improve learning outcomes

and student interest, in line with the opinion of Asnawir and Usman (2002) who argue that the media is something that transmits messages and can stimulate thoughts, feelings, and the will of the audience (students) so that they can encourage the learning process in themselves.

One of the things that can be used as a learning medium and in line with the development of science and technology that can be used as a medium in science learning is the use of Audio-Visual media, this is based on the characteristics of elementary school students (Slameto, 2003:81) who are very interested in something that is observed, heard and experienced directly, because it can create a meaningful impression in individual students. According to Arsyad (2009) teaching through Audio-Visual is the production and use of material whose absorption is through hearing and sight and does not entirely depend on understanding words or similar symbols. The understanding used through Audio-Visual is the right way to be used in the classroom, because the use of this media solves the verbalism aspect in students. For example, when a teacher explains about a material about plant parts, then after the teacher explains, a picture related to the plant parts is displayed according to what the teacher explains. The use of Audio-Visual media can make students more interested and motivated because learning will be presented with concrete things. This is in line with what was stated by Piaget (in Karim et al., 1997) which explains that when a child is 7-12 years old, they develop concepts with concrete objects to investigate relationships and abstract media models (concrete operational stage). By utilizing audio-visual media, especially films and

videos, students can immediately see and listen to the sound so that the learning process is more meaningful (Ananda, 2017). This study aims to determine the extent to which elementary school students are interested in learning science subjects using audio-visual media and compare them with their usual learning. The difference between this study and similar research lies in the material to be delivered, where the material we will try out is the 5th grade science subject matter in elementary school in Chapter 7, namely Earth and the Universe.

METHODOLOGY

A. Research Design and Steps

This research is a quantitative research using experimental research methods. Our experiment is to collect data through surveys and filling out questionnaires. This experimental method is included in quantitative research. The experimental method is a research method that can be used to find the effect of certain treatments on others under controlled conditions through treatment (Sugiyono, 2015). Experimental research in general places more emphasis on fulfilling internal validity, namely by controlling/controlling/eliminating the influence of factors outside the experiment that can affect experimental results (Jaedun, 2011). This study uses an experimental method with the design that will be used is One-shot Case Study Research Design.

Group Student	Treatment	Observation
Eksperiment Class	X	O

Sugiyono explained in this design, given treatment to students and then made observations. (2012) explained that in this design, treatment was given to students and then observations were made.

Tabel 1. One-shot Case Study Research Design

Information:

X : Treatment, in this study the use of audio-visual media (independent variable)

O : Observation, in this research is student's interest in learning (devenent variable).

As for the research steps, namely; The first stage is preparing a plan, the activities carried out at this stage include 1) Equating the understanding of researchers with teachers regarding the concepts and objectives of using Audio-Visual media in science learning; 2) Develop a lesson plan; 3) Prepare Audio-Visual-based materials and media to be used in learning; 4) Develop research instrument signs.

The second stage is implementation, the activities carried out include 1) Early learning activities by utilizing Audio-Visual media; 2) Core learning activities by utilizing Audio-Visual media; 3) The final activity of learning by utilizing Audio-Visual media.

The third stage is observation, the activities carried out at this stage are observing the entire process of implementing the action and when the action is completed. The focus of observation is student activities and the use of learning media. Observations of student activities are carried out when science learning takes place by looking at student interests and activities, while observations of media use are carried out by looking at the compatibility between the principles of media selection and procedures for using learning media.

The fourth stage is reflection, what is done is to provide a research instrument, namely a questionnaire and guide students to be able to fill out the questionnaire that has been given, then do reflection to determine determining actions at the next stage.

The fifth stage is data analysis and processing, at this stage the activities carried out are analyzing the data that has been obtained, then processing it.

The last stage is the conclusion, namely by drawing conclusions on the activities that have been carried out and later a report will be made.

B. Population and Sample

1. Population

Population is a generalization area which consists of objects or subjects that have certain qualities and characteristics to be studied by the author and then draw conclusions (Sugiyono: 2012). So we can conclude if the population is the total number of objects to be studied. The population that we studied were grade 5 students at SDN Sukamanah 3 for the academic year 2021/2022, totaling 46 students.

2. Sample

The sample is part of a number of existing population characteristics (Sugiyono, 2012). So we can draw conclusions, if the sample is a smaller part of the population to be studied. The sampling technique that we will do is to use a saturated sampling technique. Saturated sampling was used because all members of the population were used as research samples (Sugiyono, 2012). Because the population that we will use consists of only one class, namely class V, the sample we will use is class V, which consists of 46 students.

C. Data Collection Techniques

Data collection techniques are a method used by researchers in obtaining data when conducting a study. This is based on the explanation according to Sugiyono (2009) that data collection can be obtained from the results of observations, interviews, documentation, and combination/triangulation. The data collection used in this research is by means of observation, questionnaires and documentation.

1. Observation

Observation is an observation that is carried out intentionally and systematically on the activities of individuals or other objects being investigated (Kusuma, 1987). Implementation of observations will be carried out in class IV at SDN Cisaat by carrying out learning using Audio-Visual media in science subjects, in this observation researchers will observe student activities.

2. Questionnaire

Questionnaire is a tool to collect primary data with survey method in order to obtain respondent's opinion (Pujihastuti, 2010). Surveys are an alternative method of communication by asking respondents questions and their answers for further analysis (Cooper and Emory, 1995). The questionnaire that we will use is about students' interest in learning.

According to Slameto (2010: 180) several indicators of interest in learning include: feelings of pleasure, interest, acceptance, and student involvement. Meanwhile, according to Maria (2015: 5) there are 4 indicators of interest, namely, attention, feelings of pleasure or displeasure, awareness, and willingness. From the explanation of the indicators of interest above, in this study the indicators of interest used are as follows:

1) Happy feeling

If a student has a feeling of pleasure towards a particular lesson then there will be no sense of being forced to learn. For example, happy to follow lessons, there is no feeling of boredom, and being present during lessons.

2) Attention

mindfulness is concentration on observing and understanding other things. Students who have an interest in certain objects will automatically pay attention to these objects. Example: listening to the teacher's explanation and taking notes on the material.

3) Interest

Interest is a condition in which students have the driving force for an object, person, activity or experience. Example: enthusiastic in following the lesson, not delaying assignments from the teacher.

4) Student engagement

Student involvement is a result that arises from a student's interest in something. Example: active in discussion, actively asking questions, and actively answering from the teacher. i was used by 46 students.

D. Data Analysis Techniques

1. Normality Test

The data normality test aims to determine whether the data is normally distributed or not. This is to prove that the data used is normally distributed, the results of this analysis will then be compared with the critical value. According to Santoso (2003:400) decision-making can be done based on probability (asymptosis significance), namely: If probability > 0.05 then the data is normally distributed.

2. Correlation Test

This research is included in quantitative research, using descriptive and correlation data analysis methods. Descriptive statistics

are statistics that work to describe or provide an overview of the object under study through data samples or populations as they are, without conducting analyzes and conclusions that apply to the public (Sugiyono, 2013). This method is used to examine the variables that exist in this study, namely: audio-visual media and student interest in learning. While correlation research is research that looks at the relationship between one thing and another (Yusuf, 2014). The correlation method that we use is simple correlation analysis. Simple correlation analysis is used to determine the relationship between two variables and to determine the direction of the relationship that occurs (Priyanto. 2008).

DISCUSSION

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Audiovisual	.139	39	.054	.955	39	.117
Minat belajar	.146	39	.034	.965	39	.265

a. Lilliefors Significance Correction

Based on the results of the calculations above, it is known that the Audiovisual variable has a sig value of 0.117 which means more than 0.05 then H_0 is rejected and it can be concluded that Audiovisual is normally distributed, while the Learning Interest variable has a sig value of 0.265 which means more than 0.05 then H_0 rejected so that it can be concluded that interest in learning data is normally distributed. The two variables above have normal data distribution so that the hypothesis used in this normality test is H_1 .

2. Correlation Test

Data Analysis

1. Normality test

The normality test of the data was carried out using the normality test on all variables involved in the study with a total of 39 respondents involved.

Hypothesis Testing Normality of data distribution with a confidence level of 0.005 (5%)

H_0 : The sample comes from a population that is not normally distributed

H_1 : The sample comes from a population that is normally distributed

The basis of decision making is:

If the value of $\text{sig} < \alpha$ then H_0 is rejected, and

If the value of $\text{sig} > \alpha$ then H_0 is accepted (Murwani, 2001:20).

Correlation test is a test or data analysis that serves to determine the level of closeness of the relationship between the independent variable (Audiovisual) and the dependent variable (Learning Interest). In this test, the test is only to find out the relationship. The Pearson Product Moment test is one of several types of correlation tests used to determine the degree of closeness of the relationship between 2 variables on an interval or ratio scale, where this test will return the value of the correlation coefficient whose values range between -1, 0 and 1. Value -1 means there is a perfect negative correlation, 0 means there is no correlation and a value of 1 means there is a perfect

positive correlation. the closer, the closer to 0, the weaker the relationship.

Correlations

		Audio Visual	Minat Belajar
Audio Visual	Pearson Correlation	1	.716**
	Sig. (2-tailed)		.000
	N	39	39
Minat Belajar	Pearson Correlation	.716**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

The pearson correlations table describes the coefficient value between each variable. For the audiovisual variable and interest in learning, the sig value is $0.000 < \alpha (0.05)$ then H_0 is rejected, so the relationship between the audiovisual variable and interest in learning is significant. In addition, the Pearson correlation value obtained is 0.716 and has (**) which means it has a relationship with each other, so it can be concluded that the audiovisual variable and interest in learning have a close relationship because it is close to the coefficient value of 1.

B. Discussion

The results of the descriptive analysis that have been carried out show that when learning takes place using audio-visual media, it has a relationship with student interest. This is indicated by the high value of the results of the questionnaire that has been filled out by students on interest when learning using audio-visual takes place. The high motivation and interest in students' learning when audio-visual media is applied is certainly an advantage of using this media, one of which is how students look more

active in providing feedback on the video, as stated by Sadiman in (2012) video media has one of the advantages of providing opportunities for students to respond and provide feedback during learning. Another thing that happened was that students were very focused on listening to the material at the time of showing the video and seemed very enthusiastic in responding to it. The use of audio-visual media is certainly proven to provide its own interest for students in participating in learning in class. In addition to providing self-interest, the use of audio-visual media can foster more curiosity about the material presented, this is in accordance with the statement from Hamzah (1985) which states that one of the benefits of using audio-visual media is to encourage students' desire to know further things that have been conveyed by the teacher through the use of audio-visual media. Likewise, the use of audio-visual media can be used as a tool to motivate students to increase and encourage motivation in learning (Suprijanto: 2007). Audio-visual is also a medium that has its own uniqueness in its use compared to the use of other learning media, audio-visual

media is useful as a fairly effective way of conveying learning. Based on the explanation above, it can be concluded that the use of audio-visual media on student interest has a significant effect on science learning.

CONCLUSION

Based on research on the application of audio-visual-based learning media to elementary school students' interest in

learning, it can be concluded that the use of audio-visual media to students' interest in science learning has a significant relationship. This is based on the calculation of the Correlation Test, where the use of audio-visual media on student interest results obtained $0.000 < \alpha (0.05)$ then H_0 is rejected and H_1 is accepted, so the relationship between audiovisual variables and interest in learning is significant.

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