



UTILIZATION OF AUDIO VISUAL-BASED LEARNING MEDIA IN CLASS X STUDENTS OF SMAN 8 BENGKULU CITY



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Abstract

The purpose of this research: to know Utilization of Audio Visual-Based Learning Media in Class X Students of SMAN 8 Bengkulu City. The qualitative research method utilizes and analyzes practically and objectively about the Utilization of Audio Visual-Based Learning Media in Class X Students of SMAN 8 Bengkulu City. The steps of this research are observation, interview and documentation. The results of the research on the use of media in ICT subjects at SMA Negeri 8 Bengkulu city that are used and applied are audio-visual media, because this audio-visual media is a media that involves all the senses, namely sight, hearing and so on. Video media can produce sound and moving images, and power point is media that produces interesting images, because this power point can use varied letters and colors can be changed. So that the use of power point media and films/videos is very suitable for ICT subjects.

Keywords: learning media, audio visual

INTRODUCTION

Learning media is one of the supports for achieving learning objectives (Matsun, Darmawan, 2018). This is related to the use of learning media and methods so that students can understand the learning material well so that it can improve student learning outcomes (Habibi, 2013). The classroom atmosphere that uses media in learning will feel more alive, so that it can increase students' learning motivation. When compared to classes that do not use media in learning, there is less motivation for students to learn, there is only boredom in the teaching and learning process (Matsun, Darmawan, and Setyahandani, 2018).

Learning media can be understood as anything that can convey and distribute messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. (Yudhi Munadi, 2013).

From the theoretical explanation above, learning media is one of the important components in teaching and learning activities. The selection of the right learning media can be an important key to achieving learning objectives in the teaching and learning process. Learning media itself develops from time to time along with technological developments.

Media from an educational perspective is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its own dynamics for students. The word learning media comes from the Latin "medius" which literally means "middle", intermediary or introduction. In Arabic, the media intermediary or delivery of messages from the sender to the recipient of the message. Gerlach and Ely said that the media, if understood in broad terms, are human, material, or events that build conditions that enable students to acquire knowledge, skills,

or attitudes. An effective, fun, interesting, and meaningful learning process for students is influenced by various elements, including teachers who fully understand the nature, nature, and characteristics of students,

The learning media that is currently being taken into account is the internet, considering its advantages that are not limited by space and time. In addition, currently internet access is quite easy to reach by all people. This allows students and teachers to use the internet as a fairly effective learning medium. The internet allows students to learn without face to face with the teacher, in contrast to some other learning media that require students to meet face to face with the teacher. The internet can be well used as a learning medium that can easily be accessed by students anytime and anywhere.

In particular, the availability of various learning resources will support the creation of interesting and enjoyable student learning conditions. One of these learning resources is audio-visual learning media.

According to Dale (2017), audio-visual media are teaching media and educational media that activate the eyes and ears of students during the teaching and learning process. In addition, audio-visual media as a learning resource can provide choices in using learning media according to the characteristics of students. In addition, Asyhar defines that audio-visual media is a type of media used in learning activities by involving hearing and sight at the same time in one process or activity. Messages and information that can be channeled through this media can be in the form of verbal and nonverbal messages that rely on both sight and hearing. Some examples of audio-visual media are movies, videos, TV programs and others. Examples of audio-visual media are educational video/television programs, instructional videos/television, and sound slide programs. Thus, audio-visual media can be said as media that can be used in learning activities by involving hearing and sight at the same time in one process or activity. Which is demonstrated through films,

videos, TV programs, sound slides and others.

According to Dendi (2017), audio-visual media aims to provide an influence in supporting learning interactions carried out by teachers and students in the classroom. The role of the teacher as a messenger in the form of material, it will be easier to convey the material to students as recipients of the message. In addition, the use of audio-visual media can also support the training of habits in the use of science and technology in the world of education which continues to grow, so that insight into education becomes wider.

The importance of using audio-visual media as a source of student learning in ICT learning that takes place in the classroom by utilizing appropriate media, can stimulate creativity and enthusiasm of students in participating in learning. The use of learning media that is relevant to the learning material can also provide a learning experience that is much needed by students in constructing social knowledge. The audio-visual media was chosen based on the reality on the ground that the concept of learning basically constructs the environment. Often times today we find that the habit of telling stories orally is more in demand by students than in writing. In the end, the use of audio-visual media that already exists in the classroom is currently less than optimal in learning.

Based on the results of observations and initial interviews conducted with Mr. SB's curriculum time, Mr. Samid's students, Mrs. EF's ICT teacher, SMAN 8 Bengkulu City, the role of learning media in SMAN 8 Bengkulu City is very important in supporting the success of the process and achieving the expected learning outcomes, teacher understanding as a whole regarding the importance of learning media as an integral part of the learning process at SMAN 8 Bengkulu City is one aspect that must be a teacher's attention.

The reason for raising the title SMAN 8 Bengkulu City Seeing the condition of the school that the author visited, namely at SMAN 8 Bengkulu City, ICT teachers used audio-visual media. With

the development of the times that are happening at this time very rapidly and as with the task of the teacher must be required to be creative to motivate students to learn in a fun and not boring way and can make it easier for students to understand the material taught by the teacher. One of them is by using audio-visual learning media which will make it easier for students to understand learning materials, especially in ICT learning, the use of audio-visual learning media is very necessary because ICT subjects are other integration subjects which in the material require integration.

Based on the initial observations made, the authors are interested in conducting research on the use of the internet by teachers who teaches in class X of SMAN 8 Bengkulu City because researchers want to know "Utilization of Audio Visual-Based Learning Media in Class X Students of SMAN 8 City of Bengkulu."

Research Methods

The place of research is SMA Negeri 8 Bengkulu City, one of the senior high schools (SMA) established in 1998 which is located at Jl.WR Supratman No.18 RT 007 Pematang Governor Village, Bengkulu City, Muara Bangkahulu District. The implementation time of this research began on April 7 until the time has not been determined.

The subjects of this study were all teachers who teach class X at SMA Negeri 8 Bengkulu City, namely ICT teacher Mrs. Efi Susanti, curriculum teacher Mr. Syamsul Bahri, student Mr. Samid and several grade X students with a total of 30 students.

The method used in this research is qualitative method. Danim (2020) suggests the dominant characteristics of descriptive research as follows: 1) describing factual events or events, 2) carried out in a survey, 3) seeking information and being carried out in detail, 4) identifying problems to get justification for the situation and ongoing practice, 5) describe the subject being managed by a particular group.

Still from the same opinion, Danim (2020) put forward the dominant characteristics of qualitative research, namely as follows: 1) direct data sources in the form of natural situational arrangements and researchers are key instruments, 2) descriptive in nature, 3) more emphasis on the meaning of the process rather than the results. 4) data analysis is inductive, 5) meaning is the main concern in the research approach. Molleong further explained that qualitative research is also research rooted in a natural background as a research tool, utilizing qualitative methods, and conducting inductive data analysis.

The targets achieved in qualitative research are directed at efforts to find descriptive theories. The process takes precedence over the results, limiting the study by determining the focus, using data and agreeing on research results by research subjects and researchers (Molleong, 1994 in Putri 2016).

The qualitative research method utilizes and analyzes practically and objectively about the Utilization of Audio Visual-Based Learning Media in Class X Students of SMAN 8 Bengkulu City. The steps of this research are as follows: a). The first stage is interviews with several teachers and students in class X SMAN 8 Bengkulu City, b). Hold the second observation of the teacher teaching Class X SMAN 8 Bengkulu City, c). The third stage is documentation such as photographs to further strengthen the research data from observations, interviews with and students in Class X SMAN 8 Bengkulu City.

Data collection technique, As it is known that the focus of this research is on Utilization of Audio Visual-Based Learning Media in Class X Students of SMAN 8 Bengkulu City, therefore the main data sources of this research are in the form of actions and words from sources as well as written and documented sources. To obtain these data, the data collection techniques used in this study were through observation, interviews and documentation studies.

Observations are observations and recordings made of objects at the scene/event taking place with observations being with the object under investigation, called direct observation. Indirect observations are carried out not at the time of the event that will be investigated by Nasution (2016).

The observation was carried out from the time the researcher started data collection until the end of the data collection activity. Observation activities in the context of data collection activities take objects that are relevant to the scope of research such as facilities and infrastructure, teaching and learning activities both indoors and outdoors. The stages of this observation are: 1) observation of the organizational environment, 2) observation of teaching and learning activities, 3) observation of the discipline aspects of educators and students both inside and outside the room, 4) observation of outside events.

An interview is a conversation between two or more people, whose questions are asked by the researcher to the subject or group of research subjects to be answered. With this interview we can enter the thoughts and feelings of the respondents (Sugiyono 2013). In this study, interviews were conducted with Ms. EF, an ICT teacher, principal, students and class X students of SMAN 8 Bengkulu City. As for the focus of the interview is the process of identifying the implementation of learning, learning evaluation.

Documentation is a way of collecting data by recording and utilizing existing data in the field, both in the form of written data such as books, newspapers, archives, letters and photographs. In this case, documentation is used for stage 1) collecting data on organizational resources such as educators, students, infrastructure, achievements and others. At this stage, 2) documenting events and activities related to the problems studied using a camera, 3) documenting all documents about learning such as lesson plans, annual programs, semester programs, and evaluation programs.

Instruments The data proposed by Arikunto (2016:146) is necessary, because researchers are required to be able to find data raised from certain phenomena, events, documentation. The main instrument in this research is the researcher himself.

Research Result

Based on the results of the study, researchers analyzed the results of documentation, observations, and interviews showing that the Utilization of Audio Visual-Based Learning Media in Class X Students of SMAN 8 Bengkulu City. Based on the problems and research objectives that have been discussed in CHAPTER I, namely to describe the use of Audio Visual Learning Media in ICT subjects in class X SMAN 8 Bengkulu City.

1. Utilization of Audio Visual Learning Media on ICT subjects in class X SMAN 8 Bengkulu City.

Learning is not always only in contact with concrete things, even in reality learning is often complex, virtual and behind reality. Therefore, the media has a hand in explaining hidden things. The ambiguity or complexity of teaching materials can be helped by presenting the media as an intermediary. Even in certain cases the media can represent the teacher's shortcomings in communicating the subject matter.

In a learning process, an educator must develop a learning that is interesting and can be understood by students. The use of media in learning is very necessary when the learning process takes place. The use of learning media will affect the condition of the students being taught. The use of learning media in the teaching and learning process can generate new interests and desires, therefore, the use of media is very important in supporting the learning process, so it is necessary to develop learning media.

As for what the researchers found that in the field that the importance of media in learning will not be seen if its use is not in line with the essence of the

teaching objectives, the teaching objectives must be used as a reference base for using the media. When ignored, the media is no longer a tool for achieving goals effectively and efficiently. The use of media in ICT subjects at SMA Negeri 8 Bengkulu city that is used and applied is audio-visual media, because this audio-visual media is a media that involves all the senses, namely sight, hearing and so on. Film/video media can produce sound and moving images, and power point is a medium that produces interesting images, because this power point can use varied letters and can be replaced with colors.

According to Nur (2015), audio-visual media are teaching media and educational media that activate the eyes and ears of students during the teaching and learning process. In addition, audio-visual media as a learning resource can provide choices in using learning media according to the characteristics of students. In addition, Asyhar defines that audio-visual media is a type of media used in learning activities by involving hearing and sight at the same time in one process or activity. Messages and information that can be channeled through this media can be in the form of verbal and nonverbal messages that rely on both sight and hearing. Some examples of audio-visual media are movies, videos, TV programs and others.

Meanwhile, Moh Zaiful (2017) revealed that audio-visual media are media that can be seen and heard, such as sound films, videos, television, and sound slides. Meanwhile Rusman explained that audio-visual media is media which is a combination of audio and visual or can be called viewing-hearing media. Examples of audio-visual media are educational video/television programs, instructional videos/television, and sound slide programs. Thus, audio-visual media can be said as media that can be used in learning activities by involving hearing and sight at the same time in one process or activity. Which is demonstrated

through films, videos, TV programs, sound slides and others.

2. Supporting Factors of the implementation that are faced by teachers in learning using audio-visual-based media for class X SMAN 8 Bengkulu City.

The supporting factors for implementing the use of audio-visual-based learning media at SMAN 8 Bengkulu City are the facilities and infrastructure. SMAN 8 Bengkulu City has provided LCD projectors in each class that can be moved around. The facilities available in each class to support the learning process include tables, chairs, blackboards, markers, speakers, LCD projectors and screens, wall clocks, cupboards, lamps for lighting.

In addition, the learning tools used such as laptops, speakers, wifi, stationery, learning journals, student assessment forms have been provided by the school, for student learning resources that are only based on books because they are not allowed to bring electronic devices and there are regulations prohibiting using the internet whether to do student assignments or for other purposes, the school facilitates it with a library equipped with various reference sources for each subject.

This is related to the theory regarding the Supporting Factors of the Implementation Faced by Teachers in Learning Using Audio-visual-Based Media for class X SMAN 8 Bengkulu City. To use the media, systematic planning should be carried out. It should also be remembered that learning media is used if the media supports the achievement of the learning objectives presented by Sri Anita (2019).

3. What are the obstacles faced by teachers in learning using audio-visual-based media for class X SMAN 8 Bengkulu City.

Teaching and learning activities carried out in the classroom do not always go according to plan (RPP), because in

every action there will be problems and obstacles faced by teachers as experienced by teachers in ICT learning using audio-visual learning media. The use of audio-visual media does not always run smoothly, sometimes there are problems faced by teachers such as problems in using study time, and technical problems that occur when using audio-visual media.

Based on what is associated with the theory of constraints in learning using audio-visual-based media Given that there are weaknesses in audio-visual learning media, the media is used in a way that has been previously determined by the teacher by preparing a media design that will be used so that the learning process continues to run well. Here are some of the weaknesses of audio-visual in learning: Factors inhibiting the use of audio-visual learning media, a). There are still many teachers or educators who do not master the use of audio-visual learning media, b), Not all subjects of a subject can be delivered using audio-visual learning media.

4. How Audio Visual Learning Media in developing students' learning motivation in ICT subjects at SMA Negeri 8 Bengkulu City.

When the teacher stands in the classroom and starts telling students about ICT subjects, of course the teacher hopes that students are enthusiastic about the lessons he explains. Motivation in learning plays an important role in the process of learning activities, so in students or children there will be encouragement and desire to learn better. The application of the media is also expected to be able to inspire students' enthusiasm and motivation to learn, especially for students who are lazy to study as a result of negative influences from outside students. Furthermore, it can form the habit of students enjoying learning, so that their learning achievement can increase.

There are several steps that need to be considered in the use of learning media

in this class, namely: First, teacher preparation: at this step the teacher sets goals to be achieved through learning media in connection with the lesson (material) which will be explained along with delivery strategies. Second, class preparation: in this step not only prepare equipment, but also prepare students in terms of assignments, for example to be able to follow, take notes, analyze, criticize, and others. Third, presentation: the presentation of learning media according to its characteristics. Fourth, follow-up steps and application: after the presentation there needs to be a follow-up learning activity, such as discussions, reports, and other assignments.

5. Have you been using audio-visual-based media as a medium for ICT learning

The audio-visual-based media has long been used by SMA Negeri 8 Bengkulu city, namely since 2018, using very adequate tools such as computers and students also better understand audio-visual-based media compared to explaining the material.

Conclusion

Based on the results of research through data collection with observations, interviews and data documentation, it was concluded that ICT teachers at SMA Negeri 8 Bengkulu City had utilized audio-visual media for learning well. It can be seen from the students' enthusiasm for learning, it is easy to understand the learning is more interesting, the teacher is easier to explain so that the use of audio-visual media is very suitable for ICT learning.

Suggestions Based on the results of the research and the conclusions above, the researchers provide several suggestions, namely: a). It is expected that teachers always use audio-visual-based media for all subjects, b). So that students are more enthusiastic by using audio-visual media learning, c). Teachers are expected to continue to guide students in order to

familiarize students with remaining obedient to the rules at school.

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