

THE INFLUENCE OF AUDIO VISUAL MEDIA ON STUDENTS' LEARNING OUTCOMES IN CLASS V AT SD KATOLIK ST

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ABSTRACT

Education is an important thing in our life, this means that every human being has the right to receive and hopes to always develop in education. The design of this research is a quantitative research with a quasi-experimental method. According to Sugiyono (2018: 14), the purpose of the quantitative method is to show relationships between variables, test theories, and look for generalizations that have predictive value. Meanwhile, the purpose of quasi-experimental research is to obtain information which is an estimate of the information that can be obtained from actual experiments with circumstances that make it impossible to control or manipulate all relevant variables, Suryabrata (2013: 58). This study involved two groups, namely the control group and the experimental group. The control group is the group that participates in learning without audio-visual media. The experimental group is the group that participates in learning using video learning media.

Keywords: Influence, audio visual,

INTRODUCTION

Education is an important thing in our lives, this means that every human being has the right to receive and hopes to always develop in education. Basically education gives us knowledge on how to behave, speak words and learn about scientific developments which in the end can be used by a large audience. Education in general means a life process in developing each individual to be able to live and carry on life, so being an educated person is very important.

Education is a basic right of every Indonesian citizen and for this reason every citizen has the right to obtain quality education in accordance with his interests and talents regardless of social status, economic status, ethnicity, religion and gender. One of the goals of the state is to educate the nation's life, that the 1945 Constitution of the Republic of Indonesia mandates the Government to seek and organize a national education system that increases faith and devotion to God Almighty and noble character in the nation which is regulated by law. Education programs for all must be implemented for all levels of society from early childhood to old age.

Learning is a complex process that occurs in every person throughout his life. The learning process occurs because of the interaction between a person and his environment. Therefore learning

can happen anytime, and anywhere. One sign that a person is learning is a change in behavior in that person which may be caused by a change in the level of knowledge, skill or attitude.

The learning process is carried out formally in various educational institutions, intended to direct changes in students in a planned manner, both in terms of knowledge, skills and attitudes, the interactions that occur during the learning process are influenced by the environment, including students, students, teachers, lecturers, learning materials/materials, and various learning resources and facilities (infrastructure). Along with the change in the learning paradigm, the success of teaching and learning activities in tertiary institutions is not only determined by the teaching/teacher factor, but is strongly influenced by the activeness of students. The learning process must be centered on student/learning participants, the teacher is not the only source of learning or source of information, but acts as a facilitator, dynamist, and motivator in learning.

The teacher only uses the blackboard as a learning medium, which should be in this era the teacher has used audio-visual media in the teaching and learning process, so that students will understand more about the teacher's explanation. With the use of audio-visual media students better understand what will be learned so that student learning outcomes increase.

Based on these problems the researcher chose St. Catholic Elementary School. Old Rising Mark. Therefore, the researcher wants to know more about the influence of audio-visual media as a learning resource to improve the learning outcomes of fifth grade students at St. Old Rising Mark.

According to Wina Sanjaya (2014: 118) audio visual media is This type of media, besides containing sound elements, also contains audio elements images that can be viewed, such as video recordings, various film sizes, sound slides and so on. According to SyaifulBahriDjamarah, et al (2013: 124) audio-visual media is media that has elements of sound and images. This type of media has better capabilities, because it includes both the first and second types of media. From some of the opinions above, it can be assumed that audio-visual media is media that has elements of sound and images that are used as intermediaries in conveying messages from subject matter to achieve learning objectives.

According to Wina Sanjaya (2014: 118) audio visual media is this type of media which besides containing sound elements also contains image elements that can be seen, such as video recordings, various sizes of films, sound slides and so on. Arief S. Sadiman, et al (2014) explained that audio-visual media can be in the form of:

a. Film

Film is a very powerful medium in assisting the process of teaching and learning. There are three kinds of film sizes: 8 mm, 16 mm, and 35 mm. According to Azhar Arsyad (2016: 50) Films move quickly and alternately so as to provide continuous visuals. The film's ability to depict live images and sound gives it a

special appeal. This media can present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

b. Television (TV)

In addition to film, television is a medium that conveys audio-visual learning messages accompanied by elements of motion. Currently, television has become so widespread in society. Television is not only used as a medium of entertainment. But also as a learning medium. With television students become aware of the latest events.

c. Videos

Moving pictures, which are accompanied by sound elements, can be broadcast via video medium and video compact disk (VCD). Just like the audio medium, broadcasted video programs are often used by distance education institutions as a means of delivering learning material. Video can convey messages that are factual (important events/events, news) or fictitious (such as stories), can be informative, educative or instructional. Video has several very useful features for use in the learning process. One of these features is slow motion where the movement of certain

objects or events that take place very quickly can be slowed down so that it is easy for students to learn.

d. LCD Projector (Liquit Crystal Display)

LCD projector (Liquit Crystal Display) is one of the optical and electronic devices. The optical system is efficient which produces very bright light without turning off (darkens) the room lights, so that it can project text, pictures or writing and images that can be emitted properly onto the screen. (Hujair, 2015: 144). LCD media is an electronic device in the form of a layerThe projector functions to display visual images, as an educational tool that is used to help achieve learning objectives. The purpose of using the LCD Projector as a learning medium is to motivate students, stimulate students to remember what they have learned and provide stimulation for new lessons and activate students in the learning process.

RESEARCH METHODOLOGY

A. Research design

The design of this research is a quantitative research with a quasi-experimental method. According to Sugiyono (2018: 14), the purpose of the quantitative method is to show relationships between variables, test theories, and look for generalizations that have predictive value. Meanwhile, the purpose of quasi-experimental research is to obtain information which is an estimate of the information that can be obtained from actual experiments with circumstances that make it impossible to control or manipulate all relevant variables, Suryabrata (2013: 58). This study involved two groups, namely the control group and the experimental group. The control group is the group that participates in learning without audio-visual media. The experimental group is the group that participates in learning using video learning media.

Table 3.1. Research design

Group	Pretest	Treatment	Posttest
Experiment	T1	X1	T2
Control	T1	-	T2

- Q1: The test before being given learning uses audio-visual media
- X1: Treatment of the experimental class using audio-visual media.
- T2 : Tests after learning audio visual media

B. Place of Research and Time of Research

This research was conducted inSt. Catholic Elementary School Old Rising Mark, Motoling district, Kab. South Minahasa, North Sulawesi Province in the odd semester of the 2022/2023 academic year for approximately 1 month, October 3 to October 28. 1 month of data collection, and one month of data presentation in the form of a thesis and the guidance process takes place.

C. Population and Sample

1. Population

According to Sugiyono (2016) Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. So the population is not just people, but also objects and other natural objects. The population is also not just the amount that exists in the object/subject being studied, but includes all the characteristics/traits possessed by that subject or object. The population in this study were all fifth grade students at St. Catholic Elementary School. Old Rising Mark.

2. Sample

The sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, manpower and time, the researcher can use samples taken from that population. The sample in this study were students in class VA and VB who were selected through a purposive sampling technique. Purposive Sampling is a sampling technique with certain considerations. Purposive Sampling was chosen because the respondents who were selected to become members of the sample were based on the researchers' own considerations. This technique was carried out due to consideration of limited time, manpower and funds so that large samples could not be taken.

Data analysis is an activity that must be carried out by researchers after all data from respondents has been collected to find out the results or make a conclusion from a study, as stated by Sugiyono (2018: 89) data analysis is the process of searching and systematically compiling data obtained from the results interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing, compiling into patterns, choosing what is important and what will be learned, and making conclusions so that it is easily understood by oneself and others other.

RESEARCH RESULTS AND DISCUSSION

The data obtained in this study are student learning outcomes in the form of knowledge aspects, obtained by using a test instrument in the form of multiple choices given before learning (pretest) and after learning (posttest). Data on the results of learning tests both pretest and posttest were obtained from evaluation results using multiple choice tests given to 14 students, consisting of 8 experimental class students who were given treatment, namely the use of audio-visual media, and 8 control class students using learning models conventional (lectures and discussions).

Statistical Data on Experiment Class Student Learning Outcomes

Based on the data from the pretest and posttest analysis from the experimental class using audio-visual media with a total of 8 students and a total of 10 multiple-choice questions, the data obtained from student learning outcomes in the experimental class can be seen in table 4.1.

Table 4.1 Statistical Data on Experiment Class Student Learning Outcomes

Statistics	Mark	
	Pretest	Posttest
The number of students	8	8
Minimum Score	30	70
Maximum Score	60	100
Average	42.50	82.50
Standard Deviation (S)	10.35	10.35

(Source: Processed Primary Data can be seen in Appendix 1)

Statistical Data on Control Class Student Learning Outcomes

Based on the data from the pretest and posttest analysis from the control class which did not use audio visual media with a total of 8 students and a total of 10 multiple-choice questions, the data on student learning outcomes in the control class was obtained which can be seen in table 4.2.

Table 4.2 Statistical Data on Control Class Student Learning Outcomes

Statistics	Mark	
	Pretest	Posttest
The number of students	8	8
Minimum Score	30	50
Maximum Score	60	80
Average	47.50	67.50
Standard Deviation (S)	10.35	10.35

(Source: Processed Primary Data can be seen in Appendix 1)

Student learning outcomes in Theme 3 were between students who were taught using audio-visual media and those who did not use audio-visual media. The value of the students in the experimental class got an average pretest score of 42.50 which indicated the initial ability of the students. Then after being treated using audio-visual media the average value of the post-test became 82.50. After being given the learning treatment with audio-visual media, there was an increase in the average value of learning outcomes by 40.00. While the control class students who get an average pre-test score of 47.50 which shows the initial ability of students. Then after the learning process was carried out without using video media, the post-test average value became 67.50. In the control class, there was only an increase in the average value of learning outcomes by 20.00. The average value of the post-test results in the experimental class was 82.50 while the average value of the post-test results in the control class was 67.50. The difference in the mean post-test results between the experimental class and the control class is 15.00. The lowest post-test score in the experimental class is 70 while the lowest post-test score in the control class is 50. Then the highest post-test result in the experimental class is 100 while the highest post-test score in the control class is 80. Based on the description above it can be seen that the positive influence of the use of audio-visual media makes learning outcomes in learning Theme 3 in the experimental class better than the control class which does not use audio-visual media. This is because audio-visual media has the advantage that video can depict an object moving together with a natural sound or appropriate sound. Videos can also present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

Thus the video can describe a process precisely which can be watched repeatedly if deemed necessary. Thus the learning outcomes are even better. The effect of learning outcomes on learning Theme 3 between students who were taught using audio-visual media and students who were not taught using audio-visual media can be seen from the average value of cognitive learning outcomes obtained through the post-test between the experimental class and the control class. The attitude of

the control class students during the learning process was to listen to the lectures delivered by the teacher, but many students did not listen to the teacher's lectures during the learning process well but were engrossed in their activities such as joking and talking with their peers. Several students recorded material that they considered important. But there were also until the end of the lesson there were some students who did not record the subject matter delivered by the teacher. While the attitude of students in the experimental class is to seek knowledge based on instructions from the teacher by utilizing learning resources such as textbooks and worksheets. Almost every experimental class student has notes about what they get from the textbook or discussions with their friends. In the experimental class the learning process is carried out using audio-visual media to encourage students to be more interested in learning. Students are also given the opportunity to actively ask questions and express opinions. Students are also encouraged to dare to practice it in front of the class. In addition, the communication that is established is two-way communication, teacher to student and student to teacher.

Students tend to be passive and do not express opinions much. Even few students dared to ask questions. The communication that exists is one-way communication, only teacher-to-student communication. The teacher's task in the experimental class that applied audio-visual media was only as a facilitator, students who had to be active in acquiring their own knowledge such as observing video shows, pictures, observing the stages shown, looking at textbooks and worksheets and asking questions between friends. Whereas in the control class the teacher is the only source of learning so that students only get knowledge from the teacher. Learning by using audio-visual media has the concept of linking subject matter to real life. Besides that, it also makes theoretical subject matter changed to be more practical in accordance with the daily lives of students. This will make students better understand the subject matter so that the learning outcomes obtained are even more optimal. The attitude of students that can be seen when participating in learning by using audio-visual media is that students can interact with their friends during the discussion process, students work together with their group mates, students also listen to opinions and respect their friends. Through colleagues students will be more comfortable in learning and not feel embarrassed to ask questions or disclose their income. Such conditions make learning objectives achieved effectively and efficiently. This also makes student learning outcomes better. This will make students better understand the subject matter so that the learning outcomes obtained are even more optimal. The attitude of students that can be seen when participating in learning by using audio-visual media is that students can interact with their friends during the discussion process, students work together with their group mates, students also listen to opinions and respect their friends. Through colleagues students will be more comfortable in learning and not feel embarrassed to ask questions or disclose their income. Such conditions make learning objectives achieved effectively and efficiently. This also makes student learning outcomes better. The attitude of students that can be seen when participating in learning by using audio-visual media is that students can interact with their friends during the discussion process, students work together with their group mates, students also listen to opinions and respect their friends. Through colleagues students will be more comfortable in learning and not feel embarrassed to ask questions or disclose their income. Such conditions make learning objectives achieved effectively and efficiently. This also makes student learning outcomes better. The attitude of students that can be seen when participating in learning by using audio-visual

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In addition, the results of the calculation of the hypothesis test using the t-test on the post-test data obtained the value of $t_{count} = 2.89$ with $(dk) = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ and $\alpha = 0.05$, then the obtained value $t_{table} = 2.17$. Because 2.89 is outside the interval $-2.17 \leq t_{count} \leq 2.17$, then H_0 is rejected, and H_a is accepted. So it can be concluded that there is an effect of the use of audio-visual media on student learning outcomes in learning Theme 3. Overall based on the description above it can be concluded that there is a positive influence on the use of audio-visual media on student learning outcomes in learning Theme 3. This causes learning outcomes learning Theme 3 in the experimental class is better than in the control class.

Supported by a statement from (Sanjaya, 2013) which states that audio-visual media is a type of media that contains elements of sound and elements of images. For example video recordings, film recordings, sound slides, and so on. The ability of this media is considered better and more interesting.

One indicator of quality improvement in education is the implementation and development of a curriculum that is in accordance with the conditions and needs of the community, following the progress of science and technology, learning that supports spiritual, intellectual, social, emotional, kinesthetic aspects and develops the potential of students. (Sista, 2017) .

Likewise with the results of research from RiniPuspitasari, et al (2015) which stated that by using audiovisual media learning was more interesting so as to increase students' interest and attention to learning, students became more active in the learning process. This spurred scientific work skills and cooperation in student groups. It's just that time management must be improved so that learning objectives can be achieved.

Conclusion

Based on the results of the research and analysis of the results of research on the effect of using audio-visual media on student learning outcomes in Theme 3 learning that has been described, it can be concluded that there is a significant influence of audio-visual media on student learning outcomes in class V Theme 3 at St.Markus Catholic Elementary School Old Shutters.

A. Suggestion

Based on the research results obtained, there are several suggestions from researchers related to this research, including the following:

1. For Schools

The school should motivate teachers to make better use of the facilities and infrastructure that have been provided for learning.

2. For Teachers

Teachers are expected to continue to deepen their knowledge of appropriate and interesting types of learning media, because learning media is one of the factors that can improve student learning outcomes. Therefore, teachers should be able to choose and develop learning media, so that learning activities are not boring and can attract students' attention to pay more attention to the material presented.

3. For Further Researchers

For future researchers, it is hoped that this research will be useful in carrying out research activities related to the use of audio-visual media in the process of learning activities.

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