

The Implementation of Audio Visual Aid Media During Covid 19 Pandemic in Elementary School

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Abstract

Media are considered very important to meet the objectives to be achieved during the teaching and learning process. Media are used so that the students can enthusiastically participate in the learning process. However, due to the situation during this pandemic, all teaching and learning activities were carried out online. This research aims to determine students' interest in participating in the online way when given learning videos. This study used a pre-experimental quantitative method with one group pre-test post-test design. The results of this study have shown that there was an increase in the learning process when using learning videos. After giving the treatment, students eagerly want to know and were highly motivated in taking part in the learning process. Besides they were not bored when doing assignments given by the teacher. The increase in student learning that occurs is included in the moderate category, namely 0.42 based on the results of the normalized gain test (N-Gain). Based on the data analysis using a Gain test, the result is 0.41. The second class experienced an increase in participating in learning activities when given a learning video in the medium category. It is also said to be in the medium category because $0.7 > g \geq 0.3$. the, from the result of the questionnaire regarding the use of interesting and educational learning videos, the parents and students agreed to use instructional videos. It is because by using learning videos of sufficient time, students easily understand the material taught by the teacher. The conclusion obtained is that the application of using interesting instructional videos can increase children's interest in taking lessons during online learning.

Keywords: Learning Media, Audio Visual Aid, Online Classes

1. Introduction

In this pandemic, several activities must be carried out from home. One of them is teaching and learning activities that are carried out online or commonly called online learning. During the pandemic, it is not uncommon for parents and teachers to complain about teaching and learning activities carried out in their homes. Teaching and learning activities carried out at home are considered ineffective, for example, internet connection interference which causes a delay in learning. In addition, online learning also causes some children to poorly understand the subject matter delivered by the teacher.

In implementing online learning, teachers are required to create technology-based learning media. Fujiyanto, et al (2016) states that online learning media that are made should be interesting and encourage students to be enthusiastic about participating in online learning. One of the learning media that can be made by the teacher is audio-visual learning media. By using audio-visual learning media, students can understand the lessons from the sounds and images on the media. Learning media is anything that is used to transmit messages and can stimulate the thoughts, feelings, attention, and willingness of the learners so that they can encourage a deliberate, purposeful, and controlled learning process. Learning media can convey messages or information in the teaching and learning process so that it can stimulate

students' attention and interest in learning. Furthermore, Saefuddin and Berdiati (2014) state that learning model is a conceptual framework that describes a systematic procedure when organizing a learning system in achieving certain learning objectives and serves as a guide for learning designers and teachers in planning and carrying out learning activities.

Musfiquon (2012) states that learning using multimedia has been proven to be more effective and efficient as it can improve student learning outcomes. Meanwhile, according to Sadiman, et al. (2005), there are some advantages of video as a form of audio-visual media, namely: to attract attention for short periods of other external stimuli, to attract a large number of viewers to get information from the experts, difficult demonstrations can be prepared and recorded in advance so that when teaching the teacher can focus on the presentation, saves time and recordings can be played over and over again, the display can be more real for example the TV camera can take a closer look at moving objects or objects which is dangerous like a tiger, the loudness of the sound can be adjusted and adjusted. The teacher can arrange where she/he will stop the movement of the picture, the control is completely in the hands of the teacher, and space does not need to be darkened during presentation time. Based on the description above, it can be concluded that learning media is a means of the interaction process that takes place between teachers and students to encourage the learning process to acquire knowledge and skills, strengthening what is being learned, and helping to achieve learning goals. Students should be more active in studying the material and without having to spend a lot of money so that the learning process can be expected to run effectively. Following the scope of the research problems, the research questions are as the following:

1. How is the ability of the teacher to create learning media during online learning?
2. What is the teacher creativity in making learning media?
3. Is the teacher explaining the material only based on thematic books?
4. Does the teacher use instructional videos as a medium to convey material?

In line with the problems, during the pilot observations, the researchers found solutions to solve problems. Some of the solutions include creating audio-visual based learning media, which is *video*. The researcher makes attractive learning videos so that students can get the lessons. In addition, the teacher makes educational instructional videos and in making learning videos the researcher gives questions according to the material in the learning video. In this study, researchers used several applications to make instructional videos. In addition, the animation is also added so that students do not get bored when watching the video. The objectives to be achieved in this study are:

1. to find out the extent of students' interest in learning by giving a learning video;
2. to make learning activities run fun, not boring and the students are motivated to learn the material presented by the teacher;
3. to know if the teachers are explaining the material only based on thematic books; and
4. to know if the teachers use instructional videos as a medium to convey material.

2. Method

The research method used by researchers was quantitative research methods. In this study, the type used was a pre-experimental design. In other words, single groups are frequently studied, but no comparisons are made with non-treatment groups. The experimental research design used was one group pre-test-post test design, which is an experimental study that was conducted randomly selected and did not test the stability and clarity of the group's condition before being given giving treatment. The research design of one group pre-test and post-test design was measured by using a pre-test that was carried out before the treatment and a post-test which was carried out after the treatment was given. In

collecting the data, the researchers used suitable instruments. They were tests, observation, questionnaires, and documentation. The observation was made to check learning activities before and during the treatment. The questionnaire was given to the parents of the students about how the students followed the lesson when given the learning video. The number of respondents to the questionnaire consisted of 27 respondents. The type of questionnaire used was closed-questionnaire. Then, the documentation was the activity of students doing the task, then they were photographed and sent to the teachers by their parents.

3. Results and Discussions

The results of the data analysis were used to determine the percentage. The following is the sequence in determining the percentage of online learning. The first obstacle is that students do not understand the material because the material is conveyed only through text. The second obstacle is occasional. Teaching practise started on August 18, 2020. On the first day of teaching, researchers did not provide learning videos, but he only explained a little through writing and then sent them to the *WhatsApp* group. Teaching and learning activities began with greetings, then the teacher explained the material. After explaining the material, the teacher gave a task, namely working on the questions. The problem is as follows. After giving the questions, the teacher concluded the lesson of the day then closed the lesson. He also provided advice to the students. On the second day of teaching, the researcher still did not provide a learning video. The researcher only explained the material through voice notes (*vn*) and then sent it to the *WhatsApp* group and students were asked to listen to it. After that, students were asked to work on the questions on the students' worksheet (*LKS*). The teacher closed the lesson by making a conclusion and a prayer. The assignments for the 1st and 2nd meetings were collected at 09.00 - 11.00 at school by complying with health protocols, namely wearing a mask or using a face shield. Usually, the homeroom teacher assesses the children's assignments from Monday to Wednesday on Friday. Tasks are graded at the same time on Friday so that the other tasks do not accumulate. On the third day of teaching, researchers still did not use the instructional videos. Researchers explain the material based on what is in the *LKS*. Then students were asked to do the assignments in the *LKS* and the assignment was to make crafts from natural materials (such as seeds). Then the results of the pictures were photographed by the students and sent to the teacher via private message on *WhatsApp*. On the fourth day of teaching, which was the last day, the teacher still did not use the instructional video. As usual, the teacher opened the lesson and then explained what material he wanted to explain. On that day the teacher explained the material through writing and then sent it to the *WhatsApp* group. After that students were asked to work on the questions in the thematic worksheets and to write skilfully (continuous writing) on the worksheets.

The researchers used instructional videos as a medium to convey the material. The material contained in the video is *Invitation and Refusals*. The video given by the teacher was 57 seconds long. First of all, the teacher opened the lesson by saying hello and explaining what material to convey on that day. Then, the teacher provided a learning video containing the material for the *Invitation and Refusals*. Students were asked to pay attention to the video given by the teacher. After being given the instructional video, students were asked to work on the questions in the worksheets about determining the invitation and refusal sentences. Finally, the teacher made conclusions.

4. Conclusions

Based on the data analysis, it is found that the implementation of interesting videos during online learning can increase students' interest in learning activities. In addition,

learning using video in which the video contains questions also makes students happy to take part in learning because students can understand lessons from various sources, namely worksheets and thematic handbooks. Students also do not get bored quickly when participating in learning using instructional videos because the videos made by researchers were colourful and had moving animations. Before given the treatment, the researcher conducted a pre-test. Based on the average pre-test results, the score obtained was 83. After knowing the average score of the pre-test, the researcher gave the treatment by using video lessons during learning activities. Researchers used instructional videos as a medium to deliver the material. After giving the treatment, the researcher conducted a post-test. From the results of the post-test, it can be seen that the average score of the post-test is 90.

The results of data analysis using a gain test of 0.41 show that the 2D class experienced an increase in participating in learning activities when given learning videos in the medium category. It is said to be in the medium category because the index is $0.7 > g \geq 0.3$. Based on the results from a questionnaire regarding the use of interesting and educational learning videos, the parents and students agreed to use instructional videos. It is because by using learning videos of sufficient time, students easily understand the material taught by the teacher. This means that the conclusion obtained is that the application of using interesting and educational instructional videos can increase children's interest in taking lessons during online learning.

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