

Using Audio Visual Screencast-O-Matic Media to Improve Learning Outcomes for PKN Class IV Pkn Students at SDN 05 Botumoito, Boalemo Regency

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Abstract. *This study shows that the learning outcomes of students in the PKN subject are still in the low category. This is indicated by the low learning activity of students at the time of initial observation, with a percentage level of 33.33% of the 24 students. Therefore the researcher took action using the audio-visual screencast-O-matic learning media of diversity material. From the results of research conducted on student learning outcomes, there was an increase of 41.66% in the first cycle of the first meeting, 50% of the first cycle of the second meeting and 62.5% of the first cycle of the third meeting. Whereas in the second cycle of the first meeting the increase in learning outcomes reached 70.83% and in the second cycle the second meeting had increased up to 87.5%. Based on research conducted in cycle I and cycle II, it can be concluded that by using audio-visual screencast-O-matic media, diversity material can improve student learning outcomes in PKN learning in class IV SDN 5 Botumoito, Boalemo Regency, this is in terms of increasing learning outcomes. students from 33.33% rose to 87.5%.*

Keywords: *Media Audio Visual Screencast-O-Matic, Student Learning Outcomes*

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INTRODUCTION

The development of technology is increasing so rapidly, both in terms of information and communication. There is no doubt about this development in information and communication, many institutions take advantage of advances in technology with efforts to improve the quality of their resources, such as institutions in the fields of economics, law and even educational institutions that also take advantage of technological advances to improve their quality of life. quality of education carried out both at the university and school levels (Spaull, 2013).

School is the right process to humanize humans in several categories, such as high school, junior high school and elementary school (Wandasari et al., 2019). In elementary schools there are PKN subjects that can foster a sense of love for students as good citizens. PKN subjects are very important to be taught from an elementary age, considering that PKN learning materials teach students to understand their position in the life of the nation and state. In line with the opinion according to Lubis (2020) that learning civics education in elementary schools has a very important position in efforts to develop and prepare students to become reliable human beings. Students in elementary schools have an important role for the future of the nation, considering that students as future generations of the nation and the future of the nation are in their hands (Baker & LeTendre, 2005). Meanwhile, according to Somantri (in Hendriana & Fadhillah, 2019). that PKN subjects are an effort to provide knowledge and skills to students regarding the life of the nation, state and relations between citizens, so that they can become reliable citizens.

The learning process in elementary schools (SD) is supported by the ability of teachers to utilize learning media. Learning media is an important tool in supporting the course of a learning process (De Freitas, 2006). Teachers must choose the right media to make it easier for students to receive learning materials (Chang et al., 2010).

Packaged material adapted to the media that will be used, so there needs to be updates in using media or learning models. Teachers are not monotonous in the learning process and are required to innovate with learning media that are adapted to the topics being taught. According to Yaumi (2018) the skills possessed by teachers in terms of designing, utilizing, and developing learning media are expected to foster attention, interest and motivate students in the learning process so that they can receive the material being taught easily. In line with the opinion expressed by Kustandi & Darmawan (2020) that the ability of teachers is required to: (1) be innovative and creative in choosing learning media that challenges and stimulates the mindset of students; (2) develop students' learning motivation; (3) provide feedback in each lesson to find out how far the material has been absorbed by students. With the ability and creativity possessed by a teacher in choosing media, it is expected to create an active, creative, effective, and fun learning process (PAKEM). Teachers must be able to choose learning media that are fun and interesting so that students are enthusiastic in the learning process.

But in fact, according to the results of observations made by researchers at SDN 05 Botumoito, Boalemo Regency, that the learning system implemented by teachers only tends to use lecture media without using learning media, so that students are bored and bored in the learning process. Some students just play without paying attention to the teacher's explanation and the learning atmosphere is not conducive. The number of students in class IV is 24 people, of that number there are 8 students or 33.33% completed while 16 people or 66.67% are incomplete. Therefore, to overcome this problem it is necessary to have an interesting learning atmosphere generating media for students. The learning media that attracts the attention of students today is in the form of digital learning media that is in accordance with the times, so that the media in the form of audio-visual is often used by teachers in the learning process (Mutia et al., 2020). This media can display an image that can move and make a sound that really attracts the attention of students. Screencast-O-matic is one of the learning media in the form of screen recording which produces a learning video that is often used by teachers (Kholifah, 2016). This screencast-O-matic application is suitable for use in elementary schools considering the age of children at this time is at the stage of a concrete age who are more likely to like things that are conceptual.

METHODS

This research was conducted at SD Negeri 05 Botumoito which is located at Botumoito Village, Botumoito District, Boalemo Regency. This research was conducted in the 2020/2021 Academic Year. This research design uses a research design according to Lewin in (Yoni, et al (2010:55). This research will be carried out in several cycles which are adjusted to the results of the study. In each cycle consists of planning, implementation. According to Mawardi (2020:3) classroom action research is a practical research to improve the quality of the learning process in schools and involves several school members such as principals, teachers and students.

RESULTS AND DISCUSSION

Based on the results of research conducted for 2 cycles conducted for 5 meetings, data obtained that the results of the evaluation achieved by students in cycles I and II about the ability to improve learning outcomes in fourth grade students at SDN 05 Botumoito, Boalemo Regency, after conducting classroom action research, there was an increase, namely from the initial observation of 8 people or 33.33% of students who were complete or able, it increased to 33.33% after the research was carried out in the first cycle even though it did not meet the expected indicators. This shows that the research should be continued in cycle II. In the implementation of the second cycle, the achievement of student evaluation results experienced a very significant increase, where the number of students who completed or were able to increase by 87.5% or a

total of 21 people out of 24 students. The results of the student's learning abilities can be seen in the following diagram.

Graph of Learning Outcomes on Early Observations of Students in Class IV SDN 05 Botumoito in Cycles I and II.

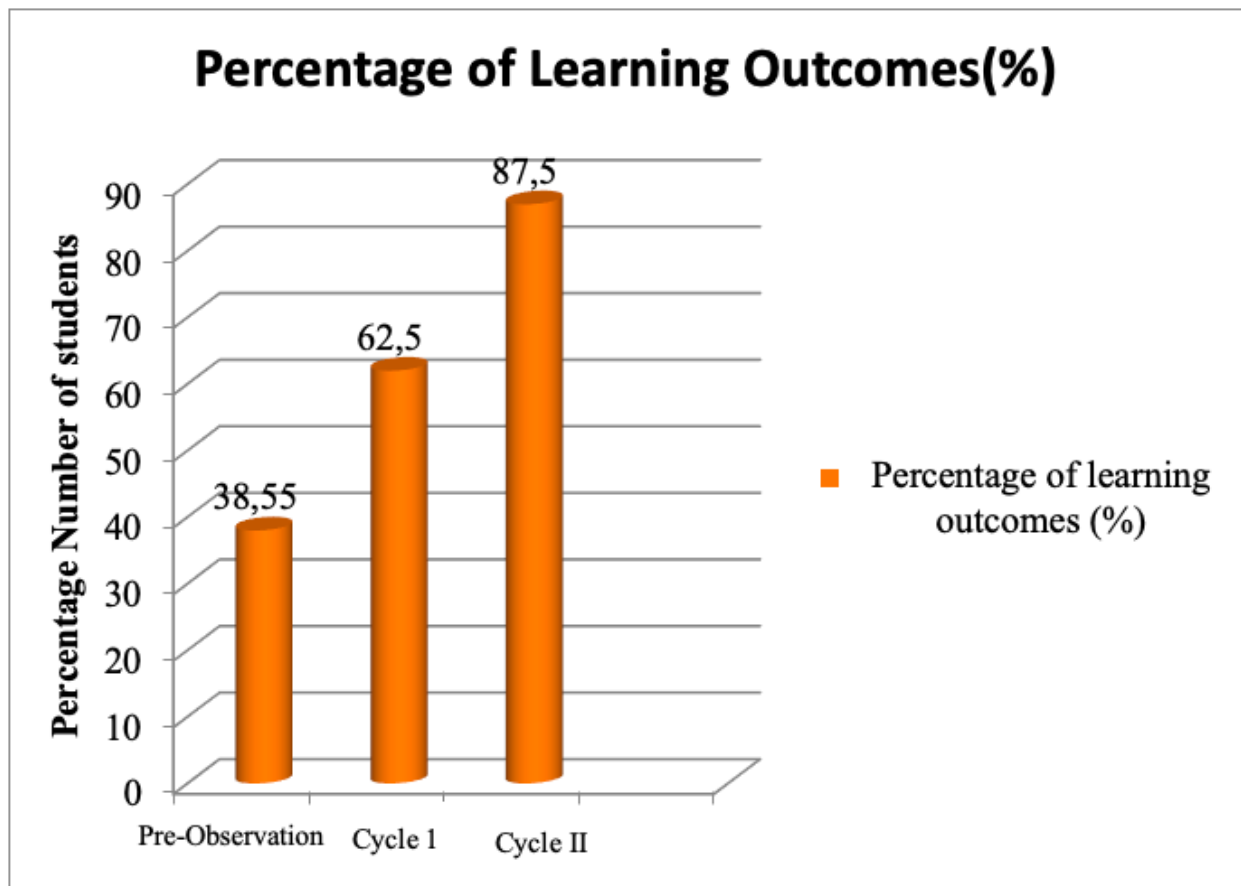


Figure 1. Graph of Learning Outcomes on Early Observations of Students in Class IV SDN 05 Botumoito in Cycles I and II

Based on the description of the results obtained by researchers after conducting action research related to student learning outcomes, the average percentage obtained has met the predetermined performance indicators, which is 80%. Thus, the action hypothesis which states that if the teacher uses the audio visual screencast-o-matic learning media, the learning outcomes of Class IV students in PKN subjects at SDN 5 Botumoito, Boalemo Regency can increase, has been proven.

CONCLUSIONS

Based on the results of this study, it is concluded that the use of smart multiplication table media can improve the ability to calculate the volume of cubes and blocks. This is indicated by the increase in the results of students' counting ability in cycle I to cycle II. In the first cycle the results of the evaluation of students' counting abilities reached 33% and in the second cycle increased to 83%.

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