

THE EFFECT OF USING AUDIO VISUAL MEDIA ON STUDENT'S LEARNING OUTCOMES AT CLASS V SD NEGERI TALLO TUA 69 MAKASSAR CITY

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ABSTRACT

This research was conducted with the aim to knowing the description of the use of audio-visual media in the material of Indonesia's geographical location on learning outcomes for class V SD Negeri Tallo Tua 69 Makassar City. The independent variable in this study is audio-visual media and the dependent variable is learning outcomes. This research approach is quantitative with a Quasi-Experimental Desian type, with a Non-equivalent Control Group Design research design. The population in this study were all fifth-grade students of SD Negeri Tallo Tua 69 Makassar City, the samples were 21 students in class Va and 21 students in Vb. The sampling technique used is purposive sampling technique. Data collection techniques are tests, observations and documentation. The research data were obtained by giving learning outcomes tests in the form of pretest and posttest. The data analysis technique used is descriptive statistical analysis and inferential data analysis which consists of hypothesis testing using an independent sample T-test. An overview of the use of audio-visual media is carried out by carrying out three stages, namely preparation, implementation and assignment stage. The description of learning outcomes shows that the students' pretest and posttest results progressed from poor to good. The results of hypothesis testing showed that audio-visual media influenced students' learning outcomes. The conclusion of this study is that audio-visual media has an effect on learning outcomes for fifth grade students of SD Negeri Tallo Tua 69 Makassar City.

Keywords: Learning Outcomes, Audio Visual Media

INTRODUCTION

Education is something that cannot be separated from human life. Developments in the field of education are a means and forum in the development of human resources, so they require continuous attention in order to improve their quality. The educational process can occur anytime, anywhere and for anyone. The school is one of the formal educational institutions provided by the government in order to educate the nation's life. In the Law of the Republic of

Indonesia Number 20 of 2003 concerning the National Education System Chapter II article 3: National education functions to develop abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

Education exists to prepare students through guidance, teaching and training activities for their role in the future and can provide learning experiences in the form of formal and non-formal education. Education must be prepared in advance by humans in order to improve degrees and abilities in all fields. Education in the era of globalization as it is today requiring the educational process to be more advanced than before. So, in advancing education for the better in the future, various efforts must be made.

Education is expected to be truly geared towards making students able to achieve a process of maturation and independence. One of the knowledge that must be known is learning. The purpose of education in the national education system is contained in the National Education Law, which is to develop the potential of students to become human beings who have faith and devotion to God almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Triwiyanto, 2014:24).

Learning media is something that is used or a teaching aid for teachers in the learning process that can stimulate students' minds to think more critically. With the existence of learning media, students will be more enthusiastic in the learning process, because the media can be designed in such a way by the teacher. The learning media used must also be commensurate with the material you want to convey, considering that the selection of appropriate learning media will help achieve learning goals.

Media can be utilized in learning interactions in two ways, especially as a training aid or what is commonly called subordinate media such as examples, photos or straightforward to clarify something and as a learning medium that can be utilized by students themselves, which are often called autonomous media, for example radio, television, recordings and films (Sayidiman,2012). The importance of the use of media in the learning process, because with the use of media is able to achieve the effectiveness of the learning process, directing students' attention to concentrate on the material studied so that the learning poses become interesting (Jusmiana & Herianto, 2020).

The use of learning media is very helpful for educators in delivering learning materials, and makes students more enthusiastic in the learning process, but the learning media used must be commensurate with the material they want to deliver, considering that the selection of appropriate learning media will help achieve learning goals. In addition to instructors, an important part of schooling is educational programs, because educational programs are a reference for each training unit in conducting learning. So that education programs in Indonesia

today continue to undergo changes and purifications indicated by the needs of the times.

Based on these problems and strengthened by the theory above, researchers choose a learning process that is able to provide concrete examples that can be observed directly by students. Learning media that can overcome time and vision limitations. In this case, researchers are interested in choosing the right learning media to give to students. One of the right media is audio-visual media. Where the media can be used offline or online, even just using the Whatsapp application, this media can be used. So the title of the study taken was "The Effect of The Use of Audio Visual Media on Learning Outcomes of Grade V SD Negeri Tallo Tua 69 Makassar City".

METHODS

The type of research used is quasi-experimental group design research. Where in this study there are experimental classes and control classes. The research design used in this study is nonequivalent control group design. The observation sheet is used as an instrument to observe the implementation of the learning process. The observation sheet is used to observe the activities of teachers and students during learning using audio-visual media in the VA class as an experimental class at SD Negeri Tallo Tua 69 Makassar City. The Learning Implementation Plan is the steps used in the learning process. The lesson implementation plan is used in control classes and experimental classes. In this study, which was made based on its use, in an experimental group that used audio-visual media as a form of treatment. While in the RPP control group does not use audio-visual media. The method that can be used on this scale is the statistical method where this method has two types of analysis, namely descriptive statistics, and inferential statistics. Descriptive analysis aims to describe or describe the score of learning outcomes. Data on learning outcomes are obtained from pre-test and post-test data after learning is carried out. Student learning outcomes scores are presented in the form of maximum values, minimum scores, mean, mode, median, standard deviation, frequency, histogram and its variance. Hypothesis testing in this study was carried out to find out whether there was a difference between pretest and posttest. This test is carried out using the SPSS program with an independent sample t-test, the level of error used is 0,05.

FINDINGS AND DISCUSSION

Findings

The research was carried out at the SD Negeri Tallo Tua 69 Makassar City school in the Va and Vb classes. Experimental class students use audio-visual media in learning and control groups without using audio-visual media. The results of the study were obtained from several student learning outcomes test data in subjects conducted on class V of SD Negeri Tallo Tua 69 Makassar City. The learning outcomes test is in the form of multiple-choice questions and other instrument materials, namely the Learning Implementation Plan (RPP) and

Student Worksheets (LKPD) which have been validated by conducting validation tests.

The Use of Audio Visual Media for Learning Outcomes at SD Inpres BTN IKIP 1 Makassar City

Table 1 Description of Learning Implementation Sheet

No.	Observed activities	Score	
		Learning 1	Learning 2
1	Opener	2	3
2	Delivery of Material Using media	3	3
3	Student Learning Process	2	3
4	Feedback	2	2
5	Cover	3	3
	Total	12	14
	Total percentage	80.00%	93.33%
	Category	Effective	Highly Effective

Learning activities using audio-visual media are applied in experimental classes to learning the geographical location of Indonesia class V students, namely: 1) The Preparation Stage, before the learning process is carried out, audio-visual media is first prepared which will be applied to learning, then prepare video players such as laptops and loudspeakers. Next, set the position of the students to listen to the video viewing. 2) Implementation Stage, at this stage the teacher introduces audio-visual media to students then first the teacher warns students to listen to the viewing of learning videos well so that students can understand the material that has been delivered. 3) Assignment stage, at this stage students carry out questions and answers about the material that has been observed then work on worksheets that have been prepared.

Student Learning Outcomes at SD Negeri Tallo Tua 69 Makassar City

The learning outcomes in this study are data on pretest and posttest learning outcomes. Pretest is given aimed at knowing the initial ability of students before being given treatment. While the posttest aims to find out the differences in student learning outcomes after being given treatment.

The learning outcomes of students after using audio-visual media are in accordance with observations in terms of the learning process which is in the very effective category to the student's learning outcomes after giving the post-test also

proves that the results are in the very good category. So, the use of audio-visual media in the learning process has an influence with evidence of the implementation of a very effective learning process.

The Effect of The Use of Audio Visual Media on Learning Outcomes of Grade Students V SD Negeri Tallo Tua 69 Makassar City

Results of descriptive data analysis of pretest values of experimental groups and control groups

Table 2 Description of Students' Pre-test Scores in Experimental Classes

Descriptive Statistics	Sum
Number of Samples	21
Lowest Value (Minimum)	35
Highest Rated (Maximum)	70
Average (Mean)	52.86
Range	35
Standard Deviation	10.790
Variance	116.429

Source: IBM SPSS Statistic Version 23

Table 3 Description of Student Pre-Test Score in Control Class

Statistik Deskriptif	Sum
Number of Samples	21
Lowest Value (Minimum)	35
Highest Rated (Maximum)	60
Average (Mean)	48.10
Range	25
Standard Deviation	7.327
Variance	53.690

Based on the table above, it can be seen that the average (mean) value of the experimental class pre-test is 48.10, with the distribution of data (standard division) of 7,327, so the fact that the standard deviation value is smaller than the average value (mean) so it can be concluded that the average value can represent all the data. The range of values (range) is the highest value and the lowest value is 25.

Tabel 4 Description of Students' Post-Test Score in Experimental Class

Descriptive Statistics	Sum
Number of Samples	21
Lowest Value (Minimum)	75

Top Rated (Maximum)	95
Average (Mean)	85.71
Range (Range)	20
Standard Deviation	6.381
Variance	40.714

Table 5 Description of Post-Test IPS Value Score Control Class

Descriptive Statistics	Sum
Number of Samples	21
Lowest Value (Minimum)	70
Top Rated (Maximum)	95
Average (Mean)	81.43
Range	25
Standard Deviation	5.946
Variance	35.357

Based on the table above, the average (mean) value of the control class post-test is 81.43, with a data spread (standard division) of 5,946, and proves that the standard deviation value is smaller than the average value (mean) so that the average value can represent all the data. The range of values (range) includes the highest value and the lowest value is 25.

Inferential Data Analysis Results

Uji Normalitas

Table 6 Normality Data Pretest Experimental Class And Control Class

	Class	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	Experiment pretest	.121	21	.200*	.941	21	.223
	Pretest Control	.174	21	.097	.924	21	.106

Based on the table above it can be concluded that the result of the sig value. (2-tailed) in Kolmogorov Smirnov both classes more than the sig value of 0.05 i.e. 0.200 experimental class and in control class 0.097. Both classes are greater than $\alpha = 0.05$ so it can be concluded that the data is normally distributed. The average score (mean) of the two classes has not yet reached KKM, in the experimental class the average score is 52.80, while in the control class the average score is 48.10. This shows that both classes are still in pristine condition, have not yet obtained material learning.

Table 7 Post-test Normality Data of Experimental Classes and Control Classes

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		St ati sti c	df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	Posttest Experiments	.178	21	.082	.912	21	.061
	Posttest Control	.215	21	.013	.918	21	.078

a. Lilliefors Significance Correction

Based on the table above, it can be concluded that the sig (2-tailed) result in Kolmogorov Smirnov both classes was more than the sig value of 0.05 i.e. 0.082 in the experimental class and in the control class of 0.013. Both classes are greater than $\alpha = 0.05$ so that it can be summed up that the data is normally distributed. The average score (mean) of the experimental class is 85.71, while in the control class the average score is 81.43 where the value has undergone a change from the significant post-test value of the pre-test value.

Homogeneity Test

Tabel 8 Homogeneity Test

Data	Probability value	Information
Pre-Test Experimental and Control Classes	0,063	0,063 > 0,05 = Homogeneous
Post-Test Experimental and Control Class	0,596	0,596 > 0,05 = Homogeneous

Based on the table above, it can be concluded that the significant value of the post-test learning outcomes of the experimental class and the control class is $0.596 > 0.05$ or the sig value = 0.05, so it can be said to be homogeneous. With this, it can be concluded that H_0 is accepted and H_a is rejected, which means that the control group and the experimental group have the same distribution. This shows that the sample used is balanced between the two classes. That is to say, the students of both classes are irregular in one class that is outstanding and one class that is underachieving. The data of pretest values in both classes are different. However, the distribution of data is homogeneous.

Hypothesis Test

Table 9 Independent Sample T-Test Post Test Experiments and Post-Test Controls

Data	T	Df	Probability Value	Information
Post-test experimental class	2.252	40	0.000	0.000 < 0.05

Post-test control class	2.252	39	0.000	0.000 < 0.05
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Based on the table above, it shows that there is a contrasting influence of student learning outcomes between groups that take part in learning with the use of audio-visual media and groups that follow learning without using audio-visual media. If the t-count value of 2.525 is compared with the t-table value with $\alpha = 5\%$ and $df = 40$, then the t-table value is 2.021. Then, when t count has a more prominent value than t-table ($2.525 > 2.021$), then $t \text{ count} > t \text{ table}$ can be implied that the post-test data of the experimental class and control class show that there is an influence.

Discussion

The use of audio-visual media towards learning at SD Negeri Tallo Tua 69 Makassar City

Learning activities using audio-visual media are applied to the experimental class of lessons for the geographical location of Indonesia. The steps of learning activities are: 1) the teacher introduces the media to the students, 2) before observing the video, the teacher first warns the students that, students must understand the explanation of the video because after the video viewing, there are questions given, so students will be moved to pay more attention to the viewing of the learning video 2) students observe the material through the video shown, and 3) teachers and students conduct questions and answers regarding students' understanding of the material that has been displayed on the media in accordance with learning indicators. In accordance with the explanation of Prastowo (2019) during the learning process students can obtain more information and develop illustrations in students' minds and form concrete knowledge through media assistance in the form of learning videos.

Student Learning Outcomes at grade V students of SD Negeri Tallo Tua 69 Makassar City

Descriptive statistical analysis explains the testing that was traced that the learning outcomes of students in the class were in good classification after being given treatment using audio-visual media, student learning outcomes developed which from the category of less to excellent, there was an increase in the acquisition of results from classification less to good. Student learning outcomes after using audio-visual media in accordance with observations in terms of the learning process which is in the very effective category to student learning outcomes after giving a post-test also prove the results are in the very good category.

The results obtained are in line with those described by Bloom (Thoboroni,2016) who describe that the overall change in behavior is not only from what they listen to but from what he sees. It is proven by Rusman, Kurniawan & Riyana (2019) that 90% of student learning outcomes are obtained from the sense of sight (sight). Therefore, this theory strengthens the learning

outcomes of students after using audio-visual media, which clearly proves that the results have increased from before after conducting research and several theories put forward by experts.

The Effect of The Use of Audio Visual Media on Learning Outcomes of Grade V Students of SD Negeri Tallo Tua 69 Makassar City

The learning outcomes of the trial class students before being given treatment were in the less category while after being given treatment with the use of audio-visual media, learning outcomes improved and were in the very good category. The average post-test has increased, causing differences in student learning outcomes before and after treatment with the application of audio-visual media.

The use of media in the learning process can encourage the cooperation of students and educators so that learning activities become feasible and productive. Through the media, educators also do not need to consistently clarify the material taught, students only need to look at the media once again, and the media can encourage an inspirational mentality towards the material and the media can foster students' positive attitudes towards the material and the learning process. The media can also overcome the constraints of space and time limitations, so that after research using audio-visual media obtained from hypothesis testing, H_0 is rejected and H_a is accepted. Both in terms of learning outcomes and the implementation of the learning process which proves that audio-visual media can help in material that is difficult for teachers to explain so that student learning outcomes have an effect.

The influence given in the use of audio-visual media fulfills the purpose of media use that learning videos are very practical to use in overcoming problems in the learning process in schools if during distance learning or material that is difficult to explain directly, which is a solution that educators can take to influence student learning outcomes in providing geographical location material so that messages can be conveyed without misunderstanding of one's own thinking.

In the analysis of inferential statistical data, prerequisite tests are first carried out, namely normality and homogeneity tests. The pretest normality test and posttest of the experiment class and the control class used the Shapiro-Wilk test with the results of all normally distributed data while the homogeneity test used the Levene test assuming both samples were of the same/homogeneous variance. After conducting the two tests, a hypothesis test was then carried out using the Independent Sample T-Test.

Based on the results of the Independent Sample T-Test test that has been carried out in the experimental class and control class, it is known that there are differences in learning outcomes between classes taught using audio-visual media and classes without using audio-visual media. Hypothesis testing with inferential statistical analysis shows that there is a significant influence on student learning outcomes after the use of audio-visual media in the learning process. This is evidenced by the results of hypothesis testing carried out in two ways, namely by

comparing *t*-table and counting and comparing probability values. Statistical results using an independent sample *t*-test with the help of the SPSS program version 23.0 obtained a calculated value (2.525) > *t*-table (2.021) based on the research hypothesis, if the value Sig. (2-tailed) < 0.05 then H_0 was rejected and H_a accepted. Meanwhile, by looking at the sig value (2-tailed) the learning outcome is 0.000. This indicates that the probability value is lower than the predefined α value i.e., $0,000 < 0,05$.

So, it can be concluded that there is a significant influence on the learning outcomes of grade V students of SD Negeri Tallo Tua 69 Makassar City after the use of audio-visual media and tends to be considered as a benefit of student learning outcomes in subjects class V SD Negeri Tallo Tua 69 Makassar City which shows the use of audio-visual media.

CONCLUSION

Based on the results of the research conducted concluded that 1) The learning process using audio-visual media in the experimental class took place effectively because the percentage category for each meeting increased. 2) The learning outcomes of students in the experimental class proved that the results improved compared to the control class. Evidenced by the post-test value in the experimental class is in the excellent category while the control class is in the good category. 3) There is a positive influence on the use of audio-visual media. This is because there is a significant difference between the experimental class using audio-visual media and the control class without using audio-visual media.

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