

MEDIA USE LEARNING AUDIO VISUAL IN EFFORTS TO INCREASE STUDENT LEARNING ACHIEVEMENT

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This research aims to: (1) Find out the implementation of Audio Visual Learning media in an effort to increase student motivation and (2) Find out the implementation of Audio Visual Learning media in an effort to increase student learning achievement in BI subjects at YB Vocational School . The subjects of this research were class XI students. This type of research is included in PTK (Classroom Action Research). Observations were carried out to measure the implementation of BI learning using Audio Visual Learning media. Written tests are carried out to measure learning and student achievement. Questionnaires were given to determine student responses. As for data analysis techniques For instrument sheet observation And sheet questionnaire using formula percentage, For instrument Test questions use the percentage formula. Research result shows that applicability instructional Media Audio Visuals in BI learning can increase student motivation and learning achievement. This is based on the average percentage of student learning achievement in cycle I of 67.21 and the average student achievement in cycle II of 71.73. Apart from that, students gave a very positive response to the application of Audio Visual Learning media in BI learning . This is based on the percentage of questionnaire results of 95.65% of students responding very positively and 4.35% of students responding positively.

1. INTRODUCTION

Currently, the learning media and learning methods used in SM A/SMK/MA to support the learning process in class include lecture methods and learning media. Which used is Board write And module. With this method it still tends to be use ear as the dominant sense is to capture the message, so the sense of sight is not yet complete used. Students' ability to capture learning material is incorrect one is determined by their optimal use of five senses. The eyes and ears are the senses that play the most role in capturing all learning information.

Say media originate from Language Latin medius Which in a way literally means “ middle ” , “ intermediary ” or “ introductory ” (Yudhi Munadi, 2013: 6). Basically a function main media learning is as a source of learning. Then according to Sukiman (2012: 184), audio visual media is a medium for conveying messages by utilizing the senses of hearing and sight. In Sardiman's realm (2014: 73), Donald states that motivation is a change in energy within a person which is characterized by the emergence of "feelings " and preceded by a response to the existence of a goal . Meanwhile, according to Nana Sudjana (2013: 2), measurement performance Study is A the process in the form of actions or activities to see the extent to which instructional goals can be achieved by students in the form of results .

BI subjects are taught with the aim that students can develop language skills . For this reason, a learning method is needed that can increase student motivation in learning. The situation observed was based on the results of initial observations , the researcher made observations on students of the YB Prabumulih Vocational School class class XI .3 with a total of 23 students and class XI .4 with a total of 18 students. During the teaching and learning process activities in theory classes, especially in BI subjects , students showed low motivation in participating teaching and learning process. This is shown by (1) during the learning process there are several student Which sleepy And Sleeping, (2) during learning, students tend to be passive in learning, students do not want to ask questions and do not have the courage students to answer questions given by the teacher, (3) there are also students who play cell phone moment process learning, (4) and when the teacher explains the material, many students chat to themselves outside the learning topic, thus causing noise and learning in the classroom become unfavorable.

From the results of observations, values are obtained mid semester in class XI automotive mechanic maintenance repair subjects . 4 : 22% of students who reached the minimum completeness criteria from a total of 18 students. Meanwhile, for class XI mid semester . 3. Only 8% of students whose mid-semester exam results were able to reach the minimum completion criteria (KKM) out of a total of 23 students. Meanwhile, the KKM standard that has been determined by the school is 70 .

To overcome the problems described above, strategies are needed to increase student learning motivation in the form of using audio-visual based learning media. This media consists of visual media synchronized with audio media, which very possible establishing two-way communication between teachers and students in the teaching and learning process. Based on several problems that occur at YB Vocational School and considering the importance of learning motivation as an indicator of the success of the learning process, so there needs to be a learning method that can increase student motivation and maximize student potential, so that student learning achievement can increase. One of them is by applying audio-visual media.

Based on the background that has been described, there are several problems that can be identified, including: showing low student motivation in participating in the teaching and learning process. This is shown, during the learning process there are some students who are sleepy and lying down, during the learning process students tend to be passive in learning, there are also students who play with their cell phones during the process. learning secretly and when the teacher explains the material, many students chat to themselves outside the learning topic, thus causing commotion and learning in class is not conducive.

Class XI BI subject scores of .4, n the first daily test score is that only 43% of students have met the KKM. , and for the second daily test only 52% of students met the KKM . Meanwhile for the mid semester in BI class XI.3 subjects it is only 8% students whose mid-semester exam results were able to reach the minimum completion criteria (KKM) out of a total of 23 students.

Based on observations, media learning audio visual has never been applied to BI subjects , it is hoped that through the use of audio-visual learning media in BI subjects it can be achieved increase motivation And performance student learning. Motives cannot be observed directly, but can be interpreted as stimuli, encouragement and energy that influence the emergence of certain behavior. In Sardiman's realm (2014: 73), Donald states that motivation is a change in energy within a person which is characterized by the emergence of "feelings " and preceded by a response to the existence of a goal . Meanwhile, according to Nana Sudjana (2013: 2), measurement performance Study is A the process in the form of actions or activities to see the extent to which instructional goals can be achieved by students in the form of results . Say media originate from Language Latin medius Which in a way literally means " middle " , " intermediary " or " introductory " (Yudhi Munadi, 2013: 6). Basically a function main media learning is as a source of learning. According to Sukiman (2012: 184), audio visual media is a medium for conveying messages by utilizing the senses of hearing and sight.

2. METHODS

The method used in this research is the classroom action research method . Research is an activity of looking closely at an object using certain methodological methods and rules to obtain data or information that is useful in improving quality something that is of interest and important to researchers.

PTK model used in research This is combines two components, namely the acting (action) and observing (observation) components into one unit. This is explained by Wijaya Kusumah and Dedi Dwitagama (2010: 20), that the combination of these two components is because the process of action and observation is a an inextricable unity. So when carrying out an action, at that time the researcher also makes observations.

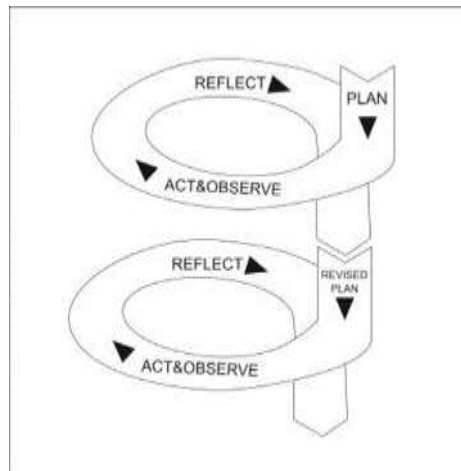


Figure 1. PTK cycle according to Kemmis & Taggart

This research was carried out at YB Vocational School which is located at Jl. Urip Sumoharjo, Wonosari, Prabumulih City, South Sumatra . The research was conducted in the even semester of the 20 23 academic year , precisely in March 20 23 . The research schedule is adjusted to the learning process schedule that takes place at SMK YB Prabumulih . To obtain data and information in this research, techniques were used: (1) Observation . Preparation of observation sheets carried out by researchers and filling techniques involving collaborators. (2) Learning outcomes test, a data collection technique to determine improvements in learning outcomes which is carried out by giving questions and students answering them several times. Test to determine student learning outcomes after implementing audio-visual learning media. (3) Questionnaire, to measure how motivated students are regarding the learning model that has just been implemented, namely with use media audio - visual learning . The questionnaire used in this research is a closed questionnaire with alternative options: SS = strongly agree, S = Agree, KS = Disagree, TS = Disagree. Instruments used in There are three types of research, namely: observation sheets, test questions, and questionnaires. The test instrument consists of questions relating to language skills consists from 15 multiple choice questions and 5 essay questions.

3. RESULTS AND DISCUSSION

Cycle I will be implemented on Wednesday, March 8 2023, starting at 09.15 WIB to 11.45 WIB. The material taught in this cycle is analyzing the content and language of the drama that is read or watched. Test results Study done after activity learning on cycle I taking place.

Mastery learning	Amount student	Percentage
Complete	12	52.17%
No Complete	11	47.83%
Achievement KKM (%)	52.17%	

Implementation of cycle II , on Wednesday 1 5 March 2023 start o'clock 09.15 WIB until o'clock 11.45 WIB. Test results Study done after learning activities in cycle II take place. The test results are presented in Table .

Completeness Study	Amount student	Percentage
Complete	19	82.61%
No Complete	4	17.39%
Achievement KKM (%)	82.61%	

After done action on cycle II, students are asked to fill in the sheet student response questionnaire to BI subjects with the application of media audio visual learning at the end of learning activities. The results of the analysis of student response questionnaire data are presented in Table 1 below

No	Score	Category	Frequency	Percentage
1	$x \geq 60$	Very positive	22	95.65%
2	$60 > x \geq 50$	Positive	1	4.35%
3	$50 > x \geq 40$	Negative	0	0.00%
4	$x < 40$	Very negative	0	0.00%
Total			23	100%

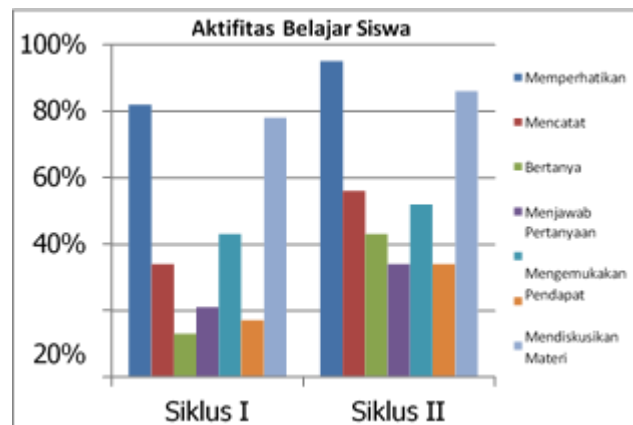


Figure 2. Student Learning Activities

Motivation Study student increase as is media learning audio visual from cycle I to cycle II. This can be shown in the following table

No	Type Activity Student	Cycle I		Cycle II	
		Amount student	Percentage	Amount student	Percentage
1	Notice	19	82%	22	95%
2	Taking notes	8	34%	13	56%
3	Ask	3	13%	10	43%
4	Answer question	5	21%	8	34%
5	Putting it forward opinion	10	43%	12	52%
6	Discuss material	4	17%	8	34%
7	Independence Study	18	78%	20	86%

Student learning outcomes from observation data, cycle I and cycle II improvement, so that with audio-visual learning media students can better understand the material in the learning process.

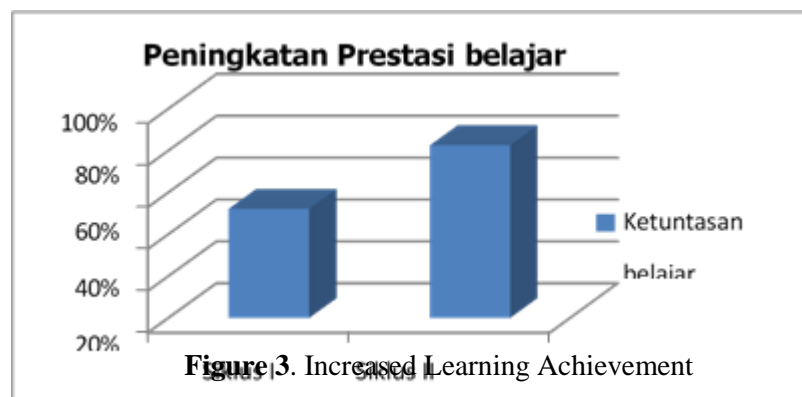


Figure 3. Increased Learning Achievement

The learning questionnaire aims to find out the extent of students' responses to the learning media applied. Through this, aspects of the advantages and disadvantages of audio-visual learning media can be identified, so that researchers can make improvements for better results in the future. The results of the learning questionnaire analysis are presented in a diagram the following .

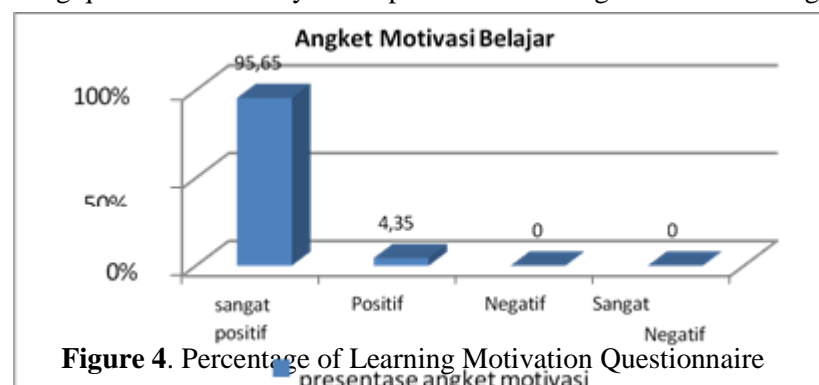


Figure 4. Percentage of Learning Motivation Questionnaire

4. CONCLUSIONS

Based on the results of the discussion and research that has been carried out, conclusions can be drawn as following: (1) Application Audio visual learning media can increase motivation student class XI YB Prabumulih Vocational School , this can be seen from The learning process shows the

level of participation in the seven indicator aspects, namely paying attention, taking notes, asking questions, answering questions, expressing opinions, discussing material, learning independence. Level of student participation after using audio-visual learning media in the first cycle it was 82% in the paying attention aspect, 34% in the note-taking aspect, 13% in the asking aspect, 21% in the question answering aspect, 43% in the aspect of expressing opinions, 17% in the aspect of discussing material, 78% in the aspect of independent learning. There was an increase in cycle II, namely 95% in the aspect of paying attention, 56% in the aspect of noting, 43% in the aspect of asking, 34% in the aspect of answering questions, 52% in the aspect of expressing opinions, 34% in the aspect of discussing material, 86% in the aspect of independent learning. Judging from the product indicators, 95.65% of student responses were very positive and 4.35% of student responses were positive. (2) The application of audio-visual learning media can improve the learning achievement of class XI students at SMK YB Prabumulih . This learning achievement is proven by increasing test results at the end of each cycle. Enhancement results Study seen from completeness Study on cycle I that is 52.17% And on second cycle 82.61%

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