

# Effectiveness of Using Audio Visual Media on the Theme of The Region of My Residence Environmental Subtema My Residence Focus of Ppkn Learning on Learning Outcomes of Class IV Students of Sdn Dabasah 05 Bondowoso

Desi Ayu Ating<sup>1</sup>, Hari Satrijono<sup>2</sup>, Zetti Finali<sup>3</sup>

Elementary School Teacher Education, University of Jember, Kalimantan Street 37 Jember 68121

e-mail: [Desyayu.ating@gmail.com](mailto:Desyayu.ating@gmail.com), [hsatrijono2@gmail.com](mailto:hsatrijono2@gmail.com), [zetti.fkip@unej.ac.id](mailto:zetti.fkip@unej.ac.id)

**Abstract:** *This study describes the effectiveness of the use of audio-visual media on the learning outcomes of fourth grade students at SDN Dabasah 05 Bondowoso. The learning used in this research is audio-visual media in the form of learning videos. The introduction in this article is part of the results of the research report. In this study, the main focus was to determine the effectiveness of the use of audio-visual media in the form of learning videos on the learning outcomes of fourth grade students. The type of research used is quantitative with an expos facto research design. To find out student learning outcomes, it can be reviewed through two approaches, namely, a comparison of t-test on student score data (pre-test) and grades (post-test). From the results of the study showed that there were differences in students' abilities in receiving subject matter by using audio-visual media in the form of learning videos. In this case, learning using audio-visual media in the form of learning videos has a positive impact on the learning outcomes of fourth grade students.*

**Keywords:** *Audio visual media, learning videos, learning outcomes*

## INTRODUCTION

Education is an effort and activity that is carried out intentionally, planned and regularly so that it aims to change and develop behavior as desired, according to Guswiani (2019: 77). Education is carried out in a structured manner in accordance with the objectives, one of the goals of education is to develop the potential and abilities possessed by students actively so that they can lead to better changes. To get to the process, a formal institution is needed, namely the school. Students can develop their own creativity and learn at school. Learning can be done in various ways that can support the quality of a learning process. There are various ways that can be applied, for example by using technology, one of which is learning media

Rosyid (2019:3) argues that the term media is general and often used, especially in the field of education. Basically learning and teaching is a communication process can be with the help of media, the media used in the process of learning and teaching activities are called learning media. This opinion is reinforced by Falahudin (2014: 108) that learning media are everything that can be used by everyone in distributing messages. The continuity of teaching activities in the learning process cannot be separated from the learning media used, for example audio-visual media in the form of learning videos, because learning media play an important role in learning activities. Learning media is very influential on student learning outcomes. Audio-visual learning media in the form of learning videos are media that have sounds and images that can attract students' attention to study, according to Hadi (2017: 97). Learning outcomes can be used as the key to find out whether students are successful or not after participating in learning activities at school, according to Asma (2017: 2). The benefits of using the media are that the delivery of learning materials can be uniformed, the learning process carried out is

interesting and not monotonous, it can improve the quality of learning and enthusiasm for learning and learning media allows the process of fostering a positive attitude.

The results of interviews with class teachers at SDN Dabasah 05 Bondowoso can be concluded that regarding online learning, there are several obstacles, one of which is student understanding. This student understanding is caused because the media used by the teacher is not understood by the students. One of the steps taken in overcoming students' understanding ability is to provide subject matter focus. The material is provided using audio-visual media in the form of learning videos. By using learning videos that contain interesting content, pictures, sounds that make students interested and have an impact on student understanding

The use of audio-visual media in the form of learning videos can maximize students' ability to understand the subject matter. In the learning process students can receive subject matter through various images and sounds which are combined into one, namely learning videos. This is based on research conducted by Asma, N (2016) with the title "the effectiveness of the use of learning media on Civics learning outcomes in fourth grade elementary school students" indicating that learning outcomes have a high level of effectiveness on student learning outcomes. The level of effectiveness of the pretest and posttest scores are 47.02% and 71.87%, this indicates that the results of students' scores have increased by using learning media in the form of videos.

## RESEARCH METHODS

This research uses a quantitative approach. The quantitative approach is a research method that has characteristics, is systematic, structured, and also planned according to Masyhud, (2014:30). Proposes that quantitative research emphasizes the aspect of objective measurement of a social phenomenon using measuring instruments in

accordance with theory (tests). Furthermore, data collection techniques can be done randomly, or can also be done with tools, and data analysis can be designed to test predetermined hypotheses.

This study uses an ex post facto research design. According to Emzir, (2015) comparative causal research referred to as ex post facto research is a systematic empirical investigation and does not control independent variables directly because the existence of these variables has occurred, or these variables basically cannot be manipulated, in other words ex research post facto is a study that is used to examine past events and look back at various factors that may have caused these events. In ex post facto research the hypotheses were also tested in the post event but no special treatment was given for some reason. Because this research is post-event research, the method is experimental research.

Sources of research data are 35 grade IV students of SDN Dabasah 05 Bondowoso for the academic year 2021/2022. Data were collected using the test method. The test is used to determine and test students' ability to understand the subject matter by using audio-visual media in the form of learning videos. The test was conducted twice, namely pretest and posttest. The test is used to determine changes in the level of ability possessed by students before and after receiving treatment.

Based on the purpose of the research conducted to determine student learning outcomes by using audio-visual media in the form of learning videos whether it is effectively used or not. With this, the technique of data analysis with t-test is used. The t-test is used to compare the differences in the values of the two variables, besides that the t-test is also used to determine whether or not one variable is effective with other variables.

**RESEARCH AND DISCUSSION RESULT**

The research data analyzed were student learning outcomes after working on multiple choice questions in the form of pretest and posttest questions. The data used in this study is primary data. According to Sugiyono (2012:139) primary data is a data source that directly provides data to data collectors. Data were obtained directly from students after completing the pretest and posttest questions. The research was conducted at SDN Dabasah 05 Bondowoso in class IV. In this study, students were given questions in the form of pretest and posttest

Data analysis is used to answer the formulation of the problem in the study. The data analyzed was the difference between the pretest and posttest scores of fourth grade students, the data were analyzed using t-test. The t-test was used to compare student scores after the learning process using learning videos. Is the learning process using audio-visual media in the form of learning videos effectively used.

The t-test was performed using SPSS version 22. The criteria used were the null hypothesis (H0) was rejected and

the alternative hypothesis (Ha) was accepted. The significance level of the t table value used is 0.05 or 95% confidence level. The results of the calculation of data analysis using the t-test can be seen in the following table.

Table 1. Results of t-test data analysis

Group Statistics					
	Tes	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	Pretest	35	68.5714	10.68062	1.80535
	Posttes	35	83.4286	9.05631	1.53080

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
hasil belajar	Equal variances assumed	,528	,470	6,277	68	,000	14,85714	2,36699
	Equal variances not assumed			6,277	66,230	,000	14,85714	2,36699

Based on the results of the SPSS t-test calculation, the average difference between the pretest and posttest scores obtained by the t-test is the average pretest value of 68.57 and posttest of 83.42. The results of the calculations on the t-test obtained a value of 6.277, then the results were equated with the t-table, which is known that df = 68 at a significance level of 5% or 0.05 so that the t-table value obtained is 1.995. So it can be seen that the value of t-count > t-table is 6.277 > 1.995.

The data that has been compiled has also gone through a descriptive statistical data analysis process. Descriptive analysis to compare the learning outcomes of pre-test and post-test. The results of the descriptive analysis are shown in the following:

Table 2. Descriptive analysis results

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretes	35	35.00	50.00	85.00	68.5714	10.68062
Postes	35	35.00	65.00	100.00	83.4286	9.05631
Valid N (listwise)	35					

The average value of the pretest that was carried out before receiving the treatment was 68.57. While the posttest average value obtained after receiving treatment was 83.42. It can be seen that there is an increase in the average score by using audio-visual media in the form of learning videos.

The calculation of the effectiveness test aims to measure the effectiveness of a treatment compared to other treatments seen from student learning outcomes, according to Masyhud (2014).

Table 3. Calculation of ER

Group Statistics					
	Tes	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	pretest	35	68.5714	10.68062	1.80535
	posttest	35	83.4286	9.05631	1.53080

The formula used to calculate relative effectiveness is as follows:

$$ER = \frac{MX_1 - MX_2}{\left(\frac{MX_1 + MX_2}{2}\right)} \times 100\% \quad (\text{Masyhud, 2014:384})$$

$$ER = \frac{MX_1 - MX_2}{\left(\frac{MX_1 + MX_2}{2}\right)} \times 100\%$$

$$ER = \frac{83,42 - 68,57}{\left(\frac{151,99}{2}\right)} \times 100\%$$

$$ER = \frac{14,85}{75,99} \times 100\%$$

$$ER = 19\% \quad (\text{Keefektifan rendah})$$

The results of the calculation of the effectiveness test obtained using the ER calculation, it can be seen that by using learning media in the form of a video focused on the material characteristics of the environment where I live with the topic of diversity of physical characteristics, diversity of hobbies and diversity of traits can increase 19% more effectively than not using video learning focus material.

If it is seen based on the students' pretest and posttest scores in the cognitive domain, the posttest score is higher than the pretest score. The average difference between the pretest and

posttest scores obtained by the t-test is 68.57, while the posttest average is 83.42. The results of the calculations on the t-test obtained a value of 6.277, then the results were equated with, which is known that  $df = 68$  at a significance level of 5% or 0.05 so that the value obtained is 1.995. So it can be seen that the value of  $6.277 > 1.995$ .

It can be seen that the learning process with video media can improve students' understanding, knowledge and ability to remember. Before the students' pretest average score was 68.57 while the posttest average score was 83.42, the comparison of the two average scores increased

## CONCLUSION

The learning process using audio-visual media in the form of learning videos has a positive and significant effect on learning outcomes. This is evidenced by the results of calculations on the t-test obtaining a value of 6.277, then the results are equated with, which is known that  $df = 68$  at a significance level of 5% or 0.05 so that the value is 1.995. So it can be seen that the value of is  $6.277 > 1.995$ . The effectiveness level is 19% better, it can be seen that the average pretest score of students is 68.57 and the average post-test score of students is 83.42. So it can be seen that there is an increase in the average score of students, so that the audio-visual media in the form of learning videos is effectively used in learning

## REFERENCES

- Arikunto, S. Fundamentals of Educational Evaluation. Jakarta: Earth Literacy
- Asma, N. 2017 The Effectiveness of Using Learning Media on Civics Learning Outcomes in Grade IV Students at the Karunrung Inpres Elementary School Makassar. Faculty of Teacher Training and Education
- Falahudin, I. 2014. Utilization of learning media. Widyaiswara circle journal. 1(4): 104-117.
- Hadi, S., 2017. The Effectiveness of Using Video as a Learning Media for Elementary School Students. Journal of the State University of Malang. 1(15): 96-102.
- Hamalik,. O. 2008. Teaching and Learning Process. Jakarta: Earth of Askara
- Hardianti, W. K. Asri. 2017. The Effectiveness of Using Video Media in Simple German Writing Skills for Class XII Science Students at SMA Negeri 11 Makassar. Journal of Foreign Language Education and Literature. 1(2):1-8.
- Irwanto, W., Guswiani. 2019. The Effectiveness of Using Learning Videos in Increasing Students' Motivation and Learning Outcomes in Fort Office Learning in Class XI Hospitality Accommodation at SMKN 3 Garut. Journal of education science. 10(2) : 77-89.

- Masyud, S. 2016. Educational Research Methods. Jember: Institute for Management and Educational Professional Development (LPMPK).
- Rida, M, Firman, Desyandri. 2021. The Effectiveness of Using Video Media in Integrated Thematic Learning in Elementary Schools during the Covid-19 Pandemic. *Tambusai Education Journal*. 5(1) : 154-162.
- Rosyid, M, Z., Sayidah. N. Septriara, N. Halimatus, S. and Moh Zaiful. 2019. *Variety of Learning Media*. Stone: Literas Nusantara
- Winataputra, U, S., A, A Wahab. A, A, Karim. Suwanda, D.S., Mikdar. Rachmad, Sriyono. 2014. *Civics learning in elementary school*. Issue 1. South Tangerang: Open University