



## USAGE OF AUDIO-VISUAL MEDIA IN SCIENCE LEARNING IN CLASS IV ELEMENTARY SCHOOL

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Article history:	Abstract:
<p><b>Received:</b> 7<sup>th</sup> September 2021 <b>Accepted:</b> 7<sup>th</sup> October 2021 <b>Published:</b> 25<sup>th</sup> November 2021</p>	<p>In order to deal with the rapid development of Science and Technology, improving the quality of human resources is a major factor for the success and continuance of national establishment. Therefore, these required special concern. The right place for developing the quality of human resources is education. There are several indicators in case of improving the quality of education, in other words, through improving teacher performance and develop more active, creative and fun learning materials. This situation have to be pursued for Science subjects. In the teaching and learning process, the presence of the media cannot be denimust be acknowledged. Because in teaching and learning activities the obscurity of learning material can be helped by using the media as an intermediary. Audio-visual media is a type of media that has sound elements and contains images that can be seen, for example videos, films, etc. This media has a good utility in in case of conveying subject matter, this media is very attractive so that students who receive the lesson did not easily get bored.</p>

**Key Words:** Audio Visual Media, Sciences

### INTRODUCTION

Along with the development of modern era, education is a mandatory and its impact is very significant for the development and progress of a nation. Education is also referred to as a provision for each individual in the world, it is the value of each individual to pursue their dreams and the life they want. Education is one solution to advance a nation. The world of education today, especially in Indonesia, has many different ways of learning that are carried out by teachers in every school spread across Indonesia. Along with the development of the era of information technology and the world of entertainment is growing rapidly, so that students are more interested in films, the internet, drama series that will become their teachers rather than listening to actual lesson by the real teacher in a classroom. So, teachers in today's modern era are required to create interesting and entertaining learning activities.

The complexity of the material to be delivered to students can be simplified with the help of the media. Therefore, it is easier for students to understand the material with the help of the media, rather than without the media itself. Based on information and communication technology, learning media are developed to be more creative and varied, these media include visual-based media, audio-visual-based media and computer-based media. One of the media that can be used for science learning is audio-visual media.

Audio-visual media is a type of media that in addition to containing sound elements also contains elements of images that can be seen, such as video recordings, films, sound slides and so on. This kind of learning has a positive influence on students' understanding because it attracts students' attention in participating in the learning process.

### RESEARCH METHOD

The type of method to be conducted in this research is classroom action research (CAR) with the Kemmis and Mc. Tanggart models uses a self-reflection system starting from planning, implementing, observing and reflecting. In this classroom action research, the subjects are the fourth grade students of SDN 6 Telaga Biru with a total of 18 students. The data collection process is in accordance with the research objectives, the data processing process in this study uses qualitative data processing. Qualitative data is data in the form of descriptions of events sourced from observation and documentation data.

### DISCUSSION

Various developments in science and technology always refer to efforts to increase the enjoyment of life. Its development is very fast, the achievements of modern science and technology show an amazing acceleration, changing not in years anymore maybe even in a matter of days. This is clearly very different from previous developments in

science and technology which, according to Alvin Toffler, from the first wave (the agricultural revolution) took thousands of years to reach the second wave (industrial revolution) where as is well known the wave occurred due to the achievements of science and technology (Rahmat, 2019: 31).

In the course of history, the world of education has undergone four stages of change, in terms of the delivery of subject matter. The first development of education is when a new profession grows in society called a teacher, in which the task of the teacher is responsible for education on behalf of his parents if the child is in school. Thus, the shift in the role of education changed, which was usually only done at home, now it has changed to formal education.

The second development of education is different from the first, this second development is more about a change in the way the material is presented, what is meant is that when the presentation of the material is used written language in addition to spoken language. In the third development of education, in terms of facilities and infrastructure, what is meant is that printing techniques have been found that allow for the reproduction of learning materials, readings in the form of books, making it easier for students to learn. The fourth development of education occurs with the entry of sophisticated technologies based on the progress of the times.

Along with the development of the current era, it is known by the development of science, especially in the world of education, one of which is learning media. The more advanced science and technology in this modern era, especially information technology, of course the impact is very influential on the preparation and implementation of learning strategies. Judging from the development and advancement of technology, teachers can use various learning media as a means to support teaching and learning activities, of course in accordance with the needs and objectives of the learning itself.

The learning process is a communication process. In a communication process involves three main components, namely the message sender component (teacher), the message recipient component (students), and the message component itself which is usually in the form of subjects. Sometimes during the process of learning activities there is often a failure in communication. Therefore, to avoid things that are not desirable, the teacher can arrange and implement and apply learning media.

The word media comes from the Latin *Medius* which literally means intermediary, or introduction. More specifically, the notion of media in the learning process is defined as graphic, photographic, electronic tools for capturing, processing, and rearranging visual or verbal information. Media can also be interpreted as everything that is used to channel messages, stimulate thoughts, feelings, concerns, desires and interests of students. So that they can be encouraged and motivated in the learning process. The use of learning media can be adjusted to the learning material in order to achieve the learning objectives. Rusman (2013: 173) divides the types of media into audio media, visual media and audio visual media. Audio-visual-based learning media is a medium for distributing messages by utilizing the senses of hearing and sight.

Media Audio visual media is a type of media which in addition to containing elements of sound also contains elements of images seen, such as video recordings, various sizes of films, sound slides and so on. The ability of this media is considered better and more interesting, because it contains both elements of the first and second types of media.

Each type of media has its own characteristics and benefits, in this discussion the author uses the type of audio-visual media in the form of video. Video media can be used to convey information that can be heard and seen by students so that students can describe a problem, concept, something that is abstract and incomplete to be clear and complete. Learning media packaged in the form of videos can provide long-term memory to students because video media are presented through animation, images, and sounds. Video media has the potential to be preferred by students, this is because through video media students can watch and imagine what is presented during video playback.

There are several advantages of using audio-visual in the learning process, including: audio-visual can provide a learning experience that is impossible to learn directly, audio-visual allows learning to be more varied so that it can increase motivation, audio-visual can also serve as a learning resource that can be used by students to learn independently without being completely dependent on the presence of the teacher.

The drawbacks of audio-visual media of the type of film and video are: too much emphasis on the importance of the material rather than the development process and still looking at audio-visual material as a teacher's tool in teaching, audio-visual media cannot be used anywhere and anytime, because audio-visual media tends to stay in place, and also audio-visual media tend to use a one-way model.

Learning is one of the educational actions carried out by teachers in the classroom. Actions can be said to be educative if they are oriented to the development of knowledge, skills, attitudes. Therefore, teachers must be competent in creating learning activities that are in accordance with these three aspects.

The science learning process emphasizes providing direct experience to develop competencies in order to explore and understand the natural surroundings scientifically. Susanto (2016: 167) argues that Natural Science (IPA) is a human effort in understanding the universe through precise observations on the target, as well as using procedures, and explained by reasoning so as to get a conclusion. Science has a special character that studies factual natural phenomena, either in the form of reality or events and causal relationships.

Science deals with how to systematically search for material about nature, so that science is not only the mastery of a collection of knowledge in the form of facts, concepts, or principles but also a process of discovery. Process skills that need to be trained in science learning include basic process skills such as observing, measuring, clarifying,

communicating, recognizing space and time relationships, as well as integrated process skills such as designing and conducting experiments which include formulating hypotheses, determining variables, compiling operational definitions, interpreting data, analyze and synthesize data. The basic skills in the process approach are observation, counting, measuring, classifying, and making hypotheses.

The purpose of learning science in elementary schools in principle is to equip students with the ability to "know" and how to "do" which can help students understand the natural surroundings. On this occasion, it will be discussed about the use of learning media in the form of video media in relation to interest in learning science in the fourth grade of elementary school.

Video media was chosen because it is able to explain abstract things to look real, this video media is very suitable for explaining science learning with material on the shape and function of the plant body because through this video students can see the process of growing plants without making direct observations which tend to eat very long time.

## **CONCLUSION**

The usage of video-based audio-visual media in science learning in elementary schools is suitable for helping understanding in the learning process and make the lesson more clear as it is not always verbal. And also to develop cognitive abilities by stimulate student in the form of moving images and sounds. With an interactive and attractive display, this media is often chosen by teachers because it tends to be preferred by students. Learning objectives will be easily achieved with this audio visual media, because during teaching and learning activities students will be more excited and interested in listening, paying attention to the lesson material delivered by the teacher.

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