



DEVELOPMENT OF AUDIO-VISUAL MEDIA ON IPS MATERIALS FOR GRADE IV ELEMENTARY SCHOOL STUDENTS

Ninik Indawati*, Fegi Galih Pradana, Delita Pristiyowati

Universitas PGRI Kanjuruhan Malang, Master of Social Sciences Education Study Program

ninikberty@unikama.ac.id, Fegipradana98@gmail.com, delita.09pristyo@gmail.com

Article history:	Abstract:
Received: 11 th January 2022 Accepted: 11 th February 2022 Published: 22 nd March 2022	This research is based on the lack of use the learning media, one of which is audio visual media for students which results in student saturation, so students are less enthusiastic in the process of learning activities in the classroom. The purpose of this study is to explain about: 1) development, 2) feasibility, 3) the effectiveness of audio visual media. This study uses the ADDIE method, namely analysis, design, development, and finally, implementation. The results showed that students were more interested and enthusiastic about learning through learning media, namely audio visual media. With the validation results obtained an average score of 88.34% through material experts 81.93%, media experts 88.3%, language experts 94.16%, teacher practitioners 84.35 and student questionnaires 93%. Based on the percentage of audio visual media, it can help teachers make the teaching process more interesting in the classroom so that boredom does not exist in the classroom and as a reference for other researchers in developing audio visual media on social studies material in class IV.

Keywords: Audio Visual Media, IPS Material

PENDAHULUAN

Technological advances have contributed greatly in education, through technology will help educators in efforts to deliver material in the classroom. For example, audio visual learning media, this media is a type of learning media that contains sound elements and image elements, such as video recordings, sound slides, DVDs and so on. Effective learning must start from a concrete experience and lead to a more abstract or real experience. Learning will be more effective if it is assisted by learning media at school.

In order to achieve learning objectives, every teacher is required to really understand the learning model, learning media, learning methods, strategies and learning approaches that will be applied. In connection with this, a teacher must be able to think of a strategy or approach to be used, so that a teacher is not focused on learning strategies that are less than optimal or monotonous, for example, guided by books and student worksheets, so that students are less enthusiastic and often feel a saturation point in learning. teaching and learning activities.

The development of science and technology increasingly encourages renewal efforts in the teaching and learning process in the world of education (Adittia, 2017:10). This is in line with (Syupriyanti & Miaz, 2019:598-604) it is known that technological developments in utilizing learning media are one of the effective means to be developed, so that they will attract the attention of students in supporting the implementation of learning in the classroom, optimally and enthusiastically.

Audio visual media is a type of media used in learning activities by involving hearing and sight at the same time in one process or activity (Nugraheni, 2017:120-126). Messages and information that can be channeled through this media can be in the form of verbal and non-verbal messages that rely on both sight and hearing. Some examples of audio-visual media are video films, tv programs and others. In audio-visual media, it displays a form of image and sound simultaneously during teaching and learning in the classroom so that it can attract students' attention in interesting information through the media. (Anggraini, 2018:75).

Learning will be more effective if it is assisted by teaching and learning tools rather than assisted by tools. Social studies teaching is learning or a field of study which is a function (combination) and integration of social sciences packaged with simple, interesting, easy to understand, and learned material for instructional purposes at school and in the community. (Dasar, 2017:22-33).

METODE

The research and development used in this study leads to the ADDIE model which is "one of the simple and easy-to-understand learning system models" (Anisa & KHB, 2018:4). He stated that ADDIE consists of 5 stages, which include analysis, design, development, implementation, and evaluation. The ADDIE model is a model that is

programmed with systematic sequences of activities in an effort to solve learning problems related to learning media according to the needs and characteristics of students (Permana & Nourmavita, 2017:79-85).

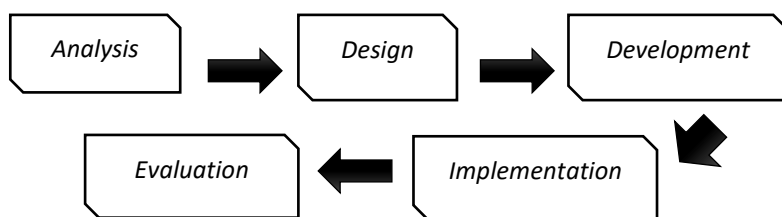


Figure 1: Development Model Stages ADDIE

1. Analysis

a. Curriculum Analysis

The curriculum used at SDN Bakalan Krajan 02 Malang is the 2013 revised 2019 curriculum. The learning that has been carried out has become a thematic part in its application which contains several content in learning and explanations that have themes. After that, the researcher analyzed KD or Basic Competence through material that was in accordance with Natural Appearance.

b. Student Characteristics Analysis

Students at SDN Bakalan Krajan 02 Malang have a way of learning that is always fixated on printed book material or student worksheets, resulting in student boredom, if not balanced with variations in learning through the media. Students are less enthusiastic without learning variations through learning media, while learning media are able to help deliver material in the form of creations.

c. Media and Its Utilization Analysis

Media analysis and its use is carried out first by analyzing the state of learning media as the main information delivery in a material in learning and the availability of media that mutually support learning activities within the scope of education.

2. Design

The second stage of the ADDIE model is the Design or design stage. At this stage, start designing media in the form of Audio Visual in the form of animated videos with an explanation of the Natural Appearance Social Sciences material which will be developed according to the analysis carried out previously. Furthermore, the design stage is carried out by determining the elements needed in the learning media, including:

- a. Preparing thematic books for class IV
- b. Looking for a theme that matches the natural appearance of the material
- c. Creating video concepts based on animations and portraits of real natural features
- d. Compile material from social studies subjects of natural appearance and theme book 3 sub-theme 1 learning 1
- e. Designing audio-visual media, Audio-visual media, natural appearances through the 3D animation rendering application, and wording through the Microsoft Word 2010 application
- f. Voice input with material discussion via Dubbing/Recorder

At this stage, the researcher also developed an instrument that would be used to assess the developed Natural Appearance audio-visual media. The researcher made a research instrument which included a media expert validation questionnaire, material expert, class teacher, and student response questionnaire.

3. Development

The development stage is the product realization stage. At this stage the development of learning media is carried out according to the design. After that, the Audio Visual media will be validated by expert lecturers. In the validation process, the validator uses an instrument that has been prepared in the previous stage.

Validation is carried out to assess the validity of content and constructs. The validator is asked to provide an assessment of the Audio Visual media developed based on the feasibility aspects of learning media development of learning media as a benchmark for revision or improvement so that it is even better in refinement. The following is an explanation of the qualifications of each validator.

a. Material Expert

Material experts are lecturers who are experts in elementary social studies material, especially natural features. Some of the qualifications that must be possessed by experts in this development are.

- 1) Someone who mastered the social studies material for elementary school, especially in the natural appearance material.

- 2) Willing to be a product tester for the development of Audio Visual learning media in natural appearance materials.
- b. Media Expert

Media experts are lecturers or media experts as testers of the feasibility of developing audio-visual learning media products in the form of videos delivering natural features. Some of the qualifications that must be possessed by experts in this development are:

 - 1) Someone who is expert and experienced in the field of learning media design
 - 2) Someone who has more attention in developing learning media products, especially Audio Visual Social Sciences material for natural appearances
 - 3) Willing to be a tester in terms of the attractiveness of learning media development products.
- c. Language Expert

Linguists expert are lecturers or linguists as linguistic examiners for the development of learning media. Audio visual in the form of videos delivering natural features. Some of the qualifications that must be possessed by experts in this development are:

 - 1) Someone who is skilled and experienced in linguistics
 - 2) Someone who has more attention in developing learning media products, especially Audio Visual Social Sciences material for natural appearances.

4. Implementation

The fourth stage is implementation. At this stage, the researcher tried out the media in class IV with the help of the teacher to find out whether the learning with the media was good or not when it was implemented. At this stage the researchers also distributed response questionnaires to teachers and students which contained statements about the use of Audio Visual media in learning. This was done to obtain data related to the practical value of AudioVisual media users. After distributing the questionnaires, the researchers conducted data analysis. The first data analysis is based on the results of the response questionnaire. This analysis was conducted to determine the value and practicality of the developed Audio Visual media.

a. Learning Practitioner or Teacher

Learning practitioners are the givers of responses and assessments of the development of learning media through Audio Visual Media for Natural Appearance materials. Some of the qualifications that must be possessed by experts in this development are: Guru yang mengajar ditingkat Sekolah Dasar khusus nya dikelas IV

- 1) Have experience in thematic and social studies learning
- 2) Willingness to be an evaluator and user of learning media development products to obtain product data.

DISCUSSION

Research conducted previously by (Adittia, 2017:9-20) entitled Audio Visual Media to Improve Learning Outcomes for Grade IV Elementary School Students. Stating that the learning variation model follows a development in the modern era or in technology, at least audio-visual media can help with learning renewal well. And strengthened again by (Nugraheni, 2017:120-126) which states that audio-visual media is a type of media used in learning activities by involving hearing and sight at the same time in a process or activity that is very valid and interesting.

The results of product testing will discuss the validation of research instruments. The results of instrument validation by several validators, teacher practitioners and student questionnaires will be presented as follows:

No.	Product Quality Assessment	Percentage
1.	Material Expert	81,93%
2.	Media Expert	88,3%
3.	Language Expert	94,16%
4.	Education Practitioner (Teacher)	84,35%
5.	Student Grade IB	93%
Percentage Average		88,34%

Based on the table, the researchers obtained the average percentage of the Natural Appearance Audio Visual Media assessment as a whole of 88, 34% with the "Very Eligible" category so that the media can be declared valid and can be used in the learning process, especially on Natural Appearance material in grade IV SD.

Based on the achievement of the results of the development of audio-visual media products on natural appearance social studies material for grade IV elementary school students, this product can be categorized as very valid to be used during the learning process in the classroom and outside the classroom, because it has met the product quality criteria. Audio visual media will help students' enthusiasm for learning when students start to get

bored with teacher learning who is only fixated on worksheets or books. This product also helps the development of the modern era in the world of education more effectively and better.

CLOSING

Based on the results of developing audio visual media products on natural appearance social studies material for grade IV elementary school students using the ADDIE development model, they obtained the Very Valid category after going through a long process by fulfilling the learning criteria with the help of experts or material experts, media experts, language experts, teacher practitioners and fourth grade elementary school students. So that the validation of the material experts who obtained an average score of 81.93% in the Very Valid category, from the media expert validators obtained an average score of 88.3% in the Very Eligible category, from the Linguistics expert validators obtained an average score of 94.16% in the Very Eligible category, from validators to education practitioners (teachers) obtaining an average score of 94.16% in the Very Eligible category, and validation to prospective users (students) as many as 10 students obtaining an average score of 93% with the Very Eligible category. The average validation results obtained from material experts, media experts, language experts, education practitioners (teachers), and prospective users (students) obtained a score of 88.34% in the Very Eligible category, which means audio visual media products on social studies material. Natural Appearances can be used in the learning process of fourth grade elementary school students. Based on the results of development through audio-visual media products on social studies material, natural appearances for fourth grade elementary school students are expected to help the teacher teaching process in class easily and effectively so that by getting to know learning technology students will increase their enthusiasm for learning and add new insights through the display of learning media products. In addition, this development is expected to be useful for other researchers who will develop audio-visual media products at the elementary school level, especially for grade IV with similar and can be even better in the future.

REFERENCES

1. Adittia, A. (2017). Penggunaan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar Ips Pada Siswa Kelas Iv Sd. *Penggunaan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar Ips Pada Siswa Kelas Iv Sd*, 4(1), 9–20. <https://doi.org/10.23819/mimbar-sd.v4i1.5227>
2. Anggraini, D. (2018). Penggunaan media audio visual untuk meningkatkan hasil belajar peserta didik dalam pembelajaran PKn. *JRTI (Jurnal Riset Tindakan Indonesia)*, 3(2), 75. <https://doi.org/10.29210/3003248000>
3. Anisa, N. N., & KHB, M. A. (2018). Pengembangan Media Pembelajaran Tematik Pop Up Book Tema Cita-Citaku Kelas IV Sekolah Dasar. *SENDIKA: Seminar Nasional Pendidikan*, 6, 1–8.
4. Anwari, misbakhul. (2018). No Title 9(September), 160–164.
5. Dasar, J. P. (2017). Penggunaan Media Audio Visual Terhadap Ketuntasan belajar Ips Materi Perkembangan Teknologi Produksi, Komunikasi, Dan Transportasi Pada Siswa Kelas Iv Sd Negeri 20 Banda Aceh. *Jurnal Pesona Dasar*, 3(4), 22–33.
6. Detektif, S., Iv, K., & Muhammadiyah, S. D. (2017). Pengembangan Group Investigation Dengan Permainan "Aku Seorang Detektif" Kelas Iv Sd Muhammadiyah 1 Malang Renika Arisinta 1), Bayu Hendro Wicaksono 2), Ima Wahyu Putri Utami 3). 5(September), 732–742.
7. Honda, M. (2016). *Kazoku Syakaigaku Kenkyu*, 28(2), 250–250. <https://doi.org/10.4234/jjoffamilysociology.28.250>
8. Hikma, N. (2017) Pengembangan Multimedia (Audio Visual) Pembelajaran Matematika Pada Materi Bangun Ruang Bagi Siswa Kelas IV SD *Jurnal Pendas Mahakam*. Vol Vol 2 (1). 83-90. Mei 2017
9. Husni, Muhammad & Hadi, Alfian Yul (2018) Pengembangan Media pembelajaran Audio Visual PKN Berbasis Teknik Klarifikasi Nilai Pada Siswa Sekolah Dasar Di Daerah Wisata Kabupaten Lombok *Jurnal DIDIKA: Wahana Ilmiah Pendidikan Dasar* Vol. IV, NO 2 : Juli-Desember (2018) 17-33
10. Jaenudin. R., Rachman, Abd, Fuad.& Febriyanti. Ruri (2018). Pengembangan Multimedia Interaktif Berbasis Kearifan Lokal Pada Materi Kenampakan Alam Dan Sosial Budaya Di Sekolah Dasar. *Jurnal Inovasi Pendidikan* Vol 8 No. 2. Desember 2018:17-31.
11. Laksono, Fuji (2015). Pengembangan Media Audio Visual Dalam Pembelajaran Budaya Hidup Sehat Khususnya Keberhasilan Tangan Dan Kaki Pada Peserta Didik Kelas II SD Negeri Semen Kecamatan Windusari Kabupaten Magelang Provinsi Jawa Timur 3-17
12. Mulyadi Berkhomas Yohanes, Warkintin (2019). Pengembangan Bahan Ajar CD Interaktif Power Point Untuk Meningkatkan Hasil Belajar Siswa. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, Vol. 9 No. 1, Januari 2019: 82-92
13. Maulidta, H., & Sukartiningsih, W. (2018). Pengembangan Media Pembelajaran Interaktif Berbasis Adobe Flash untuk Pembelajaran Menulis Teks Eksposisi Siswa Kelas III Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(5), 255038.
14. Media, P. (2012). Pengembangan Media – Vanisa- ||158. (2001), 158–164.
15. Ni Wyn Pradnya Mitha1, I Gd Meter2, I. K. A. 3. (2014). Model Pembelajaran Assure Bernuansa Lingkungan Berbantuan Media Audiovisual Berpengaruh Terhadap Hasil Belajar Ips Siswa Kelas V Sd Gugus Letkol Wisnu Jurusan Pendidikan Guru Sekolah Dasar, FIP Universitas Pendidikan Ganesha. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha Jurusan PGSD*, 2.

16. Nugraheni, N. (2017). Pendampingan Pembuatan Media Audiovisual Dalam Pembelajaran Di Sekolah Dasar. *Jurnal Kreatif*, (September 2017), 120–126.
17. Oliver, J. (2019). NoTitle. *Hilos Tensados*, 1, 1–476. <https://doi.org/10.1017/CBO9781107415324.004>
18. Permana, E. P., & Nourmavita, D. (2017). Pengembangan Multimedia Interaktif Pada Mata Pelajaran Ipa Materi Mendeskripsikan Daur Hidup Hewan Di Lingkungan Sekitar Siswa Kelas Iv Sekolah Dasar. *Jurnal PGSD*, 10(2), 79–85. <https://doi.org/10.33369/pgsd.10.2.79-85>
19. SIDI, J., & MUKMINAN, M. (2016). Penggunaan Media Audiovisual untuk Meningkatkan Hasil belajar IPS di SMP. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 13(1), 53–72. <https://doi.org/10.21831/socia.v13i1.9903>
20. Syupriyanti, L., & Miaz, Y. (2019). Pengembangan Audio Visual Interaktif Berbasis Adobe Flash. *Jurnal Bacicedu*, 3(2), 598–604.
21. Sudama, K. Jampel, Nyoman. Ponza Raditya, J.P (2018). Pengembangan Media Video Animasi Pada Pembelajaran Siswa Kelas IV Di Sekolah Dasar. *Jurnal EDUTECH Pendidikan Ganesha* Vol. 6 No. (1) 9-19
22. Taufik, M, Hakim., Rahman, Zerine., & Alverina Clara.(2019). Pengembangan Media Pembelajaran Audio Visual Berbasis Powtoon Pada Mata Pelajaran IPS.(*School Education Jurnal* Vol 9 No. 3. Desember 2019:266-273)
23. Uno, B. Hamzah dan Ma'ruf, K. Rahman Abd (2016). Pengembangan Media Pembelajaran IPS Berbasis Website untuk Siswa Kelas VII Madrasah Tsanawiyah Negeri *Jurnal Teknologi Pendidikan* Vol. 18, No. 3 Desember 2016