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IMPLEMENTATION OF THE USE OF AUDIO VISUAL MEDIA TO INCREASE LEARNING RESULTS OF SCIENCE FOR CLASS VI STUDENTS OF SDN 014 RAMBAH SAMO THE ACADEMIC YEAR 2018/2019

Wartini
SD Negeri 014 Rambah Samo
wartinitini857@gmail.com

Abstract, *This study aims to obtain data and information about the application of the use of audio-visual media to improve science learning outcomes for grade VI students of SD Negeri 014 Rambah Samo for the 2018/2019 academic year. The type of research used is classroom action research. (CAR) which consists of two cycles. This study uses audio-visual media consisting of test results and observation sheets used during action research, then analyzed into planning materials for the next cycle. The data obtained is then processed, so that conclusions can be drawn. The subjects in this study were grade VI students of SD Negeri 014 Rambah Samo, totaling 29 students consisting of 20 boys and 9 girls. The results of each cycle carried out in the study showed an increase in students' science learning outcomes by applying audio-visual media in class VI SD Negeri 014 Rambah Samo. The students' initial average score was 73%, increasing in the first cycle to 80% and in the second cycle 86%. The expected implications of the use of audio-visual media can improve learning outcomes and have a positive effect on grade VI students of SD Negeri 014 Rambah Samo.*

Keywords*: Learning Outcomes, Science, Audio Visual Media*

I. INTRODUCTION

nature of education, namely to enable students to develop their abilities optimally, the teacher's role in the entire educational process is very central and important in moving all school management activities (Law. No. 20 2003).

Along with the development of science and technology, the government's efforts to improve the quality and management of education began to develop, for example with the improvement of the 2013 curriculum. The 2013 curriculum was formulated and developed with a high optimism to produce school graduates who are smarter, creative, innovative, have self-confidence as individuals and as a nation, and tolerant of all existing differences.

At the elementary school level, the implementation of the 2013 curriculum uses integrated thematic learning as a

learning approach. One of the subjects taught in integrated thematic learning in the 2013 Curriculum in high grade elementary school education is Natural Sciences (IPA).

The science learning process demands hands-on experience so that students can develop their ability to explore and understand the natural surroundings. This is in accordance with the statement of the Ministry of National Education (2006:484) "Science is a learning process that emphasizes direct experience to develop competence in exploring and understanding the natural surroundings scientifically". Therefore, science learning is very important given since basic education well so that students can understand the surrounding natural phenomena, besides that a good learning process will also be able to produce students who are smart, skilled, and obtain good learning outcomes so that in the end thelearning objectives expectedcan also be achieved well.

The reality in the field based on the experience of researchers while teaching in class VI SD Negeri 014 Rambah Samo, science learning has not been able to provide the expected learning outcomes in accordance with its objectives. Science learning has not been able to develop children's ability to think critically and systematically. The lack of student activity in learning is one of the causes. Students are also less motivated to learn. This results in students not understanding the learning material optimally.

Learning material has not been understood optimally also occurs because the learning process has not been optimal. In the learning process students have not been actively involved because the learning approach used is still a conventional approach that has not placed students as *student centers*, in the learning process students are also unable to construct their own knowledge. This causes students to become bored and think science lessons are not interesting, and in the end learning is no longer a necessity for them. This is the cause of the low student learning outcomes, as can be seen from the results of students' daily tests whose average grade is 73%.

One of the science and technology products that can be used to overcome this problem is to use technology-based learning media in the learning process, namely by using audio-visual media in the form of learning videos. Audio-visual media can be interpreted as learning media that conveys or delivers messages of learning materials from teachers to students. Audio visual media is considered able to improve student learning outcomes

because with the use of this media, students' interest in learning science can increase, so that increasing student interest can improve student learning outcomes. Then also one that the brain likes is something new and most people like to watch and it is not uncommon for them to be able to retell what they have watched. Even among them can remember it for a long time, so that with the use of audio-visual media it is hoped that students are motivated to learn and can remember the lesson in the long term.

Based on the problems stated above, the researcher is interested in conducting classroom action research with the title "Efforts to Improve Students' Science Learning Outcomes by Using Audio Visual Media in Class VI SD Negeri 014 Rambah Samo in the 2018/2019 Academic Year"

II. RESEARCH METHODS

type of research used in this research is classroom action research. This research is suitable to be used because this research study is reflective. Reflection is done to increase rational stability and deepen understanding and improve actions in the learning process. The series of activities consist of preliminary study, planning, implementation, observation, and reflection.

Along with that, Suwarsih (2009:27) says that "Action research is a real-world practice intervention aimed at improving practical situations. Action research conducted by teachers aimed at improving the learning situation for which they are responsible is called classroom action research. According to Supriyadi (2009:21) "*Classroom Action Research (CAR)* or classroomis *action researchaction research* carried out by teachers in the classroom". *Action* research is essentially a series of "action research".

This classroom action research applies the science learning process using audio-visual media. With this audio-visual media, students are expected not only to receive information from the teacher, because in this case the teacher is a motivator and facilitator who directs students to be actively involved in the entire learning process, starting with problems related to the concepts studied to critical thinking. and solve the problem.

As with classroom action research, this research will start from the first cycle, which is implemented through 4 (four) stages, namely: planning, action, observation and reflection.

III. RESEARCH RESULTS AND DISCUSSION

implementation of the research was carried out from July 2018 to December 2018 using audio-visual media in science learning in class VI SD Negeri 014 Rambah Samo. The research was carried out directly by the researcher together with the observer as the research team.

The science learning of each of these actions is carried out in accordance with the learning steps based on the use of audio-visual media which consists of data analysis which begins with reviewing from the start of data collection until all data is collected. The results of the initial observations obtained data such as the table below:

Table 3

Results of the Preliminary Observations

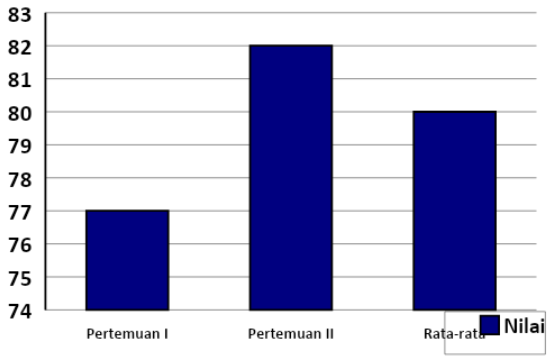
No.	Name of Student	Value	Criteria
1	FL	60	Enough
2	ATH	65	Enough
3	F	60	Enough
4	IS	75	Good
5	YS	65	Enough
6	FF	65	Enough
7	FP	80	Good
8	MBF	85	Good
9	BR	75	Good
10	RF	75	Good
11	ZAK	75	Good
12	RAF	75	Good
13	DAR	75	Good
14	ADTH	75	Good
15	RAH	90	Very Good
16	AA	80	Good
17	FZR	75	Good
18	RP	65	Enough
19	MZ	65	Enough
20	FT	60	Enough
21	RMS	85	Good
22	DFP	75	Good
23	YM	75	Good
24	AG	90	Very Good
25	BD	80	Good
26	L	75	Good
27	RI	75	Good
28	RS	50	Less
29	DF	75	Good
Total		2120	
Average		73	

Source: Daily Test

Based on the results of the above observations, initial data on student learning outcomes were obtained as follows: students who obtained a very good score amounted to 2 people with a

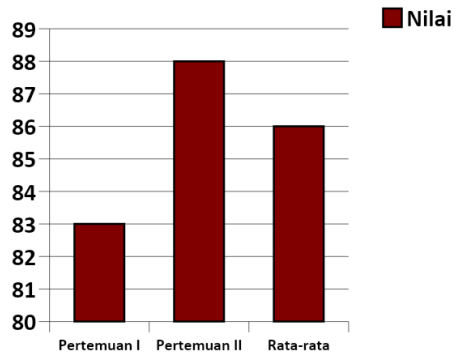
percentage of 7%. Students who get good grades are 18 people with a percentage of 62%. Students who get enough grades are 8 people with a percentage of 28%. And students who scored less amounted to 1 person with a percentage of 3%. So that the average value of the class is 73%.

Graph 4
Recapitulation of Cycle I Learning Outcomes



Based on the above observations, the results of the first cycle of learning are as follows: 5 students who got very good scores with a percentage of 17%. Students who get good grades are 20 people with a percentage of 69%. And students who get enough grades are 4 people with a percentage of 14%. So that the average value of the class is 80%.

Graph 5
Recapitulation of Cycle II Learning Outcomes



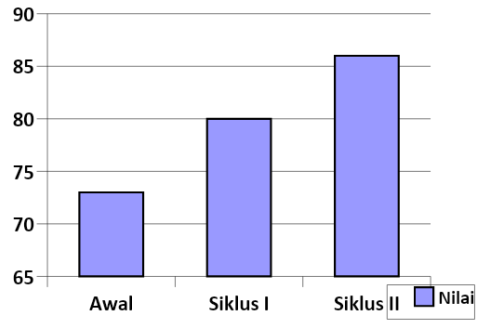
Based on the observations above, the results of the second cycle of learning are as follows: 11 students who scored very well with a percentage of 38%, 17 students who got good grades with a percentage of 59%, and who get enough value 1 person with a percentage of 3%. So that the average value of the class is 86%.

The increase in student learning outcomes at the first meeting of the second cycle can be seen from the average obtained by students, which is 80%. After continuing with the second meeting, the average student was also 86%.

1. Discussion

From the analysis of student learning outcomes, it is illustrated that the learning achievement of grade VI students of SD Negeri 014 Rambah Samo has increased after getting an act of using audio-visual media. Overall the results of the action using audio-visual media can be seen in the following diagram:

Graph 6 Comparison of the initial data, cycle 1 and cycle II.



The results of the data before the action was carried out, the data obtained an average score of 73% of students. After the first cycle of action the average student increased to 80% and the second cycle the student's average value increased again to 86%.

Thus it can be concluded that using audio-visual media can improve learning outcomes in science learning in class VI SD Negeri 014 Rambah Samo, Rambah Samo District, Rokan Hulu Regency.

IV.CONCLUSIONS

From the descriptions that have been described above, it can be concluded:

1. Implementation of science learning using audio-visual media, researchers have followed the learning steps and combined them with audio-visual media steps to create fun learning activities.
2. Student learning outcomes in science learning can be improved using audio-visual media. This can be seen from the student learning outcomes in the first cycle, which averaged 80% of the learning outcomes rose to 86% in the second cycle. Because learning outcomes are as expected, then through the use of audio-visual media can improve student learning outcomes in class VI SD Negeri 014 Rambah Samo.

1. Suggestions

1. Teachers can apply science learning combined with steps to use audio-visual media as an alternative learning.
2. Educational and educational institutions and institutions can use research as material to support and run various forms of basic education science development programs.

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