

SOCIAL STUDIES LEARNING USING AUDIO VISUAL MEDIA IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to describe an increase in student learning outcomes in social studies learning using Audio Visual media in grade IV SDN 04 Bukit Apit Puhun Bukittinggi. The type of research is PTK using qualitative and quantitative approaches. RPP assessment cycle I is 81.5% increased to 94% in cycle II, implementation of teacher action cycle I is 79% increased to 91% in cycle II, implementation of student action cycle I is 79% increased to 91% in cycle II, and Student learning outcomes in cycle I were 68.4%, increasing to 80.7% in cycle II. Thus Audio Visual media can improve student learning outcomes in social studies learning in class IV SDN 04 Bukit Apit Puhun Bukittinggi

Keywords : Social Studies Learning, Learning Outcomes, Audio Visual Media

INTRODUCTION

Social Sciences (IPS) is one of the subjects studied in Elementary School. By studying social studies students can improve understanding of knowledge, develop values, attitudes and social skills so that students can socialize with their environment and be able to solve various social problems in their environment. Based on observations that the author saw at SDN 04 Bukit Apit Puhun Bukittinggi, the teacher still uses picture media. This is due to a lack of media development at SDN 04 Bukit Apit Puhun Bukittinggi. So that learning is still conventional in the form of lectures and question and answer.

In addition, students are only told to read and take notes. It is evident that, 1) Teachers still use media images, so that learning objectives are not achieved optimally

2) Teachers give more material to students, not students who try to find it themselves; 3) Teachers still make it difficult for students to observe and understand learning material 4) Teachers provide monotonous learning experiences 5) Teachers experience limited space, time.

The use of learning media can help achieve learning success. Danim (2010); Hermon (2015,) affirmed that the results of the research have proven the effectiveness of the use of aids or media in the teaching and learning process in the classroom, especially in terms of improving student achievement. The limited media used in the classroom is thought to be one of the causes of the weak quality of student learning. Based on this, audio visual media in social studies learning can be used which can be seen and heard and produce images and sounds at once so as to provide experiences directly to students.

METHOD

This study uses a type of classroom action research (CAR) using qualitative and quantitative data analysis. The subjects of this study were teachers and fourth grade students of SDN 04 Bukit Apit Puhun, Bukittinggi City who were enrolled in the second semester of 2015/2016 academic year, with 28 students. 20 men and 8 women. The author takes the subject of research in class IV because social studies learning problems are a problem found in fourth grade students of SDN 04 Bukit Apit Puhun, Bukittinggi City. The research data in the form of observations, documentation and test results on each improvement action of social studies learning by using the medial Audio Visual for fourth grade students at SDN 04 Bukit Apit, Bukittinggi City. The data is about things as follows: (a) Implementation of learning related to teacher and student behavior, which includes teaching and learning interactions between teacher-students, students, students-teachers in learning about material social problems. (b) Student test results are carried out after the implementation of the learning action.

RESULTS AND DISCUSSION

Cycle I Meeting I

The lesson material was carried out at the first meeting of the natural appearance

in the district / city and province environment by using audio visual media. The learning of the first meeting was held in 1 meeting with an allocation of 3 x 35 minutes. The Competency Standards (SK) that the researchers took from the KTSP were Understanding the history, natural appearance, and ethnic diversity in the regency / city and province, while the Basic Competencies (KD) that the researchers took were Describing the appearance of nature in the district/city and province and relations with social and cultural diversity. These learning indicators are (1) Mentioning examples of natural appearance in the district/city and province environment, (2) Identifying characteristics of natural appearance in the district / city and province, (3) Grouping examples of natural appearance in the district / city environment and provinces, (4) Explain the benefits of natural appearance in the district / city and province, (5) Ask questions and opinions and respond to questions and opinions.

Based on the RPP prepared, learning in research through three steps, namely the initial activities, core activities, and final activities. Preparation, implementation, follow-up. Observations were carried out every cycle, where the results obtained were based on the results of observations made on teacher activities, in the first cycle of learning I meeting the number of scores obtained was 18 from a maximum score of 24 with a percentage of 75.00% with sufficient categories. While students, the score obtained was 18 from a maximum score of 24 with a percentage of 75% with sufficient categories.

Student learning outcomes are seen from the results of evaluations conducted. Based on the results of the study, it was obtained an illustration that from 28 students only 19 students were able to reach the standard of mastery learning and 9 students had not been able to reach the standard of mastery learning. The average class percentage is 75.00%. From the learning outcomes obtained can be described: (1) Cognitive aspects, the success of students from cognitive aspects seen during the learning process takes place during the first cycle of meeting I with an average percentage of 32% with less categories (K); (2) Affective aspects, The success of students from the affective aspects of this meeting is 42.08% with sufficient categories (C); (3) Psychomotor aspects, The success of students from the psychomotor aspects at this meeting is 75.00% with sufficient categories (C).

Cycle I Meeting II

Learning material carried out in the first cycle of meeting II is a symptom of nature by using audio visual media. Meeting II learning takes place in 1 meeting with an allocation of 3 x 35 minutes. Preparation of action planning is carried out based on the Education Unit Level Curriculum (KTSP) and outlined in a set of Learning Implementation Plans (RPP). The material taken in learning at the meeting II was about the symptoms of nature.

The Competency Standard (SK) that the researchers took from the KTSP was Understanding the history, natural appearance, and ethnic diversity of the regency / city and province environment, while the Basic Competence (KD) that the researcher took was describing the appearance of nature in the district/city and province and relations with social and cultural diversity. The indicators of this learning are, (1) mentioning the types of natural phenomena, (2) mentioning the effects caused by natural phenomena, (3) explaining the causes of natural phenomena, (4) gathering information about natural phenomena from print media, (5) ask questions and opinions and respond to questions and opinions.

The second meeting of the first cycle is held on Tuesday 16 August 2016 with 3 x 35 minutes, one meeting starting at 10:30 - 12:05 WIB. The learning that took place for 105 minutes was attended by 28 students. Based on the learning implementation plan described above, the implementation follows the steps of learning using audio visual media. Based on the observation of the teacher's actions, the number of scores obtained was 20 from a maximum score of 24 with a percentage of 83.00% with a good category (B). While for students' actions, the score obtained is 20 from a maximum score of 24 with a percentage of 83.00% in good category (B).

Student learning outcomes are seen from the results of evaluations conducted at the end of learning. Based on the results of the study obtained an overview of 28 students only 18 students were able to reach the standard of mastery learning and 10 students with the percentage of the average class obtained was 64.08%. From the learning results obtained can be described: (1) cognitive aspects, the success of students from the cognitive aspects seen during the learning process takes place with an average percentage of 64.08% with good categories (B); (2) Affective aspects, The success of

students from the affective aspects of this meeting is 76.1% with good categories (B); (3) Psychomotor aspects, the success of students from psychomotor aspects is 85.2% with good categories (B).

Based on the notes on the observation sheet and discussion of researchers with observers the cause of the still low student learning outcomes in the first cycle in general is that there are still many students who have not been active in learning. After observing the results of the research data relating to the evaluation of learning, the evaluation is process evaluation and outcome evaluation. Process evaluation in each cycle is carried out by the teacher when students discuss, conduct investigations and report the results of group discussions. In the implementation of learning the teacher needs to bring up an atmosphere of learning through collaboration / discussion, both in small group discussions and in large groups.

Hermon and Dalim (2005); Hermon and Dalim (2006); Dimiyati *et al.*, (2009) also mentioned learning outcomes are the result of an interaction between learning and teaching actions. From the teacher's side, teaching action ends with a process of evaluating learning outcomes. In terms of students, learning outcomes are the end of teaching from the peak of the learning process. Learning with collaborative directly, can bring students closer to the idea of the desired learning situation, help students toward cognitive development. With this activity, students are able to practice and share experiences, practice courage in expressing opinions, and are willing to listen to their friends opinions.

From the analysis of the first cycle of meeting 1 research the percentage of the average class is 61.5%, there are 19 people who have not met the expected standard of mastery learning that is 75, with details of the average percentage of cognitive values is 52.3%, affective 62.6 % and psychomotor 76.3%. While the first cycle of meeting II got the average percentage of the class was 64.8% and there were still 10 people who had not finished with the details of the percentage of the average cognitive value was 64.8%, affective 76.1% and psychomotor 76.1%.

So the average score of learning outcomes in cycle 1 is 61.5 and there are still 10 people who have not yet finished. Based on the data obtained in cycle 1, it has not achieved the expected completeness, namely $\geq 85\%$ of students reach the specified

KKM limit, which is 75. For this reason, action is needed and continued in cycle II.

Cycle II

The implementation of learning in cycle II is according to what has been planned, which in the second cycle of learning is also presented in 1 x meeting (3 x 35 minutes). Learning in the second cycle is carried out in accordance with the steps of audio visual media as revealed by Wibawa *et al.*, (2001). In this second cycle most audio visual steps have been carried out. However, only in the implementation activities did the teacher still not guide students in working on the LKS.

The results of data analysis on the implementation of social studies learning using audio visual media in the second cycle obtained a score of 22 with a percentage of 91% with very good criteria on teacher activity and obtained a score of 22 with a percentage of 91% with very good criteria on student activity. Based on the data presented above it is known that the implementation of social studies learning using audio visual media from teacher activities and student activities has been well implemented and the author has succeeded in carrying out social studies learning using audio visual media at SDN 04 Bukit Apit Puhun. The implementation of learning has increased because of improvements in terms of planning, implementation of learning, and expected learning outcomes that can also be achieved well. Mulyasa (2014) learning is said to be successful and quality if all or at least most or (80%) of students are actively involved, both physically, mentally and socially in the learning process, in addition to showing high enthusiasm for learning, enthusiasm for learning high and high self confidence.

Social Studies Learning Outcomes with Audio Visual Media

In this second cycle, the average percentage of student learning outcomes increased from 68.4% to 80.7%. Learning completeness increased from 46% to 82%. Student learning outcomes have reached the target achieved which is in very good criteria and has achieved ideal learning completeness. Based on the exposure to social studies learning outcomes described above, the learning outcomes obtained by students on actions to improve student learning outcomes in social studies subjects using the second cycle audio-visual media run much better than the first cycle. Students who have

not yet reached the minimum completeness standard, in the second cycle was able to reach the standard of completeness and even some students were able to exceed it. According to Purwanto (2009) learning outcomes are changes in student behavior due to learning. Furthermore according to Suprijono (2009), learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. So, when viewed from the results of the assessment carried out, it can be said that the teacher has succeeded in improving student learning outcomes in social studies subjects using visual audio media in class IV SDN 04 Bukit Apit Puhun.

Learning Outcomes

Based on the notes on the observation sheet and discussion of the researcher with the observers of the students' learning outcomes in social studies learning in the second cycle, the learning completeness value was determined. From the data from the research results relating to the evaluation of learning, both process evaluation and outcome evaluation, the learning outcomes of the second cycle obtained an average score of 80.7%.

CONCLUSION

Based on the notes on the observation sheet and discussion between researchers and observers, the cause of the low student learning outcomes in the first cycle is that there are still many students who have not been active in learning. Judging from the average score of cycle 1 learning outcomes is 61.5 and there are still 10 people who have not yet finished. Based on the data that has been obtained, the first cycle has not achieved the expected completeness, namely $\geq 85\%$ of students reach the specified KKM limit, which is 75. For this reason, action is needed and continued in cycle II. Based on the notes on the observation sheet and discussion of the researcher, the observer of student learning outcomes in social studies learning in the second cycle had achieved the learning completeness value set. From the data from the research results relating to the evaluation of learning, both process evaluation and outcome evaluation, the learning outcomes of the second cycle obtained an average score of 80.7%.

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