Education Achievment: Journal of Science and Research
Volume 5 Issue 2 July 2024
Journal Homepage:
http://pusdikra-publishing.com/index.php/jsr

The Application of Audiovisual-Based Learning Media to Increase Students' Learning Interest in The Material of Ratios and Diagrams in Grade 5 SD Negeri 101943 Bengkel

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ARTICLE INFO
Article history:
Received
21 June 2024
Revised
15 July 2024
Accepted
25 August 2024

ABSTRACT

There is a gap in interest with one of the subjects that students do not like. The aim of this research is to grow and increase students' interest in learning, especially in learning mathematics using audio-visual media on student learning outcomes in ratio and diagram material. The subjects of this research were the VB SD class with a total of 19 students. The time for carrying out the PTK research in the form of applying audiovisual media to mathematics subjects regarding ratios was carried out from May 2024 to June 2024. The research instruments used in this PTK were question sheets, observation sheets and documentation. Meanwhile, data collection techniques include observation and documentation. Based on student learning outcomes, it was obtained at 42.1% and for student interest in learning, it was obtained at 26.31% in the pre-cycle carried out. The results obtained from cycle 1 were that student learning outcomes were 57.89% and student interest in learning was 47.36%. Based on the results obtained from cycle 2 activities, namely student learning outcomes and student interest in learning were at 73.68%, this shows that the media is proven and successful in increasing students' learning interest in ratio and diagram material.

Key Word *Audiovisual, Learning Interest, Learning Results.*
How to cite https://pusdikra-publishing.com/index.php/jsr/index
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INTRODUCTION

Nowadays, students have experienced a decrease in understanding in knowledge since the co-19 pandemic was over, so it is necessary to make changes in increasing safe knowledge again, these changes refer to government policy by launching the Merdeka Curriculum as a solution to restore and improve the quality of human resources for students. This is in accordance with Syarifuddun, Aisyah and Yuli Triana that "The results obtained from several literacy studies conducted, many students experienced a decrease in learning achievement due to the not maximizing the learning process

carried out online, students were also not motivated to participate in learning properly and the large number of task loads during the online learning process took place. In addition, the use of technology is increasing nowadays. As explained by Ahmad Zain Sarnoto, et al., in his journal that "In the digital era as it is now, education has undergone a significant transformation with the existence of information and communication technology that continues to develop" (Hasan, 2021).

Technology has a role in the learning process in the classroom, in the journal Ahmad Zain Sarnoto, et al., that "The application of technology in learning can be a key factor in improving learning outcomes. Technology can help facilitate learning and provide access to more and varied resources (Wijayanti & Widodo, 2021)". By using technology, educators can implement learning in the classroom that can be the attention of students, the interest and motivation of these students. One of the easy things in using technology in classroom learning is displaying or using it as learning media. Learning media can be used as a means of conveying good knowledge information, especially in terms of learner interest. In addition, there is also a gap in this interest with one of the subjects that students do not like, this was experienced when carrying out PPL II activities where students lost interest in learning, especially in mathematics subjects which they thought were very difficult to understand, because the teacher delivered the material or learning did not use media, but only focused on the material and used the lecture method and question and answer through written questions. Students are also less involved, resulting in students' lack of interest in learning because there is no interest, attention of students and involvement of students. Therefore, the researcher raised the title "Application of Audiovisual-Based Learning Media to Increase Students' Learning Requests on Ratio and Diagram Materials in Grade 5 SD Negeri 101943 Bengkel".

RESEARCH METHOD

This research is a classroom action research (action research) conducted in the classroom, or also referred to as classroom action research (PTK / Classroom Action Research). The model used in this research is the Kurt Lewin model. Kurt Lewin explained that there are 4 activities carried out in PTK, namely design, action, observation, and reflection. These activities take place in a continuous circle. (Syaifudin, S. (2021). Classroom Action Research. Borneo: Journal of Islamic Studies, 1(2), pp. 8).

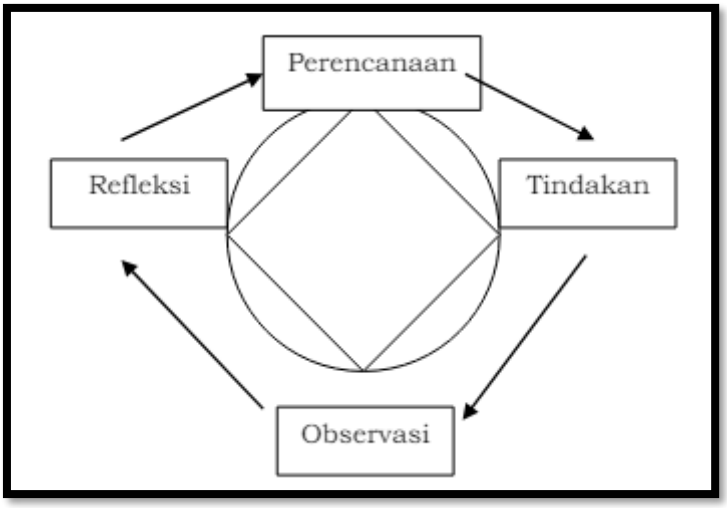

Figure 1.
Kurt Lewin Research Model

The reason the author uses the Kurt Lewin model is that it is easy for the author to understand and not complicated when conducting research. So that the Kurt Lewin model helps writers in researching, especially PTK. The subject of this research is class VB elementary school with 19 students. The implementation time of PTK research in the form of applying audiovisual media to math subjects about ratios was carried out from May 2024 to June 2024. This research will also be carried out in 3 cycles. The research steps that already exist in the cycle. Among them 1) Pre-cycle, 2) The research instruments used in this PTK are question sheets, observation sheets and documentation. As for data collection techniques, there are observations and documentation. Observation is carried out by observers to record matters of every action taken by the teacher when teaching in the classroom related to students. This technique uses an observation sheet prepared by the researcher to facilitate and time efficiency. Documentation was carried out by researchers from the beginning of learning to the end of learning. Classroom action success criteria that can be measured on indicators of interest levels and learning outcomes. The success indicators in this study are:

Table 1.
Table of Research Success Criteria

Percentage Value	Criteria
>81%	Baik sekali
71% - 80%	Baik
61% - 70%	Cukup
51% - 60%	Kurang
<50%	Kurang sekali

Increased student interest in learning mathematics, especially in ratios that can be seen during the learning process. The percentage of success in increasing students' interest in learning that is observed is around 71% - 80% of students have been included in the good and successful category.

Increased student learning outcomes in mathematics learning, especially in data ratios seen from the end of learning activities. The success rate of student learning outcomes based on the cycle with the average value on the formative test and the percentage of success of student learning outcomes is at 71% - 80%. If the average value of the formative test is in these criteria, it can be said to be good and successful.

RESULT AND DISCUSSION

Media in the learning process is an intermediary or messenger of the message source with the recipient of the message, stimulating thoughts, feelings attention and willingness so that it is encouraged and involved in learning. In the learning process, basically it is also a communication process, so the media used in learning is called learning media.

The results of the application of audiovisual media in increasing the learning interest of students are made based on the problems that exist in the background and problem boundaries.

1. Pre-cycle

The results obtained from the pre-cycle are:

Table 2.
Learning Outcomes And Learning Interest Of Pre-Class Students

Learner learning outcomes		**Observation of students' interest**	
Successful	Unsuccessful	Happy	Less happy
8 students	11 students	5 students	14 students
Percentage of success: 42.1 %		Percentage of success: 26.31%	

Based on the learning outcomes of students obtained 42.1% and for students' interest in learning obtained 26.31% in the pre-cycle conducted. Here students were initially given several questions from the teacher, only a few of them answered the questions given by the teacher. even though the question was given based on experience and only wanted to see the extent of students' knowledge, but as explained above.

2. Cycle 1

   The results obtained from cycle 1 are:

Table 2.
Learning Outcomes And Students' Interest In Learning Cycle 1

Learner learning outcomes		Observation of students' interest	
Successful	Unsuccessful	Happy	Less happy
11 students	8 Students	9 Students	10 Students
Percentage of success: 57.89 %		Percentage of success: 47.36%	

Based on students' learning outcomes obtained 57.89% and students' interest in learning is at 47.36%. This shows that there is a change and improvement in students' interest in learning even though it is not significant to the comparison material in class 5, but the author is not satisfied with the results obtained because about more than half of the number of students achieve their learning goals and also the interest of students still does not reach the desired expectations. So the author conducted cycle 2 activities.

3. Cycle 2

   The results obtained from cycle 2 are:

Table 3.
Learning Outcomes And Student Interest In Cycle 2

Learner learning outcomes		Observation of students' interest	
Successful	Unsuccessful	Happy	Less happy
14 students	5 Students	14 Students	5 Students
Percentage of success: 73.68 %		Percentage of success: 73.68%	

Based on the results obtained from the cycle 2 activities, there is a change from cycle 1 carried out, in this cycle 2 the learning outcomes of students and students' interest in learning are at 73.68%, this shows that the media is proven and successful in increasing students' interest in learning on ratio and diagram material.

In the pre-cycle, researchers analyzed and evaluated the learning process in cycle 1, whether the actions that had been given were in accordance or not, with the planned research concept. Then the results of cycle 1 research were compared with the success indicators. This stage is carried out with the aim of improving and perfecting the actions that will be given in the next cycle. Through various obstacles that arise in the classroom when providing action, it is discussed to find better solutions to the quality of learning. Obstacles that arose during the learning process included some students not watching the media seriously and not paying attention to the explanation of the teacher. When the teacher asks students to provide conclusions from the learning media

witnessed, they still look hesitant and lack confidence in expressing their opinions, still adapting to the media that has been given due to unfamiliarity with learning that uses media, and there are still students who are crowded or unenthusiastic in the implementation of learning occurs.

CONCLUSION

Based on the activities in the pre-cycle, cycle 1 and cycle 2 along with the tests carried out in the study, it can be concluded that the application of audiovisual-based learning media can increase students' learning interest in the material of ratios and diagrams in class 5 SD Negeri 101943 Bengkel.

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