

# Utilization of Audio Visual Media to Improve Student Learning Result in IPS Learning

## (Classroom Action Research in Class VII C SMP Negeri 7 Bandung)

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**Abstract-**This study is motivated by the low learning outcomes of students in social studies in class VII C SMP Negeri 7 Bandung. The purpose of this study is to describe the planning, implementation, results, constraints and efforts to improve student learning outcomes. This research uses PTK with Kemmis model and MC Taggart by using audio visual media in learning. The subject of this study is the students of class VII C SMP Negeri 7 Bandung as many as 40 students. Planning of this research include preparing RPP and make research instrument according to the needs of researchers. This study was conducted for three cycles and obtained the improvement of student learning outcomes in the IPS lesson from first cycle until the third cycle. Student learning outcomes on one cycle obtained indigo with sufficient criteria, in the second cycle obtained the value with good criteria, and the third cycle obtained the value with very good criteria. The increase is one of them is marked by student learning outcomes that are above the KKM. Constraints of this research is one of the difficulty to revise the learning video that there is some negative content and adjust it with RPP. These constraints can be overcome by removing part of the negative content by editing and searching for videos from a trusted source. This research uses qualitative and quantitative data analysis.

*Keywords: Audio visual media, Learning outcomes*

### INTRODUCTION

IPS learning is one of the most important subjects in character education because it emphasizes the skills of learners to instill good social values and requires learners to be active. PIPS as an academic study is also called IPS as an educational discipline of social sciences and other relevant disciplines, packaged psychologically, scientifically, pedagogically, and socially for educational purposes (Sapriya, 2007, pp. 7). It means there are various traditions in social science so to understand the problem of PIPS a person should have a good understanding of the other disciplines of social sciences.

Based on observations conducted by researcher at SMP Negeri 7 Bandung in class VII-C on May 3, 2017. Before doing the observation in class VII-C, researcher made observations to the school area to observe the students behaviour when outside the school. Students from SMP N 7 Bandung on average in the middle to upper economic class, it can be seen from students who

escort by their parents with the car. In the learning process when done, the researcher found some of the problems in the classroom, first, students have no cooperation among friends because they feel can do it by themselves. Second, Some students always use the phone and playing games during the lesson time. Third, students still like to be noisy in the classroom and have a high ego because most of their parents are people who are and have a position. Fourth, after taking a daily test, all of which are multiple choice, from 40 students there are only 8 people whose value is according to KKM from KKM 75 or about 80% of students do not pass.

In addition to the above issues there is an issue regarding the teacher independence in delivering the value that has been pointed out that many parents who do not accept if not low or not good. The teacher often gets reprimands from the parents of the students on the grounds of the way teacher are not teaching right that sounds low. Teacher are less able to provide strong arguments to parents so that teacher can give big ones that do not fit the facts.

From the various problems found by researcher, there is a problem that is so serious in class VII-C that is the result of less satisfactory learning, but when researcher do observations in class VII-C, students can be said to be very active in asking and presentation but why the results not good. The researcher interviewed one of the students in class VII-C by asking how the teacher taught whether the students liked it or not, then the students replied "I really am tired of the method of discussion that teacher often use to teach". Then when researcher see the condition of the class there are facilities that have been complete, ranging from projectors, active speakers, fans and so forth. Researcher also interviewed other subject teacher to inquire about the shortcomings and advantages of IPS teacher teaching in grades VII-C. He also answered "IPS teacher has advantages of his assertiveness, and his lack of rarely use IT facilities in the classroom like one projector". Researcher also received inputs from other subject teacher who have been interviewed that it is advisable to use school facilities and classes as much as possible to make learning in the classroom more fun for example by using power point, video film and so on. After the researcher conducted analysis of

the four problems based on the findings of researcher in the field, the researcher focuses the research on the results of student learning is less good.

One alternative to solve the problem is by using appropriate learning media, Learning media according to Komalasari (2011, pp. 26-27), namely:

"Everything that can convey a message (message), stimulate the mind, feelings, attention and willingness of students so as to encourage the learning process on him. Creative use of the media can enable students to learn more, absorb well what they have learned and improve their performance according to the goals to be achieved. "

Teacher can take advantage of various kinds of learning media to optimize in IPS learning. One of them by using audio visual media in IPS learning. Audio visual media is chosen as an alternative because it has some advantages that is interesting for students, with audio-visual media, learning materials will be more effective for example in pre-literacy materials, with audio-visual media teacher can menayangkan a video in pre-literacy so that students become more interested To listen and understand it. Students can get more value because with the audio visual media students become more widely thought in analyzing and adding student's memory. Understanding and memory of the students will determine the learning outcomes.

Gagne and Berliner in Rifa'i and Anni (2009, pp. 82) suggest that learning is a process whereby an organism alters its behavior because of the result of experience. From the exposure of learning and learning outcomes to get good learning results must be through the process of learning the right in order to obtain satisfactory learning outcomes. To get the appropriate learning process to improve student learning outcomes, audio visual media is considered suitable to improve learning outcomes in IPS learning.

Audio visual media aims to direct students in having an interest in audio visual media so they can better understand the concept of IPS learning materials and become more directed and well structured so as to easily recall the material and will improve their learning outcomes. As a positive impact of the audio-visual media, students are expected to be more motivated and quickly understand the material and not feel bored in the learning process so as to obtain satisfactory learning outcomes.

Audio and audio visual media is a form of cheap and affordable learning media (Arsyad, 2015 pp. 141). The development of audio-visual media in education has a great influence in learning and education . Audio visual in today's learning is rapidly developing and increasing the use of audio-visual media in the learning process especially by teacher or teacher. Educational media is closely related to technology empowerment

in education and education technology (Abdulhak and Darmawan, 2013 p. 84).

Each type of media used in the learning process has advantages and disadvantages as well as audio-visual media. The advantages of audio visual learning media in learning IPS such as audio visual learning media can be used instantly and can be used repeatedly, can present the object in detail, can be accelerated and slowed and many more kelbihan the other. Audio-visual learning media also has the disadvantages of requiring special skills, requiring electrical current, difficult to revise, requiring tools such as laptops, projectors, speakers and so on.

From the above can be concluded that the advantages and disadvantages of audio visual media in the form of film and video is not an obstacle in the process of IPS learning that will be done in SMPN 7 Bandung, precisely in class VII-C because in terms of facilities in the class is very complete So the lack of audio visual media is not a big obstacle.

Based on the problems that the researcher described above, the researcher are motivated to perform a Class Action Research (PTK) with the title "Utilization of Audio Visual Media To Improve Student Results in IPS Learning" (Classroom Action Research in Class VII-C SMP Negeri 7 Bandung).

The formulation of the problem in this research are first, how planning of audio visual media utilization to improve student learning result in IPS learning. Second, how its implementation. Third what is the obstacles. Fourth, how is the solution. The formulations are of the problem applied in class VII-C SMP Negeri 7 Bandung.

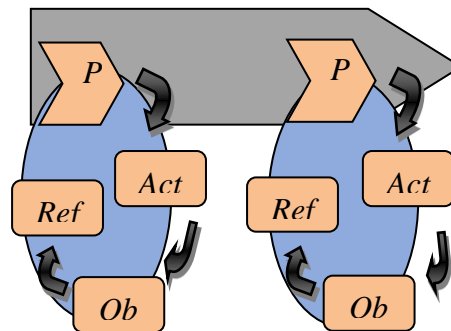
## RESEARCH METHODS

This classroom action research was conducted in class VIII-C SMPN 2 Lembang, with 40 students, 18 male students and 22 female students. The method used in this research is Classroom Action Research method or PTK (Classroom Action Research). In essence the objective of PTK according to Kemmis (in Sanjaya, 2011, p.24) is a form of reflective and collective research conducted by researcher in social situations to improve the reasoning of social practice.

Design research that will be used that is model according Kemmis and McTaggart. Each research model has several different components, as stated by Wiraatmadja (2012, p.67) in the Kemmis and McTaggart model consisting of 4 components, ie starting with planning, doing (act), observing (observe ), And hold reflection. This research is parsipatorik and collaborative, implemented several cycle cycle until reach saturated data. The below is a visual representation that clarifies the stages of each component in the Kemmis and McTaggart models.

Design of PTK by Kemmis and Taggart (Wiraatmadja, 2012, p. 66)

visual media to be used in support of such learning. Indicators in the first cycle is that students can know the understanding of the market, students can explain



The data collection used in this research are observation, interview, test, documentation study and field note. Then research data is processed by using data analysis technique that is triangulation, member check, and expert opinion.

## RESULTS AND DISCUSSION

Based on the results of research that has been implemented, it is known that the use of audio visual media in IPS learning can improve student learning outcomes of class VII-C. The analysis is done from planning process, implementation, improvement of result to discussion related to obstacles encountered along with solution to overcome the obstacle.

According to Sanjaya (2012, p.40) planning is a process undertaken by researcher in the form of field review activities, problem diagnosis, the selection of materials to be used for the application of methods, timing of the implementation of the problem handling cycle, search observer as a relief during the researcher apply the action, and Planning the instruments to be used to support the action process. In conducting the planning researcher always discuss with the partner teacher and lecturers as pembimbing in the implementation of this action research. Whatever planning is made that has been prepared before the action is the making of the lesson implementation plan (RPP), and the instrument that supports the implementation of the action research such as the teacher activity assessment sheet, student activity sheet, assessment sheet of student concept understanding along with the rubric.

The first cycle was held on Monday 8 May 2017. At this stage before beginning the research activities, the researcher and the partner teacher discussed to delineate the learning scenario using audio-visual media. Cycle I is implemented in two libraries, ie meetings 1 and 2 discuss about "Market and Price". In making the learning scenario of "Market and Pricing" is seen thoroughly the basic competencies and indicators, as well as the available learning resources. Then researcher and partner teacher develop audio-

the market functions, students can identify the various markets based on the criteria, students can describe the formation of equilibrium prices, students can analyze the traditional market and modern market, students can analyze the function -the market function, students can classify the various markets, students can analyze the process terbentuknya price.

Furthermore, the researcher initiated action 1 at the first meeting and action 2 at the second meeting as the implementation of the teaching action, because according to the partner teacher, the researcher understands the use of audio visual media which will be applied while the partner teacher acts as observer observing every research implementation and utilization of audio visual media By looking at the samples the researcher have shown. To support data collection during the research process, the researcher used tools such as observation sheets, interviews, field notes, written test and documentation.

At the planning stage in cycle II, it is based on the reflection result of the action done in cycle I. As for this stage, the researcher and the partner teacher have a discussion again about the plan that will be done and developed during the learning process berlangsung. The activities undertaken at this stage of planning are to make a Lesson Plan (RPP) for 2 meetings with a 2 x 40 minute time allocation. The next activity is to determine the media and methods to be developed in the learning process. The learning material in cycle II is "human life on pre-literacy preal as in paleolithic times". Based on the results of the first cycle action in the previous learning process, researcher still have many shortcomings, among teacher can not lead the students to be ready in learning so that less conducive learning in cycle I. in this second cycle researcher to determine indicators of student achievement that students can describe and mengailis (Paleolithic periods), and analyzing the characteristics of the paleolithic age. Researcher also prepare research instruments, namely observation sheets of teacher and student activities, student worksheets, field notes, And test result of learning result.

At the planning stage in cycle III, based on the results of reflection of the actions taken on cycle II. Prior to the start of action cycle III, the researcher and the partner teacher discussed again the plan that will be done and developed during the learning process. The activities undertaken at this stage of planning are to make a Lesson Plan (RPP) for 2 meetings with a 2 x 40 minute time allocation. The next activity is to determine the media and methods to be developed in the learning process. The learning material in cycle III is the life of Indonesian society in Hindu-Buddhist era. Based on the results of the second cycle action in the previous learning process, the researcher still has a deficiency that is, still less achievement of learning outcomes in accordance with the success indicators of learning outcomes in which the audio visual media visualization in improving learning outcomes must reach at least 80% of students who successfully got Value according to KKM. There is also the purpose of learning to be achieved in the material life of Indonesian society in the Hindu-Buddhist era, that is, students are able to explain various kinds of theory of Hindu-Buddhist entry into Indonesia, and students can analyze Hindu-Buddhist influence in various aspects such as government, Economy, education, etc. The researcher also preparing research instruments such as observation sheet of teacher and student activity, student worksheet, field note, and test result of learning result.

Based on the results of observations that have been done during the implementation of action research, through the use of audio visual media to improve student learning outcomes in learning social studies in class VII-C SMP Negeri 7 Bandung. The 1st cycle of learning begins with the initial activity by the teacher covering greetings, checking attendance and cleanliness, applying the apparatus, managing the video motivation and conveying the learning objectives. Next is the core activity that begins with the delivery of material that refers to the learning objectives cover every aspect of understanding the concept to be achieved. During the explanation the teacher also conducted question and answer to the students, but on the 1st cycle this question and answer is still running one way. Visible when explaining always the teacher who asks visible students just listen and the rest there is a chat because according to their views IPS is boring, too much material to be memorized. After the teacher finished delivering, the next activity is the work of crosswords. Upon hearing this, the students seemed to feel both surprised and interested because this is the first time they learn and test in the form of crosswords.

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Utilization of audio visual media in cycle I refers to the material that has been studied, that is about "Market and Price". Steps in audio visual media utilization activities are showing video related to the material that has been submitted with the aim of students can analyze the video of the material. Furthermore the teacher divides the students into 5 groups consisting of 8 students of the group .

After the division of the group, students were asked to sit by their groups and refocus to see the teacher's material explanation of the price. Studentss observe images and videos of market function and market variety through Power Point (PPT). At the time the teacher explained, there are some studentss who are not conducive so that the learning process is slightly disturbed, but the problem can be handled by the teacher asked the studentss about the video that had been observed so that managed to get more concentration from the studentss.

The teacher then does the group assignment that has been given before, ie each group is asked to analyze the image given by the teacher based on the observed video. Answers to the results of the group's analysis are recorded in the group worksheet previously given by the teacher to be presented and collected. Each students must also have a record of the results of group discussions to be re-learned by each students. After all groups of groups perform group tasks, the representatives of each group must present the results of their discussion and then other groups are asked to respond. In closing activities, the teacher distributes a multiple choice test (PG) sheet with market and price material to studentss with a 20 minute processing time to see students learning outcomes after IPS learning using audio visual media. Furthermore the students teacher make conclusions about the learning today and continued praying led by the head of the classroom to cover the learning activities. There is a deficiency in cycle I that is the teacher less engarahka studentss to stay focused on the material video, many studentss who are troublesome and disturb other studentss, less conducive during the discussion.

In cycle II the stages of activities performed are not much different when the implementation of learning in cycle I. Beginning with apperception on the initial activity related material "human life in pre-literacy period of paleolithikum". The teacher shows the character video so that the students can be more eager to learn. Once the apperception is finished the teacher shows the material video on the current learning, then begins to explain in accordance with the learning objectives to be achieved. The process of questioning in cycle II begins to move in two directions, there are some students who began to dare to express questions related to things that have not been understood. After the completion of the explanation process, as in the previous learner followed by work on the analysis of the matter related to the video material displayed.

Steps in the utilization of audio visual media to improve students learning outcomes in IPS learning cycle II is the same as what has been done in the 1st cycle. Groups that are formed remain to facilitate the assessment. However the content from the video analysis is different, because it is adapted to the learning materials at the meeting. Discussion activity in cycle II has been getting better compared to cycle I, it is marked by students who begin to start conducive at the time of explanation of the material and at the time of discussion. After the progress of selsali proceed with membriak about Multiple Choice (PG) to know students learning result after done activity of audio visual media utilization.

Activities performed in cycle III stages the same as in cycles I and II, but teacher make improvements after the reflection on cycle II. In this 3rd cycle the teacher presents the learning materials about "Indonesian society life in Hindu-Buddhist era". Students look enthusiastic in following the lessons because teacher deliver material based on real examples presented in video form and tailored to the level of students knowledge. The next activity is the work of analyzing the material video in groups with the fields of each different group and the process is completed faster than the previous cycles. This is because students already understand how to analyze the video of the material that is associated with the various references that the students get. Discussion activities are exciting and the teacher rewards additional value to each students who asks.

In closing activities, the teacher gives a matter of Multiple Choice (PG) to the students to see the learning result. Then the teacher with the students concluded all the learning activities and closed the learning activities in cycle III. Students learning outcomes in cycle III is very satisfactory because more all students get value values that meet the KKM even though there are some students whose value is mediocre with KKM

Based on the results obtained from the implementation of the action, showed that through the utilization of audio visual media can improve students learning outcomes in learning social studies in class VII-C SMP Negeri 7 Bandung. In this study it is explained that there is an increase in students learning outcomes in each cycle based on observations by using multiple choice test conducted by the teacher. Based on the previous explanation, in cycle I get the predicate "C" with an average score of 70.5 with the percentage of students scores that meet the KKM as much as 20%. For the second cycle of achievement result of students learning get "B" with score 76,075 with percentage of students score that fulfill KKM as much as 60%. The increase also occurred in cycle III which received the predicate "A" with an average score of 86.85 with the percentage of students scores that meet the KKM as much as 100% although there are some students whose value is barely with KKM. Based on the data there is difference of increase between cycle 1 and 2 as much as 40% and difference between cycle 2 and 3 about 40%. If a significant increase occurs between the 1st and 2nd cycle and the two cycles that get the average predicate "A" marked with more than 80% of students' values meet the KKM. Based on these results, the researcher and the partner teacher as the observer agreed to end the research until the third cycle.

IPS learning with the utilization of audio-visual media undergoes changes and improvements from cycle I to cycle III. These learning outcomes are measured by a test of learning outcomes performed every end of the action in the study. The assessment criteria in the learning outcomes are, respectively A, B, C, and D with the criteria of 86-100, 75-85, 60-74, and  $\leq 60$  and the success indicator of learning outcome is 80% of students must be Get the value that meets the value of KKM that the value of 75. In the results of learning cycle I obtained the average value of students is 70.5 and only 20% of students who managed to reach the KKM or only 8 students only. It is assumed that students are still difficult to work on multiple choice questions that students sometimes feel easy but it is difficult so many students are fooled. In cycle II there is an increase compared to cycle I which is on criterion of A value equal to 7.50% and at B value 45% with average score obtained by students is 76,5. Although the B value criteria become the most value achieved by the students, but can not reach the standard of success of 80% learning result because in this second cycle only 52.5% of students whose value fulfills KKM. In the third cycle can be seen changes and improvements in learning outcomes on criteria A. Value of learning The learning outcomes on criteria A and B are 80% and 20% respectively. In the third cycle can be made by all students 100% value of learning results memenuhi KKM with the average value obtained is 86.85. The percentage of learning outcomes is in accordance with the standard or 80% achievement

achievement indicators because in the third cycle, the score of all students meets the minimum mastery criteria (KKM), although there are some students whose results differ slightly from the KKM.

Learning outcomes are a very important factor in the outcome of the learning process. According to Hamalik (2002, p. 155) states that "understanding of learning outcomes is a change in behavior in students, which is observed and measured in the form of changes in knowledge, attitudes and skills. Meanwhile, according to Sudjana (2004, p.22) explains: learning outcomes are the abilities that students have after receiving their learning experience.

Based on the above understanding, the learning result is something that can be measured by observing the knowledge capabilities possessed by the students after the students get the learning experience. In the first cycle until the third cycle there is an increase in learning outcomes, so in every cycle of audio visual media utilization can improve the experience of students in learning sehingga with experience learning using audio visual media can improve students' skills, especially in improving learning outcomes.

In the third cycle there is a high increase of learning outcomes, the learning outcomes are based on the average test results that students get, further Slameto (2008, pp. 8) suggests "learning outcomes are measured by the average score of test results and test results Learning itself is a group of questions or tasks that students must answer or fulfill with the goal of measuring students learning progress. " According to research conducted by Hariyanti with the title Thesis Improving Students Learning Results with Audio Visual Media Interactive CD Shaped On IPS Subjects in Primary School, the research started from the writer's own reflection on the learning process of IPS that took place in the fourth grade of SDN Wonorejo. From the results of this study can be concluded that the use of audio visual media in the form of interactive CDs can improve students learning outcomes. There is a similarity of problems with the title of the writer's thesis is about learning outcomes, dengna using audio visual media was already proven by previous researcher can improve students learning outcomes in IPS learning. In other words in cycle I until cycle III there is a change that can be interpreted the happening of development and improvement better than previous one as happened in cycle I until cycle III.

Based on the above explanation, the researcher can conclude that the learning process of IPS with the utilization of audio visual media to improve students learning outcomes in IPS learning in class VII-C SMP Negeri 7 Bandung shows the quality of good learning outcomes. This is marked by the change and improvement of the "good" value parameters in each cycle and meet the standard of learning outcomes to be achieved in the third cycle. Then the researcher linked

with the theory put forward by Seels and Riches in Arsyad (2015, pp. 8) that learning resources are learning resources that support learning including material support systems and learning environments. Therefore it can be concluded that research by using audio-visual media can improve the results of good learning.

After carrying out the action, the researcher did a reflection with the partner's teacher to know the obstacles and problems encountered during conducting the research. Found several obstacles when the utilization of audio visual media in IPS learning. Although every preparation of a plan is executed through a reflection stage, there are still some shortcomings that hinder the implementation of action during learning.

The first constraint is the audio-visual media needs to use electricity so that it is difficult to apply when the electricity dies or applied in schools that have no electric current. Secondly, teacher should have good filtering to sort and select the videos that will be delivered to the students, because the main source to get the video from the internet is not uncommon likes to have content that is not worth to be seen, then the teacher should be able to re-edit the video Is obtained to remove the video pieces that are less good so that students can become more focused on the content of learning materials. Thirdly, it is difficult to revise so there are some videos that need to revise for a long time so that not enough preparation to be used as a material video to students. Fourthly, students want to watch funny videos that are used as video ice breaking teacher, so students prefer to watch funny videos rather than material videos, so teacher should be able to show the right ice breakig video so as not to disturb the readiness of students in learning

## **CONCLUSIONS AND RECOMMENDATIONS**

The results of classroom action research (PTK) with the title "Utilization of Audio Visual Media to Improve Students Results in IPS Learning in Class VII-C SMP Negeri 7 Bandung" can be summarized as follows:

Specifically through research that has been implemented, researcher can conclude several things, between lain:

1. IPS learning planning in this research is based on the results of preliminary observation, where the researcher finds the problem in the learning result on the students of class VII-C SMP N 7 Bandung. Based on the problem, the researcher prepares the planning by trying to learn using audio-visual media. The planning of the researcher is to find the Competeni Standard (SK) and Basic Competence (KD) that will be applied in each cycle, then the teacher to adjust the selected material.

Furthermore, researcher designed the Lesson Planning Implementation (RPP) which in its core activities is to use video as a material analysis of the students who will then be presented by each group.

2. Implementation of learning by using audio visual media to improve students learning outcomes in learning social studies in class VII-C SMP N 7 Bandung conducted by researcher using observation sheet of students and teacher activities. The value of students learning outcomes in cycle III is dominated by studentss who get an A with 80% of the population. The result of learning test on cycle III is in accordance with the indicators and the purpose of improving students learning outcomes using audio visual media which indicator of success 80% of studentss must get the value that meet the KKM. All studentss based on data obtained in 100% cycle III already meet the value of KKM. So it can be concluded in the third cycle of students learning outcomes in learning IPS is increasing and considered complete because it has achieved the target achievement of the standard of learning success 80% formative test to mengamasti and assess students learning outcomes. So to achieve a success in learning IPS not enough just dilataukuan sati cycle, but it takes several cycles according to the researcher's wisdom to achieve the desired success indicator.
3. At the time of the study, the obstacles in the use of audio-visual media needed to use electricity so that it was difficult if the power failure and learning plan could fail miserably then the teacher should have good filtering to sort the videos to be delivered to the studentss because the main source to get the video From the internet is not infrequently also like there is content that is not worth to be seen, then the teacher must be able to re-edit the video obtained and remove the video pieces that are less good so that studentss can become more focused on the contents of the material. The most important effort to overcome the obstacles in the use of visual asudio media in IPS learning is, before teacher want to use audio visual media in classroom learning, teacher check tools such as laptops, projectors, speakers etc. whether it is in the maun class in Out of class. So if there is incompleteness in the supporting tools tersbut can be handled earlier premises seized help kebagin facilities in school.
4. Results of students learning in IPS learning after using audio visual media. By doing formative tests performed on each cycle. In the test of learning outcomes conducted on the cycle is still a lot of studentss whose learning outcomes do not meet the KKM with an average value of 70.5 and the results are not in accordance with the learning objectives to be achieved and finally continued to cycle II. In the second cycle the learning outcomes

are quite good because of the increase in learning outcomes and studentss compared to cycle I, the average value in cycle II is 76.5. Although many grades of studentss who meet the KKM but can not reach ttujaun of expected learning outcomes. Finally on the third cycle there is an increase in learning outcomes with 100% of studentss pass or meet the KKM with an average value of 86.85 and the value is included in the criterion value of A with 100% pass percentage. Because on the third cycle students learning outcomes are in accordance with the expected money goals, then the research is sufficient until the third cycle only. Based on that, it can be concluded that "the utilization of audio visual media can improve students learning outcomes in IPS learning in class VII-C SMP Negeri 7 Bandung

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