

AUDIOVISUAL HELPING TEACHER AND STUDENTS IN TEACHING LEARNING PROCESS OF SOCIAL SCIENCES SUBJECT AT SDN 024868 BINJAI

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Abstrak

Penelitian ini dikategorikan sebagai penelitian tindakan kelas yang bertujuan untuk meningkatkan hasil belajar siswa di Sekolah Dasar Negeri 024868 Binjai pada siswa Kelas VI dengan menggunakan audiovisual, tahun akademik 2016/2017. Penelitian ini merupakan penelitian kolaboratif yang dilakukan dalam dua siklus. menggunakan dua metode pengumpulan data yaitu observasi dan kuesioner. Data tersebut dikumpulkan terlebih dahulu dan kemudian dianalisis dengan analisis data kualitatif melalui dua tahap, yaitu penyajian data dan penarikan kesimpulan. Analisis kualitatif kemudian dilengkapi dengan analisis deskriptif menggunakan persentase kuantitatif untuk menghitung skor mata pelajaran IPS. Berdasarkan hasil penelitian, dapat disimpulkan bahwa pelaksanaan Audiovisual dapat meningkatkan Kegiatan Belajar Ilmu Sosial siswa kelas VI. Hal ini dibuktikan dengan peningkatan skor pada Kegiatan Belajar Ilmu Sosial siswa kelas VI. Ini meningkat dari 60% pada siklus pertama menjadi 90% pada siklus kedua.

Kata kunci: Ilmu Sosial, Audiovisual sebagai Media dalam Meningkatkan Hasil Belajar Siswa

Abstract

This study is categorized as a classroom action research that aims to improve the students of learning outcomes in State Primary School 024868 Binjai at Grade VI students by using audiovisual, academic year 2016/ 2017. This study is a collaborative research which is conducted in two cycles using the two methods of data collection which are observation and questionnaire. The data is first collected and then analyzed by the analysis of qualitative data through two stages, namely the presenting the data and drawing the conclusions. Qualitative analysis is then fitted with a descriptive analysis using quantitative percentage to calculate the score Social Sciences subject activities. Based on the results of the study, it can be concluded that the implementation of Audiovisual can improve Social Sciences Learning Activities of the students of Grade VI. It is evidenced by an increasing score on Social Sciences Learning Activities of the students' of Grade VI. It increased from 60% in the first cycle to 90% in the second cycle.

Keywords: Social Sciences, Audiovisual as Media in Improve Students Learning Outcomes

I. Introduction

Education is a very familiar word we hear in everyday life, because education is an important activity undertaken by almost all people from walks of life. Education as something that is important is not independent of the number of opinions and assumptions about the meaning and definition of true education. Education is a process of experience.

Because life is growth, education means helping the growth of the mind without being limited by age. The process of growth is the process of adjusting to each phase as well as adding in the development of one's skills (Dewey: 1916). Education efforts that are deliberately chosen to influence and assist children with the goal of increasing scientific, physical and morals that can gradually deliver the child to the highest goal. In order to live a happy child, and all what would be done beneficial to himself and society (Yusuf: 2012).

The purpose of National Education is educating the nation and develops fully human premises, the man who is faithful and devoted to God Almighty and noble character, knowledge and skills, physical and spiritual health, steady and independent personality and a sense of social responsibility and nationality. With the education, it will arise in a person to compete and motivate us to be better in all aspects of life. Education is one of the requirements to further advance this government, and then try education from primary level to university level education. In essence, it aims to establish educational character of someone who is faithful and pious to God Almighty. But here only emphasizes on intellectual education alone, with evidence that the presence of the UN as a measure of educational success without seeing the process of the formation of character and moral children (Ulum: 2014).

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (Zarrillo: 2008). In Indonesia, early education of social sciences begins in elementary school, and progresses throughout middle and high school with an emphasis on core social sciences such as economics, political science and history. At the collegiate level, more specialized disciplines are offered (Bacon: 2008)

Traditionally teachers encouraged that the learning environment must be orderly and quiet. For some principles, a quiet classroom means effective teaching with the growing movement towards co-operative learning; however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities

occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning.

The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. Which face the teacher since teacher complain about mastering the order inside the classroom and it consumes much effort and time and they are considered as sensitive important and critical factors. For the teachers success or failure is in his tasks. The concept classroom order point to the learners' behavior discipline according to the followed systems and rules which facilitate the process of classroom interaction towards achieving the planned goals.

They play the role in the classroom problems when they do not make their objectives clear and when they don't plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to students getting bored and stressed. This triggers the probability of classroom management problems. A teacher who insists on a classroom full of activity and quietness. By keeping the students busy, working all the time without any break or any changes in the activities lead to humiliation working and activity for the student will make the probability of classroom problems due to class room discipline.

The social studies teacher needs to choose carefully those objectives that pupils are to achieve. The learning opportunities are to be alighted with the stated objectives leaving way for pupils questions and commence about course content. The social studies teachers' needs to start in planning the social studies curriculum with a statement of carefully selected objectives the social studies teacher should emphasis knowledge, skill and attitudinal objectives. Social studies teacher play an important role changing in our society the study of social science teacher is needed. Statement of the study is "A study on the problems faced by the social science teacher in the High School level".

At present, the use of instructional technologies may be of great help. It is a well-known fact that, not a single teacher is capable of delivering up to date and complete information in his/her own subject. The use of instructional technologies can fill this important gap because it will provide access to different sources of information. It will provide information that is as comprehensive as possible and in different formats with different examples."Tools are being helpful in developing the learner's mental models of objects, systems or other phenomena that brings about visual spatial capabilities.

Visualization tools help learners to construct those mental images and visualize activities” (Lowyck: 1993). The Aim of the Study: Determination of the problems confronted by the social studies teachers in teaching social studies and the presentation of solutions related to these problems.

II. Review of Literature

Audiovisual (AV) means possessing both a sound and a visual component, such as slide-tape presentations, films and television programs (Charles: 2014). Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc called instructional aids (Rather: 2004).

Audio visual aids are effective tool that “invest the past with an air of reality.” A.V aids provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses (Jain: 2004). There is famous Chinese proverb “one seeing is worth, a hundred words” it is fact that we receive knowledge through our senses. There is another proverb that “if we hear we forget, if we see we remember, and if we do something we know it” so it means that use of A.V aids make teaching learning process more effective. A.V aids stimulated thinking and understand (Kishor: 2003). The use of A.V aids in teaching learning process has multifarious values. A.V aids give chance to speakers to make a more professional and consistent presentation.

The teaching profession is filled with countless opportunities to enrich the academic lives of students, while some concepts and educational objectives will be easy for students to grasp, other will require you to think creatively to ensure that important learning objectives are met. Using A.V aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information (Kunari: 2006).

A.V aids are devices present unit of knowledge through auditory of visual stimuli both with a view to help learning. They concretize the knowledge to be presented and help in making learning experience apple real, living and vital. They supplement the work of the teacher and help in the study of the text books. The great educationist Comenius has well said: The foundation of all learning consists in representing clearly to the senses and sensible objects so they can be appreciated easily (Singh: 2005).

The use of instructional technologies will provide chat facility (text messages) so that learners will make use of it, exchange their ideas and views and get clarification of any topic with different experts, practitioners so as to broaden their information base. Instructional technologies will assist teachers to provide variety in the presentation of content, which will help learners on concentration, better understanding, and long retention of information. The learners will get opportunities to work on any live project with learners from other countries (Omwenga: 2008).

The use of instructional technologies will actually provide flexibility to a learner, which is denied by the traditional process and method. On the Internet, many Websites are available freely which will be utilized by students and teachers to develop reasoning, critical thinking, analysis and problem solving hence helping them in sharing resources. Instructional technologies attract attention; which is paramount to learning (Betz: 1990). Instructional technology also helps teachers to engage students through production work (Dale: 1969). To make learning more meaningful to students: teachers often try to involve them in creating their own technology-based products. Instructional technologies promote learning by linking students to information resources.

This lets them access the materials, obtain information and have experiences that they will not have had. They also help students visualize problems, solutions and link students to learning tools especially when using computers (Russell: 2006). There is substantial empirical evidence indicating that teachers frequently capitalize on the novelty and attraction of the media used to achieve the essential instructional goal of capturing and holding students' attention (Robler: 2003).

Have described rich-text materials (material combining multimedia) as potentially enriching experiential, flexible, fun, powerful, self-paced, and time saving (Bofern: 2003). They also believed that properly used technology could further critical thinking and independent learning, expand individual exploration, Shift some of the learning out of the classroom expand time for classroom activities, Liberate (students and teachers alike) from the mundane, create an environment of learning, experimenting, doing and enjoying, and level of playing field between the public and private schools.

Within the latest trend of the immense use of ICT in language teaching, the internet is considered a key-factor in enhancing the learners' motivation for both language learning and

linguistic proficiency (Lee: 200). The use and integration of ICTs in language learning environment also provides learner with a brand new learning experience that has rich digital textual, graphic, audio, video and other interactive features (Muehleisen: 1997).

However, as the success or failure of in language teaching and learning rests, to a large extent, on the effort and competence of teachers, they have a huge responsibility to upgrade or familiarize themselves with the most appropriate and effective application of ICT in classroom setting (Warschauer: 2000). The success or failure of a teaching and learning situation in language acquisition rests, to a large extent, on the teacher. However, it has been discovered that many teachers are yet to upgrade or familiarize themselves with ICT and its application in the classroom setting (Morse, 1972). Emphasizes the importance of teacher in „success“ or failure“ of video used in language classroom as follows (Stempleski: 2002).

The teacher plays a key role in the success or failure of any video used in the language classroom. It is the teacher who selects the video, relates the video to facilities, insufficient computer skills, and lack of time was the barriers that were expressed by these teachers. The integration of video in language education remains as a controversial issue mainly due to the adversity of video content, especially provided in internet. All forms of information and communication technologies“ providing benefit to language education is “incontrovertible“ because internet includes not only an enormous content but also an equal amount of junk and obscene sites which may cause moral corruption if not adjusted beforehand (Titus: 2012).

III. Research Method

This research was a class action research since it fulfilled the criteria mentioned by some experts above, that this research was done to find out the solution to real problem of the researcher about students ‘vocabulary mastery. Action research is aimed towards improvements (Kember: 2000). Action research is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life (Ferrance: 2000). Through repeated cycles of planning, observing, and reflecting, individuals and groups engaged in action research can implement changes required for social improvement (Hine: 2013).

In scoring, the writer used the ranging score by counting the correct answer and applies this formula:

$$S = \frac{T}{T_t} \times 100\%$$

Where:

S = the scores

T = the number of the correct answer

Tt = the number of the test items.

The writer interpreted the data by giving some information based on the facts and the data.

$$\bar{X} = \frac{\sum fixi}{\sum fi}$$

Where:

\bar{X} = the score

$\sum fixi$ = the number of the students

$\sum fi$ = frequency

IV. The Analysis of Data

In the orientation test the mean was only 60%, in Cycle I, the mean was improved and become 60%, and then in the Cycle II test, the mean was improved again and became 90%. It proves that the students' learning outcomes was improved after the students were taught Social Sciences lesson by using audiovisual.

Table 1
Description of Students' Completed Learning Classically Cycle I

Keterangan	Siklus I	
	Hasil	Persentase
The number of completed students	12	60%
The number of uncompleted students	8	40%
Total	20	100%

Formula:

$$\begin{aligned} \text{Completeness Classically} &= \frac{\text{the number of completed students}}{\sum \text{students}} \times 100\% \\ &= \frac{12}{20} \times 100\% \\ &= 60\% \end{aligned}$$

$$\begin{aligned} \text{Completeness Classically} &= \frac{\sum \text{the number of uncompleted students}}{\sum \text{students}} \times 100\% \\ &= \frac{8}{20} \times 100\% \\ &= 40\% \end{aligned}$$

Tabel 2. Table of Frequency Distribution Cycle I

<i>Nilai</i>	<i>f_i</i>	<i>x_i</i>	<i>f_i.x_i</i>
40 - 47	2	43,5	87
48 - 55	5	51,5	257,5
56 - 63	1	59,5	59,5
64 - 71	8	67,5	540
72 - 80	4	76,5	306
	Total	20	1250

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$x = \frac{1250}{20}$$

$$x = 62,5$$

Table 3
Description of Students' Completed Learning Classically Cycle II

Ref.	Cycle II	
	Results	%
The Number of completed students	18	90%
The Number of uncompleted students	2	10%
Total	20	100%

Formula:

$$\text{Completeness Classically} = \frac{\text{the number of completed students}}{\sum \text{students}} \times 100\%$$

$$= \frac{18}{20} \times 100\%$$

$$= 90\%$$

$$\text{Completeness Classically} = \frac{\sum \text{the number of uncompleted students}}{\sum \text{students}} \times 100\%$$

$$= \frac{2}{20} \times 100$$

$$= 10\%$$

Table 4
Table of Frequency Distribution Cycle II

Nilai	<i>f_i</i>	<i>x_i</i>	<i>f_i.x_i</i>
60 - 67	2	63,5	127
68 - 75	6	71,5	429
76 - 83	5	79,5	397,5
84 - 91	3	87,5	262,5
92 - 100	3	95,5	286,5
	20		1502,5

$$x = \frac{\sum fix_i}{\sum f_i}$$

$$x = \frac{1502,5}{20}$$

$$x = 75,12$$

Table 5.
Data Frequency Distribution of Cycle I-II

No	Cycle	Value	Criteria
1	Cycle I	63,5	Enough
2	Cycle II	78	Good

V. Conclusion

The influence of the media on the results of the study show that the media is one part of the learning system, even more specifically, can be regarded as an integral part of the learning activities. As an integral part of the learning system, the position of the media can't be separated and implementing affect the learning process. With regard to the development of media and learning technologies, the role of media is very important. Media for learning (technology) can be viewed as the application of science which can be either electronic media or other machine learning occupies a strategic position in facilitating and to facilitate learning especially in learning social sciences.

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