AUDIOVISUAL MEDIA ACTUALIZATION IN INDONESIAN LANGUAGE LEARNING

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Abstract. The purpose of this study is to describe and analyze the actualization of audiovisual media in Indonesian language learning at MI Ma'arif Kutasari Cipari Cilacap. This research is included in field research with the approach used is a qualitative approach. The data were obtained using observation, interview and documentation techniques and tested by triangulation and analyzed using the steps shown by Miles and Huberman. The results obtained in this study are: the use of audiovisual media prepared by the teacher before the lesson is carried out, its use is also only in the core activities so that in the introductory and closing activities the teacher does not use the media. the use of audiovisual media has obstacles, namely parents who do not supervise students in repeating the media that is distributed, students who have heterogeneous abilities and teachers who are less than optimal in understanding ICT. Supporting circumstances, namely the heterogeneity of students makes other abilities appear, teachers who are able to place themselves when students do not understand the material and complete facilities and infrastructure.

Keywords: actualization; Audiovisual Media; learning

INTRODUCTION

Efforts to present human resources that have good quality, National education must improve and develop the direction and implementation of learning accompanied by a national development orientation. Humans as the main capital refer to humans who have good experience, knowledge and economic value accompanied by talents and skills that are beneficial to the State (Syaifuddin, 2012). This is in line with the goals of national education stated in Law Number 20 Article 3 concerning the national education system, which states that the function of National Education is " to create and in order to educate the nation's life, develop noble character and national civilization, with the aim of maximizing the potential of students. Educating students in the context of educating the life of the nation, developing and forming dignified national character and civilization with the aim of developing the potential of participants. (Kemendikbud, 2003).

All things that can be utilized in providing assistance to teachers and students are seen as learning media used in learning activities. media can be used by teachers in presenting subject matter so that it becomes clearer, and in the end the implementation of learning can become more effective and efficient and make teacher and student communication better. But through learning media this can be a solution to eliminate boredom in learning that is carried out in the classroom. This situation requires teachers to use various media and learning methods as a form of innovation competency that they have while learning takes place. In fact, all types of media can be used in learning, but again it all depends on the teacher's ability to use existing media, for example audio, visual and audiovisual media (Tafonao, 2018).

Audiovisual media is a medium that can be utilized by teachers in the implementation of learning. Audiovisual media is a combined image or visual media and sound or audio. Audiovisual media is also interpreted as media in which there are various sound and image elements that can be observed by students in learning, for example videos, slides, and so on (Purwono, 2014).

An educational institution that also uses audiovisual media in its learning is MI Ma'arif Kutasari Cipari Cilacap. Class IV teachers at MI Ma'arif Kutasari Cipari Cilacap use audiovisual media in learning with material to identify the intrinsic elements of fiction stories. The use of audiovisual

media is one of the methods used by teachers to generate motivation and interest in learning in students. These two things are considered important because motivation and interest determine the activeness of students in the classroom and in carrying out their learning activities both at school and at home.

Research on audiovisual media was carried out by (Faishol & Mashuri, 2021)which explained that audiovisual media influences learning outcomes. another study was conducted by (Khasanudin et al., 2020)which explained that animation is also a part of audiovisual media. Other research was conducted by (Ghoni et al., 2021)where in his research it was explained that learning outcomes were influenced by audiovisual media. This research has not explained how to actualize the audiovisual method in learning, and this is what is discussed in this research.

This study aims to understand the actualization of audiovisual media in learning Indonesian. This research is important because audiovisual media is a medium that is easy to use in learning. but the convenience received whether it gives a big advantage in its use or not so this situation must be understood.

RESEARCH METHOD

The type of research conducted by the author is a type of *field research* or field research and the method used is a qualitative method, where field research is used when the data needed by researchers is only available in the field (Andalas & Setiawan, 2020). This research approach is a qualitative approach. A qualitative approach is research that is used to provide an understanding of existing phenomena through natural social contexts by prioritizing in-depth communication interaction processes between researchers and the phenomena studied (Hardiansyah, 2011). This research was conducted at MI Ma'arif Kutasari Cipari Cilacap. The techniques used to collect data are interviews, observation, and documentation techniques (Salim Syahrum, 2015). Testing the validity of the data utilizes three tests namely time, technique and source triangulation . (Sugiyono, 2020)The data that has been obtained is then analyzed using Miles and Huberman's theory (Sugiyono, 2020).

RESULT AND ANALYSIS

1.1. Actualization of Audiovisual Media in Indonesian Language Learning

The effectiveness of the implementation of learning can be obtained when the teacher carries out its functions properly. Students who are good and reliable when they don't get support from professional educators, the learning activities carried out will not be optimal. This situation requires teachers to always learn and develop their competencies and optimize everything around them, including learning media. The learning media used by the teacher in teaching material on the 4th grade theme of class IV MI Ma'arif Kutasari Cipari Cilacap is audiovisual media. Audiovisual media was chosen as the media used in learning because this media in fact has an influence on improving learning outcomes (Gabriela, 2021)and is also able to improve student learning outcomes (Fujiyanto et al., 2016). These results are used as a basis for applying the audiovisual method in teacher learning.

Choosing the right media in learning theme 4, namely identifying intrinsic elements in fictional stories, is one of the teacher's roles in sorting and choosing the right media that can improve learning outcomes and suit the circumstances of students. Class IV teachers at MI Ma'arif Kutasari Cipari Cilacap strive to become professional teachers, who are not only able to master the subject matter, but also have the ability to convey material well to their students (Setiawan & Abdrianto, 2021). The main goal in using audiovisual media in learning is of course to achieve learning objectives and improve students' cognitive, affective and psychomotor abilities.

Learning media refers to all hardware and software that can be utilized in communicating teaching materials from learning resources to students personally or collectively stimulating interest, attention, feelings and thoughts for learning and in the end learning activities appear inside and outside the classroom to be effective ((Jalinus, 2016). Through this idea it can be understood that learning media is a tool that provides assistance for the occurrence of effective learning.

Learning carried out by the teacher is divided into three forms of activity, namely initial activities, core activities and closing activities (Widiasworo, 2018). However, the use of media in learning

only occurs in core activities. Actually, before learning begins, namely in the pre-learning stage, the teacher has prepared the subject matter including the media that will be used in the lesson. teachers use audiovisual media because it has several advantages in it, namely being able to bring up information and messages through images and sound simultaneously (Pribadi, 2017). This advantage is coupled with the ease of preparing media and other supporting tools, starting from projectors and sound systems. Teachers get material about intrinsic elements in fictional stories through YouTube and Google where on both platforms thousands of videos and materials are available that can support the implementation of learning.

The learning activities carried out by the teacher in starting the lesson are by carrying out the initial activities starting from opening it with greetings and prayers accompanied by affirmations and explaining the learning that the teacher wants to do on this occasion. Teachers assisted by educational staff also prepare supporting tools that can display audiovisual media. After the initial activities are carried out, it is continued with the core activities, namely carrying out learning by conveying subject matter accompanied by the use of learning media. The delivery of the material is of course adjusted to the lesson plan that has been designed. RPP functions to help teachers so that the implementation of learning can be organized in achieving standard material (Mulyasa, 2018).

In order to achieve learning objectives, one of which is a change in students from a cognitive perspective, the teacher uses a cooperative learning approach where students are grouped into several small groups to work together to achieve learning goals (Gantini, 2016). The cooperative learning approach implemented at MI Ma'arif Kutasari Cipari Cilacap combined with audiovisual media raises several attitudes in students, namely: *first* , teamwork . Collaboration is an activity carried out by the group so that decisions are made to achieve goals (Haryanti, 2020). This collaboration is proven when students understand the material presented in audiovisual media, students work together to complete the questions presented regarding cases related to what is presented in the picture.

Second , the speed of receiving information. The use of audiovisual media in core activities also makes the information provided, namely learning materials, received quickly. This situation is accepted because students get deep impressions that have an influence on students (Suprianto, 2020). Fictional stories have different forms, usually the characters are equipped with abilities beyond human common sense, this situation can only be imagined when learning does not use audiovisual media, but by using audiovisual media students can see firsthand the actual form of the given fictional story.

Third , messages received evenly. The age of the dominant students is the same, making the ability to receive messages practically the same. This situation is supported by the existence of a sound system that will produce a louder sound than the sound produced by the teacher. Students can listen evenly to the voices that are present and received and the visualization seen also makes the information received more comprehensive.

The learning activities carried out by the teacher end with a closing activity where in the closing activity the students and the teacher end it with a joint conclusion. This conclusion is conveyed by the teacher by constructing knowledge from students regarding the material that has been received.

1.2. Supporting and inhibiting factors

The implementation of audiovisual media at MI Ma'arif Kutasari Cipari Cilacap in learning Indonesian with the theme of 4th grade is not a perfect medium. There are things that provide support and also hinder the use of this media in learning. the factors that provide obstacles in the use of audiovisual media in the learning carried out are: *first* , audiovisual media can actually be reopened at home when the teacher has finished presenting it in class, but the lack of control from parents to students makes the videos that have been shared not learned again by students, this requires the teacher to return to playing the video in class before learning begins and takes up the time allotted. *Second* , not all students have the same understanding ability , this situation makes some students only able to absorb as much as 50% of the material presented through audiovisual media. In addition to differences in absorbing subject matter, students also have different ways of understanding the messages from the lessons presented by the teacher. There are students who like to write on the blackboard, convey orally and some others like to discuss (Hasanuddin, 2017).

The teacher needs to know that students are usually divided into three parts, namely students with fast thinking skills, students with moderate thinking skills and students with slow thinking abilities ((Nasar et al., 2023). The assignment given is not on the basis of discrimination against students, but based on the teacher's obligation to understand the differences that exist within students, through the understanding given by the teacher, in the end the teacher will design good learning that can cover the implementation of learning according to abilities. dominantly owned by students.

From the teacher's point of view, the obstacle received is the teacher's competence in designing and modifying learning media which is less than optimal. This situation is due to the lack of training received by teachers regarding innovation and the use of information technology in learning media. the rapid development of information technology requires teachers to always be running to be updated with existing developments and when teachers are a little off guard they will be left behind in existing developments. The teacher's lack of ability to process and utilize information and communication technology makes the video presented often not a video of the work that is owned, or when the video is the work of the teacher, the results have not been able to motivate students to watch it. Furthermore (Akhwani & Rahayu, 2021) explains that the teacher's ability will appear low when the components of content knowledge, technology and pedagogy are integrated simultaneously.

In addition to various obstacles that arise in the application of audiovisual, teachers also have factors that support the implementation of learning using audiovisual media. These various supports, namely *first* , the teacher is the main factor in influencing the success of the learning he carries out. Even though the video shown is media downloaded from Google or YouTube, the teacher is able to package the learning process well. The teacher's role is still dominant in learning, but this situation is actually beneficial because the teacher is able to provide fulfillment of the material to students who do not understand the subject matter.

Second , in addition to teachers, students also have variations in attitudes, understanding, behavior and others. This situation makes the cooperative learning approach that is implemented in learning to be better. The existence of several passive and active students raises dynamics that must be resolved by the teacher. Apart from that the rivalry in generating ideas is also present in the discussions that are carried out so that learning can be a good medium in developing the knowledge and skills of students.

Third , the facilities and infrastructure owned by MI Ma'arif Kutasari Cipari Cilacap are quite complete in implementing learning using audiovisual media. This situation is caused because all the tools that support the implementation of learning using audiovisual media can be handled properly. Facilities and infrastructure become an important component in learning. the completeness of facilities and infrastructure will support learning activities because learning activities become more efficient, effective, conducive and comfortable (Nurstalis et al., 2021). However, complete facilities and infrastructure must be balanced with adequate teacher competence so as to make learning effective and efficient in achieving learning objectives.

CONCLUSION

The description that has been given regarding the actualization of audiovisual learning media in Indonesian language learning is one of the alternative teachers in presenting different learning so that students do not feel bored in learning. other than that the effectiveness and efficiency of learning in achieving learning objectives can be done. The actualization of audiovisual learning media at MI Ma'arif Kutasari Cipari Cilacap occurs in the core activities where in the preliminary and closing activities the teacher runs them as usual. Pre-learning is carried out by the teacher by preparing material, media and of course lesson plans so that the implementation of learning has clear and directed guidelines.

Learning by using audiovisual media at MI Ma'arif Kutasari Cipari Cilacap could not all be carried out properly, due to obstacles and support. Obstacles that occur, namely parental supervision of their children in learning material through audiovisual media which is distributed to students is very lacking. Besides that, differences in the abilities of dominant students are not able to be covered by audiovisual media, so that it requires the teacher to become a source of information again. From the teacher's point of view, the ability to manage and use ICT still requires improvement.

Supporting conditions, namely the teacher's ability and sensitivity regarding audiovisual media which are not able to cover all material make it modify learning so that they have a place to strengthen the material, from the student's point of view, namely variations in students' self make it more varied in attitudes, actions and responses given, then the complete facilities and infrastructure owned by MI Ma'arif Kutasari Cipari Cilacap also support the use of audiovisual media in Indonesian language learning by the teacher.

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