

Analysis of the use of audio visual media and student discipline in online learning at SD advent 04 Karombasan Manado

by Jeane Mangangantung

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Analysis of the use of audio visual media and student discipline in online learning at SD advent 04 Karombasan Manado

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Auviana Anastasia Palilingan¹, Zoya F Sumampow², Jeanne Mangangantung²

1 Students of the Master of Elementary School Teacher Education Study Program, Postgraduate Program, Universitas Negeri Manado, Indonesia

2 Master of Elementary School Teacher Education Study Program, Postgraduate Program, Universitas Negeri Manado, Indonesia

Abstract

The purpose of this study was to analyze the use of audio-visual media and student discipline in online learning at SD Advent 04 Karombasan Manado. The research sub-focus is as follows: (1) The use of audio-visual media in online learning. (2) Discipline of students in online learning. (3) Supporting and inhibiting factors in the use of audio visual media in online learning. (4) Supporting and inhibiting factors for student discipline in online learning. The results showed that the teachers were able to create and use audio-visual media, in this case learning videos. Capabilities are acquired through trainings and applying them to online learning which creates a fun and not boring learning atmosphere. Adventist Elementary School 04 Karombasan Manado students enthusiastically participate in online learning using audio-visual media based on instructional videos, so that learning discipline can be created. In addition to the use of audio-visual media based on instructional videos, student learning discipline is supported by the availability of supporting facilities in online learning such as smartphones, laptops, the internet, teacher motivation, and parental support. Thus, the use of audio-visual media in online learning, supported by facilities, teacher motivation, and parental support can improve student learning discipline.

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Keywords: audio visual media, student discipline, online learning

Introduction

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The growing era leads us to enter the era of the industrial revolution 4.0 which is marked by the development of science and technology. Technology that is increasingly developing makes a big contribution to the world of education. It cannot be denied that technology and education are two important factors that must go hand in hand. As a professional teacher, you should keep up with the times by increasing your competence so you don't get run over by the increasingly rapid digital flow. Law No. 14 of 2005 concerning teachers and lecturers stipulates four teacher competencies, namely pedagogical competence, personality competence, social competence, and professional competence which requires teachers to be able to develop themselves as professionals, able to manage learning activities using attractive media and in accordance with technological advances. 21st century learning requires teachers to be able to use technology, especially the Covid-19 virus pandemic forcing teachers and students to carry out online learning with various platforms such as WhatsApp, Zoom, Google Classroom, YouTube. This requires that all teachers take advantage of various technologies in the teaching and learning process. Advances in technology offer a variety of interesting information, both in terms of audio and visual. The attractiveness of displaying information that indulges the vision with a colorful image design accompanied by sound, is able to make a student enthusiastic and focus his mind. In achieving learning goals, good concentration of mind is believed to be one of the critical success factors, because everything that is captured by the brain's memory carefully can easily be channeled when needed (Nuryana & Purwanto, 2010). Students accustomed to this cannot enjoy text-only learning.

Teachers must be able to design learning activities using attractive media. The procedure for carrying out the learning process is called a learning design (Yamin, 2013: 10)^[9]. Learning media has an important role as a tool for educators to transfer knowledge to students. Media selection must be determined by looking at the times, adapted to the material, learning objectives and student characteristics. Selection of instructional media must be interesting. One of the learning media that is able to attract the concentration of students is audio visual media. Audio-visual media are media that have sound and image elements that can be seen and heard, such as video recordings, sound slides, and so on (Wina Sanjaya 2010: 172)^[4].

The use of audio-visual media makes the learning process interesting so that it can motivate students to learn. This is very supportive in maximizing learning discipline in order to achieve maximum student achievement. Hearing (audio) and sight (visual) are two senses that are relied on in the use of audio-visual media such as instructional videos. Learning videos are a combination of sound and moving images that display the material.

Thus, the use of audio-visual media can increase students' enthusiasm in watching it (Azhar Arsyad, 2011: 49)^[1]. In addition to the use of appropriate media, in achieving the success of student learning achievement, other supporting factors are needed, one of the important factors is student discipline. In 2009, the Program for International Student Assessment (PISA) stated that the discipline level of students in Indonesia was 79% and was in 19th place out of 65 countries after Portugal which reached 80%. Meanwhile, Japan ranks first with 93% achievements. This is influenced by a conducive classroom climate and the relationship between students and teachers (OECD, 2010)^[3]. Discipline guides student activities to take place regularly. Regularity contributes to determining the success of achieving learning goals. Supporting student success is learning discipline (Sukmanasa, 2016)^[6]. As for the forms of discipline in schools, namely: (1) Discipline in obeying school regulations, as educational instructional aims to shape student characteristics into independent and responsible individuals. (2) Discipline in learning, maximizing learning time by following lessons, completing assignments, and collecting on time (Tu'u, 2004)^[8]. Two factors that influence student learning discipline are internal factors including cognitive, interest, and motivation, while external factors include the family environment, community environment, and school environment. In fact, the rules for face-to-face learning are starting to be ignored by students during online learning. For example, school learning time in normal conditions starts at 07.00 while online learning starts at 08.00. It was stated that there were various reasons for students being late to take part in learning according to the specified time. The role of parents is very necessary in creating family discipline that can lead students to discipline learning at home. Meanwhile, the teacher's role as a motivator must form the character of students so that they do not override the existing rules during face-to-face learning by giving examples of discipline first. School regulations that are consistently run even in online learning can support the success of learning activities. Teachers must be able to create conducive, creative, and attractive learning that is carried out consistently in accordance with applicable regulations. By using the right learning media and consistency of teacher discipline in online learning can encourage learning motivation and student discipline so that learning objectives can be achieved and student learning achievement will increase. SD Advent 04 Karombasan Manado is one of the private schools that has supporting infrastructure in learning such as computer laboratories, libraries, internet, mini studios, and programs that support student discipline such as spiritual programs and merit systems (giving positive and negative points towards achievement and violations students), so that learning and student learning discipline during face-to-face learning can be said to be good. How about online learning? With regard to these phenomena, the focus of the research is to analyze the use of audio-visual media and student discipline in online learning at SD Advent 04 Karombasan Manado. The research objective was to analyze and describe the use of audio visual media in online learning, student discipline in online learning, supporting and inhibiting factors in using audio visual media in online learning, as well as supporting and inhibiting factors for student discipline in online learning.

Research Methods

This research was conducted in the form of descriptive qualitative research. The three main stages are the description, reduction, and selection stages. Primary data sources were obtained by direct observation using observational instruments and making field notes. Primary data in the form of people including principals, representatives of school principals as key informants, teachers, students and parents as informants, were determined using purposive sampling technique, namely sampling techniques with certain considerations (Sugiyono, 2018)^[5]. Data collection techniques are observation, documentation, and interviews. Observations were made from the conditions in the field, the condition of the principal and representatives of school principals, teachers and students. Documentation includes school conditions, school profiles, principal and teacher data, student data, and academic lists. After collecting data from observation and documentation, a structured interview was conducted with school principals, representatives of school principals, teachers, students, and parents. The collected data were analyzed using data analysis techniques using the Miles and Hubberman model (in Imam Gunawan 2017) which consists of three stages, namely data reduction, data exposure, and drawing conclusions (Figure 1).

The collected research data is reduced, summarized and focused on important things. The data that has been reduced are then grouped, in order to improve understanding of the use of audio-visual media and student discipline in online learning at SD Advent 04 Karombasan Manado. To obtain credible data, data validity checks were carried out using four criteria (Moleng, 2010), namely the degree of trust, transferability, dependence, and certainty. Furthermore, conclusions are drawn that answer the sub-focus of the study. In data analysis, triangulation principle is applied. There are four types of triangulation according to Denzim (in Gunawan, 2017), namely (1) source triangulation, namely the correctness of interview information is double-checked with the results of observation and documentation. (2) Triangulation methods, namely information taken by several methods such as observation, documentation, and interviews at different situations and times. (3) Research triangulation, namely using more than one researcher in conducting observations or interviews. (4) Theoretical triangulation, namely the theory of the thesis, is compared or juxtaposed with several relevant expert theories.

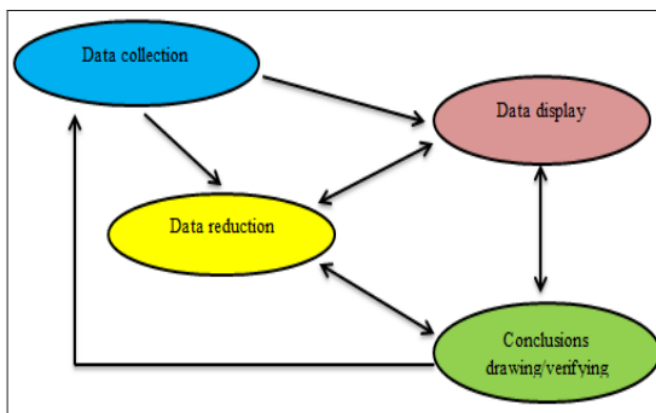


Fig 1: Components in Interactive Model Data Analysis (Miles and Huberman, 1992)

Result and Discussions

This descriptive qualitative research at SD Advent 04 Karombasan collected data using observation instruments, documentation instruments and interview guides with the following research findings. To improve the ability of teachers to use audio-visual learning media, teachers have attended training in making audio-visual media and compiling a lesson plan using audio-visual media, in this case learning videos, provided by sources from both foundations and the government, followed by teachers who have or not.

The teachers of SD Advent 04 Karombasan can absorb the training materials very well, so that they are able to create audio-visual media based on instructional videos, compile lesson plans and actualize them in online learning. Audio-visual media based on learning videos are a means of transferring knowledge according to the times, messages conveyed by teachers can be accepted evenly by students, and can be played over and over again. Students are very enthusiastic in participating in online learning using audio-visual media based on instructional videos. Through instructional videos the teacher can create creative and fun learning, providing opportunities for students to learn independently so that learning is student-centered.

Student discipline in online learning is good, although not completely. Student discipline can be seen from entering and leaving class on time, asking for permission when leaving class, making and submitting assignments on time, not disturbing friends and making noise in class and following all teacher instructions. This is because teachers provide the best and consistent service in teaching and learning activities, teachers are responsible for designing learning and using audio-visual media based on instructional videos, so that students are eager to participate in online learning. Teachers do not let students after giving assignments, teachers monitor students by sending information to students and parents. Student assignments that enter are immediately checked and given a grade by the teacher. Communication between school principals, teachers and parents of students is well established. Student learning discipline is good because students are happy to take part in learning using audio-visual media based on instructional videos.

The advantages of audio-visual learning media are supported by various factors, including: 1) it makes it easier for teachers to teach in large classes because audio-visual media is able to reach large numbers of students. 2) Moving pictures accompanied by sound make it easy for teachers to convey information to students. 3) Student attention can be centered with an attractive video display. 4) Audio visual media can reproduce objects or events with various perspectives as needed because they are manipulative. 5) Students' interest in the images and sounds that are presented at once, increases student motivation, because audio-visual media stimulates students' emotions and attitudes (Daryanto, 2010) [2].

This advantage can be obtained if the teacher is able to create and use audio-visual media equipped with supporting facilities such as computers / PCs, laptops, smart phones, the internet and applications such as zoom and omatic screen casts. The supporting facilities for SD Adventist 04 Karombasan Manado teachers are computers, laptops, internet, smart phones, zoom applications, mini studios. The biggest obstacles in the use of audio-visual media based on instructional videos by teachers at SD Advent 04 Karombasan Manado are electricity, internet networks, and learning video maker applications that must be purchased. Free applications and power outages affect the internet network so that they are hampered by the creation and use of audio-visual media based on learning videos. Another obstacle is that student facilities are not available.

In addition to the use of appropriate learning media, another important factor in achieving successful student learning achievement is discipline. Disciplined teachers are formed from disciplined schools, schools that have programs and rules that are run consistently and can improve learning discipline for both teachers and students. Teachers are role models, teacher discipline is the benchmark for student discipline. Teachers who are responsible and consistent in what they say and do will be obeyed by students. The teacher is a motivator who must continue to motivate students so that students have self-awareness. Teachers must be able to foster good communication with parents. Student learning discipline at SD Advent 04 Karombasan Manado is good, but

needs to be improved. Student discipline can be seen from the activeness of students participating in online learning, entering and leaving class on time, not leaving class without notification, not disturbing friends, not making noise in virtual classrooms, making and collecting assignments on time. Student discipline at SD Advent 04 Karombasan Manado occurs because of the teacher's ability to motivate teachers, student willingness, and cooperation with parents. School programs also support student discipline, including merit system, spiritual programs (worship teachers and students, prayer 777, care group) starting at 07.00 am and are carried out consistently.

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Conclusion

Based on the results of research findings and discussion, it can be concluded that interesting and fun learning is created if the teacher is able to use appropriate learning media according to the times, student characteristics, teaching materials, learning objectives, such as audio-visual media based on instructional videos. Along with the ability to make learning implementation plans. This can be obtained through scientific trainings that routinely scheduled by schools. Teachers at SD Advent 04 Karombasan Manado are able to create and use audio-visual media in online learning.

In addition to the use of interesting learning media such as instructional videos, teacher consistency is required in carrying out the learning process responsibly. Such as teaching on time, providing motivation to students, checking all assignments and returning to students, establishing good relationships with parents in providing information related to student development. Although not yet fully disciplined, students at SD Advent 04 Karombasan Manado can be said to be good.

The supporting factors are (1) facilities (computers / PCs, laptops, internet, smart phones, studios), time and costs (2) the ability of the teacher to use the facilities to make instructional videos, while the inhibiting factor is if one of the supporting factors is not met, for example, facilities are available but the teacher's ability is lacking and audio-visual media based on learning videos are available but student facilities are not available. Facilities at SD Advent 04 Karombasan Manado are adequate and need to be improved according to the times.

The supporting and inhibiting factors for student discipline at SD Advent 04 Karombasan Manado are internal factors, namely interest, motivation, physical condition, psychological condition as well as external factors, namely the role of the teacher (school), the role of parents (home). The results show that the teachers of SD Advent 04 Karombasan Manado are able to create and use audio-visual media based on instructional videos, are able to establish good communication with parents, provide motivation to students and consistently carry out their duties and obligations so that student learning discipline can be said to be good, resulting in optimal student achievement. Thus it can be concluded that the use of video-based audio-visual media in online learning can improve student learning discipline at SD Advent 04 Karombasan Manado.

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