Utilization Of Audio Visual Media In Interactive Learning At SDN 1 Teniga In The 2024/2025 Academic Year

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Article Info	Abstrak
	The purpose of this research is to describe the form of audio visual media and its use in managing interactive learning at SDN 1 Teniga in the 2024/2025 school year and to describe the process of using audio visual media in interactive learning at SDN 1 Teniga in the 2024/2025 school year. The research method used is descriptive qualitative research with the Milles and Hubberman research design model.The results of the study 1) show that the forms of audio visual media used in managing interactive learning at SDN 1 Teniga are in the form of audio visual media based on animated learning videos and game-based learning media (gamefication) such as quiz. The learning media is used during the learning process in the classroom. 2) The use of audio-visual media in interactive learning at SDN 1 Teniga begins with initial planning, determining learning objectives, selecting and creating animated videos and quizzes. Followed by implementation in the classroom starting from the opening greeting, reminding the previous material, showing animated video-based material, then the teacher invites students to discuss the learning material and finally the evaluation using the quiz application.

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1. INTRODUCTION

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and process so that students can actively develop their potential. The goal is for them to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and skills for themselves, society, the nation, and the state (Lestari, 2020:105).

Early childhood education is essential for every human being. It aims to foster children's growth and abilities, ensuring that education is appropriate and tailored to their needs. Therefore, improving the quality of education requires student progress. This progress can be measured by the level of student learning outcomes. In education, the strategies, formats, methods, and media used by teachers to foster student interest, social interaction, and learning activities can be identified through the strategies, formats, methods, and media used by teachers during teaching and learning.

Learning is a way to make changes in students by interacting with their environment to make changes in the fields of knowledge, attitudes and skills (Selamet, 2020:121)

According to Herman, learning outcomes are changes in students resulting from learning activities that encompass cognitive, emotional, and psychomotor components. These changes are known as learning outcomes. The results of student learning activities are known as achievement. Observable and assessable changes in student attitudes, including cognitive, affective, and ability changes, can be used to determine learning outcomes. According to Herman's learning outcome theory, student changes resulting from learning activities reflect cognitive, emotional, and psychomotor components (Daryanto, 2020:8).

One crucial factor in improving students' cognitive learning outcomes is the appropriate use of learning media. Media acts as a tool for teachers in delivering material, thereby helping students understand the lesson content. Effective use of media can improve the quality of the teaching and learning process, which ultimately has a positive impact on student learning interest (Ayuningsih: 2017). Learning media has many functions and benefits, especially with technological developments that often support teachers in designing and developing more innovative media. Furthermore, the media also plays a role in stimulating students' interest, motivation, and desire to learn (Munadi: 2008).

Advances in science and technology have become a source of learning for both students and teachers, as they can transform mindsets and generate ideas that foster individual creativity that is competitive in the technological realm. The digital age offers numerous benefits in education, enabling teachers and prospective educators to access learning media to effectively convey messages, streamlining dense material, and making it easier for students to learn.

Based on the preliminary study that has been conducted, it shows that there are several teachers who use audio-visual media during the teaching and learning process. Such as Mr. Ardiyanto, S.Pd as the homeroom teacher of grade IV who has implemented the use of audio-visual media based on animated videos which is done during the process of learning science about getting to know the solar system, then at the end of the learning the teacher uses audio-visual media based on quizzes, with the aim of measuring students' understanding to understand the learning that has been given.

The audiovisual media implemented at SDN 1 Teniga include animated video, PowerPoint, and quizzes. The animation video serves as a medium for delivering material, while the PowerPoint-based learning media, which presents slides, and the quizzes, which contain questions to be answered during the teaching and learning process.

The availability of media at the school includes physical supporting devices such as projectors/LCDs, laptops or computers, active speakers, and internet/Wi-Fi access. Furthermore, the availability of materials or content allows teachers to create their own media using PowerPoint.*Chrome books,*or simple animation applications.

Based on the description, it is deemed necessary to conduct research and the researcher is interested in exploring further the use of audio-visual media entitled, "Utilization of Audio-Visual Media in Interactive Learning at SDN 1 Teniga in the 2024/2025 Academic Year".

2. MATERIALS AND METHOD

The approach used in this research is a qualitative descriptive approach, which aims to describe current phenomena, events, or occurrences. In this case, the researcher focuses on capturing ongoing events or occurrences and describing them as they are. Moleong (2016:158) states that qualitative research is research that produces analysis without using statistical analysis procedures or other qualification techniques.

According to Cresswell, qualitative research is a method used to explore and understand the meanings held by individuals or groups regarding social or humanitarian issues. Meanwhile, Bogdan and Taylor explain that qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people and the behaviors they experience (John W. Creswell, 2014:87).

This research will be conducted at SDN 1 Teniga, Dasan Anyar Hamlet, Teniga Village, Tanjung District, North Lombok Regency. The data collection techniques used include observation, interviews, and documentation. Qualitative data analysis is conducted during and after data collection is completed within a specified period. This analysis can be conducted through direct interaction and interviews, ensuring more accurate data analysis.

Interactive is a model developed by Miles and Huberman (1992) and refined in 2014 (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data

saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three stages in qualitative data analysis: data condensation, data presentation, and conclusion drawing.

3. RESULTS

1. Forms of Audio Visual Media Used in Managing Interactive Learning at SDN 1 Teniga

Research findings related to the forms of audiovisual media used in managing interactive learning at SDN 1 Teniga include learning using audiovisual media based on animated learning videos and game-based learning media (gamefication) such as Quiziz. These learning media are used during the learning process in the classroom.

Animated learning videos are media that display moving images accompanied by sound, very effective for conveying material visually and auditorily. The type of video used is animated video. Meanwhile, educational games combine audio and visual elements. One type of game-based learning media (gamification) is interactive quizzes (Kahoot!, Quizizz) with sound effects and animation.

In line with the findings of the research results, according to Munadi (2013), audio-visual media can be divided into two types. The first type is called pure audio-visual media, such as sound motion pictures (movies), television, and videos. The second type is impure audio-visual, namely what we know as slides, cell phones, and other visual equipment, when given sound elements from cassette recordings that are used simultaneously in one time or learning process (Ernanida, 2019: 108). This is emphasized by Wina Sanjaya who states that audio-visual media is a type of media that contains elements of sound and images, so that it can be enjoyed through hearing and sight. Examples of this media include videos, various elements in animation, sound slides, game applications, and others (Munadi Yudhi, 2008: 148).

Of course, the audiovisual media used will have a significant impact on the learning process and learning outcomes of children. One example is interactive learning. (Muhtadi Ali, 2018) states that interactive learning is a method or technique used by teachers in delivering lesson material. In this case, the teacher acts as a facilitator in creating an interactive and educational learning atmosphere, namely through interactions that are established between teachers and students, students with their peers, and between students and learning resources, to support the achievement of learning objectives (Salsabila Firdausia et al., 2023:3).

The advantage of interactive learning, as explained by Suprayekti (2006:28), is that students are trained to ask questions, formulate questions, and try to find answers to their own questions through observation. With this approach, students become more critical and active in the learning process.

The obstacles faced by teachers in implementing audio-visual media for interactive learning at SDN 1 Teniga are:

a. The limitations of devices such as mobile phones used by each student in learning using Quizizz are ongoing, but the teacher has a solution to overcome this obstacle by using paper with answer barcodes.*multiplcoise* A, B, C, and D..

b. Dependence on electricity, when learning is taking place and electricity access goes out, the learning process will automatically stop.

c. Internet connectivity sometimes internet access or network is inadequate to support the learning process.

d. At the beginning of learning using audio-visual media, students need time to adjust so that some students have difficulty answering questions using gamification-based media.

e. The availability of learning video content that matches the desired learning material is still inadequate.

In line with the findings of the research results, Irawati (2021) stated that there are several obstacles experienced by teachers when using audio-visual media in classroom learning:

1) Limitations of Teachers' Technology Skills

    Many teachers experience difficulties operating technological devices such as computers and projectors, as well as using presentation applications like Microsoft PowerPoint. This is due to a lack of training and understanding of the technology that supports audiovisual media.

2) Time and Resource Constraints

    Teachers often face time constraints in preparing audiovisual-based learning materials. Furthermore, limited resources, such as hardware and stable internet access, also present obstacles to implementing these media.

3) Difficulty in Finding Suitable Materials

    Finding relevant and curriculum-aligned audiovisual materials is often a challenge for teachers. This can hinder the learning effectiveness expected from the use of these media.

4) Lack of Infrastructure Support

    Some schools lack adequate facilities to support the use of audiovisual media, such as projectors, speakers, or a stable internet connection. This limits teachers' ability to integrate these media into their learning (Irawati, 2021:28).

2. **The Process of Using Audio Visual Media in Interactive Learning at SDN 1 Teniga**

   In general, the process of using audio-visual media in interactive learning at SDN 1 Teniga is:

   a. **Stage of Preparation**

      1) Teachers create teaching modules for initial planning

         Teachers develop teaching modules as a reference for managing learning. These modules contain essential components such as learning objectives, activity steps, assessments, and learning resources and media.

      2) The teacher determines learning objectives

         The objectives are formulated based on the applicable curriculum, and adapted to the characteristics of students and the learning context, namely: After participating in the learning, students are expected to be able to:

         a) Name the celestial objects in the solar system (sun, planets, satellites, asteroids, comets).

         b) Explain the characteristics of planets in the solar system.

         c) Grouping planets based on their position in relation to the sun (inner planets and outer planets).

         d) Showing curiosity and admiration for God's creation.

      3) Teachers select and create animated videos and quizzes.

         Teachers create learning videos and gamefications/quizzes from various platforms as learning media in the classroom.

   b. **Implementation Level**

      1) The teacher starts the class with an opening greeting.

         Opening greetings create a positive learning atmosphere, increase discipline, and build closeness between teachers and students.

      2) The teacher reminds us of the previous material.

         The teacher reminds students of the previous material and provides stimulus to students by asking initial questions about the previous material.

3) The teacher displays animated video-based learning materials.
   The teacher plays the learning video on a projector screen with several other supporting tools such as active speakers and internet access.
4) The teacher invites children to discuss the learning material
   The teacher invites students to express their understanding, ask questions, and listen to their friends' opinions by means of group discussions.

c. Closing Level

Teachers evaluate students' learning using the Quizizz app. Evaluations are conducted in a fun way through Quizizz. This app allows teachers to view students' scores, response speed, and level of understanding in real time. This evaluation is formative, meaning the results can be used to improve future learning. Furthermore, the use of digital quizzes creates a healthy competitive atmosphere and increases student participation.

In line with these findings, according to the theory of Faire Cosgrove in Vaille and Grady (2007:117), there are learning steps according to the stages of interactive learning consisting of seven stages, namely:

a. Stage of Preparation

In the main stage of interactive learning, both teachers and students prepare by researching the background of the material to be covered. The teacher gathers various references to be used in the learning process, including determining the type of experiment and supporting media to be used. In this stage, the teacher's apperception involves providing students with an opportunity to review the material covered in the previous session. This preparation generally occurs before the lesson begins, including preparing appropriate experimental equipment and learning media.

b. Preliminary Knowledge Level

In the prior knowledge stage, students are encouraged to identify information or understanding they already possess about the topic they will be learning. This prior knowledge can be explored by presenting a problem relevant to the topic, then asking students to express their opinions or responses to the problem. The information obtained from this stage can be used as a reference for comparing students' understanding before and after participating in classroom learning activities.

c. Activity Stage

At this stage, the activities aimed to arouse students' curiosity. Next, students were encouraged to ask questions related to the topic being discussed. Efforts to stimulate students' curiosity could be done in various ways, such as asking questions, conducting demonstrations, or displaying phenomena through videos or images. Afterward, students were asked to recount what they saw and share their opinions or questions regarding it.

d. Student Question Stage

After conducting exploration activities through various demonstrations or phenomena, at this stage each student is given the opportunity to create questions in their group, then students discuss the questions created in their groups. Meanwhile, the teacher writes the questions on the board. At this stage, all students' questions are written on a sheet of paper, then collected at the end of the learning activity. At this stage, students may have difficulty in creating questions. Therefore, the teacher must motivate students to ask and direct their questions. After all the group questions are collected, the teacher invites students to select the questions that have been written on the board. The

types of questions asked by students may be appropriate, but others may not. Therefore, the teacher should direct students to choose questions related to the topic and the answers can be seen directly.

e. Level of Research

During the inquiry phase, various interactions occur, including between students and the teacher, between students, and between students and learning media and tools. In this phase, students are given the opportunity to discover concepts through the process of collecting, organizing, and analyzing data based on previously designed activities. The teacher plays a role in guiding students so they can find answers to the questions they have formulated. Next, students work in groups to conduct investigations through observational activities.

f.   Final Level of Knowledge

In the final knowledge stage, students report on their findings. The teacher then facilitates a class discussion to discuss these findings. Students' answers are collected and compared with the prior knowledge they recorded before conducting the observation. In this stage, students are asked to reflect on and compare their current understanding with their prior knowledge.

g. Level of Reflection

The final stage in the learning process is reflection, when students are invited to reflect on what has just happened or been learned. The essence of this stage is reviewing learning experiences to form new knowledge structures. In this stage, students are given the opportunity to digest information, consider, compare, internalize, and engage in dialogue with themselves. Students are also encouraged to express their opinions about what they have learned during the learning process. Furthermore, they are given space to ask follow-up questions if there are still parts of the investigation they have not yet understood. The teacher plays a role in providing reinforcement and correcting misunderstandings. From this explanation, it can be concluded that interactive learning can develop students' ability to ask questions effectively and build creative dialogue through the questions they ask. The questions used can be exploratory or inquiry-based, thus encouraging students to develop creative thinking skills in dealing with various situations. For this questioning process to run optimally, teachers need to master several important components, such as formulating questions that are easy to understand, providing clear references, focusing students' attention, managing turns for asking and answering questions, distributing opportunities evenly, allowing time for thinking, and presenting questions in a way that challenges and encourages in-depth thought.

Furthermore, in line with these findings, according to (Azhar Arsyad, 2014), one type of audiovisual learning media is film and video. Similar to film, video can depict moving objects accompanied by natural or appropriate sounds. The ability of film and video to depict moving images and sound provides a unique appeal. Both can present information, explain processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes. Some of the advantages of film and video in learning include:

a. Films and videos can complement students' foundational experiences as they read, discuss, and practice.

b. Films and videos can accurately depict a process that can be watched repeatedly if deemed necessary. For example, the steps and how to pronounce English vocabulary (*pronunciation*).

c. Besides encouraging and increasing motivation, films and videos instill attitudes and other affective aspects.

d. Films and videos can present abstract events such as in science lessons about recognizing celestial objects.

According to (Azhar Arsyad, 2014) in general the principles that need to be considered when using visual media are:

1) Try to keep visual media as simple as possible so as not to distract students from observing what they should be paying attention to.
2) Visuals are used to emphasize target information so that learning can be carried out well.
3) Repeat visual presentations and engage students to improve retention.
4) Use pictures to illustrate the differences between the visualized concepts side by side.
5) Emphasize clarity and precision in all visuals.
6) The visuals that are visualized must be legible and easy to read.
7) Visuals, especially diagrams, are very helpful for learning somewhat complex material.
8) Visuals are meant to communicate the target.
9) The message element in the visual must be emphasized
10) Image captions must be prepared.
11) Colors should be used realistically.
12) Color is used to direct attention and differentiate components (Ernanida, 2019:108).

4. CONCLUSION

1. Forms of Audio Visual Media Used in Managing Interactive Learning at SDN 1 Teniga

The research findings related to the audiovisual media used in managing interactive learning at SDN 1 Teniga include learning using audiovisual media based on animated learning videos and game-based learning media (gamefication) such as Quiziz. These learning media are used during the learning process in the classroom.

As for animated learning videos, they are media that display moving images accompanied by sound, making them very effective for conveying material visually and audibly. The type of video used is animated video. Educational games combine audio and visual elements. One type of game-based learning media (gamification) is interactive quizzes (Kahoot!, Quizizz) with sound effects and animations.

The obstacles faced by teachers in implementing audio-visual media for interactive learning at SDN 1 Teniga are:

a. Limitations of devices such as mobile phones
b. Dependence on Electricity
c. Internet Connectivity
d. Student adaptation to media
e. The availability of learning video content that matches the desired learning material is still inadequate.

2. The Process of Using Audio Visual Media in Interactive Learning at SDN 1 Teniga

In general, the process of using audio-visual media in interactive learning at SDN 1 Teniga is:

a. Stage of Preparation
1) Teachers create teaching modules for initial planning
2) The teacher determines learning objectives

      3) Teachers select and create animated videos and quizzes.
    b. Implementation Level
      1) The teacher starts the class with an opening greeting.
      2) The teacher reminds us of the previous material.
      3) The teacher displays animated video-based learning materials
      4) The teacher invites students to discuss the learning material
    c. Closing Level
      1) Teachers evaluate children's learning using the Quiziz application

5. ACKNOWLEDGEMENTS

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