
DEVELOPMENT OF THE AUDIO VISUAL MEDIA ON SUBTHEME THE BEAUTIFUL OF CULTURAL DIVERSITY IN MY COUNTRY TO INCREASE COGNITIVE ABILITY IN PRIMARY SCHOOL STUDENTS

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Abstract

This study aims to describe the feasibility, practicality and effectiveness of audio visual media to increase cognitive ability in grade 4 students of Primary School. This research was done at SDN Saronggi I, Saronggi Subdistrict, Sumenep Regency with the subject of research is 20 students of class IV of academic year 2017/2018. The type of this research is the development research using a 4-D models of Thiagarajan (1974) who developed the device along with the audio-visual media, lesson plan, and achievement test (cognitive) in the form of research design pretest-posttest control group design. The data of the research are to describe the feasibility, the practicality and the effectiveness of audio visual media to increase cognitive ability in grade IV of primary school students. The description of the feasibility of audio-visual media is the criteria for determining whether the quality of the product is unfit for use or not. Where the instrument of the feasibility uses a validation sheet. Description of the practicality of audio visual media is an evaluation tool that gives more emphasis on the level of efficiency and effectiveness of evaluation tools. This description of practicality uses a student response questionnaire and the implementation of the lesson plan. While the description of the effectiveness of audio visual media is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater the percentage of targets achieved, the higher the effectiveness. This description is achieved from the observation sheet of teacher activity and student activity. Based on the results of data analysis of the feasibility description, practicality and effectiveness of the media described, in general it can be concluded that the development of audio visual media on the subtheme of the beautiful diversity of my country's culture can improve students' cognitive ability significantly.

Kata kunci: Audio Visual Media, Cognitive Ability.

INTRODUCTION

In the 21st century present, education is still of the view that students not only the object of education, but education subjects in which there is a natural potentials ready to be developed. Character forming education and provide opportunities for learners to develop their potential so as to produce intelligence and skills that can be applied in public life. According to Made Pidarta (2007: 2), education in the general sense is education conducted by the general public in caring for their children. Education in Indonesia is still a lot of learning centered on the teacher (*teacher center*). On learning system models *Teacher Centered Learning*, teachers do more teaching and learning activities in the form of lectures (*lecturing*). At the time of follow learning or listening to lectures, students understand the extent of taking notes, for those who feel need (Sudjana, 2005: 39).

Teacher centered learning (*teacher center*) is still quite common among rural areas, especially in SDN Saronggi I to class IV on Cultural Diversity

Subtheme Beautiful Country, so that the conditions of the class was quiet (not busy). Not crowded here means students in learning just sit passively and listen to the teacher's explanations. If the delivery of material that teachers convey to students there who do not understand, so they are reluctant to ask questions, which ultimately have an impact on the activity and student learning outcomes in the study. Besides understanding the material presented to the student's teacher unfavorable, it could lead to students are not compelled to have the motivation to learn. It's caused by the teachers not using instructional media around to motivate students in participating in the classroom.

In a study, students are encouraged to find their own and transform complex information, check the new information that already exists in memory, and develop into the information or ability to conform to the environment and the age of the place and the time he lived. In one study, basically students is a subject that has the ability to actively search for, cultivate, construct knowledge in cognitive processes. In order

to truly understand and can apply the knowledge, students need to be encouraged to work to solve problems, find everything for themselves, and strive to realize their ideas.

Progress and rapid technological developments present time is not without reason for an educator can rely on his ability in the field of technology. Among other things, operate a computer, laptop and even other technology tools that are already in the design is so sophisticated that the presence of the electronic device can facilitate the activities of every person especially teachers do work or daily activities to utilize these tools in the learning process. With the development of these technologies are an educator can use it as collateral to help delivery of material that is less abstract visual Aduio media course with a portrait of a real example. To achieve a good quality education, it is necessary principle in learning activities including; (1) centered on the students, (2) develop students' creativity, (3) create favorable conditions and a challenging, (4) uncharged values, ethics, aesthetics, logic, and kinetetika, and (5) providing learning experiences that vary through the influence various strategies and methods of learning fun, contextual, effective, efficient, and meaningful. It is also necessary strategies and effective learning media so that the learning can be easily understood by students.

The problems of the educational success during the learning process is largely influenced by the educators themselves, where educators here less engage students to actively participate in the learning process. Though students' active involvement in the learning process is very important to support their success rate in the study. Educators in conveying the message or material to students also must pay attention to the personality of each individual, because every student has a different personality even in the same group. Submission of materials by educators also must be detailed and clear, meaning an educator in presenting the material should not be convoluted because it will make students more confusion as to what is presented by the teacher. Delivery of content as it will make students feel bored and unhappy about learning when it is in progress. Teachers as the main model in the class also have to create a pleasant learning environment for the students prefer learning umunya involving their mood at the time. Learning is meant here is not to learn to have fun, but also must be good teachers make the learning becomes more comfortable, enjoyable so that students do not get bored quickly and remain active in the following study.

Educator in a certain field can not be the only model or a model of learning, because there are

still other support to help educators easily convey the material to the students. One of them with the media involved in the learning process. With the media, a teacher could also be helped provide real examples or explanation of the material that will disampaikan by the teacher during a lesson. With the teacher explains the conventional course not enough, because in the explanation of the teacher did not involve a real situation or could not demonstrate with examples of real materials to students, so that the material submitted by teachers to students is less conveyed properly. Then it takes the media to assist educators in conveying information to students in the form of materials commonly referred to as a medium of learning.

In the world of education is one of the instructional media or can also be called the most important component in facilitating a teacher in presenting material to students which of course it would be much more meaningful. According Institution (2011: 22) medium of learning is any form of material that contains guidance materials and methods are packed in printed, electronic or digital to assist teachers in implementing the learning process, the material can be used by learners in studying each competency to be mastered. Learning media commonly used include audio-visual media in the form of video. Where by using video during the learning that matters much more effective than other learning media because the media does not only display video sound but can be in the form of visual as well. This video learning media will also help educators in the delivery of materials to the students directly.

Based on observations conducted by researchers shows that there are still many problems learning implementation in Subtheme Beauty of Diversity of Cultural Negeriku including: (1) teachers in implementing the learning more emphasis on methods that are less effective, namely the use of the methods used by the teacher is less support because it does not involve the media as a tool on the delivery of learning material. This is not the case in the method of learning, but rather the use and exploitation of the less effective method alone is not aided by the media. Whereas the availability of facilities for the school's adequate such as: Laptops, Projectors, Sound, CD Player and so on that can support the learning process more make students interested in the course. Basically, a media infrastructure that can facilitate the teacher to make students more aware and even quicker to understand as well as more active and interested students to follow the lessons. (2) lack of teachers engage learners in learning, learning that teachers do less creative by just using that method

alone, including more use of conventional methods (lectures) which is certainly less than optimal on learning outcomes. So that students are less active in participating in the learning process, even passive. Students sat silent, listening, taking notes, and easily bored in learning.

Problems on Cultural Diversity Indahnya Subtheme learning Negeriku also occur in the fourth grade students of SDN Saronggi I, poor-quality learning where the learning implementation is still often encountered obstacles that students have difficulty understanding the material being studied, particularly in Subtheme Indahnya Negeriku Cultural Diversity. The role of learners appear not optimally treated as a subject of learners who have the potential to develop independently. The position of learners is still in the situation and learning conditions that put students in a passive state. Activities and motivation of students in the study is still lacking, resulting in lower student learning outcomes. That is because teachers have not been using innovative learning model and also do not use the media in learning. In these conditions the utilization of the existing infrastructure in schools is not too much attention, but the completeness of electronic equipment at the school are adequate in the presence of media technologies such as, laptops, computers, LCD projectors, and even a mini sound etc. The main obstacle is found in SDN Saronggi I actually lies in the educators themselves, where the teacher learning prefer to use the lecture method in learning. Whereas in these schools is adequate completeness of media technology as a means of learning that will motivate students to be more active in following that teaching with the teacher to utilize the facilities and infrastructure that already exists and is readily available even at the school.

From the problems researchers are working to improve the quality of learning can encourage student involvement in learning and enhance the creativity and skills of teachers. One alternative that is deemed conducive learning can enhance the learning effectiveness is doing the learning with audio-visual media in order to make the students better understand the material presented by the teacher in the classroom. Here, students can not work alone for ideas or opinions other friends needed to complement each other's knowledge. In addition, the "Beautiful Subtheme Negeriku Cultural Diversity" needed media support learning, one that audio-visual media. Based on the above it can be concluded that the success of the students to learn not only from the teachers but with the supporting material in the form of instructional media. In this case, the authors wanted to develop a media that will be used in the

learning process for making students active and interested in learning by using audio-visual media in the form of a video where the video can be easier for students to understand the material presented by the teacher in the classroom. In the development of these media, the author wants to show audiovisual media in the form of video that will contain material about learning. With the video in the form of such materials students will be more active and fun in learning. The use of video will also attract the interest and attention of students to be more active in learning. Because the play while learning is highly desirable by every student, especially in primary school.

Based on the description of the scientific method, researchers suspect that the development of audio-visual media on the sub-theme of Cultural Diversity Negeriku Indahnya can improve cognitive abilities in students, especially elementary school SDN Saronggi fourth grade I in the following study. From the description of the background of the problems that researchers feel the need to carry out a review deeper through this study as a concrete manifestation of concern for the problems of education, especially with regard to "Development of Media Audio Visual On Subtheme Beauty of Diversity of Cultural Negeriku To Improve Cognitive Ability In Elementary School Students".

METHODS

This study used a 3-D model of development (*Tree-D Model*) that diadobsi of model 4-D (*Four-D Model*) developed by Thiagarajan, et al (1974: 5). According to the Son (2012: 68) model of development is one of the bases that are typically used to develop a product in the learning process. According Setyosari (2013: 223) research and development can be a process, product, and design.

Subjects in this study were students of class IV SDN Saronggi I in Subtheme Indahnya Negeriku Cultural Diversity. Subjects in this study was to test the feasibility of audio-visual media to improve cognitive abilities in Subtheme Negeriku Beauty of Cultural Diversity at elementary school students. This research subject is divided into two test subjects one small group and large group trials 2. The small group trial is the fourth grade students of SDN Saronggi I as many as 10 students. Subject trials were selected randomly with low skill levels, medium and high. Large group trial conducted on all fourth grade students of SDN Saronggi the first 20 students.

Audio Visual Media Development is done by using a limited test and the actual test, which limited testing conducted in the fourth grade SDN Saronggi I in a 20-person class and selected to test a limited test of 10 people at random. The trial was

conducted to determine the suitability of audio-visual media are developed with the goal to obtain feedback, corrections, and improvements to the existing media. From the results of these trials, the students completed a questionnaire responses of students to determine the situation of students in order to process improvement or not. Value *pretest* and *post-test* were also analyzed in order to have input for product improvements before field testing. While testing the actual use of the type of *pretest-posttest control-group design* that there are two groups were then given a *pretest* to determine the initial state whether there are significant differences between the experimental group and control group. *Pretest* be used to balance the experimental group and a control group that the number of students is not the same. Results *pretest* was good when the value of the experimental group and control group did not differ significantly.

Table. *Pretest-posttest control-group design*

R	Q1	X	Q2
	Q3	-	Q4

(Sugiyono, 2010:112)

Description:

- R = the experimental group and the control group selected randomly.
- Q1 = *pretest* experimental group.
- Q3 = *pretest* control group.
- Q2 = *posttest* experimental group after participating in learning by using audio-visual media.
- Q4 = *posttest* control group after participating in learning without the use of audio-visual media.
- X = the provision of treatment, the implementation of learning by using audio-visual media and learning tools on Cultural Diversity Indahnya Subtheme Negeriku.

Measures to improve the cognitive abilities of students in the beauty of cultural diversity subtema country is through the development of audio-visual media. The first step in this research is to conduct observation on the subject of research to improve the cognitive abilities of primary school students, among which through pre-research test. The next step is to design story board about the beauty of cultural diversity country to be used as a medium of learning in the classroom. The last step is a test of the research subjects using questionnaires and test engineering. Achievement of this study can be seen through the

engineering analysis of the validity, practicality and effectiveness of the media.

DISCUSSION

Understanding Media Audio Visual

Media word comes from the Latin *medio*. In Latin, the *media* can be defined as *between*. Understanding Media According to Big Indonesian Dictionary (2008: 931) is an intermediary media / link which is located between the two parties (person, group). In accordance with the understanding of the media by Sadirman, et al (2009: 7) is anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns, and interests as well as the student's attention in a way that learning occurs. According Daryanto (2013: 87) media is a non-print instructional materials that are rich in information and complete as it can until presented to the students directly. Understanding media interpreted by Daryanto it can be concluded that the audio-visual media depict a real object and can be seen directly by the recipient with an excess can display pictures, sounds and real-life examples clearer.

Characteristics Audio Visual Media

Characteristics Audio Visual Media in the learning process has a special engagement is with the availability of moving pictures (Sharon, 2011: 420). Characteristics of audio-visual technology to present moving pictures and sound that accompanies so that students feel like being in the same place with the broadcast. With the availability of audio-visual in the moving image also allows teachers to deliver the material to the students. According Arsyad (2014: 32) the main characteristics of audio visual media is:

- Characteristically linear,
- Presenting visually dynamic,
- used in a manner predetermined by the designer / creator,
- is a physical representation of the idea of real or abstract ideas,
- developed according to the principle of psychological behaviorism and cognitive,
- generally oriented to teachers with a level of interactive engagement of students is low.

Interest Media Audio Visual

According Sanaky (2011), the purpose of learning media as a tool in the learning process. Including the following:

- Simplify the process of classroom learning,
- improve the efficiency of the learning process,
- maintain the relevance of the subject matter with the aim of learning and

- d. concentration Helps learners in the learning process.

Anderson (1987) argued about some purpose of learning by using audio-visual media that includes the goal of cognitive, affective, and psychomotor. These three objectives are described as follows:

- a. The use of audio-visual media for cognitive purpose may be used for matters concerning the ability to know the back, such as the introduction of the meaning of a concept taught in the lessons.
- b. The use of audio-visual media for the purpose of using the affective effects and techniques, audio visual media can be very good in influencing attitudes and emotions.
- c. The use of audio-visual media for the purpose of psychomotor can be used to show an example of motor skills, such as motion exercises, prayers, and others. Through this medium, students can instantly get visual feedback on the ability mencobakan concerning the movement skills by slowing down or accelerating the movement displayed.

Benefits of Audio Visual Media

Sanaky (2011) points out the benefits of learning media as a tool in the learning process is as follows:

- a. Teaching more interest to the learners so as to foster motivation to learn,
- b. Materials teaching will be quite vague, so it can be better understood learners, and enables learners to master the purpose of good teaching,
- c. learning methods vary, not merely verbal communication through the narrative of spoken words teachers, learners do not get bored, and teachers do not run out of steam,
- d. learner more learning activities, because not only hear the explanation of the teacher alone, but also other activities undertaken, such as: observe, perform, demonstrate and others.

There are several benefits of audio-visual media by Prastowo (2012: 302) in learning, namely:

- a. Providing an unexpected experience to students,
- b. Showing obviously something that did not initially might be seen,
- c. Analyze changes in a certain time period,
- d. provide experience to students to feel a certain situation, and
- e. showing presentations on real-life case studies that can lead to a discussion of students.

Advantages and Disadvantages of Media Audio Visual

According Daryanto (2011), several advantages in audio-visual media, among others;

- a. Audio-visual media has added a new dimension to learning, where these dimensions involve moving images with accompanying sound on the picture terseut. So. Something that is displayed on the media can be understood more students because it shows a real example.
- b. Audio-visual media is difficult to show a phenomenon that is difficult or hard to be found at these sites.

While the lack of audio-visual media, among others:

- a. *Opposition:* the lack of proper decision may cause doubts in interpreting images audience sees.
- b. *Size Information:* can not display the object at the actual size.
- c. *Material support:* requires a projection tool to be able to display images in it.
- d. *Budget:* to make, require no small cost.

Steps Audio Visual Media Usage

According to Saiful and Aswan (2002: 154) measures the use of audio-visual media as follows:

- a. Formulate learning objectives.
This initial phase is intended for the use of audio-visual media written in learning objectives that will be delivered to the student teacher. So that the goal can be achieved with optimal learning.
- b. Teacher preparation.
At this stage, teachers select and define the audio-visual media that will be used in order to achieve a certain goal. Audio-visual media which have to be aware of and in accordance with the subject matter or concept that will be presented.
- c. Preparation classes.
At this stage, the students in the class must have a preparation before receiving a lesson by using audio-visual media. The preparation includes physical and psychological conditions of students and everything that will be needed by students in learning.
- d. Presentation and use of audio-visual media.
Presentation of teaching materials by utilizing audio-visual learning media will run smoothly if the teacher has expertise in using the media, so that the learning objectives can be achieved without any resistance from the teacher.
- e. Student learning activities.
At this stage, students learn to take advantage of existing learning media. For example,

- students practice how to fill exercises using the media that has been provided by the teacher.
- f. Evaluation of teaching.
Students are evaluated by teachers about the extent to which the teaching objectives are achieved, as well as can be assessed the extent of the influence of audio-visual media as a tool in the form of gamvar and sounds that can support the success of students' learning process.

COGNITIVE ABILITY

Understanding Cognitive

learning outcomes Bloom's Taxonomy categorizes into three knowledge (cognitive), attitudes (affective) and skills (psychomotor). Bloom mean to convey the same cognitive knowledge, knowing, thinking or intellect (Suyono, 2011: 167). The opinion was in line with Desmita (2009: 97) suggests that cognitive or mind are all activities related to perception, thinking, memory, and information processing that allows a person to gain knowledge, solve problems and plan for the future, or how individuals learn, pay attention, observe, membayangkan, attention, judgment, and thinking about the environment.

Categories Domains Cognitive

Bloom (in Suyono, 2011:167) developed cognitive domain into 60 groups, which are arranged in a hierarchy ranging from the ability of the lowest (*lowerorder thinking*) to the ability to think a high level (*higherorder thinking*), namely: (1) knowledge (*knowledge*), (2) understanding (*comprehension*), (3) the application (*theapplication*), (4) analysis (*analysis*), (5) Synthesis (*synthesis*), (6) evaluation (*evaluation*).

Further Bloom (in Yamin, 2010:28) explains to 6 shutter levels of cognitive as follows:

- a. The level of knowledge(knowledge)
Instructional objectives at this level requires students to be able to recall (recall) information was received earlier, such as: facts, terminology, formulas, solving strategy problems, and so on.
- b. The level of understanding(comprehension)
Category understanding in connecting with the ability to explain the knowledge, the information has been diketahuai with their own words.
- c. Level of application(*theApplication*)
Application is the ability to use or apply informasihave learned into a new situation and solve the various problems that arise in life.

- d. The level of analysis(analysis)
analysis is the ability to identify, isolate and distinguish the components or elements of facts, concepts, opinions, assumptions, hypotheses, or conclusions, and examine each component, to see whether there is a contradiction.
- e. Level synthesis(synthesis)
Synthesis is defined as a person's ability to associate and unite berbai elements and elements of existing knowledge to form a new pattern that is more thorough.
- f. The level of evaluation(evaluation)
Evaluation is the highest level that is expected of students able to make judgments and decisions about the value of an idea, method, product, or objects by using specific criteria.

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