PRACTICE OF AUDIO-VISUAL LEARNING MEDIA TO GROW THE MOTIVATION OF MI KENONGOMULYO STUDENTS' LEARNING

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Article Info	ABSTRACT
	The development of science and technology today has a very significant impact on many aspects of life, including education. The use of IT media will attract more students' attention in a lesson. This study aims to see whether or not there is an effect of applying audio-visual learning media to foster learning motivation. This research uses an experimental method. The analysis of the data used is to perform a prerequisite test of normality test analysis using the Shapiro-Wilk test. The results of data analysis show that the t count is 7.725 and the t table is 2.110. The conclusion is that there is an effect on the application of audio-visual learning media to foster learning motivation for the fifth-grade students of MI Kenongomulyo PJOK.

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1. INTRODUCTION

The teacher is the most important factor in the learning process (Allen et al., 2006; Lawrence & Tar, 2018). Along with the development of technology and information today, it has had a significant impact on the world of education. The development of existing information technology can be used by a teacher as a means of delivering learning. It can also make learning more varied. One of them is by combining a learning model with learning media. A learning model is a plan or pattern that is used as a guide in planning learning in the classroom (Dalton & Rachman, 2014; Kristanto & Mariono, 2017; Klaassen, 2018); Giartama et al., 2018). It can be interpreted that the learning model is a learning activity that has been designed from the beginning to the end of learning. So, it can be concluded that learning media is a means or tools used by teachers in delivering a subject matter to make it more effective and acceptable to students.

Students' attention can be focused on learning, subject matter is quickly understood by students, and students are more active in learning and can carry out activities in learning such as observing, asking questions, expressing opinions, and concluding as a result of the models and learning media chosen.

Student motivation in learning is critical because it influences the attainment of the best possible learning outcomes (Wibisono et al., 2018; Liao et al., 2019; Marheni et al.,

2020; Sulnawir et al., 2020). Motivation is a shift in the energy present in a student's psyche, as manifested by attitudes and behaviors aimed at achieving a goal (Hannula, 2006; Andre et al., 2018). As a result, one of the elements that determine student achievement is motivation to study. Students who lack enthusiasm to learn, on the other hand, tend to pay little attention to learning activities. The failure of pupils to use media as a learning tool will result in them gaining less than optimal knowledge. Furthermore, student involvement will be minimized such that students have little role in class discussions because learning will be more teacher-centered. As a result, learning innovation is required to ensure that students receive the best possible knowledge and that they are interested in engaging in the learning process. Applying audio-visual learning and being presented with a learning medium is one of the advances that can be made (Cakir, 2006; Lestari et al., 2021; Nurjannah et al., 2021).

While audio-visual-based learning media is a medium for learning that may be heard (sound) and seen (pictures) to aid in the transmission of knowledge, attitudes, and ideas in learning materials (Sudarsana et al., 2020; Pranata et al., 2021). This audio-visual-based media features an interactive animated image that moves and a sound display relevant to the topic matter. Students will be more motivated to participate in the learning process if this is done.

Because of technological advancements and the fact that the majority of students can use Android-based cellphones, the utilization of IT media will attract more students' attention to learning in class (Suryani, 2016; Sunarto et al., 2020; Sukriyani et al., 2021; Wardoyo et al., 2021). The subject matter will appear more appealing with these auditory visualizations, and the contents can be tailored to fit certain topics. Because of the availability of interactive learning combined with animation, students can become more engaged and their attention is drawn to them. Kids are also less likely to become bored because they can view a variety of visual displays, which can help to motivate students to learn. Based on this description, it is possible to conduct experiments on audio-visual learning to foster student motivation for MI students.

2.   METHOD

Experimental research is the method used. The One Group Pre-test Post-test Design was utilized in this experiment. Researchers take initial measurements in this strategy by performing learning through conversation, question and answer, and assignments. The researchers next used audio-visual learning tools to treat the same class. In the table 1 below, the mechanism of this research design is described:

Table 1. One Group Pretest Posttest Design

Pre-Test	Dependent variable	Pos-Test
O_1	X	O_2

The study used 18 pupils from class V MI Kenongomulyo as a sample. The data was collected using a questionnaire technique. Students will fill out the questionnaire provided before and after receiving treatment. Students' attention was focused on learning, they were encouraged to undertake learning activities, they were active in the learning process, they were enthusiastic about doing assignments, and they were delighted to answer issues, according to the questionnaire study instrument.

With the help of the SPSS 24 application, data analysis utilized the preconditioning test for normalcy analysis. If the results are significant (sig.) (0.05) according to the test requirements, the sample is drawn from regularly distributed data. While utilizing the t-test

with paired samples to assess the hypothesis. In this test, the level of significance is set at 0.05 with a 95% confidence interval. With the test criteria, if T-count > T-table, H0 is refused, indicating that the difference is significant and there is a difference, and vice versa.

3. RESULTS AND DISCUSSION

3.1 Students' learning motivation before being given treatment in the form of the application of audio-visual-based learning media assisted

The following are the results of the questionnaire score and the data gathered from a sample of 18 students for the computation of learning motivation data before being treated with assisted learning media based on audio-visual: The overall score of all students in class V, which consists of 18 students, is 1028, with an average or mean score of 57.11. The average value is 57.50, while the median or average value is 57.50. The mode or value 56 appears frequently. The greatest possible score is 62, while the lowest possible score is 49. A frequency distribution table 2 for learning motivation scores is shown as a consequence of the pretest data analysis:

Table 2. Pretest scores of students' learning motivation
before being given treatment

Interval Class	Median (X_i)	Frequency (f_i)
61 - 63	62	3
58 - 60	59	6
55 - 57	56	5
52 - 54	53	3
49 - 51	50	1
Total	280	18

A histogram of the pretest value data can be created based on the findings of the frequency distribution of values above before being treated in the form of the application of audio-visual-assisted learning media, as shown in Figure 1.
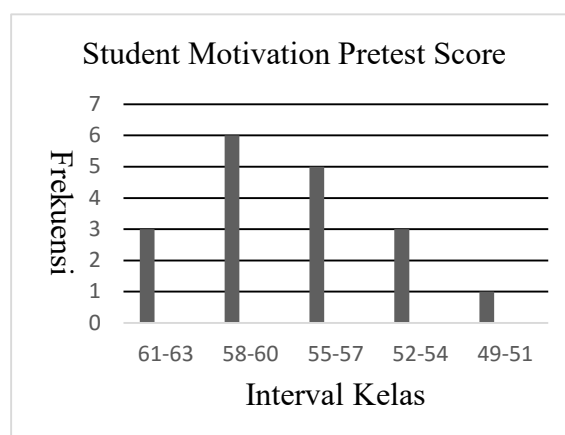
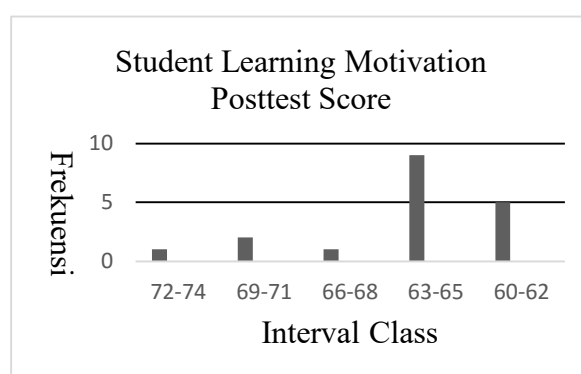**Figure 1.** Student Motivation Pretest Score

3.2 Students' learning motivation to take part in treatment (application of mind mapping model) assisted by audio-visual learning media

The following are the findings of the questionnaire scores and the data gathered from a sample of 18 students for the computation of learning motivation data after being treated with assisted learning media based on audio-visual: The total score of all students in class V, which consists of 18 students, is 1159, with an average or mean score of 64.38. The median value, also known as the middle value, is 64. The mode or value that appears most frequently is 60. The greatest possible score is 73, while the lowest possible score is 60. Table 3 of the frequency distribution of learning motivation scores shows the findings of the posttest data analysis:

Table 3. Post-test scores of student learning motivation
after being given treatment

Interval Class	Median (X_i)	Frequency (f_i)
72 - 74	73	1
69 - 71	70	2
66 - 68	67	1
63 - 65	64	9
60 - 62	61	5
Total	335	18

A histogram of posttest value data following treatment in the form of the application of audio-visual learning media can be shown as follows based on the results of the frequency distribution of the values above:

Figure 2. Student Learning Motivation Posttest Score

A necessary test for normalcy is performed before to evaluating the hypothesis. The Shapiro-Wilk test with a significance level of 0.05 was utilized in this investigation with the help of the SPSS 20 program. The findings of the normalcy test data analysis of student learning motivation ratings derived from pretest and posttest scores.

The significance value for the pretest was found to be 0.530. So that the significance value is greater than and a significance value of 0.089 is obtained for the posttest, the significance value of with = 0.05 is obtained. As a result, it can be argued that the pretest and posttest results of students' learning motivation are drawn from a regularly distributed sample.

While the calculation of hypothesis testing before and after being given treatment can be seen as follows:

$$t\ count = \frac{\overline{x}\ di\sqrt{n}}{s_{di}} = \frac{7,27\sqrt{18}}{3,99} = \frac{7,27x4,24}{3,99} = \frac{30,82}{3,99} = 7,725$$

From the above, it can be determined that the hypothesis test of the research data examined using the t-test with correlated samples yielded a t-count of 7.725 and a t-table with a significance level of 5% yielded a t-table of 2.110. As a result, t-count > t-table (7.725 > 2.110) can be deduced. Then, with a 95% confidence level, H0 is rejected and H1 is accepted. As a result, it can be inferred that the use of audio-visual-assisted learning material has an impact on student's motivation to learn. These findings are supported by various previous studies related to audio-visual, such as Wijiasih et al. (2019); Setiawan & Oka (2020); Fitria (2021); Setiarufi (2021).

Furthermore, the difference between these outcomes can be seen in the average score of students' learning motivation before and after treatment. Prior to receiving treatment in the form of audio-visual-based learning media, the level of student learning motivation was still low. The results of the students' learning motivation questionnaire items show this. The attention of students who are less focused on learning, student activity while learning, enthusiasm for accomplishing assignments, and lack of student interest in working on questions are all average markers of low learning motivation. Meanwhile, it can be seen that after receiving treatment in the form of application assisted learning media based on audio-visual, there is an increase in learning motivation in the form of more focused student attention, student activity during learning, and student interest in following the learning process. The difference in scores and averages between the pretest and posttest demonstrates this. These findings show that after receiving treatment in the form of the use of audio-visual-assisted learning media, the degree of student motivation rose (Suryaratri et al., 2019; Mutia et al., 2019; sarwinda et al., 2020; Sulihin et al., 2020).

In order to boost motivation and maximize student learning results, learning media should also be used in the learning process (Lee et al., 2005; Suwono & Dewi, 2019; Sastradika et al., 2021). The benefit of learning media for students is that it can increase student learning motivation by effectively packaging the learning process and capturing students' attention. The characteristics of pupils, their histories, and the number of students must all be taken into account while choosing instructional medium. In order for learning media to perform successfully and efficiently. Based on the present state of technology progress and the needs of students, audio-visual-based learning media is one of the most exciting and appropriate media for teachers to utilize in the learning process (Ellsworth, 2005; Swadesi & Kanca, 2020; Pratama et al., 2021). Furthermore, these media may make it easier for teachers to locate appropriate material for students to learn. Because the teacher's job entails more than just teaching in the classroom, this media is already readily available on the internet, so the teacher only needs to look for it and doesn't have to spend a lot of time doing so.

Aside from that, when using this medium, it's important to remember that students are more interested in the graphics and learning videos available in the learning media than in the subject matter itself. The usage of audio-visual-based learning media can be accomplished by first showing learning media that delivers interactive learning accompanied with information that can be selected according to personal preferences, making the learning process more engaging (Cahyono et al., 2019; Sarwinda et al., 2020). Following that, students can use the audio-visual to generate their own notes. As a result, students are more

engaged in their studies and are better able to assist pupils in receiving subject content and improving their learning outcomes.

4.   CONCLUSION

The findings of this study's data analysis show that using audio-visual learning medium to increase student learning motivation at Mi Kenongomulyo PJOK is successful. The difference between pretest and posttest scores demonstrates this. Furthermore, the findings of hypothesis testing show that the t-count t-table (7.725 > 2.110) is correct.

Schools should always implement and improve model innovations and learning media in the teaching and learning process in order to reach a learning goal, according to suggestions. According to the findings of the study, learning using audio-visual learning media can boost student interest in engaging in the learning process. As a result, schools and teachers can create media that can be used in the classroom.

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