

The Effectiveness of Using Audio Visual Media in Improving Students' Ability to Understand the Court Process (Case Study on Judicial Practice Course)

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Abstract

The purpose of this study was to determine the effectiveness of using an audio-visual-based online trial practice module, the factors and efforts to improve students' understanding of the practical trial materials. This research is a quantitative research with descriptive statistical method. Data collection techniques used in this study consisted of observation and questionnaires. Respondents in this study amounted to 98 people. The data analysis used in this research is using descriptive statistical data analysis. The results showed that in the initial test, students' understanding of the practical trial material was 122.37, while when using the online trial practice module the average level of student understanding was 137.39. Therefore, if we compare from the initial test to the post test, there is an increase of 23.02. This shows that the use of the online trial practice module is effective in increasing the understanding of law students at the Sharia Faculty of IAIN Palopo. The inhibiting factors in using the online trial module are network constraints, direct trial review constraints and trial mastery techniques. While the supporting factors are easily accessible material, complete and current material and interesting online material. Efforts to increase student understanding through the use of online court practice modules can be carried out through the use of videos of national legal experts, easy downloadable access to literature, the addition of video practice trials in various cases, the provision of trial practice game features and the provision of commentary features on the online module.

Keywords

teaching materials; learning media; court process; learning achievement subjects



I. Introduction

In the learning material of the judicial law course, there are several achievement indicators that must be met by every student who takes the lecture. one of which is the ability of students to explain the procedure of the trial system in solving legal problems in the ongoing judicial process. Of course, to understand the entire trial process, students not only have to know the readiness of the files at each trial session but students also have to know about how the files are presented in the trial process. So far, students' abilities have only been at the level of understanding the completeness of the required court files but do not know how to present the function of these files in court. This is certainly an obstacle for students in understanding the judicial law course comprehensively

In this Pandemic period, a common problem experienced in the world of education is the online learning process which causes a low level of understanding and mastery of students regarding the subject matter being taught. Therefore, educators need to create an interesting learning process so that they are able to develop their abilities in all aspects. In

line with the development of science and technology, the learning process must be in accordance with the conditions of these developments. One of the supporting learning process is good learning media.

One aspect that affects students' low understanding in understanding the subject is learning methods that are less effective and interesting. The learning process is an activity of transferring knowledge in the teaching and learning process by involving two parties, namely educators and students. Educators are tasked with providing teaching in an interesting and effective way so that it is easily understood by students (Ahmad Rohani, 2004). In addition, interesting and effective learning requires good teaching materials where teaching materials are materials that will be delivered to students (Mulyasa, 2006). Teaching materials are made in accordance with the material, presentation method and evaluation materials so that learning objectives can be achieved. In line with the development of science and technology, the learning process must be in accordance with the conditions of these developments. One of the supports for the learning process is a good learning media. A common problem experienced in the world of education is the online learning process which causes a low level of understanding and mastery of students regarding conventionally taught course materials. Therefore, educators need to create interesting learning processes so that they are able to develop their abilities in all aspects.

There are three problems that cause the low level of understanding and mastery of student material in higher education during this pandemic. First, the learning media used by the teaching staff. The main characteristics of the media into three main elements, among others: sound, visual, and motion. Visuals are divided into three, namely lines, images and symbols which are a continuum of shapes that can be captured by the sense of sight. Bretz also distinguishes media between broadcast media (telecommunication) and recording media (recording) so that there are eight classifications of media including: motion audio-visual media, silent audio-visual media, semi-motion audio-visual media, motion visual media, silent visual media, semi-motion media , Audio media and print media. Second, the low motivation to learn. This problem is caused by the monotonous learning system used by the teaching staff, causing students to lack motivation in participating in learning, one of which is the use of printed teaching materials, which are prepared in the form of printed books, the material is not up-to-date. The third problem is related to the condition of the signal or learning network used by students who are less supportive. This problem arises because not all students are in a place that has a good signal. So that it affects the interest and motivation of students to take part in online learning. According to Arsani (2020), learning is essentially a cognitive process that has the support of psychomotor functions. Utomo (2020) stated that the importance of motivation in the learning process because it can arouse and increase the enthusiasm of students in learning. Learning motivation is an effort made to change a person's behavior in order to achieve a result in learning activities. (Khairani, 2020).

Currently, the problem of online or online learning experienced by Sharia law students at IAIN Palopo is the low understanding and ability of students related to judicial law courses. The learning of judicial law courses has several indicators of achievement that must be met by every student. One of the indicators is the ability of students to explain the procedure of the trial system in solving legal problems in the ongoing judicial process. In an effort to understand the entire trial process, students not only know the readiness of the files at each trial session but students also have to know about how the files are presented in the trial process. Most abilities students are only at the level of understanding the completeness of the required trial files but do not know how to present the function of the files in the trial. This is certainly an obstacle for students in understanding judicial law courses comprehensively.

Efforts that can be made in order to overcome these student problems are through the use of online trial practice modules. The use of this online trial practice module will help students improve their abilities and skills in the trial process in civil and criminal law cases. This online practice trial module will increase students' motivation and interest in learning. Because the use of this learning innovation will be more interesting. This research is very important to do to contribute in increasing the understanding and mastery of the court material for students of Law Faculty of Sharia IAIN Palopo.

A previous study showed that the use of Macromedia Flash Mx-Based Visuals in teaching increased students' understanding of curriculum review courses. In addition, it also increases the activeness and attention of students during the learning process and the ability of lecturers in managing learning in curriculum review courses (Syamsu Hadi, 2012). In addition, the use of learning audio-visual media can increase students' motivation and understanding in learning (Fitria Ningtias Rahmawati).

II. Research Methods

2.1 Research Purposes

This research was conducted with the aim of knowing the effectiveness of using the online trial practice module as a learning medium during a pandemic. The research method used in this study is a quantitative method by distributing questionnaires to students at the Law Study Program, Faculty of Sharia IAIN Palopo.

2.2 Research Respondents

This study used 98 students and law students of the Sharia Faculty of IAIN Palopo. The reason for choosing these respondents was that the law students of IAIN Palopo studied judicial practice. The second reason is that during this pandemic, students are limited in doing judicial practice directly, resulting in a lack of understanding and mastery of judicial practice material.

2.3 Data Collection

This study uses a questionnaire as a data collection technique. In making the questionnaire, the researcher used a Likert scale to determine the level of understanding of the judicial practice material after watching the judicial practice learning video. Questionnaire questions that are made can be understood by respondents making it easier for researchers to get information from research respondents.

2.4 Data Analysis

This study uses descriptive statistical data analysis by using the categorization of the effectiveness of using the module. The categorization of the effectiveness of using the online trial practice module is as follows:

Table 1. The Categorization of the Effectiveness of Using the Online Trial Practice Module

Effectiveness Level	Categorization
$X \leq M - 1,5 \sigma$	Very Low
$M - 1,5 \sigma < X \leq M - 0,5 \sigma$	Low
$M - 0,5 \sigma < X \leq M + 0,5 \sigma$	Medium
$M + 0,5 \sigma < X \leq M + 1,5 \sigma$	Height
$X > M + 1,5 \sigma$	Very High

Description:

M: Hypothetical Mean Score:

Hypothetical Standard Deviation

III. Discussion

3.1 Results

This study aims to determine the effectiveness of using the online module of trial practice in the form of audio-visual learning videos for students majoring in law at the Sharia Faculty of IAIN Palopo. Based on primary data that has been processed, the results of the distribution of respondents based on gender in this study can be seen in the table below:

Table 2. Characteristics of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	35	36%
Female	63	64%
Total	98	100%

Source: Processed primary data (data processed using SPSS version 28, 2021)

Based on the table above, the distribution of respondents based on gender is majority female than male, namely 63 women (64%) and the remaining 35 men (36%).

Before learning in the study, a pretest was first carried out which aimed to determine the students' initial ability to the trial material. The initial step taken in measuring the initial ability of students related to the trial material is to determine the mortgage mean and the mortgage standard deviation. Next, categorization of the initial abilities of students majoring in law at the Sharia Faculty of IAIN Palopo. The following are the results of measuring students' initial abilities related to trial material.

Table 3. Statistic Deskriptive

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	118	115	128	122.37	2.723
Valid N (listwise)	118				

Source: Primary Data Process

Based on the display, it is known that the mean value of the mortgage is 122.37, and the value of Std. Deviation is 2,723. Based on the mean and standard deviation values, the students' initial abilities were categorised as follows:

Table 4. Categorization of Students' Initial Ability

Effectiveness Level	Categorization
$X \leq 118,28$	Very Low
$118,28 < X \leq 121$	Low
$121 < X \leq 123,73$	Medium
$123,73 < X \leq 126,45$	Height
$X > 126,45$	Very High

Source: Primary Data Process

Based on these data, it can be seen that the average ability of Islamic law students at IAIN Palopo during the initial test was 122.37 with a standard deviation of 2.723. Based on the categorization table, it shows that the average initial ability of law students related to court materials is in the "Medium" category.

After knowing the initial description of students' abilities about the trial material, then the learning process is carried out using the online trial practice module. At this stage, students will learn about the trial material using the help of learning videos whose modules are arranged in an interesting way and easily understood by students. So that when students use the audio-visual learning media, the trial material will be easier to understand.

After conducting audio-visual-based learning related to the trial material using the online module learning media, the researchers then measured the level of effectiveness of using the learning media in order to improve students' abilities and understanding of the trial material. The following is the categorization of students' level of understanding:

Table 5. Statistic Deskriptive

	N	Minimum	Maximum	Mean	Std. Deviation
Post test	118	0	140	145,39	12.765
Valid N (listwise)	118				

Source: Primary Data Process

Based on the display, it is known that the mean value of the mortgage is 137.39 and the value of Std. Deviation is 12,765. Based on the mean and standard deviation values, the students' level of understanding related to the trial material is then categorised as follows:

Table 6. Categorization of Students' Initial Ability

Effectiveness Level	Categorization
$X \leq 118,24$	Very Low
$118,24 < X \leq 131$	Low
$131 < X \leq 143,77$	Medium
$143,77 < X \leq 156,53$	Height
$X > 156,53$	Very High

Source: Primary Data Process

Based on these data, it can be seen that the average level of understanding of Islamic law students at IAIN Palopo after participating in learning using an audio-visual online video-based module is 145.39 with a standard deviation of 12.765. Based on the categorization table, it shows that the average initial ability of law students related to court materials is in the "high" category.

3.2 Discussion

a. The Effectiveness of Using the Online Court Module

The results of this study indicate that audio-visual-based learning by using online modules can improve students' understanding of the practice material of the trial. The results of this study are supported by research from Fitria Ningtias Rahmawati (2011) which confirms that the use of audio-visual-based learning can increase students' motivation and learning outcomes. Learning using audio-visual-based online modules not only increases

students' understanding of court practice. However, it is also able to increase students' interest and motivation in participating in practical trial learning.

In addition, learning using audio-visual-based online modules becomes more interesting because students participate in learning such as practicing the material directly. Syamsu Hadi (2011) added that the use of Macromedia Flash Mx-Based Visuals in teaching increases student understanding of curriculum review courses. When participating in learning using online modules, students are treated to interesting material related to trial practice. The students will know the process and practice of the trial. In addition, learning using audio-visual-based online modules helps students to understand theory and practicum in an interesting way, remember learning materials, and make the learning process fun.

Many students are not interested in taking online trial practice lessons because the material taught is theoretical and boring. Therefore, students need to be given a learning model that can trigger their interest, such as the use of audio-visual-based online modules. Nur Afrianti (2018) also argues that audio-visual learning improves student learning outcomes. Learning with the online trial practice module is not only to entertain students but can also be a way to develop attitudes and problem solving processes. In addition, interesting things such as ordinances and pictures can make learning fun. This is in line with Mesi Awalyah (2020) who said that the android-based learning module for the machining practice courses he developed was valid and practical. The students will not be bored while participating in online learning because they do not need to read a long theory because the practical material presented in the video is very interesting.

b. Inhibiting and Supporting Factors

a. Inhibiting Factor

1. Network Constraint

The obstacles faced in using the online trial practice module as a learning medium during the pandemic are network constraints. Networking is an important factor in the online learning environment. In online learning, networking is not only a method for distributing educational materials, but also a means to promote interaction between lecturers and students (Trentin, 2007).

Wei Bao (2020) said that the speed of online classes should be adjusted to effectively deliver class content while reducing problems regarding student concentration. Therefore, different teaching methods should be used for effective learning even in distance teaching, which can be implemented in real time, as is the case with face-to-face teaching.

2. Obstacles of Live Trial Review

This obstacle relates to the mechanism of the trial being carried out. So that students are not able to run or practice the trial mechanism directly. A direct review of the trial cannot be carried out properly because it only utilizes the existing learning platform. This affects the student's ability to practice trial.

3. Mastery of Court Techniques

The obstacle to the online trial practice module is the lack of mastery of the trial techniques that students have. The online module media provided had technical problems related to human resources and infrastructure. This certainly affects the ability and quality of student skills in the trial material. Theoretically, through the online module, students have sufficient ability, but mastery of trial techniques has not been able to be managed optimally.

b. Supporting Factors

1. Easily Accessible Online Materials

Learning media in the form of online trial modules have a positive impact on students' abilities. One of the benefits obtained is the ease of access to materials. This convenience greatly contributes to increasing students' understanding of the trial material presented. This of course supports in improving student abilities. The online material presented can be accessed by students wherever and whenever students want. So that students can do independent learning based on material that has been presented in the online module.

2. Complete and Up-to-date Materials

The online modules presented provide a fairly good quality of material. In addition to the complete material, the online module also presents up-to-date material. So that students have complete knowledge of the trial materials presented in the online module. In addition, the presentation of current material increases student understanding of more up-to-date trial materials. Thus, the existence of this online module contributes to increasing student understanding in a more complete trial material.

3. Interesting Material

The advantage of this online module for trial materials is that it provides more interesting trial learning videos. The trial materials are presented in the form of videos for each session of the trial. So that the video of the trial increases the interest of students in participating in the learning of the trial. In addition, the trial materials that are equipped with videos in each session of the trial make it easier for students to understand the trial material well. Therefore, the use of the online module of trial materials is able to attract the interest and attention of students in learning the trial.

c. Efforts to Improve Student Understanding Through the Use of Online Session Practice Modules

1. Use of National Legal Expert Videos

Efforts to increase students' understanding related to trial practice can be done through the use of videos of national legal experts. This is done so that understanding and knowledge of court practice is more comprehensive and complete. The use of videos of national legal experts is one of the learning materials that can be used by students to improve the quality of knowledge and skills in court practice.

National expert videos included in the online learning module will certainly add to the contribution of this learning media in order to increase public understanding regarding court practice. Therefore, the use of videos of national legal experts in this online module learning media will have a significant influence on students' understanding of court practice.

2. Access Literature/Reading Materials

Efforts to increase students' abilities about trial practice can be done through the provision of literature/reading that can be downloaded in the online learning module. This can make it easier for students to learn independently.

Access to literature through the provision of easy-to-download readings will make it easier for students to understand the theory and practice of the trial. In addition to trial practice videos, students also need literature on trial theory that can be downloaded. This is certainly the right solution to improve students' understanding of the theoretical and practical aspects of the trial.

3. Use Case Variations

Increasing students' understanding of court practice can be done by adding videos of judicial practice using a variety of cases. The addition of the video can be used by students to study and analyze cases that occur in trial practice.

Video judicial practice with a variety of cases can add to the scientific treasures of students to handle various kinds of cases that are presented. This of course can support students' knowledge and skills through the use of online trial modules.

4. Game Use

Efforts to increase student interest in learning independently can be done through the provision of games related to judicial practice. The use of the game attracts the attention and interest of students in learning the practice of the trial. With the appearance and application of the game, students can study independently with more comfortable and fun facilities. Thus, students will learn the practice of the trial in a relaxed and fun way.

5. Provision of Comments Column Features

Efforts to evaluate the use of the online module of trial practice can be done through the provision of a comment field feature on the online module. It aims to provide input and comments for each session of trial practice material.

The provision of this comment field feature will have an impact on evaluating the use of the online trial practice module in the future. So, with the input and comments, this online product or module will be improved related to the presentation of the material as well as from the provision of features used in this learning media.

IV. Conclusion

Based on the results of the research, it is known that:

1. Based on the results of the research, it is known that the level of student understanding of the practical trial material obtained from the questionnaire in the initial test is in the medium category with an average score (M) of 122.37. Meanwhile, when using the online trial practice module, the average level of student understanding was in the high category with an average score (M) of 137.39. This shows that there is an increase in understanding so that it is effective for use in learning.
2. The inhibiting factors in using the online trial module are network constraints, direct trial review constraints and trial mastery techniques. While the supporting factors are easily accessible material, complete and current material and interesting online material.
3. Efforts to increase student understanding through the use of the online trial practice module can be done through the use of videos of national legal experts, easy downloadable access to literature, the addition of videos of trial practice in various cases, the provision of trial practice game features and the provision of a comment field feature on the online module.

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