

Feasibility of Audiovisual Media for Literacy Activities of Students of Grade V in Public Elementary School (SDN) 067241 Medan Denai

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Abstract : This study discusses about feasibility of audiovisual media for literacy activities of students of grade V in public elementary school (SDN) 067241 in Medan. This study is conducted in the even semester of Academic Year 2018/2019. The timing of this research is carried out from March to April 2019. The subjects of this study are: (1) students of SDN 067241 Medan Denai class Va as the subject of field trials; and (2) two experts who each have criteria: material experts and media experts. The results shows that a media product of the Tema 4 learning video in the fifth class of Denai Medan. This learning video media product is feasible and valid to be used by Grade V students of SDN 067241 through assessment, revision, and validation from several experts.

Keyword : audiovisual; literacy activities; SDN 067241; Medan

I. Introduction

In learning Indonesian Language the level of student activity is a matter that shows students' interest in the material conveyed by the teacher when the learning process is specialized in literacy. The phenomena that occur in the field, namely SDN 067241 Medan shows that student literacy activities are not running well and maximally. This seems to be a difficult problem for elementary school students because in literacy activities there are complex processes, namely cognitive processes, linguistics, and social activities. The impact of low literacy activities causes human resources to be uncompetitive due to lack of mastery of science and technology, this is due to the lack of interest of children in reading and writing.

The results of the interview with the homeroom teacher at SDN 067241 in class V shows that the learning outcomes were unsatisfactory. There are still many student learning outcomes from several subjects that did not reach the KKM determined by the school as in table 1 below:

Table. 1 Value of Student Daily Exam Results Subtema II Class V
SDN 067241 Medan Denai

No	Subjects	KKM	Pass	Not Pass
1	Bahasa Indonesia	70	12 (40%)	18 (60%)
2	PKN	70	22 (73,3%)	8 (26,7 %)
3	IPA	70	12 (40%)	18 (60%)
4	IPS	70	21 (70%)	9 (30%)

The low level of learning results in Indonesian language individually or classically can occur because the management of the class is not optimal, including the use of learning

media. These problems must be addressed to get maximum learning output. One of the efforts is to use audiovisual media.

Meanwhile in the Minister of Education and Culture Regulation No. 23 of 2015 concerning Cultivation of Character, which includes the obligation of all school members to spend 15 minutes reading non-text books before teaching and learning activities begin as the first step to building climate like reading in school.

According to Evert M. Rogers in Suwarno (2008: 9) "innovation is an idea, idea, practice or object that is realized and accepted as a new thing by someone or group to be adopted. Innovation is a change that is special in nature, has a nuance of novelty, and intentional through a program that is clear and planned in advance, and designed to achieve the expected goals of a particular system". The form of innovation is a learning model and teaching materials used for learning activities. Teaching materials can be in the form of textbooks, modules, handouts, and student worksheets. One of the efforts in developing learning media in Indonesian language learning is reading material that is functioned as a literacy activity.

II. Literature of Review

2.1 Literacy

Literacy ability in the beginning is the ability to read and write. At present the meaning has developed and is more complex. The subject of language is the deterrent of knowledge, so Indonesian language is a means of conveying knowledge. Through learning Indonesian language especially reading and writing, students can master other subjects. Ministry of Education and Culture (2016: 2) states language literacy is "the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and speaking". Ministry of Education and Culture (2016: 3) states that language literacy is :

Social movement with collaborative support from various elements. The effort taken to make it happen is in the form of reading habits of students. This habituation is carried out with 15 minutes of reading activities (the teacher reads the books and the school members read silently, which is adjusted to the school context or target).

This literacy activity is carried out to foster the interest and culture of reading students.

The Director General of Primary and Secondary Education (2016: 4) states that:

Literacy activities are carried out to improve reading skills so that knowledge can be mastered better. Reading material contains ethical values, in the form of local, national, and global wisdom delivered according to the student's developmental stage. This important breakthrough should involve all stakeholders in the education sector, starting from the central, provincial, district, to the education unit. Engagement the parents of students and the community also become an important component in the language literacy circle which leads to the School Constellation Movement (GLS).

Literacy skills in the beginning are the ability to read and write. Ministry of Education and Culture (2016: 7) Literacy activities have been synonymous with reading and writing activities. However, the Prague Declaration in 2003 stated that literacy also includes how one communicates in society. Literacy also means practices and social relations related to knowledge, language and culture (Unesco, 2003). The UNESCO Declaration also states that information literacy is related to the ability to identify, determine, find, evaluate, create effectively and organized, use and communicate information to overcome various problems.

These abilities need to be owned by each individual as a condition for participating in the information society, and that is part of basic human rights concerning lifelong learning. Whereas according to Tompkins (1991: 18)

Literacy is closely related to the term *kemahirwacanaan*. Literacy is broadly interpreted as a language ability that includes the ability to listen, speak, read, and write, and the ability to think that is an element in it.

2.2 Indonesian Language in Primary Schools

Indonesian language is a communication tool, through language, humans can communicate with each other, share experiences, learn from each other, and improve intellectual abilities. Therefore language learning is essentially learning to communicate.

Learning is directed at improving learning skills in communication, both oral and written, this is in accordance with the opinion (Resmini et al., 2006: 49) which states that, "Learning Indonesian language can be interpreted as a learning to improve students' abilities in communication with both oral and written languages."

Indonesian language is one of the important materials taught in elementary schools, because Indonesian language has a position and function that are very important for everyday life. The purpose of learning Indonesian as stated by (Akhadiyah 1991: 1) is that students "have the ability to speak Indonesian well and correctly and can appreciate Indonesian language and literature in accordance with the situation and purpose of language and the level of experience of elementary school students". From these explanations, the objectives of Indonesian Language learning can be formulated into four parts.

1. Elementary graduates are expected to be able to use Indonesian well and correctly.
2. Elementary graduates are expected to be able to appreciate Indonesian language and literature.
3. The use of language must be in accordance with the situation and purpose of the language.
4. Teaching is adjusted to the level of experience of elementary school students.

Points (1) and (2) show the purpose of learning Indonesian elementary school that includes goals in the cognitive and affective domains. Granule (3) implies the communicative approach used. While item (4) implies where the difficulty level of Indonesian language learning material is taught.

The purpose of deep Indonesian learning (BSNP 2008) is translated into several objectives. The aim for students is to develop their abilities according to their abilities, needs, and interests. The goals for teachers are to develop students' language potential, and be more independent in determining appropriate language teaching materials. with the condition of the school environment and the ability of students. The goal for parents is so that they can be actively involved in the implementation of learning programs. The aim of the school is for schools to develop linguistic education programs in accordance with the conditions of students and available learning resources. is so that regions can determine their own language learning materials and sources with regional special conditions while still taking into account social interests.

2.3 Audiovisual Media

According to Heinich and Ibrahim (Daryanto, 2010: 4) "the word media is the plural form of the word medium. Medium can be defined as an intermediary or introduction to the occurrence of communication from the sender to the recipient". According to Gagne (Sadiman, et al. 2009: 6) "audiovisual media are various types of components in the

educational environment that can stimulate them to learn". Meanwhile, Briggs (Sadiman, et al. 2009: 6) argues that:

Audiovisual media are all physical tools that can present messages and stimulate students to learn. Books, films, tapes, frame films are examples. Based on the above definition, it can be concluded that audiovisual media is any form of intermediary or introduction that can be used to convey messages from senders (educators) to recipients (educators) in learning activities so that they can stimulate thoughts, feelings, attention, and interests and attention of students so that the learning process can occur.

Based on the third edition of *KBBI* (2007: 76) "Audio is a teaching aid that can be heard". Daryanto (2010: 37) "Audio comes from the word audible, which means eight sounds can be heard naturally by the human ear". Andi Prastowo, (2011: 264) "Audio teaching material is one type of non-print teaching material which contains a system that uses audio signals directly, which can be played or played by educators to their students to help them master certain competencies " According to Arief S. Sadiman, et al. (2009: 49), audio media is "the media to convey the message to be delivered in the form of auditive symbols, both verbal (into words or oral language) and non-verbal". From the description, it can be concluded that audio media is one form of intermediate or non-print introduction that can be used to convey messages from educators to students by playing or playing directly so that students are able to master certain competencies of the learning activities carried out.

The benefits of media, there are several benefits that will be obtained if educators use audio or radio media as learning media. The task of educators will be lighter when compared to without using audio media.

III. Research Method

This study was conducted at *SDN* 067241 which is located at Denai street, Jermal I Medan Denai. This study was conducted in the even semester of Academic Year 2018/2019. The timing of this research is carried out from March to April 2019.

The subjects of this study were: (1) students of *SDN* 067241 Medan Denai class Va as the subject of field trials; and (2) two experts who each have criteria: material experts and media experts.

The following is a grid of validation questionnaire sheets that will be used in smart card media research by researchers and adapted to research needs.

Table. 2 Sample Validation Sheets of Material Expert

No	Aspect	Assessment				
		5	4	3	2	1
1	Accuracy of Material					
2	Use of Audio Visual Media					
3	Language and Writing					

Table. 3. Sample Validation Sheets of Media Expert

No	Aspect	Assessment				
		5	4	3	2	1
1	Physical Audio Visual Media					
2	Display of Audio Visual Media					

3	Use of Writing					
4	Use of Images					

Table. 4 Sample Validation Sheets of Language Expert

No	Aspect	Assessment				
		5	4	3	2	1
1	Aspects of Language Usage					
2	Language Accuracy Aspects					
3	Aspects of Suitability of Student Development					

Practitioners referred to here are students who try products in class. The questionnaire of practitioners by these students aims to revise smart card-based media products with the results of this questionnaire the researchers will analyze the shortcomings contained in the media in accordance with what students feel through the attention of teachers in the learning process by using smart card-based media products.

Table. 5 Sample Validation Sheets of Student Response Questionnaire

No	Aspect	Assessment				
		5	4	3	2	1
1	Interest					
2	Material					
3	Language					

A questionnaire is said to be reliable or reliable if someone's answer to a question is consistent or stable over time. In the reliability test used Cronbach alpha formula (Arikunto, 2006: 178), namely:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Information :

r₁₁ : instrument reliability

k : many questions

$\sum \sigma_b^2$: number of item variations

σ_t^2 : total variation

According to Umar (2002: 17) to calculate the number of variances in the questions first, the variance value of each item is searched using the formula:

$$\sigma^2 = \frac{\sum x^2 \frac{(\sum x)^2}{n}}{n}$$

Information :

σ^2 : Value of item variance

N : Number of respondents

X : Score selected value (total number of question numbers)

The feasibility test of audiovisual media uses the percentage score of the expert validator questionnaire (material, language, and media experts), namely:

$$P = \frac{f}{N} \times 100\% \text{ (Sudjana, 2007: 91)}$$

Information:

- P : percentage score
 F : number of scores obtained
 N : maximum number of scores

According to Sudjana (2007: 91) the determination of validation criteria is determined by the following steps:

- Determine the percentage of the ideal score (maximum score), namely:
 $\frac{5}{5} \times 100\% = 100\%$
- Determine the percentage of the ideal score (minimum score), namely: $\frac{1}{5} \times 100\% = 20\%$
- Determine the range, namely: $100\% - 20\% = 80\%$
- Specifies the interval class.
- Determine the length of the interval, namely: $(80\%) / 5 = 16\%$

Based on the calculations above, the percentage results are adjusted according to the eligibility criteria presented in the following table:

Table. 6 Classification of Feasibility of Audiovisual Media

Level of achievement	Valid Classification	Eligible Classification
84% < P < 100%	Very Valid	Very Proper
68% < P < 84%	Valid	Proper
52% < P < 68%	Valid Enough	Proper Enough
36% < P < 52%	Less Valid	Less Proper
20% < P < 36%	Not Valid	Not Proper

Source: Sudjana (2007) and has been adjusted to the objectives of this study.

Based on this table it can be concluded that audiovisual media as reading material is said to be valid if it reaches a score of more than 68%. Therefore, audiovisual media as reading material is said to be suitable for use in class V at SDN 067241 Medan if the average percentage of expert validation scores is more from 68%.

Data obtained from student response questionnaires were analyzed by determining the percentage of students who gave answers worth a positive response for each category stated in the questionnaire using the following formula:

$$PRS = \frac{\sum A}{\sum B} \times 100\% \quad \text{(Herman, 2012)}$$

Information :

- PRS : Percentage of many students who gave a positive response to each category asked
 $\sum A$: the proportion of students who choose
 $\sum B$: number of students (respondents)

According to Sudjana (2007: 91) the determination of validation criteria is determined by the following steps:

- Determine the percentage of the ideal score (maximum score), namely:

$$\frac{5}{5} \times 100\% = 100\%$$

- g. Determine the percentage of the ideal score (minimum score), namely: $\frac{1}{5} \times 100\% = 20\%$
- h. Determine the range, namely: $100\% - 20\% = 80\%$
- i. Specifies the interval class.
- j. Determine the length of the interval, namely: $(80\%) / 5 = 16\%$

Table.7 Classification of Feasibility of Audiovisual Media

Level of achievement	Valid Classification	Eligible Classification
84% < P < 100%	Very Valid	Very Proper
68% < P < 84%	Valid	Proper
52% < P < 68%	Valid Enough	Proper Enough
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Based on the table, it can be concluded that audiovisual media as reading material is said to be valid if it reaches a score of more than 68%. Therefore, audiovisual media as reading material is said to be suitable for use in class V at SDN 067241 Medan if the average percentage of expert validation scores is more from 68%.

To calculate the completeness of individual learning students are as follows:

$$KB = \frac{T}{Tt} \times 100\% \text{ (Trianto, 2011: 241)}$$

Information:

- KB : learning completeness
- T : number of scores obtained by students
- Tt : total score

To calculate student mastery learning in a classical manner are as follows:

$$PKK = \frac{\sum \text{students who complete learning}}{\sum \text{student}} \times 100\% \text{ (Zainal Aqib, et al., 2010: 41)}$$

According to the Ministry of Education and Culture (in Trianto 2009: 241) "a class is said to have thoroughly learned if in the class there are 85% who have reached $KB \geq 70\%$. After students' completeness in individual and classical learning was analyzed, the results of the pre-test and post-test were calculated with gain score to assess the increase and effectiveness of audiovisual media between before and after using the media in the learning process calculated by the normalized gain score formula:

$$g = \frac{S_{post} - S_{pretest}}{100\% - S_{pretest}}$$

The Goin score is a good indicator to show the effectiveness of the treatment from the acquisition of the post-test score. The goin score category is grouped as follows:

- 0.70 <gs ≤ 1.00 = high
- 0.30 <gs ≤ 0.70 = medium
- 0.00 <gs ≤ 0.30 = low

IV. Discussion

The feasibility of audiovisual media explains: (1) material feasibility, (2) language feasibility, (3) media feasibility, and (4) obtained from student response questionnaires. The feasibility of the media is obtained after going through an expert validation process and the

average percentage questionnaire student response. The feasibility process of audiovisual media is done by validating the product by material experts, linguists and media experts. Each acquisition of validation results is classified in the form of percentages (Sugiono, 2011: 118). Based on the calculation of expert validation (material, language, and media) and student response questionnaires, the percentage results are adjusted to the feasibility test criteria presented in the following table

Table. 8 Classification of Feasibility of Audiovisual Media

Level of achievement	Valid Classification	Eligible Classification
84% < P < 100%	Very Valid	Very Proper
68% < P < 84%	Valid	Proper
52% < P < 68%	Valid Enough	Proper Enough
36% < P < 52%	Less Valid	Less Proper
20% < P < 36%	Not Valid	Not Proper

Source: Sudjana (2007) and has been adjusted to the objectives of this study

Product validation aims to find out the opinions of material experts, linguists and media experts about the accuracy of the design, aspects of learning, and the correctness of content, media and learning design.

4.1 Data on Material Validation Results

The material validation of the expert on the development of audiovisual media on the theme of Health is Important, Dr. Syahnan Daulay, M.pd who is a lecturer at the Post-graduate of State University of Medan. The assessment was carried out to obtain information that would be used to improve the quality of audiovisual media on the theme of Healthy and Important. The results of the validation in the form of an assessment score on the components of the audiovisual media on the quality of learning material can be seen in the following table.

Table. 9 Validation Result of Material Expert

No	Rating Item	Score
1	Compatibility of material with basic competencies	4
2	Compatibility of material with learning objectives	4
3	Material permissions granted	4
4	Material connection with the theme	3
5	The ease of students understanding the material	3
6	Interactivity of students in using audiovisual media	4
7	The ability of audiovisual media provides process experience to students to find concepts	3
8	Clarity of the use of audiovisual media	4
9	The activity of students in using audiovisual media	3
10	Suitability of language use with the level of development of students	4
11	Language effectiveness and efficiency	3
12	Communicative / easy to understand	4

13	Readability by students	4
14	The clearness of sencetence structure	4
Total		51
Average Score		73%
Criteria		Valid
Appropriateness		Proper

The results of the material expert validation in the form of a score assessment of the components of the audiovisual media and the compatibility with the material on the Healthy Theme is important to achieve a score of 51 and the percentage of 73.3% is in valid qualifications which means worthy of testing without revision.

Validation of linguists in audiovisual media was carried out by Mr. Mara Untung Ritonga, M. Hum, Ph.D, who is a Post-graduate lecturer at State University of Medan. Linguists in audiovisual media provide product validation in the form of content feasibility. The results of the validation in the form of scores on the assessment of audiovisual media on Healthy Theme learning are important.

Table. 10 Audiovisual Media Assessment Scores by Linguists

No	Rating Item	Score
1	Accuracy of sentence structure	3
2	Effectiveness of sentences	4
3	Language clarity in the material	5
4	Clarity of sentences	5
5	Victory of language style	4
6	Use good and correct Indonesian language rules	3
7	Letter Clarity	4
8	Symbol used	5
9	Clarity of words / instructions	4
10	Language that is used, straightforward, and easy to understand	5
11	Use the Indonesian Spelling General Guidelines (PUEBI)	4
12	Language is adjusted to the stage of student development	4
13	Language can stimulate students' imagination	5
14	Language is easy to understand	5
Total		60
Average Score		86%
Criteria		Very Valid
Appropriateness		Very Appropriate

The results of the linguist's validation in the form of scores on the assessment of language, writing and suitability with the language skills of high-class children on Healthy Themes are important in achieving a score of 60 and 85% in very valid qualifications which means that it is worth testing with revisions. The revisions given by linguists to improve audiovisual media are the accuracy of sentence structure and clarity of letters not in accordance with the rules of writing that are good and right. The example at the beginning of the paragraph does not use uppercase letters, then the number of errors in writing words. And before being tested in the field, suggestions and input from linguists have been improved.

Validation of learning design experts was carried out by Dr. Mursyid, M.Pd. which is a postgraduate degree at the Medan State University. Learning design experts validate the methods on aspects of learning design aspects including the feasibility aspect of the content which consists of the quality of learning media, the quality of information design and the quality of interactions. The results of the validation in the form of scores on the assessment of learning video media components in social studies subjects can be seen in the following table.

Table. 11 Assessment Score of Audiovisual Media by Media Experts

No	Rating Item	Score
1	Complete components in audio-visual media	4
2	Media in accordance with the material made	4
3	Media size according to the needs of student activities	4
4	The slides on each material are not too dense	3
5	The color composition is appropriate so that it attracts students to use the media	3
6	The composition of the picture and writing is not too big or too small	4
7	Student interest in audiovisual media	4
8	Easy to use media for learning	4
9	Media size according to the material used	4
10	Suitability of media size with the needs of learning activities	4
11	Font size used as needed	3
12	The fonts used are easy to read by students	3
13	Clarity of writing used	3
14	Availability of space to write down answers	3
15	Image quality used	4
16	Suitability of images with student development	4
17	Suitability of using images with material	5
18	Accuracy of image layout	5
Total		68
Average Score		76%
Criteria		Valid
Appropriateness		Proper

The results of the media expert's validation in the form of a score on the appropriateness of the image, size, writing letters and so on on the Healthy Themes are important in reaching a score of 68 and the percentage of 76% is in a valid qualification which means it is worth testing with revisions. The revision provided by media experts to perfect the audiovisual media is to give more variety to the music contained in the audiovisual media developed. Before being tested the media had been revised and revised according to input from media experts.

Of the three expert validations that have provided input and provided an assessment to the developed media, the following is a percentage comparison diagram of each expert validation.

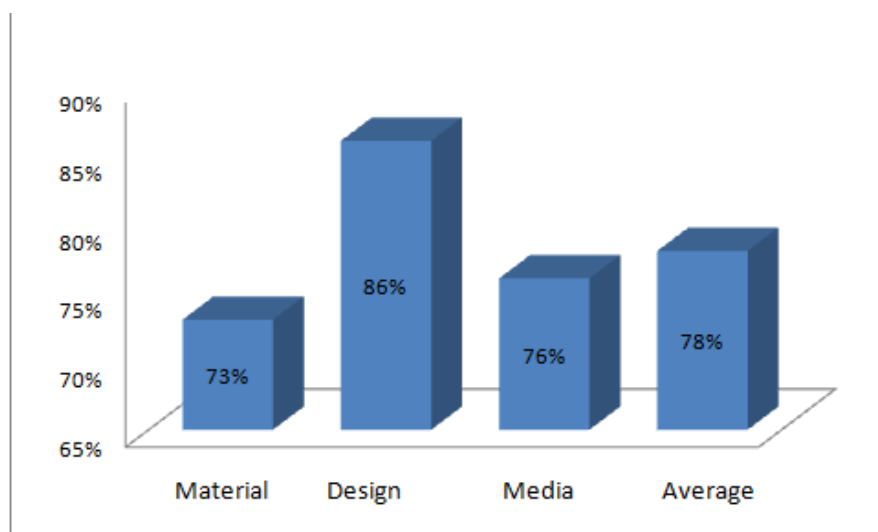


Figure 1. Recapitulation diagram of the results of Media Expert Validation

Based on the three expert validations (material, language, and media) there were differences in assessment though. The highest rating is found in design experts with a percentage of 86% and categorized as very feasible, while the lowest rating for material experts is 73% valid. And the average score of the three experts reached a score of 78% with valid and feasible categories.

In addition to the assessment of expert validity, the student response questionnaire was also used to determine the feasibility of the worksheet developed. Therefore a response questionnaire was given to 90 students in 101762 Public Elementary School, Hope Private Elementary School, and 106794 Public Elementary School in Hamparanperak District. The results of data analysis can be seen in the table below:

Table. 12 Analysis of Student Response Questionnaire

No. Respondents	Amount of Value	Classification
01	80	Valid/ Proper
02	76	Valid/ Proper
03	75	Valid/ Proper
04	81	Valid/ Proper
05	81	Valid/ Proper
06	84	Valid/ Proper

07	83	Valid/ Proper
08	80	Valid/ Proper
09	87	Very Valid/ Very Proper
10	81	Valid/ Proper
11	83	Valid/ Proper
12	86	Very Valid/ Very Proper
13	80	Valid/ Proper
14	86	Very Valid/ Very Proper
15	86	Very Valid/ Very Proper
16	93	Very Valid/ Very Proper
17	80	Valid/ Proper
18	84	Valid/ Proper
19	83	Valid/ Proper
20	86	Very Valid/ Very Proper
21	89	Very Valid/ Very Proper
22	80	Valid/ Proper
23	89	Very Valid/ Very Proper
24	80	Valid/ Proper
25	92	Very Valid/ Very Proper
26	92	Very Valid/ Very Proper
27	93	Very Valid/ Very Proper
28	90	Very Valid/ Very Proper
29	90	Very Valid/ Very Proper
30	80	Valid/ Proper
31	89	Very Valid/ Very Proper
32	90	Very Valid/ Very Proper
Jumlah	2720	
Percentage Average	85%	
Classification	Valid/ Proper	

V. Conclusion

The results of this study are a media product of the Tema 4 learning video in the fifth class of Denai Medan. This learning video media product is feasible and valid to be used by Grade V students of SDN 067241 through assessment, revision, and validation from several experts. This conclusion was taken based on the results of expert analysis consisting of material aspects in this category considered valid with a percentage of 73%. Linguist testing is considered very valid with a percentage of 86%. Test learning media experts obtain a valid value of 76%. Questionnaire for students' responses to audiovisual media on the 4 themes of the 2nd class V sub-themes at SD Negeri 067241 Medan Denai. Obtaining an average of 85% with very valid criteria / very feasible. The pretest results of students reach an average score of 53 with classical completeness reaching 34% with a category not complete in the classical. While the post-test results after using audiovisual media reached an average score of 71 with classical completeness reaching 85%, it can be said to be completed in a classical manner. To

see the effectiveness of audiovisual media by using the gainscore formula with gainscore values reaching 0.38 and can be categorized as moderate effectiveness.

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