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The Use of Audio-Visual Media to Improve Learning Outcomes of Fourth-Grade Students in Pancasila Education

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Abstract

This study aims to improve the learning outcomes of fourth-grade students in Pancasila Education through the use of Audio-Visual media at SD Negeri 37 Bengkulu. This research is a Classroom Action Research (CAR), conducted in four stages: planning, implementation, observation, and reflection. The research subjects were 28 fourth-grade students. Three data collection techniques were employed: observation, documentation, and tests. The results showed an improvement in student learning outcomes and positive student responses. Student learning outcomes increased significantly. In the pre-cycle stage, the student mastery percentage was 42.86%, with 12 students achieving mastery. In the first cycle, the percentage of student mastery increased to 71.43%, with 20 students achieving mastery, and in the second cycle, the percentage of student mastery nearly reached perfection, at 92.86%, with 26 out of 28 students achieving mastery. This indicates that the application of audio-visual media can enhance student learning outcomes in Pancasila education.

A. Introduction

Human requirements are met via education, which is vital to human existence. Since education is the key to advancement and high-quality growth, a quality education results in the creation of a quality generation. People can enhance their talents as individuals and as members of society through education. One facet of education is the process of teaching and learning that takes place in classrooms. In order to accomplish learning objectives, learning promotes a two-way interaction between teachers and students that is methodically organised (Parhusip, 2023).

Pancasila At the elementary school level, education has a significant impact on kids' character and personality development. The purpose of Pancasila Education is to improve students' knowledge, attitudes, and positive behaviour while also disseminating awareness of Pancasila values (Maulana et al., 2023). From elementary school through higher education, Pancasila Education is a subject that must be taught. Its emphasis on moral and value education sets it apart (Khairani et al., 2021). Changes in behaviour, cognition, psychomotor skills, or affective domains are examples of learning outcomes (Ulfah & Arifudin, 2021). The skills that students acquire following their educational experiences are known as learning outcomes (Julyanti et al., 2021).

These outcomes are divided into three areas. Teachers most commonly evaluate students in the cognitive domain because it is relevant to their ability to grasp the course material (Husniyah, 2021). These statements make it evident that learning outcomes, which include cognitive (memorisation, understanding, application, analysis, synthesis, and evaluation), affective (acceptance, participation, assessment, organisation, and

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characteriszation), and psychomotor (perception, readiness, guided movements, habitual movements, complex movements, and creativity) aspects, represent behavioural changes in students that take place following the learning process. Usually, scores or grades are used to express these outcomes.

It is difficult to meet the goals of Pancasila Education. The teaching of Pancasila Education has a number of difficulties. In actuality, Pancasila Education is still thought to be less successful in forming kids' morals and personalities at some elementary schools (SD). Contributing elements are said to be the extensive curricular content and the lack of innovation on the part of teachers in organising the learning process. Less significance can be placed on the topics presented as a result of poor learning process management. Moreover, pancasila education is still frequently perceived as a topic that emphasises memorisation above all else rather than encouraging critical, analytical, and creative thinking (Ananda, 2017). In order to encourage pupils to think critically and creatively, Pancasila education at the elementary school level needs to be improved through the use of instructional media. Media can enhance student learning results by making the learning process more engaging.

The researcher observed that there were issues with the learning process in the fourth-grade class at SD Negeri 37 Bengkulu City, which is why Pancasila Education's low learning outcomes are concerning. It is concerning that many pupils still lack competence in this area. The underuse of instructional media and teachers' frequent reliance on the student workbook (LKS) are the main causes of the low learning results and student boredom. Consequently, the researcher suggests using more captivating instructional media as a remedy. Information technology advancements in the twenty-first century have drastically altered the educational landscape. Learning strategies have changed as a result of this advancement, both in terms of individualised instruction and instructional medium (Nursyam, 2019). It is simpler to accomplish the best learning objectives when instructional media are in line with the subject matter and improve communication between teachers and students (Sirait & Apriyani, 2021).

Audio-visual media is one type of instructional medium that can be utilised. An approach that uses both sound and visuals to engage primary school pupils in the learning process is audio-visual media (Hafsah & Sumiati, 2024). It uses hearing and sight, the two main human senses, in one motion. Both audio and visual messages can be efficiently communicated through audio-visual programmes such as documentaries, animations, and others. This medium makes the subject matter easier for students to understand. Students' comprehension of the material is improved and their motivation to learn can be increased by audio-visual learning (Nurcahyanti & Tirtoni, 2023).

Audio visual media is one of the ways of delivering teaching materials using mechanical and electronic equipment. If the audio-visual media is accessible, it will display the characteristics of computer technology and is integrated, accessible and controlled by students (Acim & Situmorang, 2019). Audio visual media has various benefits, one of which can eliminate student boredom so that it can increase motivation, activeness, and understanding of concepts for a material (Pikoli & Lukum, 2021). Audio visual or commonly called video has high potential in conveying messages and attracting students' interest and attention (Mizan et al., 2024).

Excellent teaching resources can greatly aid in the learning process. Students find audio-visual media more engaging than other forms of media, such paper, images, or audio. This is because of the distinctive qualities of audio-visual media. Furthermore, there is no denying the impact of audio-visual communication in contemporary education, which facilitates students' learning at home and in the classroom (Fuady & Mutalib, 2018). The ability of the instructor to make the most of the audio-visual resources in instructional media is one inventive and creative way that technology is used in the learning process. An essential component of learning is audio-visual learning (Marlena et al., 2019). Thus, the purpose of this study is to use audio-visual instructional medium to enhance the learning outcomes of fourth-grade students in Pancasila Education.

B. Research Methods

This study was carried out in the academic year 2024–2025 at SD Negeri 37 Bengkulu City. Twenty-eight fourth-graders served as the study's subjects. The learning results of students who have used audio-visual materials in the classroom are the focus of this study. A test was the research tool that was employed. Classroom action research (CAR) is the term for this kind of study. CAR is a reflective research method where specific steps are taken to develop and/or improve learning methods in a more formal way. The goal of CAR is to apply limited, immediate research with the goal of improving and refining the programme or continuing learning process (Novrizal et al., 2023).

Two cycles will be used to perform the study in this classroom action research project. Cycle I will be improved upon in light of the first reflection, and Cycle II will further develop the cycle I reflection. Action planning, action execution, observation/evaluation, and reflection comprise each cycle (Suwartiningsih, 2021). The image below shows the flowchart for the classroom action research procedure.

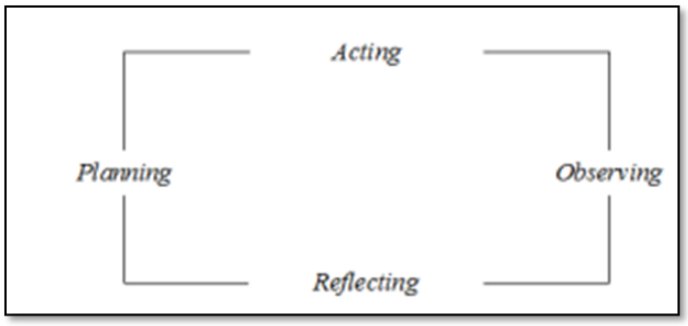

Figure 1. Classroom Action Research Cycle Model

The two cycles of the classroom action research procedure are as follows:

Cycle I

Cycle I of Classroom Action Research Design was completed in a single meeting. The four steps of the CAR process: action planning, action implementation, observation/evaluation, and reflection are followed in this cycle.

Stage of Planning

In this stage, the researcher explains what, why, where, when, and how the research is conducted. Classroom action research should be carried out collaboratively to avoid subjectivity. To ensure effective implementation of the learning process aligned with the research objectives, several preparations are necessary:

a. Reviewing the syllabus.
b. Preparing the material to be taught based on the syllabus.
c. Developing a lesson plan as a guideline for instruction.
d. Preparing instruments to collect the necessary data, such as test questions to assess students' learning outcomes.

Stage of Implementation

The intended actions are put into action during this phase. The researcher/teacher needs to follow the pre-planned schedule. It's critical that the learning process continues naturally and doesn't come across as forced or contrived. It is recommended that collaborators watch the lesson objectively, taking into account the actual classroom environment. This is important because enhancing the learning process is the aim of CAR.

Observation Step

In this step, the teaching process and the student learning activities are observed. While delivering the lesson, the instructor (researcher) has the opportunity to watch the students' learning activities. Regarding the teaching process, the researcher can ask a coworker who is working with them to help with the observation. Using the tools the researcher has provided, the collaborator watches the instructional process. The researcher will find value in the collaborator's observation results as a tool for reflection to enhance subsequent lessons.

Stage of Reflection

After the collaborator has finished observing the researcher's instruction, reflection takes place. Discussions regarding the observed results may take place at this stage between the researcher and the collaborator.

Classroom Action Research Design for Cycle II

Cycle II is conducted by addressing the evaluation results from Cycle I, refining the implementation of lessons using audio-visual media. The stages of the research in Cycle II are the same as those in Cycle I. To collect data on students' mathematics learning outcomes, a test instrument is used. The test consists of questions given to students to elicit their responses. In this research, the test is administered twice, at the

end of each cycle. All test questions are in multiple-choice format. Data analysis includes: 1) Creating the answer key and scoring rubric. 2) Checking students' answers against the key. 3) Assigning scores to the students' answers based on the rubric. The test scores are on a scale of 0-100. These scores are then converted into grades using the following scale:

$$\text{Average Score} = \frac{\sum \text{Student who complated the learning}}{\sum \text{All Students}} \times 100\%$$

Tabel 1. Kategori Predikat Nilai

Score Range	Grade Description
90 ≤ n ≤100	Very Good
80 ≤ n ≤ 89	Good
70 ≤ n ≤ 79	Sufficient
0 < 70	Insufficient

In this study, the focus is on the evaluation results at the end of the cycle. The success indicator is if 80% of the students achieve satisfactory learning outcomes by the end of Cycle I.

C. Results and Discussion

Pre-Cycle

The pre-cycle activities followed the usual teaching methods used by the fourth-grade teacher, without using audio-visual media in the learning process. These activities were carried out before Cycle I and Cycle II, on August 6, 2024. From these activities, the researcher directly observed the existing problems in the classroom. Below is a table of the fourth-grade students' learning outcomes during the pre-cycle phase:

Table 1. Pre-Cycle Learning Outcomes

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>75	12	1020	42,86 %	Pass
2.	<75	16	720	57,14 %.	Fail
Total		28	1.280	100%.	
Average			**45,71**		

Based on the table, it can be seen that out of 28 students, only 12 students achieved the minimum passing criteria (KKM), which represents 42.86% and is categorized as "still insufficient."

Cycle I

The researcher conducted Cycle I using audio-visual media in the Pancasila Education lesson for second-grade students on August 13, 2024. The curriculum used was the Merdeka Curriculum. During the implementation of Cycle I, the researcher also carried out observations. During the lesson, students were quite enthusiastic about participating in the learning activities. The following data was obtained at this stage:

Table 2. Learning Outcomes in Cycle I

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>75	20	1740	71,43 %	Pass
2.	<75	8	460	28, 57 %.	Fail
Total		28	2.200	100%.	
Average			**78,57**		

Based on the table above, out of 28 students, 20 students achieved the Minimum Passing Criteria (KKM), representing 71.43%, while 8 students still did not meet the KKM, representing 28.57%. The average score of students in this Cycle I phase was 78.57, which falls under the "Good" category. Therefore, the learning process in Cycle I showed a significant improvement compared to the previous phase.

Cycle II

The activities and stages in Cycle II were the same as those in Cycle I. However, the difference was the implementation of follow-up actions based on the reflections from Cycle I, ensuring that the shortcomings in Cycle I were not repeated. Cycle II was conducted on August 20, 2024. Based on the learning outcomes

in Cycle II, the results were optimal, meeting the success indicator set by the researcher, which was 80%. A total of 26 students met the KKM, while 2 students did not. The following table shows the results obtained in Cycle II:

Table 3. Learning Outcomes in Cycle II

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>75	26	2360	92,86 %	Pass
2.	<75	2	120	7,14 %.	Fail
Total		28	2.480	100%.	
Average			**88,57**		

Based on the data in the table, out of 28 fourth-grade students, 26 met the minimum passing criteria (KKM), representing 92.86%, while only 2 students did not meet the KKM, representing 7.14%. The average score achieved was 88.57. This means that the learning process in this cycle was successful, with the overall learning completion rate of fourth-grade students reaching 92.86%.

Based on the research conducted both in the Pre-cycle stage, Silus I to Cycle II showed an increased weight. Where it can be seen in Table 1 shows that the learning results in the Pre-Cycle stage were obtained with a median score of 45.71. Then in the first cycle stage, seen in Table 2, the middle score increased to 78.57. Finally, in the Cycle II stage seen in Table 3 shows an increase again in the median value to 88.57. This shows that there has been success in the use of audio-visual media in Pancasila learning for grade IV students, which was initially at 45.71 after being given action, it increased to 88.57.

In this study, it was only carried out in two cycles which showed that there had been an increase of 92.86% for 26 students who had succeeded in obtaining scores above KKM. It would be even better if it was done to add one to two cycles in this study so that 2 students who have not met the score above the KKM can get a score above the KKM.

These are a few recommendations: (1) To help students with lower ability levels become more involved in the learning process and meet learning objectives, it is recommended that school administrators train teachers in the use of audio-visual media in the classroom. (2) Using a range of teaching models is crucial for educators. Instructors ought to constantly inspire and urge their pupils to participate actively in their education. (3) To further enhance students' learning results, future studies should carry out a more thorough analysis of the use of audio-visual media.

D. Conclusion

Based on the study's findings, fourth-grade students at SD Negeri 37 Bengkulu City can achieve better learning outcomes in Pancasila Education when audio-visual medium is used. Results for the pupils improved from Cycle I and II to the pre-cycle. 12 students, or 42.86% of the student body, met the KKM in the pre-cycle. This rose to 71.43% in Cycle I, or 20 students, and 92.86%, or 26 out of 28 students, in Cycle II, when the percentage of students meeting the KKM almost approached perfection. According to the study's findings, using audio-visual materials in the classroom can improve student learning outcomes and offer a novel way to teach and learn.

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