



Analysis of The Application of Audio-Visual Media-Based Concept Map Strategy to Improve the Quality of Elementary School IPS Learning

Yusrani Fitri^{a*}, Yeni Erita^b

^{ab}*Basic Education Study Program, Universitas Negeri Padang, Padang, West Sumatra, Indonesia*

*Corresponding author: yusranifitri9@gmail.com

Abstract

The background of the problem shows the low quality of learning because the teacher lacks mastery in managing learning centered on students. After all, students are not actively involved in the learning process. The purpose of this study was to analyze the application of a concept map strategy based on audio-visual media to improve the quality of social studies in elementary school. The research method used is qualitative. Participants in this study were teachers and students from SD 08 Gadut, grade IV. The researcher himself is a data collection instrument in this study (human instrument). Through information collection methods including interviews, observations, and documents. The results of the study found that the application of a concept map strategy with audio-visual media in training teacher skills can create a pleasant learning atmosphere and add insight into learning strategies. Teachers are required to be able to carry out their duties following the role of the teacher.

Keywords: Concept maps, Audio Visual, Social Science Learning Quality

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Introduction

One's self-development cannot be separated from educational efforts. The development carried out does not only affect the cognitive function of the brain. It also affects his affective and psychomotor functions. Due to the current situation, education has become the most important factor in protecting personal information. In Law no. 20 of 2003 paragraph 1 states

that education is a field of study that focuses on fostering student learning desires and the teaching process so that students actively develop their potential to have a strong sense of spirituality, a strong sense of identity, a strong sense of togetherness, and a strong sense of responsibility for themselves, the community, and the nation (Permendiknas, 2017). As a leading education program, Social Studies does more than teach students about basic social concepts; rather it must be able to transform students into citizens and members of the general public.

In schools, social study is a subject that studies social life based on study materials on geography, economics, history, anthropology, sociology, and state administration by presenting people's daily problems (Alfianiawati et al., 2019). Social Science combines several social science disciplines (history, geography, economics, sociology, anthropology, politics, and social psychology (Dudung, 2018). Subjects studied range from basic education to higher education. The studies from the scope of Social Sciences include: a) the material substance of the social sciences that are in contact with a society that is theoretical, and b) symptoms, problems, and social events about people's lives that are practical. These two social studies teaching scopes must be taught in an integrated manner because the nature of social studies learning is not only theoretical but also practical (Hakim et al., 2019). According to Andini et al., (2021) IPS education in foreign literature is called by various terms such as Social Studies, Social Education, Citizenship Education, and Social Science Education. According to Khomaidah & Koeswanti, (2019) that social studies education is a simplification of social sciences, state ideology, and other disciplines as well as related problems which are organized and presented scientifically psychologically for educational purposes at the elementary secondary level.

The IPS curriculum examines every claim, fact, theory, and generalization that has to do with social problems (Firdaus et al., 2018). In the SD/MI curriculum, all topics of geography, science, sociology, and economics are covered. Through the IPS curriculum, students are encouraged to become Indonesian citizens who are democratic, dignified, and have a global outlook (Dudung, 2018). Social studies subjects aim to invite students with abilities such as 1) to explain several concepts related to the welfare of society and its environment; 2) Have the necessary skills to read logs and criticism, feel the need to understand, ask questions, solve problems, and have a social life; 3) Having the necessary commitment and determination towards social norms and human rights; 4) Have the necessary skills to communicate with, work with, and compete with a large, diverse, locally, nationally, and internationally oriented population (Andini et al., 2021). The characteristics of the 2013 curriculum are integrative and science-based thematic. Process learning emphasizes cognitive, affective, and psychomotor aspects through assessment Test-based and portfolio are complementary. The competencies to be achieved are balanced competence between attitudes (attitude), skills (skills), and knowledge (knowledge)

The 2013 curriculum design is very much different from the previous curriculum. Judging from the previous curriculum, namely the KTSP Curriculum in SD, there were 10 subjects, but in the 2013 Curriculum design, SD subjects were reduced to 6 issues. In the 2013 Curriculum IPS is not listed as a subject. IPS in elementary schools is not eliminated or deleted, but IPS are integrated with other subjects such as B. Indonesia and Pancasila and Citizenship Education which are taught in an integrated manner according to Andini et al., (2021). the themes discussed, this is what is meant by integrative thematic. The Minister of Education provides three integration alternatives. First, the name of the social studies lesson was not raised at all, but the contents appeared in other lessons. Second, social studies are raised from grade 4 to 6 in elementary school. Third, social studies will be presented as a separate lesson for grades 5 and 6 of SD. In essence, what is omitted is the name of the lesson but none of the substance of the social studies lesson is omitted (Erita, 2017).

This situation indicates the low quality of learning because teachers lack mastery of student-centered learning management. After all, students are not actively involved in the learning process. The low quality of learning also occurs in class IV SDN 08 Gadut in social studies learning. In teaching social studies students, teachers usually use the lecture method of delivering material. When explaining course material, instructors sometimes provide advice on specific passages or important details. In addition, the teacher has difficulty understanding student responses regarding the suggestions given.

The teacher seems unsure whether what is said will be understood and enjoyed by students or not. As the learning process progresses, the teacher occasionally asks questions to students; this resulted in student participation in the learning process being less than ideal. Due to the instructor's insufficient motivational efforts during class, many students become anxious, curious, and unwilling to accept answers. The fact that only one book was used during the teacher-led learning activities prevented students from using very dense information/materials. In the fourth grade observation period, the teacher presented material related to pets. When explaining the material, the teacher provided pets for the class. However, due to the small size of the map, the other students sitting behind couldn't see it. As a result, these students are often distracted and less enthusiastic about participating in lessons. The problem is, the student learning outcomes do not reach the level of completeness.

Teachers can provide clarity to students' knowledge processes by providing opportunities to consider or express their ideas, and by teaching students to be sad and use their strategies for learning (Firdaus et al., 2018). Therefore, students must engage in mental activities to develop their mental structures according to their unique cognitive abilities. Assuming that Social Science Lessons are lessons that tend to be memorized is a misunderstood learning strategy or approach (Junindra et al., 2021). Understanding like this occurs in classes that focus more on verbal or written expressions. When teaching, teachers focus more on student activities than on their own. The learning that is carried out has a fairly wide range; for example, teachers often use the lecture method or even ask their students to explain concepts (Erita, 2017).

Concept maps are charts or graphic illustrations that display meaningful relationships between one concept and another. The chart aims to explain a conceptual understanding in a series of statements. According to Mustafa, (2020) concept maps are a learning method that is made by mapping information held into graphical form. Generally, concept maps consist of words, pictures, lines, and colors. This graphic illustration was created to seek and understand changing understandings of children's science. Currently, concept maps are used as a tool for sharpening concepts that students already have. With this schematic chart, students are expected to be assisted in organizing and planning what they have learned.

According to other experts, concept maps are concrete graphic illustrations that indicate how a single concept is related to other concepts in the same category (Anggara, 2018). Concept maps as a graphical tool that functions to organize and represent knowledge. Then, Khasanah, (2019) view concept maps as a metacognitive tool that can increase one's reflective thinking regarding what is already known through representations of concept meanings and relationships. More simply, concept maps are graphic organizers that are used to help students organize and represent knowledge about a subject. Concept maps are charts or graphic illustrations that display meaningful relationships between one concept and another. The chart aims to explain a conceptual understanding in a series of statements.

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Considering that the results of observations on teacher behavior, student activity, and learning outcomes show that the quality of social studies learning is very low, it is necessary to make improvements in the social studies learning process. To improve the quality of education, teachers must also use several forms of media that encourage students to actively participate in educational activities (Tarmidzi, 2019). In this study, participants used audiovisual materials to supplement their use of learning strategies for the pet concept in the classroom. In teaching activities, the media can be interpreted as an object that can convey knowledge and understanding through continuous conversations between teachers and students. Media with sound and image paths is referred to as audio-visual media. Because it includes both audio and visual information, this type of media has more advantageous capabilities.

Audio visual media is a type of media that, in addition to containing sound elements, also contains image elements that can be seen, such as video recordings, various film sizes, and sound slides (Firmadani, 2020). Another opinion is (Atmaja, 2019) from "audible" and "visible" media which use the senses of hearing and sight because they have elements of sound and images. Audio-visual media is a type of media that includes audio media (can be heard) and visual media (can be seen). Some examples of audio-visual media are television broadcasts, drama shows, theater, and feature films (Marzuna, 2019).

Furthermore, Adittia, (2017) talks about the advantages of using audio-visual media, namely: (1) it can provide learning experiences that are impossible to learn directly. (2) allows learning to be more varied to increase motivation in learning. The use of audiovisual media is very important because it can increase students' enthusiasm for learning, attract students' attention, increase student understanding, make it easier for teachers to convey material, and the learning process does not only take place verbally so students don't get bored quickly. According to Rusdi et al., (2020) The advantages of audio-visual media are: 1) Overcoming distance and time limitations. 2) The message delivered is fast and easy to remember. 3) Very strongly affects one's emotions. 4) Clarify abstract things and provide a realistic picture

Methodology

This research was conducted at SD Negeri 08 Gadut using a qualitative approach. This approach was chosen because it is what was stated by Ahyar et al., (2020) Those who define qualitative research as a procedure that produces descriptive data in the form of written words or long interviews with participants in a naturalistic setting studying daily life and lifestyle extraordinary individuals, groups, communities, and organizations.

This study aims to critically examine and evaluate the application of audiovisual concept strategies to improve social studies learning in elementary schools. Participants in this study were teachers and students from SD 08 Gadut, grade IV. The researcher himself is a data

collection instrument in this study (human instrument). Through information-gathering methods including interviews, observations, and documents. The data collection and analysis method used in this study followed the procedures recommended by Milles and Huberman (Irfan et al., 2019), which included data collection, data reduction, data presentation, and conclusion.

Results

The observed phenomenon was the teacher gives hope to students to be able to provide learning stimulation, and teachers communicate learning objectives to students so students know what they will learn and why. According to the ability to open up learning, these are things teachers do to get their students in the right frame of mind for learning and focus their attention where it needs to be. Therefore, starting a study program is the first step in laying the foundation for students to have their minds and attention focused on the subject matter being taught and to become highly motivated to see the course through to completion with persistence and focus (Desvianti et al., 2020).

When a question is asked, the teacher will answer with an answer in the form of a question or a single sentence containing information that is by the expected answer, and the question will be given to students clearly and clearly. understandable way. This is in line with the advice given by Miningsih, (2015) which states that there are certain criteria for good questions that can improve the quality of teaching. These criteria include: a) questions that are clear and easy to answer by the teacher; b) the questions focus on a particular issue or task; c) questions that give the child enough time to think before asking questions; d) questions that allow enough time for the child to ask; and e) distribute all questions to all students equally; f) provide a friendly and pleasant response so that students dare to answer and ask questions; g) guiding answers so they can find the correct student answers themselves

Skills in explaining the subject matter the teacher uses sentences that are easy to understand, and the teacher uses language that is easily understood by grade IV students so that students can understand the material presented by the teacher, explaining material presented. This is to Giantara, (2019) that a teacher must have explaining skills as a crucial aspect, with the majority of teachers in the class directing the teacher to provide explanations. According to Hermawan et al., (2018) Explanation skills are a very important aspect for a teacher and other teaching staff because most conversations in learning that have a major influence on students' understanding of subject matter are explanations from a teacher.

Discussion

The use of audiovisual media, the media that is broadcast contains educational content, is honest, and can be seen clearly. As stated by Latuconsina et al., (2019), a student will get enormous benefits by using media that suits his learning style or personality when studying. When using visual learning aids such as pictures, diagrams, videos, or films during learning, students who have a visual learning style will benefit more. Conversely, students who prefer an auditory learning style will enjoy learning with audio-based materials such as radio, podcasts, or teacher lectures. If audiovisual media is used, students from the two types of learning mentioned above will learn more effectively and profitably.

Research conducted by Jannah et al., (2021) the advantage of using concept maps for students is that they will help students learn concepts and relate their knowledge to what is being studied, resulting in a meaningful learning process. Students can develop knowledge and gain a complete understanding of the material. Another research conducted by (Anggara, 2018) is to use concept maps as a tool to find out what students already know while producing a meaningful learning process. Thus, the advantages of concept maps are used as study tools to evaluate lessons or plans within a lesson, or the entire curriculum.

Classroom management skills, finding and overcoming behaviors that cause problems, and providing clear solutions. This is in line with the statement of Nafi et al., (2016) that classroom management is the teacher's commitment to ensure the best learning conditions and continue learning if there is a disruption to the process. Teachers in teaching variations in giving examples and illustrations are included in the skills of carrying out teacher variations using media and variable teaching materials. According to Suprihatin, (2015), the use of variations in the teaching process is intended to relieve student boredom and boredom caused by the teaching process. Because the learning process is monotonous without variation, students are more likely to express their persistence, enthusiasm, and lack of participation in the teaching process.

The teacher reinforces each student who has achieved success through these skills, both verbally and physically. According to Dudung, (2018) reinforcement is any type of response, both verbal and nonverbal. This is intended to provide information or feedback to those who receive it (students) regarding perceptual content as a potential cause of misunderstandings or even errors. The material that has been taught, provides an evaluation of questions by paying attention to the cognitive level of students. According to Sarjono, (2020) the task carried out by the teacher to complete a learning project is known as the "closing" task. This activity is intended to provide clear information about what has been taught to students and understand student-teacher ratios and teacher-student ratios during the learning process.

Conclusion

The application of a concept map strategy with audio-visual media in training teacher skills can create a fun learning atmosphere and add insight into learning strategies. Teachers are required to be able to carry out their duties by the role of the teacher. The roles needed by the teacher as an educator include corrector, inspirer, information, organizer, motivator, initiator, mentor, demonstrator, class manager, mediator, supervisor, and evaluator. These roles are interrelated and the teacher must be able to carry out his role to improve the quality of learning in the field of education.

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