

Implementation of Aids Audio Visual Media in Learning Javanese Language To Students with Mentally disabled

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ABSTRACT

This study aims to determine the increased understanding of the punakawan figure in mentally disabled students in class IV at special school Tamanwinangun in learning Javanese using Audio Visual Aids media during the COVID-19 pandemic. The research approach was quantitative with a class action research type. Or classroom action research (CAR). The subjects of this study were five students with mental retardation in grade IV. The data collection technique used in this research is observation or observation of online learning and learning achievement tests. Based on the results of the study and discussion above, it can be concluded that the use of Audiovisual Aids media has succeeded in increasing understanding of punakawan figures in class IV mentally disabled students at the special school Tamanwinangun in learning Javanese during the Covid-19 pandemic. This is indicated by an increase in value, starting from the average student score; there is an initial condition of 56.4. Four students scored less than 70, and only one scored more than 70; classical completeness is 20%. In cycle II, the average score increased to 69.4; 2 students scored less than 70, and 3 students scored more than 70; classical completeness was 60%. Then, in cycle II, the average value increased to 85.

Keywords: Audiovisual aids media, mentally disabled students, Learning Javanese

INTRODUCTION

The COVID-19 pandemic changed the learning system from offline in schools to online, including implementing Javanese language learning. This requires teachers and students to adapt to new habits in online learning during a pandemic. This impacted face-to-face learning, which was minimized and even abolished; learning communication was carried out through each device at home. This impact must also be experienced by mentally disabled students at special school

Online learning is carried out by teachers and students with mental retardation class IV at special schools by utilizing the WhatsApp application through their respective Android devices, including learning the Javanese language, which is also carried out online. One of the materials taught in Javanese is getting to know the clown-servants. This material is abstract for mentally disabled students because clown figures are not found in students' daily lives. They have the characteristics of audiovisual learning, where they will understand better if learning is shown in sound and visual form to attract students' interest and attention to learning, especially in learning Javanese material about knowing Pandawa figures.

The problem becomes even more complex when the material on getting to know clown-servant figures is abstract and conveyed indirectly to students only via WhatsApp. So, it is

necessary to solve problems by accommodating the needs of online learning and the characteristics of mentally disabled students, especially in learning Javanese; the material is getting to know clown characters. Learning media is needed to transfer abstract information to be understood concretely by students, one of which is using Audio Visual Aid media.

Anitah (2011) explained that audiovisual aids media is a learning media that presents audio and visual messages or information. Through audiovisual media, a person can not only see or hear but also see and listen to something visualized. Based on students' characteristics and learning needs in the material about getting to know clown servants, the researchers applied Audio Visual Aids media. The audiovisual media for learning about clown figures will be distributed to students in soft files. Students will download it from WhatsApp through their respective devices with the help of their parents at home.

METHOD

The research approach used is quantitative with the type of classroom action research (CAR). According to Arikunto et al. (2010), classroom action research is research conducted by the teacher in the classroom or school where he teaches, emphasizing perfecting or improving learning processes and practices. The subjects of this study were mentally disabled students in class IV, a total of 5 students. The data collection technique used in this research is observation or observation of online learning and learning achievement tests.

RESULT AND DISCUSSION

This classroom action research was carried out in two stages: a) pre-action to determine the condition of students' initial abilities, b) Cycle I, and c) Cycle II. Based on the research that has been carried out, the results obtained are an increase in understanding of clown character figures by using Audio Visual Aids media for learning Javanese in class IV mental retardation students at special school Tamanwinangun during the CCovid-19pandemic.

Based on the results of the first and second cycles, the results showed that the average value of students had an initial condition of 56.4, 4 students scored less than 70, and only one student scored more than 7; classically completeness was 20%. In cycle I, the average score increased to 69.4; 2 students scored less than 70; three students scored more than 70; classical completeness was 60%. Then, in cycle II, the average value increased to 85, where all students scored more than 70, and classical completeness was 100%.

The data above can be presented in graphical form to increase understanding of clown-servants through Audio Visual Aids media in class IV mentally disabled students at special school Tamanwinangun as follows,

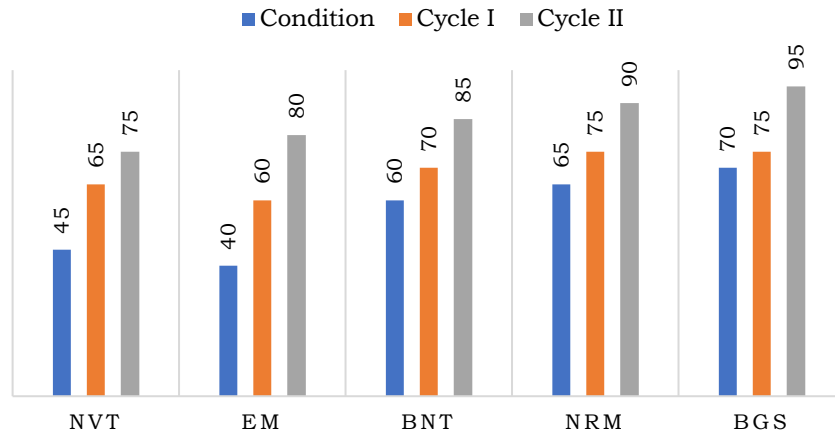


Figure 1. Test Scores

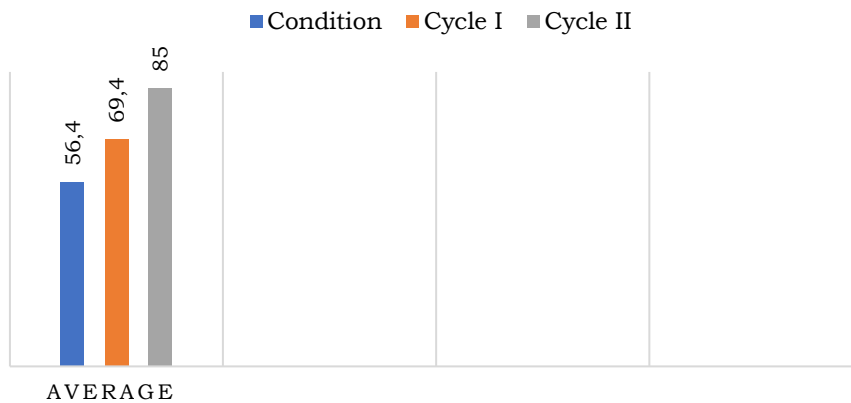


Figure 2. Average

Table 1. The understanding value

Cycle	Average value	Enhancement
Initial conditions	56,4	-
Cycle I	69,4	13
Cycle II	85	15,6

The results of the research through the test show that the average value of understanding the punakawan figures has reached 85 by five students (all students), getting a score of more than 70, 100% classical completeness. Based on these results, it can be seen that the online learning process using Audio Visual Aids media has run optimally and achieved the specified minimum learning mastery indicators.

After the actions carried out in cycles I and II, answers were obtained from the problem in this study. As is well known, one of the problems with mentally disabled students is limitations in processing information that is abstract to be understood concretely, such as the material about getting to know this clown figure. The use of Audio Visual Aids media can effectively help students to get to know clown figures. Moreover, learning online during a pandemic requires teachers to look for alternatives so that learning remains meaningful. Wibawa and Mukti (2001) explained that audiovisual aid media can be used in the teaching

and learning process in two directions: as a teaching aid and as a learning medium used by students.

The advantages or benefits that can be gained after carrying out research actions to increase students' understanding of clown character figures using audiovisual media for mentally disabled students in class IV include growing fun and growing students' enthusiasm for online Javanese language learning activities. Indiana (2011: 90) reinforces the advantages of this audiovisual media, namely that it can be played repeatedly according to the needs of students. Records can be erased and reused, can develop students' imaginations, and copying the program is very easy so that it can be given to every student. The theory supports in this study,

The weakness of implementing this learning is that students struggle to concentrate fully. Moreover, learning is done online, and students' concentration is distracted by impatience to use their gadgets to play games, invite friends to play, television sounds, and other distractions. However, this can be minimized by the teacher's instructions to parents to make the learning atmosphere at home more conducive by asking students to study in a quiet corner of the house such as a room, prayer room, dining room, or another corner that is considered more conducive to learning. In addition, teachers, through their parents, reward students who successfully participate in learning with good concentration.

Based on the results of the research and discussion above, it can be concluded that the use of Audio Visual Aids media has succeeded in increasing understanding of punakawan figures in class IV mentally disabled students at special school Tamanwinangun in learning Javanese during the Covid-19 pandemic. This is in line with Nurida and Wijastuti (2019), who presented the results of their research that there was a significant influence between Audio Visual Aids media in the vocational learning of mild mentally disabled students at Special school Dharma Wanita Sidoarjo. Agreeing with Nurida and Wijastuti, Ramendra and Ratminingsih (2007) also presented the results of their research that the Audio Visual Aids media in this study was packaged in the form of learning videos. This media can be used to improve student learning efficiency.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the use of Audio Visual Aids media has succeeded in increasing understanding of punakawan figures in class IV mentally disabled students at special school Tamanwinangun in learning Javanese during the Covid-19 pandemic. An increase in value indicates this; starting from the average student score, there is an initial condition of 56.4. Four students scored less than 70, and only one scored more than 70; classical completeness is 20%. In cycle II, the average score increased to 69.4; 2 students scored less than 70, and 3 students scored more than 70; classical completeness was 60%. Then, in cycle II, the average value increased to 85.

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