Indonesian Journal of Education & Mathematical Science
Vol. 5, No. 3, September 2024, pp. 203~208
ISSN: 2715-985X, DOI: 10.30596/ijems.v5i3.21314

The Use of Audio Visual Media on Learning Outcomes in the Merdeka Curriculum

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ABSTRACT

Rapid advances in science and technology have had a major impact on education, especially with the introduction of the Merdeka Curriculum which integrates literacy, skills and technology. One of the proposed solution is the use of audiovisual learning media that uses sight and sound to present material more interestingly and effectively. The purpose of the study is to destermine the impact of using audiovisual media on learning outcomes in the context of the Merdeka Curriculum. The method use is a literature review that collects data from various sources such as books,journal articles,and the internet. The data is analyzed descriptively to destermine the effectivitas of audiovisual media in improving mathematics learning. The research shows that audiovisual media can improve student understanding and retention by presenting material visually and audibly, so that learning becomes more interactive and interesting.

Keywords: Learning Media, Audio Visual, Independent Curriculum

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1. INTRODUCTION

The development of technology is increasingly rapid today, along with the advancement of science and the use of technology. So that technology increases in various fields, not except in the field of Education (Effendi, D., & Wahidy, A. 2019). The development of information technology has great potential in how to learn, obtain and manage data and information (Taufiq, M., A. V. Amalia, 2017). The development of information technology-based learning media can manage data in the form of audio, audio visual, including multimedia so that it is one of the alternatives to overcome problems in learning (Darmawan, 2016).

Audiovisual media is one of the good learning media for the world of education. This media is a media that presents material by utilizing both human senses. The two senses are the sense of hearing and the sense of sight. Audio-visual media that displays images with voices will make it easier for students to understand a lesson better. It is time for this audio-visual media to be used in the world of Education. Audio visual media combined with books as open media can create good learning outcomes for students. (Teguh P., et al., 2024).

In the Independent Curriculum, in order for a learning process to run well and the quality of students' competencies increases, educators today are required to better understand the content of learning materials into an innovative interactive learning medium (Fitra, J., & Maksum, 2021). Learning media is a teaching aid in the form of a vehicle that contains learning materials and distributes them in a more effective and efficient way, so that it is able to stimulate students to absorb it better (Teguh P., et al., 2024).

The reality in the field shows that there are still many obstacles experienced by educators in the implementation of the Independent curriculum. The lack of literacy or reference for community access, and the competence of educators cause the implementation of the curriculum to not be achieved. There are still many educators who only rely on book packages to be used as learning resources, while at this

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time there are many references to learning resources that can be easily accessed through the web. Activities regarding the material that will be delivered to students. Lack of Literacy sometimes also goes hand in hand with the lack of references obtained. There are still books for students and for educators published by book centers that are considered to be of poor quality as expected (Laila, AKN, et al. 2022).

Based on the above description, the researcher is encouraged to research "The Use of Audio Visual Learning Media on Learning Outcomes in the Independent Curriculum".

2. RESEARCH METHODS

The writing of this article using the literature review method or the literature approach will be used in the writing of this article. The research method is carried out by collecting data from various sources such as books, scientific journal articles, and the internet. These sources are considered to be able to obtain data suitable for research. The researcher then recorded and collected the resulting data to be used in the development of this article. This research is included in the type of qualitative descriptive research using literature research. Literature relevant to the question and research objectives will be used. A literature review itself is a written summary of several sources such as articles, journals, books, and other documents that describe the information and its arrangement based on topic, issue, or purpose (Creswell, 2016).

The type of information used by the author in this study was obtained from literature researchers through various sites and applications such as Google Researcher, Distribute Or Die, and Mandeley. Information that explains the identified facts to provide understanding and explanation (All Habsy, 2017). The analysis uses Miles and Huberman's theory (Sugiyono, 2014). Keywords are words that are used as keys in a code or words that highlight and describe the content of a document (Students, 2013).

3. RESULTS AND DISCUSSION

A. Audio Visual Learning

Ramli's Audiovisual Learning revealed that there are at least five types of learning media (Ibrahim M.A, et al., 2022: 108):

1. Two-dimensional projection media (only has length and width) such as: charts, images, graphs, posters, base maps and so on.
2. Media without 3D projection (Length, width/height, e.g. real objects, models, dolls, and so on.
3. Audio media (hearing media): such as radios and tape recorders.
4. Media with projection (projection media) such as film, slides, film strips, and overhead projectors.
5. television (TV) and video recorder (VTR) are tools for viewing images and listening to audio remotely. A VTR is a tool that simultaneously records, stores, and displays the audio and images of an object

Rudy Berta in (Ramli, M.2012) compares eight classifications of learning media, namely:
(1) mobile audiovisual media
(2) statistical audiovisual media,
(3) semi-mobile audio media,
(4) visual moving,
(5) still image media,
(6) semi-moving media,
(7) audio and print media;

There are various classifications of learning media that have been proposed by experts, but there are some basic similarities.
Below are the types of learning media.

1. Viewable media. For example, objects such as images and posters can only be enjoyed visually without moving or making sounds (Mumlahanah Ibrahim, visual media 2022: 108).

2. Audio media is a medium that can only be used by listening, such as voice notes, radio, and music (Al-Yadillah and Fitrianshah in Ibrahim, 2022: 108).
3. Audiovisual media is media that can only be used through sight and sound, such as videos, short films, and slideshows (Ibrahim, 2022: 108).

These media can be used to help the learning process in the classroom. This media helps educators make learning more interesting, effective and efficient. Learning media can make it easier for educators to carry out the teaching and learning process. The media selected and used must be adjusted to the ability of the educator, because it affects the teaching and learning process. In addition, the selection of learning media must also be adjusted to the learning needs of students (Ibrahim 2022: 108).

B. Learning Outcomes

Student learning outcomes are achievements achieved by students academically through exams and assignments, the activeness of asking and answering questions can increase the acquisition of these learning outcomes. In academic circles, there is often the idea that the success of educators is not determined by the student's grades listed on the report card or diploma, but for the measure of success in the cognitive field can be known through the learning outcomes of a student. To find out the indicators of learning success, it can be seen from "student absorption and behavior seen in students. The learning outcomes achieved are the achievement of learning achievements achieved by students with criteria, or predetermined values" (Syaiful Bahri Djamarah and Aswan Zain in Supardi, 2013). Meanwhile, according to Nana Sudjana, the cognitive realm is compatible with intellectual learning outcomes which consists of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation. This realm emphasizes more on the ability to think logically and rationally. Learning outcomes are patterns of action, values, understandings, attitudes, awards and skills (Suprijono in Thobroni, 2016: 20). The learning outcomes of students obtained through Education will be able to compete in various community life activities.

Learning outcomes competencies abilities achieved by students after going through learning activities designed and implemented by educators in a school in a certain class. Meanwhile, according to Gagne and Briggs, learning outcomes are a person's ability after following a certain learning process. Based on the Taksonomo Blossom theory, learning outcomes are achieved through categories of domains, namely. The cognitive domain consists of six aspects, namely the realm of consciousness (C1), the realm of understanding (C2), the realm of application (C3), the realm of analysis (C4), the synthesis (C5), and the realm of assessment (C6). So that the learning outcome is the ability that students have after participating in which includes cognitive, affective, and psychomotor abilities. From the above understanding, it can be concluded that learning outcomes are the results given to students in the form of assessments after going through a learning process with assessments in the form of knowledge values, attitudes, skills in students and changes in behavior Nana Sudjana, 2011).

Through a learning process, an achievement called a learning outcome will be obtained. Learning outcomes can be used to see students' ability to understand learning outcomes in a sense that includes more cognitive, affective, and psychomotor fields (Sudjana.2011:3)

C. Independent Curriculum Differentiated Learning

The Independent Curriculum is a new name from the predecessor of the curriculum which was officially launched by the Minister of Education and Culture. Nadiem Anawar Makarim. So far, educational institutions still have the freedom to choose the curriculum they want to apply in their schools. The choice of curriculum is available between other 2013 Curriculum or the Independent Curriculum (Faradila Intan Sari et al., 2022). The Independent Curriculum the goal of providing more relevant, meaningful and empowering learning for students. By giving schools and educators the flexibility to adapt, the curriculum aims to adapt to the needs and possibilities of students and their environment, thus producing a generation that is ready to face future challenges.

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Independent Curriculum, educators are driving forces who must have the ability to manage classroom activities effectively. Educators must be able to create effective relationships with students in schools. The Independent Curriculum is an innovation that creates a pleasant and ideal learning environment. Nadiem hopes that proving high scores and KKM will not make learning difficult for educators and students. This curriculum also emphasizes character education, so as to produce a generation with superior character and superior human resources (HR). In addition, this curriculum brings together iteration skills, knowledge, and skills regarding the utilization of technology. Students have the freedom to think critically and learn from a variety of sources, allowing them to find information and solve real-world problems. In the view of Mr. Nadiem Makarim, Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Zabrina, N.et al., 2023).

In the context of the Independent, educators pay great attention to learning and understanding knowledge in schools. Based on the theory above, the application of media in the independent curriculum requires a container or purpose in its implementation, one of which is to improve listening skills. Listening is listening to symbols and words attentively, understanding, appreciating, and interpreting them in order to obtain information, and understanding the meaning of communication that is not conveyed by the speaker or the words spoken.

D. Audio Visual Media Innovation on Mathematics Learning Outcomes in the Independent Curriculum.

The importance of a learning update in the to ensure that responsive to the development of the times and the needs of students in an ever-changing era. The Merdeka curriculum is a flexible educational approach that gives schools and educators the freedom to design learning to suit the local context, student needs, and skill development. Learning innovations include audiovisual media, power Point, video, and the Canva application. The selection of learning media plays a very important role in students' creativity (Tri Wahyuni, et al., 2023).

InnovationThe role of educators plays a very important role, educators can encourage the creativity your students by choosing learning methods that are tailored to them. Educators' learning innovations, which used to only use the lecture method, now demand the use of technology in the delivery of learning materials (Tri Wahyuni, et al., 2023). The use of audiovisual media in the educational environment has become an integral part and modern learning process of mathematics. Application media can improve student learning outcomes. This media can make learning more fun and on target. It also improves memory and comprehension, making it easier for students to answer practice questions. One of the main advantages of audiovisual media is that it provides an introduction to concepts that are taught visually and are easy to understand. Drawings, diagrams, and graphs help learners understand the topic more specifically. This is especially useful for abstract concepts that are difficult to understand with words. (Saputra, 2022: 25).

One of the learning media that can improve student learning outcomes is audiovisual media. This media is a tool used in learning to help written and spoken words in conveying knowledge, attitudes, and ideas in learning. Audio-visual media is a media that involves the senses of hearing and vision at the same time in a (Yudhi Munadi, 2008:55). The nature of the message that can be based on both verbal and nonverbal messages is like audio media (Munadi, Y., 2013).

The combination of visual and audio elements in audio-visual media allows students to better remember information. Through images and animated explanations, you can create information that sticks more deeply in the learners' memories. The more you memorize, the better you can apply that knowledge in exams and in everyday conditions. Audio-visual media improves educators to make learning more interactive and interesting. When learners watch videos, follow visual presentations, and participate in simulations, they become more active in the learning process. Participation actively increases understanding and retention of course content (Saputra, 2022: 27).

Audiovisual media is a medium that involves seeing and hearing simultaneously in a process (Maryam et al. 2020). Examples of learning media vary media are viseo and movies that contain learning content. PAI learning media innovation by using various media means to create materials in the form of videos and movies that are easily accessible on online sites such as YouTube. Another study found that varied media helped students absorb material faster because students were more receptive to material than educators who only provided material in written form (Suparyanto and Rosad, 2020).

"Learning using mixed media is proven to be more effective and efficient and can improve student learning outcomes" (Musfiqon, 2012: 187). Audio-visual media is included in mixed media, which is a type of media that in addition to containing sound elements, it also contains image elements that can be seen in the form of video recordings, films of various sizes, sound slides and so on. In using students in understanding the relationship between living things during learning (Gabriela, NDP, 2021:843).

In the opinion of the researcher, the use of a variety of learning media to provide clearer information about mathematics learning materials. This is in line with the statement of Kuswanto and Romelah who argue that the impact of using video media for educators spurs educators to be more creative, and makes it easier for educators to save their energy in presenting the material and then be able to learn more about the material in the video (Kuswanto and Romelah, 2020). Therefore, the use of a learning medium with various variations is useful for learning.

4. CONCLUSION

Technological developments, especially audio-visual-based learning media, have a significant impact on the world of education, especially in the Independent Curriculum. The use of audio-visual media can improve students' understanding through stimulation of the senses of vision and hearing at the same time. Although there are challenges in the implementation of the curriculum, such as lack of digital access and educator competence, innovation in the use of learning media can improve students' learning literacy.

The Independent Curriculum offers flexibility for educators to design learning that is relevant to the needs of students. By choosing innovative methods and utilizing technology, educators can create interactive and interesting learning styles, thereby increasing student motivation and absorption. Therefore, it is important for educators to continue to develop digital literacy and utilize various learning resources to achieve better educational goals. The use of interactive learning media, especially audio-visual media, has proven to be effective in facilitating students' understanding of learning.

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