

TEACHER DIFFICULTIES IN USING AUDIO VISUAL MEDIA IN LEARNING ACTIVITIES AT AISYIYAH KINDERGARTEN BUSTANUL ATHFAL 17 MEDAN

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Abstract:

This research is intended to find out what difficulties are faced by kindergarten teachers in using Audio Visual Media. The approach used in this study is a qualitative approach, while the type of research used is descriptive research. Data collection techniques were carried out using observation, and interviews with class teachers. The place and time of the research was carried out at Aisyiyah Kindergarten Bustanul Athfal 17 on August 1, 2022. The results showed that teachers faced difficulties in terms of time to make materials and also prepare tools to support the use of audio-visual media. And to overcome these difficulties, teachers collaborated to help each other to understand more deeply about the use of audio-visual media. With audio-visual media, children will give a very good / positive response and also using audio-visual media can help teachers when carrying out the teaching and learning process in class without having to explain at length. Children are also more enthusiastic and motivated in the learning process.

Keywords: Early Childhood, Difficulty, Audio Visual Media

INTRODUCTION

Early childhood is a child whose age starts from 0-6 years who have unique and different characteristics. Every child is born with their own abilities, and it's just a matter of how parents and teachers provide stimulation to children's development so that they are able to live their lives. Law Number 20 of 2003 concerning the National Education System Chapter 1, Article 1, Paragraph 14 affirms that Early Childhood Education is "a coaching effort aimed at children from birth to the age of 6 years which is carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness to enter further education.

Early childhood education (PAUD) is intended for preschool children so that children can develop their potential from an early age, namely by providing educational stimuli to help children's physical and spiritual growth and development. At an early age children experience a golden age which is a time when children begin to be sensitive or sensitive to receive various stimuli. The sensitive period that occurs in each child is different, along with the rate of growth and development of the individual child.

Education is essentially continuous (for life) starting from the time the child is in the womb then through several processes and starting from the time the child is in the womb then through the entire process and also the cycle of human life. Therefore, essentially the development of education is an inseparable part of human development.

Many things affect the education system in schools, one of the achievement targets that must be achieved is none other than learning outcomes. Student learning activities when paying attention to the teacher's explanation, asking questions about things they don't understand. To achieve maximum learning outcomes, of course, an innovation that fosters student motivation and interest in learning is needed to create students who are active, creative, innovative, critical and also independent, through developments in the world of education, technology media is needed as an alternative to today's learning.

Learning media are everything that is used to channel messages and can stimulate thoughts, feelings, attention, and willingness to learn so that it can encourage the learning process (Miarso, 2004).

In the early childhood learning process, media is needed to improve children's understanding in the learning process. With the tools (media) used by the teacher, the teacher can connect the subject with the picture or reality of the object being discussed. Therefore, the media used by the teacher must be suitable and in accordance with the learning material to be taught which is the object of the conversation.

With the media in the Early Childhood learning process, it will certainly arouse children's interest in learning and this will affect the achievement of good achievements, where good achievement is the desire of every child.

Audio-visual media is media that displays image and sound elements simultaneously when communicating messages or information (Young, 2008).

Based on the results of observations made at TK Aisyiyah Bustanul Athfal 17 Medan, that teachers in teaching experience problems in applying audio-visual learning media in the Early Childhood learning process to support the success of the learning process. With this problem, researchers are interested in conducting a study on "teachers' difficulties in using Audio Visual media in the Early Childhood Learning Process at Aisyiyah Kindergarten Bustanul Athfal 17 Medan".

The purpose of this study is to find out what difficulties are faced by teachers in using audio-visual media, what efforts have been made by teachers in the learning process in group B TK Aisyiyah Bustanul Athfal 17 Medan.

METHOD

This study uses a qualitative approach with a descriptive type of research. Qualitative descriptive research is a research model oriented to natural phenomena or symptoms. In qualitative descriptive research, the explanation uses pictures and through words.

This research was conducted at TK Aisyiyah Bstanul Athfal 17 Medan, which is located on Jl. Bamboo No. 62 Medan Timur, The time of the research was carried out in August 2022.

To obtain and collect data, an appropriate method or tool is used to obtain objective data. The data collected is through observation and also conducting interviews.

a. Observation

In this study, the researcher chose the type of participatory observation. This type of research is passive participatory observation. In this study, researchers were at TK Aisyiyah Bustanul Athfal 17 Medan to observe their activities during the teaching and learning process. By using participant observation, the results obtained will be more complete.

b. Interview

In this study, the researcher used interviews where the researcher had prepared questions for the teacher of group B TK Aisyiyah Bustanul Athfal 17 Medan.

RESULTS AND DISCUSSION

Researchers conducted research by observing the Early Childhood learning process carried out by teachers in the classroom, researchers observed teachers in teaching very rarely using audio-visual media.

The results show that teachers have difficulty in using audio-visual media in learning, namely:

- a. The absence of complete audio-visual facilities at TK Aisyiyah Bustanul Athfal 17.
- b. Teachers do not really understand how to use good audio-visual media.
- c. It is difficult to find learning materials from the internet that match the material being taught.

Researchers conducted interviews with teachers regarding the difficulties faced by teachers in using audio-visual media in the learning process. The results showed that teachers faced various

obstacles in the learning process using audio-visual media. To get information. The results of interviews conducted showed that group B teachers very rarely used audio-visual media, due to the lack of audio-visual facilities in kindergarten, and teachers also did not really understand how to use audio-visual media properly. And teachers are still difficult to find learning materials on the internet that are in accordance with the material being taught, therefore every day teaching and learning activities use textbooks according to the theme.

DISCUSSION

Discussion of Observation Results

Observation results show that teachers experience various difficulties in using audio-visual media. Teachers do not understand how to use audio-visual media in learning, teachers do not understand how to use audio-visual media correctly, it is difficult to find learning materials on the internet that are in accordance with the material being taught.

Discussion of Interview Results

The results of the analysis from interviews show that teachers face various obstacles in using audio-visual media, in addition to the lack of audi-visual facilities in kindergarten, teachers also do not really understand how to use audio-visual media, it is difficult to find material that is in accordance with the material to be taught. However, the teacher still tries to use audio-visual media, although not too often, such as watching movies from Youtube. And the children's response when watching the film was very entertained and enthusiastic.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, the conclusions that can be drawn are, teachers at TK Aisyiyah Bustanul Athfal 17 Medan, still do not understand how to use audio-visual media due to the lack of available audio-visual facilities and teachers are also difficult to find material from the internet that matches the material to be taught. Then when students were invited to watch movies from Youtube, the students responded well and were very enthusiastic to watch together.

The suggestion that can be drawn from this article is that the Aisyiyah Bustanul Athfal 17 Kindergarten class teacher should immediately learn about the use of audio-visual media, because audio-visual media is very useful for the learning process, in addition to helping teachers make it easier to explain the material, audio-visual media can also make children become more enthusiastic in learning in class.

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