



Learning Implementation Utilizing Audio-Visual Media During the Covid-19 Pandemic in Children in Ekasakti Kindergarten Padang

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Article Info

History of Article

Received:

20 August 2021

Revised:

14 September 2021

Published:

28 October 2021

Abstract

Early childhood is a child in the golden age range or the age of 0-8 years. Concerning this, learning media will help the effectiveness of the learning process, which can be used as an intermediary in stimulating all aspects of development in children. However, teachers sometimes ignore the use of media, even though using learning media, especially audio-visual media, can play an essential role in positively affecting children's learning processes. Therefore, the research aims to describe the flow technique for implementing learning using audio-visual media during the COVID-19 pandemic at Ekasakti Kindergarten. This type of research is descriptive qualitative research. The research tools were the researchers themselves, supported by observation, interviews, and documentation. The subjects of this study were teachers during the COVID-19 pandemic in teaching utilizing audio-visual media. The results uncovered that learning activities with audio-visual media during the COVID-19 pandemic had been carried out correctly and adequately for children so that delivery to children could run well and accomplish the goals to be achieved. In the activities carried out through audio-visual media, it appeared that the teachers were indeed preparing the planning, implementation, and evaluation of the learning process utilizing the audio-visual so that the delivery to children could run well and meet the goals to be achieved

Keywords:

Implementation, Learning, Audio-Visual Media, COVID-19 Pandemic

How to cite:

Adila, M., & Nurhafizah, N. (2021). Learning implementation utilizing audio-visual media during the covid-19 pandemic in children in Ekasakti Kindergarten Padang. *EduBasic Journal: Jurnal Pendidikan Dasar*, 3(2), 197-204.

Info Artikel*Riwayat Artikel*

Diterima:
20 Agustus 2021
Direvisi:
14 September 2021
Diterbitkan:
28 Oktober 2021

Abstrak

Anak usia dini merupakan anak yang berada pada rentang usia emas atau usia 0-8 tahun. Media pembelajaran akan membantu keefektifan proses pembelajaran yang dapat digunakan sebagai perantara dalam menstimulasi semua aspek perkembangan pada anak. Terkadang guru mengabaikan dalam penggunaan media, padahal dengan menggunakan media pembelajaran khususnya media audio visual dapat berperan penting untuk memberikan efek yang baik pada proses pembelajaran anak. Riset yang dilakukan bertujuan untuk memaparkan Teknik alur pelaksanaan belajar menggunakan media audio visual pada pandemi COVID-19 di Taman Kanak-Kanak Ekasakti. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Alat penelitiannya adalah peneliti itu sendiri dan didukung oleh alat bantu observasi, wawancara dan dokumentasi. Subyek penelitian ini adalah guru pada masa pandemi COVID-19 dalam mengajar dengan cara menggunakan media audio visual. Hasil penelitian menunjukkan bahwa kegiatan pembelajaran dengan media audiovisual pada masa pandemi COVID-19 telah dilakukan dengan baik dan benar pada anak, sehingga penyampaian kepada anak dapat berjalan dengan baik dan mencapai tujuan yang ingin di capai. Pada kegiatan melalui media audio visual yang dilakukan terlihat bahwa guru memang mempersiapkan perencanaan, pelaksanaan dan evaluasi proses pembelajaran menggunakan audio visual tersebut agar penyampaian pada anak bias berjalan dengan baik dan bias memenuhi tujuan yang ingin dicapai

Kata Kunci:

Pelaksanaan, Pembelajaran, Media Audio Visual, Pandemi COVID-19

Cara Mensitasi:

Adila, M., & Nurhafizah, N. (2021). Learning implementation utilizing audio-visual media during the covid-19 pandemic in children in Ekasakti Kindergarten Padang. *EduBasic Journal: Jurnal Pendidikan Dasar*, 3(2), 197-204.

INTRODUCTION

The world, especially Indonesia, is still filled with fear of the COVID-19 virus. This virus is a new pandemic spreading worldwide and has never been seen before in humans. The general signs of this disease are identical to common diseases, such as fever, toxins, flu, fever, and shortness of breath. Pakpahan & Fitriani (2020) explained that COVID-19 is an aspect of the corona that causes disease outbreaks in humans and animals. COVID-19 usually causes inflammation of the human respiratory tract, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS).

On the other hand, advances in technology and science have played a major role in developing various educational instruments and facilities and supporting the process of optimizing learning, both in formal and non-formal environments. Advances in technology and science also make it comfortable to learn from afar and not just face to face.

Specifically, early childhood learning is certainly designed to help each child develop. However, when schools must be closed during this pandemic, all students must study at home or online. Hence, the suitable medium for learning from home is through audio-visual. Audio-visual media can provide audio (sound) and visual (image) information (Haryoko, 2012).

Moreover, audio-visual media is a supporting media that maximizes visual and image aspects to create a situation that supports student growth and development. Through audio-visual, students can explore knowledge, skills, and attitudes.

Audio-visual media consists of silence and motion, whereas silent audio-visual media includes TV, slides, and silent sound, whereas motion audio-visual media comprises animated videos, CDs, and films (Muhson, 2010). Through the application of audio-visual media, educators have a duty to bring learning to life, not just something to be remembered, but it can be a part of their life (Ode, 2014).

In addition, early childhood is a golden age. At this age, developmental tasks are taken care of. In this case, learning media helps deliver messages and content effectively in the

learning process. The media must also pay attention to the safety of children. In addition, in children's research, hygiene can be used, experimenting with children, developing children's imaginations, motivating children to be creative, developing children's social skills based on children's developmental levels and abilities, and orienting them to the principles of child development (Nurhafizah, 2018).

Nevertheless, teachers sometimes ignore the implementation of media during the teaching and learning process, even though media utilization can make it easier for children to learn and capture content, especially audio-visual media (Fitria, 2014). The audio-visual media design aims to achieve student understanding of the learning concepts that will be made, and teachers must have their teaching materials and learning media for learning (Asnawir & Usman in Sahrudin, 2018). This audio-visual media is also designed to motivate students to learn if they study the real and practical world according to child development and moving videos, especially in English (Al-Khayyat, 2016; Ananda, 2017). Therefore, audio-visual media design includes several components: message, media, teacher, method, and environment.

In Nigeria, research findings revealed that the implication of audio-visual learning media is to make literacy center teaching more attractive to students (Shamsideen, 2016). In addition, apprenticeship with audio-visual media can be improved if the teacher can provide innovation and creativity in teaching so that the learning process varies (Munawarah, 2019). Ashaver & Igyuve (2013) elucidated that students and teachers should participate in their various roles in using audio-visual resources at all levels of education. To stimulate students' interest in learning, the implications of audio-visual media can also make learning more interesting.

In this case, the researchers chose Ekasakti Padang Kindergarten as the research site, mainly because the researchers found the uniqueness of Ekasakti Padang Kindergarten compared to other kindergartens. The uniqueness that the researchers observed was that when learning with audio-visual media, teachers in kindergarten used real media, not only in the form of pictures or stories, for example, on the subject of plants with the sub-

theme of vegetables. The teachers then used real vegetables in the learning video. For this reason, this study explains how the utilization of audio-visual media is implemented, including planning, implementation, and evaluation.

METHODS

This research used descriptive qualitative research. According to Umrati & Wijaya in *Analisis Data Kualitatif Teori Konsep dalam Penelitian Pendidikan [Qualitative Data Analysis Concept Theory in Educational Research]*, qualitative research is generally used to examine phenomena from a holistic and in-depth perspective. In addition, qualitative research is employed to investigate the state of natural objects. In this regard, researchers are the key instruments. The data collection is taken by triangulation (combined), and the data analysis is inductive/qualitative.

The data obtained are generally descriptive, which requires inductive data analysis to find the true meaning of the research phenomenon. This research was conducted at Ekasakti Kindergarten, Padang. The research test instruments were the researchers themselves, and tools for data collection included observations, interviews, and documents.

Sugiyono in *Metode Penelitian Kuantitatif, Kualitatif dan R&D [Quantitative, Qualitative, and R&D Research Methods]* said that observation is a stage based on the environment, a process consisting of various biological and psychological stages. The process of observation and memory are the two most important things. Meanwhile, the interview is a meeting of two or more people to obtain data through question and answer. According to Sugiyono, documentation complements the observation and interview methods and increases the credibility (trust) of study results obtained from interviews. In addition, it also makes the results of interviews a source of research data.

Data analysis and interpretation techniques in research consist of data reduction, data presentation, and conclusion drawing (Anggito & Johan in Azizah, 2021). It is a research process that shows how data are

organized, categorized into patterns, categories, and basic units of description. Meanwhile, the data validity technique in this study was triangulation. Triangulation is the integration of various techniques in collecting data (Sugiyono in Yusup, 2018).

RESULTS AND DISCUSSION

The data obtained by the researchers on May 24 - June 5, 2021, were grouped and then analyzed. Based on field notes in the form of observations, interviews, and documentation results, general data on the development of audio-visual learning media could be analyzed at Ekasakti Padang Kindergarten during the COVID-19 pandemic regarding early childhood. From the data obtained, the learning implementation had been carried out correctly and according to the application of audio-visual media during COVID-19 in Ekasakti Kindergarten, especially in Early Childhood Education (PAUD).

Planning the Teaching and Learning Implementation Through Audio-Visual Media

Based on the research results obtained by researchers through observation, interviews, and documentation, the teaching and learning implementation with audio-visuals during the COVID-19 pandemic at Ekasakti Kindergarten, Padang, started from preparing a semester program (PROSEM) every year and was guided by the 2013 Curriculum. The semester program is a draft learning agenda consisting of a network of themes, aspects of growth and development, level of achievement, parameters arranged sequentially and systematically, and the estimated time required for each network of themes and their distribution in each semester. After that, a Weekly Education Implementation Plan and Daily Education Implementation Plan (RPPH), or Distance Learning Activities Report (LKPJJ), were made uniform with those used during the COVID-19 pandemic. In the teaching and learning process, the teachers were guided by the RPPH/LKPJJ that had been designed at the beginning of the school year, and the planning that the teacher would do in carrying out teaching and learning through audio-visual

comprised preparing and providing all the tools and media that would be utilized when teaching and learning through the audio-visual.

In this regard, Sridayanty & Rakimahwati (2020) stated that the stages of preparing a lesson plan include document analysis, preparation of an annual study plan, identification of themes, time allocation, determination of RPPM and RPPH, and identification of game tools needed for activities carried out by each center. In addition, Nasution (2019) asserted that the theme used in early childhood learning aims to develop children's knowledge and all aspects of their development.



Figure 1. Planning for the Teaching and Learning Implementation through Audio-Visual Media

Teaching and Learning Implementation Through Audio-Visual Media

Based on field observations, the implementation of audio-visual media-based learning for children during the COVID-19 pandemic was in accordance with the lesson plans designed by the teacher. The research findings also revealed the implementation of audio-visual media learning during COVID-19 in children, which researchers obtained through observation, interviews, and documentation. The researchers could ensure that the process applied by teachers during teaching and learning through audio-visual media was appropriate. According to the researchers, before starting the process of making learning videos, the teachers had to prepare all the media and tools that would be used, along with the LKPJJ and all the materials to be delivered to the children.

According to Setyawan (2016), audio-visual media is an integration between audio and visual, integrated through audio that has sound and photo factors that can be seen, for example, video recordings, films, sound slides, and so on. As stated by Hayati & Harianto (2017), audio-visual media is a connecting medium whose implementation is intertwined through children's thinking and hearing so that they can form an atmosphere that makes students gain knowledge, skills, and behaviors used to help achieve learning goals.

Tirtayati et al. (2014) also explained that various methods could be applied to audio-visual teaching and learning during the COVID-19 pandemic. In Ekasakti Padang Kindergarten children, it was found that a) storytelling method is a teaching and learning method that can identify children's needs, educating children by relying on language, both spoken and written. b) The procedure for assigning assignments means that students were given the flexibility to carry out tasks from the teacher based on instructions so that children could interpret their work to completion. c) Hands-on practice; children dared to interact with objects directly. Through these activities, the teachers wanted PAUD children to gain experience through direct interaction with children's fine motor skills.



Figure 2. Teaching and Learning Implementation Through Audio-Visual Media

Evaluation of the Teaching and Learning Implementation Through Audio-Visual Media

The researcher's findings related to teacher evaluation were children's work, checklists, anecdotal notes, and performance. According to Zahro (2015), children's work is work done by students after carrying out an

activity. This work can be in the form of handicrafts, works of art, or children's performances. Meanwhile, according to Zahro (2015), a checklist is a tool to record observations about various parts of early childhood development. The checklist consists of indicators of growth and development for each Basic Competence (KD) of early childhood.

On the other hand, according to Purwasih (2018), performance is an evaluation that seeks students to complete tasks in visible actions. Purwasih (2018) further explained that anecdotal notes are a collection of records of significant events that befall children's behavior and attitudes in certain situations (special events). Furthermore, Zahro (2015) defined observation as direct and natural observations made by a teacher to obtain documents or information about children's growth and development and problems in various conditions and activities.

In this study, the checklist results were also employed to communicate with parents about various things children learned at school and how children learned. The assessment carried out by teachers during the COVID-19 pandemic in childhood was also through works, performances/observations, checklists, and anecdotal notes in accordance with the purpose of the assessment, namely determining children's understanding of the concepts being studied.



Figure 3. Evaluation of the Teaching and Learning Implementation Through Audio-Visual Media

CONCLUSION

From the research results that researchers have conducted on the teaching and learning implementation through audio-

visual media during the COVID-19 pandemic in Ekasakti Padang Kindergarten's children, it can be concluded that the implementation of teaching and learning activities through audio-visual media during the COVID-19 pandemic in the child had carried out well. In the activities of implementing children's learning through audio-visual media by the teacher, it could also be seen that the teacher did have to prepare and carry out the process of making the learning video properly and correctly so that delivery to children could run well and meet the goals to be achieved.

In addition, the planning of learning implementation to apply audio-visual media at Ekasakti Kindergarten Padang was designed by teachers and school principals at the beginning of the new school year as in the 2013 Curriculum, in the form of a semester program (*prosem*). Then, the teachers made Weekly Learning Plans (RPPM) and Daily Learning Implementation Plans (RPPH), or what was used during this pandemic was the Distance Learning Activity Report (LKPJJ).

In the teaching and learning implementation through audio-visual media during the COVID-19 pandemic at Ekasakti Kindergarten Padang, it consisted of activities designed to the maximum extent possible by teachers to achieve the teaching and learning objectives. During the teaching and learning implementation through audio-visual, the teacher also applied several media that could attract children's attention and used several methods in the learning process, such as storytelling, hands-on practice, and assignment.

Finally, the assessment carried out by the teacher was to determine the level of development of children in Ekasakti Kindergarten Padang through the note-taking technique applied by the teachers in the classroom to write down all events experienced by children during the teaching and learning process. A checklist assessment was taken to assess every aspect of the developing child. Meanwhile, the performance observation sheet from the initial to the final activity was adjusted to the developed school themes and sub-themes.

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