

THE EFFECT OF AUDIO VISUAL MEDIA ON LEARNING OUTCOMES OF GRADE IV STUDENTS IN THE SUBJECT OF SCIENCE

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Abstract

Students are the primary indicator in measuring the success of the teaching and learning process, but teachers are the foundation for creating success in the teaching and learning process. This study aims to determine the effect of the Picture And Picture learning model on the learning outcomes of fourth-grade students at UPTD SD Negeri 122353 Pematangsiantar. The research sample consisted of 24 students who were given 25 test items as research instruments, which were then tested for validity, reliability, discrimination index, and difficulty level. The test results showed that 20 items were valid with a reliability of 0.913, and most items had a moderate difficulty level with good to very good discrimination power. The study involved administering a Pre-Test, teaching material using the Picture And Picture model, followed by a Post-Test. The average Pre-Test score was 49.17 and increased to 83.13 in the Post-Test. Normality testing showed a normal distribution ($sig = 0.16$), and the t-test confirmed a significant effect of the learning model on student learning outcomes with a significance value of 0.000 and t-count (20.305) > t-table (7.634). Thus, the Picture And Picture learning model effectively improves the science learning outcomes of fourth-grade students at UPTD SD Negeri 122353 Pematangsiantar.

ABSTRAK

Kata Kunci:

Media Audio Visual, Hasil Belajar, IPAS

Siswa merupakan indikator utama dalam mengukur keberhasilan proses pembelajaran, namun guru merupakan landasan utama dalam menciptakan keberhasilan dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Picture And Picture terhadap hasil belajar siswa kelas IV UPTD SD Negeri 122353 Pematangsiantar. Sampel penelitian terdiri dari 24 siswa yang diberikan 25 butir soal sebagai instrumen penelitian, yang kemudian diuji validitas, reliabilitas, daya beda, dan tingkat kesukaran soal. Hasil uji menunjukkan 20 butir soal valid dengan reliabilitas 0,913 dan mayoritas soal memiliki tingkat kesukaran sedang serta daya beda baik hingga sangat baik. Pelaksanaan penelitian meliputi pemberian Pre-Test, pemberian materi menggunakan model Picture And Picture, dan Post-Test. Nilai rata-rata Pre-Test adalah 49,17 dan meningkat menjadi 83,13 pada Post-Test. Uji normalitas data menunjukkan distribusi normal ($sig = 0,16$), dan uji-t membuktikan adanya pengaruh signifikan model pembelajaran terhadap hasil belajar siswa dengan nilai signifikansi 0,000 dan

thitung (20,305) > ttabel (7,634). Dengan demikian, model pembelajaran Picture And Picture efektif meningkatkan hasil belajar IPA siswa kelas IV di UPTD SD Negeri 122353 Pematangsiantar

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1. Introduction

Education is the most important aspect every human being must possess, both in gaining knowledge, learning, and experience, both formally and informally. One such means is school, which plays a role in formal education. Within schools, the teaching and learning process takes place between students and educators. In other words, students, as individuals, learn to become adults in accordance with Indonesia's national education goals (Condrosari, 2017). Therefore, education in schools can shape students into the individuals desired by the national education goals.

In the era of globalization, the education system is required to continue to develop to meet the learning needs of students. Every human being has the right to experience education to develop character, personality, morals, mentality, intelligence, and skills. Law of the Republic of Indonesia Number 20 of 2003 P origin 3 which reads: " National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. answer ". Therefore, education is an activity that aims to develop the potential, talents and interests that exist in each student (Yazar & Arifoglu, 2012)..

the rapid development of technology, schools in particular must continue to strive to realize it through optimal, new, and effective methods so that these goals can be realized in reality (Darmayanti et al., 2024). The use of teacher teaching styles that have been used is certainly very less supportive in learning activities in realizing increasingly advanced education. Schools should no longer apply old teaching styles such as students only being listeners, students only receive learning materials delivered by teachers using the lecture method (Ain et al., 2023). With this teaching style, students will very easily get bored and not interested in participating in learning because the atmosphere of learning activities is very monotonous (Dewi et al., 2023).

Students are the primary indicator in measuring the success of the teaching and learning process, but teachers are the foundation for creating success in the teaching and learning process. Achieving quality education and learning does not always depend on a single component, but also encompasses a multi-component system, including learning activities, facilities and infrastructure, finances, school environmental conditions, and school leadership (Astuti, 2019) . All of these components are useless in learning if not supported by the presence of professional teachers . According to Sianturi (AAAD Putri,

2019) Professional teachers are educators who are able to meet the standards and provisions that have been set to be mastered and applied by teachers effectively in the field. (Setyaningsih et al., 2022).

According to Sianturi (Normasunah & Mubarak, 2023) there are four basic competencies that teachers must have according to the policy of Law Number 14 of 2005, namely: Pedagogical competence is the teacher's ability to understand students, plan, implement, evaluate, and develop appropriate learning for their students so that they are able to actualize their potential to the maximum. Personality competence is a teacher's personal ability that reflects a steady, stable, mature, wise, authoritative personality, and is a role model for students and has noble morals. Social competence is the teacher's ability to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the community. Professional competence is a teacher's ability to understand and master the field of study that he/she teaches broadly and deeply.

Learning media is a source of learning. Types of media vary, from simple ones like flashcards to more modern ones like computers, the internet, overhead projectors, LCDs, TVs, VCDs, and more. (Simarmata, Grace VE, Sinaga, Christa V., & Thesalonika, 2022). Based on the senses used by students in utilizing learning media. Media can be divided into three, namely *audio media*, *visual media*, and *audio-visual media*. These three media are used in the educational process at school to assist students in teaching and learning activities. The senses that students often use to capture learning material are the senses of sight and hearing. While the other senses have a small percentage compared to the senses of sight and hearing. These media can be *audio-visual media*, which uses the senses of sight and hearing supported by explanations from educators (teachers) to clarify the material related to the media used. (NPLK Putri et al., 2018). In selecting learning media, various criteria are needed to ensure that the learning media used is significant and can be used to improve learning outcomes. According to Astriani (Septiawan et al., 2017) criteria for good learning media exist 4 namely: Compliance. This means that the media needed must be appropriate to learning needs, learning activity plans, learning activity programs, goals and characteristics of students. Convenience. This means that learning media must be easy to understand, learn or comprehend by students, and operational in its use. Interesting. This means that learning media, in addition to being easy and relevant, must be engaging and stimulate students' attention, both in terms of appearance, color choices, and content. The description of the content should be unambiguous and should pique students' interest. Media should be able to increase students' interest in learning. Benefits. This means that the content of the learning media must be valuable and useful, containing benefits for understanding the learning material. The media used should be useful and make it easier for students to understand. *Audio-visual media* according to the opinions of experts, namely according to Damayanti (Syupriyanti et al., 2019) *Audiovisual media* is a means of visual and auditory communication that includes images and sound. This media presents information and enables the audience to witness live images and the voices of the people performing the activities. The use of *audiovisual media* aims to clarify the presentation of messages

and information and can facilitate and improve activities, processes, and learning outcomes. Meanwhile, according to Alifah, Rosalia (2023) *Audiovisual* media is a combination of *audio* and *visual media*, commonly referred to as "hearing and seeing." Using this media can make the presentation of content to children more comprehensive and optimal. Furthermore, this media can, to some extent, replace the role and duties of teachers. (Suryana et al., 2022).

Based on the explanation above, the author is interested in conducting research using *audiovisual learning media*, especially in the science subject. The researcher believes that the use of *audiovisual media* can create more active, innovative, and enjoyable learning so that students do not perceive the science subject as boring. The success of the learning process can be seen from the learning outcomes achieved by students in cognitive, affective, and psychomotor aspects. Learning outcomes are crucial and cannot be ignored or eliminated in the learning process. Learning outcomes encompass not only mastery of subject matter but also the development of critical thinking, problem-solving, and communication skills. (Gading & Dian Kharisma, 2017).

High or low learning outcomes indicate the teacher's success in delivering subject matter in the learning process. A learning process is said to be successful if the learning objectives can be conveyed to all students and there are changes in cognitive, affective and psychomotor aspects towards a better direction than before the learning process took place. Based on observations conducted by researchers at the UPTD of Public Elementary School 122353 on May 18, 2025, researchers found several students who were less interested in participating in the learning process, especially in science learning, as well as less conducive classroom conditions during the teaching and learning process (Pratama, 2018). The author also saw the low scores obtained by fourth grade students as seen from the number of students who had not reached the Learning Objective Achievement Criteria (KTTP). The KKTP value set in the science subject is 70, out of 24 students, only 11 students exceeded the KKTP, and 13 more students did not exceed the KKTP.

The researcher's initial assumption about less than optimal learning outcomes was caused by the lack of student performance in learning, in this case the teacher did not teach using learning media so that the learning process was not enjoyable and resulted in a lack of student participation in the learning process. To overcome the low student learning outcomes, learning media were used that could prevent students from getting bored quickly while learning, so that students could understand the material being taught and the teaching and learning process became enjoyable. One of them was by using *Audio Visual learning media* where this media required students to be active, think critically, independently and pay attention to what was presented by the teacher in front of the class. The purpose of using *Audio Visual media* is to help students understand the material being studied, create an interactive and real learning atmosphere, which attracts students' attention. Based on the explanation above, researchers will try to use *Audio Visual learning media* to improve student learning outcomes, to motivate students in learning and to improve the quality of student learning outcomes.

Based on the description above, the author is interested in researching "The Influence of *Audio Visual* Media on the Learning Outcomes of Grade IV Students in Science Learning at UPTD SD Negeri 122353 Pematangsiantar".

2. Method

This research was conducted in grade IV at the UPTD of SD Negeri 122353 Pematang Siantar. The type of research used in this study is quantitative research using experimental methods. The reason researchers used quantitative research is because quantitative research allows objective and measurable measurements of student learning outcomes in science learning. This is because the data taken is the final exam scores of the odd semester in the form of numbers that can be analyzed statistically to prove whether or not there is "The Effect of Audio Visual Media on the Learning Outcomes of Grade IV Students in Science Learning at UPTD SD Negeri 122353 Pematang Siantar."

According to Sugiyono (Widyalaksono et al., 2020) Quantitative research is a research method based on the philosophy of positivism, used to research certain populations and samples, sampling techniques are usually carried out randomly, data collection uses instruments in research, data analysis is quantitative/statistical with the aim of testing the hypotheses that have been made.

The research design used in this study is a pre-experimental design One Group Pretest-Posttest, which is a research design that only involves one class as an experimental class and is carried out without a comparison group with the aim of gaining an understanding of the picture of "The Influence of Audio Visual Media on Fourth Grade Students' Science Learning at the UPTD of SD Negeri 122353 Pematang Siantar." Pre-Experimental is an experimental study with a relationship between independent variables and dependent variables. One Group Pretest-Posttest is a type of research by comparing conditions before being given treatment and conditions after being given treatment (Pranata et al., 2022). Pretest questions (initial test) are given before learning using Audio Visual learning media, while the posttest (final test) is given after using Audio Visual learning media.

This research will be conducted at the UPTD SDN 122353 Jl. Sisingamangaraja, North Siantar District, Pematangsiantar Regency, North Sumatra Province. The class used by the researcher is grade IV. The time of this research was carried out in Semester I of the 2025/2026 Academic Year. The research was carried out in August 2025 in grade IV of UPTD SD Negeri 122353.

According to Sugiyono (Yusantika et al., 2018) the research population is an object/subject that has a certain quantity and characteristics determined by the researcher to be studied and then drawn conclusions by the researcher. There are two types of population, namely Limited Population where this population can be counted and Unlimited Population which is a population that does not allow researchers to calculate the total population. The population in this study were fourth grade elementary school students at the UPTD SD Negeri 122353 Pematangsiantar with a total of 24 students. The sample in this study consisted of all the fourth grade population of UPTD

SD Negeri 122353 Pematangsiantar, totaling 24 students. This study used a saturated sampling technique because the total population is relatively small, which is less than 30 students. (. et al., 2017) .

A research variable is something being studied—symptoms, changes, differences, or other things about which the researcher wishes to uncover data and information. As Sugiyono (Wahyu, 2023) explains , a research variable is anything in any form that a researcher determines to be studied to obtain information about it and then draw conclusions.

3. Results and Discussion

Description of Research Results

This research was conducted at UPTD SD Negeri 122353 Pematangsiantar, on August 26 to September 1, 2025. The research was conducted to determine how much influence Audio Visual Learning Media has on Student Learning Outcomes. This research is a pre-experimental design research with a one-group pretest posttest design research design. Where students are given a pretest and posttest. The pretest is given before using learning media, the aim is to determine the initial condition of students before being given treatment. The posttest is given after the learning material is given after using Audio Visual learning media, the aim is to determine the final state of students after being given treatment (Ditasari, 2016) .

Before conducting the research, the researcher first conducted a validity test of the fourth grade students' learning outcomes ability test instrument and the student worksheets to the fourth grade homeroom teacher as the validator, namely Mrs. Friska Hotmaida Sinaga, S.Pd., UPTD SD Negeri 122353 Pematangsiantar. The research conducted a trial of the question instrument at UPTD SD Negeri 124394, Jln. Tongkol No. 24, Kec. Siantar Timur, Pematangsiantar City, on August 26, 2025. Where the students who were given the trial were 24 students. (Herlina et al., 2019) . Tabulation of respondents' answers was carried out with the help of Microsoft Excel and using data analysis in SPSS 26. From the results of the calculations carried out, it can be determined whether or not the questions in the research instrument are valid. The statement items are declared valid if the calculated r value is $> r$ table with a significance level of $\alpha = 0.05$. From the results of the validity test, it can be seen that the correlation between each question item and the total score of $n = 24$ is obtained r table of 0.404. (Rizqy et al., 2025) . The questions that will be used during the hypothesis test are only valid statement items, while invalid items cannot be used in the research.

t-test

T-test to determine the effect of *audio-visual learning media* on student learning outcomes.

Table 1. t-Test Results

Information	Mark
Thitung	20,305
Ttable	7,634
Significant Level	0.00

Based on the table, it can be seen that the sig value is obtained, $0.000 < 0.05$ there is an influence of *Audio Visual Learning Media* on Student Learning Outcomes in the Material of Changes in the State of Objects. The paired sample test analysis shows that the $t_{\text{calculated}} > t_{\text{table}}$, where the $t_{\text{calculated}}$ is 20.305 while the t_{table} is 7.634 with a df level of 24, the t_{table} is 20.305 with a significance level of 0.05. So that $20.305 > 7.634$ is obtained. This proves that there is a significant influence of *audio visual media* on the learning outcomes of fourth grade students of UPTD SD Negeri 122353 Pematangsiantar.

Discussion

This research was conducted at the UPTD of SD Negeri 122353 Pematangsiantar, 24 students were used as research samples. This research involved administering tests and keeping detailed records such as documentation. Before conducting the research, the researcher conducted an instrument test first at other schools to prove that the questions were suitable for use. A sample of 24 students in grade IV and were given 20 questions to answer. Then the results of the questions will be tested on the instrument, the tests carried out for the questions are validity tests, reliability tests, question discrimination tests and question difficulty level tests. After the data is valid and reliable, the number of questions declared valid will be tested on the research class at the UPTD of SD Negeri 122353 Pematangsiantar.

In the validity test of the 25 questions tested, 20 were declared valid and 5 were declared invalid. After the validity test, the researcher conducted a reliability test with a test obtained 0.913 which is included in the reliable category. Then, the researcher re-examined the data into a test of the question's discrimination power and a test of the question's difficulty level. From the tests carried out, it was found that the instrument contained 2 questions with an easy level of difficulty, 16 questions with a medium level of difficulty, and 2 questions with a difficult level of difficulty. The test of the test's discrimination power of the 20 questions contained 2 questions with a sufficient category, 15 questions with a good category, and 3 questions with a very good category (Fauziah & Ninawati, 2022).

Furthermore, the researchers conducted research at the UPTD of State Elementary School 122353 Pematangsiantar. They conducted a *pre-test* to determine the students' abilities before conducting the actual research. After the *pre-test*, the researchers provided material. After the treatment, the researchers administered a *post-test* to assess the students' abilities after being given the media treatment (Rohma & Sholihah, 2021).

Based on the results of the data obtained from the *Pre-Test* of students in the experimental class before being given treatment, the average *Pre-Test score* was 49.17 and after being taught using the *Picture And Picture Learning Model*, the average *Post-Test score* was 83.13. Based on the average *Post-Test score*, it can be seen that the average *Post-Test score* is higher than the average *Pre-Test score* (Rahmatullah et al., 2020).

After conducting the test, the researcher also conducted a prerequisite analysis test. The test used in this study was a data normality test and a t-test. The following are the results of the prerequisite analysis test. Normality was calculated using a computer

program SPSSversion 26 with Kolgomorov-Smirnov significance, where if the significance value (sig) for all data >0.05 is normal and if Sig <0.05 is not normally distributed (Yunarti et al., 2021) . Based on the data obtained, the significance is $0.16 > 0.05$, so the data can be declared normally distributed (Setiawati et al., 2022) .

The final test conducted was a t-test in the experimental class, obtained a significant 2-tailed value for the *Pre-Test* and *Post-Test values* of 0.000, 0.05, which means that there is an influence of the *Picture And Picture learning model* on the learning outcomes of fourth-grade students of UPTD SD Negeri 122353. The results of the paired sample test analysis show that $t_{count} > t_{table}$ where t_{count} is 20.305 while t_{table} is 7.634 with a significance level of 0.05, so that $20.306 > 7.634$ is obtained. This shows that there is an influence of *Audio Visual Media* on the Learning Outcomes of Science Students in Theme 1 Changes in the Form of Objects in Class IV UPTD SD Negeri 122353 Pematangsiantar

4. Conclusion

Based on the results of research conducted by researchers on fourth grade students at UPTD SD Negeri 122353 Pematangsiantar, there is an influence on student learning outcomes. After conducting the research, it was seen that there was an influence on the hypothesis test (t-test) of the *Post-Test value*, the calculated t value was obtained $> t_{table}$ where the calculated t was 20.305 while the t_{table} was 7.634 with a significance level of 0.05, so that $20.305 > 7.634$ was obtained. This shows that there is an influence of *Audio Visual Media* on the Learning Outcomes of Science Students in Theme 1 Changes in the Form of Objects in Class IV UPTD SD Negeri 122353 Pematangsiantar.

Suggestion

Based on the research results obtained by the author, the research can put forward several suggestions as follows:

1. For teachers: In carrying out their duties and responsibilities, it is recommended that they develop learning strategies, one of which is *audio-visual learning media* .
2. For students. As students who have received learning using *audio-visual media* , we must maintain our enthusiasm for learning, be active in every lesson, and complete all school assignments given by our teachers to increase the knowledge of the nation's intelligent generation.
3. For researchers. This study has examined and discussed learning media, so it is recommended that future researchers can develop this research by examining *Audio Visual Media* on Student Learning Outcomes.
4. For schools. As a principal, it is recommended to support and facilitate all needs and requirements for the learning process and to develop learning strategies within the learning process.

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