

Analysis of Audio Visual Learning Media on Students' Critical Thinking Skills

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ABSTRACT

In meeting the challenges of the 21st century with extraordinary technological developments, educators must be able to create something new to improve students' critical thinking skills. The purpose of this study was to determine whether audio-visual learning media can improve students' critical thinking skills. The method in this research is qualitative method. The method of data collection in this study is by reviewing several journals and scientific literature or what is known as literature study. The results in this study indicate that audio visual learning media is one alternative that can be used to improve students' critical thinking skills.

KEYWORDS

Audio Visual; Critical Thinking; Learning Media



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INTRODUCTION

The development of science and technology has caused education in Indonesia to develop very rapidly. Education in Indonesia undergoes changes from year to year including curriculum changes. The implementation of the 2013 curriculum is expected to enable students to be active in learning. Curriculum 2013 implements a Student Center system where learning is centered on students, teachers only as educational facilitators. The four 21st century learning competencies commonly abbreviated as 4C, include critical thinking, collaboration, communication and creativity. One of the aspects raised in the 2013 curriculum is Higher Order Thinking Skills or HOTS, one of which is developing critical thinking skills (Azizah et al., 2021) .

In meeting the challenges of the 21st century with extraordinary technological developments, educators must be able to create something new to improve the quality of education. One way that can be used is through learning media. It is expected that through this learning media, students are able to fulfill one of the

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competency demands that must be possessed, namely, critical thinking. According to Greenstein (Nida et al., 2022) in the 21st century the critical thinking skills needed are critical thinking, creativity, and problem solving. Meanwhile, according to Stobaugh (Haryanti & Febriyanto, 2017) defines critical thinking as the ability to provide answers that are not memorized. Critical thinking ability is a basic ability to solve problems (Wahyuni et al., 2022) . Critical thinking ability is a thinking ability that includes the ability to understand, analyze, synthesize and evaluate information or material received in solving the problem at hand (Firdausi et al., 2021)

Critical thinking is applied to students to determine cause and effect, analysis, conclusions for problem solving (Lestari et al., 2023) . Critical thinking is needed to solve problems in order to make effective decisions in everyday life (Yulianti et al., 2022) . The purpose of teaching critical thinking is so that students can learn how to solve problems in a structured and creative way, so that they can find various alternative solutions (Mareti & Hadiyanti, 2021) . Critical thinking skills have 4 stages in solving problems, namely the clarification stage, assessment stage, inference, and strategy (Lisbiyaningrum & Wulandari, 2019) . Indicators that must be achieved by students in critical thinking are: a) able to ask questions, b) able to answer questions, c) ability to draw conclusions, d) able to express opinions, e) able to solve problems, and f) able to evaluate (Maqbullah et al., 2018) .

Critical thinking skills can be developed in several subjects. One of them is civic education (Civics). In Indonesia, Civics Education is one of the compulsory subjects that must be included in the curriculum at all levels of education, from elementary school to university. Civics aims to equip students to develop their reasoning in addition to aspects of values and morals, contains a lot of memorized social material so that the knowledge and information received by students is limited to memorized products (Lestari & Suastika, 2021) . Civics learning in elementary schools has a very important role in improving the quality of education (Lisnawati et al., 2022) . Students need to be accustomed to critical thinking to be able to uncover problems that will be faced in everyday life, one of which is through the use of audio-visual learning media (Firdaus et al., 2020) .

Audio visual media is a learning media that can help convey material well and concretely to students (Pradipta et al., 2022) . According to Munadi (Yusnarti et al., 2022) Audio visual media is media that involves at least two human senses, namely the senses of hearing and vision in one process. Meanwhile, according to Wati (Sjam & Maryati, 2019) states that audio visual media is a tool used in learning to assist the written and spoken word in conveying knowledge, attitudes, and ideas in learning. Audio visual media is learning media whose use is carried out by being projected through electric current in the form of sound, for example, radio, tape

recorder and media projected onto a monitor screen in the form of images and sound, for example, television, video, film, DVD and VCD (Saputro et al., 2021) .

Using audiovisual media, students will be motivated and the learning process will be more interesting for students (Angreini et al., 2020) . The use of audio-visual learning media is also believed to increase the passion for learning that students have, it is because audio-visual learning media can create animations that produce sound and images at the same time (Amelia & Manurung, 2022) . The use of audio-visual media is felt to be much better in the learning process (Intaniasari et al., 2022) . Audio-visual media can encourage students to develop speech and express their thoughts and can enrich the learning environment, nurture exploration, experimentation and discovery (Fatimah et al., 2022) . Audio visual media can make the learning presentation process more interesting so that learning becomes fun and easier to remember.

Some research on audio visual learning media has been done before. Research on the use of audio visual media on learning outcomes has also been conducted (Sembiring et al., 2024; Yusnarti et al., 2022; Sjam & Maryati, 2019) the results of the research on the use of audio visual learning media proved to be very effective in improving student learning outcomes. Research on the use of audio visual media on motivation has also been conducted (Angreini et al., 2020) with the results of audio visual media research having a positive influence on student motivation and learning outcomes. Research on the effect of audio visual learning media on student interest in learning has also been conducted (Adam, 2023) that using audio visual learning media in the learning process can attract student interest in learning. However, a literature review on the analysis of audio visual learning media to improve students' critical thinking skills has not been conducted, so in this study what distinguishes it from previous research is the study of audio visual literature to improve students' critical thinking skills.

Based on the description above, the problem of students' critical thinking skills is very interesting for researchers, so researchers further examine the analysis of audio-visual learning media to improve students' critical thinking skills. The formulation of the problem in this study is whether audio-visual learning media can improve students' critical thinking skills?

RESEARCH METHOD

The method in this research is a qualitative method. According to (Lathifah, 2020) qualitative method is a method used to seek a deep understanding of a symptom, fact or reality. Through this method, the author tries to understand and interpret the meaning of an event of audio-visual learning media interaction with student behavior on students' creative thinking skills according to the researcher's own perspective.

The method of data collection in this study is by reviewing several journals and scientific literature or what is known as literature study. The steps used in this research are 1) Identifying problems that will be the subject of study, 2) determining methods for collecting data, 3) conducting literature reviews from various sources, 5) selecting data analysis procedures, and 6) drawing conclusions.

RESULT AND DISCUSSION

Audio Visual Learning Media

Audio media is media that contains elements of sound so that students can obtain information about their sense of hearing (Setyani et al., 2021) . Visual is media that has elements of visualization so that students can learn about their sense of sight (Sariani et al., 2021) . Audio visual media is media that can be seen and heard, such as sound films, videos, television, or slideshows, which are used to convey information or messages (Sumartiwi & Ujianti, 2022) . The series of electronic images is then played with a device, namely a video cassette recorder or video player (Asmara, 2015) . This type of media is very relevant to the development of information and communication technology (ICT) today. Almost all information in all fields can already be converted and displayed in digital form including learning materials.

According to Munadi (Manshur & Ramdlani, 2019) audio-visual media can be divided into two types. The first type, called pure audio-visual media, such as motion pictures (movies) with sound, television and video. The second type is impure audio-visual, which is what we know as slides, opaque, ohp and other visual equipment, when given the element of sound from cassette recordings that are utilized simultaneously at one time or in the learning process. One of the considerations of using audio-visual media is because this media can train students' concentration and focus on the material being taught. Video viewing as one example, in addition to attracting students' attention, the focus of students' attention will be centered because second by second the students will never be willing to miss it (Susilo et al., 2020) . Through this media, students will be able to understand subject matter that is still abstract to be more concrete. For this reason, the use of audio-visual media can also not only be used or utilized by teachers as learning media, but also this media will be able to foster student creativity through activities to make their own video documentaries which can then be used in the classroom in the teaching and learning process.

Audio Visual Learning Media on Critical Thinking Ability

In his research Limbong (2023) using audio-visual media in PAI learning on students' critical thinking skills, the results showed that there was a significant influence on class VI-A using audio-visual media for learning achievement,

especially students' critical thinking skills. In the experimental class that used audio-visual learning media, students' critical thinking skills were higher than the class that used the conventional learning model. In the study, it can be seen that using audio-visual media in PAI lessons on students' critical thinking skills is better than conventional learning.

Soedarnadi & Sulisworo (2022)) conducted research on the development of problem-based audio-visual learning media assisted by google classroom to improve students' critical thinking skills. The results showed that problem-based audiovisual media assisted by google classroom can improve students' ability to think critically. Based on the results of the paired sample t-test, the average value of the pretest and posttest before and after the use of audiovisual is different. In addition, the N-Gain test revealed that students' critical thinking skills increased with the criteria of "Moderate", increasing by 55.25 percent. Consequently, it can be claimed that the proposed product is effective. In the study also by using audio visual media assisted by Google Classroom can improve students' critical thinking skills on the material of rational and irrational inequality.

In another study Sabat & Malaikosa (2018) the effectiveness of example non example based audio-visual media on students' critical thinking skills. The results in his research that learning by using Audio-Visual media based on Example Non Example is very effective in learning Biology Education Study Program students. The experimental class has a significant increase in pretest and posttest scores compared to the control class. the use of Audio-Visual media learning based on Example Non Example that is carried out is very effective in understanding tissue culture material, and can affect the critical thinking skills of students of the Biology Education Study Program. In the study also using audio-visual media based on example non example can improve students' critical thinking skills in tissue culture material has a very good response from students.

Further research on the effectiveness of kinemaster-based audio visual learning media with STEM content on critical thinking skills (Permatasari et al., 2023) . The results of the research on the level of effectiveness of STEM-loaded kinemaster-based audio-visual learning media fall into the category of quite effective use in improving students' critical thinking skills. The achievement of critical thinking skills experienced significant improvement data of 47.80% which fell into the category of critical thinking skills at low levels and increased by 76.90% which fell into the category of high-level critical thinking skills. In this study, the use of kinemaster-based audio-visual learning media with STEM content on temperature and heat material was able to help improve students' critical thinking skills at a high level category.

Another study by the application of problem-based learning assisted by audio visual to the critical thinking skills of elementary school students. With the results

of the research PBL model assisted by audio visual affects the critical thinking skills of elementary school students. This can be seen from the average pretest score of 57.50 before using audio visual media. Then the average posttest score of students after using audio visual media became 88.43. The study showed an increase in critical thinking skills before and after learning by using the Problem Based Learning model assisted by audio visual.

Another similar study was conducted by (Pratiwi & Mawardi, 2022) that the problem-based learning model assisted by audio-visual learning media was able to improve students' critical thinking skills and learning outcomes. Critical thinking skills have increased in each cycle, namely in the category of quite critical (8.7%), critical (43.5) and very critical (48.8). Then the research conducted by Prawiyata (2019) shows that there is a significant improvement in writing skills by using audio-visual media in the Think Talk Write (TTW) model on recount texts for students of the English Language Education Department. Similar research was also conducted by Putri et al., (2022) that the application of the Problem Based Learning learning model with audio visual media can improve students' critical thinking skills in social studies subjects.

CONCLUSION

Based on the results of the exposure of the literature review above, it can be concluded that audio-visual learning media is an alternative that can be used to improve students' critical thinking skills.

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