



Improving Learning Outcomes Using Audio Visual Method Assistant Suggestopedia

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Abstract - This study aims to: (1) find out the activities of students in teaching and learning activities using the Audio Visual Media-Assisted Suggestopedia Method, (2) find out the increase in Indonesian language learning outcomes after using the Audio Visual Media Assisted Suggestopedia Method. The type of research used by the researcher is classroom action research (CAR) which tries to solve the problems faced in the current situation. The subjects in this study amounted to 19 students, 8 men and 11 women. Quantitative and qualitative data analysis techniques. The results of this study indicate that: (1) The activities of the participants became good after using the Suggestopedia method assisted by Audio Visual Media, recorded in each cycle the average value of student activity was 3.1 in the first cycle and increased to 3.57 in the second cycle. (2) There is an increase in Indonesian language learning outcomes by using the Suggestopedia method assisted by Audio Visual Media for students. This increase can be seen from the learning outcomes of students in Indonesian subjects, especially in the Pantun material. In the first cycle, the average score of students was 60.84 with classical completeness 78.95% and increased in the second cycle with an average value of 63.37 and 100% classical completeness.

Keywords: Learning, Audio, Visual, Assistant Suggestopedia.

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I. INTRODUCE

National development aims to create a just and prosperous society, both materially and externally. The essence of national development is human development and the development of Indonesian society as a whole. To achieve development goals, quality human resources are needed. One of the efforts to improve the quality of human resources is education

Efforts to improve the quality of human resources is a goal that must be achieved by the nation's education. As stated in

Law No. 20 of 2003 concerning the National Education System which functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aims to develop the potential of students who are expected to become human beings who are faithful, pious, noble, knowledgeable, creative, independent. and be responsible. (Ministry of National Education, 2008:6)

The purpose of education has the function of providing a direction for every educational activity. To achieve educational goals, quality human beings are needed. This can be achieved through education, namely from kindergarten to college through which children can be educated to be intelligent and obtain good achievements, so that in the end they are classified as qualified human beings, Quisumbing (Kunandar, 2007:10)

One of the lessons required by primary and secondary education by the curriculum is language learning. Language is the most important element in human life. Language is used to express thoughts, feelings, and human means to interact. Most of human life involves language in their daily life. As stated by Tarigan et al (2003:2.43) that "the main function of language is for self-expression, interacting, and communicating".

The same thing was also stated by Pringgawidagdo "there are many activities carried out by humans who are bound or include language as a medium or means. Language is the main tool for communicating in human life, both individually and socially (Zulkifli, 2009:1).

Language is basically a communicative interactive process that emphasizes aspects of language. The ability to understand these aspects will determine the success in communicating. These aspects of language are listening, speaking, reading, and writing skills. Although these aspects are separate, in the use of language as a

communication process these aspects cannot be separated from one another. However, without neglecting other language skills, speaking skills have a central role in language learning objectives. Because the essence of language learning is learning to communicate, especially oral communication.

Likewise with the nature of learning Indonesian. The essence of learning Indonesian is to increase the ability of students to communicate in good and correct Indonesian in writing and orally.

The above opinion is reaffirmed by the competency level of the education unit about the abilities that must be mastered by students, namely:

Communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. Appreciate and be proud to use Indonesian as the language of unity and the language of the state. Understand Indonesian and use it appropriately and creatively for various purposes. Using Indonesian to improve intellectual abilities, as well as emotional and social maturity. Enjoy and utilize literary works to broaden horizons, expand character, and improve language skills. Appreciate and be proud of Indonesian literature as a treasure trove of intellectual culture (Department of Service Development 2006:64)

Language skills, especially speaking skills of elementary school students today are less successful, because there are still students who do not master speaking skills, lack of skills and mastery of language, and students cannot convey ideas and ideas, even though the direction of improving speaking skills is so that students are easy to communicate, express thoughts and ideas. This is in accordance with observations made by researchers at SDN 1 Mambulau Island, on Wednesday 31 January 2018

Mastery of students' speaking skills for elementary school is still far from expectations. Judging from the learning process of students who are less active, it can be seen that only a small number of students respond to the teacher's questions and the imagination of students in capturing responses from the teacher is still low. Based on the results of interviews with the homeroom teacher, the value of student learning outcomes has not met the KKM.

Students lack interest in learning Indonesian so that learning Indonesian feels boring because learning is less varied

It is also known that the Indonesian language learning outcomes of students are still low from 19 students there are 12 students who get a score of less than 60 or below the minimum completeness criteria (KKM), which is 63.16%. Meanwhile, only 7 students completed with a KKM of 36.84%. While the KKM value for Indonesian subjects is 60

If this continues, it will have an impact on decreasing student learning achievement, and students will consider Indonesian language lessons to be boring and difficult learning. So that the suggestopedia method is expected to make teaching and learning activities more varied, and fun for students so that students are active and motivated in learning.

In an effort to improve students' speaking skills, varied, interactive, fun learning is also needed, and can motivate students to participate in Indonesian language participation in the learning process. However, the achievement of competence in improving children's speaking skills is less than optimal, this is due to a lack of readiness in the learning process, for example in the use of inappropriate learning methods. The application of the right method is expected to help students increase their activeness and effectiveness in the teaching and learning process. One of them is the suggestopedia method. The suggestopedia method is characterized by the application of a suggestive atmosphere in the presentation of lesson materials. The purpose of this learning method is to make students relaxed (not tense), which allows them to open their hearts consciously to learn language comfortably and not pressured. It is not enough to just use the learning method, the researcher also uses the media as a complement. The media used here is audio-visual media. Audio visual is a tool material used in learning situations to help written and spoken words transmit knowledge, attitudes, and ideas.

II. METHOD

The type of research used in this research is Classroom Follow-Up Research (CAR), which in English is called Classroom Action Research (CAR), which is a systematic study of efforts to improve the quality of educational practice by a group of people through practical actions they take and through reflection on the results of these actions. (Hopkins, 1993). Furthermore, Borgias, S. (2003) describes classroom action research as follows:

Classroom Action Research is taken from the teacher's serious concern about their success in their own attainment, their students' learning progress, their student's behavior, their students' learning problems, and the learning environment, which they assess throughout the entire teaching process for that purpose. planning, implementation and improvement evaluation

From this statement, it can be understood that classroom action research starts from the teacher's concern for success in teaching in the classroom which includes student learning progress, student attitudes, problems in learning and the learning environment. He added that classroom action research goes through three main stages, namely planning, implementing, and evaluating learning improvements.

The presence of researchers is very necessary in every activity at the research site because researchers act as planners, implementing activities, observers, reflectors and as reporting research results. As the executor of the giver, the researcher acts as a teacher or educator in charge of making a Learning Implementation Plan (RPP) as well as realizing it in the learning process. In addition, researchers also collect and analyze data as well as reporting research results.

The subjects in this study were all fourth grade students of SDN 2 Pulau Mambulau in the 2017/2018 academic year, totaling 24 students with details of 14 women and 10 men.

III. RESULTS AND DISCUSSION

Students' learning mastery on the material types of simple airplanes in Indonesian class IV subjects has increased, namely from 19 students there are 15 students who get a value greater than 60 or equal to 60 with an average of 60.84 and data presentation classical completeness 78.95%. These results increased compared to the initial data which obtained an average value of 49.79 and the presentation of classical completeness data was 5.26%. However, the increase in student learning outcomes in the Pantun Material in the first cycle had not reached the success indicators set by the researchers, namely 85 %. So the researchers continued to improve in cycle II.

Learning Indonesian using the Suggestopedia Method with the aid of Audio Visual media in the first cycle has increased but has not yet achieved maximum learning outcomes. This is because the activity of students in the first cycle of learning is still sufficient in determining the type of rhyme contained in the video shown by the teacher and is still not optimal in several aspects, namely in replying to rhymes and justifying intonation and emphasis on rhymes. The weaknesses of learning in cycle 1 are as follows:

- a. Students are still not familiar with the method used.
- b. Students are still embarrassed to come to the front of the class to reply to rhymes.
- c. Students still need improvement in pronunciation, intonation and emphasis.

Based on these weaknesses, in cycle II the researcher will improve the learning process by doing the following:

No	Reflection	Revision
1	Students are still not familiar with the method used.	Students are given an explanation of the method used and the steps
2	Students are still embarrassed to come to the front of the class to reply to rhymes	Students are assured that learning will be fun and relaxed
3	Students still need improvement in pronunciation, intonation and emphasis	Students are directed to improve intonation and stress in the rhyme

The process of learning cycle II the author in carrying out research is still assisted by collaborators who are also observers.

The implementation of the second cycle is intended to conduct research in the first cycle which is considered not successful by the author, because the average Indonesian learning outcomes of students in the first cycle have not reached a value of 60.

- a. Cycle II learning planning is carried out first by compiling lesson plans, compiling student worksheets and preparing teacher and student observation sheets to be filled out by observers or collaborators.
- b. Cycle II planning

In the second cycle, the learning process still emphasizes the results of learning Indonesian. The learning objectives are still the same as the first cycle, namely by using the Suggestopedia method with the aid of Audio Visual media, but in this second cycle the researcher will emphasize when students determine what types of rhymes are contained in the audio visuals that have been broadcast by the teacher and focus on reciprocating rhymes in front of the teacher. class.

The implementation of learning in cycle II is relatively the same as cycle I by paying attention to the shortcomings that exist in cycle I so that Indonesian language learning can run well, researchers fix what is lacking in cycle I by paying attention to errors in the cycle.

Learning outcomes data were obtained from tests conducted by teachers in the implementation of teaching and learning activities in the second cycle of action. The questions given in this test are the same as the results of the pre-test and post-test cycle I in the form of oral by giving rhymes sheets and reading them in front of the class in response.

Students' learning mastery in Pantun material in Indonesian class IV subjects has increased which scores are greater than 60 or equal to 60 with an average of 63.37 and 100% classical completeness data presentation. These results increased compared to the initial data which obtained an average value of 49.79 and the presentation of classical completeness data was 5.26% and the first cycle data obtained an average value of 1.156 and the presentation of classical completeness data was 60.84%.

The advantages of using the Suggestopedia Method assisted by Audio Visual media in learning Indonesian are as follows:

1. The learning outcomes of Indonesian students increase by using the Suggestopedia Method assisted by Audio Visual media.

2. During the learning process, students are very enthusiastic about participating in learning so that students become active in learning.

The hypothesis of student activity actions after using the Suggestopedia Method assisted by Audio Visual media in class IV at SDN 1 Pulau Mambulau from cycle I obtained an average score of 3.1 from the observer's results. Meanwhile, after doing Cycle II, the results of the observer's activities from the observer obtained an average score of 3.57. So there is an increase in the activity of students using the Suggestopedia Method assisted by Audio Visual media for students.

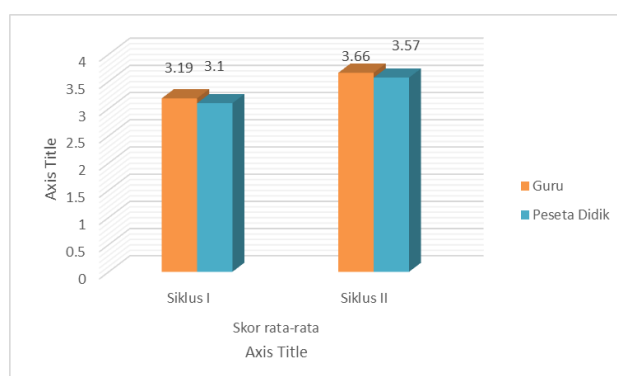
The action hypothesis of student learning outcomes can be seen from the results of the pre-test before entering the first cycle, obtaining an average value of 49.79 with 5.26% learning completeness of the 85% completeness indicator said to be incomplete. Furthermore, the learning outcomes of students in the first cycle can be seen from the post-test cycle I from the results carried out by researchers obtaining an average value of 60.84 from all student results with classical 78.95% of the 85% completeness indicator said to be incomplete while from post-test The second cycle test obtained an average score of 80 throughout the evaluation results of students or 100% classical completeness from the 85% completeness indicator and the research can be said to be successful. So there is an increase in Indonesian language learning outcomes by using the Suggestopedia Method assisted by Audio Visual media for students.

The discussion of the research results includes data management on the results of observers of teacher and student activities in Indonesian lessons using the Suggestopedia method assisted by Audio Visual media during the lesson. The data by observers is illustrated in the following table:

No	Activity	Average Score	
		Cycle I	Cycle II
1	Teacher	3,19	3,66
2	Student	3,1	3,57

Based on the table above, through learning using the Suggestopedia Method assisted by Audio Visual media by researchers in grade IV at SDN 1 Pulau Mambulau, the activities of teachers and students showed a good improvement.

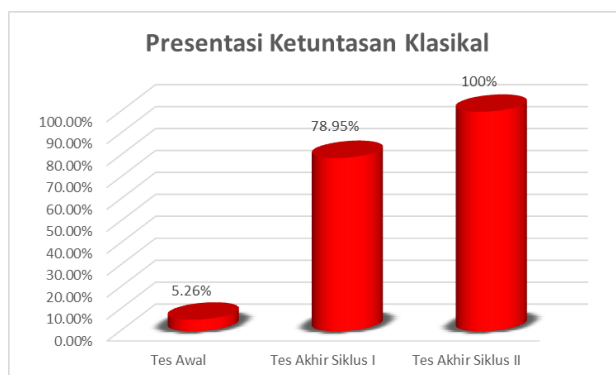
The teacher's activity in the first cycle obtained an average value of 3.19 while in the second cycle there was an increase, with an average assessment by observers of 3.66. And the activity of students in the first cycle the average value of 3.1 in the second cycle increased to 3,57.



The learning outcomes obtained are based on the results of the pre-test before using the Suggestopedia method with the aid of Audio Visual media and the post-test results in cycle I and cycle II after using the Suggestopedia method with the aid of Audio Visual media on the students. The data recapitulation can be seen as follows:

No	Data	Average Score	Classical Completion Presentation
1	Pre-Test	49,79	5,26%
2	Post Test Cylce I	60,84	78,95 %
3	Post Test Cycle II	63,37	100%

Based on the table above, in the pre-test of the students there was only one student who experienced mastery learning or 5.26% classical mastery learning of students who experienced mastery learning, in the first cycle the percentage of learning completeness of students increased by obtaining an average score. the average is 60.84 but has not reached the classical completeness indicator of 85%, which is only getting 78.95%. In cycle II the value of students has increased very well with the acquisition of an average score of 63.37 with classical completeness criteria reaching 100%, researchers using the Suggestopedia Method assisted by Audio Visual media with Pantun material in cycle II have been successful because they have achieved a value KKM and has succeeded in achieving a classical completeness score.



Based on the diagrams 4 and 5 above, the results of the initial data, cycle I, and cycle II show an increase in learning outcomes in speaking skills in Indonesian lessons, material events experienced, seen, or heard using the Suggestopedia method assisted by Audiovisual media for students. It can be seen that in the initial data, students only obtained an average score of 49.79, this value was still less than the completeness criteria, namely 60. The results of student learning completeness only obtained a score of 5.26%. This value is very far from the classical completeness criteria where the specified value is 85%. Then in the first cycle the average value of students increased to 60.84 with a classical 78.95%, this value has reached the minimum completeness criteria set by the school, which is 60 but has not yet reached the classical standard, which is 85%. So researchers have to optimize the learning process again. in cycle II which in cycle II obtained an average value of 63.37, this value increased from the previous action and the classical completeness reached 100%.

Based on these results, there has been an increase in speaking skills in Indonesian subjects with rhyme-based material using the Suggestopedia method assisted by Audiovisual media from the initial data in the first cycle of 78.95% and the second cycle of 100%, so that it can be seen that the use of the Suggestopedia method assisted by Audiovisual media on skills speaking Indonesian lessons can improve the learning outcomes of Indonesian speaking skills in students.

This can be proven that the suggestopedia method assisted by Audio Visual media can be fun and useful for students, namely being able to reply to rhymes with the right intonation and emphasis in front of the class, seen, or heard where students can provide experiences that have been experienced and dare to retell in class. in front of the class so as to make students happy in speaking skills.

IV. CONCLUSION

Based on the results of the research that has been discussed, it can be concluded:

1. Indonesian language learning activities are getting better by using the Suggestopedia Method assisted by Audio Visual media in Pantun teaching materials. This can be seen in the activities of students in Cycle I with a fairly good category with an average score of 3.1 and in Cycle II there is an increase in the average score of 3.57 with a good category.
2. There is an increase in Indonesian language learning outcomes by using the Suggestopedia method assisted by Audio Visual media in Pantun teaching materials. The average pre-test got 49.79 results with a classical completeness percentage of 5.26%. In the first cycle, the average result was 60.84 with a classical completeness percentage of 78.95% and in the second cycle the average result was 63.37 with a 100% classical completeness percentage.

From the research conducted, it can be recommended as follows:

1. For school principals, it is expected to suggest teachers to apply learning using the Suggestopedia Method assisted by Audio Visual media in order to increase the enthusiasm and activeness of students in the learning process and can improve student learning outcomes.

2. For teachers, it is better for teachers to use the Suggestopedia Method Learning Method assisted by Audio Visual media so that students are more active, focused, and enthusiastic in the learning process so that they can improve student learning outcomes.
3. For further researchers, it can be used as a reference and learning material to conduct research at a later stage.

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