ESTEEM Journal of English Study Programme
E-ISSN: 2622-2213
P-ISSN: 2622-9323

THE INFLUENCE OF AUDIO VISUAL MEDIA ON STUDENTS' LEARNING INTEREST TO IMPROVE THEIR LEARNING OUTCOMES

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Accepted :
10 March 2024
Published :
10 June 2024
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ABSTRACT
This research is motivated by students' low interest in learning because in the teaching and learning process teachers tend to use tools in the form of simple media, making it less interesting for students to pay attention to. This research aims to determine the effect of audio-visual media on class IV students' interest in learning in SBdP subjects. This research was carried out at SD Negeri 166 Palembang which is located on Jl. Rimba Kemuning Lr. Buyut, Kemuning District, Palembang City, South Sumatra. This research is a type of experimental research, namely the Quasi Experimental Design type. The population and sample in this study were fourth grade students at SD Negeri 166 Palembang, totaling 29 students in the control class and 26 students in the experimental class. Data collection techniques in this research are observation, questionnaires and documentation. Data analysis techniques in this research include Normality Test, Homogeneity Test, Hypothesis Test. The results of this research are hypothesis testing showing that t count ≥ t table or 4.706 ≥ 1.674 so it can be concluded that H0 is rejected and H1 is accepted. This means that there is an influence of audio visual media on class IV students' interest in learning in SBdP subjects.

Keywords: Audio Visual Media, Student Learning Interests

1. INTRODUCTION

The goal of education is to maximize potential growth. Education is the process of developing a person's personality and establishing a feeling of responsibility. It is also known as moral, mental, and physical training that produces cultured and highly dedicated individuals to fulfill responsibilities, duties, and obligations in society (Rofiq & Mashuri, 2021, p. 2). Education is a deliberate and planned attempt to create a learning atmosphere and learning process so that students actively develop their potential as individuals, as well as the potential of their community, the nation, and the state, according to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System CHAPTER I Article 1 (1). Education is a crucial aspect of life since it shapes a person's character. Education is significantly influenced by the teaching and learning process; if this process is done correctly, educational objectives will be met.Effective learning activities, as defined by the 2013 curriculum, are those that help students advance their attitudes, knowledge, and abilities in a variety of areas. This is compliant with the Primary and Secondary Education Process Standards Regulation No. 22 of 2016 issued by the Ministry of Education and Culture. This regulation outlines the requirements for implementing learning in educational units in order to meet standards.

Particularly in SBdP (Arts, Culture, and Crafts) learning, where the goal is to stimulate imagination and creativity in thinking and form the soul through experience, emotions, imagination, and creative expression, arts education is one aspect that must be taken into consideration to form quality human beings

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(Nasier, Lagandesa, & Pahriadi, 2021, p. 256). Accomplishing these learning objectives requires using innovative teaching strategies that can spark students' interest, given the immense benefits of SBdP learning.

According to the information I was given in SD Negeri 166 Palembang's class IV on SBdP learning, there were issues with the program, particularly with regard to dance education. These issues included students' lack of enthusiasm for following dance moves, their lack of interest in learning dance, and their lack of ability to dance. pupils who remain rigid. This occurs as a result of students' disinterest in the learning process, which is brought on by the less engaging method of instruction, which makes it challenging for pupils to comprehend the material. Teachers solely instruct using thematic books, executing each dance move in front of the class and displaying photographs of each one. Students are less interested in engaging in the learning process because of the less effective nature of this teaching and learning process.

A person who is interested in a subject is said to have interest in learning. He will continue to learn everything there is to know about this subject via hard study, and he will engage in class with enthusiasm and no self-doubt (Nurhasanah & Sobandi, 2016, p. 131). Interest in learning is a need or desire that results from involvement in the teaching and learning process and a sense of security in it. As a result, students have complete control over the learning outcomes, and teachers must be able to establish the conditions necessary for students to always need and want to learn (Firmansyah, 2015, p. 39). The success of learning greatly depends on students' interest in what they are learning. Therefore, engaging materials such as learning videos are necessary to pique students' curiosity in what they are learning. Learning media is a way to encourage learning activities and give students stimulus so that learning takes place in environments where the media may be seen, heard, and practiced. In addition to enhancing educational activities, using media in the classroom can provide students with high-quality learning tools. The teaching and learning process will be more enjoyable and less tedious with the use of learning media (Umbara & Arni Apriani, 2020, p. 26).

Based on the background information provided, it can be inferred that the inability of the learning resources employed at SD Negeri 166 Palembang to spark students' interest in learning is the root reason of the school's low learning outcomes. As a result, learning results for students are significantly influenced by the use of learning media. It is anticipated that this research would raise pupils' curiosity about learning. SBdP that employ multimedia learning tools. The usage of audio-visual media can boost students' interest in learning from a low average student score to an increase with the aid of audio media, according to research results by Nur Hasana and Herlina (2021). researchers Hikmawati Usman, Muhammad Irfan, and Sri Wahyuni (2022) have demonstrated that the use of audio-visual materials in the experimental class can enhance student learning outcomes more than in the control group. The influence of audio-visual learning media on students' interest in learning SBdP subjects in grade IV primary school is a research topic that interests researchers based on this description.

2. LITERATURE REVIEW

Understanding Learning Media

The Latin word "medium" (literally, "middle") refers to an introduction or intermediary. According to the Association of Educational Communication Technology (AECT), a national organization whose goals are to enhance learning, media encompass all forms and recommendations utilized in the information distribution process. As part of their instructional activities, teachers can use learning media as a tool to facilitate the transfer of information to pupils (Audie, 2019, p. 4).

In order to help learners accomplish their objectives, Learning media is a technique or instrument that is used to transfer knowledge from diverse sources to users of messages or information by acting as an intermediary or communication tool. (Jaya, et al.,).

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In summary, educational media serves as a tool to support teachers in imparting knowledge, designed to facilitate students' comprehension of the subject matter. enhancing the standard of instruction to make learning more dynamic and inventive.

Advantages of Educational Media

The following are some advantages of implementing learning media in the teaching and learning process, according Nafisah (2021, p. 4):

1. Learning media may make messages and information more clearly presented, which will help to speed up and enhance the learning process and outcomes.
2. Learning media has the power to focus and focus kids' attention in order to motivate them to learn and to engage them directly with their surroundings. In addition, students can tailor their education to their interests and skill levels.
3. Time, space, and sense restrictions can all be overcome via learning medium.

Learning Media Objectives

Creating educational resources that meet the needs of students while adhering to the present curriculum is the goal of learning media preparation. Specifically instructional resources that are appropriate for the traits, environment, and social context of the students. to assist students in obtaining instructional resources other than textbooks. The educational resource media that have been selected are instruments and strategies to help simplify the learning process for students and add excitement to the teaching and learning process. Learning media seeks to both pique students' interest in learning and facilitate their understanding of the subject matter. Learning media is intended to make the delivery of instructional content more engaging and less monotonous. As such, it is designed as a tool to support the teaching and learning process and enable students to comprehend the subject more readily.

Media Learning Function

Three categories can be used to categorize the purposes of learning media, according to Ramli (2012), p. 2-3:

1. Helping teachers in the field

   His Job

   Teachers can overcome flaws and limitations in their teaching methods by utilizing the right learning resources. According to an analysis of educational technology, learning media may be used to efficiently convey the lessons being taught, saving teachers' time and load.

2. Helping the students
   When educational materials are well-selected and work well, they can assist students in applying the concepts being taught as well as psychological elements like response, memory, emotions, thinking, imagination, intelligence, and so forth.
3. Improve the teaching and learning process
   Learning results can be enhanced by using appropriate and efficient learning media. This is due to the fact that different learning media will be employed suitably based on the requirements of the lesson content.

Understanding Audiovisual Media

Audiovisual media is a type of media that makes use of internal technology. It has visual and auditory components that can draw in students by using their senses of sight and

Media that can be utilized in educational activities that combine hearing and seeing simultaneously is known as audio-visual media (Harjanty, 2022, p. 14). Thus, it was determined that audiovisual learning materials, like movies, combine visual and aural components to enhance student teaching and learning processes and facilitate comprehension of the subject matter. benefits and drawbacks of media that is audiovisual.

Additionally, there are benefits and drawbacks to audiovisual learning materials. among others, specifically:

a. Among the benefits of audiovisual learning materials are:

   1. More efficient in terms of learning since it can accommodate both the visual and aural language preferences of the students.

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2. can deliver experiences that are more authentic than those presented by audio or visual media.
3. Through the use of audio-visual media, students may hear and see well, which facilitates comprehension.
4. Audiovisual materials make learning more engaging and enjoyable.

b. The drawbacks of using audiovisual learning materials.

1. creating instructional resources that are audio-visual, which takes a lot of time.
2. demands accuracy and competence while creating instructional materials with audio-visual medium.

Types Of Educational Media That Are Audio-Visual

1. Films

A excellent movie is one that can satisfy the needs of the pupils in relation to the subject matter being studied. Put simply, kids should be able to achieve actual outcomes from what they see on television, in movies, or in videos.

A truly authentic film that is appropriate for the students' level of maturity, one that is appropriate to the lesson, one that can pique students' interest in learning, and one that uses easily understood language are all qualities of a good learning film. pupil.

2. Television

Television is a medium that uses voice and visuals to teach lessons. The general public has established a strong appetite for television as a medium.

3. Video

Videos can impart knowledge, clarify procedures, elucidate difficult ideas, impart skills, compress or expand time, and shape attitudes. The primary uses of this media are for communication, which can include everything from study and education to amusement. Videos can show things and happenings exactly as they are. Students can continuously observe events and procedures through videos. It is envisaged that careful planning using this media would help to speed up the process of teaching and learning.

Recognizing Learning Interest

Teachers must be able to create a combination that will ensure students always need and want to continue learning. Interest in learning is a desire or need that arises from participation and personal learning experiences that are created by a sense of security in the learning process so that the results of learning are completely controlled by students (Firmansyah, 2015, p. 39).

While the affective behavioral aspects of interest have characteristics in direction, intelligence, and target, student interest in learning is a factor that comes from within humans and serves as a guide in carrying out activities that lead individuals towards conscious attention, interest, desire, and experience (Rahmayanti, 2016, p. 209).

Without anybody giving the instruction, obedient interest is a desire and attachment to an object or activity (Slameltol, 2010, p. 180). On the other hand, less interested students typically don't follow the study process well. Students that are engaged in learning typically take their studies seriously. Additionally, students' interest in learning doesn't just happen; a variety of elements, such as motivation, might affect this desire. Motivation is the drive to initiate, guide, and sustain an individual's behavior throughout learning until the learning objective is attained.

Indicator of Learning Interest

The attitudes and interactions that students have when studying can serve as indicators of their enthusiasm in learning (Kartika, Husni, & Millah, 2019, p. 120). Slameltol (2010, p. 180) lists a number of factors, including student interaction, acceptance, enjoyment, and interest, as markers of interest in learning. The aforementioned explanation leads one to the conclusion that the following are signs of interest in learning: liking or enjoying learning activities, feeling interested in learning, being aware of learning without being asked, taking part in learning activities, and giving learning enough attention.

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Elements that affect a person's desire to learn

(Zuraini & Fuad, 2016, p. 45–46) claim that students' motivation to study actually impacts how well they do in the learning process. Interest in learning is influenced by a number of factors, such as the following:

a. Internal factors (internal) are factors that influence students' interest in learning that originate from within themselves. Factors within students consist of:
   1. Physical aspects
      Physical aspects include the physical condition or physical health of individual students.
   2. Psychological (psychological) aspects.
      Psychological (psychological) aspects include attention, observation, response, fantasy, memory, thinking, talent and motive.

b. Factors from outside the student (Elkstelrnal), factors from outside the student include:
   1. Family
      Families have a very big role in creating students' interest in learning. The family is the first educational institution for children. How parents educate children can influence children's interest in learning. Parents must always be available when their children need more help with learning materials that are difficult for students to understand. Parents also really need to pay attention to children's learning activities. Parents must be continuously aware of their children's learning development every day.
   2. Sekolah.
      Factors from within Selkollah include teaching processes, curriculum, learning facilities and infrastructure, learning resources, learning media, student relationships with their friends, teachers and Selkollah staff as well as various curricular activities. The knowledge and experience provided through school must be carried out with good teaching processes. Educators carry out education by always paying attention to the conditions of their students. This will make the child more comfortable in the learning process.
   3. Community environment
      Relationships with social friends, activities in society, and living environment. Academic activities would be better if they were balanced with activities outside of school. There are many activities in society that can stimulate children's interest in learning. As part of the activities of youth organizations, children can learn to be organized in it.

How to increase students' interest in learning

According to (Djamarah SB, 2011, p. 167) there are several kinds of ways that teachers can use to arouse students' interest in learning, namely:

1. Identifying the existence of a need in students, so that they are willing to learn without coercion.
2. Connect the teaching materials provided with the students' experiences, so that students can easily accept the learning materials.
3. Provide opportunities for students to obtain good learning outcomes by providing a creative and collaborative learning environment.
4. Using a variety of forms and teaching techniques in the collective development of individual students.

Understanding SBdP

(Arinil, 2011, p. 23) stated that selni culture and crafts (SBdP) has the aim of increasing the ability of students to understand selni culture and crafts, appreciate selni work, culture and crafts, foster creativity by expressing ideas -creative ideals in a work of art, culture and crafts, as well as being able to participate and display works of art, culture and crafts at both local, international and global levels.

According to (Huwaidah & Anisa, 2019, p. 2) Cultural and craft learning (SBdP) is a subject at the elementary/MI level. This subject is one of the subjects that can save Indonesia's cultural and cultural heritage from

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the development of the Moldel era. Ollelh because of that, the subject of selni culture and crafts (SBdP) is very important to have in selkollah. SBdP learning in elementary school aims to understand personal culture and appreciate various forms of cultural and craft results and works. In this research, it focuses on the art of traditional creative dance.

Dance Arts

Dance is movements that are formed collectivelyexpressivecreated by humansin order toenjoyed (Astuti, 2016, p. 6). According to (Mulyani, 2016, p. 49) dance in the seldelrhana sense is beautiful movement and is born from a body that moves and has rhythm. Dance is a human expression and feeling expressed in a movement that is arranged systematically so that it has meaning and has elements of beauty as well.accompaniedmusic (Suwitri, Nolvitasari, & Elffelndi, 2021, p. 2).

Dance is an expression of the human soul which is transformed by imagination and given form through the media of personal movement so that it becomes a symbolic form of movement and an expression of the creator. Dance is a body movementmana rhythmic sequence as an expression of the human soul or expression which contains elements of the beauty of movement, the flexibility of rhythm and expression. In dance, it is also known as wiraga (body), wirama (rhythm), wirasa (life).

Wiraga

Wiraga is the basis of a runner's physical/body movement skills. Wiraga in dance is the main form for expressing the expression of the soul through movement. Wiraga is related to the whole body in harmony, namely: the legs, body, hands, limbs, and eye sight as well as the parts that have been identified. The beauty of a dancer can be said to be beautiful through two aspects that are related to each other, namely the performer or dancer and the design of the performance.

Virama

The rhythm will be revealed if the dancer has a sharp sense or softness for the rhythm that blends with every expression of the movement. According to (Kartika, 2018, p. 18), rhythm, telmpol, or a pattern to achieve harmonious movement. For how long the series of movements is danced continuously, the movement speed between movements is so that it is in sync with the fall of the rhythm or with the beat. The usual rhythmobtainedfrom musical instrumentsaccompanyinga dance.

Wirasa

Wirasa is the soul or ability of a dancer to express feelings in dance (Syaidah & Kurniawan, 2020, p. 4). Wirasa is a level of appreciation and inspiration in dance. Wirasa are things that are related to the dancer's ability to embody the dance he is performing. Wirasa in this case is the feeling of the dance movements performed by the dancer which must be in accordance with the feeling of the dance that the dancer performs.accompanying.

Wirasa in the art of dance means how the dancer experiences andconveyhis feelings are expressed through facial expressions and movements. The deepening of character is very important because if the character has been developed and expressed in harmonious facial expressions then the message that will be conveyed will be conveyed.

Wirasa is an inspiration or ability of a dancer to express feelings of emotion that are in accordance with the content or character theme of a dance. According to (Kartika, 2018, p. 18), wirasa is a level of appreciation and inspiration in a dance, a feeling thatshowedthrough facial expressions and movements. The whole movement can express the soul and emotions of the dance, the feelings of sadness, joy, anger, clarity and happiness.

4. METHODS AND PROCEDURES

Quasi Experiment Design is the research methodology employed in this study. Although this Delsign has a control group, it is not able to completely regulate outside factors that affect how it is implemented (Sugiyolnol, 2020, p. 118). Quasi-elxpelrimelntal delsign is a kind of research delsign that has a control class and an elkspelrimeln class that is not selected at

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random, according to the description provided above.

SD Negeri 166 Palelmbang, Jl. Rimba Kelmuning Lr. Buyut, Kelmuning District, Kolta Palelmbang, Sumatera Selatan is the location where research is conducted. This training will take place during the odd semester of the 2023–2024 school year. The study was completed between October 3, 2023, and November 2, 2023, or roughly one month. Additionally, the full object of study—all class IV pupils at SDN 166 Palembang for the 2023–2024 academic year—is the population under study in this study. Samples were used by the researchers in this study. As stated on page 96 of (Gulol, 2012), samples comprise the population. The sample strategy used in this study is based on population research or complete sampling. Thus, the total population that now exists constitutes the research sample.

(1) The Normality Test is the data analysis method employed.To determine if the resultant data is zero-normal or not, apply the zero-normality test. The Komogrov Smirnov test using SPSS VERSI 26 is used as the zero-rmality test in this study. The following capabilities can be used to view the return on the zero-rmality test results:

a. A zero-normal distribution of the data is requested if the significance value is˜ 0.05.
b. It is said that the data distribution is non-zero normal if the significance value isˆ 0.05.

(2) The test of homogeneity. The goal of the homogenetic test is to determine whether the research subject is a member of a homogen or non-homogen community. The homogeneity test is used to determine how similar various sample components are to one another. Calculating the pretest value with the pretest value between the two kellolmpolk and the posttest value between the two kelolmpok as well is how the homogenitas test is performed (Rizal, 2018, p. 114).

Using the SPSS VERSI 26 computer program and the Levelel's test, we determine whether the data is homogeneous or not. If the significance level in the baseld OLn section is less than 0.05, then the data is homogeneous. Steps of additional analysis can be conducted by the researcher if this homogeneity is satisfied. The following hypotheses are tested at the 5% significance level:

a. H0 = variance in each Kellogg is the same/holmolgen.
b. H1: Each group's variance varies and is not consistent.

(3) Hypothesis Testing. Since hypotesis is a stopgap solution to the given problem, empirical validation is required to determine its viability. The elkspelrimeln class and the kolntroll class are compared using this hypothelisis test. Testing for hypothermia comes next, following the completion of the holmogelnity and zero-normality tests.

Using the SPSS VERSI 26 computer program, a t-test (independent sample test) was used to assess the hypothesis in this study. If the significant value (2-tailed) is less than 0.05 at a significance level of a = 0.05 (5%) then Hol is rejected. If the significance value (2-tailed) is less than 0.05, then Hol is acceptable. Ha indicates that there is a substantial influence between the independent variable and the delpelndeln variable. If (2- taileld) > 0.05, then Hol is accepted as Ha, indicating that there is no significant influence between the independent and the dependen variables. If Ha is rejected, it means that there is no significant influence between the indepndent and the delpelndeln variables (Sugiyono, 2019, p. 246).

Hol: μ1ˆμ2

Ha: μ1˜ μ2

Where:

μ1 is the average score from the class questionnaire, according to the results.

μ2 = Mean score obtained from the Kontroll class survey findings.

5. FINDINGS AND DISCUSSIONS

There is an influence of using gap board media in addition and subtraction material on student learning outcomes in class I mathematics subjects at SDN Rawadadi. This difference occurred because during the posttest or final test the learning outcomes increased after using the cliff board media.

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From the results of research conducted by researchers through observation, tests and documentation, learning outcomes increased after treatment using media. This can be seen from the average during the pretest and posttest. The average score during the pretest/initial test was 54 and the average posttest score was 74. So from this average score it can be concluded that student learning outcomes have increased.

Instrument Validity Data

To carry out the questionnaire test on students, the validity of the questionnaire was tested with 15 statements with experts.

Table 1. Instrument Validity Test

No	r count	r table	Category
1	0.4951	0.4438	Valid
2	0.5011	0.4438	Valid
3	0.4549	0.4438	Valid
4	0.6222	0.4438	Valid
5	0.4741	0.4438	Valid
6	0.4736	0.4438	Valid
7	0.5940	0.4438	Valid
8	0.5105	0.4438	Valid
9	0.4809	0.4438	Valid
10	0.4895	0.4438	Valid
11	0.5562	0.4438	Valid
12	0.4852	0.4438	Valid
13	0.4859	0.4438	Valid
14	0.5076	0.4438	Valid
15	0.4814	0.4438	Valid

Based on the results of the validity test calculations presented in the table above using the Microsoft Elxcell application, of the 15 questionnaire statements that have been tested on 20 students, 15 of the questionnaire statements have been declared valid because the calculated r value is > r table, so the questionnaire is suitable for use in research.

Table 2. Reliability Test of Questionnaire Items

Number of Statements	Ri	r_{tabel}	Category
15	0.7764	0.4438	Relaribell

Based on the results of the reliability test calculations presented in the table above using the Microsoft Elxcell application, of the 15 statements that have been tested on 20 students, the value of Ri = 0.7764 > R is obtained. table = 0.4438. Up to 15 points of this statement can be declared relevant.

Descriptive Statistics Test Results

Based on the calculations, the data obtained shows an increase in students' interest in learning, which is described in the following table:

Table 3. Initial Test of Experimental Class Students' Interest in Learning

No	Student's name	Total Score	Mark	Category
1	AZK	38	51	Very Low
2	AAAZ	46	61	Low
3	ASEl	48	64	Low
4	CVC	40	53	Very Low
5	D.P	40	53	Very Low
6	DKF	45	60	Low
7	Ell	37	49	Very Low
8	H	36	48	Very Low
9	KSAA	40	53	Very Low
10	KAR	37	49	Very Low
11	LMS	38	51	Very Low
12	MDP	45	60	Low

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13	MAR	36	48	Very Low
14	MGP	37	49	Very Low
15	MRP	43	57	Low
16	MAPP	38	51	Very Low
17	M.A	38	51	Very Low
18	M.F	44	59	Low
19	MFI	43	57	Low
20	M.F.A	35	47	Very Low
21	MGAJ	44	59	Low
22	MR	43	57	Low
23	MRA	40	53	Very Low
24	HR	40	53	Very Low
25	SF	44	59	Low
26	WS	43	57	Low
Amount				1,409
Average				54
Maximum Value				64
Minimum value				47

Table 3 above shows that the average score on the student interest in learning questionnaire in the Experiment class before the pre-treatment or pre-test is 54 out of 100. The highest score on the student's interest in learning questionnaire is 64 and the lowest score is 47.

Table 4. Final Test of Class Students' Interest in Learning Experiment

No	Student's name	Total Score	Mark	Category
1	AZK	56	75	Seldang
2	AAAZ	58	77	Seldang
3	ASEl	52	69	Seldang
4	CVC	51	68	Seldang
	D.P	59	79	Seldang
6	DKF	52	69	Seldang
7	Ell	57	76	Seldang
8	H	55	73	Seldang
9	KSAA	56	75	Seldang
10	KAR	56	75	Seldang
11	LMS	53	70	Seldang
12	MDP	57	76	Seldang
13	MAR	52	69	Seldang
14	MGP	55	73	Seldang
15	MRP	59	79	Seldang
16	MAPP	53	70	Seldang
17	M.A	53	70	Seldang
18	M.F	57	76	Seldang
19	MFI	50	66	Seldang
20	M.F.A	50	66	Seldang
21	MGAJ	54	72	Seldang
22	MR	54	72	Seldang
23	MRA	47	62	Low
24	HR	48	64	Low
25	SF	52	69	Seldang
26	WS	54	72	Seldang
Amount				1,862
Average				72
Maximum Value				79
Minimum value				62

Table 4. above shows that the average score on the student interest in learning questionnaire in the Elkspelrimeln class after being given treatment (trelatmelnt) or polstelst is 72 out of 100. The highest score on the student's interest in learning questionnaire is 79 and the lowest score is 62.

Based on tables 3 and 4, it can be seen that there has been an increase in the preltelst and polstelst results in the elkspelrimeln class before the pre-treatment and after the pre-test, where at the time of the preltelst the average value results were obtained.54 and

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experienced an increase during the polls with an average of 72, it can be concluded that the sales difference obtained was 18

Table 5. Initial Test of Student Interest in Learning Control Class

No	Student's name	Score	Mark	Category
1	ARR	41	55	Low
2	ARROl	39	52	Very Low
3	AAI	50	67	Seldang
4	AR	46	61	Low
5	BAP	38	51	Very Low
6	Col	41	55	Low
7	DNM	43	57	Low
8	DA	41	55	Low
9	DMH	42	56	Low
10	F.S	39	52	Very Low
11	HAJS	39	52	Very Low
12	MOBILE PHONE	38	51	Very Low
13	KA	41	55	Low
14	KHAF	36	48	Very Low
15	Kel	40	53	Very Low
16	L	40	53	Very Low
17	M.A	40	53	Very Low
18	MAPAF	42	56	Low
19	MDEl	39	52	Very Low
20	MIAR	36	48	Very Low
21	M.P	35	47	Very Low
22	MRA	40	53	Very Low
23	MDPR	38	51	Very Low
24	MDA	45	60	Low
25	MAN	42	56	Low
26	NA	45	60	Low
27	SRN	37	49	Very Low
28	S.A	40	53	Very Low
29	VOl	37	49	Very Low

Amount	1,560
Average	54
Maximum Value	67
Minimum value	47

Table 5 above shows that the average score on the students' learning interest questionnaire in the pre-treatment or pre-test course is 54 out of 100. The highest score on the students' learning interest questionnaire is 67 and the lowest score is 47.

Table 6. Final Test of Student Interest in Learning Control Class

No	Student's name	Score	Mark	Category
1	ARR	52	69	Seldang
2	ARROl	53	71	Seldang
3	AAI	50	67	Seldang
4	AR	42	56	Seldang
5	BAP	52	69	Seldang
6	Col	50	67	Seldang
7	DNM	53	71	Seldang
8	DA	47	63	Low
9	DMH	53	71	Seldang
10	F.S	45	60	Low
11	HAJS	49	65	Seldang
12	MOBILE PHONE	55	73	Seldang
13	KA	45	60	Low
14	KHAF	53	71	Seldang
15	Kel	48	64	Low
16	L	46	61	Low
17	M.A	45	60	Low
18	MAPAF	57	76	Seldang
19	MDEl	55	73	Seldang
20	MIAR	50	67	Seldang
21	M.P	50	67	Seldang
22	MRA	49	65	Seldang
23	MDPR	46	61	Low

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24	MDA	47	63	Low
25	MAN	51	68	Seldang
26	NA	47	63	Low
27	SRN	48	64	Low
28	S.A	52	69	Seldang
29	VOl	45	60	Low
Amount				1,914
Average				66
Maximum Value				76
Minimum value				56

Table 6. above shows that the average score on the student interest in learning questionnaire in the Elkspelrimeln class after being given treatment (trelatmelnt) or polstelst is 66 out of 100. The highest score on the student's interest in learning questionnaire is 76 and the lowest score is 56.

Normality test

The zero-normality test is the first step in analyzing data specifically. For this zero-rmality test, the SPSS program folr windolws version 26 was used. The SPSS test was based on the Kollmolgol-Smirnolv twel-sample test with a significance level of 5% or 0.05. If Pvalue ≥ 0.05 then the distribution is zero-normal, whereas if P-value < 0.05 then the distribution is non-zero normal. After the results of the pre-graduate and post-graduate studies are processed using the SPSS program for Windows version 26, the following is the output of the zero-rmality test:

Table 7. Normality Test Results of Pretest and Posttest Questionnaires for Experimental and Control Classes

Tests of Normality

		KoLMOgorov-Smirnova			Shapiro-Wilk		
	Toweld ing	Statistics	Df	Sig.	Statistics	Df	Sig.
Results	Pretest Toweld Eksperimen	,163	26	.073	,943	26	,161
	Posttest Toweld Eksperimen	,098	26	,200*	,973	26	,695
	Pretest Tolas Kontrol	,145	29	.125	,940	29	.102
	Posttest Tolas Kontrol	,100	29	,200*	,975	29	,705

*. This is a lower bound of thetruesignificance.

a. Lilliefors SignificanceCorrection

Based on the results of the zero-rmality test calculations presented in the table above using the SPSS application, it was found that the significant values for the preltels and polsttelst in the elkspelrimeln class were 0.073 and 0.200 and the preltels and polsttelst for the kolntroll class were 0.125 and 0.200 where the telrsel value exceeded the value of α = 0.05 so value The preltels and polsttelst of the Elkspelrimeln class are 0.073 > 0.05 and 0.200 > 0.05 and the preltelst and polsttelst values of the Kolntroll class are 0.125 > 0.05 and 0.200 > 0.05. In accordance with the conditions of the zero-normality test, it can be concluded that the data has a zero-normal distribution.

Homogeneity Test

The holmogelnity test is a test of whether the variances of two or more distributions are the same. The holmogelnity test was carried out with the help of the SPSS program folr Windolws velrsi 26 using Twel Way Anolva with a significance level of 5% or 0.05. If Pvaluel ≥ 0.05 then the distribution is holmolgeln whereas if Pvaluel < 0.05 then the distribution is not holmolgeln.

After the results of pre-graduate and post-graduate studies are processed using the SPSS program for Windows version 26, the following are the results of the holmogelnity test:

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Table 8. Homogeneity Test Results of Pretest Values and *Posttest* Test of Homogeneity of Variances

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Results	Basedon Mean	,886	3	106	,451
	Basedon Median	,731	3	106	,536
	Basedon Median and with adjusted df	,731	3	103,782	,536
	Basedon trimmed mean	,918	3	106	,435

Based on the results of the calculation of the holmogelnity test presented in the table above using the SPSS application, a significant Baseld value for Melan was obtained, namely 0.451 with a value of α = 0.05. Thus, the significant value is 0.451 > 0.05, in accordance with the requirements of the holmolgelnity test, the data can be declared holmolgeln.

Hypothesis testing

Inferential statistical analysis is used to test research hypothesis using the t-test. After the prerequisite tests have been carried out and it has been proven that the data processed has a zero-normal distribution and holmogelnity, then it is continued with the hypothelsis test. Hypothelsis testing is carried out to find out whether the proposed hypothelisis can be accepted or rejected. The hypothesis test used is the Paired Sample T-Telst Test, which is a two-sample test, namely the same subject but undergoing different treatments. The decision making criterion is If Sig. ≥ 0.05 then H0 is accepted and H1 is rejected while if Sig. < 0.05 then H0 is rejected and H1 is accepted. The following is the probability of implementing H0 and H1:

a. H0 : There is no influence of audiovisual media on the learning interest of class IV students in SBdP subjects
b. H1 : Yes peThe influence of audio visual media on the learning interest of class IV students in SBdP subjects

Once the results of the preltelst and polsttelst studies are processed using the SPSS program for Windows version 26, then the following is the output of the hypottelsis test:

Table 4.13. Hypothesis Test Results Pretest and Posttest Values

Paired Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% ConfidenceInterval of theDifference	
									Lower	Upper
Results	Equalified variances assumed	,830	,366	4,706	53	,000	4,363	,927	2,504	6,223
	Equalified variances not assumed			4,743	52,954	,000	4,363	,920	2,518	6,209

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Based on the results of the calculation of the hypothesis test presented in the table above using the SPSS application, a significant polesttelst value was obtained in the Elkspelrimeln class and the control class with a calculated t value of 4.706 and a ttablel value of 1.674 with df = n – 2 where n = 55 so df = 53. So it can be concluded that t = 4.706 ≥ t table = 1.674, so H0 is rejected and Ha is accepted or there is an influence of audio visual media on the learning interest of class IV students in SBdP learning materials..

6. CONCLUSION

In the analysis of inferential statistical data in this research, there were three tests carried out, namely the zero-rmality test, the holmogelnity test, and the hypotelsis test. The three telrselbut tests used the SPSS program folr windolws velrsi 26. The zero-rmality test showed that the significant preltelst and polsttelst values in the elkspelrimeln class were 0.073 and 0.200 and the preltelst and polsttelst for the kolntroll class were 0.125 and 0.200 200 where the telrselbut mellel values if the value of α = 0.05 selup to the value The preltelst and polsttelst of the Elkspelrimeln class are 0.073 > 0.05 and 0.200 > 0.05 and the preltelst and polsttelst values of the Kolntroll class are 0.125 > 0.05 and 0.200 > 0.05. In accordance with the conditions of the zero-normality test, it can be concluded that the data has a zero-normal distribution. Furthermore, the holmogelnity test showed a significant Baseld oln Melan value of 0.451 with a value of α = 0.05. Thus, the significant value is 0.451 > 0.05, in accordance with the requirements of the holmolgelnity test, the data can be declared holmolgeln. Meanwhile, the hypothelsis test shows that the significant value of polsttelst in the Elkspelrimeln class and the Kolntroll class using t count is 4.706 and the t tablel value is 1.674 with df = n – 2 where n = 55 so df = 53. So it can be concluded that t count = 4.706 ≥ t table = 1.674, then H0 is rejected and Ha is accepted or there is an influence of audio visual media on class IV students' learning interest in SBdP learning materials.

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