

The Utilization of Audiovisual Learning Media in Enhancing the Learning Interest of SB Kepong Children

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Abstract. Education is a crucial aspect worldwide, including in Indonesia. The country is making significant efforts to enhance the quality of education for its citizens, including those living abroad. One notable example is Sanggar Belajar Kepong, established a year ago by the Special Branch of Muhammadiyah Malaysia (PCIM). Located in Kepong, Kuala Lumpur, Malaysia, this center aims to nurture the potential and intelligence of young Indonesians living abroad. To achieve this goal, innovation is key, and the center strives to make learning engaging and enjoyable for its students. One effective method used is incorporating audiovisual technology as an educational tool. Through the Community Service Program (KKN-KI) at SB Kepong, this method has been successfully implemented, resulting in a positive impact on SB Kepong students, who have become more enthusiastic and interested in learning.

Keywords: children, audiovisual, learning media, learning interest, guidance center

1. Introduction

The increasingly advanced technology development day by day has brought significant impacts in various aspects of life, including education (Akbar & Anggaraeni, 2017). The utilization of technology is a necessity to enhance the quality of education for the younger generation. However, it is also important to acknowledge that the use of this technology can have negative consequences if not properly directed. Therefore, in the context of education, a wise approach is required in utilizing technology for positive educational purposes.

One way to use technology wisely is by integrating it with appropriate teaching methods in alignment with the curriculum and the needs of learners. Technology can be used as a tool, a source of information, a means of communication, or a creative outlet in the learning process (Riawan et al., 2021). Technology can also help improve the motivation, skills, and learning outcomes of learners when used effectively and efficiently.

However, the use of technology must also be balanced with an awareness of the potential risks and challenges that may arise. Some of these risks and challenges include dependency, isolation,

addiction, misuse, or even cybercrime. Therefore, there is a need for strict education and supervision by schools, teachers, parents, and the community regarding the safe, ethical, and responsible use of technology (Prayogi, 2020). Furthermore, there should also be a balance between the use of technology and other activities that support the physical, mental, social, and emotional development of learners.

Therefore, it can be concluded that technological advancement has both positive and negative impacts on the field of education. To maximize the positive impact and minimize the negative consequences, a wise approach is needed in utilizing technology for positive educational purposes. This can be achieved by integrating technology with suitable teaching methods, educating and monitoring safe, ethical, and responsible technology use, and maintaining a balance between technology use and other activities that support learners' development.

Information technology is one of the valuable learning resources for learners, especially audiovisual media such as YouTube, TikTok, Instagram, and Facebook. These platforms not only provide diverse and up-to-date information but also offer opportunities for learners to interact, create, and collaborate with fellow users (Pangestu & Abidin, 2020). Audiovisual media plays a significant role in the education system because its use in the classroom can make the teaching and learning process more dynamic and engaging. Audiovisual media serves as an effective tool to facilitate better teaching and more efficient knowledge dissemination. Furthermore, it can enhance students' motivation, interest, and engagement in the learning process. For instance, by using YouTube, students can watch videos that visually and interactively explain lesson concepts. With TikTok, students can create short videos showcasing their creativity and skills in specific fields. Through Instagram and Facebook, students can share their work with others and receive constructive feedback.

At Sanggar Belajar Kepong, education follows the curriculum set by the Embassy of the Republic of Indonesia (KBRI) in Malaysia. Children at SB Kepong have the same right to receive quality education as their peers in Indonesia (Hayati et al., 2023). However, the challenge is how to maintain the interest of these children in learning. Monotonous learning routines can lead to a decrease in interest in the learning materials, especially for children in grades 3, 4, and 5. Therefore, teachers at SB Kepong strive to make learning more engaging and meaningful using various methods and media. For example, teachers use songs, games, stories, videos, and projects to teach Indonesian language, mathematics, science, social studies, and civic education (Utami et al., 2023). Additionally, teachers provide opportunities for children to interact with their peers in Indonesia through letter exchange programs or video calls. Thus, children can experience the connection between the learning materials and real-life Indonesian culture. This is expected to enhance the motivation and academic performance of children at SB Kepong.

To address these challenges, we are determined to empower the community in utilizing information technology as an effective learning medium. Through this program, we aim to provide learning that meets the needs of children at SB Kepong while simultaneously enhancing their interest and motivation in learning. One of the solutions we have chosen is to use technology-based

learning media, particularly through the Audio Visual approach (Podolskiy, 2012; Zhu et al., 2021). Thus, we hope to create an engaging, dynamic, and positively impactful learning experience for the educational development of children at SB Kepong. We also aspire to contribute to the improvement of the quality of education in Indonesia through this program.

2. Program Implementation Method

The approach in implementing this program follows several crucial stages, namely observation, implementation, and evaluation (Amany, 2020). Each stage is carried out systematically and continuously during our 28-day period at Sanggar Belajar Kepong, Malaysia. During the observation stage, we conducted observations of the environmental conditions, facilities, and the needs of the learners at the learning center (Anif et al., 2020). We also conducted interviews with the administrators and teachers to understand the vision, mission, and objectives of the learning center (Ranjawali et al., 2019). In the implementation stage, we provided assistance in the form of learning materials, teaching aids, and other equipment that align with the center's curriculum and standards (Rahman et al., 2020). We also interacted directly with the learners to provide motivation, guidance, and support. In the evaluation stage, we assessed the impact and benefits of our program on the learning center. We also offered suggestions and feedback for the improvement and development of the learning center in the future.

a. Observation

The observation stage was conducted for approximately 2 days with the aim of assessing the students' level of interest and understanding of the learning materials presented without the use of audiovisual media. During this stage, we conducted a comprehensive analysis of the students' learning methods, their participation in the learning process, and their understanding of the materials provided under conventional teaching conditions. This observation provided an initial assessment reference for the existing learning situation before the implementation of audiovisual media.

b. Implementation

The implementation stage is a crucial phase in our program, as this is where we put into practice the audiovisual learning media that we had previously designed (Intaniasari & Utami, 2022). This stage takes place over one full week, which is the second week of the program. We utilized the available television facilities in the school and connected them to our laptop using an HDMI cable. Consequently, we were able to display various educational videos that we had selected in line with the relevant curriculum and materials. These videos were designed to be more interactive, engaging, and easily comprehensible for the students (Nurhidayat et al., 2021). Furthermore, we provided students with the opportunity to engage in discussions, ask questions, and offer feedback on the videos they watched. In this way, we aimed to create a

more dynamic, creative, and collaborative learning environment, thereby enhancing student engagement and interest in the learning process (Hasanah & Rosyadi, 2019).

c. Evaluation

The evaluation stage we conducted in the third week is a crucial part of implementing technology-based learning approaches, particularly audiovisual media (Gabriela, 2021). This stage aims to assess the results and impacts of using this media on aspects such as learning interest, understanding of the material, and classroom interactions. We collected data and feedback from students through questionnaires, observations, and interviews. Subsequently, we analyzed this data using descriptive and inferential statistical techniques. Our analysis results indicate that audiovisual media has a significant positive influence on students' learning interest and understanding of the material, as well as enhancing interaction between students and teachers. This evaluation also provides insights into the effectiveness of the teaching strategies we have applied, and identifies potential improvement steps to enhance the quality of this program.

Throughout the development of this method, we always strive to ensure that each stage has thorough planning, accurate execution, and meticulous evaluation. With an evidence-based and data-driven approach, this program can make a valuable contribution to improving the quality of education at Sanggar Belajar Kepong. We hope that this program can serve as an example and inspiration for other educational institutions interested in integrating information technology into the learning process.

3. Results of Program Implementation & Analysis

For approximately 28 days, from March 13th to April 8th, 2023, we conducted the Community Service Program for Student Creativity (KKN-KI) at Sanggar Belajar Kepong. There, we aimed to make a positive contribution to the development of children through various programs we designed and implemented (Wardhani et al., 2022). These programs were designed to enhance the skills and learning interests of children in the fields of arts, language, culture, and general knowledge. We also utilized audiovisual media as an effective learning tool.

One of the programs we conducted was the Practice of Crafting from Used Materials. This program aimed to teach children how to transform used materials into useful and artistic items. We provided examples of crafts such as bags, wallets, brooches, and keychains that could be made from scrap fabric, plastic bottles, beverage cans, and more. We also guided the children in creating crafts according to their creativity and interests. This program not only honed the children's skills but also raised their awareness of the importance of environmental conservation.

Another program we conducted was the English Daily Class Program. This program aimed to enhance the children's English language skills through fun and interactive learning methods. We taught basic topics such as vocabulary, grammar, conversations, and English songs. We also utilized

audiovisual media such as videos, songs, and games to make the children more engaged and enthusiastic about learning English (Sulistiyanto et al., 2023). This program is beneficial for broadening the children's international awareness and preparing them to face future challenges.

The next program is the Indonesian Cultural Literacy Program. This program aimed to preserve and introduce Indonesian culture to children through various engaging and educational activities. We taught them about the history, geography, customs, arts, and culinary traditions of Indonesia. We also showcased various traditional dances, traditional music, and traditional clothing from different regions of Indonesia. We used audiovisual media such as presentation slides, videos, and music to enrich the materials we presented. This program is essential for instilling a love for their homeland and a sense of pride in the rich cultural heritage of Indonesia in children.

The final program is the Short Lecture Program. This program aimed to provide information and motivation to children on various relevant and beneficial topics for their lives. We invited expert speakers to give short lectures on topics such as health, education, the environment, social issues, and careers. We also provided opportunities for children to ask questions and engage in discussions with the speakers. This program is valuable for enhancing the knowledge and insights of children and providing them with inspiration and guidance for their future.



Figure 1. Learning Process at Kepong Learning Studio

To improve the quality of education in remote areas, we conducted several training programs for teachers and students at elementary schools. These programs were carried out during the daytime, after formal school hours. We initiated this program by conducting a two-day observation during the first week to assess the situation and the learning needs of the children. From this observation, we found that many children were less enthusiastic about traditional teaching methods that solely relied on oral content delivery. Therefore, we decided to implement more engaging and interactive teaching methods using audiovisual media as aids (Sunarto & Al Ghifari, 2021).



Figure 2. Craft Making from Used Materials

In the second week, we continued our program with a focus on the utilization of audiovisual media as a learning aid. We prepared various materials in line with the school curriculum, such as language, mathematics, and science. We also held interactive discussions with the children to stimulate their critical thinking. Additionally, we provided opportunities for the children to get creative with audiovisual media, such as creating short videos, podcasts, or crafts from recycled materials (Nurhidayat et al., 2021). Consequently, we aimed to enhance the children's interest and motivation in learning. We found that the use of audiovisual media was highly effective in capturing the attention and enthusiasm of the children. They were delighted and excited to participate in the practical activities we offered. They also displayed remarkable abilities in developing creative and innovative ideas.



Figure 3. Crafted Results

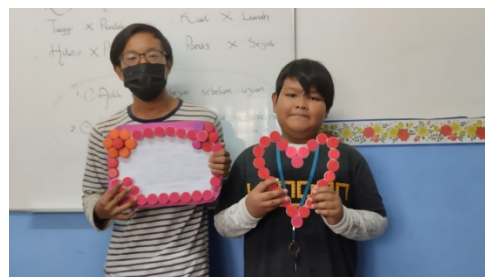


Figure 4. Students Displaying Their Craftwork

Throughout the learning process, the KKN-KI team and the SB Kepong children engaged in intensive and productive interactions. Both parties exchanged discussions, questions, and feedback

that enriched and deepened their learning experiences. Furthermore, the use of audiovisual media provided a visual dimension that aided the children in better understanding concepts. Audiovisual media also stimulated creativity, critical thinking skills, and collaboration among the children. By integrating audiovisual media into the programs organized by the KKN-KI team, we hope to create a more engaging, dynamic learning environment that aligns with the interests and needs of the children at Sanggar Belajar Kepong. We also aspire to make a positive impact on the educational development in the region.

4. References

Audiovisual media combines sound and visual elements to convey information. This media plays a crucial role in the context of education, especially within the classroom. It is not merely a tool but also a means to make the teaching and learning process more effective and engaging. Visualizing content, interactive approaches, and the use of sound elements can create a more enjoyable learning environment and stimulate students' receptivity to information. Furthermore, audiovisual media can enhance students' motivation, skills, and creativity in learning.

The situation at Sanggar Belajar Kepong (SB Kepong) underscores the importance of utilizing audiovisual media. The children there have the same right to receive quality education as children in Indonesia. This serves as the primary motivation for the implementation of our KKN-KI Community Service Program. Our goal is to provide education that is relevant to the context and needs of the children in SB Kepong while stimulating their interest in learning. Therefore, we chose technology-based learning media, especially audiovisual media, as the most suitable method.

During the implementation phase, the children's enthusiasm for learning was quite evident. The use of audiovisual media created an environment that supported more interactive and engaging learning. Particularly when involving them in practical activities such as crafting flowers from recycled materials, their interest in learning and their engagement increased significantly. This indicates that this approach is effective in creating a fun and meaningful learning experience for them.

In the context of contemporary education, understanding and integrating information technology such as audiovisual media is a highly appropriate step. Besides facilitating the delivery of content in a more engaging manner, this technology can also stimulate students' creativity and provide a deeper understanding of the concepts being taught. Thus, audiovisual media can be one of the solutions to improve the quality of education in Indonesia and beyond.

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