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Characters in Audio Visual-Based Teaching Materials in Thematic Learning in Elementary Schools

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Abstract: *This scientific article is motivated by the lack of character in students, where as we know today's technological advances can make the character decline in students, but if technology is used properly there will be many benefits, where most students in Indonesia currently With gadgets, technological advances can have both positive and negative impacts. The purpose of this research is to instill the character of students through the use of audio-visual-based teaching materials, such as videos. This study uses a qualitative method with the type of library research (library research), while data collection uses documentation techniques, namely data collection or from books or literatures and journals that discuss "Character in Audio-visual Based Teaching Materials in Thematic Learning in elementary school". The data analysis technique uses the technique of drawing conclusions by identifying various special characteristics of a message in an objective, systematic and generalist manner. The results of this study are Characters in Audio-visual-Based Teaching Materials In Thematic Learning in Elementary Schools, of course there are various ways that a teacher can do in instilling character in students, one of which is here by using audio-visual-based teaching materials with theme 4 (healthy is healthy). important) sub-theme 3 (how to maintain the health of the circulatory system in humans) in fifth grade elementary school there are 8 characters that teachers can instill, the first being religious, the second being disciplined, the third being environmental care, the fourth being curiosity, the fifth being being responsible, the sixth being independent. , the seventh is social care, the eighth appreciates achievement.*

Keywords: *Character, Teaching Materials, Audio Visual, Thematic Learning*

INTRODUCTION

Speaking regarding suescience Of course, it is an obligation for all human beings, both men and women In implementation learning process and learning a teacher certainly has its own way of teaching, one of which is in the use of media and teaching materials used by teachers. The use of teaching materials includes printed teaching materials such as *books, worksheets, modules*, etc and non-prints such as *videos, power points, audio, electronic modules, interactive multimedia* and others. Teaching materials have a fairly important role in understanding thematic learning, teaching materials themselves are a set of

¹ learning tools or devices that contain learning materials, strategies, constraints, and assessment methods that are planned methodically and attractively to achieve learning objectives, in particular achieving competencies or sub competence with all its complexity (Khulsum & et al, 2018).

According to (Rusman, 2012) that thematic learning is one of the coordinated learning models (*incorporated guidance*) learning framework, where students can become independent children, are able to think effectively, investigate and find logical ideas and standards in a comprehensive, significant, and Correct Law No. 20 of 2003 article 1 paragraph 2 explains that:

³ Education National is education based on Pancasila and Law Basic State Republic Indonesia in 1945 which is ²¹ted in religious values, Indonesian national and responsive to demands era. Therefore, the design and development of learning must be in accordance with science and technology (Nurdyansyah & Riananda, n.d.)

Along with the development of today's technology, the learning and learning process is certainly not only obtained from books, but can take advantage of (IT) which we know as Information Technology, (IT) is a tool used by humans that can facilitate human work, where (IT) itself to process data, process, obtain, store, generate information, so that the use of IT humans can create audio-visual-based teaching materials.

¹⁰ Audio-visual media is a media that combines audio and visual that is created by itself, such as slides that are combined with cassettes and audio. So what is meant by audio-visual unification between images and sounds that can not only be heard but also seen which we know as video.

Advances in technology today have made the character of students down for the next generation of the nation, as we know that many students in Indonesia at this time are familiar with gadgets or other applications in it such as social media, games, and so on, technological advances can have a positive impact as well as a negative impact, the positive impact can be finding useful new things and so on, the negative impact is making addiction to gadgets that have applications in it, lack of socialization between humans because they are too focused on gadgets, and so on, especially for children at elementary school age where children can lose track of time, let alone play with gadgets, use of technology, can also reduce the character possessed by students, for example children lack discipline, are religious, care socially, appreciate achievement, but if the use of technology is used well there will be many benefits that we can Take it, we can introduce to students that the use of technology has many other benefits, one of which is by making audio-visual-based teaching materials with theme 4 (health is important) sub-theme 3 (how to maintain healthy blood

circulation organs in humans) by making teaching materials Based on this audio visual, there are several characters that can be instilled in students.

Instilling the character of students through the use of audio-visual-based teaching materials such as video, with video teaching materials the delivery of information can be conveyed clearly, besides that the combination of visual and audio makes it easier for students to accept learning because not only one senses are involved. Involved but can be two at the same time that can be seen and heard, by using audio-visual teaching materials there are several characters that the teacher can instill in students. Based on the problems above, the writer is interested in conducting a research entitled "Character in Audio Visual-Based Teaching Materials in Thematic Learning in Elementary Schools".

RESEARCH METHODS

This study uses qualitative methods with the type of library research (library research), while data collection uses documentation techniques, namely data collection or from books or literature and journals that discuss "Character in Audio-visual-Based Teaching Materials". Thematic Learning in Elementary Schools". The data analysis technique uses the technique of drawing conclusions by identifying various special characteristics of a message in an objective, systematic and generalist manner.

RESULTS AND DISCUSSION

Character

Education Education can be interpreted as behavior or actions (things, methods, etc.) which means implying additional information about teaching, or maintaining practice, and others (Yahya, 2018). The Indonesian dictionary explains that education comes from the word "didik" and gets the prefix 'pe' and the addition of 'an' which implies a process or teaching method. So the understanding of education according to language is the adjustment of the behavior and behavior of a person or group of people in their efforts to develop humans through preparation and learning.

Education in the National Education System Law no. 2 of 2003, is a conscious and planned effort to create a learning environment and learning size so that students can develop their potential effectively so that they have endurance, insight, ability in society, skills, religion, morals, and noble character. (Yahya, 2018) Furthermore, Article 3 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system expressly states that:

"Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, and aims to the development of the potential of students to become human beings who believe and fear Allah SWT, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Yahya, 2018).

School is an attempt by someone to understand the purpose of the state. With that, national education exercises must be coordinated and supervised so that education can be expected to realize ideals and meet standards (Mohammad, 2020). According to Ki Hadjar Dewantara, (Aina, 2020) education is of interest to the development of children who plan to ask for every innate strength of children so that they as humans and citizens can achieve the highest security and happiness, school is also an effort someone to encourage character development (inner strength and character driven by a person, which sharpens the soul to think rationally, fundamentally).

Ahmad D. Marimba explained that education is a direction or leadership that is realized by the teacher and there is an informed physical and spiritual improvement towards the development of the main character (Aina, 2020). It can be concluded from some of the information regarding education as a conscious effort made by humans to develop spiritual and physical abilities where you can sort and choose good and bad and is one of the help for humans themselves, and able to change a person's attitude, character, so that a person can have a noble attitude and can make the human being independent. As well as understanding noble character, and to achieve development so that individuals who are guided have adequate abilities in completing their life needs independently.

Teaching

Materials Teaching materials are a set of learning tools or devices that include learning materials, techniques, constraints, and evaluation methods that are planned and improved as efficiently as possible to achieve the expected goals, especially competencies or sub-competencies. These materials are organized efficiently for use by teachers and students during the learning and learning process. In short, the presentation of materials as media and learning strategies is very important to improve and expand the continuity of learning (Pinahay & et al, 2018).

In the teaching and learning process (PBM), the use of teaching materials positively serves to facilitate the teacher's role in presenting learning materials that are given individually, and for students themselves, teaching

materials function to break down dependence on teachers and get used to independent learning (Nasution, 2013).

The provision of teaching materials that are very complete and easy to obtain as well as the use of teaching aids that are equipped with interesting pictures, sound motion, stimulation, and guided by the teacher, and can be done repeatedly (*replay*) makes students feel at ease and easy to digest. Knowledge well (Arikunto, 2013). According to the National Center for Vocational Education Research, LDT/National Center for Competency-Based Training. Teaching materials are all forms of materials that are used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The intended materials can be in the form of written materials or unwritten materials. an atmosphere that allows students to learn.

As indicated by Pails Ache in Diknas, training materials are a combination of the two words "*teaching material*", whose meaning consists of instruct which means educating and material which contains material meaning. Teaching materials are a collection of learning materials/substances (teaching materials) that are mastered efficiently and arranged sequentially, which shows an overall picture of the abilities that students will master in practice learning.

Suharsimi Arikunto in Belawati et al, provided input on the importance of displaying teaching material, especially material that encourages is a central component in the learning process, because learning material is what one seeks to master. naturally so that they are totally ready to master all abilities in a total and integrated manner (Arikunto, 2013).

From some of the view on the teaching materials above, we can conclude or we can understand that teaching materials are all materials (both information, tools, and texts) that are systematically arranged that display a complete figure of competence that will be mastered by students and used in the learning process. with the aim of planning and reviewing the implementation of learning such as books, modules, worksheets, mock-up models of interactive multimed audio teaching materials and so on, teaching materials are also materials used by teachers before teaching and these teaching materials are not only in the form of printed or non-printed teaching materials.

Teaching materials have different types, some are printed and some are not. Printed teaching materials that are often found include freebies, books, modules, pamphlets, and student worksheets. The following is an explanation of the types of teaching materials, namely (Budiarto, 2016):

Handouts

Handouts, namely teaching materials that display material in the form of printed media and ordered momentarily and combined with several writings according to essential abilities, instructions and predetermined learning objectives, which are given to students. While paying attention to the learning exercises. Then at that time, there were also people who interpreted handouts as material compiled in writing to increase information about students (Budiarso, 2016).

Books

Books are materials that are arranged as pieces of paper and tied together and given a cover that presents various information efficiently masterminded by the author, books as teaching materials that contain information from the examination of educational plans in a structured structure. The books are compiled using attractive basic language, equipped with pictures, illustrations, book contents, and reference indexes. Books will greatly assist educators and students in studying science according to their respective subjects (Rakhmadina, 2020). Broadly speaking, books are divided into four types, namely as follows: Source books, Understanding books, Handbooks, Books showing course materials or readings.

Modules

Modules are displaying material through learning or office devices that contain materials, strategies, constraints and how an educator assesses what is planned in a methodical and interesting way to achieve normal skills according to their complexity (Hayati & Markamah, 2021).

LKS (Student Worksheets)

As stated by Majid in Pangestu, Student Worksheets (LKS) are sheets that students must work on. LKS usually contains guidelines for students to complete exercises and plans to organize students in doing learning, which is expected to control students to be active during learning interactions (Elvarita & et al, 2020).

Textbooks

Reading materials can also be characterized as reading materials in a particular field of study, which are standard books collected by experts in that field for educational purposes that are equipped with teaching aids that make sense and are understood effectively by students in schools and universities with the goal so that they can enforce the teaching program (Sundari, 2017).

Non-print learning materials combine listening performance material (sound) such as cassettes, radio, LPs, and minimal sound plates. Auditory viewing materials (general media, for example, conservative circle videos and films) Intuitive visual and sound display materials such as CIA (PC Helped Guidance), small circle intelligent learning media (Albums), and online learning materials.

Audio Visual

Audio visual comes from the words *Audible* and *Visible*, audible which means it can be heard, visible means it can be seen (Sulaeman, 1985). In the Big Dictionary of Science, audio is things related to sound or sound (Sulaeman, 1985). Audio is related to the sense of hearing, the message to be conveyed is poured into auditive symbols, both verbal (into words or verbally) and non-verbally (S et al., 2006). Visuals are things related to sight; generated or occurred as an image in memory.

Audio visual is the union of sound and images that can not only be heard but also seen, thus enabling students to express themselves individually by expressing their thoughts after what they see and also what they hear, so audio visual media is a combination of audio and visual media combined with audio cassettes that have sound and image elements that can be seen and heard, for example video recordings, sound slides and so on. As follows the types of audio visual:

1. Audio-visual still is media that displays sound and still images such as sound frame films, soundtrack films, and sound prints: *Sound slides* are a 35 mm transparent film, which is usually wrapped in a 2x2 inch frame made of cardboard or plastic. There are programs that finish in one minute, but some take up to an hour or more. But generally, one *sound slide* is between 10-30 minutes long. The number of images (*frames*) in one program varies, some are only ten, but some are up to 160 or more (Sadiman, 1996). Sound series film is an image (*frame*) on a series of sequential films as a single unit. The size is the same as frame film, which is 35 mm. The number of images per roll of serial film is between 5075 images with a length of approximately 100 to 130, depending on the content of the film.
2. Motion audio-visual, namely media that can display moving elements of sound and images, such as films, sound and video-cassettes, television, OHP, and computers. Motion audio-visual media are modern instructional media that are in accordance with the times (advancement of science and technology) because they include sight, hearing and movement, as well as displaying elements of moving images. The types of media included in this

group are television, video tapes, and motion pictures, among others, as follows: Film or live pictures, video, and television (Sadjana, 1973).

Thematic Learning

Improving the quality of learning in schools will consistently get continuous improvements. Improvements in learning improvements in schools are assisted through changes in the government's school education program. The development of the 2013 curriculum is a further step in developing a competency-based curriculum that was initiated in 2004 and the 2006 KTSP which includes integrated attitudes, knowledge and skills competencies (Ciptaningrum, 2018).

The government (Kemdikbud) starting the new academic year (2013) will implement other education plans at all levels of training school education. From the SD/MI, SMP/MTs, SMA/Mama/SMK levels, especially at the SD/MI level, there will be many changes, and one of the qualities of the current 2013 education program is that it is clearly an integrative topic or coordinated subject. The SD/MI education program uses integrated thematic learning starting from grade I to grade IV, however, in the researchers who compiled this study, the experts only limited thematic learning to grade 5 odd semesters.

Thematic learning is coordinated learning that utilizes subjects to connect several subjects, to provide students with a meaningful experience where the actual topic is the main thought or fundamental thought being studied (Ciptaningrum, 2018). Thematic learning is one of the coordinated learning models (incorporated guidance) which is a learning framework that allows students, both exclusively and in meetings, to effectively investigate and find logical ideas and standards and logical standards in a comprehensive, significant, and real way (Dadi, 2017). Integrated thematic learning is a learning approach that consolidates different skills from different subjects into different topics. This combination is completed twice, in particular attitudes, knowledge, abilities, and information in the learning process and the incorporation of ideas. Different important ideas are identified with learning interactions (Majid, 2017). One form of curriculum development that has recently received serious attention is the integration of the curriculum, the result of which is referred to as an *integrated curriculum*.

The *integrated curriculum* basically integrates a number of disciplines (subjects) through linkages between goals, content, skills, and attitudes (Hermawan, 2016). According to them, different from a *subject-centered curriculum*, the main purpose of an integrated curriculum is to integrate a number of curriculum elements and learning among various disciplines. An integrated

curriculum through thematic learning will create a more pleasant classroom atmosphere.

The idea of thematic learning is the refinement of two figures, namely Jacob in 1989 with the idea of interdisciplinary learning and *Fogarty* in 1991 with the idea of integrated learning. Thematic learning is an integrated learning that links several learning subjects in an integrated manner to be able to train students to know the experiences that occur in life. In thematic learning, students are taught to be able to combine knowledge with experiences that occur in everyday life (Aziz, 2020).

CONCLUSION

Based on the results of this study that Character in Audio-visual-Based Teaching Materials in Thematic Learning in Elementary Schools, of course there are various ways that a teacher can do in instilling character in students, one of which is here using audio-visual-based teaching materials with theme 4 (healthy is important) sub-theme 3 (how to maintain the health of circulatory organs in humans) in grade 5 elementary school there are 8 characters that teachers can instill, the first is religious character, the second is discipline, the third is environmental care, the fourth is curiosity, the fifth is responsibility, the sixth is independent, the seventh is social care, the eighth appreciates achievement.

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