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ICT Competency with Drill and Practice Method in Making Multimedia Visual Learning

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Abstract

This study aims to improve the ICT competencies of PAUD Teachers in making Audio-Visual Learning Media in the City of Bekasi by using the Drill & Practice Method. The subjects in this study were the teachers in the City of Bekasi, West Java, totaling 49 teachers. The research was conducted from September to December 2019. This research used the Classroom Management Research Method which has four stages, namely Planning, Implementation, Observation and Reflection. The four stages are considered as one cycle. The research was carried out in 3 cycles. The results of the study obtained an increase from each cycle. This improvement is shown from the indicators of the achievement of ICT PAUD Teachers' competencies in making Learning Video Media. In the pre cycle of ICT competency, the average value was 4.67 with a percentage of 17.19%. In Cycle I an average value of 6.20 was obtained with a percentage of 22.82%, in Cycle II an average value of 7.65 was obtained with a percentage of 28.15% and in Cycle III an average value of 8.65 was obtained with a percentage of 31.83%. In conclusion, there is an increase in PAUD Teachers' ICT Competence through the Drill & Practice Method.

Keywords: PAUD Teachers' ICT Competencies, Audio-Visual Learning Media, Drills & Practice Methods

1. Introduction

The mandate of the Law on Teacher and Lecturer Number 14 of 2005 CHAPTER IV article 8 and in article 10 is teachers are required to have their own competences. These competencies include pedagogic competence, personal competence, social competence and professional competence. In this very rapid information age, the competence of a teacher must continue to be upgraded so that the teacher is able to adjust to existing developments. One of the competencies that must be mastered by teachers today is the ability to use computers in the learning process. Computer learning needs to be well introduced or socialized to children early on. For this reason, a pre-school (PAUD) teacher must be able to learn appropriately, effectively and efficiently and in accordance with the needs and development of children. In the use of computers, a teacher can choose the right programs and interest children such as activities to recognize colors, drawing, singing, writing exercises, sticking pictures in a computer and so on. Now giving children the opportunity to know computer media is the right policy because children live in the information age and the digital era that develops without being hampered. For this reason, a PAUD teachers must master relevant competencies.

2. Literature Review

2.1. PAUD Teachers' ICT Competencies

Competence is the ability or skill (Muhibinsyah, 2011). Competence is a set of knowledge, skills and behaviours that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional tasks (Guza, 2008). According to McAshan (1981), "it was suggested that competence ... is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviours," it means competence is knowledge, skills and abilities mastered by someone who has become a part of himself, so he can perform cognitive, affective and psychomotor behaviours as well as possible (Mulayasa, 2003). Teacher competence is a number of abilities that must be possessed by the teacher to reach the level of professional teachers (Fachruddin Saudagar, 2009). To become a professional teacher in PAUD, one must master about PAUD well. Early Childhood Education No 20 of 2003 Article 1 number 14 states that early childhood education is a coaching effort that is shown to children from birth until the age of 6 carried out through the provision of educational stimuli to help physical and spiritual growth and development, so that children have readiness to enter

further **education** (Yufiarti, 2008). Early Childhood Education in order to facilitate child growth and development in a healthy and optimal manner in accordance with the values, norms, and expectations of the community, the education is through the provision of rich and maximum stimulation (Mukhtar Latif, Zukhairina, Rita Zubaida, 2013). Early childhood is a child who is experiencing development from all aspects of its potential. According to the NAEYC (National Association for Education of Young Children) states that early childhood is children who are in the age range of 0-8 years, which includes education programs in the Child Care Park, Family Child Care Home, public and private preschool education, kindergarten and elementary school (Aisah, 2011) (et al, 2011). Early childhood who are developing have different characteristics from adults. These characteristics include likes to imitate, like to do new things, like to try, like to play, high curiosity and so on. With these characteristics, the educator or teacher should accommodate the needs and development of children well. Certainly adapted to the situation and environmental conditions and the development of the times. One of them is his curiosity for electronic goods such as computers. This is because computers are one of the means of information and communication technology available and their existence cannot be avoided at this time.

2.2. Information and Communication Technology (ICT)

Information and Communication Technology in learning is known as computer-based learning. Computers are machines that are specifically designed to manipulate information that is coded, electronic machines that are automatic and can do simple and complex calculation work (Arsyad, 1997). At first the computer is widely used in computing or in problem solving. At this time computers have been widely used in various human lives, one of them in the world of education. The development of computer technology in education can be multifunctional multimedia. Computer multimedia is the ability of computer devices to display information and information in the form of a combination of text, images, video sound and animation (Benny A Pribadi et al, 2017). Many kinds of media can be developed using computers either with internet or without networks. One of the media that can be developed in early childhood education is Audio-Visual Learning Media.

2.3. Audio -Visual Learning Media

The media comes from Latin and is a plural form of the word medium which literally means an intermediary, that is, the intermediate source of the message (a source) with the recipient of the message (a receiver) (Hernawan, 2017a). Learning Media can be interpreted as 1). Messaging technology that can be utilized for learning purposes (Scaraman, 1977), 2). Physical facilities for delivering learning content / materials such as books, films, videos and slides (Briggs, 1977) and 3). Means of communication in printed form as well as view-hearing include hardware technology (Nea, 1969) (Hernawan, 2017a). Learning is the process of interaction of students with educators and learning resources in an environment. Learning is as a process to help students to learn well (Heri Rahyubi, 2012). Audio-Visual Media is a combination of audio and visual media which is commonly called the media of view of hearing, an example of this Audio-Visual Media is an educational or learning video (Hernawan, 2017b). Audio-visual media is a type of media that contains sound elements and image elements that can be seen and can be heard such as video recordings, various sizes of films, slides, sound and so on (Wina Sanjaya, 2006). Video is also one of the features contained in computer system or in the internet network. This video can play various things such as children's songs, interactive play, search for information and so on. Videos is a feature on a computer to display the most popular videos from You Tube that contain various activities (Jubilee Enterprise, 2015). Audio-visual media is more interesting when used in learning, especially in early childhood because this media can be seen, heard and easily understood. How audio-visual media can be used by teachers well must use the right and appropriate method.

2.4. Drills & Practice Method

The method is a method that is considered easy to achieve the goals set, in this case the method used when learning to achieve learning outcomes. A wide variety of methods exist where their use must be adapted to the learning objectives, the characteristics of the learners, facilities and infrastructure as well as the ability to apply the method itself. One of the proper methods for learning Computers is the Drills

& Practice Method. The Drills & Practice method is to improve skills or strengthen mastery of concepts (Arsyad, 1997). Denotative drills & practice methods are actions to improve skills and skills (Abdul Majid, 2013). The Drills & Practice Method also called the training method is a good way of teaching to instill good habits and also as a means to acquire dexterity, accuracy, opportunity and skills (Syaiful Bahri Djamarah, 2006). For this reason, in computer learning the Drills & Practice method can be chosen as the right, effective and efficient method.

3. Research Method

The method used in this study is the Classroom Action Research method. According to Wibawa, "Classroom Action Research is research that raises the actual problems faced by teachers in the field," (Johni Dimiyati, 2013). McNiff in Supardi 2009: 2 in his book Action Research Principles and Practice explains that Class Action Research abbreviated with CAR is a reflective research conducted by educators themselves on curriculum, school development, improving learning achievement, developing teaching skills and so on (Johni Dimiyati, 2013). This research is in the context of increasing the competency of ECD Teachers in Early Childhood Education in making Audio-Visual Learning Media in the Bekasi City Region. In this research activity using the Kurt Lewin Model which consists of four main components shows the steps, namely a). planning or planning, b). action or acting, c). observation or observing and d). reflecting or reflecting. Of the four stages are called cycles (Suharsimi Arikunto, 2006). The stages in the study consisted of 1. The Planning Phase, which was compiling the action plan, 2. The Implementation Phase, namely the implementation or application of the design contents, 3. The Observation Phase, namely the observation by the observer and 4. The Reflection or Reflection Stage, namely the activity to restate what had happened (Suharsimi Arikunto, 2010). The target in this study are PAUD teachers in the Bekasi City area with 49 teachers. The implementation of activities from September to December 2019.

4. Results and Findings

In this study raw data obtained in the form of PAUD Teacher ICT Competency Value in making Audio-Visual Learning Media in the Bekasi City area with 49 teachers. After applying the Drill and Practice method through Classroom Action Research from cycle I to cycle III the following average values are obtained:

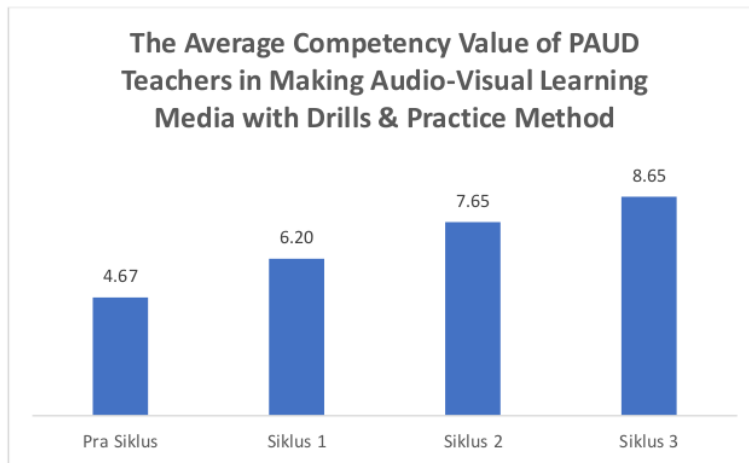


Figure 1. The Average Value of Increasing ICT Competence of PAUD Teachers in Making Audio-Visual Learning Media with Drills & Practice Method

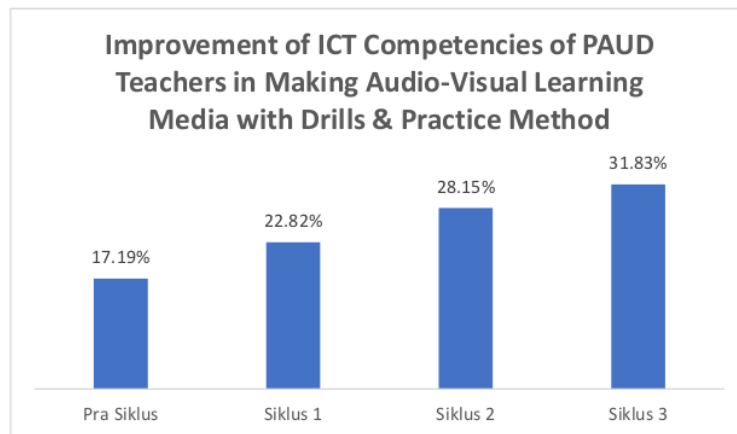


Figure 2. Percentage of Increased ICT Competence of PAUD Teachers in Making Audio-Visual Learning Media with Drills & Practice Method

An increase in ICT competencies in the manufacture of Audio - Visual Learning Media. Cycle I discusses "ICT Utilization Policy in learning in PAUD as well as Introduction to ICT-Based Learning Concepts and Practices." Cycle II discusses the steps to create ICT-based learning material and prepare media for presentation and practice. In cycle III Practice Direct Installing Video Editor and Practice making Learning videos. Data obtained from the Pre-Cycle stage obtained an average value of 4.67 with a percentage value of 17.19%. Only a few teachers who mastered computer equipment and even they are not especially proficient. In Cycle I the average value is 6.20 with a percentage value of 22.82%. In cycle I the grades obtained by PAUD teachers are still low, this is because PAUD teachers are not yet familiar with the steps of making instructional videos. From the observations, evaluations and reflections, the teachers are still not fluent in using computer equipment properly. The teachers still have many questions with the tutor or instructor.

This is very influential on the competency results obtained. In Cycle II the results of the evaluation of the ability of ICT competencies were obtained with an average value of 7.65 with a percentage value of 28.15%. This cycle can be seen by the fact that teachers are more enthusiastic and keen in making audio-visual learning media. This greatly affects the results obtained. The teachers are also capable of making audio-visual media in the form of aircraft animation. But the results are still the same as the instructor or tutor's direction. In Cycle III an average value of 8.65 is obtained with a percentage value of 31.83%. In this cycle there has been a very visible increase in the competence of PAUD teachers in making audio visual media in the form of more varied animation results. The results of observations showed that teachers have begun to develop creative innovations in the form of ideas to create audio-visual media that is different from the direction of a tutor or instructor. This can be seen from the results collected in the form of various audio-visual animations with other themes. Not only the shape of the plane but there are themes of moving plants, vehicles, flowers in bloom, images of human motion and so on. Through Drills & Practice method, there is an increase in ICT competence of PAUD teachers in creating Audio-Visual Learning Media in the Bekasi City area.

5. Conclusion

From the results of the study, there is an increase in ICT competence of PAUD teachers in making Audio-Visual Learning Media by using the Drill & Practice Method in the City of Bekasi with a sample of 49 teachers.

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