

Development of Audio Media Use in Writing Learning In Class VIII Students SLB-A Karya Murni Medan

Lusia Cusita Winarti¹, Runi Apulina Sitepu²

¹(Postgraduate, Muslim University of Nusantara, Medan, Indonesia)

²(Postgraduate, Muslim University of Nusantara, Medan, Indonesia)

Corresponding Author: Lusia Cusita Winarti

Abstract: Audio learning media is a medium that can be used by blind people. The purpose of this study was to describe the development steps and the results of the development validation of the use of audio learning media in learning to write a review text on the eighth grade students of SLB-A Karya Murni Medan. This research is a development research (R & D) that uses the Hannafin and Peck model. The phases of this model include the needs analysis phase, the design phase, the development and implementation phases. In the product testing phase by experts and teachers in the field of study. The effectiveness of audio media was carried out by 6 students using the pre-test and post-test. Data was collected using questionnaires, tests and interviews. Data analysis used qualitative descriptive analysis techniques. The results of this development research are (1) a description of the results of the development of audio media development (2) the results of expert validation with a score of 90% in very good qualifications and the results of teacher validation in the field of study with a score of 92.5% in very good qualifications. (3) the effectiveness of the results of the development of audio media showed the ability to write text reviews increased from an average of 66.67 with sufficient qualifications to an average of 95 with very good qualifications.

Keywords: development, audio media, writing

Date of Submission: 05-03-2019

Date of acceptance:22-03-2019

I. Introduction

Education is the process of conveying an experience both in the form of knowledge and skills to others, from older people or people who are more experienced to achieve certain goals. In addition, education is also a human right that must be obtained for every human being. This is confirmed by the 1945 Constitution article 31 paragraph (1) which states that "Every citizen has the right to education", and paragraph (2) "Every citizen is obliged to attend basic education and the government is obliged to finance it".

The right to access proper education and access to life is a human right of every individual, with the exception of children with disabilities, this is confirmed in Law Number 8 of 2016 concerning Disabled Persons, which mandates that children with disabilities have equal rights and opportunities in various aspects of life and livelihoods. One of the rights that must be obtained by children with disabilities is education, education is a very vital aspect for people with disabilities, and ensures that in the future they are provided with quality education in the community where they live and are provided with the needs and issues that are important for them their lives and as sustainable development.

The Government of Indonesia has issued National and Provincial Regulations to support equality for children with disabilities, this has been explained and confirmed in the National Education System Law Number 20 of 2003 Chapter VI section eleven article 32 concerning the equality of education for all citizens the state is no exception children with special needs (ABK), because essentially the children with special needs have the same rights to gain access to education. The right can be in the form of the right to use infrastructure and facilities to support learning to develop scientific attitudes, creativity, process skills and other potential possessed optimally.

The Central Statistics Agency (BPS) publishes the Quarter I Susenas data which states that 9.9 million Indonesian children are children with special needs (ABK) in the category of persons with disabilities (Winarsih, et al, 2013). The Indonesian Ministry of Health's Data and Information Center in 2014 also published the number of children experiencing disability in Indonesia. Based on 2012 Susenas data, it is estimated that Indonesia's population with disabilities is 2.45% and about 39.97% of these people experience more than one limitation or disability (Infodatin, 2014). Based on these data, there is an increase in the number of people with disabilities in 2012. Winarsih, et al (2013), in the Handbook on Handling Children with Special Needs (ABK) issued by the Ministry of Women's Empowerment and Child Protection, mention the classification of Children with Special Needs (ABK) divided to twelve categories, namely 1) children with visual disabilities, 2) children

with hearing disabilities, 3) children with intellectual disabilities, 4) children with physical disabilities, 5) children with social disabilities, 6) children with attention deficit hyperactivity (GPPH), 7) children with autism spectrum disorders, 8) children with multiple disorders, 9) slow learning children, 10) children with special learning difficulties, 11) children with impaired communication skills, 12) children with intelligence potential and / or special talents. That Indonesia's population with a disability of 2.45% of the total population of Indonesia with the largest percentage is disability regarding difficulty seeing or blind. Defects are abnormalities in the organs of a living organ that should not be possessed by an organ. While children with disabilities are any children who experience physical and / or mental barriers, thus disrupting normal growth and development, one type of disability is blind.

Blindness is the name for someone who has obstacles in using his sense of sight or the non-functioning of his sight senses from the heavy group to being completely blind. According to Wardani et al. (2009), this visual impairment can be caused by two factors, namely internal and external factors. Internal factors are factors within the individual, which are often called hereditary factors, while external factors are factors that come from outside the individual, including rubella and syphilis, glaucoma, diabetic retinopathy, retinoblastoma, vitamin A deficiency, exposure to chemicals, and because of an accident.

Children with certain disabilities tend to experience physical and / or mental barriers, thus disrupting normal growth and development. Impotence results in three serious limitations on the development of children's cognitive functions, namely: (1) In the distribution of information and types of experiences; (2) In interaction with the social environment; (3) In its ability to move within its environment. In connection with the limitations faced by children with visual impairments above, it does not mean that blind students cannot develop or do not have advantages or potential, because the nature of each child is the successor to the ideals of the nation. The limitations of blind students do not make obstacles to develop, but it will make challenges that must be solved.

Based on the observations of researchers, many blind students experience difficulties in learning to write. This is because blind students do not understand the concept and the limited vocabulary they have. Student difficulties obtained based on observations in the field are caused by the following: (1) lack of media that can support the material, the existing media is less effective because it is more complicated to use and limited; (2) students are not good at understanding the concept; and (3) students forget more quickly after being given the material. These three things seem to make a sustainable chain if one of them is not resolved, especially regarding media that is less supportive.

In PP No. 70 of 2009 Article 11 paragraph 4 point (c), reads "Professional assistance in modifying curriculum, individual education programs, learning, assessment, media, and learning resources as well as accessible facilities and infrastructure". In learning blind children, there are principles that must be considered, including principles: individual, concreteness or sensing experience, totality, and selfativity. Learning for blind children requires learning media. according to its function, learning media for blind people can be divided into 2, namely: (a) media to explain concepts in the form of teaching aids and (b) media to help smooth the learning process in the form of learning aids.

Props that can be used in learning for blind children include: thermofoam, preserved original objects, imitations or models (three dimensions or two dimensions), as well as projected or un projected images). While learning aids include: (a) Braille writing aids in the form of reglets, pens and Braille typewriters, (b) reading aids for Braille (letterboard and optacon), (c) calculating aids (cubarithms, abacus / abacus, speech calculator) and (d) audio assistive devices such as tape recorders, MP3 players, and DTB players. Researchers conducted observations at SLB-A Karya Murni. There were facilities and infrastructure such as laboratories, practical tools, media and teaching materials that support the learning process for blind children. But the lack of media available is available, especially Indonesian language subject teachers to support learning for the visually impaired in particular. This is because the learning media, especially the audio media that are used more complicated and not in accordance with existing material. SLB-A Karya Murni uses a regular 2013 curriculum because students are prepared to be able to attend learning in inclusive schools. This is because the 2013 Special Education curriculum has a reduced content compared to regular curriculum material. Student textbooks are also printed Braille from regular books that have been modified according to the state of blind students. One regular printed book when printed Braille will be 4 or 5 books and the shape is larger. Students are limited to carrying books because of the larger number and size of the book. This is the main focus of this research problem, students need media that can help students more easily understand learning material and can use it independently.

The use of technology is one way to overcome various obstacles in learning blind students. According to Indriastuti & Saksono (2014), the use of audio media in learning is in accordance with learning needs in the 21st century because it has the advantage of reusability, replaying, does not depend on one technology because it can be played with mp3 player, mp4 player, cellphone / smartphone, and etc. According to Arsyad (2008: 45), audio media is a cheap source of teaching materials, easily accessible to citizens, and easily duplicated by students, recording the subject matter and the order of presentation to be fixed, certain and can function as an

instructional medium for self-study. Audio media can maximize the senses that are still owned by children with visual impairments, namely the sense of hearing becomes a teaching medium for blind children.

II. Method

This research includes Research and Development (R & D) research. R & D is a method of research and development. This research develops audio media learning to write text reviews using OBI software in class VIII SLB-A Karya Murni Medan. The product produced in the form of audio media was teaching material to write text review using OBI software for the eighth grade students of SLB-A Karya Murni Medan.

III. Result

Based on the results of calculations that the researchers have done, shows that the average value of the ability to write text reviews obtained by students before the development of the use of audio media is 66.67. Thus, the average level of ability to write text reviews by eighth grade students of SLB-A Pure Medans before doing the development of audio media can be said to be Enough.

Furthermore, after the development of the use of audio media in writing the review text and the implementation of the use of audio media, showed that the average score of the ability to write the review text obtained by the students was 95. Thus, the average level of ability to write text reviews by class students VIII SLB-A Pure Medan Work after developing the use of audio media can be said to be Very Good.

From these results, it can be seen that the use of audio media is effective in learning to write text reviews by VIII SLB-A Karya Murni Medan students, where before the development process was in the category of Enough and then increased to Very Good after the development of audio media in VIII SLB-A Pure Medan. After that the author also held an interview regarding the use of audio media for the eighth grade students of SLB-A Murni Medan. The result they said was very happy and satisfied with the development of audio media, they hoped this audio media could be applied to other lessons. Besides that they are happy because they can operate this media themselves and are very helpful in making a summary of the material.

IV. Conclusion

1. The process of developing the use of audio media in learning to write to the eighth grade students of SLB-A Karya Murni starts from information related to the description of students in the implementation of writing learning in class, it is known that learning has been carried out well. Students interested in learning to write text reviews. However, students' response to the material was less enthusiastic because of boredom with the same method and the need for media that could encourage student motivation. Based on the collection of information related to the learning media used by the teacher, it was obtained the results that it was necessary to develop the use of audio media in learning to write text reviews. The material for writing the review text presented in this development research was prepared based on the Learning Implementation Plan (RPP). This development media is in the form of audio media in the manufacturing process using OBI software. The development of audio media is in accordance with the needs of blind students and is expected to be able to assist students in making notes and is easy to use by students independently.
2. The results of the validation of the development of the use of audio media in learning to write to the eighth grade students of SLB-A Medan Pure Works showed that overall the average validation was 4.15 with a very good category.
3. The effectiveness of the results of the development design of the use of audio media in learning to write a review text in the eighth grade students of SLB-A Karya Murni Medan, where before the development process was in the category of Enough and then increased to Very Good after the development process of the use of audio media in learning to write text reviews in class VIII SLB-A Karya Murni Medan.

References

- [1]. Sugiyono. 2011. The attitude of the Indonesian people towards their language. Yogyakarta: Elmatara Publishing.
- [2]. Mardapi, D. 2008. Techniques for Preparing Test and Nontes Instruments. Yogyakarta: Scholar Partners
- [3]. Zulfahizh, Atmazaki, Syahrul R. 2013. Contribution of Attitudes and Student Motivation to Indonesian Language Learning Outcomes. Volume 1 Number 2, June 2013
- [4]. Setiawan, D. Wahyuni. 2007. Development of Teaching Materials. Jakarta. open University
- [5]. Sugiyono. 2015. Quantitative Research Methods and R & D. Bandung. Alfabeta
- [6]. Yunus, Syarifuddin. 2015. Creative Writing Competencies. Bogor. Ghalia Indonesia
- [7]. Drew, Clifford J. 2017. Educational Research Designing and Implementing Research in the Field of Education. Jakarta. Index
- [8]. Susilana, Rudi and Cepi Riyana. 2017. Media Pembelajaran. Bandung. C.V. Wacana Prima
- [9]. Daryanto. 2011. Classroom Action Research and School Action Research. Yogyakarta. Gava Media
- [10]. Siswanto and Suyanto. 2017. Qualitative & Quantitative Combination Research Methods in Action Research (PTK & PTS). Klaten. Boss script
- [11]. Afandi, Muhammad and Badarudin. 2011. Learning Planning. Bandung. Alfabeta
- [12]. Majid, Abdul. 2011. Learning Planning. Bandung. PT. Teen Rosdakarya