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Penulis	:	Sidartha Adi Gautama, Dwi Yulianti, Taridi
NIP	:	196707221992032001
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Mengetahui
Wakil Dekan Bidang Akademik dan Kerjasama

Dr. Sunyono, M.Si.
NIP 196512301991111001

Penulis,

Dr. Dwi Yulianti, S.Pd, M.Pd.
NIP 1967072221992032001

Menyetujui
Ketua Lembaga Penelitian Unila,

Prof. Dr. Ir. Hamim Sudarsono, M.Sc.
NIP 196001191984031003

The Development of Audio Visual Based Contextual To Improve Learning Result Of Buddhism Education

Sidartha Adi Gautama, Dwi Yulianti, Taridi
FKIP Unila, Jl. Dr Sumantri Brojonegoro No. 1 Bandar Lampung

Abstract: *The objectives of this research were: 1) describe the condition and potential the of teaching by applying audio visual based contextual. 2) Product audio visual based contextual as teaching material. 3) evaluate the effective and attractiveness of result learning after using the product been done. The research methodology used was research and development (R & D) Bord and Gallby definition, planning, and development. The data werecollected by observation, test, and documents from the field. Based on observation in this research, the N-Gain has average score 0,71 and it was very high. The attractiveness of the product was 82%. It meant the product developed was attractive. On the other hand the use of product developed to measure material Anjalihave the serious change. It was 66, 6 became 88. Namaskhara also has a change score. It was 69, 6 to 83. Finally the test of material Uttana was68, 4 became 90. The change of the score was caused by the use of the product developed. Those scores were the evidence that showed the audio visual based contextual could improve the scores and it was good tobe applied, especaially in mastering material of how to respect of Buddhism education.*

Keywords: audio visual , Contextual, Buddhism education

I. Introduction

Buddhist education is a compulsory subject for learning Buddhism, Tunas Mekar Indonesia Primary School, Bandar Lampung. It is also learnt by students coming from Tunas mekar elementary school at Lampung as the basic in mastering Buddhism education. It will be successful if the educators comprehend the intellectual development of students itself. The subject is given to them in order to students may develop the attitude, spiritual and knowledge.

Daryanto (2013, p.2) which reveals that learning can be interpreted as a process of changing behavior as a result of the interaction of individuals with the environment. Changes in behavior include knowledge, understanding, skills, attitudes and so on that can or cannot be observed. One of the well-known theories relating to constructivism learning theory is Piaget's mental development.This theory is commonly called the theory of intellectual development or cognitive development. The theory is concerned with children's readiness for learning which is packaged in the stages of intellectual development from birth to adulthood. Every stage of intellectual development in question is equipped with certain characteristics in constructing science. For example, at the sensory stage, children think through movements or actions by Ruseffendi in Pranita (2010, p. 32).

Achmad Sobarudin and Sukoco (2017: 126) learning is a process of interaction that is interconnected with each other and interdependence between students, teachers and learning resources in the learning environment. In learning occurs the process of gaining knowledge and knowledge, mastery, ability and forming attitudes and beliefs in students whose results can be seen through learning outcomes.

Prastowo (2012, p. 17) teaching materials are basically all materials (both information, tools, and texts) which are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing implementation of learning. Based on several opinions of the experts above the researchers concluded that the achievement of learning competencies was determined by the presence of teaching materials that contained a set of learning materials, methods by using technology that was designed systematically and interestingly so as to give effect to knowledge, skills and attitude changes to students. According to Sagala (2012, p. 87) contextual is a concept of learning that helps teachers associate material taught with real world situations and encourages students to make connections between the knowledge they have and their application in their lives as members of society. Contextual learning is a learning approach that links the material learned with the real life of students everyday, both within the family, school, community and citizens with the aim of finding meaning in the material for their lives. (Komalasari, 2015, p. 7). Contextual learning is based on the results of the research of

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John Dewey (1916) who concluded that students will learn well if what is learned is related to what is already known and with activities or events that will occur around them (Prihastuti, 2016: 69)

According to Mukti (2006, p. 311) Buddhist education aims that students have the following abilities; (1) developing faith (Saddha) and piety (Bhakti) to God Almighty, (2) developing Indonesian people who are noble through increasing moral conduct (Sila), meditation (Samadhi) and wisdom (Panna) according to the Buddha Dharma (Buddhism), (3) developing Indonesian people who understand, appreciate, and practice / apply the Dharma in accordance with the Buddha's teachings contained in the Scriptures Tipitaka / Tripitaka so that they become responsible human beings according to the principles of Dharma in daily life, (4) understand Buddhism and the history of its development in Indonesia. The scope of Buddhist Education includes the following aspects; (1) history, (1) belief (Saddha), (3) behavior / moral (Sila), (4) Scripture Buddhism Tripitaka (Tipitaka), (5) meditation (Samadhi), (6) wisdom (Panna) .

According to Heinich (2010, p. 109) the learning plan is preparation for teaching which contains things that need to or must be done by the teacher and students in carrying out learning activities which include; selection of materials, methods, media, and evaluation tools. The learning plan is the realization of the learning experiences of students that are applied in the syllabus. The learning plan is a plan or program that is prepared by the teacher for one or more meetings, to achieve the target of one basic competency so that the indicator for achieving competence is achieved.

Learning planning has benefits including; the teacher will avoid accidental success, because planning is designed to achieve maximum results, can determine the right steps and strategies in learning; can determine the right steps and strategies in learning; can determine and prepare various tools and facilities needed in learning.

II. Research Methods

This research uses design Research and development (R & D), which means that research and development of a new product or perfecting existing products can be accounted for. This research follows the steps of research and development from Borg and Gall, development research procedures based on the steps of research and development referring to R & D (Sugiono, 2015. P. 36). The study was conducted at SD Tunas Mekar Indonesia Bandar Lampung. This research was conducted in the odd semester of the year 2018-2019. The basic competencies in this study are to present ways of respecting, greeting and symbols of Buddhism. Data was collected by observation instruments and analyzed by presentation description.

III. Research Results And Discussion

Based on the results of the research and development (R & D), it used the experimental class without using the control class. Data processing in this study uses a quantitative and qualitative approach, data obtained in the form of student evaluations before being given treatment (pretest) and the value of students after being given treatment (Posttest). Then the data is processed using the N-gain test to see the effectiveness of product use while the qualitative approach uses an instrument to see how much influence the attraction on the use of the products developed.

The potential and problems in this development research are based on the results of the needs analysis carried out by researchers with the aim of identifying problems. Based on observations, 80% of students in the Bandar Lampung Elementary School in Tunas Mekar Indonesia were unable to practice Namaskhara's correct attitude, 60% of students could practice Anjali's attitude, 60% of students could practice Uttana attitudes, or there were problems in KD (Basic Competence) 4.1. present ways of respect, greetings and Buddhist symbols based on the GPA (Indicator of Competency Achievement) 4.1.1 Demonstrate ways of honoring with Anjali, Namaskkhara, and Uttana. It can be concluded that on average only 60% of students in the first class have a score above KKM with a KKM value of ≥ 75 and the average in class 1 has below the KKM with a KKM value of ≥ 75.

Table 1.1 The average mastery of learning in KD 4.1 based on the IPK 4.1.1

Values	Material	Presentase	adverb
≥ 75	Anjali	40 %	More than KKM
< 75		60 %	Less than KKM
≥ 75	Namaskhara	20 %	More than KKM
< 75		80 %	Less than KKM
≥ 75	Uttana	40 %	More than KKM
< 75		60 %	Less KKM

The entire series of audio visual contextual education-based Buddhist product validation increases when viewed from the average media expert validation, design expert validation and material expert validation from the first assessment with and second stage assessment of good progress after assessment and revision so that it can be concluded that Buddhist-based contextual teaching materials for audio-visual teaching materials are worthy of testing into the next stage.

Table 1.2 Percentage of Evaluation of expert Validation test in stages I and II

No	Validators	Evaluation I (%)	Evaluation II (%)	
1	Media	95, 3	98, 4	Higher
2	Desain	92, 3	98, 1	Higher
3	Material	95	100	Higher

Based on the validation of media experts, design experts, and material experts in stages I and II in table 4.5 above, it can be seen that the number of scores obtained by media validation in the first assessment is 95.3% and there is an increase in the second assessment of 98.4%. The score obtained by design validation at the first assessment was 92.3% and an increase in the second assessment was 98.1%. The score obtained by the material expert at the first assessment was 95% and there was an increase in the second assessment of 100%.

After going through the validation process of media experts, design experts, and material experts as well as obtaining data on the results of the quality of audio-visual teaching materials based on Buddhist religious contextual education developed the next process was to conduct use trials by students at SD Tunas Mekar Indonsia Bandar Lampung. These usage trials are divided into three, namely limited tests on one-on-one tests, small group trials, and large-scale or large-field field trials. One-on-one test samples are 2 students, data from one-on-one and small group trials are learning outcomes of students using contextual-based audio-visual teaching materials data taken based on the results of the prestest and posttest values along with the average values of each each trial;

Table 1.3 the score of *pretest* dan *posttest* individual and small group test (*Anjali*)

Statistic data	Anjali One-on-one Test Results		Test Results Anjali's small group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Avarage	79	96	58	83
Minimal	75	92	50	75
Maximal	83	100	67	92

used on the data table 1.3 the pretest value on the one-on-one test the smallest value 75 and the largest value 83 has an average value of 79. At the posttest test the one-on-one smallest value 92 and the largest value 100 with an average value of 96 means that shifts of students who previously had the lowest score of 75 and the largest 83 migrated to the smallest value of 92 and the largest 100 with an average of 96. So it can be concluded that the pretest of one-on-one experienced a significant increase when students carried out the posttest. Similarly, the results of the trial value of the small group are the smallest value 50 and the highest value is 67 with an average value of 58, after carrying out the posttest of small group trials the previous minimum value of 75 becomes 92 on average 83 here seen students who have a minimum value of 50 shifted to a minimum value of 75 and a maximum of 92. From this trial it can be concluded that the value of the pretest to the posttest in the one-on-one trial and small group trials of students dropped or narrowed so that students who had less ability to learn after being given teaching material treatment contextual-based audio visuals have increased ability while students who have moderate and high abilities still have high learning outcomes.

Tabel 1.4 The value of the pretest and posttest one-on-one and small group trials (Namaskhara)

Statistic data	Namaskhara One-on-one Test Results		Small Group Test Results Namaskhara	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Avarage	77	92	65	78
Minimal	70	88	58	75
Maximal	83	96	70	83

used on the data table 1.4 the value of the pretest in the one-on-one test of the smallest value 70 and the largest value 83 has an average value of 77. At the posttest test the one-one smallest value 88 and the largest value 96 with an average value of 92 means the shift in students who had the lowest 70 and the highest 83 migrated to the smallest value of 88 and the largest 96 with an average of 92. So it can be concluded that the pretest of one-on-one (Namaskhara) experienced a significant increase when students carried out the posttest. Likewise, the results of the trial value of the smallest group with the smallest value 58 and the highest score of 70 with an average value of 65, after carrying out the posttest of small group trials, the previous minimum value of 75 became 83 on average 78, where students had a minimum score of 58 shifted to a minimum value of 75 and a maximum of 70 to 83. From this trial it can be concluded that the value of the pretest to posttest in the one-on-one trial and the small group trials of students dropped or narrowed so that students who had less ability to learn after being given treatment Contextual-based audio visual teaching materials have increased in ability while students who have moderate and high abilities still have high learning outcomes.

N-Gain in the trial of the small group Anjali was effective because $0.61 \leq 0.70$. N-Gain in the small group Namaskhara trial was effective because it was $0.45 \leq 0.70$. N-Gain in the trial of the small group Uttana was effective because of $0, 63 \leq 0.70$.

N-Gain in the trial of the large group Anjali was effective because it was $0.74 \geq 0.70$. N-Gain in the large group Namaskhara trial was effective because $0.54 \leq 0.70$. N-Gain in the trial of the Uttana large group was effective because $0.72\ 72\ 0.70$. Thus it can be concluded based on the results of the normalized N-Gain calculation of 0.73 with high classification so that the Buddhist religious-based contextual audio-visual teaching material can be used in first-class Tunas Mekar Indonesia Elementary School students proven effective.

The withdrawal of users of audio-visual teaching materials based on Buddhist education contextualism at SD Tunas Mekar Indonesia Bandar Lampung by filling out the instruments by reading the instruments and then the students checking the numbers they want, the data taken from first-class students.

Table 1.8 Trial of user interest in contextual-based audio visual teaching materials

No	Sampel	Prosentase	Klasifikasi Kemenarikan
1	One-on-one trials	80 %	Interesting
2	Small group trials	84 %	Interesting
3	Large group trials	82 %	Interesting
	Average	82 %	Interesting

Based on table 1.8 above, it was concluded that the use of audio-visual teaching materials based on Buddhist religious contextual education in the first grade of Tunas Mekar Indonesia Elementary School Bandar Lampung proved to have attractiveness because it gained an average percentage of 82% with interesting classifications.

IV. Conclusion

1. Based on observations made by researchers, students have problems when carrying out the learning process that is the lack of reference to teaching materials that contain effective and interesting elements of this reality makes students less interested in continuing to learn, so the learning outcomes in Basic Competence 4.1 under KKM.

2. The results of the media validation assessment on the second validation increased by 3.1% and were declared invalid. The assessment of design validation in the second validation increased by 5.8% and was declared invalid. the assessment of material validation in the second validation increased by 5% and was declared valid and ready to be tested.

3. The use of contextually-based audio-visual teaching materials on class 1 Buddhist education subjects in Tunas Mekar Indonesia Elementary School Bandar Lampung proved to be effective with high qualifications, based on the calculation of the N-Gain average in the one-on trial Anjali was effective because $0.75 \geq 0.70$. N-Gain in the one-on-one trial Namaskhara is effective because $0, 75 \geq 0, 70$. N-Gain in the one-on-one trial Uttana is effective because $0, 88 \geq 0, 70$. N-Gain in the small group trial Anjali was effective because $0, 81 \geq 0, 70$. N-Gain Namaskhara was effective because $0.74 \geq 0.70$. N-Gain in the trial of the small group Uttana was effective because of $0, 81 \geq 0.70$.

4. N-Gain in the trial of the large group Anjali was effective because $0.79 \geq 0.70$. N-Gain in the large group Namaskhara trial was effective because it was $0.75 \geq 0.70$. N-Gain in the trial of the large Uttana group was effective because it was $0.84 \geq 0.70$. Thus it can be concluded based on the results of the normalized N-Gain calculation of 0.79 with high classification so that audio-based contextual teaching materials for Buddhist religious education can be used on students of Class 1 Elementary School of Tunas Mekar Indonesia proven effective. Distribution of effectiveness test data analysis.

5. In the product attractiveness, the data obtained attractiveness obtained by the average percentage of trials of 82% with an interesting classification.

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