Analysis of Teachers' Difficulties in using Audio-Visual Media

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Abstract: This study aims to find and describe the various difficulties of teachers in using audio-visual media. The subjects of this research are principals and educators at Kantar Catholic Elementary School (hereinafter SDK Kantar) Manggarai, Indonesia. The object of this research is to analyse teachers' difficulties in using audio visual media. Data collection techniques used observation and interviews as well as documentation studies, with triangulation as a tool to test the validity of the data. The results of the study found that there are still some teachers who are old and cannot use IT-based media such as laptops, projectors and so on. Apart from the age factor, there are also some teachers who cannot use audio-visual media in the learning process because they lack the knowledge to use it and even if they have a laptop but are unable to access and develop audio-visual media. Furthermore, the limited IT facilities at school are also one of the factors causing teachers not to use audio-visual media in the learning process.

Keywords: Teacher, Audio Visual Media

Introduction

Education plays a central role in shaping the lives of individuals. Education is carried out consciously and planned by individuals to develop their abilities and quality of life, and ensure success and progress in their lives. Education serves to prepare individuals to be able to plan their future well, both personally and socially (Humaiedi in Mubarak, 2015).

The learning process in the classroom is one of the strategies that can improve the quality of education. In essence, learning is a process of organising, organising the environment around students, in order to encourage students to carry out the learning process. This is in line with the opinion of Pane &Dasopang, (2017) that learning is a process of providing guidance or assistance to students in the learning process. Good learning is learning that provides opportunities for students to learn more meaningfully. Meaningful learning is learning that provides opportunities for students to gain experience and be able to develop their social emotional abilities (Bressington et al., 2018; Kostiainen et al., 2018). Learning activities involve various components, namely teachers as educators, students as learners, teaching materials, learning methods, learning media, and many more. The involvement of various types of learning components can obtain learning outcomes that are in accordance with the goals and expectations to be achieved. One of the crucial (important) elements in the learning process in elementary schools is the use of interactive learning media by involving students.

Learning media is important in helping students understand what they are learning. The use of learning media is one of the efforts to improve the effectiveness and quality of the learning process. According to Jalinus (2016) that learning media is related to software and hardware that can be used to convey the content of teaching materials from teachers to students both individually and in groups, which can stimulate the thoughts, feelings, attention and interests of students, so that the learning process becomes more effective. the use of media must be in accordance with the learning objectives, material, interests and needs and conditions of students Aras, 2019; Lestari et al., 2018), so that the media chosen should be truly effective and efficient and can foster motivation and increase learning activities (Puspita et al., 2017., Setiawan, 2019).

According to Magdalena et al. (2021), 'three main reasons why the use of media is important in the learning process in the classroom, especially for SDK KANTAR students, first, because students at the elementary school level tend to think concretely, so material that is considered difficult, needs to be expressed through demonstration, so that it becomes more real, second, the use of media in the teaching and learning process can arouse children's motivation and interest, generate regular, systematic reasoning and be able to develop values in children, third, the teaching and learning process using media is able to provide meaningful experiences for students, because they can witness firsthand things that happen around them '. This is in line with Audie (2019) that the use of appropriate media can increase student learning motivation, have enthusiasm in participating in the teaching and learning process and make the teaching and learning process more interactive and not monotonous, so that students are not bored in the teaching and learning process (Audie, 2019). How and whatever form of learning strategies, models, and media used by teachers, are actually oriented towards one main requirement, which is interesting so as to foster student interest in learning (Wahyono, 2020).

One type of media that can be utilised by teachers and students during the learning process in the classroom is audio visual. Audio visual media, is a combination of media that combines elements of sound and images, which uses mechanical and electronic devices, can be in the form of videos, films or other media that

contain sound and image elements (Faujiah, et al. 2022., Simbolon, et al, 2019). The use of audio visual media has an important purpose in the learning process, which is to provide an understanding of the messages in a material that is taught in order to achieve effective learning objectives. this is in line with the opinion of Yuanta (2017), that there are several objectives of using audio media: 1) make it clearer and make it easier to convey teaching material so that it is not too wordy, 2) overcome the limitations of time and senses of students and teachers, 3) increase the encouragement and desire to learn students in mastering learning content, 4) increase the skills of students in interacting in the surrounding environment, 5) provide opportunities for students to learn more useful with impressions that attract students' attention. 6), allowing students to do more useful learning with impressions that attract students' attention. 6), enabling learners to perform actions according to the content of useful impressions.

Some previous studies related to learning media include those conducted by (Telaumbanua, et al. 2021., Ananda, 2017), teacher creativity in using and developing learning media is still relatively low, audio-visual media is still rarely used by teachers in the learning process, many teachers still use conventional media (e.g. blackboard) and other media that are considered simple. These various problems are inseparable from the various difficulties faced by teachers in utilising learning media. According to Rahma and Ritonga (2022), that currently there are teacher difficulties in the teaching and learning process including: 1) difficulties in the planning and preparation phase of learning, 2) Difficulties in the learning implementation phase, 3) difficulties in the learning evaluation phase. Furthermore, Winda and Dafit (2021) explain some of the difficulties encountered by teachers in using audio-visual media, namely: 1) teachers have difficulties in designing IT-based media, 2) teachers experience obstacles in operating online learning media properly, 3) the facilities owned by students are not sufficient such as mobile phones, 4), teacher creativity is lacking, in designing and creating interesting learning videos.

Some of the results of previous studies show that the use of audio-visual media in the learning process is not optimal. this was also experienced in the school under study, namely the teacher did not use audio-visual learning media. From the phenomenon that occurs, the author will describe the various difficulties faced by teachers in utilising audio visual media in the learning process. This is important in order to integrate the audio visual media into the learning process, so as to provide appropriate corrective measures, to increase the effectiveness of its use.

Research Method
This type of research is descriptive qualitative. the object of the research is to describe the state or situation based on reality towards 'factors that make it difficult for teachers to use audiovisual-based learning media at SDK Kantar. The research data sources are the Principal and the teachers of SDK Kantar Manggarai, Indonesia. Observation, interviews and documentation studies as techniques as well as data collection instruments. The data analysis uses an interactive analysis technique model from Miles and Huberman (Sugiyono, 2017) which consists of data reduction, data presentation and conclusion drawing, then testing the validity of the data using triangulation techniques.

Results and Discussion
1. The Use of Audio Visual Media at SDK Kantar
Based on the results of the researcher's observations, several indications were found including that the teacher did not use audio-visual media during the learning process, the lack of visualisation of the material made it difficult for some students to capture or understand the material being taught, teachers often used the blackboard as a tool in teaching the material, teachers often relied on old methods such as lectures without being supported by audio and visuals that could enrich students' knowledge, This also shows that teachers have limited skills in making and using audio-visual media. Then, the results of the researcher's observations also show that the provision of school facilities is quite limited, this is indicated by the absence of projector and LCD installations in each class. These various conditions have an impact on students such as the lack of student interaction and involvement during the learning process.

The findings of the observations are also consistently reinforced by data from interviews with the principal and several teachers at SDK Kantar that teachers admit to experiencing difficulties in using audio-visual media:

> "Once tried to use audio visual media, but in the process experienced difficulties, so I did not use audio visual media again during the learning process. I have also used audio visual media using only a laptop without a projector screen, so one way is that students are divided into groups, then students are called in groups to watch the video that I show. This takes a long time and is not effective. Furthermore, there are some teachers who never use audio-visual media for certain reasons such as having difficulty

preparing and using it, besides that I do not have the ability to get relevant videos, so I never integrate audio-visual media during learning".

Based on the results of these interviews, it is concluded that the use of audio-visual media at SDK Kantar is recognised as difficult by teachers when applying the media. Some teachers admit that they have tried to use audio-visual media, but in its application many difficulties are faced. The teachers of SDK Kantar have acknowledged and realised that the use of audio visual media in learning can have a positive impact on students. However, it is unfortunate that teachers still experience difficulties.

In line with the results of the interviews, the results of the document study on the use of lesson plans (RPP), by teachers at SDK Kantar show a discrepancy between planning and implementation in the classroom, especially regarding the use of learning media. The results of the document study, researchers found that the teacher listed audio-visual media but in practice, the media was not applied during the teaching and learning process.

Referring to the results of observation data, interviews and document studies in this study, it can be concluded that teachers at SDK Kantar experience difficulties in using audio-visual media. For this reason, it is necessary to find and know and discuss the causal factors that can make it difficult for teachers to use audio-visual media, in order to provide appropriate suggestions to improve it.

2. Factors that Make it Difficult for Teachers to Use Audio Visual Media at SDK Kantar

In an increasingly advanced and sophisticated digital era, educational demands are also becoming increasingly stringent, where all activities are carried out through technological tools. Based on this, the use of audio-visual media is an integral part of the learning process that involves technological tools. However, it is undeniable that teachers often experience many challenges in integrating this technology into their learning process.

The observation results show that the media selection carried out by teachers at SDK Kantar has not been maximised. This is because many teachers still choose and use the most common learning media they use every day. For example, teacher books and student books. While audio-visual media is not used, even though the media is no longer unfamiliar to them. The researcher saw that there are several factors that make it difficult for teachers to use audio-visual media, including teachers lacking skills in using technological tools such as laptops. In addition, teachers feel that preparing to use audio-visual media is an activity that takes up time for other work. Then, the researcher also observed that the facilities or facilities owned by the school are limited, so many teachers prefer traditional media such as blackboards and textbooks. In addition to the observation data, the interview data also shows that there are several factors that make it difficult for teachers to use audio-visual media in mathematics subjects at SDK Kantar as follows:

1) Teachers' Lack of Knowledge and Skills

"To be honest, ... lack of knowledge and skills in terms of technology, using a laptop only for typing. lack of understanding in making audio-visual media designs. When using audio-visual media through a laptop, it is assisted by teachers who know enough to use it. In addition, I have never attended training in the use of audio-visual media".

Referring to the interview and observation data, there are still difficulties for teachers in operating learning media such as laptops and other devices. Especially teachers who are elderly, so they tend to use other conventional media or give assignments to students. Furthermore, related to Factors that Make it Difficult for Teachers to Use Audio Visual Media at SDK Kantar include the lack of knowledge and skills of teachers in using existing devices or tools or facilities. Teachers' lack of knowledge and skills about audio-visual media is one of the significant challenges in the current educational context. Along with the development of technology, audio visual media has become part of it. However, many teachers still face difficulties in utilising audio visual media, due to the lack of knowledge and skills in preparing and using audio visual media. This is due to the inability to recognise and use the audio-visual devices, both hardware and software, required in the use of audio-visual media. This is in line with Syaulan's (2018) opinion that the factors causing teachers to experience difficulties in operating IT-based media are due to age and difficulty finding files.

Although audio-visual media can increase student learning motivation and student learning outcomes, as stated by (Antoro, et al: 2022), that, the use of audio-visual media in learning if used optimally, using appropriate learning methods, and in accordance with procedures, will result in an interactive, interesting teaching and learning process and can help students to gain real learning experiences, can build student interest, and can build student learning encouragement '. Although the results of the study indicate that the use of media can increase student motivation and learning outcomes, it cannot be denied that some other findings actually find it difficult to apply audio-visual media. According to Adianti, et al. (2021), teachers recognise the

challenges in using learning media, for example the lack of time to make it because their duties are not only limited to making learning media.

In addition, the lack of complete education and training in the use of audio-visual media is also a factor that affects teachers' ability to use this media. The results of this study are in line with previous findings which state that, 'the lack of teacher knowledge and skills in using audio-visual media can be a factor affecting the performance of its use' (Winda, And Dafit, 2021). The findings of Sari, et al (2021), also state that, 'one of the problems experienced by teachers in utilising video media in the learning process is that teachers are not yet proficient in making learning videos'. Some of the findings above have the same recognition, namely the lack of teacher knowledge in preparing audio-visual media. The lack of teachers' knowledge and skills in preparing and using audio-visual media has an impact on the decline in student interest in learning, learning is considered less interactive, and teaching is considered less innovative. Thus, joint efforts from all parties in improving teachers' competence in using audio-visual media can strengthen the effectiveness of learning in the classroom.

2) Availability of tools/infrastructure

Teachers' constraints are also limited facilities and infrastructure such as not all teachers have laptops. Based on the results of observations and interviews, it shows that one of the external factors that make it difficult for teachers to use audio-visual media is the lack of availability of IT facilities (ptoyektor, LCD screen, laptop and speakers) and limited internet access that can be used for interactive learning. The results of interviews with several teachers at SDK SDK Kantar stated that schools need to provide sufficient IT facilities such as adding the number of computers or laptops, projectors, speakers and other devices needed to support the implementation of the use of audio visual media. this is in line with Nurhadi (2018) that the importance of 'planning, procurement, inventory, storage, structuring, use, maintenance, and elimination in the school budget'. These core points should be considered by schools in making school budgets. However, the problem faced by SDK Kantar is that the procurement and maintenance of facilities have not been considered. There are also limited funds that make it difficult for them to obtain the necessary IT equipment, for example, the number of LCDs and projectors is very low (there is only 1), there are only 2 laptops, electrical cables, and other supporting devices are inadequate. As a result of the limited equipment available, it is difficult for teachers to access and transfer material with the help of audio-visual media, limiting teachers' creativity in finding various types of audio-visual media that can improve student learning outcomes.

In the long run, this can have a negative impact on the academic quality of students as well as the overall quality of education in the target schools. The results of this study are in line with research conducted by Akbar and Noviani (2019), who said that 'the cost of using and procuring facilities is felt to be very expensive, this goes back to the government which still allocates little funding for the procurement of ICT facilities that can help launch the education process in Indonesia'. Thus, there needs to be attention and commitment from related parties, both government and educational institutions, to be able to allocate special funds for audio-visual media, to support the use of audio-visual media in the learning process, as well as to provide the necessary training and technical support for teachers at SDK Kantar.

Conclusion

Based on the research results that have been presented, it can be concluded that, the use of audio-visual media at SDK Kantar has experienced difficulties. This is influenced by several factors, such as, the lack of teacher knowledge and skills in the field of technology, the availability of insufficient teacher time in preparing and using audio visual media and the lack of availability of supporting devices for audio visual media from schools. These three factors can make it difficult for teachers to use audio-visual media in mathematics subjects. However, it is necessary to realise the importance of the benefits of audio-visual media in learning, so that it can help improve students' understanding of the material they learn and can help teachers in organising learning strategies. thus it is highly expected that future researchers can further explore the effectiveness of various training strategies in improving teachers' skills in utilising audio-visual media in the teaching and learning process. In addition, researchers need to examine more deeply the evaluation carried out by schools to determine the level of success in using audio-visual media as a form of implementing technology.

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