

The Influence of The Use of Audio-Visual Media on The Ability of Fraction Calculation Operations of Grade IV Students of SD Negeri 4 Amparita Sidrap

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Abstract

This study examines the effect of the use of audio-visual media on the ability of fraction calculation operations of fourth grade students of SD Negeri 4 Amparita. The main problem studied is whether there is a positive influence of audio-visual media on the ability of fraction calculation operations of fourth grade students of SD Negeri 4 Amparita. This study is an experimental research that aims to determine whether there is a positive effect of audiovisual media on the ability of fraction calculation operations of fourth grade students of SD Negeri 4 Amparita Sidrap on the material of addition and subtraction of fractions. This research uses a quantitative approach. This study consists of two variables, namely audiovisual media and conventional models as independent variables and students' fraction calculation operation skills as the dependent variable, using the Randomized Subject Pretest-Posttest Control Group Design research design. The population in this study were all 4th grade students of SD Negeri 4 Amparita consisting of 1 class with a total sample of 42 people. The research sample of class IVA as an experimental class with 21 students and Class IVB with 21 students who were selected by Random Class. The data obtained were analyzed with descriptive statistics and inferential statistics. The results of descriptive analysis showed that the average value of fraction calculation ability of experimental class students was 75.71 and the average value of fraction calculation ability of control class students was 60.48. The learning completeness of experimental class students was 85.95% while the learning completeness of control class students was 47.61%. Inferential statistical analysis to test the hypothesis through Independent Sample T-tests obtained the value of $-t \text{ count} < -t \text{ table}$ ($-3.678 < -2.021$) or $t \text{ count} > t \text{ table}$ ($3.678 > 2.021$) thus H_0 is rejected and H_1 is accepted. In this case, audio-visual media has a positive effect on the ability of fraction calculation operations of fourth grade students of SD Negeri 4 Amparita Sidrap.

Keywords: Audio Visual Media; Fraction Counting Operation; Experiment

Introduction

Mathematics is a very important science in everyday life, especially for living in this global era. In facing the free market era, human life is now faced with problems with intense competition, thus demanding human resources who have the ability to reason and have skills in various aspects of life. Therefore, the basic concepts of mathematics must be understood by children from an early age so that they can be more skilled and can apply them in everyday life. Mathematics is a universal science that underlies the development of the modern world today, mathematics also has a fairly central role in various disciplines and can also advance human thinking (Nurparida & Srirahayu, 2021). The rapid development in various fields of information and communication technology today is based on the development of mathematics itself (Cahyono, Khumaedi & Hadromi, 2021).

Learning success is strongly influenced by several components, including students, teachers, learning materials, techniques, and tools or media used in the learning process (Ilmi & Kurniawan, 2021; Ahnaf et al., 2021). These components are interrelated and each has a role in achieving learning success. Learning is essentially an activity carried out consciously by a person that results in changes in behavior in himself, both in the form of new knowledge and skills and in the form of positive attitudes and values. During learning activities, there is a process of interaction between people who carry out learning activities, namely students and learning resources, both in the form of humans who function as facilitators, namely teachers and non-humans (Wahab, 2016).

Improving the quality of human resources, family life, society and the nation is one of the priority targets of national development in an effort to realize a healthy and independent Indonesian society, especially in elementary school age children is very important, because this is the first basis in developing their potential. Therefore, a forum is needed to achieve this (Nadia, Wardiah & Kuswidyanarko, 2022; Prasetya, 2016). One of the platforms that is considered very influential in creating quality and potential children is education.

Formal education through elementary school (SD) aims to develop attitudes, knowledge abilities, and basic skills needed to prepare for further education. Thus, education and teaching of various disciplines are needed in the formal education environment. One of the disciplines is through Mathematics lessons. To be able to carry out mathematics learning properly at the elementary education level requires teachers who are skilled at designing and managing learning activities as reflected in the implementation of the Education Unit Level Curriculum (KTSP). In implementing the curriculum, teachers should be able to choose and use learning approaches that involve students actively in learning, both mentally, physically and socially.

One of the subjects at the school level of education that affects the mastery of science and technology is mathematics. Mathematics is the basis to the development of Science and Technology (IPTEK), which affects human life and acts as a tool as well as a service to other sciences. Mathematics is a universal science that underlies various disciplines and advances in human thinking (Riva, & Handican, 2023). Therefore, to master and create technology in the future, a strong mastery of mathematics is needed from an early age.

Learning mathematics in elementary school is one of the studies that is always interesting to put forward because of the differences in characteristics, especially between children and the nature of mathematics. There are several studies of material that must be mastered by elementary school students, one of these areas of study is fractions. The concept of fractions and their operations is a very important concept to master, as a provision for learning related mathematical materials. The reality in the field shows that many elementary school students have difficulty understanding fractions and their operations, and many elementary school teachers claim to have difficulty teaching fractions (Halawati, 2021; Asmara & Sahari, 2023). From the above statement, prospective researchers can conclude that teachers are expected to be able to design and manage learning activities, in order to make math learning good. In addition, teachers are required to use learning media that can actively involve students in learning math.

It is not easy to get students to understand the concept and meaning of fractions. This means that learning fractions requires attention, seriousness, perseverance, and professional skills. Therefore, a teacher needs to instill the concept of fractions to students well, so that students understand and grasp the concept. This learning utilizes media that can be seen and heard to facilitate math learning activities so that it can make students understand math learning better. Prospective researchers made observations on Monday,

February 13 - Thursday, February 16, 2022 at SD Negeri 4 Amparita, Sidrap, then prospective researchers conducted a document review on improving students' learning abilities in mathematics subjects. The increase in mathematics learning ability obtained from 42 students consisting of 20 boys and 22 girls, only 15 people scored above the SKBM (Minimum Learning Completeness Standard) set at the school which is 75 which is declared complete.

Based on the results of these observations it was revealed that in the school there were learning problems in class IV. Prospective researchers conducted observations in class IV to find out the problems that occurred. The results of the class observation are that students still have difficulty in solving fraction counting operation problems. This is due to: 1) the teacher aspect, namely the teacher does not utilize the existing media. 2) The learning process is still more dominated by the teacher. The student aspects are: 1) Students pay less attention to what the teacher says. 2) Students play more than pay attention to the teacher's explanation. 3) Student learning motivation is lacking.

The above conditions indicate that mathematics learning at the school is still classified as conventional, because the sequence of presentations given by the teacher follows the flow of lecture information, giving examples and giving assignments. Conventional learning results in students only working procedurally and understanding mathematics without reasoning (Utama, 2021). In addition, in conventional learning, teachers do not provide opportunities for students to build mathematical knowledge that will become their own. In essence, the teaching and learning process is a communication process, namely the process of conveying messages from the source of the message through certain channels or media to the recipient of the message. Classroom learning activities are also a separate world of communication where teachers and students exchange ideas to develop ideas and understanding.

This communication process does not always run smoothly as desired. But in communication there are also often deviations so that communication is less effective and efficient, which is usually caused by the tendency of verbalism, student unpreparedness in learning and so on. Communication plays an important role in learning. In order for communication between teachers to be accepted by students, learning activities need to use learning media. Effective media is media that is able to communicate something that the giver wants to convey to the recipient. Therefore, in designing learning, media that are truly effective or media by design should also be chosen so that they can convey student learning messages well. The use of learning media will greatly help the effectiveness of the learning process and convey messages and lesson content so that it can help students improve understanding because it presents information in an interesting and reliable manner. In addition, learning media can also facilitate the interpretation of data and condense information.

The use of media as one of the learning strategies is dominant in understanding concepts. In teaching and learning activities the vagueness of the material presented can be helped by using the media as an intermediary (Amalia & Ramadan, 2024; Cahayani et al., 2022). The complexity of the subject matter can be simplified with the help of the media. Media can represent what the teacher is less able to say through certain words or sentences. Media as a tool in order to further streamline communication and interaction in learning activities. One of the media that can be used in the learning process is audiovisual media. Audio media is media that contains messages in auditive form (can only be heard) which can stimulate the thoughts, feelings, attention and willingness of students to learn teaching materials. While visual media is media that only relies on the sense of sight. This media displays images such as photographs, drawings or paintings, and prints. According to Wati (2016) the advantages of visual media are helping the

effectiveness of achieving learning objectives with visual materials, helping students improve understanding and strengthen memory, because visual displays are more interesting than just verbal displays, and help arouse new desires and interests of students. So audio visual media is media that has sound elements and image elements. Examples of audiovisual media include: television and video. one of the benefits of audiovisual aids such as video is that it can be used to convey material (Jaslene, 2023). One of the benefits of audiovisual aids such as videos is that they can be used to convey material. Visual tools are able to display images, writing, animations that move and can be heard which will help convey concepts, make memories of lessons longer and improve intellectual abilities so that it will further enhance understanding of concepts. The use of audio-visual media can influence what, when, and how students learn. Students who are motivated to learn will show enthusiasm for learning, as well as give full attention to what the teacher instructs and have a high commitment to achieving learning goals.

Methods

The research approach used by researchers is a quantitative approach with the type of research used in this research is experiment research. This type was chosen because the researcher will see whether the ability of fraction counting operations of fourth grade students of SD Negeri 4 Amparita Sidrap, has an effect after the use of audio-visual media on the learning process. The variables that are the reference in this study are:

1. Independent variable (X): Use of Audiovisual Media
2. The dependent variable (Y): the ability of fraction calculation operation of class IV SD Negeri 4 Amparita Sidrap.

This research is an experimental research, using the "Randomized Subject Pretest-posttest control group design". With the following design:

Table 1. Design Experimental Research

Class	Pre-test	Treatment	Post-test
E	X1	T1	X2
K	Y1	T2	Y2

Description:

E = Experiment Class

K = Control Class

X1 = Experimental pre-test score Y1 = Control pre-test score

T1 = Treatment, namely Audiovisual Media

T2 = Treatment, namely the conventional learning model

X2 = Final Test Score (Post-test) experimental

Y2 = Final test score (Post-test) control

Operationally, the definition of this research variable can be explained as follows:

1. The audio-visual media referred to in this study is in the form of learning videos that display elements of images and sound and show moving images.
2. The ability to calculate fractions in math subjects in this study is a total score that describes the level of student mastery of mathematics subject matter that can be obtained from the results of giving learning outcomes tests after learning is carried out using Audio Visual Media.

The population in this study were fourth grade students of SD Negeri 4 Amparita, Sidrap, totaling 42 people with a breakdown of 20 men and 22 women and sampling in the study was a saturated sample, the entire sample was divided into two classes, class A was an experimental class consisting of 21 people and class B was a control class consisting of 21 people, the placement of students in two classes was randomized because the thinking ability of class IV students was homogeneous. The techniques used to obtain

data in this study are conducting tests and documentation. The test used in this study is a written test in the form of multiple choice with the aim of obtaining data on the effect of using Audio Visual Media on improving the ability of fraction calculation operations. The form of multiple choice tests used in the study consisted of 10 questions in the pre-test and post-test. Supporting data in this study in the form of documentation which includes a list of names of grade IV students both male and female, minimum completeness criteria for Mathematics subjects, and pictures and videos when the learning process is taking place in grade IV SD Negeri 4 Amparita Sidrap. Data collection in this study was carried out by giving an initial pre-test to determine the initial ability in each class, then each class was given a post-test to compare the results of the final test conducted after learning. The test given in the form of an objective test of 10 items of questions that had previously been tested for content validity by experts in the field of mathematics learning. The analysis used to analyze the data that has been obtained is descriptive statistical analysis. Descriptive statistical analysis in this study was used to describe students' learning abilities in learning Mathematics when given treatment using the use of audio-visual media with descriptive data in the form of distribution tables of mean, median and mode.

Inferential statistical analysis is intended to test the research hypothesis. Before testing the hypothesis, the data prerequisite test is first carried out. In the data prerequisite test, the Data Normality Test and Data Homogeneity Test are carried out. While in the hypothesis test, the Independent Sample T-Test test was carried out. The normality test in this study was carried out using the Statistical Package for Social Science (SPSS) version 17 system, with the test criteria: $P > \alpha = 0.05$. Data is normally distributed if the significance value obtained is greater than $\alpha = 0.05$. The homogeneity test in this study used the Statistical Package for Social Science (SPSS) version 17 system, with the test criteria: $P > \alpha = 0.05$. The data is declared homogeneous if the significance value obtained is greater than $\alpha = 0$, Testing the hypothesis of this study using the SPSS version 17 program, namely the Independent Sample T-Test. The results of the analysis obtained the value of $-t \text{ count} < -t \text{ table}$ or $t \text{ count} > t \text{ table}$ thus H_0 is rejected.

Results and Discussion

1. Descriptive Statistics Results

This research is an experimental study with a research design Randomized Subject Pretest-Posttest Control Group Design. The implementation of this research was carried out in class IV consisting of Class IVA as an experimental class and class IVB as a control class as well as providing material and tests in each class. Before giving the test, the researcher first conducted a content validity test. Content validity is the validity that states the representation of the aspects measured in the instrument. Content validity is made with the help of using an instrument grid. The grid contains competency standards, basic competencies and indicators as benchmarks and item numbers of questions or statements that have been translated from indicators. Based on the items of the instrument to be validated, it is then consulted with experts who are in accordance with the discipline of the instrument that has been made.

The instrument proposed by the researcher is 20 numbers of multiple choice questions that have the same weight and are related to the material of addition and subtraction of fractions. The number of questions that have been determined by the validator is adjusted for the indicators that become the initial benchmark and are more specific to the instrument questions about addition and subtraction of fractions. The results of the validated instrument are the same weight and form of questions in carrying out the pretest and posttest. The learning steps carried out with the same material and different times are as follows.

Table 2. Learning Steps

Experiment Class	Control Class
a. Initial meeting by giving an initial test (Pretest)	a. Initial meeting by giving an initial test (Pretest)
b. The next meeting, before starting the lesson, first check the attendance of students.	b. The next meeting, before starting the lesson, first check the attendance of students.
c. Opening the lesson by conveying the objectives to be achieved and preparing students to learn by asking questions about the material that has been learned.	c. Opening the lesson by conveying the objectives to be achieved and preparing students to learn by asking questions about the material that has been learned.
d. Explained the material using audio-visual media, then gave students the opportunity to ask questions about things they did not understand.	d. Explained the material in front of the class according to the lesson plan and accompanied by example problems, then gave students the opportunity to ask questions about things they did not understand.
e. Students are divided into several groups	e. Giving questions to students
f. Giving time to students to work on their respective questions and the teacher guides students who have difficulty in finding the answers.	f. Students answer the questions distributed by the teacher.
g. Checking students' understanding to work on the exercise questions given, while other groups respond. Then provide feedback and formulate the correct answer.	g. The teacher appoints students to write their answers on the board, then corrects the students' answers.
h. Summarize the learning	h. Summarize the material that has been learned
i. Provide further training by assigning students to practice doing the exercise questions at home in relation to the learning material.	i. Giving home assignments
j. Evaluation (Posttest)	j. Evaluation (Posttest)

a. Pretest of the Experimental Class Before Being Given Treatment

The statistical results related to the initial test scores (pretest) of students in the experimental class, namely the class that will be given treatment in the form of using audio-visual media (see attachment 23), can be presented as follows:

Table 3. Description of the Score of Students' Initial Test Scores (Pretest)

Statistics	Statistical Value
Sample Size	21
Mean	43,33
Median	50
Standard Deviation	18,529
Minimum	10
Maximum	70
Variance	343,333

Based on the data from the initial test scores (pretest), it can be seen that the average score obtained with a total of 21 students is 43.33 with a median value of 50. While the standard deviation obtained is 18.529 with a minimum score of 10 and a maximum score of 70. In addition, the variance value obtained in this data is 343.333.

b. Learning Ability Test (Posttest) Experimental Class After Being Given Treatment

The statistical results related to the learning ability test (posttest) scores of students in the experimental class, namely the class that will be given treatment in the form of using audio-visual media (see attachment 23), can be presented as follows:

Table 4. Description of the Score of The Learning Outcomes Test (Posttest)

Statistics	Statistical Value
Sample Size	21
Mean	75,71
Median	80
Standard Deviation	14,343
Minimum	50
Maximum	100
Variance	205,714

Based on the data on the learning outcomes test scores (posttest), it can be seen that the average value obtained with a total of 21 students is 75.71 with a median value of 80. While the standard deviation obtained is 14.343 with a minimum score of 50 and a maximum score of 100. In addition, the variance value obtained in this data is 205.714.

c. Initial Test (Pretest) Control Class Before Being Given Treatment in the Form of Using the Covensional Model.

Statistical results related to the initial test scores (pretest) of students in the control class, which is the class that will be given treatment in the form of using conventional models (see attachment 23), can be presented as follows:

Table 5. Description of the Score of Students' Initial Test Scores (Pretest)

In The Control Class Before Being Given Treatment	
Statistics	Statistical Value
Ukuran Sampel	21
Mean	32,38
Median	30
Standard Deviation	12,611
Minimum	10
Maksimum	50
Variance	159,048

Based on the data from the initial test scores (pretest), it can be seen that the average score obtained with a total of 21 students is 32.38 with a median value of 30. While the standard deviation obtained is 12.611 with a minimum score of 10 and a maximum score of 50. In addition, the variance value obtained in this data is 159.048.

d. Learning Ability Test (Posttest) Control Class After Given Treatment In The Form Of The Use Of Conventional Models

The statistical results related to the learning ability test scores (posttest) of students in the control class, namely the class that will be given treatment in the form of audio-visual media (see attachment 23) can be presented as follows:

Table 6. Description of The Posttest Scores of Students

In The Control Class After Being Given Treatment	
Statistics	Statistical Value
Sample Size	21
Mean	60,48
Median	60
Standard Deviation	12,440
Minimum	40

Maximum	80
Variance	154,762

Based on the data on the learning outcomes test scores (posttest), it can be seen that the average value obtained with a total of 21 students is 60.48 with a median value of 60. While the standard deviation obtained is 12.440 with a minimum score of 40 and a maximum score of 80. In addition, the variance value obtained in this data is 154.762. The descriptive statistical value of the learning ability of experimental and control class students can be seen in table 7.

Table 7. Characteristics of Descriptive Statistical Values of Student Learning Abilities of Experimental and Control Classes.

Statistics	Statistical Value			
	Value Pretest		Value Posttest	
	Ex perimen	Control	Epexrimen	Control
Number of Samples	21	21	21	21
Maximum Value	70	50	100	80
Lowest Value	10	10	50	40
Highest Value	70	50	100	80
Mean Value	43,33	32,38	75,71	60,48
Standard Deviation	18,529	12,611	205,714	12,440

If the learning ability scores of experimental and control class students are grouped based on the mathematics learning ability of students at SD Negeri 4 Amparita, the frequency and percentage of students' mathematics learning completeness are obtained as shown in the table 8.

Table 8. Mathematics Learning Completeness on The Subject Of Addition And Subtraction Of Experimental And Control Class Students.

Value	Category	Experimen		Control	
		Frekuensi	Persentase	Frekuensi	Persentase
< 70	Notcomplete	4	19,04	11	52,38
≥ 70	Completed	17	85,95	10	47,61

From the table above, it shows that students in the experimental class who were classified as complete in learning mathematics on the subject of addition and subtraction of fractions were 17 people with a percentage of 85.95 and students who were not complete were 4 people with a percentage of 19.04. Meanwhile, students in the control class who were classified as having completed learning mathematics on the subject of addition and subtraction of fractions were 10 people with a percentage of 47.61 and students who were not classified as complete were 11 people with a percentage of 52.38. It can be seen that more students in the experimental class completed learning mathematics on the subject of addition and subtraction of fractions compared to the control class.

2. Results of Inferential Statistic Analysis

a. Testing Analysis Requirements

The requirement that must be met before testing the hypothesis is to test the normality and homogeneity. All calculations were carried out using the computer assistance program Statistical package for social sciences (SPSS) for windows 17.

1) Normality Test

Normality test was conducted for pre-test and post-test data of each class. The results obtained for the pre-test data of the experimental and control classes were normally distributed, namely with a significance value of $p = 0.143 > \alpha = 0.05$ and $p = 0.042 > \alpha = 0.05$. Likewise, the results obtained for the post-test data of each class were normally

distributed, namely $p = 0.038 > \alpha = 0.05$ and $p = 0.020 > \alpha = 0.05$. the criteria for testing normally distributed data if the significance obtained is greater than $\alpha = 0.05$. For complete data can be seen in appendix 24 testing the requirements of inferential statistical analysis.

2) Homogeneity Test

Testing was carried out for pre-test and post-test data of experimental class and control class. Based on the results of homogeneous variance testing for pre-test and post-test data for each class, the significance value $p = 0.053 > \alpha = 0.05$ and $p = 0.656 > \alpha = 0.05$. testing criteria, the sample variance is homogeneous if the significance value obtained is greater than $\alpha = 0.05$. This means that the variance of the pre-test and post-test data obtained is declared homogeneous. For more details can be seen in appendix 25 testing the requirements of inferential statistical analysis.

3) Hypothesis Testing

Based on testing the requirements of the analysis, it is obtained that the pre-test and post-test values of each class are normally distributed and the variance of the pre-test and post-test values of the sample is declared homogeneous. Furthermore, for hypothesis testing, the Independent Sample Test is used, the calculation of which can be seen in appendix 26 of inferential statistical analysis testing.

The testing steps are as follows:

a. Formulate a hypothesis

H₀: There is no effect of the use of audio-visual media on the ability of fraction calculation operations in class IV SD Negeri 4 Amparita Sidrap.

H_a: There is an effect of the use of audio-visual media on the ability of fraction counting operations of grade IV SD Negeri 4 Amparita Sidrap.

b. Determining t-count and significance

In the t column, the t count is 3.678 and the significance level is $\alpha = .05$.

c. Determining t table

The t table can be seen in the statistical table at a significance of 0.05: $2 = 0.025$ with a degree of greatness (df) $42 - 2 = 40$, the results obtained for the t table are 2.021.

d. Testing criteria

If $t \text{ table} < t \text{ count} < t \text{ table}$ then H₀ is accepted.

If $t \text{ count} < t \text{ table}$ or $t \text{ count} > t \text{ table}$ then H₀ is rejected.

e. Making Conclusions

The results of the analysis obtained the value of $-t \text{ count} < -t \text{ table}$ ($-3,678 < -2,021$) or $t \text{ count} > t \text{ table}$ ($3,678 > 2,021$) thus H₀ is rejected and H₁ is accepted, it can be concluded that there is an effect of the use of audio-visual media on the ability of fraction calculation operations in class IV SD Negeri 4 Amparita Sidrap.

Based on the results of descriptive statistical analysis using the SPSS for window 17.0 program, the highest pretest scores for the experimental class and control class were 70 and 50 which indicated that students in both classes had almost the same ability or did not differ much before getting treatment. Then after being given treatment, the highest post-test score for the experimental class was 100, the average value (X) was 75.71 with a standard deviation of 14.343 While the control class obtained the highest score for the post-test was 80, the average value (X) was 60.48 with a standard deviation of 12.440 The results of the analysis show that the learning ability of students using audio-visual media is higher than using conventional models in the subject matter of addition and subtraction of fractions. This is because in the teaching and learning process using audio-visual media in general, students are more active, both during the learning process by paying attention and listening of the teacher's explanation, asking questions about the subject matter being discussed. With the viewing of learning videos that can be seen

directly by students so that student concentration is focused on the learning. In contrast to the conventional model, where this model does not involve students directly, students become passive in this learning model, this is because students only listen to teacher lectures.

Based on the results of descriptive analysis calculations that have been carried out, it turns out that in the experimental class the average score obtained by students is 75.71 while in the control class the average score obtained by students is 60.48 after treatment in each class. The table of students' mathematics learning completeness shows that in the experimental class there were 17 students who scored in the complete category with a percentage of 85.95 while in the control class there were only 10 who scored in the complete category with a percentage of 47.61. This data shows that the experimental class taught with audio-visual media, learning completeness is better than the control class taught with conventional models.

Inferential analysis statistics were carried out for hypothesis testing, which previously tested the analysis requirements. The results of testing the analysis requirements that the pretest and posttest data of each class were declared normal distribution. Likewise with homogeneity testing, both pretest data variance and posttest data are declared homogeneous. The results of hypothesis testing using the independent sample test obtained the value of $-t \text{ count} < -t \text{ table}$ ($-3.678 < -2.021$) or $t \text{ count} > t \text{ table}$ ($3.678 > 2.021$) thus H_0 is rejected. This means that there is a positive effect of using audio-visual media on the ability of fraction calculation operations of fourth grade students of SD Negeri 4 Amparita.

The obstacle or weakness in applying audio-visual media is the limited time in using this media, so it is hoped that teachers in using audio-visual media in the learning process can plan and manage time (time allocation) properly and correctly, taking into account that the time provided is commensurate with the talents and abilities of students and motivate students to carry out their tasks with optimal attention.

Conclusion

Based on the results of research and discussion, it can be concluded that, there is a positive influence of audio-visual media on the ability of fraction calculation operations of fourth grade students. SD Negeri 4 Amparita Sidrap. This is indicated by the value of $t \text{ value} > t \text{ table}$ ($3.678 > 2.021$) thus H_0 is rejected. The results of hypothesis testing show that there is a significant positive effect of the use of audiovisual media on the ability of fraction counting operations of fourth grade students of SD Negeri 4 Amparita, in other words, the use of audiovisual media in learning Mathematics, especially the material of addition and subtraction of fractions in improving the ability to learn Mathematics at SD Negeri 4 Amparita Sidrap.

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