The Use Of Autoplay Studio 4 Learning Media To Improve Student Learning Outcomes In Productive Computer Graphics Subjects At SMK NEGERI 7 JEMBER

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ABSTRACT

Productive learning majoring in DKV (Visual Communication Design) Computer Graphics at SMKN 7 Jember which provides a learning experience by using and developing skills in learning activities and being scientific. Therefore, what is needed is that the results of student learning can also influence the presentation of material or context in classroom learning process activities supported by learning media.Autoplay Studio 4 to facilitate the process of learning activities. The subjects in this research at SMKN 7 Jember were 28 male students, 16 male students and 12 female students. The aim of this research is to find out the results of students learning in Productive subjects, especially computer graphics, by utilizing learning mediaautoplay studio 4. This research uses a classroom action research research model which consists of two cycles with several stages of planning, implementation, observation and reflection. The data collection techniques used are observation, tests and documentation. And the results of this research in cycle I were 46% of student learning outcomes, while in cycle II it was 82%, so the value was 36% so it concluded that learning mediaautoplay studio 4 can improve student learning outcomes.

Keywords: *Autoplay studio 4, productive, computer graphics*

INTRODUCTION

Technology is currently very influential on daily social life from several aspects including aspects of Religion, Health, Economy, Politics, and Culture. Even from the aspect of the field of education and science which is very influential for people in terms of mindset, looking for new knowledge and to get information to share knowledge in daily life in society. (Legiowati, Fajarisman, et al., 2023)

Technology has also had a very significant impact in the field of education and science both in the context of learning, learning resources and even to develop content for in

school and outside school for the process of learning activities.(Fajarisman, Sanusi, et al., 2021). With technology, it can create an extraordinary experience in learning activities according to the needs of each student and can be accessed anywhere at any time using the internet.(Husniyah et al., 2022; Sasmita, 2020). However, it is important to remember that the use of information communication technology (ICT) in learning process activities and has negative challenges for children, such as concerns about student data privacy, dependence on information and communication technology (ICT) and unequal access, sometimes children use the internet to make online games and entertainment to relieve boredom. (Meutia et al., 2020). Therefore, using technology in learning activities also needs to be carefully considered and accompanied by appropriate supervision and strategies to maximize and utilize in the learning process.

For the process of learning activities in the classroom to run smoothly, as expected by educators, it is necessary to prepare several needs in activities in the learning process, including learning strategies, learning methods, learning resources, relevant references in learning, learning administration and more in terms of learning media in making it easier when delivering material or content to students practically, effectively and efficiently in learning activities. (Fajarisman, Widiatsih, et al., 2021; Legiowati, Widiatsih, et al., 2023)

Learning media also utilizes several components that can include learning videos, educational websites, images, graphics, to make it easier to create learning media and to increase understanding of the subject. (Sudarto et al., 2022) Certainly, especially productive learning DKV (Visual Communication Design), especially graphic computer subjects in the Visual Communication Design (DKV) department is an educational process that aims to develop understanding, skills, and creative thinking in the field of visual design.

DKV is a major in one of the vocational high schools (SMK) related to the discipline that covers various aspects of design, including graphic design, product design, corporate communication design, illustration, photography and the benefits of learning DKV (Visual Communication Design) include Improving Creative Skills learning visual communication design can hone your creative skills. (Indrawijaya & Siregar, 2022; Tumewan et al., 2022). You will learn to think creatively, combine ideas, and come up with unique design solutions, especially in computer graphics subjects.

Visual Communication Design (CCD) learning is a creative, project-oriented, and practical approach that provides a foundation for careers in diverse design industries. It integrates elements of art, design, technology, and communication to create works that have a visual and emotional impact on audiences, especially at the SMK level of productive learning by conveying a meter by utilizing learning media.

Learning media are tools or resources used in the educational process to communicate information, concepts and knowledge to students. Learning media aims to facilitate student understanding and learning in a more effective and interesting way. Learning media can take many forms, including print, visual, audio, interactive and digital media. The purpose of using learning media is to enrich students' learning experience, help clarify concepts, and facilitate the comprehension process. Some examples of learning media include textbooks, learning videos, multimedia presentations, educational games, and more. Learning media has an important role in supporting the educational process, helping students understand and remember learning materials, as well as motivating them to learn in a more interesting way. (Widiatsih et al., 2020)

Autoplay Studio 4 learning media is a type of learning media that is interactive, effective and practical when used in learning activities when presenting material to children because it consists of several video facilities, materials, and even evaluations to measure the success of children in the learning process. (Mahyudin, 2022)

Based on observations at SMK Negeri 7 Jember, it is known that many students feel bored and bored during learning activities, especially with productive learning of visual communication design (DKV) because the strategy is centered on taking notes and explaining the material and teaching assignments. So that the teacher is less creative to convey material to students, one of the factors that is not interested in participating in learning is also reduced and has an impact on learning outcomes.

With the lack of utilizing learning media, it greatly impacts the results of student learning. The results of observations and documents obtained by the data on the average value of children, especially the productive learning of DKV (Visual Communication Design), are still many below the KKM Maximum Completeness Criteria set by the Productive teacher, namely 75. There are still many who have not completed about 60% of 28 students. The low learning outcomes of Productive learning children include, among

others, children are less active in learning activities, only teacher-centered learning and without using interesting learning media. Learning activities only use one learning resource using the LKS book, but it also requires interesting learning media to support learning activities so that students are interested when participating in learning.

The choice of Autoplay Studio 4 learning media is expected to facilitate the activities of the classroom learning process, to increase the effectiveness and efficiency of the learning process, and help students concentrate and make it easier, understand learning material and not feel bored students

METHODS

The subject of research at SMK Negeri 7 Jember class XI majoring in DKV (Visual Communication Design) with a total of 28 students. with productive learning. With the type of research is classroom action research which is often called PTK. classroom research when educators teach to improve the process and practice of learning. (Arikunto, 2006). Classroom action research is educational research conducted by educators in a systematic and planned way to improve classroom learning activities by treating improvements and studying the consequences that arise.

In research also uses qualitative and quantitative when taking data in research. In qualitative research when observing the time of student activities during proroductive learning activities using Autoplay Studio 4 learning media while the scores obtained by children use a quantitative approach (data from quantitative by converting qualitative data) which is used to determine the percentage of student activity and completeness of learning after using Autoplay studio 4 learning media. (Baehaqi & Widiatsih, 2021)

In this PTK research adopted the Kemmis and Mc. Tagart model with stages or schemes consisting of 4, including planning, action, observation and reflection.(Nurul'Azizah, 2019) which is then followed by the next next cycle as shown in the chart below:

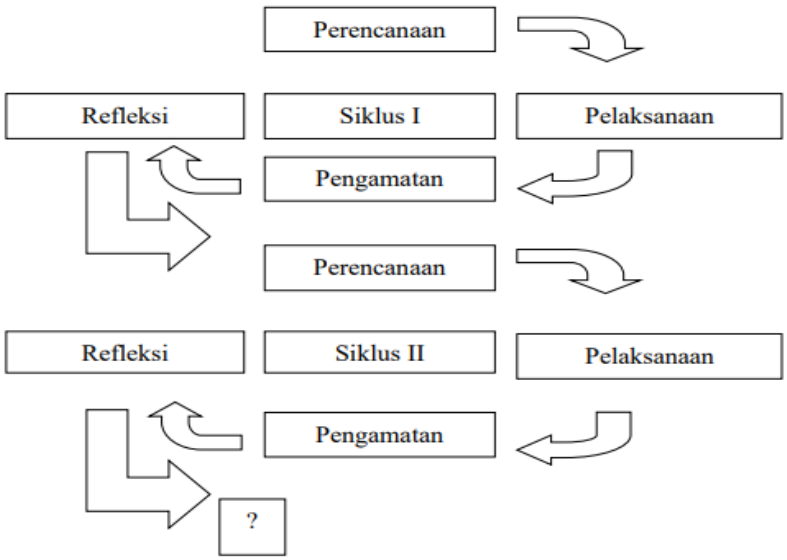

Figure 1. Kemmis and Mc. Tagart

This class action research aims to develop new skills and new ways of approaching problems by applying directly from the industrial world. The research was carried out with 2 cycles of learning activities. The preliminary action is to conduct a test first to find out the learning outcomes. After learning is carried out using Autoplay Studio 4 learning media, students are given a final test I to measure the completeness of student learning outcomes as a reference for improving implementation to cycle II.

Cycle II students were given a final test II to find out students in the completeness of learning outcomes and will be used as a comparison between cycle I and cycle II. To calculate the success and completeness of student learning by using autoplay studio 4 learning media can be calculated by means of the number of students who have completed learning for all students. The KKM of productive lessons for class XI students at SMK Negeri 7 Jember can be stated as follows a). Individual KKM is said to be completed by achieving a score of ≥75 from a maximum score of 100. b) classically, it is said to be complete in a class if there is a minimum value of 70% that has achieved a score of ≥ 75 from a maximum value of 100

RESULTS AND DISCUSSION

The process of learning activities in research activities is carried out with two cycles and each cycle is one meeting. With the first stage of the research planning stage, before carrying out the research planning stage conducting an initial reflection to find out the condition of class IX DKV 1 at SMK Negeri 7 Jember as follows:

PRACYCLE

a. Observation Results In pre-cycle activities carried out with the initial activity is the observation that the first meeting when delivering material using conventional materials to students in class XI DKV 1 when the learning process activities in class.
b. Interview results The initial results of the interviews obtained information that the number of students and female students consists of 28 male 16 students while female 12 students who are related to learning computer graphics that learning activities go well, but educators lack variety in learning activities take place, only delivering material to students. computer graphics material in a conventional way and rarely use learning media.

Based on the research results from the pre-survey, it is known that only 22 students have not reached the KKM with a percentage of 79%. With the low value of students in productive DKV Computer graphic lessons using the conventional model, students are still less active in participating in class learning activities and still the activity process is still centered on educators without using teaching aids or learning media so that the activity process becomes more interesting and supports classroom learning activities. With the existence of learning media needed by students in order to provide enthusiasm, and supplements in participating in learning that is impressed and can experience new and not boring to achieve student learning outcomes especially computer graphics with KKM 75 with a classical value of 80%.

CYCLE I

In the first cycle activities carried out based on observations for class XI DKV 1 with computer graphics material using Autoplay Studio 4 learning media for class XI and students feel bored, less eager to understand the material. The completeness of computer graphics learning activities with a percentage of students who completed 15 students with

54% who were complete and did not complete 13 students with a percentage of 46%. With computer graphics material with learning activities using Autoplay Studio 4 learning media. With the following dialig percentage:

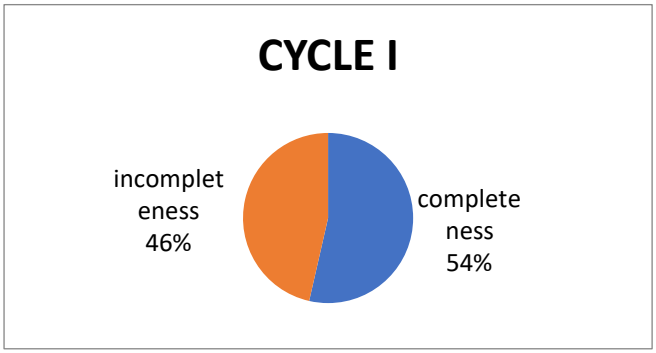

Figure 2 : cycle one results

In the implementation of the second cycle activities by utilizing and using learning media by operating Autoplay Studio 4 media, it is still not optimal in learning activities. Therefore, there are still some students who still see and listen and provide conclusions from the educator when explaining the material. Students still do not understand the material because the classical completeness is less than 80%, so learning activities using Autoplay studio 4 learning media are continued to cycle II.

CYCLE II

In cycle II activities, especially productive learning activities with computer graphic material using autoplay studio 4 learning media for this activity, the completeness of 82% of 23 students who have completed, for students who are not complete 18% there are 5 students who have not completed this learning activity has exceeded the classical target of 80% more. with a percentage diagram as follows:

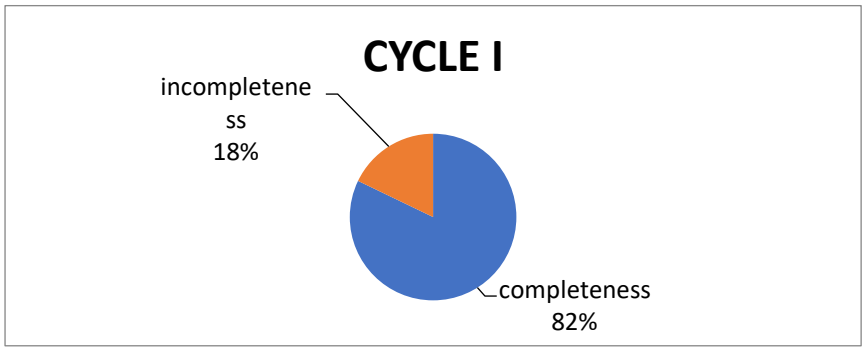

Figure 3 : cycle two results

In the process of learning activities in cycle II by operating during the learning process using Autoplay Studio 4, it is optimal and supports classroom learning activities in an ongoing manner supported by (Legiowati, Widiatsih, et al., 2023) by using autoplay studio 4 learning media is practical, effective and more efficient in improving student learning outcomes when learning activities take place in productive subjects, especially computer graphics. Therefore, there are still few obstacles in the learning process during the second cycle activities. In this case it can be seen in the graph from the pre-cycle, cycle I and cycle II activities using Autoplay studio 4 learning media, therefore it can be seen in t

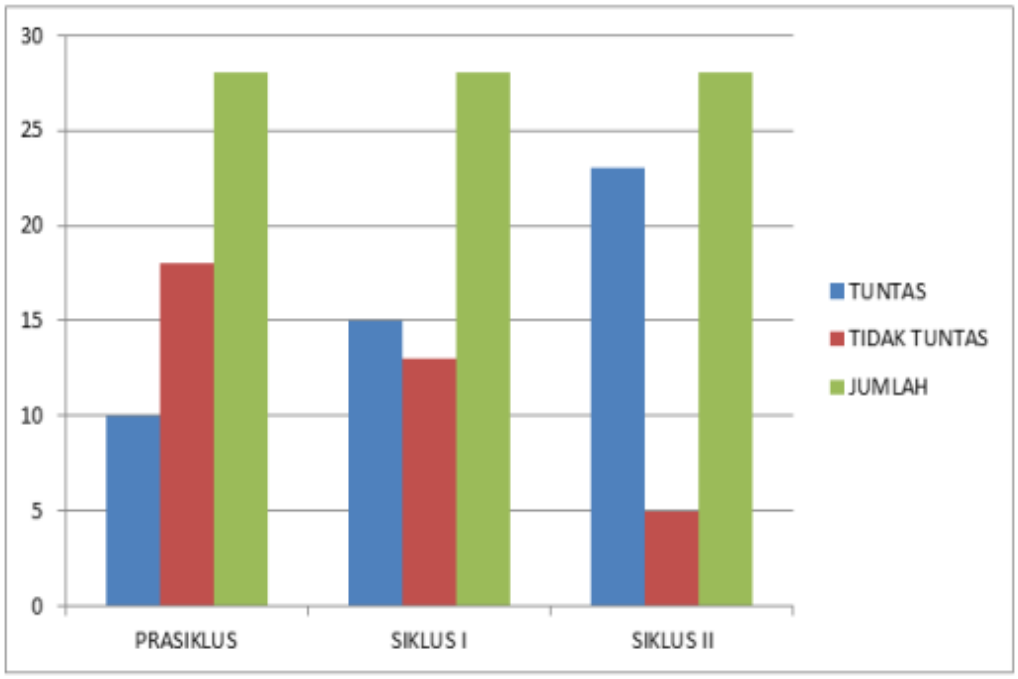

Figure 4: Results of Pre-Cycle, Cycle I and Cycle II

CONCLUSION

In the learning process activities at SMKN 7 Jember by using learning media with autoplay studio 4. Productive learning outcomes, especially computer graphics, have not met the KKM. After learning to use Autoplay studio 4 learning media from student learning outcomes increased every cycle, which can be seen before implementing learning activities using Autoplay Studio 4 media during pre-cycle activities. It can be seen before being applied to learning activities during cycle I that have not completed 46% while those who completed 54% of 28 students, as well as cycle II with a complete student percentage of 82% exceeding the classical target of 80%. By using autoplay studio 4 learning media can improve student learning outcomes.

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