

## TRANSFORMATION OF AUDIO VISUAL USES FOR DISTANCE LEARNING MEDIA

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### **Abstract**

Audiovisual media in archival science are archives containing images, sounds, or video recordings that can be seen and heard. Audiovisual media are included in non-textual archives and are collected in audiovisual archives. According to Law Number 43 of 2009 concerning Archives, static archives are archives of historical value originating from various archive-creating institutions to be preserved, such as archives about the history of the establishment of institutions, tasks, functions, organizational structures in various forms and formats, printed or electronic.

Audiovisual media is one way for educators to optimize the learning process. Audiovisual media can help educators to make it easier to convey material to students. By utilizing these audiovisual archives, students can understand the journey of social change, environmental change. The purpose of this study is to describe the function of audiovisual archives in the learning process, especially regarding environmental and social changes that occur in Indonesia. The research methodology used is library methodology. The author collects various kinds of data related to audiovisual-based learning media in distance learning, then summarizes and includes them in this article. The results of data processing show that the use of audio visual archives is very necessary in learning, because the material in this audio visual displays the reality of its time, so that social and environmental changes can be known from the chronology of events that occur and the changes that exist.

**Keywords:** audio visual archives, use of audio visual archives, social and environmental changes, and distance learning media

### **1 INTRODUCTION**

The world of education from time to time continues to experience evolution in terms of curriculum, learning design, and even learning devices. This is done because of the increasingly complex educational situation in this case, students, both due to their environment and the effects of globalization. During the Covid-19 pandemic, including in the world of education, the changes that occurred had a major impact. Formal educational institutions from

kindergarten to university level have transformed their learning methods, from conventional methods that often conduct face-to-face sessions in class to implementing online learning methods or distance learning (PJJ). Based on the law on higher education number 12 of 2012, article 31 explains that distance learning (PJJ) is a teaching and learning process that is carried out remotely through the use of various communication media. Distance learning really needs the help of technology to support the learning process.

Online learning is learning that utilizes multimedia technology, video, virtual classes, animated online text, voice messages, email, conference calls, and online video streaming. The process of implementing information technology in learning certainly requires human resources who can design systems by pouring out ideas for the digitalization process of education. In designing a digital education system, reference sources are needed that can be understood by students and educators and this is where the role of audio-visual archives or new media archives is in providing teaching materials that will be used by educators.

The use of technology in education begins with the selection of learning media based on information technology in the learning process so that the process of introducing technology can be carried out systematically. Learning media is an intermediary tool between educators and students in learning, (Mustaqim, Ilmawan, 2016). Basically, learning media has the main function of being a source of learning and becoming a distributor, conveyor, connector and so on. (Rohman and Amri, 2013).

One of the learning media that can be used in the learning process is audio visual. Audio-visual media is a type of media that in addition to containing sound elements also contains image elements that can be seen, for example video recordings, films, sound slides, and so on, (Wina Sanjaya, 2010 in Yulianti 2016). The learning media applied in learning can be adjusted based on the learning material taught using audio-visual media.

By utilizing audio-visual archives stored in the UT Archives Institute, social and environmental changes that occur can be known. Social changes, for example, learning methods to agricultural management methods that can be said to be still traditional. These audio-visual archives can provide a concrete explanation of people's lives in 1985 where communication was still limited to equipment that used cables such as telephones, facsimiles. While today's communication media is very modern and complex.

Problem formulation: how are audio-visual archives utilized in the distance learning process?

## **2 LITERATURE REVIEW**

### **2.1 Audio Visual Archives**

Audio visual archives or commonly called audio archives are archives in the form of images and/or sounds of any shape and pattern, which can be seen and heard. This type of archive is then grouped into:

1. Moving image archives, namely archives whose information is recorded in moving image media such as motion pictures and videos;
2. Static image archives, namely archives whose information is in the form of still images such as photos, slides, pictures, and posters;
3. Sound recording archives, namely archives whose information is recorded in sound signals using a certain recording system;
4. Microform archives, namely media containing miniatures or microform images. This form is called microfilm and microfische.

Based on the understanding and description above, what is grouped into audio visual archives is:

1. Sound recording/cassette archives,
2. Photo archives,
3. Film and microfilm archives,
4. Video archives.

### **2.2 Utilization of Audio Visual Archives as a Means of Tracing Social and Environmental Changes**

Social and environmental changes in society basically experience a cyclic or repetitive process, although not exactly the same. In prehistoric times, people used oral/auditory and visual modes, directly and simultaneously when communicating with each other. In the following period, humans began to develop analog scratches from various objects they saw in the surrounding environment. For example, animal-shaped scratches carved on rocks in caves, or human figure carvings on temple stones. Drastic changes occurred when humans began to use symbols and textual codes to represent a communication message.

When the printing press was invented, the developments that occurred in society were so rapid, graphic media such as newspapers, books, magazines, posters and so on were easily distributed across regions. Before the invention of the telephone, voice recorder, and then radio, the reach

of audio as a mode of communication was very limited by the ability of people to shout on one side and the ability of people to hear on the other. However, when the telephone, voice recorder, and radio were invented, the messages that people wanted to convey could be conveyed across unlimited distances. Similar to graphic media, the invention of the sound recorder also allows audio messages to be used across time.

When images and sound can be recorded simultaneously (film, video), and can be transmitted (television), then we seem to return to the era when people communicated with oral/auditory and visual modes, directly and simultaneously. It's just that the mode can now be done across space and across time.

The development of technology and information at this time is very advanced and modern as explained above, has an impact on the world of archives. Where this causes changes in the use, storage, management and utilization of archives by the community. Currently, archives can be in the form of digital archives or new media archives, which in other words can be called audio-visual archives.

The use of audio-visual archives cannot be separated from the importance of documentation of an event in capturing important realities in the daily life of a community. Through audio-visual media, all social and environmental changes that occur can be archived and used on other occasions.

In the management of audio-visual archives, especially since UT was founded, there is various information that illustrates the state of society in the 1985 era, learning methods to methods of agricultural management that can be said to be still traditional. This audio visual archive can provide a concrete explanation of people's lives in 1985 where communication was still limited to equipment that used cables such as telephones, facsimiles. While today's communication media is very modern and complex. By using wireless electronic devices, someone can communicate, do work wherever they are. Regarding agricultural management, agriculture in 1985 was still traditionally managed, but currently agricultural management has shifted to the level of agricultural industry. Where with relatively few human resources but large volume agricultural products.

### **2.3 Transformation of Audio Visual Utilization in Distance Learning Media**

According to the Big Indonesian Dictionary (KBBI), the word transformation means a change in terms of appearance (physical, benefits, and so on). The word transformation comes from the word transform in English, which means control from one form to another. It can be said that transformation is a change from its original form to a better form, due to certain factors. Meanwhile, Audiovisual is a media that contains elements of images and sound. The advantages of this one media will certainly seem more communicative, because the output can be seen visually and heard auditorily. Another definition of audiovisual is a set of tools that can project moving images and sound. From the brief description above, it can be concluded that the transformation of audiovisual utilization is a change in the tools for conveying information or material from teachers to students from conventional or traditional forms to forms that can be heard and seen simultaneously online from separate places and there is no direct face-to-face interaction/communication so that it requires digital media technology. Distance Learning/Education was first introduced in 1728, in Boston, United States for a stenography course. Caleb Philipps advertised in the Boston Gazette a private stenography course for those who wanted to learn through weekly lessons via post. The presence of the Postal Service was the main key in Distance Education at that time. Then in 1840 Sir Isaac Pitman, known as the Father of Distance Learning, offered a short correspondence course, the method of which is still used today.

When information and communication technology developed, educators used radio and film to distribute educational content. The University of Wisconsin coined the term 'distance education' in 1892, and began recording lectures and sending phonographs in 1906. Telephone technology also played a key role; a telephone-based instructional course for doctors was introduced in 1965 by the University of Wisconsin.

Radio became the first medium to facilitate distance learning on a mass scale, various licenses were issued to create educational radio broadcasts that allowed students to learn from different and distant locations to study simultaneously, and learning support materials were sent via post, students then listened to the explanations given by the teacher at the time provided. The University of Iowa broadcast instructional content as early as 1934. In 1953 the University of Houston made distance learning history by offering the first televised lecture class on KUHT (now HoustonPBS). KUHT ran distance learning materials every week on the program "The Channel That Changes You". Many courses were broadcast in the evening so that participants

who worked during the day had time to view the materials. In 1969, the Open University was established for the first time by the British Labor government under the leadership of Harold Wilson which was dedicated exclusively to the implementation of distance learning and changed the face of British higher education.

In 1983, when ARPANET became public consumption, computer users increased rapidly, including Educational Institutions, the first online learning program was launched in 1985, and started from a virtual university organized online by the Open University of Catalonia. then in 1991. Before the outbreak of the Covid-19 outbreak, the Distance Learning system was not yet very popular among Educational Institutions, and was only limited to Educational Institutions that had initially organized a distance education or learning system, for example the Open University (UT). Educational Institutions at that time still used conventional methods, namely through face-to-face learning where students and teachers were in the same class, but since the outbreak of the Covid 19 outbreak throughout the world, the concept of Distance Learning (PJJ) has become commonplace in the world of Education, where in a situation that threatens the health of the entire community requires all teaching staff to teach online or online, and this is in accordance with the circular of the Ministry of Education and Culture (Kemendikbud) No. 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of Coronavirus Disease (Covid-19) related to the learning process states that learning from home through online/distance learning is carried out to provide meaningful learning for students. Online learning is learning that utilizes multimedia technology, videos, virtual classes, animated online texts, voice messages, emails, conference calls, and online video streaming. The use of various distance learning media opens up new opportunities to create diverse, interesting, and interactive learning experiences. By utilizing this technology effectively, distance education can be more inclusive, inspire students to learn, and help them reach their full potential in the digital age.

### **3 RESEARCH METHODOLOGY**

Literature Review is a research method used by the author in this article. In this article, the author examines the utilization and use of audio-visual learning media in distance learning media. The data presented by the author is obtained from data sources such as modules, articles and scientific journals. The data obtained by the author will be reviewed and written in this article after going through the Analysis process.

The results of this study indicate that audio-visual-based learning media can make it easier for students or learners to understand learning and can make it easier for educators to deliver lessons. And the material in this audio-visual displays the reality of its time, so that social and environmental changes can be known from the chronology of events that occur and the changes that exist.

## **4 RESULTS AND DISCUSSION**

### **4.1 Selection of Learning Media**

In the learning process, educators must plan and prepare in advance before creating learning media. Learning objectives are the objects that are used as the main reason for presenting learning media. Learning objectives can certainly be maximized if the learning model carried out or applied by educators is carried out properly. The correlation between learning media and learning models is certainly very close in order to achieve learning objectives. Some criteria in selecting learning media include:

1. Learning media must be in accordance with the learning objectives to be achieved.
2. Affordable price.
3. Skilled human resources
4. Grouping the right targets from learning objectives

### **4.2 Audio Visual Media**

Audio-visual based media has an important role in the learning process. Audio visual media is used to make it easier for students to understand a teaching material.

### **4.3 Audio Visual Learning Media**

Audio-visual based learning media has several examples:

1. Reality media, this media is a real object that does not have to be presented in the classroom but students are able to see the object directly. Like the atmosphere outside the classroom.
2. Model, this learning media is a three-dimensional imitation object that is a representation of the real object.
3. Graphic Media, This media provides learning through visual symbols, such as photos, sketches, diagrams, charts, and graphs.

#### **4.4 Development of Audio Visual Learning Media**

Development of learning media is the process of designing, creating, and developing a product that aims to channel lesson information (learning materials) from the sender in this case educators to the recipient of the message in this case students so that it can attract the attention of the students.

#### **4.5 Use of Audio Visual-Based Learning Media**

Among the functions of visual learning media is to facilitate learning and attract students' interest in teaching and learning activities or processes.

### **5 CONCLUSION**

In today's technological era, learning media plays a very important role in the education process. Learning media is now transformed into a more modern one, namely using network technology devices, which utilize the internet. The existence of this new media can be utilized in the world of education as a tool that can carry out virtual learning or virtual classes. This phenomenon brings education to a new color, learning that is usually carried out in a real room at school, but with virtual classes, learning can take place in each room or house with a distance. (Abd. Rahim Mansyur, "The Impact of COVID-19 on Learning Dynamics in Indonesia", in the Eljuour Journal: Education and Learning Journal, Vol. 1, No. 2, July 2020, 119.)

The use of audio-visual media in distance learning is related to the senses of sight and hearing of students so that it can make the abilities of students' senses more effective and easily capture material raised in the audio-visual media so that it helps educators to achieve learning goals. The use of audio-visual media in distance learning certainly has advantages and disadvantages. Therefore, it is necessary to consider several important aspects that can support the maximum success of this method.

To achieve success in the learning process using audio-visual media, it is recommended that:

1. Provide learning experiences for students;
2. If you are going to use audio-visual media, the video should be adjusted to the material and development level of the students;
3. Prepare the condition of the students before showing the video;
4. Follow up by giving questions to students related to the video.



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