The Role of Visual Audio Media as an Educational Innovation to Improve Understanding in Filling the PKK Log Book in Kasiman Village: A Needs Analysis Study

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Abstract
It is undeniable that audio-visual media has now become one of the choices of media for conveying information or subject matter. Its flexible character-istics make it one of the top choices for packaging information. Therefore, this study aims to identify the needs of the Kasiman Village PKK team to create a media for conveying information so that they have an understanding of how to fill out the PKK aid book. This research is included in the type of descriptive quantitative research, with a total of 49 research subjects. The in-strument used was a questionnaire, and was analyzed with percentages and descriptions. The results of the research revealed that so far most of the resi-dents who are part of the Village PKK team do not have an understanding of how to fill out the aid book, and do not understand their duties and responsi-bilities as members of the PKK, besides that they also do not have the main reference as information which is then used as the basis carrying out activi-ties or others. Besides that, the results of the analysis of this questionnaire al-so stated that they wanted an innovation in an audio-visual media that they could study so they would know how to fill out the village PKK aid book. The importance of providing clear guidelines and main references as guide-lines in carrying out duties and responsibilities as members of the Village PKK team.
Keywords: *Audio visual, Help Book, Media, PKK*

INTRODUCTION

Development implementation is carried out in various regions in Indonesia, both in urban areas and in rural areas (Fitriandari & Winata, 2021). Development carried out in rural areas is no less developed than development carried out in urban areas (Oktarina et al., 2019). This development includes various aspects, one of which is by increasing community empowerment (Susatin, 2019). In Kasiman Village, Kasiman District, Bojonegoro Regency, one of the efforts to empower the community is by developing community organizations through fostering groups such as the Family Welfare Empowerment Program (PKK). PKK is a forum for women's organizations in village and sub-district communities, it is stated that PKK is a village community organization that is able to mobilize village community participation in development, also plays a role in village growth activities (Yudono & Adi, 2019)(Mulyati & Suhaety, 2021). PKK as a movement that grows from below with women as the driving force in building, fostering, and forming families in order to realize family welfare as the smallest group unit in society (Trisnawati & Jatiningsih, 2017). The PKK organization has been institutionalized at the central, provincial, district, sub-district and village levels. The PKK movement aims to support development and expertise in organizing (Gufran, 2023), especially for women in Bojonegoro Regency, from various types of activities carried out aiming to improve the welfare of families in rural areas, especially Kasiman Village, Kasiman District, Bojonegoro Regency. The Kasiman Village Government has also tried to assist the PKK Mobilization Team in various aspects, although not fully fulfilled. From this assistance the PKK mobilizers were able to carry out the planned program, then the participation of the wives of the devices to become the PKK Mobilization Team also greatly assisted the process of running the PKK institution and the participation of several housewives to be involved in the PKK institution greatly assisted the process of implementing the PKK program. The cooperation from these parties is still closely intertwined so that the PKK in Kasiman Village can still operate today (Riana et al., 2014).

Based on the results of field observations, it is known that currently the PKK program or activities that are already running are monthly meeting activities which are held once a month, namely every 15th (fifteenth) which is held at the Kasiman Village Hall. The next activity is the toddler and elderly Posyandu which is held once a month at the Posyandu of each hamlet, then the Posyandu Posyandu for Pregnant Women, the Youth Posyandu which is held every month at the Kasiman Village Hall. However, every activity that has been carried out by each working group has not been properly recorded, due to the large number of working group books that must be filled in, and the lack of knowledge of members of the PKK Mobilization Team to fill out the books, so that the implementation is slow and does not match the agreed time. So, this finding will of course hamper the ongoing administration process, if allowed to continue. The knowledge and understanding of housewives regarding the procedures and obligations to fill out the PKK book can be increased through various means, such as training and outreach (Indah et al., 2021). Both of these activities, according to preliminary information, have actually been carried out, it's just that sometimes they forget about the information and obligations conveyed by the speakers during the activity.

In order for these problems to be resolved, of course, breakthroughs are needed in the form of ideas and products so that the PKK team is not left behind in filling out their activity logbooks. One effort that can be done is to create a media containing information about obligations, and procedures for filling in the PPK team activity book that is flexible, technology-based, can be operated on a smartphone and has a friendly visual appearance. One tool or program that has several of these elements is media with animation or audio-visual formats. Media is a component of communication, often used as a tool to express or convey information (Ramli, 2012). In the context of achieving competence or changing behavior, learning media is a tool that is able to

stimulate, encourage or provide direction for users so they can behave according to the message or purpose of the information (Purnasari & Sadewo, 2020)(Wisada et al., 2019). With the media as a means of conveying this information, the teacher or presenter can convey all important information in a more attractive, interactive, effective manner and can maximize changes in the behavior of participants or users as desired (Siregar & Marpaung, 2020)(Smaldino et al., 2019). Media is divided into several types; such as audio, visual, audio visual, augmented reality and other interactive learning media (Smaldino et al., 2019).

As a type of media for conveying information, it is undeniable that there are many benefits provided by using audio-visual media, both for promotional activities (Hapsari et al., 2019), environmental care campaigns and education (Khumaedi et al., 2021). Therefore, presenters need to learn how to use instructional media to achieve goals more effectively and change the behavior of learning participants, from those who do not know to know, from those who do not understand to understand (Sarwinda et al., 2020). Audio-visual media is audible media which means it can be heard and visible media means it can be seen (Nindiyana, 2021). Audio-visual-based media can help its users more easily understand the material being studied (Nindiyana, 2021)(Nurani et al., 2016). Objects in the form of information regarding PKK obligations and procedures for filling in activity books can be visualized realistically, step by step and illustrate them in a moving image (Asmara, 2015). Audio messages in order to convey information to users certainly have the goal of making them focus on what is being studied (Gayatri et al., 2018), so that the use of an audio-visual media will give the message given to be stronger thanks to both systems (audio and visuals). Referring to empirical findings and some relevant research regarding the use of audio-visual media, audio-visual media is considered to have great potential to become an innovation to assist the PKK team in understanding their obligations and carrying out regular filling out of activity logs. This audio-visual media will of course be different from the components in audio-visual media for learning at the formal education level, considering the different characteristics of users so that it will cause the font design, layout, color combinations, and delivery or presentation of the material to be different by several research that has been done before. In order to accommodate various kinds of user characteristics and the characteristics of the material to be presented, this study will aim to identify user needs and formulate audio-visual media designs that need to be developed to make it easier for the PKK team to carry out their obligations and fill out their activity logbooks.

METHODS

This research is a type of quantitative research with a descriptive design (Abdullah, 2015). The selection of this type of research design is of course based on research objectives that are expected to be able to identify needs and formulate designs that will serve as the basis for follow-up on the creation of audio-visual media products. In this study, 49 residents participated as research subjects who were randomly selected (Silalahi, 2015). Meanwhile, the data collection technique is a non-test with a questionnaire as an instrument. Overall this questionnaire will contain several questions that contain various indicators of needs analysis which refer to research (Wisada et al., 2019),(Nurani et al., 2016),(Sarwinda et al., 2020). The question indicators are in table 1.

Table 1. Research Instrument Indicators

No	Indicator
1.	Knowing the perspective of PKK residents/teams about their understanding of the duties and obligations of the PKK
2.	Identify sources of reference information regarding the duties and responsibilities of the PKK that are commonly used
3.	Identify learning resources that would make it easier for the PKK team to

	understand their duties and responsibilities
4.	Identify ways to make it easier for the PKK team to fill in the activity logbook

The results of student responses were then analyzed using descriptive analysis techniques in percentage format (Nurani et al., 2016), this aims to make it easier to identify needs and describe the needs of research subjects.

RESULTS AND DISCUSSIONS

After the questionnaires were distributed to the PKK team, they then gave answers to some of the questions given. Some of the information obtained from the PKK team's response to the need for a media to present information about the PKK's obligations and duties and how to fill out the activity logbook is presented below. The first response was regarding the PKK team's perspective on the duties and obligations as members, based on the results of the analysis of the PKK team's questionnaire giving the answer that most of them did not understand the administrative duties and obligations they had to carry out, so far they had only carried out the programs that had been formulated. previously. Some of them also stated that it was very important to know the duties and obligations as members of the PKK and complete administrative tasks so that problems did not arise and all activities carried out could be accounted for administratively and factually. The following is a summary of the PKK team's responses that have been analyzed and presented in the table.

Table 1. Response of the PKK Team to Duties and Responsibilities

No.	Questions/Statements	Response (%)	
		Agree / Yes	Disagree / No
1.	I understand the duties and obligations as a member of the PKK in the village	11,5%	88,5%
2.	I know how to fill out the PKK activity book	3,8%	96,2%
3.	I understand administrative duties as a member of the PKK in the village	43,6%	56,4%

The following information is about sources of information that are usually referred to by the PKK team when they need information about their duties and administrative obligations. The results of this distributed questionnaire show that most of them do not have a standard source of information except from village officials, or the senior PKK team. Where those who are senior tend to have experience from the activities they have carried out before. Besides that, sometimes they also access information via the internet about how to solve several things in the administrative aspect, especially. Information sources that come from the internet are of course easy to use, it's just that all of them have a low level of information accuracy. Questionnaire responses to these indicator questions are summarized in the following graph.
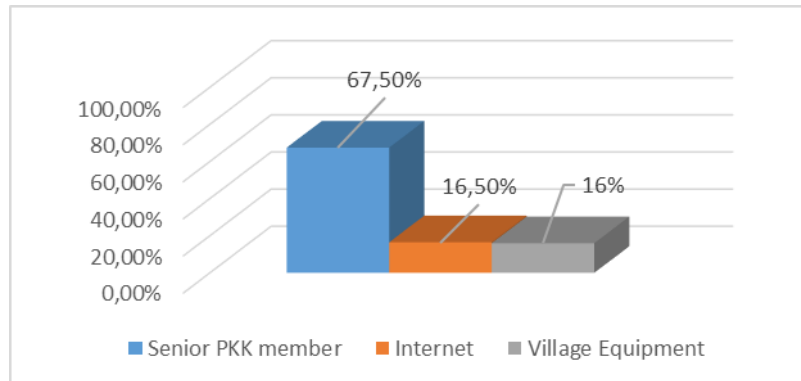
Figure 1. Reference Information Sources

The next information to be explored is regarding learning resources or information which in the future can be used as a reference by the PKK team to understand their duties and responsibilities and obtain guidance for filling out their activity book. The findings of this research indicate that the majority of PKK members want a video display (audio visual) to be a tool that can provide guidance for them to be able to fill out PKK activity books, as well as a reference for information about their duties and obligations as PKK members. They hope that through the video media it will provide broad access to information and the knowledge of the PKK team will also increase. The following is a description of the responses from the questionnaire that have been analyzed.

Table 2. Response of the PKK Team to Audio Visual Media

No.	Questions/Statements	Response (%)	
		Agree / Yes	Disagree / No
1.	I need video-based information media as the main reference for information about the PKK	93,7%	6,3%
2.	The presence of video media (audio visual) will later be able to help understand the duties and responsibilities of being a member of the PKK	91,8%	8,2%
3.	Through video media, it will make it easier for me to fill in the notebook of PKK activities	87,7%	12,3%

Based on the results of this exploration, it appears that many PKK team members still do not know about their duties and responsibilities, especially in completing administrative tasks. This is because they do not have the main reference source to carry out their administrative duties.

They also then provide input to create an information delivery tool in video format, as it is known that using video as a learning resource or source of information will be able to attract the attention of users or students so that they will have a better understanding of a concept or procedure (Irwandani et al., 2019),(Hafizah, 2020).

The availability of learning resources or sources of information is an important component in order to achieve a desired behavior change (Downie et al., 2021). The use of video as a learning resource will, of course, indirectly increase insight and understanding of the field being studied (Wisada et al., 2019),(Pujawan, 2019) . Analysis of the need for audio-visual media for PKK training shows several important findings. First, PKK members need a comprehensive understanding of the goals, roles and functions of the PKK in community empowerment. They also need to be equipped with practical knowledge and skills related to various fields, such as health, nutrition, child development, environmental hygiene, and family finance. In addition, the results of the analysis show that the use of information and communication technology will be very useful in PKK training. These media can provide easy access to training materials, facilitate self-directed and continuous learning, and allow the use of multimedia media to increase understanding and engagement of PKK members. Developing audio-visual media according to the needs and context of the PKK will provide opportunities to improve the quality of training, assist PKK members in providing better services to the community, and strengthen the role of the PKK as agents of social change at the community level.

Audio-visual media was chosen as one of the media that can convey information about PKK, it is considered that it will make it easier for PKK team members to learn independently with or without the help of others (Giannakos et al., 2016). Apart from that, they are also used to accessing Youtube, which includes an online video player application, so that the presence of audio-visual media containing material about the obligations of the PKK and tutorials on how to fill out the PKK notebook will certainly be easy for them to access anytime and anywhere. Please note that, the use of video in appropriate learning activities will be more meaningful (Rachmawati, 2020),(Octavyanti & Wulandari, 2021). As some previous research has concluded that material or information that is arranged and presented in an audio-visual format will be able to increase understanding of what they are learning.

CONCLUSION

Based on the results of the preliminary research that has been done, it can be concluded that members of the PKK team in Kasiman Village need learning resources in video/audio-visual media formats that can provide an overview of the duties and responsibilities as PKK members and provide procedures for filling out PKK activity books. Given the limitations of this research, it is only limited to identifying needs, therefore for further research it is hoped that it will be able to create audio-visual media products for the PKK team so that it is given ease in understanding their duties and obligations in the administrative aspect.

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