Utilizing Podcasts As Learning Media KD Cerpen for Visually Impaired Students

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Abstract

The use of podcasts as KD cerpen learning medium for visually impaired students aims to obtain learning media that is valid, practical and easy to understand and can be used for learning. The research method for using podcasts uses the ADDIE model. The ADDIE model consists of several stages, namely Analysis, Design, Development, Implementation, Evaluation. The data collection technique uses a validation sheet given to four validators, including validators for the feasibility of content (substance), presentation, language and graphics and media which aims to assess learning media. The results of the study showed that the acquisition of a content eligibility validation score (substance) was 3.55; presentation validation, namely 4.05; language validation is 3.77 and graphical and media validation is 4.38. So the overall average score of validating the use of podcasts as a medium for short story BC learning is 3.93 with a valid category. Learning media that have been valid are then tested on users. The test subjects were 2 visually impaired studentsof class VII SLB Negeri Salatiga.

Keywords: learning media; podcast; short stories; visually impaired students

Abstrak

Pemanfaatan podcast sebagai media pembelajaran KD cerpen bagi siswa tunanetra bertujuan untuk mendapatkan media pembelajaran yang valid,praktis dan mudah dipahami serta dapat dimanfaatkan untuk pembelajaran. Metode penelitian pemanfaatan podcast menggunakan model ADDIE. Model ADDIE terdiri dari beberapa tahapan yaitu Analysis, Design, development, Implementation, Evaluation. Teknik pengumpulan data menggunakan lembar validasi yang diberikan kepada empat orang validator antara lain validator kelayakan isi (substansi), penyajian, bahasa serta kegrafisan dan media yang bertujuan untuk menilai media pembelajaran. Hasil penelitian menunjukkan bahwa perolehan skor validasi kelayakan isi (substansi) yaitu 3,55; validasi penyajian yaitu 4,05; validasi bahasa yaitu 3,77 serta validasi kegrafisan dan media yaitu 4,38. Jadi skor rata-rata keseluruhan validasi pemanfaatan podcast sebagai media pembelajaran KD cerpen adalah 3,93 dengan kategori valid. Media pembelajaran yang telah valid kemudian diuji cobakan kepada pengguna. Subjek uji coba tersebut adalah 2 siswa tunanetra kelas VII SLB Negeri Salatiga.

Kata kunci: cerpen; media pembelajaran, podcast; siswa tunanetra

INTRODUCTION

The content of the 2013 curriculum for the Indonesian language subject contains short story text contained in Perdirjen No. 10 of 2017 concerning curriculum structure, KI KD, and guidelines for implementation of K13 for special education class VII for the blind in KD 3.2 describes the contents of a simple short story text in Indonesian, both spoken or written (braille) using the right choice of words. Short story is one of the interesting literary fiction to read and study. Short stories are fictional stories. According to Abrams, short stories are said to be fictional stories because their contents do not suggest

historical truth (Nurgiyantoro, 2005). Students' interest in learning Indonesian KD short stories depends on the delivery from the teacher, learning that is carried out conventionally affects student achievement and motivation. Therefore, it is hoped that teachers will have innovation in learning.

Learning innovations carried out by teachers through learning media that are interesting, creative and utilize technology considering that the students they face are Generation Z who are enthusiastic about technology. Development of instructional media designed and developed by teachers as a manifestation of the teacher's ability to develop himself, as stated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency it is explained that teachers must be able to utilize information and communication technology for the benefit of learning.

The development of instructional media by the teacher should adapt to the learning needs of students, the learning objectives to be achieved and the situations and conditions of the learning environment. the diverse learning needs of students become creative teachers in developing learning media. One of the learning needs of students is different learning styles so that the goal of developing learning media produced by teachers is for blind students. According to Praptaningrum (2020) a blind person is someone who has a condition where the sense of sight cannot function normally, cannot see (totally blind) and can see only light (lack of awareness). Blind children are individuals whose sense of sight (both) does not function as a channel for receiving information in daily activities like normal people (Sarnita F and Andy Eddy, 2018).

There are 3 learning styles owned by students, including visual, kinesthetic and auditive. Auditory learning style is a learning style that tends to use hearing/audio as a means of achieving success in learning (Suryani, 2018). Students with this learning style rely on hearing as a means of achieving success in learning through the material they listen to. Auditive students have the advantage of listening to the use of audio learning media. Visually impaired studentshave limited vision so they rely on their hearing to achieve success in their studies. For this reason, the use of audio media is suitable if used by blind students. Audio learning media is a form of non-printed teaching material that uses audio directly which is played to students in order to master certain abilities (Widyaningrum, 2015). Audio media is a medium that is used to convey messages in the form of auditive symbols, both verbal and nonverbal (Kesumawidayani, Kresnadi, & Marli, 2013).

METHOD

This study uses a Research and Development (R&D) research approach. Development research is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2012). The subjects of the study were 4 validators including content validators (substances), presentation validators, language validators as well as graphical and media validators. While the object

of research is the use of podcasts as a short story basic competence learning medium for class VII visually impaired studentsas many as 2 people.

Learning media in the form of podcasts were assessed by a team of experts to assess the validity of the learning media using a validation sheet. The data analysis technique used in this study is descriptive data analysis by converting the qualitative values obtained from the validator into quantitative form as shown in the following table.

Table 1. Scoring Rules

Category	Score
Very Less	1
Less	2
Enough	3
Good	4
Very Good	5

(Umar, 2003)

To calculate the average score of the assessment indicators of learning media using the following formula (Djaali and Pudji Muljono, 2008).

$$\bar{x} = \frac{\Sigma x}{n}$$

Information : $\bar{x}$ = average score

Σx = the total score obtained

n = number of validators

The next step, namely changing the average score of indicators in the form of quantitative data into qualitative categories, is to compare the average score with the ideal assessment criteria of indicators by converting a scale score of 5. (Widyoko, 2009).

Table 2. Conversion of Scores to Values on a Scale of 5

Score intervals	Grade	Category
X>Mi + 1,8 SBi	A	Very good
Mi + 0,6 SBi<X≤Mi + 1,8 SBi	B	Good
Mi - 0,6 SBi<X≤Mi + 0,6 SBi	C	Enough
Mi - 1,8 SBi<X≤Mi - 0,6 SBi	D	Not enough
X≤Mi - 1,8 SBi	E	Very less

Keterangan :

X   = actual score
Mi   = ideal mean is calculated by the formula
Mi = $\frac{1}{2}$ (maximum score + minimum score)
SBi = The ideal standard deviation
SBi = $\frac{1}{6}$ (maximum score - minimum score)

From the scale of 5 it is known that the ideal maximum score = 5 and the ideal minimum score = 1, so that the Mi and SBi calculation results are obtained as follows:

$$\text{Mi} = \frac{1}{2}(5 + 1) = 3$$
$$\text{SBi} = \frac{1}{6}(5 - 1) = 0{,}67$$

Based on these provisions, the results of the calculation of a scale of 5 are obtained as can be seen in the following table (Fero, 2011).

Table 3. Conversion of quantitative data into qualitative data with a scale of 5

Scale	Criteria	Score	
		Calculation	**Grade**
5	Very good	X>3+(1,8x0,67)	X>4,2
4	Good	3+(0,6x0,67)<X≤3+(1,8x0,67)	3,4<X≤4,2
3	Enough	3-(0,6x0,67)<X≤3+(0,6x0,67)	2,6<X≤3,4
2	Not enough	3-(1,8x0,67)<X≤3-(0,6x0,67)	1,8<X≤2,6
1	Very less	X≤3-(1,8x0,67)	X≤1,8

RESULTS AND DISCUSSION

As a substance validator, namely teachers who have an educational background in Indonesian who teach at the Colomadu State SLB, Karanganyar. The presentation validator is a teacher at the Salatiga State SLB who teaches at the SMPLB level and has an undergraduate and postgraduate education background from Special Education. The language validator is a language lecturer from the Semarang State Polytechnic. While the graphical and media validators are educational technology lecturers from UNNES. Validation is carried out with the aim of getting the suitability of the material and media appearance. The conversion values of the 4 validators can be seen in the following table.

Table 4. Validation Results

No	Aspect	Total score	Grade	Criteria
1	Eligibility of Content (Substance)	64	3,55	Good
2	Presentation	73	4,05	Good
3	Language	68	3,77	Good
4	Graphics And Media	79	4,38	Good

Based on the table above, the eligibility validation of the content (substance) shows a value of 3.55 with good criteria with a note that there are 8 sources that explain too much in the meaning of short stories in the podcast, which makes students confused. There is a need to revise 2 or 3 sources presented in the podcast so that visually impaired studentsdon't get bored easily. In the explanation of the elements and structure of the short story, an example should be presented that is adapted to the material to be presented.

Presentation validation with a value of 4.05 is included in the good criterion providing a note of the need for revision, namely in a systematic presentation it is necessary to begin with an example of a

short story quote. The third validation is language which includes the clarity of information conveyed in the podcast in the form of material presented, the language used is easy to understand, including effectiveness and efficiency in accordance with the stages in student development, the use of communicative statements presented and compliance with PUEBI rules (General Guidelines for Spelling Language Indonesia). For this validation, it gives a value of 3.77 with good criteria with several notes that will be immediately corrected, including the meaning of short stories from secondary sources, textbook-like podcasts, the tempo of changing material, sources of quotations from websites, and examples of practice questions, which are included in the category difficult for students to understand because need to imagine first.

The last validation is graphics and media by giving a value of 4.38 with good criteria. Notes for improvement include that the material given is too rigid to be delivered and if it is at sound frequencies it can be said to be monotonous at flat frequencies only. Suggestions from the validator as material for improvement before the media is given to visually impaired studentsas a trial. The validation results from several validators can be seen in the following table.

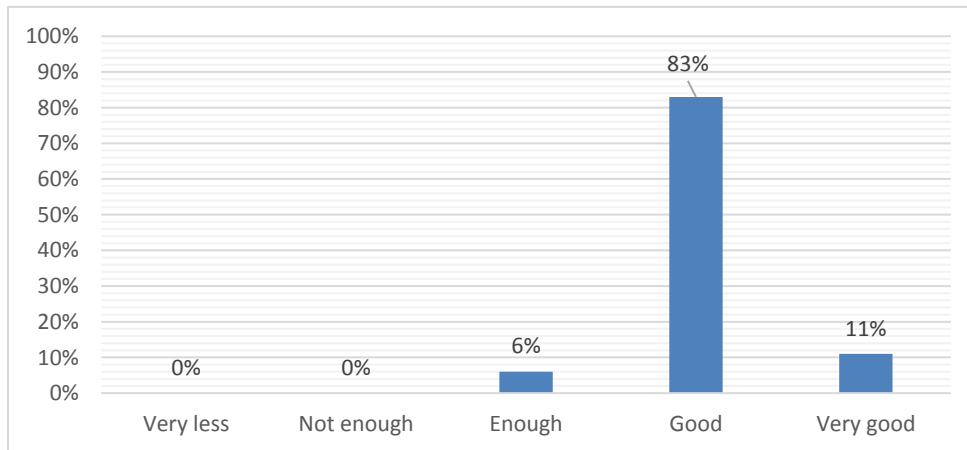Table 5. Frequency Distribution of Content Feasibility Validation (Substance)

No	Criteria	Frequency	Percentage
1	Very less	0	0%
2	Not enough	0	0%
3	Enough	24	44%
4	Good	40	55%
5	Very good	0	0%
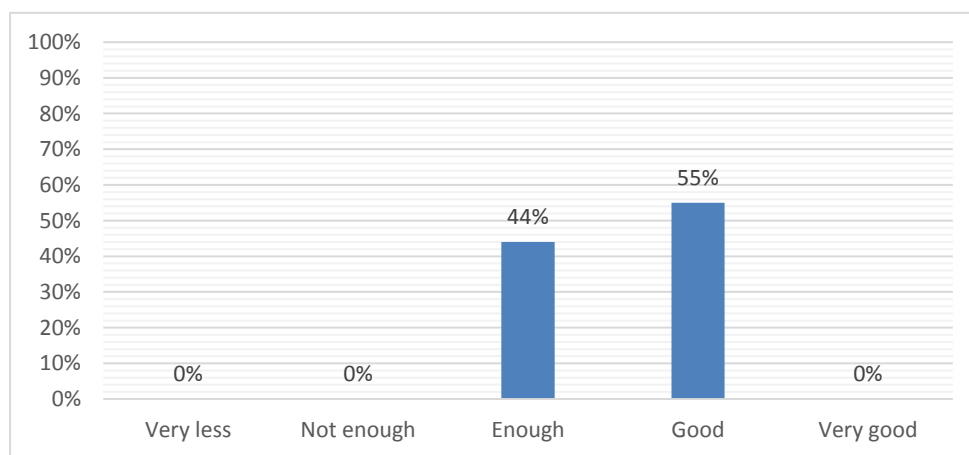
Picture 1. Content Feasibility Validation Frequency Distribution
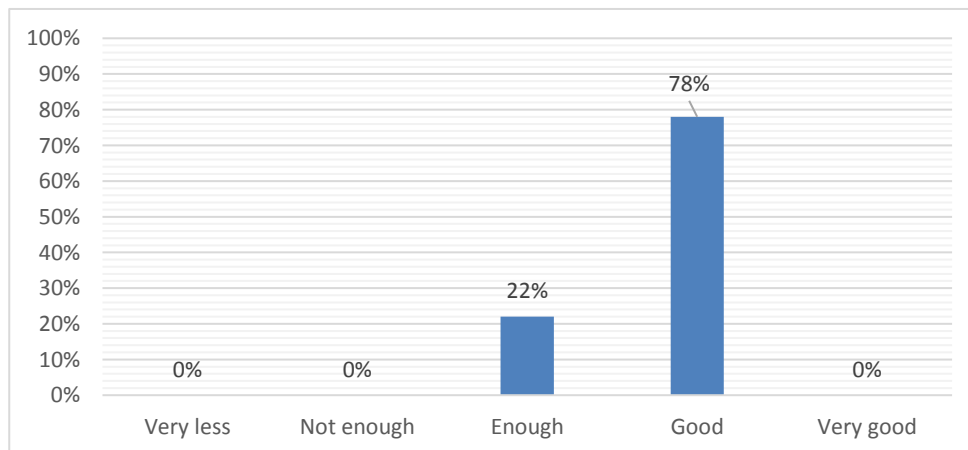
Table 6. Presentation Validation Frequency Distribution

No	Criteria	Frequency	Percentage
1	Very less	0	0%
2	Not enough	0	0%
3	Enough	3	6%
4	Good	60	83%
5	Very good	10	11%

Picture 2. Presentation Validation Frequency Distribution

Table 7. Language Validation Frequency Distribution

No	Criteria	Frequency	Percentage
1	Very less	0	0%
2	Not enough	0	0%
3	Enough	12	22%
4	Good	56	78%
5	Very good	0	0%

Picture 3. Language Validation Frequency Distribution

Table 8. Frequency Distribution of Graphical and Media Validation

No	Criteria	Frequency	Percentage
1	Very less	0	0%
2	Not enough	0	0%
3	Enough	3	6%
4	Good	36	50%
5	Very good	40	44%
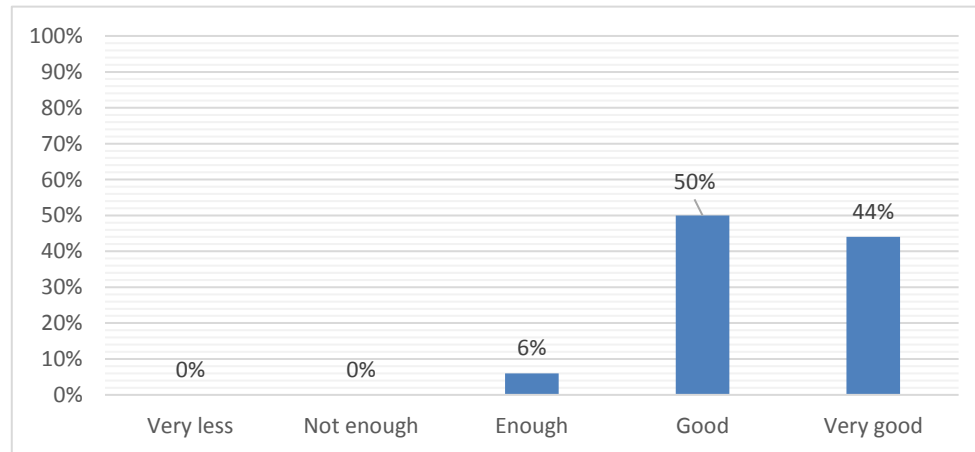
Picture 4. Frequency Distribution of Graphical and Media Validation

The validity of podcast media based on 4 validators shows that podcasts are valid to be used as learning media considering that currently we are facing generation Z who understand technology so that it encourages teachers to continue working and innovating in the learning process carried out in the classroom. Podcast media has become a medium that has developed rapidly and has become an interesting medium, this is in line with Fahyuni (2017) who argued that learning media that are interesting, fun and accommodate student learning styles can improve learning achievement and student motivation.

CONCLUSION

Utilization of podcasts as short story basic competence learning media for visually impaired studentsbased on the validator's assessment has validity. The overall validity test score is 3.93 in the good category. So that by using podcast media in learning to help teachers explain the short story KD material so that the learning objectives set at the beginning can be achieved properly. This can be seen from the ability of visually impaired studentsto absorb teaching material.

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