



A Review on the Use of Audiovisual as a Media in Improving Pedagogical Skills among Prospective BIPA Teachers

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Abstract. This research aims to analyze the influence of audiovisual media in improving prospective BIPA teachers' pedagogical abilities. The method in this research is descriptive qualitative. The research instrument applied was a questionnaire consisting of 6 questions that represent the practicality of using audiovisual media in BIPA. The research data source was a questionnaire filled out by 190 Indonesian Language and Literature Education UNESA students who were prospective BIPA teachers and acted as research subjects. The object of this research is the audiovisual media video "Monopoli Wisata Indonesia," uploaded via the YouTube channel "Prima Vidya Asteria" on March 24, 2024. The research results show that the media is in a video entitled "Monopoli Wisata Indonesia," which contains pluricultural elements. This media can help improve the pedagogical abilities of prospective BIPA teachers. Based on a score of 92%, the expert validator concluded that this media has a high suitability index when viewed through 3 aspects: material, presentation, and language & readability.

Keywords: Audiovisual, BIPA, Media, Pedagogic Skills, Prospective Teacher

1 Introduction

Teaching ability is the main foundation for a teacher in conveying knowledge and skills to students. Asteria & Nofitasari (2023:62) state that in learning Indonesian for Foreign Speakers (BIPA), the teacher is responsible for introducing the identity of the Indonesian nation, either implicitly or explicitly [3]. For prospective BIPA teachers, this ability becomes increasingly crucial considering the unique challenges of teaching the Indonesian language and culture to students from different backgrounds [4]. The methods and media applied in the BIPA teaching process greatly influence learning effectiveness. The rapid development of technology has also significantly influenced the world of education [5].

One method that has been proven effective in teaching BIPA is audiovisual media [15]. This media not only helps deliver material more interestingly and interactively

but also enriches the learning experience for students with visualization and sound that can speed up understanding and application of the language. Audiovisual media can bridge cultural and language gaps, making it easier for students to understand the context and use of Indonesian in everyday life.

Audiovisual is media that contains elements of sound and images [9]. In the context of teaching abilities, audiovisual media provides various benefits for prospective BIPA teachers. This media not only enriches their teaching techniques but also improves pedagogical skills. By utilizing audiovisual media, prospective teachers can develop creativity in delivering material, improve teaching techniques, and increase student interaction and involvement in learning. As a result, prospective BIPA teachers will be more confident and competent in teaching, ultimately and positively impacting the overall quality of BIPA learning.

The relevant previous research was conducted by Zullan (2021) with the title "Pemanfaatan Media Audiovisual untuk Keefektifan dalam Kemampuan Bercerita Siswa kelas VIII SMP." The results of the research show that the use of audiovisual media affects student learning outcomes, student grades increase, and speaking ability and use of vocabulary increase [16]. Other previous research was conducted by Zaenuri and Yuniawan (2018) with the title "Pengembangan Laman Media Audiovisual Bermuatan Materi Kebudayaan Indonesia sebagai Media Pembelajaran BIPA." This research states that audiovisual pages, primarily online, can accommodate BIPA learning needs and have met feasibility [15]. Further research was conducted by Sidabutar and Manihuruk (2022) with the title "Keefektifan Media Audio-Visual dalam Meningkatkan Kemampuan Berbicara Siswa Sekolah Dasar." The research results showed that the speaking ability of students using audiovisual media (Experimental Class) was higher than students using audio media (Control Class) [12].

Based on the three previous studies above, this research focuses on the influence of audiovisual media on the pedagogical skills of prospective BIPA teachers, which is different from previous studies that focused more on improving students' learning abilities or developing learning materials. This research will fill the existing gap by exploring the use of audiovisual media to improve the pedagogical skills of prospective BIPA teachers. This research focuses on developing teaching skills, including creativity in delivering material, using more effective teaching techniques, and increasing student interaction. Thus, this research aims to analyze audiovisual media's influence in improving prospective BIPA teachers' pedagogical abilities.

1.1 Audiovisual Media

Media is taken from the Latin "medius," which means introduction or intermediary [2]. According to Ahmadi (2018), media is a communication component that contains the element of a communicator who conveys messages through the media to be distributed to the communicant [1]. Media can be an object that enables someone to obtain messages and knowledge through several intermediaries, for example, teachers, notebooks, projectors, PowerPoint presentations, simple games, and even school and campus environments.

A teacher must have a unique learning medium to carry out learning activities. Teaching is about conveying a message and knowing whether the message can be conveyed well so that the message and learning materials from the teacher can run well. A unique learning medium is required to support learning activities.

According to Nurmadiyah (2016), educational or learning media is a component of an object that a person can sense, especially sight and hearing, outside and inside the classroom. It is used to connect communication media to increase the effectiveness of a Prospective BIPA Teacher's learning [11].

Teachers are one of the learning media. For a Prospective BIPA Teacher, teachers are role models. In carrying out teaching duties, teachers must master pedagogical competencies. Competency is a reference for knowing the quality of a teacher [10]. In addition, teachers must mobilize various kinds of creativity to make the classroom come alive. They can provide motivation, teaching materials, and understanding, create a curriculum, and provide comfortable classes for prospective BIPA teachers with good quality. This can be called a competency that a teacher must have.

One of the media that teachers can use is audiovisual media. According to Gambier (2009), audiovisuals are multi-semiotic mixtures (image, sound, colour, proxemics, kinesics, narrative, and so on) [7]. Meanwhile, according to Fitria (2014), audiovisual is a media that has two main elements: images and sound [6]. In learning, audiovisual media is considered essential for teaching in a non-monotonous way. Occasionally, audiovisual media must be used and alternated on certain days to achieve maximum student understanding. Audiovisual media, especially video media, can train students to be independent. Some Prospective BIPA Teachers who are visual learners will better understand what the teacher is saying. In that way, teachers will focus on auditory and kinesthetic-based learning and be more concerned with prospective BIPA teachers with visual learning types. By using audiovisual media, Prospective BIPA Teachers will be more creative in creating new understandings carefully.

1.2 Pedagogical Competence

According to Sulfemi (2015), pedagogical competence is a teacher's ability to manage and regulate student learning, which includes various things, including a) student understanding, b) designing and implementing learning, c) learning evaluation, and d) student development in actualizing their potential [14]. Teachers with pedagogical competence can be good teachers in the classroom. By having a good knowledge of pedagogical competencies, typologies, and development principles, teachers can succeed in application in any field that develops interdisciplinary thinking, creativity, and managerial qualities [13].

1.3 Implementation in BIPA

A person's pedagogical abilities can also be implemented in teaching BIPA (Indonesian Language for Foreign Speakers). At this point, the teacher provides a deep understanding to the Prospective BIPA Teacher to learn about various cultures, games, languages, and interesting things about Indonesia. According to Asteria and Novitasari (2023), BIPA students can also learn about the rich culture of Indonesia [3]. TESOL/TEFL has excellent potential if it is in English, as BIPA does. This

potential must also be balanced with the teaching competence of BIPA teachers. BIPA teachers are expected to have suitable qualifications and appropriate criteria. Therefore, prospective BIPA Teachers will feel comfortable with the teacher's teaching. According to Kusuma (2019), BIPA lecturers and teachers must master four main competencies: personality, pedagogical, professional, and social [8]. Pedagogical abilities are the most important supporting element for BIPA teachers. They must be highly creative and competent in creating materials and media for prospective BIPA teachers. With the BIPA teachers' creativity, prospective BIPA teachers better understand the material presented. For example, teachers can create game media so prospective BIPA teachers can easily understand the material. Furthermore, BIPA teachers can also create educational tours to specific areas to learn about various cultures in Indonesia, such as Borobudur or Bali. Creative media created by teachers can play a role in shaping the quality of prospective BIPA teachers. As a result, they become more understanding and competent in their study fields.

2 Research Method

The method applied in this research is descriptive qualitative. The research instrument used is a questionnaire via Google Form containing six questions covering several things: the language used in the Monopoly video, the level of understanding of the content in the Monopoly video, future orientation in implementing the steps presented in the Monopoly video, the output of the Monopoly video towards determining BIPA learning objectives, the attractiveness of the video, and the suitability of the presentation sequence. In addition, these questions represent the practicality of using audiovisual media as a reference for creating BIPA learning media.

The questions in the questionnaire were answered by 190 prospective BIPA teachers of the Indonesian Language and Literature Education Study Program, Language and Arts, Surabaya State University Faculty, A-E class of 2022, who helped them create learning media. The object of this research is audiovisual media in the form of a video with the title "MONOPOLI WISATA INDONESIA," which the video was uploaded to the YouTube channel "Prima Vidya Asteria" on "March 24, 2024". According to Miles & Huberman (1992:16), the data analysis technique was carried out, which states that analysis consists of a flow of activities simultaneously: data reduction, data presentation, and drawing conclusions/verification.

3 Results and Discussion

3.1 Audiovisual Media Applied to Improve the Pedagogical Abilities of BIPA Teaching Candidates

Audiovisual media in video is the media applied by BIPA teachers to improve the pedagogical abilities of prospective BIPA teachers at Surabaya State University. The video contains information on creating pluricultural-based monopoly media, which

later can be applied in teaching BIPA students to make learning more enjoyable. The video "Monopoli Wisata Indonesia" was uploaded via YouTube so prospective BIPA teachers can access it easily. The following is the video "Monopoli Wisata Indonesia," the audiovisual media in this research.



Fig.1. Audiovisual Media Applied to Improve the Pedagogical Abilities of Prospective BIPA Teachers

Audiovisual media applied in video form contains creative learning methods and strategies for BIPA students. In the video, pluricultural-based monopoly media is selected to create varying and interesting learning.

3.2 Audiovisual Media Validation Results

Expert validators have validated videos containing information about creating pluricultural-based monopoly media delivered by BIPA teachers. The following calculates the validation results based on the media used to improve the pedagogical abilities of prospective BIPA teachers.

$\frac{92}{100} \times 100\% = 92\%$

Table 1. Assessment Categories for the Validity of Monopoly Media Making Videos

Score	Letter	Category
85 – 100	A	Very decent (VD)
70 – 84	A-	Worth (W)
56 – 69	B	Decent enough (DE)
40 – 55	B-	Inadequate (I)
0 – 39	C	Not eligible

(NE)

Based on the assessment category for the validity of the monopoly media creation video, which can be seen in the table above, the value of the validity calculation results from the expert validator is 92%, so it is in the 85-100 range, which can be said achievable. Therefore, this video on creating pluricultural-based BIPA monopoly media can be declared applicable with revision notes based on suggestions or feedback from expert validators.

3.3 Results of the Application of Audiovisual Media to Prospective BIPA Teachers

After the media was applied to 139 prospective BIPA teachers and Indonesian Language and Literature Education study program students, the research subjects were asked to complete an online questionnaire via Google Forms. The questionnaire contains the subject's views regarding the effectiveness of audiovisual media on the pedagogical abilities of prospective BIPA teachers, regarding the pluricultural-based learning media.

Table 2. Respondent Questionnaire Results

No.	Question	Evaluation					Score	Average	Category
		1	2	3	4	5			
1	Is the language used in the Monopoly Video presentation easy to understand?	1 x	2 x 3	3 x 3	34 x	5 x	638	91.7	VD
		2 =	= 6	= 9	4 =	97 =			
		2			136	485			
2	Are you able to understand the entire content of the Monopoly video?	1 x	2 x 6	3 x 1	4 x	5 x	633	91.0	VD
		0 =	= 12	= 3	42 =	90 =			
		0			168	450			
3	Can the explanation of the steps for creating monopoly media presented by the lecturer in the video provide an idea of the creation of monopoly media that you will carry out?	1 x	2 x 3	3 x 4	4 x	5 x	627	90.2	VD
		1 =	= 6	= 12	47 =	84 =			
		1			188	420			
4	Can the video on developing BIPA learning media based on the Monopoly game inspire you in determining the	1 x	2 x 2	3 x 3	4 x	5 x	630	90.6	VD
		3 =	= 4	= 9	41 =	90 =			
		3			164	450			

BIPA learning objectives that you will develop?										
5	Has the monopoly video been presented with attractive audio-visuals?	1 x 3 = 3	2 x 4 = 8	3 x 15 = 45	4 x 49 = 196	5 x 68 = 340	592	85.1	VD	
6	Have the Monopoly videos been presented in the correct order?	1 x 2 = 2	2 x 3 = 6	3 x 7 = 21	4 x 36 = 144	5 x 91 = 455	628	90.3	VD	
TOTAL							3748	89.8	VD	

In Table 2, the data was gained through a questionnaire by prospective BIPA teachers. There are six questions, each testing the impact of the audiovisual media applied. The first question related to grammar has an average score of 91.7 and can be categorized as very decent. The second question regarding the understanding of prospective BIPA teachers when listening to videos has an average score of 91.0 and can be categorized as very appropriate. The third question related to visuals has an average score of 90.2 and can be categorized as very feasible. The fourth question related to output has an average value of 90.6 and can be categorized as very feasible. The fifth question regarding the attractiveness of the audiovisual aspect has an average score of 85.1 and can be categorized as very appropriate. Finally, the sixth question regarding presentation accuracy has an average score of 90.3 and can be categorized as very appropriate. The answers from all prospective BIPA teachers to these six questions can conclude that video media is categorized as proper to be applied as a guide for prospective BIPA teachers.

The data in the table show that prospective BIPA teachers' pedagogical abilities have increased. After listening to the audiovisual media provided, BIPA teaching candidates' pedagogical skills in designing and creating learning media need to be improved. Audiovisual media, which contains tips and steps for developing interactive learning media, has been proven to improve the pedagogical abilities of prospective BIPA teachers.

The total score obtained by calculating the questionnaire results by the respondents above was 3748. The maximum score from the six questions was 4170. The questionnaire results were then calculated using the following calculation.

Total rating:
 $3748 \times 100\% = 89.88\%$
4170

The assessment results show that audiovisual media, such as the video "Monopoli Wisata Indonesia," received a score of 89.88%. This figure was obtained through a questionnaire distributed to 139 prospective BIPA teachers at Surabaya State University. The six questions showed that most prospective BIPA teachers benefit greatly from this media for their pedagogical abilities.

The pedagogical abilities of prospective BIPA teachers must be improved to make BIPA learning more interesting. Based on the research results, one effective way to improve this is by implementing audiovisual media, which contains guidelines and tips related to pedagogical matters that prospective BIPA teachers can apply later. Audiovisual media in the form of videos applied by BIPA teachers to prospective BIPA teachers has proven to have a good impact on increasing pedagogical abilities.

The video entitled "Monopoli Wisata Indonesia" contains information on how to create and play a monopoly, which includes a topic about tourism in Indonesia cities. By containing pluricultural elements, this audiovisual media can improve the pedagogical abilities of prospective BIPA teachers. This strategy for creating exciting and innovative learning in audiovisual media can be imitated and applied when becoming a BIPA teacher in the future. In addition, this audiovisual media is considered valid and suitable as a guide for prospective BIPA teachers to create learning media as a pluricultural-based monopoly. This is based on expert validation of audiovisual media in the form of videos, which are used as guidelines for prospective BIPA teachers.

Through the results of expert validation, this media is classified as applicable since it is in the value range of 85-100%. With a score of 92%, the validator concluded that this media has a high suitability index when viewed through 4 aspects: material, presentation, language, and readability. However, the video has low resolution, so some images and writing cannot be seen clearly. This media can be improved for the better in the future. In addition, suggestions for creating audiovisual media in more specific monopoly topics can also be considered so that later, this media will be improved and have a broader series in terms of usefulness. After going through expert validation and being declared appropriate to use, this media was applied to research subjects. After this media was listened to and used as a guide for research subjects, a questionnaire containing opinions about this audiovisual media was distributed.

Based on the results obtained through online questionnaires distributed to prospective BIPA teachers, audiovisual media significantly impacts their pedagogical abilities. Creative, innovative, and varied pedagogical abilities are a provision for prospective BIPA teachers when introducing Indonesian culture and matters in the classroom. The audiovisual media chosen to be applied in this research is video media.

The research subjects, prospective BIPA teachers, can feel the usefulness of implementing this video. Through questionnaire data, a value of 89.88% was found due to implementing this media. This percentage is obtained from the score obtained (3748), then divided by the maximum score possible (4170) and multiplied by 100%. Based on six questions that became an assessment instrument on a scale of 1-5, the questionnaire results from prospective BIPA teachers concluded that this media significantly improved their pedagogical abilities, especially in creating learning media for BIPA students. Table 2 shows that the majority of respondents had a score of 5 on the scale for each question given. These results show that respondents have improved their pedagogical abilities after watching the applied video. From several questions in the questionnaire, it can be seen that the video used to guide prospective

BIPA teachers has several advantages: 1) Easy to understand for prospective BIPA teachers, 2) Interesting and not monotonous, 3) Made coherently.

Audiovisual media that is listened to and used as a guide to improve pedagogical abilities by prospective BIPA teachers can be adapted well in preparing creative learning media. This adaptation can be seen through the success of prospective BIPA teachers in adapting topics and teaching materials from BIPA 1 to BIPA 7. Prospective teachers have succeeded in adapting the form of pluricultural-based monopoly, which is seen in a similar form but with varied material content. Pluricultural topics can be adjusted flexibly according to the material you want to teach BIPA students.

In addition to customized topics and materials, the system in the pluricultural-based monopoly game can also be adjusted by prospective teachers according to the learning objectives they want to achieve. The monopoly game procedures are made flexible so that they can adapt to the abilities of BIPA students. This is important as each BIPA level has a level of difficulty. Therefore, prospective students must be adaptive and flexible when designing learning media for BIPA students. Through this presentation, it can be concluded that audiovisual media has an excellent impact in improving the pedagogical abilities of prospective BIPA teachers.

4 Conclusion

The pedagogical abilities of prospective BIPA teachers were proven to increase after BIPA teachers implemented audiovisual media in the form of videos. Prospective BIPA teachers confirmed that designing attractive and interactive pluricultural-based BIPA learning media can be made easier since the video media provided by BIPA teachers. To determine the feasibility of teaching media designed and created by prospective BIPA teachers, further research can implement these media in BIPA learning.

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