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Application of Instructional Media-Based Oral Examinations in Learning Strategy Courses in Primary Teacher Education Study Program, Trilogi University Jakarta

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Abstract This study aims to discuss the implementation, effectiveness and advantages of instructional media-based oral exams in the Learning Strategy Course in the Primary Teacher Education (PTE) Study Program of Trilogi University, Jakarta. This research uses qualitative research methods descriptive. Researchers act as key instruments. The implementation of an oral examination based on learning media in the Learning Strategy Course in the PTE Study Program at Trilogi University Jakarta is carried out by taking into account various aspects, namely (1) the content of the material, (2) the physical and psychological conditions of the students, (3) the tendency of the type of intelligence of the students, (4) implementation time, and (5) University Regulations. The implementation of the oral exam implements a five-minute individual presentation system, followed by a question and answer session with the lecturer based on the media he has made. The results showed that, (1) 90% of the implementation Learning Media-Based Oral Examination in the Learning Strategy Course in the PTE Study Program at Trilogi University Jakarta ran smoothly, (2) the application of the Learning MediaBased Oral Examination in the Learning Strategy Course in the PTE Study Program at Trilogi University Jakarta runs effectively with an A grade achieved by 80% of students, and (3) the advantages of the process of implementing the Learning Media-Based Oral Examination in the Learning Strategy Course of the PTE Study Program at Trilogi University Jakarta are that there are no students who cheat, student creativity develops and they look more optimal in preparing for the exam so that they have a complete understanding of the material being tested and the development of students' linguistic and interpersonal intelligence. Keywords: Oral Exam, Instructional Media, Strategies Learning

Introduction 1. Background Exam is one of a series of educational activities. Exams are one way that is used as a parameter to measure the success of the learning process carried out by students and lecturers every

semester. Trilogi University implements a two-time division of the examination system, namely the Mid-Semester Examination at the eighth week meeting and the Semester Final Examination in the 16th week of each semester. Usually, exams conducted at Trilogy University are carried out in writing with students systematically working on questions that contain 5W + 1H (What, Who, Why, Where, When and How) components, namely What, Who, Why, Where, When and How.

This oral exam was initiated by Lecturer at the PTE Study Program in Trilogy University, Ms. Febrianti Yuli Satriyani in the Learning Strategy course and was carried out on the first semester students of the PTE Study Program in the Final Semester Examination. This is done based on the evaluation of the results of the midterm exam on 37 students, there are 45% or around 17 people indicated to be cheating with evidence of having the same answer. This happens because the supervisor during the exam is not only the lecturer who teaches the course, but also the Trilogi University employees. The capacity of one class for the exam consists of 20-25 students, so that the 1st semester students of PGSD Study Program are divided into two classes. Essentially, the purpose of the exam is so that the lecturer knows the extent of the learning success achieved in the cognitive, affective and psychomotor domains. If the exam is only done in writing, the aspects that show success only tend to be cognitive or knowledge aspects. The development of psychomotor or skill and affective or attitude aspects can be observed less during the exam, so that researchers feel the need to do a new method in carrying out the exam as before, namely the oral exam. During the oral examination, of course, students must first know and understand what they are going to convey, this can be categorized as an assessment of the cognitive aspect. Oral examinations in this study were conducted using learning media created by students, in the form of mind mapping, dream boards, flash cards, science dart boards and others. The learning media can be used as a medium that helps students convey ideas during exams. Affective aspects can be assessed through students' attitudes when making presentations (opening, core and closing). Another consideration which is used as a basis

for researchers based on Mulyasa's (2012) thinking is, "class is a place of learning for students. Most of the learning takes place in the classroom, therefore, required learning process fun (joyful learning). Pleasure is needed in implementing learning, so that interesting and quality teachers, strategies, and teaching materials are needed to achieve the expected competencies. Another thing that is taken into consideration is the form of the oral exam is the characteristics of the first semester students of PTE Study Program who are linguistically dominant. 80% of students seem to always be active in expressing ideas and questions during learning activities, so that researchers think that oral exams are considered more suitable to be applied to students. The application of oral examinations was also strengthened by the results of interviews with students, that more than 60% chose to apply media-based oral exams over written exams. Based on the description above about the importance of implementing oral examinations in the educational process, the researchers conducted a study entitled, "Application of Instructional Media-Based Oral Examinations in the Learning Strategy Course of the PTE Study Program at Trilogi University Jakarta". Focus of the Problem 1. How is the process of implementing an oral examination based on learning media in the Learning Strategy course in the PTE Study Program at Trilogi University Jakarta? 2. Is the application of the instructional media-based oral examination in the Learning Strategy course in the PTE Study Program of Trilogi University Jakarta running effectively? 3. What are the advantages of the process of implementing an oral examination based on learning media in the Learning Strategy course in the PTE Study Program at Trilogi University Jakarta? Research Objectives 1. To describe the process of implementing an oral examination based on learning media in the Learning Strategy course at PTE Study Program, Trilogi University, Jakarta. 2. Describe the effectiveness of the application of instructional media-based oral exams in the Learning Strategy course in the PTE Study Program at Trilogi University Jakarta. 3. Explain the advantages of the process of implementing an oral examination based on learning media in the Learning Strategy course in the PTE Study Program at Trilogi University Jakarta. Method The approach used in this research is qualitative research with descriptive

methods. The design used is a case study because the researcher carefully investigates an event, activity and process of the object under study. Researchers try to know, understand, and appreciate the implementation of the instructional media-based oral exams in the first semester student Learning Strategy course at the PTE Study Program, Trilogi University Jakarta. According to Ulfatin (2013: 41), a simple case study can be interpreted as a method of direct investigation with a natural setting and focusing on an event intensively and in detail. Case studies aim to develop in-depth knowledge of the object under study, so that the nature of the research is more exploratory and descriptive. The reason the researcher uses a case study is because the researcher wants to describe and explain the implementation of an oral examination based on learning media in the Learning Strategy course in the PTE Study Program at Trilogi University Jakarta, while the reason the researcher uses a qualitative approach is because in this research the researcher wants to reveal and analyze the phenomenon as a whole about the implementation of the exam. Orally based learning media in the Learning Strategy course at PTE Study Program, Trilogi University, Jakarta. The data obtained in this study were in the form of writings, documents, written and spoken words originating from sources or informants studied, namely students. The researcher acts as a key instrument that tries to adapt to the situations and conditions that exist in the field, and tries to create good relationships with informants related to the research. Researchers are directly involved in observing the implementation of the instructional media-based oral exams in the Learning Strategy course at the PTE Study Program at Trilogi University Jakarta. Researchers participate actively as teaching lecturers as well as executing examination activities. Passive participation is carried out by observing the on going process of the exam and recording data with the process of recording and documenting the learning strategy course exam activities. Observation and recording of data are carried out during observation, interviews and documentation. This activity was carried out until no new data appeared and it was felt that the data collected was complete. In this study, data were obtained from various sources to produce conclusions. The data that will be collected by researchers are in the

form of physical, written, activity, and oral data from the data source, in this case all learning components, namely lecturers, students, process and exam results. 3Sources of data are recorded through written notes or through video recording and photo taking during the exam activity. Recording data sources through 1interviews and observations is the result of a combined effort from seeing, listening and asking (Moleong, 2010: 157). Results and Discussion 90% of the implementation of the Oral Examination Based on Learning Media in the Learning Strategy Course in the PTE Study Program at Trilogi University Jakarta ran smoothly, this was evidenced by, (1) agreement on the type of oral examination which became the majority of student votes regarding the implementation system for the type of Final Semester Examination , (2) Students prepare various learning media in various forms such as mind mapping, flash cards, arrow boards, dream boards, etc. (3) students take turns advancing one by one for a presentation of media content that has been made for approximately 5 minutes and then the lecturer gives one to two questions about the content of the media made and the student's explanation, (4) all students progress in turn without coercion from the lecturer and they can explain the media they make with smooth and good quality (understanding the content conveyed), less fluent or sufficient (can explain but not in depth), and not smooth d less (only read the contents of the writing in the learning media). This can be proven by the photo in Figure 4.1 as follows: Figure 4.1 Photos of All Students with their Media before 4the implementation of final examination Figure 4.2 Photos of Oral Examination Activities The application of the Learning Media-Based Oral Examination in the Learning Strategy Course in the PTE Study Program at Trilogi University Jakarta runs effectively with a minimum score of 85 achieved by 80% of students. At the time of the oral exam, the students seemed more enthusiastic in the presentation activity, although most 4of the students looked nervous at first, they seemed to be serious in explaining the details of the writing in the media that they had written for about five minutes. Furthermore, the lecturer gives one to two questions regarding the exposure and content of the media made by students, as 1a form of cross-checking to find out and assess the extent of students' understanding of the material

presented. 3The results of this exam are classified as good because more than 80% of students can answer questions in accordance with existing theories, students can explain more broadly with the addition of their arguments and rationality as well as examples of real events that occur around them. From 1the implementation of this exam, it can also be seen that the development of students' speaking skills and the display of polite and courteous attitudes from students during the exam process so that it can be concluded that the implementation of the oral exam can make students more challenged and prepare themselves as best as possible before the exam, so that they have a deeper and intact understanding, as well as train and improve student creativity and speaking skills as well as the 5development of critical thinking in students, as well as good attitudes in students. 2It can be concluded that the application of oral exams at the end of semester exams is proven to be effective in achieving learning objectives both from the cognitive, affective and psychomotor sides. Figure 4.3 is a photo of Lecturers and Students after the exam activities take place. Figure 4.3 Photos after the Oral Examination 4Implementation of the Oral Examination Based on Learning Media in the Learning Strategy Course of the PTE Study Program at Trilogi University Jakarta has several advantages compared to the written test. The advantages of the process of implementing the Learning Media-Based Oral Examination in the Learning Strategy Course of the PTE Study Program at Trilogi University Jakarta are, (1) 1there are no students who cheat, this happens because students are conditioned to go forward one by one and have the obligation to explain what they have made. in the media and then the lecturer gave them questions about 2the content of the media which was spontaneously carried out face to face, resulting in students thinking spontaneously and of course this made students answer based on their understanding and there was no time or opportunity to cheat, because the time provided is five minutes of presentation and 2 minutes of question and answer; (2) the creativity of students develops and students prepare more for the exam optimally 1so that they have a complete understanding of the material being tested, this can happen because before the exam students are given several examples of learning media and discussion of contain

material that they can choose and then pack them into the media. learning which will later be presented in an oral exam, so that students' creativity and imagination develop both during product planning and during product demonstrations to lecturers; (3) the development of multiple intelligences of students as aspects of linguistic intelligences, interpersonal intelligences, spatial visual intelligences. Language intelligence of students can develop when they convey ideas in the learning media that are made and when giving presentations as well as when answering questions from lecturers and how students connect their knowledge and understanding and then assemble them in spoken words certainly makes language intelligence that is it is growing. The next intelligence that develops is interpersonal intelligences. This can happen because students are required to advance and present to the lecturer, so they must have a concept about how I can make a presentation and be able to perform the best, so of course they will think and act as best as possible when interacting with lecturers, both in terms of appearance, communication and courtesy in ethics. Starting from the hail, introduction self and material, further explain the contents of the media, answered questions lecturers and cover. So that at the moment of this oral exam, students develop interpersonal intelligence. The trend of intelligence that develops next is spatial visual intelligence, where students make learning media which is certainly not far from choosing the appropriate color, images and replicas that they have to mix and match so that media that has aesthetic value can be created. At this moment, students inevitably have to imagine in creating learning media, related to the originality of the media and how they create and develop media based on their perceptions and imaginations. This is in accordance with the opinion of Chatib (2009: 12) which states, "Every human being is born into this world in different circumstances, from one to another. This genetic difference is also added to the influence of the environment that surrounds human life experiences, both in the family environment, society, playmates, school, and other environments, so that the combination of genetic differences and differences in life experiences transforms a human being into an individual has a unique potential. This means that no one in this world has exactly the same characteristics. The conclusion from

the explanation of the data above is that the learning methods and media used in the classroom should be able to adapt to what the students need, not what the lecturers want. This is also supported by the psychology journal from Hanurawan, (2014: 93), "in an effort to choose an appropriate teaching method, it is necessary to understand the psychological characteristics of a student, some of these characteristics include: learning readiness, learning motivation, psychological development. , the intelligence of students, and the special problems of students ". Gardner (2003: 23-24) states that everyone has intelligence. Gardner points out that there are seven independent intelligences, namely: linguistics, mathematical logic, space (visual spatial). Chatib (2009: 12) states, "Every human being is born into this world in different circumstances, from one to another. This genetic difference is also added to the influence of the environment that surrounds human life experience, be it the family environment, society, playmates, school, or other environments, so that is a combination of genetic differences and differences. The nine types of intelligence contained in every human being according to (Gardner in Chatib 2009), namely, (1) linguistic intelligences, (2) mathematical logical intelligence, (3) musical intelligences, (4) kinesthetic intelligences, (5) interpersonal intelligences, (6) intrapersonal intelligences, (7) spatial visual intelligences, (8) naturalist intelligences, and (9) existential intelligences. According to this theory, a person may have an advantage in one type of intelligence, but that does not mean he does not have intelligence in another. This requires an adjustment between the curriculum and on going teaching with individual abilities as well as a stimulus that is always provided by the environment (teacher/parent/government/ community/ friends) in daily activities including learning activities. This is supported by the opinion expressed by Gardner in Hanurawan (2014: 99), "The development of students 'multiple intelligences must be adjusted to the conditions of students' physical, psychological and spiritual development. Education programs should be local, flexible, and use a more comprehensive and processbased assessment reference ". The implementation of the oral exam on the learning strategy course is also based on some of the results of previous research. The results of research conducted by Chisholm

& Backett in 2003, through a study entitled Teacher Preparation for Equitable Access Through The Integration of TESOL Standards, Multiple Intelligences and Technology, show that based on integration standards in TESOL, multiple intelligence theory and technology can provide a better education. equitably supports learning differences and develops students' abilities in English subjects. Further research was conducted by Gouws in 2007 entitled Teaching and Learning Through Multiple Intelligences in the Outcomes-Based Education Classroom. The results of this study indicate that the application of MI in learning activities can overcome problems that arise during learning, and can help students to optimize their potential. Every student has the opportunity to get a quality education, so to achieve that all it is necessary to apply constructivist active learning based on multiple intelligences and joyful learning, namely the implementation of learning by maximizing and accommodating the various types of intelligence they have, as well as an active learning process, one of which can be implemented. through the implementation of an oral exam in the learning strategy course. Conclusion The implementation of the Learning Media-Based Oral Examination in the Learning Strategy Course in the PGSD Study Program at Trilogi University Jakarta runs smoothly with an implementation rate of 90%, students take the exam smoothly and seem excited when conveying their ideas to the lecturers. With this system it is also declared effective to achieve learning goals in terms of cognitive, affective and psychomotor proven by the achievement of 80% of students getting a minimum score of 85. Oral exams in learning strategy courses also have positive implications, namely the absence of students who cheat, student creativity develops. and they appear to be more optimal in preparing for the exam so that they have a complete understanding of the material being tested and the development of students' linguistic and interpersonal intelligence. References [1]. Chatib, M. (2009). The School is Human. Bandung: Kaifa. [2]. Chisholm, IM, Beckett, EC 2003. Teacher Preparation for Equitable Access Through The Integration of TESOL Standards, Multiple Intelligences and Technology. Technology, Pedagogy and Education, (Online), 12 (2): 249276,(http://www.tandfonline.com/doi/pdf/10.1080/14759 390300200157),accessed

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