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Application of Audiovisual Media to Improve the Learning Outcomes of Islamic Education Students at SD Negeri 101109 Aek Badak

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using audiovisual. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that audiovisual can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of 42.19% in the pre-cycle, 63.37% in the first cycle and 87.72% in the second cycle. Thus, the use can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, audiovisual, islamic education.

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INTRODUCTION

Human beings in essence need education to develop their quality in various aspects. Education is an activity that is deliberately intended to achieve certain goals and involves various factors that are interrelated with each other, thus forming a system that affects each other. The educational process is held formally in schools, intended to direct changes in a person in a planned manner, both in terms of knowledge, skills and attitudes. In the learning process, there are interrelated components, which include teaching objectives, teachers and students, subject materials, teaching and learning methods/strategies, tools/media, lesson resources and evaluations.

One of the media used in learning that is believed to increase students' understanding and motivation to learn is audio-visual media. Audio visual media is one of the alternative means of carrying out a technology-based learning process. Audio-visual technology-based learning can be used as an alternative means of optimizing the learning

process, due to several aspects, including: 1) Easy to package in the learning process; 2) More engaging for learning; 3) Can be repaired at any time.

The learning process is very important in the world of education, in this process there are many things that can affect the achievement of learning goals or expected learning outcomes of students. The low attention and enthusiasm of students in participating in Islamic Religious Education learning. This was observed by the author who is also a teacher of Islamic Religious Education on the *asmaul husna* material, where the number of students who completed the material was only 4 people out of 12 people in the total number of students in class V of SDN No.101109 Aek Badak. According to the author, this is due to several factors, including the teaching methods that teachers have been doing so far tend to be monotonous and have never used learning media that are interesting to students.

Starting from the above problems, the author is also interested in improving students' learning outcomes on *asmaul husna* material by using audio visual media so that students' enthusiasm and attention in participating in PAI learning of *asmaul husna* material increases, so that it also affects the improvement of students' learning outcomes. Another reason is that such learning has never been carried out before and because this has become a trend among children who really like to see videos, especially those circulating on social media and youtube applications. Sapto Haryoko, "The Effectiveness of the Use of Audio-Visual Media as an Alternative to Optimizing Learning Models". Based on the background of the above problem, the author was encouraged to conduct research with the title "Application of Audio Visual Media to Improve PAI Learning Outcomes in *Asmaul Husna* Class V SDN No.101109 Aek Badak, Kec.

According to Sadiman in his book *Educational Media* (2000:6), media is various forms of devices that can present messages and stimulate students to learn. Arsyad, (2014:4) implicitly said that learning media includes tools that are physically used to convey the content of teaching materials, consisting of, among others, books, tape recorders, tapes, video cameras, video recorders, films, slides (frame images) of photos, images, graphics, television, and computers. Another opinion was conveyed by Sumiati, (2019:162) that learning media has 3 forms or formats, namely sound (audio), form (visual) and motion (motion). Rusman, et al. (2011:218) stated that "video is a series of motion images accompanied by sound that form a unified series into a flow, with messages in it for the achievement of learning objectives, which are stored in the medium of ribbons and diskettes".

Video banyak is used in interactive learning, and explained by Arsyad, (2014:36) that interactive learning media is a teaching delivery system that presents recorded video material with computer control to the audience (students) who not only passively hear and see videos and sounds, but also actively respond, and the response of the students will determine the speed and sequence of presentation of the material. Suprijanto, (2005:171) argues that the type of audio-visual media has better capabilities when used in learning, because it also includes auditive (listening) and visual (seeing) media. Audio-visual media is an intermediate medium for presenting material, which is absorbed through sight and hearing to help students acquire certain knowledge, skills, or attitudes. Examples of audio-visual media are films, film frames (slides), and audio-visual in digital form (Widaryanto and Sulfemi, 2016: 1-10). From the descriptions of the experts above, it can be concluded that learning is a process of interaction between teachers and students using demonstration methods and various media. The use of audio-visual media in learning can help students to obtain results that are in accordance with expectations. The use of audio visual can also be a more meaningful learning experience for students.

METHODS

The type of research used is Classroom Action Research. Classroom Action Research is a scrutiny of learning activities in the form of an action that is deliberately raised and occurs

in a classroom simultaneously (Suharsini 2014: 3). The form of Classroom Action Research used is Collaborative Classroom Action Research, where the researcher collaborates with a teacher of grade V of SDN No.101109 Aek Badak. The Classroom Action Research that is being researched takes the subject of Islamic Religious Education (PAI) asmaul husna material by applying audio visual media to improve the learning outcomes of grade V students of SDN No.101109 Aek Badak.

Research variables as an attribute or trait or value of people, objects or activities that have a certain variation are determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn (Sugiyono, 2016: 38). In other words, a research variable is something that can be measured and assessed. Considering that quantitative research requires that the results of the research are objective, measurable and can always be open to testing whose results are obtained through mathematical calculations. In this classroom action research, the research variables are audio-visual media and student learning outcomes. The effectiveness of the implementation and utilization of visual audio media has a great influence or no impact at all on the results or achievements of students. This must be done hypothesis testing to get the final result of an action study of this class. Population is the overall subject of research (Arikunto, 2006: 130).

According to others, the population is the entire subject or object that is the target of the study (Sudjarwo and Basrowi, 2009: 225). Thus, population can be interpreted as the entire object to be studied, either in the form of objects, people, events or phenomena that will occur. The population in this class action research is class V students of SDN No.101109 Aek Badak, with a total of 12 students consisting of 7 male students and 5 female students.

RESULTS

SD Negeri No.101109 Aek Badak is strategically located between the border of South Tapanuli Regency and Mandailing Natal Regency, precisely on Jl. Medan-Padang, for teaching and learning activities, has 8 (eight) study rooms and 1 (one) office room for the Principal and Teacher, 1 (one) library room, 1 (one) teacher's small bathroom and 4 restrooms for male and female students which are all in separate places. State Elementary School No.101109 Aek Badak, this was initially built from scratch or an empty land, all educators are expected to continue to develop their competencies, in order to create learning nuances according to expectations. In order to improve quality basic education services in this school, it is equipped with educational facilities and library facilities as an important component of Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM) equipped with LCD Projectors to make it easier for educators to carry out learning activities. On the other hand, in terms of educational qualifications, the educators have a Strata 1 Education degree. Since the establishment of SDN No.101109 Aek Badak under the leadership of Mr. Mahmudin, S.Pd as the Principal who has been trying to develop this school both in terms of academics and non-academics.

This research aims to improve student learning outcomes in Islamic Religious Education learning by using audiovisual media. This research is a classroom action research consisting of four steps, namely planning, action, observation, and reflection. The subject of this research is elementary school students. Research data was obtained through test and observation techniques. Tests are used to measure learning outcomes, while observation is used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study show that the use of audiovisual can improve student learning outcomes in Islamic Religious Education learning. This can be seen from the increase in the percentage of student learning completion in each cycle, with details of 42.19% in the pre-cycle, 63.37% in the first cycle,

and 87.72% in the second cycle. Thus, the use of audiovisual can be used as an alternative to improve student learning outcomes in Islamic Religious Education learning.

In addition, the use of audiovisual media in Islamic Religious Education learning has a positive impact on student involvement in the learning process. Audiovisual is able to attract students' attention and make learning materials more vivid and easy to understand. Students not only listen to the teacher's explanations, but can also see pictures, videos, and animations that support their understanding. This makes students more interested in actively participating in class discussions and deepening their understanding of the material being taught. This higher engagement in turn contributes to improved learning outcomes that are more optimal.

The importance of evaluation in each cycle is also seen in this study, where reflection from every action taken is the key to continuous improvement. After each cycle, the results of observations and tests are analyzed to find out the strengths and weaknesses in the learning process. Based on this analysis, teachers can make adjustments to the methods and media used to achieve better results. Thus, this study not only shows the effectiveness of audiovisual use in improving learning outcomes, but also emphasizes the importance of continuous evaluation and improvement in learning.

DISCUSSION

The discussion in this PTK is based on the results of observations followed by evaluation and reflection activities. Based on the results of the first and second cycles of research, it was shown that PAI learning in asmaul husna material using audio visual media has increased, both in terms of increasing student activities and learning outcomes during the learning process. This can be seen based on the observation of the learning outcomes of students in the first cycle cannot be said to be successful, because the number of students who got ≥ 70 is not in accordance with the Minimum Completeness Criteria (KKM) determined because it has not met the indicator of achieving classical completeness, which is at least 85% of the number of students. The classical completeness of the students' learning outcomes, 5 students who completed it with a percentage of 42% and 7 students who did not complete it 58%. This can be concluded that in this first cycle, the learning outcomes of students have not reached the success indicators. From this background, the researcher then continued the second cycle of learning. From the results of student activities in the second cycle, the percentage of student learning outcomes increased to 92%.

The discussion in this study shows that the use of audiovisual media in Islamic Religious Education learning has a significant impact on improving student learning outcomes. Audiovisuals, which include images, videos, and animations, make the learning materials more engaging and easy for students to understand. This is in line with the theory that students are easier to grasp information when presented in visual and audio form, compared to just text or verbal explanations. In this way, students become more interested and focused in following the learning process, which in turn has a positive impact on their learning outcomes. In addition, audiovisual media also helps students in understanding difficult concepts in a more concrete way. For example, in learning about prophetic stories, audiovisuals can feature animations or videos that illustrate the stories, so that students can more easily imagine and remember the material being taught. This learning based on direct observation also supports visual and auditory learning styles, thus providing a more diverse and holistic learning experience for students.

The use of audiovisuals also affects the interaction between teachers and students. Teachers who use this media can more easily explain the material in more detail and interestingly, while students become more active in asking questions and discussing. This more dynamic interaction not only improves students' understanding of the material, but also strengthens the relationship between teachers and students. With a more active audience, learning becomes more lively and less monotonous, which helps to create a fun

and productive classroom atmosphere. However, keep in mind that audiovisual use cannot stand alone without proper support. In this study, the reflection of each cycle shows that the right selection of media is very important so that the material delivered is in accordance with the needs of students. In addition, the evaluation carried out after each cycle provides a clear picture of which aspects need to be improved. Therefore, the use of audiovisuals must be supported by good teaching strategies and continuous evaluation to achieve maximum results in Islamic Religious Education learning.

In addition, the use of audiovisuals in learning also encourages students to be more independent in seeking information and developing critical thinking skills. With access to a variety of visual and audio media, students are encouraged to explore the material more deeply, rather than relying solely on explanations from teachers. This increases their ability to analyze and understand the material in a more critical and reflective way. Thus, in addition to improving learning outcomes, the use of audiovisuals also contributes to the development of better students' cognitive skills. In addition, the application of audiovisual media in Islamic Religious Education learning also provides long-term benefits, especially in increasing students' interest in religious lessons. Through this more innovative method, students can see that religious learning is not only limited to theory, but can also be applied in daily life through media that are relevant to the times. This can be a motivation for students to delve deeper into the teachings of Islam in a more fun and meaningful way.

CONCLUSION

Based on research and discussion on the Application of Audio Visual Learning Media to Improve PAI Learning Outcomes in Asmaul Husna Class V SDN No.101109 Aek Badak, Kec. the classical learning completeness at each stage has increased, in the first cycle by 42%, and in the second cycle the learning completeness of students reached 92%. The average grade of the class also experienced a significant increase, namely in the first cycle of 67, and in the second cycle it rose to 87. This means that the target set by the researcher has been achieved with the previously set indicators, namely the percentage of classical completeness reaching 85% and the Minimum Completeness Criteria (KKM) for each individual of 70. Students' learning activity can be increased by applying audio visual media in the material Closer to the Names of Allah (asmaul husna). With this media, teachers can easily stimulate the activeness of students through cooperation between groups. Teachers also easily monitor student activities so that the level of difficulties and problems faced by students can be known and solutions can be found by teachers. The increase in student learning activities can be seen from the first cycle with the number of average scores and scores obtained which is 33 with an average score of 82 (good), and in the second cycle the number of average scores and scores obtained is 38 with an average score of 95 (very good). The application of audio-visual media can also increase teacher activities. This can be evidenced by the increase in the achievement of the results of observation of teacher activities from the number of scores obtained from the observation of teacher activities in learning, which is 68 with an average result of 85 (good), and in the second cycle it increased by 74 with an average result of 92.5 (very good).

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