

The Effect the Use of Audio-Visual Media on Islamic Cultural History Learning Outcomes



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Abstract

This research was motivated by several problems that the author found in class VIII MTI Pasia, especially in learning Islamic Cultural History. In this lesson, the teacher rarely uses visual media. Judging from the learning outcomes, the data shows that there are significantly low scores in the subject. This research is a quasi-experimental quantitative research. Based on the results of the pre-requisite test analysis, it was found that the data distribution was not normal and homogeneous, so the researcher used binomial test to conduct further hypothesis testing. The binomial test results showed a significance of 0.000 in class VIIID pre test and 0.002 in post test as the experimental class, then in class VIIIA as the control class obtained a sig result of 0.000 for the pre test and 0.001 for the post test. Thus it can be explained that in this study the hypothesis H_0 is accepted and H_a is rejected. So it can be concluded that there is a significant effect of learning outcomes of classes that use audio visual and classes that do not use audio visual media.

Abstrak

Baltica penelitian ini dilatarbelakangi oleh beberapa masalah yang penulis temukan pada kelas VIII MTI Pasia khususnya pada pembelajaran Sejarah Kebudayaan Islam. Pada pembelajaran ini, guru jarang sekali menggunakan media audio visual. Dilihat dari hasil belajar, diperoleh data bahwa terdapat nilai yang rendah secara signifikan pada mata pelajaran tersebut. Penelitian ini merupakan penelitian kuantitatif quasi eksperimen. Berdasarkan hasil analisis uji pra syarat analisis ditemukan bahwa distribusi data tidak normal dan homogen, maka peneliti menggunakan pengujian binomial untuk melakukan uji hipotesis lebih lanjut. Hasil uji binomial menunjukkan hasil signifikansi sebesar 0,000 pada kelas VIIID pre tes dan 0,002 pada post test sebagai kelas eksperimen, kemudian pada kelas VIIIA sebagai kelas kontrol diperoleh hasil sig sebesar 0,000 untuk pre tes dan 0,001 untuk post tes. Dengan demikian dapat dijelaskan bahwa dalam penelitian ini hipotesis H_0 dinyatakan diterima dan H_a ditolak. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari hasil belajar kelas yang menggunakan audio visual dan kelas yang tidak menggunakan media audio visual.

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INTRODUCTION

Learning outcomes are changes in behaviour and the level of intellectual development of students for the better, both psychomotor, emotional and cognitive. Based on learning outcomes, teachers can see whether students have achieved learning objectives. Oemar Hamalik (Indra in Ahmadiyanto) argues that learning outcomes are a change in human attitude after he has learned, for example, initially he did not know, after learning he came to know and understand (Ahmadiyanto, 2016).

In the learning process, teachers should pay attention to the media used in the aspect of students' mental development. (Abdul Haris Pito, 2018) Because this will be the purpose of the learning material. This opinion is also in line with the opinion of Muhammad Ramli who said that the weaknesses of teachers both in terms of mastery of material and methods in the learning process can be overcome by using learning media properly.



In this regard, the learning media chosen by the teacher is divided into visual, acoustic and audiowvisual media. Audiovisual media is a technology that combines audio and visual elements so that when used the audience can not only hear but also see the media. The properties of this media are 1) the ability to accurately describe the process. 2) Readings can be repeated for clarity. 3) The message transmitted is quickly remembered. 4) Clarifies abstractions and provides a more realistic picture. 5) Explains processes and skills very well and knows how to set incentives based on objectives and expected student responses. Meanwhile, according to Hackbarth (Andi Kristanto), the weaknesses of the media are 1) the available videos sometimes do not match the demand. 2) Not all students can follow the information caused by images that are always moving,. 3) When used, the device must be available for display at the place of use.

Learning media such as audio visual is very suitable for learning Islamic Cultural History. The need for audio-visual media to be used in learning is so that it is not too verbose, can provide shared experiences, and also student attention to learning can be increased by using this media. Regarding this, Edgar Dele (in Yuniastuti) describes the learning process in the form of a cone of experience. Dele mentioned that media in the form of audio visual will have as much as 30% influence on learning outcomes.(Yuniastuti et al., 2021, p. 20) Edgar Dele's opinion is corroborated by Nurul Auide in his research journal entitled the role of learning media in improving student learning outcomes which states that, "the story is that students will only have a 5% capture power if the teacher uses lectures alone. Of the various types of learning media available, students tend to prefer learning media in the form of a such as films, video documentaries because they are more likely to increase the spirit of student motivation to learn and do not tend to be boring."(Audie, 2019)

Madrasah Tarbiyah Islamiah (MTI) Pasia is one of the oldest Madrasahs in Agam Regency. Based on the results of interviews conducted on 24 July 2022, researchers obtained data that in this lesson, teachers rarely use visual media. Even if there is a teacher just displays it. Judging from the learning outcomes, the data shows that there are significantly low scores in the subject. The low student learning outcomes are also reinforced by the facts in the field that there are students who excuse themselves from class, are engrossed in themselves and are also sleepy. Moreover, this learning is already in the last hour which is at 14.35-15.55 WIB. In addition, based on the results of interviews, students do not like the implementation of learning with lectures. This is because learning is difficult to understand and bored more quickly, especially learning material in this class has never been heard or learned before.

Based on these problems, the researcher is interested in conducting research on the effect of using audio-visual media on the learning outcomes of Islamic Cultural History Class VIII MTI Pasia.

The purpose of conducting this research is to find out how much influence the audiomvisual media has on the learning outcomes of Islamic cultural history class VIII MTI Pasia. So that in the implementation of this research can be a contribution of thought or a source of reference in improving the quality for improvement by educational institutions.

METHODS

The type of research used in this research is experimental research which is quantitative research. The research design used is a quasi-experimental design type of non-equivalent control group design. In this study, two groups were selected, after which to find out whether there were differences between the baseline conditions of the experimental group and the control group, a pretest and posttest were conducted. Data acquisition techniques and data analysis techniques used are normality and homogeneity testing and binomial hypothesis testing using the SPSS version 24 application.

RESULT AND DISCUSSION

RESULT

The implementation of this study, the researcher did not play a direct role in learning but only acted as an observer in this study. VIII grade students as objects, as many as 18 people in class VIII A as a control class and class VIII D as many as 24 people as an experimental class (which is processed in the form of audio-visual media).

a. Learning Outcomes by Not Using Audio Visual Media

The application of audio-visual media in class VIII A at MTI Pasia using tests, this test was addressed to 18 respondents. From these learning outcomes, the highest score in the control class for Pretest was obtained in the range of 60-70 with a total of 3 students. Meanwhile, for the posttest learning results of the control class there were 2 students who had scores above the KKM with a score of 94. The average Pretest obtained by the control class was 46.1667 and the average posttest was 65.778.

b. Learning Outcomes of Classes Using Audio Visual Media

The application of audio-visual media in class VIII D at MTI Pasia using audio-visual media, this test was addressed to 24 respondents. Based on these learning outcomes, it can be seen that students who have scores above the KKM with a frequency of one student. Meanwhile, after being given treatment and carried out a posttest, the results showed that there were 6 students with scores above the KKM. The KKM of this learning is 75. While the average of the Pretest is 41.58333, and the average posttest is 66.875.

1. Pre-requisite test

In order for the effect of audio-visual media on learning outcomes to be known, the researchers first conducted a pre-requisite test consisting of normality and homogeneity tests.

a. Nomality Test

Based on the results of normality testing using the SPSS 24 application in the control class, the results were 0.40 for the pretest and 0.008 for the posttest. This means that the control class pretest and posttest are not normally distributed because they have $\text{sig} < 0.05$. Meanwhile, in the control class pretest, the pretest results were 142 and posttest 323. This means that $\text{sig} > 0.05$ and the data has normal distribution data.

b. Homogeneity Test

Based on this test, it was found that both classes had a homogeneous distribution with a sig of more than 0.05, namely sig 0.693.

c. Hypothesis Test

The results of this test use binomial testing because the data obtained does not have a normal distribution. Based on this test, the sig result is 0.000 in class VI IID pre test and 0.002 in post test as an experimental class, then in class VI IIA as a control class, the sig result is 0.000 for the pre test and 0.001 for the post test. Thus it can be explained that in this study the hypothesis H_a is accepted and H_o is rejected where, there is an effect of using audio visual media on the learning outcomes of class VIII MTI Pasia.

DISCUSSION

Pre-assessment is conducted before treatment to assess students' mastery of the proposed material. In this question, students usually only work on questions that are in accordance with their abilities. After the results of the initial test are known, the next step is the implementation of learning applying audio visual media. And then the posttest is carried out. From the description of the questions and discussion of the data presented, it can be seen that the application of audiovisual media in learning the history of Islamic culture in class VIII MTI Pasia is as follows:

1. The use of audio visual media in this subject class VIII MTI Pasia when with the control and experimental classes then the results have an influence. Because it can be seen from the binomial test testing that has been carried out, the significance obtained is 0.000 in class VIIID pre test and 0.002 in post test, then in class VIIIA as a control class, the sig significant result is 0.000 for the pre test and 0.001 for the post test, which means <0.05 . So the decision can be obtained that H_a is accepted, and H_o is rejected. Then the decision can be obtained that H_a is accepted, and H_o is rejected. So the decision can be obtained that where in this study there is an effect of the use of audio-visual media on learning outcomes in class VIII MTI Pasia.
2. This study also strengthens previous research conducted by Any Mukarromah with her thesis entitled the influence of audio visual on student learning outcomes in SKI class VIII subjects at MTs Muhammadiyah 1 Ponorogo. Likewise, research conducted by Wida Budiari entitled the influence of audio-visual media on the learning outcomes of fiqh class VIII MTs Ma`rif NU 7 Purbulinggo in the 2016/2017 academic year and research by Betty Febriani entitled the use of audio-visual-based learning media to improve the learning outcomes of Islamic Culture History of seventh grade students of Madrasah Tsanawiyah Guppi Jambi.

CONCLUSION

The effect of using audio-visual media on the learning outcomes of class VIII students of MTI Pasia in the subject of Islamic cultural history when compared with the results of the pretest and posttest shows the use of audio-visual media has a significant effect. This is evidenced by testing because it can be seen from the binomial test testing that has been carried out that the significance obtained is 0.000 in class VIIID pre test and 0.002 in post test, then in class VIIIA as the control class obtained a sig significant result of 0.000 for the pre test and 0.001 for the post test which means < 0.05 . So it can be decided that H_a is accepted, so that the decision can be obtained that H_a is accepted. Then the decision can be obtained that H_a is accepted, and H_o is rejected, Thus, based on these tests it can be concluded that H_a is accepted and H_o is rejected.

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