

Improving The Learning Outcomes of Class VII Students in The Use of Audio Visuals on The Material "Avoiding Gibah and Carrying Out Tabayyun" at SMPN 1 Rao Sub-District

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Abstrac

This study aims to evaluate the effectiveness of using audiovisual media in the teaching of Islamic Religious Education (PAI) at SMPN 1 Rao. The research was conducted through a descriptive approach with Classroom Action Research (CAR) as the type, involving two cycles. In the first cycle, the use of audiovisual media successfully increased student participation and showed an improvement in learning outcomes, with an average class score of 74. However, the involvement of some students remained limited. In the second cycle, the use of more interactive and varied audiovisual media increased student participation to 90%, with the average class score reaching 82. The results of the study indicate that the proper use of audiovisual media can enhance student learning outcomes and provide a more engaging and meaningful learning experience.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan media audio visual dalam pembelajaran Pendidikan Agama Islam (PAI) di SMPN 1 Rao. Penelitian ini dilakukan melalui pendekatan deskriptif dengan jenis Penelitian Tindakan Kelas (PTK) yang melibatkan dua siklus. Pada siklus pertama, penggunaan media audio visual berhasil meningkatkan partisipasi siswa dan menunjukkan adanya peningkatan hasil belajar dengan nilai rata-rata kelas 74. Pada siklus kedua, penggunaan media audio visual berhasil meningkatkan partisipasi siswa dan menunjukkan adanya peningkatan hasil belajar dengan nilai rata-rata kelas 74. Namun, keterlibatan beberapa siswa masih terbatas. Pada siklus kedua, penggunaan media audio visual yang lebih interaktif dan variatif meningkatkan partisipasi siswa menjadi 90% dengan nilai rata-rata kelas mencapai 82. Hasil penelitian menunjukkan bahwa penggunaan media audio visual yang tepat dapat meningkatkan hasil belajar siswa dan memberikan pengalaman belajar yang lebih menarik dan bermakna.

INTRODUCTION

This study is motivated by the important role of Islamic Religious Education (PAI) in shaping the character of students. PAI has a great responsibility in building a generation that is not only intellectually intelligent, but also has strong moral and spiritual values. As affirmed in Law No. 20/2003 on the National Education System, education has a function to develop the ability and shape the character and civilization of a dignified nation. Therefore, PAI becomes an important foundation in forming students who are faithful and devoted to God Almighty.

However, along with the times, the challenges in PAI learning are increasingly complex. One of the main problems that often arise is the low interest and learning outcomes of students in PAI subjects. Some of the factors that cause this include less varied learning methods, lack of use of interesting learning media, and lack of student involvement in the learning process. These factors have a direct impact on the low quality of students' learning outcomes.

Arends (2008) states that effective learning requires strategies that attract learners' attention and motivate them to actively participate. In this case, the use of innovative and technology-based learning methods becomes very important to improve the quality of learning.



One of the innovations that can be applied in PAI learning is the use of audio-visual media, which can make learning more interesting and interactive.

Audio-visual media is a learning tool that combines sound and image elements, so that it is able to present information in a more interesting and easy to understand manner. According to Heinich et al. (2002), audio visual media can increase learners' attention, facilitate understanding of concepts, and provide a more enjoyable learning experience. This media is also in line with constructivist learning theory, which emphasizes the importance of direct experience in the learning process.

The use of audio-visual media has been proven to have a positive impact on students' learning outcomes. Research conducted by Mayer (2009) shows that learning with audio visual media can increase information retention by 60% compared to conventional methods. This is due to the ability of audio visual media to present information visually and auditory, making it easier for learners to remember.

In addition, audio-visual media allows learners to learn according to their learning style, be it visual, auditory, or kinesthetic. In the context of PAI learning, audio-visual media is very relevant because it can help learners understand abstract concepts, such as moral and religious values. For example, through animated videos or short films, learners can see concrete examples of the application of Islamic values in daily life.

The use of audio-visual media in PAI learning can also enrich students' learning experience, increase learning motivation, and strengthen concept understanding, as stated by Sudjana and Rivai (2011). With this media, students can more easily understand the moral and religious values taught, and are more motivated to practice them in their daily lives. Thus, audio-visual media can be an effective means to improve the quality of PAI learning.

On the other hand, SMPN 1 Rao, as one of the educational institutions in Pasaman Regency, also faces similar challenges in improving students' learning outcomes, especially in PAI subjects. Based on the results of preliminary observations, it is known that the learning outcomes of students in PAI materials still have not reached the expected standards. One of the reasons is that the learning method is still dominated by lectures and does not involve students actively.

This condition shows the need for innovation in PAI learning at SMPN 1 Rao. One solution that can be applied is the use of audio-visual media in the learning process. With this media, teachers can present learning materials in a more interesting, interactive, and contextual manner. In addition, audio-visual media also allows students to learn independently, so as to strengthen their understanding of the material taught.

This study aims to evaluate the effectiveness of using audio-visual media in improving students' learning outcomes at SMPN 1 Rao. By using this media, it is expected that students can be more interested and active in learning, so as to improve their understanding and learning outcomes. This research is also expected to contribute to the development of PAI learning methods that are more innovative and relevant to the needs of students in this digital era.

METHODS

The research method used in this research is a qualitative descriptive approach, which aims to describe the phenomena that occur in the field in depth and accurately. This descriptive approach emphasizes more on collecting qualitative data and describing existing conditions or symptoms without testing hypotheses. According to Arikunto (1990), descriptive research is used to describe the status or state of a symptom in accordance with the conditions that occurred at the time the research was conducted. Thus, this research does not aim to test or

prove a relationship, but to describe the existing situation in the context of using audio-visual media in PAI learning.

In this research, the data collected is qualitative data in the form of expressions of words, interviews, observations, and documents that describe the real conditions in the field. Researchers do not focus only on numbers or statistics, but rather on a deep understanding of the phenomena that occur in the PAI learning process. This method is very suitable for understanding the interaction between teachers and students in learning using audio-visual media, as well as its impact on student learning outcomes.

This research also uses a qualitative approach that takes place in a natural setting. This means that the research was conducted in a real educational environment without any manipulation or intervention into these natural conditions. The researcher acts as the main instrument directly involved in data collection through observation, in-depth interviews, and analysis of relevant documents. This qualitative research allows researchers to understand phenomena more holistically and reveal various dimensions that may not be visible in quantitative approaches.

The main reason for choosing qualitative methods in this research is to reveal a deeper relationship between researchers and respondents, namely teachers and students at SMPN 1 Rao. The researcher aims to be more sensitive to the patterns of interaction and values that exist in the learning process in the field. This allows researchers to obtain more authentic information about the application of audio-visual media in PAI learning and its impact on student learning outcomes.

The type of research used is Classroom Action Research (PTK). Classroom Action Research is a type of research conducted to improve and improve the quality of the learning process in the classroom. In accordance with Kusnandar's understanding in Ekawarna, PTK is an activity carried out by teachers or with collaborators to improve and improve the quality of learning. In the context of this research, PTK is focused on the use of audio-visual media as an effort to improve PAI learning outcomes at SMPN 1 Rao.

In this PTK, the steps taken include action planning, action implementation, observation, and reflection. Each cycle will be evaluated to assess the effectiveness of the actions that have been taken and to determine improvements or developments that need to be made in the next cycle. Thus, this research aims not only to evaluate the use of audio-visual media, but also to improve the quality of PAI learning continuously through reflective actions and based on the needs of students.

RESULT AND DISCUSSION

RESULT

In the first cycle, the research began with the use of audio-visual media in learning Islamic Religious Education (PAI) at SMPN 1 Rao. The teacher introduced various media such as animated videos and short films containing moral and religious values in Islam. Although the audio-visual media attracted students' attention, their involvement in learning was still limited. In the first cycle, the data collected showed that although there was an increase in participation, some students still seemed less active in following the learning process.

Students' participation in learning activities is higher compared to the traditional lecture method. About 75% of students were actively involved in the discussion after watching the video, while the other 25% of students seemed less interested and passive. This shows that although audio-visual media can attract the attention of most students, there are still challenges in ensuring all students are actively involved in learning.

Student learning outcomes in the first cycle showed a significant improvement. Before the research began, the class average score for PAI subjects was 68. After the implementation of the first cycle, the students' average score increased to 74, which means there was an increase of 6 points. This increase shows that audio-visual media plays a role in improving student learning outcomes. Nevertheless, there were still some students whose test scores did not reach the minimum standard set.

Observations of teacher and student interactions during learning showed that although students were more interested in the use of audio-visual media, some students took longer to understand the material, especially those related to abstract concepts in PAI. This indicates the need for a more in-depth approach in overcoming students' difficulties in understanding certain materials.

Based on the evaluation of the first cycle, it was found that despite the improvement in student participation and learning outcomes, the use of audio-visual media needs to be further maximized. Some students still needed a more varied approach, such as group activities or direct question and answer, to help them explore the material better.

After reflection of the first cycle, improvements and adjustments were made in the second cycle. In the second cycle, the teacher added variations in the use of audio-visual media by incorporating interactive videos that involved questions for students to answer during the video. In addition, small group discussions were also implemented to explore more complicated concepts.

In the second cycle, students' engagement in learning improved greatly. Around 90% of students were active in discussions and answering questions posed during the interactive video. Students' engagement in learning further increased, with many of them expressing their opinions or asking questions related to the material learned. This shows that the adjustment in the use of audio-visual media successfully increased student participation significantly.

Student learning outcomes also showed a significant improvement compared to the first cycle. In the second cycle, the class average score was 82, showing an increase of 8 points compared to the first cycle. The number of students achieving scores above the Minimum Completion Criteria (KKM) also increased, from 60% in the first cycle to 85% in the second cycle. This shows that the use of more varied audio-visual media can improve overall learning outcomes.

During the implementation of the second cycle, students seemed more focused and enthusiastic about learning. The teacher engaged students in more in-depth discussions after each video, as well as providing opportunities to ask questions and share their understanding of the material. The diversity of audio-visual media used helped strengthen students' understanding of the material taught.

Students are more enthusiastic and active because they are given the opportunity to interact directly with the material through more interesting media. The diversity of media formats also helps students understand the material more thoroughly, both in terms of visual, auditory, and kinesthetic. This contributes to a better understanding of the moral and religious values taught in PAI.

Reflection at the end of the second cycle showed that the use of more varied and interactive audio-visual media was able to increase student engagement and understanding. The increase in grades and student participation showed that this method was effective in improving learning outcomes. However, despite significant progress, there were still some students who needed more attention in understanding certain concepts.

Thus, this study illustrates that audio-visual media has a positive impact on improving student learning outcomes in PAI subjects. Nevertheless, it is important to remember that the

use of media must be adapted to the characteristics of the students and the material being taught. Therefore, it is important to continue to innovate in learning methods so that students are more interested and understand the material better.

Overall, this research shows that the use of audio-visual media, if maximized in a more varied and interactive way, can improve student participation and learning outcomes. The second cycle successfully demonstrated that a more thorough variation in the use of media and involving students in more intense interaction can have a more positive impact on student learning outcomes at SMPN 1 Rao.

Through this research, it can be concluded that the use of audio-visual media is an effective method in improving the quality of Islamic Religious Education learning at SMPN 1 Rao. The use of this media not only enriches students' learning experience, but also increases their understanding and motivation to apply the values taught in daily life.

From the results of cycle I and II research, it can be concluded that the use of audio-visual media significantly improved learning outcomes and student participation in PAI learning. In cycle I, although there was a significant increase, some students still needed more attention. However, in cycle II, with adjustments to the use of more varied media, student engagement and understanding increased significantly. This research shows that the use of audio-visual media can be an effective solution to improve the quality of PAI learning at SMPN 1 Rao.

DISCUSSION

The use of audio-visual media in learning Islamic Religious Education (PAI) at SMPN 1 Rao has a significant impact on improving student learning outcomes. Based on the results of research in cycles I and II, it can be seen that audio-visual media can increase student participation and learning outcomes. This is in accordance with the theory that audio-visual media can increase students' attention and motivation in learning (Heinich, Molenda, & Russell, 2002). This media combines visual and auditory elements that are suitable for various student learning styles, both visual, auditory and kinesthetic.

In the first cycle, although there was an increase in student participation, there were still 25% of students who tended to be passive. This shows that although audio visual media can attract attention, students' active involvement is still limited. According to Arends (2008), student participation in learning is highly dependent on how the teacher can manage the media used and create an interactive learning atmosphere. Therefore, it is important to continuously evaluate and adjust learning strategies in order to achieve maximum engagement.

The second cycle showed more positive results, with student engagement increasing rapidly to 90%. This improvement can be explained through the theory of constructivism proposed by Piaget (1973), which states that effective learning occurs when students can construct their own knowledge through direct experience. With interactive videos and small group discussions, students can more actively participate and explore the material more deeply, which is in accordance with the constructivist approach to learning.

In addition, the use of interactive videos that invite students to answer questions during the video can improve student understanding. This is in line with Mayer's (2009) research which revealed that learning using audio-visual media accompanied by interaction can increase information retention higher than traditional learning methods. When students are directly involved in the learning process through interactive questions, they are better able to remember and understand the material presented.

Significant changes in student learning outcomes were also realized in the second cycle, where the class average score increased from 74 to 82. This increase shows that audio-visual

media used in a varied and interactive manner can improve students' understanding of the material. Bandura's (1977) social learning theory states that learning does not only occur through direct instruction, but also through observation and social interaction. In this case, the animated video and small group discussions provided opportunities for students to learn from each other, which in turn improved their understanding.

Nevertheless, there are still some students who need more attention in understanding abstract concepts in PAI. This is in accordance with Vygotsky's (1978) theory of the zone of proximal development (ZPD), which states that students need assistance or scaffolding to understand material that is beyond their own abilities. Therefore, it is important for teachers to provide appropriate assistance, either through additional explanations or group discussions, to ensure that all students can master the material well.

The success in the second cycle was also influenced by the variety of media used. For example, animated videos and short films illustrating Islamic values in everyday life helped students more easily understand abstract concepts, such as faith and piety. Mayer's (2005) multimedia theory emphasizes the importance of using various media formats to enhance students' understanding, as each individual has a different learning style. By combining diverse media, students can gain a more thorough and enjoyable learning experience.

In addition, the successful use of audio-visual media in PAI learning is also in line with the theory of learning motivation. Deci and Ryan (1985) state that media that is interesting and relevant to students' daily lives can increase their learning motivation. In this case, a video showing the application of Islamic values in a real-life context can help students feel more connected to the material being taught, so they are more motivated to learn.

The importance of using audio visual media is also reinforced by the results of research conducted by Sudjana and Rivai (2011), which states that audio visual media can enrich students' learning experience, increase learning motivation, and strengthen concept understanding. This is evident in this study, where the use of more varied audio visual media in the second cycle not only increased students' participation, but also improved their understanding of Islamic values.

CONCLUSION

Based on the results of research conducted in two cycles, it can be concluded that the use of audio-visual media in learning Islamic Religious Education (PAI) at SMPN 1 Rao can improve learning outcomes and student participation. In the first cycle, although there was an increase, student involvement was still limited, and learning outcomes showed room for improvement. However, in the second cycle, the use of more varied and interactive media significantly increased student engagement, with 90% of students actively participating in discussions and answering questions. In addition, students' average score also increased significantly, from 74 in the first cycle to 82 in the second cycle.

This improvement can be explained through various learning theories, such as constructivism theory, which emphasizes the importance of direct experience and interaction in learning, and multimedia theory, which states that combining visual and auditory media can strengthen students' understanding. Thus, the use of varied and interactive audio-visual media proved effective in improving students' understanding of PAI materials, as well as enriching their learning experience.

However, despite the significant improvement, there are still some students who require more attention in understanding abstract concepts, indicating the need for a more individualized or group approach to ensure deeper understanding. Therefore, the use of audio-visual media should be complemented with other teaching strategies that support the active involvement of all students, such as group discussions or a hands-on approach.

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