

Improving PAI Learning Outcomes Through Audio Visual Media Class IV at SDN 06 Padang Sawah

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Abstrac

This study aims to improve students' learning outcomes in Islamic Religious Education (PAI) in grade IV at SDN 06 Padang Sawah through the application of audio-visual media and differentiated learning models. The research was conducted in two cycles, each including planning, implementation, observation, and reflection activities. In Cycle I, the use of audio-visual media was not fully effective in improving student learning outcomes, with 11 students not meeting the Minimum Completion Criteria (KKM). Based on the reflection of Cycle I, in Cycle II, the researcher enhanced the quality of audio-visual media use and involved students in group discussions to deepen the material through a differentiated approach. As a result, in Cycle II, 15 students (83.3%) achieved KKM, while 3 students (16.7%) did not meet the criteria. This study shows that the application of audio-visual media and differentiated learning models can improve students' learning outcomes in PAI education.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di kelas IV SDN 06 Padang Sawah melalui penerapan media audio visual dan model pembelajaran diferensiasi. Penelitian ini dilaksanakan dalam dua siklus, masing-masing dengan kegiatan perencanaan, pelaksanaan, observasi, dan refleksi. Pada Siklus I, penggunaan media audio visual belum sepenuhnya efektif untuk meningkatkan hasil belajar siswa, dengan masih terdapat 11 orang siswa yang belum mencapai Kriteria Ketuntasan Minimal (KKM). Berdasarkan refleksi dari Siklus I, pada Siklus II, peneliti meningkatkan kualitas penggunaan media audio-visual dan melibatkan siswa dalam diskusi kelompok untuk mendalami materi melalui pendekatan diferensiasi. Hasilnya, pada Siklus II, 15 siswa (83,3%) mencapai KKM, sedangkan 3 siswa (16,7%) belum tuntas. Penelitian ini menunjukkan bahwa penerapan media audio visual dan model pembelajaran berdiferensiasi dapat meningkatkan hasil belajar siswa dalam pembelajaran PAI.

INTRODUCTION

Education is the main foundation in shaping a generation with character, knowledge and noble character. Law Number 20 of 2023 concerning the National Education System Chapter I Article 1 defines education as a conscious and planned effort to create a learning atmosphere and learning process that supports the development of students' potential. Education aims to create individuals who have religious spiritual strength, self-control, personality, intelligence, and noble morals and skills needed for life in society, nation and state. This emphasizes the importance of education as an instrument of complete human transformation, both physically and mentally.

Schools as formal education institutions have a strategic role in realizing these educational goals. In this context, teachers not only act as teachers, but also as motivators, inspirers, facilitators and evaluators. Teachers are expected to be able to create a conducive learning atmosphere, motivate students, and provide meaningful learning experiences. An effective learning process includes active interaction between students and the environment to develop their potential and fulfill their life needs. Therefore, the role of the teacher is very significant in ensuring the success of learning.

However, the challenges in learning are not simple. One of the main problems often faced is the low level of student involvement and enthusiasm in the teaching and learning process. Traditional learning that tends to be one-way makes students less active and difficult to understand the subject matter. As a result, learning objectives are not achieved optimally. For this reason, there needs to be an approach that can change passive learning patterns to active ones, so that students can be more involved in the learning process and their learning outcomes improve.

In addition, learning materials that are presented textually are often an obstacle, especially when it comes to explaining abstract concepts. This results in students having difficulty in understanding and internalizing the material. The support of innovative learning media, such as audio-visual media, is needed to visualize abstract concepts to be more concrete. Audio-visual media not only helps students understand the material, but also increases their interest and motivation to learn.

Audio-visual media such as videos have the advantage of focusing students' attention and delivering material in an engaging way. By presenting moving images, sound and text, this media is able to provide a more immersive learning experience. The use of this media is also in accordance with modern learning principles that emphasize the active involvement of students in the learning process, so that the knowledge gained is not only stored in memory but can also be applied in real life.

Another problem that is often faced is the low learning outcomes of students. Although some students are active, many are still not optimally involved in learning. This shows that the learning strategies implemented have not been fully effective. Research shows that the use of relevant and interesting learning media can be one of the solutions to overcome this problem. Audio-visual media is one alternative that can be used to improve student learning outcomes through an interactive and fun approach.

The characteristics of learning media are very important to understand in order to use them effectively and efficiently. Audio-visual media offers advantages in presenting material concretely, motivating students, and improving their skills and learning outcomes. The use of this media is expected to overcome the obstacles in traditional learning that are monotonous and less interactive. Thus, audio-visual media has great potential to be a relevant learning tool in improving the quality of learning.

Departing from these problems, it is important to develop learning strategies that are innovative and based on student needs. Classroom Action Research (CAR) is a relevant approach to evaluate and improve learning practices in the classroom. This research aims to identify problems, design solutions, and implement effective learning strategies to improve student learning outcomes.

Based on the above explanation, researchers are interested in conducting research using audio-visual media as a learning tool. This research focuses on grade IV students of SDN 06 Padang Sawah with the aim of improving Islamic Religious Education (PAI) learning outcomes. It is hoped that the results of this study can make a real contribution in overcoming learning problems and become a reference for teachers in choosing effective learning media.

This research is not only relevant to the local context but also has wider implications, especially in the development of learning innovations in the digital era. By utilizing audio-visual media, learning is expected to be more interactive, interesting, and effective in building students' overall competence in accordance with national education goals.

METHODS

The research method used in this study is Classroom Action Research (PTK). Classroom Action Research is an approach that focuses on improving the learning process in the classroom through actions that are deliberately designed and implemented. PTK aims to identify existing problems, design solutions, and implement corrective actions directly in the classroom. The PTK process involves collaboration between researchers, teachers and students to improve the quality of learning. Through repeated cycles, PTK is expected to have a positive impact on student learning outcomes.

Classroom Action Research in this study was carried out through four main stages which include planning, implementation, observation, and reflection. In the planning stage, researchers designed the steps to be taken during the learning process, including the use of audio-visual media. This is to ensure that every action taken can effectively improve student learning outcomes. This planning stage also includes the preparation of relevant evaluation tools to measure the success of learning.

Furthermore, at the implementation stage, the planned actions will be implemented in the classroom. During the learning process, researchers will use audio-visual media as one way to increase student engagement in learning. This media is chosen because it has the potential to visualize abstract concepts, attract students' attention, and increase their motivation. In this implementation stage, the researcher will play an active role in managing the learning and ensuring students are actively involved.

The observation stage was carried out to observe the entire learning process that took place, both in terms of interaction between students and teachers, as well as student involvement in learning activities. This observation is done to evaluate the extent to which the use of audio-visual media can improve student participation and their learning outcomes. Researchers will record developments that occur during the learning process, both positive and those that need to be improved.

In the reflection stage, researchers will analyze the data from the observations and evaluations that have been carried out during learning. This reflection aims to evaluate the effectiveness of the actions that have been implemented and to determine the next steps that need to be taken. If necessary, improvements or adjustments will be made to improve the quality of learning in the next cycle. This reflection also allows researchers to modify learning strategies to achieve more optimal results.

RESULT AND DISCUSSION

RESULT

This is cycle I, the learning carried out aims to improve student learning outcomes by using audio-visual media on the material "Signs of puberty according to biological views". Activities began with careful planning, including the preparation of teaching modules and tests for student assessment. In addition, the researcher optimized his role in the classroom to create an active and interesting learning atmosphere, by bringing observers to monitor the learning process.

The implementation of learning in cycle I was carried out with an allocation of 3 lesson hours. The activity began with greetings and checking the attendance of students who were all present at the meeting. After that, the researcher introduced the material using the lecture method and followed by video playback using audio-visual media to focus students' attention. Students looked quite enthusiastic when watching videos related to the material about the signs of puberty, and some students actively asked about things that had not been understood.

The learning process continued with group discussions, where students were divided based on their interest in drawing, writing and storytelling. Each group is given the task of gathering information about the signs of puberty according to biological views, either through interviews between group members or reading relevant literature. Each group was then asked to create a poster illustrating their understanding of the material. After the discussion was complete, a group that was randomly selected through a game of throwing dolls with music, performed first to present the results of their group work.

Observations made by observers showed that students' involvement in learning activities was quite good, with a score of 83.33% for student activities. Students look focused and enthusiastic in participating in learning using audio-visual media. They also actively asked questions and worked together in groups. However, there are some students who are less active in group discussions and assignments. This shows that although there is an increase in student engagement, there are still some challenges in creating a balance of participation across students.

Nevertheless, observation of the researcher showed that the researcher was able to manage learning well, with a score of 84.37%. The researcher was able to deliver the material clearly, facilitate group discussions, and motivate students to keep their enthusiasm for learning. However, there are some areas that need improvement, such as clarifying instructions to students and providing more time for group discussions so that all students can contribute more optimally.

Overall, the results of cycle I show that the use of audio-visual media has the potential to increase student engagement in learning, although there are still some shortcomings that need to be corrected. Student test results also showed that most students had understood the material, but there were some students who still needed more support in understanding abstract concepts related to the signs of puberty. Therefore, the researcher plans improvements for the next cycle by paying attention to aspects that need to be improved.

Reflection on cycle I emphasized that although audio-visual media could improve student focus, improvements were still needed in the management of group discussions and the provision of clearer instructions. The researcher also realized that some students needed a more individualized approach in order for them to better understand the material. With these improvements, it is expected that in cycle II learning outcomes can improve significantly.

As a follow-up, in cycle II, researchers will improve several aspects that are still considered less effective, such as providing more time for interaction between students, clarifying instructions, and ensuring that each student is actively involved in group discussions and presentations. It is hoped that with these improvements, audio-visual media can be more optimal in improving student learning outcomes in class IV SDN 06 Padang Sawah.

In Cycle II, planning was carried out by taking into account the results of the Cycle I reflection. Researchers improved the use of audio-visual media to make it more interesting and to increase student participation in learning. Cycle II learning was carried out in 3 lesson hours with the same time division, namely 3 x 35 minutes. Researchers prepared updated teaching modules and used the experience from Cycle I to improve learning to run more optimally and attract students' attention.

The implementation of Cycle II began with the researcher entering the classroom and greeting the students. After ensuring attendance, the researcher invited students to read the material for five minutes as a literacy activity before entering the core learning. After that, the researcher explained the differentiated learning model that would be used, namely by observing the video displayed through the projector and continued with group discussions. Each group was given a different task based on the choice of material they were interested in, which would then be presented in front of the class.

The researcher used the differentiation method in the implementation of learning by dividing students into groups based on the material they chose. Each group is asked to produce a discussion product in the form of comics, drama, or role play. This learning is also complemented by music games to increase students' enthusiasm. The music is played when the researcher throws the puppets to the groups. The group that gets the puppet has to present the result of their discussion in front of the class after the music stops.

After all groups finished presenting the results of their discussions, the researcher opened a question and answer session to deepen students' understanding. Students who did not understand were given the opportunity to ask, and answers from other groups were discussed together. The researcher also gave reinforcement to the material that had been learned, such as religious obligations after reaching the age of puberty, which includes the obligation to cover the aurat and pray.

After the question and answer session, the researcher conducted a test to measure student learning outcomes. The test was in the form of multiple choice questions designed to measure students' understanding of the material that had been learned. After the test was completed, the researcher asked students to collect the test results and analyze the results. The test results showed that 15 students reached the KKM, while 3 students still did not reach the expected minimum score.

The test results in Cycle II showed a significant improvement compared to Cycle I. In Cycle II, 83.3% of students reached the KKM, while only 16.7% of students had not reached the KKM. This shows that the use of more interesting audio-visual media and the use of differentiation methods had a positive impact on student understanding.

As part of the observation, the researcher asked the observer to assess the researcher's performance and students' activities during the lesson. The assessment was done using a scale from 1 to 4, where 1 means less, 2 is sufficient, 3 is good, and 4 is excellent. The observation results showed that in Cycle II, both researchers and students showed better performance compared to Cycle I, although there were some aspects that still needed to be improved.

Based on the test results, observations, and reflections conducted in Cycle II, it can be concluded that learning by using audio-visual media and differentiation approaches can improve student learning outcomes. However, although there has been a significant improvement, the expected result of 100% completeness has not been achieved, so the research will be continued to Cycle III to achieve better completeness.

DISCUSSION

This research, which was conducted in two cycles, aimed to improve the learning outcomes of fourth grade students of SDN 06 Padang Sawah through the application of audio-visual media in the differentiated learning model. The results of Cycle I showed that although there were some improvements that needed to be made, most students had not yet reached the KKM. Therefore, in Cycle II, researchers made improvements to the use of audio-visual media in the hope of increasing the effectiveness of learning and student participation.

In Cycle II, action planning was based on the reflection from Cycle I. Researchers noticed that the use of more interesting audio-visual media, as well as adjustments to the differentiated learning method, could have a positive impact on student learning outcomes. One important aspect that was improved was the selection of materials that were more varied and interesting for students, which was expected to foster student motivation to be more active in learning. In its implementation, audio-visual media is used to provide an interesting introduction before students conduct group discussions. Through the differentiation method,

students are given the opportunity to choose materials according to their interests, which are then developed in groups with products in the form of comics, dramas, or role plays.

The test results in Cycle II showed that 83.3% of students achieved the KKM, a significant improvement compared to Cycle I, where many students had not yet reached the completion mark. This reflects the successful use of audio-visual media and the differentiated approach in improving students' understanding and engagement. Nonetheless, 16.7% of students have not yet achieved the KKM, which indicates that there are some aspects that need to be improved to achieve more optimal results in the next cycle. This is in line with research by Suhadi (2018), which shows that the use of interesting learning media can improve student motivation and learning outcomes.

The implementation of the differentiation method, which involves content, process and product differentiation, is proven to have a positive influence on student learning outcomes. Content differentiation allows students to choose materials that match their interests, so they are more engaged in the learning process. Process differentiation, on the other hand, provides opportunities for students to learn in groups in a more collaborative way, while product differentiation accommodates various ways for students to express their understanding, whether through comics, drama or role-playing. These results are in line with the findings from Tomlinson (2001), who argues that differentiation in learning can increase student engagement and facilitate more effective learning.

However, despite the significant improvement in students' learning outcomes, there are still challenges to be faced, especially for students who have not reached the KKM. Some factors that may have influenced these results include differences in students' initial abilities, time constraints in implementing learning, and diversity in the way students absorb information. Therefore, the researcher plans to continue this research to Cycle III with an emphasis on improving more innovative ways to engage students who are still struggling in learning.

In addition, the observations made by the observer showed that although most students had shown good engagement, there were some students who were still passive in the learning process. This shows the importance of diversity in teaching strategies to cover all types of learners. Researchers will continue to strive to design more inclusive and diverse activities so that every student can get the maximum benefit from the applied learning.

CONCLUSION

This study shows that the use of audio-visual media combined with a differentiated learning model can improve the learning outcomes of fourth grade students of SDN 06 Padang Sawah. In Cycle II, 83.3% of students achieved the KKM, which is a significant improvement compared to the results in Cycle I. The application of differentiation in learning, which includes content, process and product differentiation, proved effective in improving student engagement and understanding.

Nonetheless, there were still 16.7% of students who had not achieved the KKM, indicating that further adjustments were needed to achieve it. This study also identified the need for variations in teaching strategies to accommodate the diversity of students' learning styles. Overall, the application of audio-visual media and learning differentiation can be an effective alternative to improve the quality of learning and student learning outcomes at the primary school level. This research will be continued in Cycle III to achieve higher completeness.

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