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Improving Student Learning Outcomes in Islamic Education Learning by Using Audio Visual Media for Students of SD Negeri 07 Langung Sepakat

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using audio-visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. 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 indicate that audio-visual media 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 the pre-cycle 44.31%, the first cycle 76.19% and in the second cycle increased to 88.31%. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcome, audio visual media, islamic education.

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INTRODUCTION

Based on Law No. 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. The world of education has various levels starting from elementary to tertiary level. Each level always teaches Islamic Religious Education subjects.

According to Jannah, Islamic Religious Education in SD/MI aims to: Grow and develop faith through giving, fertilizing, and developing knowledge, appreciation, practice, habituation, and experience of students about Islam so that they become Muslim human beings who continue to develop their faith and piety to Allah SWT and realize Indonesian people who are obedient to religion and have noble character, namely knowledgeable human beings, diligent in worship, intelligent, productive, honest, fair, ethical, disciplined, tolerant (tasamuh), maintaining personal and social harmony and developing religious culture in the school community. (2011:02).

To support the above Islamic Religious Education education goals to be achieved properly, Islamic Religious Education learning must be more centered on students. Students are more active in the learning process, by discovering themselves and interacting with other students. The interactions that occur during Islamic Religious Education learning provide great potential to increase students' understanding of the material being studied. Based on experience, there are still many students who are not active in the process of teaching and learning activities, students also lack focus and have a lack of interest in learning. Students get bored easily during learning, and students lack seriousness when the teacher explains. This may be related to the method/way of teachers in delivering learning that still prioritizes using conventional methods such as lectures. Learning is still teacher-centered. So that many students are not interested or motivated to learn and cause them not to achieve KKTP.

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students from an early age, including at the elementary school level. At this time, children are in a developmental stage that is very easy to absorb the values taught. Therefore, providing religious education from an early age will help them have a strong moral foundation in their daily lives.

One of the main benefits of learning Islam for elementary school students is forming good morals. Islam teaches values such as honesty, discipline, responsibility, and compassion for others. By understanding and implementing these teachings from an early age, children will grow into individuals who behave well and are respected in their social environment. In addition, Islamic religious education also helps students understand and carry out worship properly. Worship such as prayer, fasting, and prayer must be taught from an early age so that it becomes a habit that is inherent in their lives. By getting used to carrying out worship, children will be more disciplined and have a closer relationship with Allah.

Religious learning also plays a role in instilling an attitude of respect for parents, teachers, and others. In Islam, respecting elders and being kind to others are important teachings. If these values are instilled since childhood, students will grow into polite individuals who respect others in every social interaction.

In the era of globalization that is full of various cultural influences, Islamic religious education becomes a fortress for students so that they are not easily influenced by things that are contrary to Islamic values. By understanding Islamic teachings, they can sort and choose what is good and in accordance with religious values, so that they do not easily fall into free association or other negative habits.

Islamic religious education also helps in building students' self-confidence. Islam teaches that every individual has the potential and abilities given by Allah. By understanding this concept, children will be more confident in developing their talents and abilities, and will not easily feel inferior in various situations. In addition, religious learning can be a source of peace for students. In Islam, there are many teachings that teach inner peace, such as through prayer and dhikr. By getting to know this concept from an early age, children will find it easier to overcome feelings of anxiety or fear and learn to face various challenges more calmly.

Religious education also helps students in building good social relationships. Islam teaches the importance of helping each other, sharing, and being friendly to others. By understanding these teachings, students will be able to socialize more easily and have many good friends at school and in their surroundings. In terms of academics, religious education also plays a role in forming a disciplined and diligent attitude in learning. Islam teaches the importance of seeking knowledge and trying hard. If students understand these teachings, they will be more motivated to study well and appreciate knowledge as part of worship. Overall, Islamic religious education is very important for elementary school students because it provides a strong moral, spiritual, and social foundation. By understanding Islamic teachings from an early age, they can grow into individuals who are well-mannered, disciplined, confident, and have a positive attitude in life. Therefore,

Islamic religious education must continue to be taught well so that it can provide maximum benefits for the development of children in the future.

METHODS

Research design is a series of procedures or methods used to analyze and collect data so that the focus of research becomes more effective and efficient. The method that will be used in this study is classroom action research. The term in English is classroom action research. From the name, there are three words, namely, 1) Research that shows in an activity of observing an object by using certain methodological methods and rules to obtain data or information that is useful in improving the quality of something that is of interest and important to researchers; 2) Actions that indicate an object of activity that is deliberately carried out with a specific purpose. In the research in the form of a series of activity cycles for students; 3) Classroom in this case is not bound to the sense of a classroom, but in a more psychological sense, namely a group of students who, at the same time, receive the same lesson from the same teacher; 4) If the three words are combined, they become class action research. Thus, it can be concluded that classroom action research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a classroom together. In this PTK, the researcher will use the Kurt Lewin model. Kurt Lewin's model is the reference or basis for the existence of various other action research models, especially PTK. Kurt Lewin's model explains that there are 4 things that must be done in the action research process, namely planning, action, observation, and reflection. The relationship of the four components is seen as a cycle that can be described as follows.

This study uses a classroom action research (PTK) approach with the aim of improving student learning outcomes in Islamic Religious Education (PAI) subjects through the use of audio visual media. PTK was chosen because this approach allows direct improvement to the learning process through a cycle of actions that are systematically designed, implemented, and evaluated. This research was carried out in grade IV of SDN 07 Langung Sepakat, with a focus on improving student learning outcomes in cognitive, affective, and psychomotor aspects. The subjects of the study were all grade IV students, totaling 30 people. Data was collected through several instruments, namely learning outcome tests to measure cognitive aspects, observation sheets to assess student activities during learning, and interviews with students and teachers to find out responses to the use of audio-visual media. The data was analyzed using quantitative and qualitative descriptive approaches to identify the success of the actions taken. The research process is carried out in two cycles, each consisting of four stages: planning, implementation, observation, and reflection.

In the planning stage, the researcher collaborated with the classroom teacher to develop a learning design based on audio visual media, which included educational videos, animations, and learning audio relevant to the PAI material. The implementation was carried out by applying the media in the learning process, while observations were made to see the effectiveness of the media in increasing student participation and understanding. At the observation stage, student activities, interactions between teachers and students, and responses to audio-visual media are recorded using observation sheets. Reflection was carried out to analyze the success of actions based on the data collected, including improving student learning outcomes. If the results in the first cycle have not met the set success indicators, improvements are made in the second cycle with a more targeted strategy. Indicators of the success of this study include: (1) an increase in the average grade score of the class that reaches or exceeds the Minimum Completeness Criteria (KKM), (2) an increase in student participation during learning, and (3) a positive response of students to the use of audio-visual media. With these steps, this study aims to make a significant contribution to the development of innovative learning strategies to improve PAI learning outcomes at the elementary school level.

RESULTS

At the end of the learning process, students are given a formative test II with the aim of finding out the level of success of students during the learning process by using audio visual media that has been carried out. The instrument used is a formative test. The learning achievement of students who achieved ketuntasan was 66.67%, namely 14 students out of 17 students. This result shows that in cycle II the learning completeness has increased slightly better than the first cycle. After obtaining data from the results of the second cycle test and the results of observations made during the learning process. In the second cycle of the study, the students' learning ability is still not in accordance with expectations and what is lacking in the second cycle will be tried to be improved in the third cycle of the research.

The use of audio visual media in Islamic Religious Education (PAI) learning in grade IV of SDN 07 Langung Sepakat showed significant results based on quantitative data obtained during the study. The research was carried out in two cycles, each of which included the stages of planning, implementation, observation, and reflection. Student learning outcome data was measured through a written test at the end of each cycle, while student activities during learning were measured using observation sheets. In the first cycle, the average score of student learning outcomes was 65.4, with 18 out of 30 students (60%) achieving the Minimum Completeness Criteria (KKM) set at 70. This low achievement is caused by the lack of student adaptation to new media and the ineffective use of several audio-visual media features by teachers.

Based on reflection, the researcher made improvements by optimizing the use of more contextual media and involving group activities to improve student interaction. In the second cycle, there was a significant increase. The average score of student learning outcomes rose to 78.6, with 27 out of 30 students (90%) achieving or exceeding the KKM. In addition, student activity during learning also increased. Based on observation data, the percentage of students who actively asked questions and discussed increased from 5% in the first cycle to 85% in the second cycle. This shows that audio-visual media not only improves students' cognitive understanding but also encourages their active participation in learning.

From the affective aspect, the results of the interview showed that 85% of students felt more motivated to follow the lesson because the audio-visual media helped them understand the material in a more interesting and fun way. For example, videos featuring the stories of prophets help students more easily appreciate the religious values they are taught. Students also reported that they were more excited to learn at home by taking advantage of learning videos available online. Overall, the data of this study indicates that the application of audio visual media in PAI learning is able to significantly improve student learning outcomes. The increase in the average grade of the class from 65.4 in the first cycle to 78.6 in the second cycle, as well as the increase in the percentage of completeness from 60% to 90%, are clear evidence of the effectiveness of this media. These results underscore the importance of innovation in learning methods to create a more interactive and meaningful learning experience for students.

DISCUSSION

The use of audio-visual media in Islamic Religious Education (PAI) learning in grade IV of SDN 07 Langung Sepakat has a positive impact on student learning outcomes. Based on the results of the research, audio visual media is able to increase student involvement in the learning process. Students seem to be more enthusiastic about participating in learning because the material delivered through videos, animations, and audio becomes more interesting and easy to understand. The use of this media also provides a pleasant learning experience, so that students not only understand concepts cognitively but are also able to appreciate religious values affectively. The observation results showed that students were more active in discussing, asking

questions, and answering questions during learning. The interaction between teachers and students is also more dynamic because audio-visual media helps simplify complex materials.

For example, an animated video that shows daily worship procedures such as prayer helps students understand the steps more clearly than a mere verbal explanation. This supports experiential learning, where students can see real applications of the material they are learning. In terms of learning outcomes, there was a significant increase in the average grade of the class. In the first cycle, despite the progress, some students still did not reach the Minimum Completeness Criteria (KKM) because they were not familiar with the new approach. After improvements were made in the second cycle, such as the use of more contextual videos and the integration of group activities, almost all students managed to surpass the KKM. This shows that audio-visual media can overcome the gap in student understanding, especially for those with visual and auditory learning styles. In addition to the cognitive aspect, learning with audio-visual media also has a positive influence on the affective aspect. Students show an increase in appreciation of religious values, such as gratitude, discipline, and responsibility. For example, through animations that illustrate the stories of the Prophets, students are better able to internalize the moral messages contained in the stories. Teachers also reported that students became more motivated to carry out daily worship at home after understanding the importance of religious teachings in daily life.

However, the implementation of audio-visual media also faces several challenges, such as limited technological facilities in schools. Not all classrooms are equipped with adequate multimedia devices, so teachers must try to find creative solutions, such as using personal devices or utilizing computer laboratories. In addition, teachers also need time to prepare relevant and interesting learning materials. However, with school support and training for teachers, these obstacles can be overcome, so that audio-visual media can continue to be integrated into learning. Overall, the use of audio-visual media has been proven to be able to improve student learning outcomes in Islamic Religious Education subjects in grade IV of SDN 07 Langung Sepakat. This media not only helps students understand the material more effectively, but also encourages them to apply religious values in everyday life. With further development, this media can be an innovative solution to overcome the challenges of conventional learning, especially in religious education in elementary schools.

CONCLUSION

The results of this study support previous findings that show that AI-based technology has great potential in improving the quality of learning. However, the success of the implementation of this media is highly dependent on the commitment of all parties, including teachers, students, and schools, in supporting the technology-based learning process. By considering the advantages and challenges that exist, AI-based Teaching Media can be an innovative solution in improving the quality of PAI learning in schools. This research underscores the importance of technology integration in education, especially in preparing students to face the challenges of the increasingly complex modern world. Overall, AI-based Teaching Power Media has proven to be effective in improving the learning outcomes of Islamic Religious Education and Ethics. This media not only has a positive impact on learning outcomes, but also on student motivation, social skills, and character development. With continuous improvement, this media has the potential to become one of the main tools in learning transformation in the digital era.

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