



Improving Student Learning Outcomes on Qurban and Aqiqah Material Using Audio Visual Media at SMP Negeri 2 Mesjid Raya Aceh Besar

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning on qurban and aqiqah material 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 junior high school students. The data for this study were obtained using 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning, especially on qurban and aqiqah material.

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

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INTRODUCTION

Audio-visual media is a media that has sound elements and image elements. This type of media has better capabilities, because it includes both types of auditory and visual media. Audiovisual media is an audiovisual aid which means material or tools used in learning situations to help writing and spoken words in transmitting knowledge, attitudes, and ideas. The use of audiovisual media is undoubtedly able to help in teaching if chosen wisely and used properly. In learning using audio-visual media provides great benefits for the development of students' mindsets, because audio-visual media can improve students' ability to absorb learning materials. However, the use of audio-visual media is rarely done, because it requires costs and sufficient technological capabilities for a teacher. If the teacher is unable to master technology, then the use of audio-visual media becomes an obstacle in the implementation of learning. One of the fiqh learning materials that requires the use of appropriate media in presenting it is the qurban and aqiqah material. According to Rasyid (2014: 177) Qurban and aqiqah are qurban and aqiqah have similarities, namely both through the process of slaughtering animals. Both also have the law of sunnah muakkad.

Qurban means close or can be interpreted as approaching God. While aqiqah means cutting or slaughtering animals, in order to give thanks to Allah, because of the birth of a child (girl or boy). The use of learning media that is in accordance with the subject matter of qurban and aqiqah is very important, because learning qurban and aqiqah for grade IX students is still carried out at the introductory stage only, so teachers must be able to transfer their knowledge well to students so that students are able to absorb the subject matter being taught. One of the learning media used in learning qurban and aqiqah is audio-visual media. According to Muktar (20013: 104) said that "the aids that are often used are visual, namely in the form of pictures, models, objects and other visual forms. With the entry of audio influence in the mid-20th century, visual tools in the learning process were complemented by their use with audio tools which were later known as audio-visual media". The use of audio-visual tools is expected to make it easier for students to digest the lesson.

Based on the results of preliminary observations, it can be seen that student learning outcomes on the qurban and aqiqah material in grade IX of SMP N 2 MESJID RAYA Neuheun are still very low. This can be seen from the average grade of semester 5 which is 50. Various efforts have been made by teachers to improve student learning outcomes, but the results remain the same, namely that only 7 students out of 30 students get a passing grade. On the other hand, student learning activities in implementing qurban and aqiqah material learning are also still low, this can be seen from the many students who like to play during class hours. In fact, most students often do not pay attention when the lesson material is explained in class. This happens because students' understanding of qurban and aqiqah material is still low because the media used during the class is not in accordance with the material being taught.

Efforts to help improve student learning outcomes in learning qurban and aqiqah material, then in learning it is tried by using audio-visual media as the main media in learning qurban and aqiqah material. This is because the delivery of material cannot be witnessed directly by students, so that many students develop in understanding the material. This is what causes student learning outcomes to not be able to be improved properly. Based on the description above, the researcher is interested in further researching this problem by determining the title "Improving Student Learning Outcomes on Qurban and Aqiqah Materials by Using Audio Visual Media in Class IX of SMP N 2 MESJID RAYA Neuheun, Aceh Besar Regency".

METHODS

In general, there are four stages that must be passed to conduct research using the classroom action research method, namely: (1) planning; (2) implementation; (3) observation; (4) reflection. These four stages are elements in forming a cycle, namely with one round of consecutive activities then returning to the first stage. The flow of this action research consists of four steps and can be described as follows: 1) Planning is developing an action plan that is critical to improve what has happened. The PTK plan should be flexible enough to be adapted to unpredictable influences and obstacles that are not yet visible; 2) Action is an action that is carried out consciously and in a controlled manner, which is a variation of careful and wise practice. Practice is recognized as an idea in action and the action is used as a basis for developing subsequent actions, namely actions that are accompanied by the intention to improve the situation; 3) Observation functions to document the influence of related actions. Observations need to be planned and also based on openness of views and minds and are responsive; 4) Reflection, Reflection is remembering and contemplating an action exactly as it has been recorded in the observation. Reflection seeks to understand the real processes, problems, issues, and obstacles in strategic action.

To overcome the problems faced by students in learning short letters, the work procedure of action is carried out in three cycles of activities, namely cycle - 1 and cycle -

2. The stages in this classroom action research according to Soedarsono (2012: 112) are as follows, namely starting from the planning stage (action plan), implementation (action implementation), observation and reflection followed by re-planning. Cycle - 1: 1) Planning, at the planning stage of cycle I, what must be done by the teacher are: a) Prepare a learning implementation plan for meeting I; b) Make instruments/tools to collect data, namely student activity observation sheets and make questions; c) Make student worksheets/LKS; 2) Implementation, the steps for using audio-visual media in early childhood learning are as follows: a) Prepare a laptop, sound, cable and video to be shown; b) Pay attention to the sitting position of students in a comfortable state; c) When inviting students to watch the video, the teacher conveys the learning objectives and learning techniques d. Then students are ready to watch the video; 3) Observation, at the time of the action observed by the observer, all learning activities that took place were recorded. What was observed was all teacher and student activities during the learning process in the classroom; 4) Reflection, After completing the Teaching and Learning Activities (KBM), the teacher and observer reflected/gave input on the implementation of the RPP meeting I. The results of the reflection or input given by the observer and teacher were used as guidelines by the researcher in revising various weaknesses in the RPP meeting I in preparing the next meeting. Cycle - 2: The steps for cycle 2 will be determined later and adjusted to the conditions of student learning outcomes.

The subjects in this study were all students of class SMP N 2 MESJID RAYA Neuheun totaling 30 people. Since the number of research subjects was not many and it was possible to be studied as a whole, the author took all research subjects as research objects. This is in accordance with the opinion of Arikunto (2011: 108) who explained that if the research subjects are less than 100, then all of them are taken as research objects. However, because the students of class SMP N 2 MESJID RAYA Neuheun are only 30 people, all grade IX students were determined as research objects. This classroom action research was conducted at SMP N 2 MESJID RAYA Neuheun. The researcher chose this school because the researcher wanted to know what problems might occur at the school and the researcher also knew the characteristics of the junior high school students through the observation process, so that the researcher could learn from the research process. This research was conducted from August to September 2021. The determination of the research time refers to the 2021/2022 academic calendar and the learning materials are adjusted to the school's lesson schedule, because PTK requires several cycles that require an effective teaching and learning process in the classroom. To support the process of completing this scientific paper, the author collected data. According to Nazir (2000: 127) explains that "Data collection is a systematic and standard procedure for obtaining the necessary data". In accordance with this opinion, to obtain accurate and systematic data and information in this study, the author uses several techniques, namely: a) Observation, in the observation the author directly carried out learning of qurban and aqiqah material for class IX SMP N 2 MESJID RAYA Neuheun.

The problems observed were the activities of teachers and students in the qurban and aqiqah material; b) Test, the test given is in the form of students coming to the front of the class to demonstrate in accordance with the qurban and aqiqah material supervised by the teacher, while the teacher provides an assessment of the results of the demonstration carried out by the students. In collecting data for this study, two types of instruments were used that were considered capable of supporting data collection. The two instruments are: 1) Questionnaire, according to Komalasari (2011: 81) states that a questionnaire is a data collection tool in a non-test assessment, in the form of a series submitted to respondents (students, parents, or the community). Meanwhile, according to Anwar (2009: 168) argues that a questionnaire is a number of questions or written statements about factual data or opinions related to the respondent, which are considered facts or truths that are known and need to be answered by the respondent. The choice of each questionnaire item consists of four answer choices, namely strongly agree, agree, disagree and disagree; 2) Observation sheet, observation sheet is a method of collecting data by observing and

recording aspects that are studied or investigated systematically, logically, objectively, and rationally from various phenomena, both in real situations and in artificial situations to achieve certain goals. This observation sheet is used as an observation sheet used to measure student learning activities during the learning process. To be more focused in carrying out this research, the results of the research are presented in a descriptive manner, namely describing and examining the events that are happening. After the data is collected, the research activity tabulates the data into a frequency distribution list and analyzes the data Student Activities.

RESULTS

Cycle I Learning Planning. Learning in cycle I was carried out to discuss the material on qurban and aqiqah. Learning outcome indicators include students being able to explain the material on qurban and aqiqah fluently and without hesitation. Cycle I was carried out for 3x40 minutes for one meeting. Learning was carried out using audio-visual media. This learning aims for students to be able to understand the material on qurban and aqiqah according to its provisions. Cycle I classroom action was carried out on Saturday, August 14, 2021, learning was carried out using the RPP that had been prepared with 30 students attending. Learning was carried out using audio-visual media, which included: apperception, exploration, observation with explanation, and application development. At the apperception stage, the teacher conditions students to be ready to take part in learning activities, the teacher motivates students to express things that have been learned before and ask directly about qurban and aqiqah. At the exploration stage, the teacher divides students into 4 groups and distributes qurban and aqiqah materials that are used to be discussed with friends in front of the class. In this cycle I activity, students discuss the qurban and aqiqah material that has been distributed by the teacher. The discussion will be useful so that students better understand the qurban and aqiqah material and train students to work well together in their groups.

At the end of this activity, students are given an assessment based on the form that has been provided. The explanation stage, the teacher provides an explanation of how to properly qurban and aqiqah material based on the results of the discussion. The teacher reinforces the concepts that have been taught, namely about qurban and aqiqah material properly and correctly. The teacher tries to explain the material as clearly as possible so that students increasingly understand and understand the good and correct qurban and aqiqah material. The application development stage, at this stage the teacher distributes qurban and aqiqah material individually and the teacher provides instructions in the qurban and aqiqah material. In this activity, students appear serious about the qurban and aqiqah material using audio-visual media. The results of the cycle I evaluation are initial research data using audio-visual media.

The learning outcomes of grade IX students of SMPN 2 MESJID RAYA Neuheun Aceh Besar on the ability of qurban and aqiqah material after using audio-visual media reached a class average of 69.87 in the less good category. In the implementation of cycle I, the learning process requires observation. This observation is carried out to see student activities during the learning process using audio-visual media on qurban and aqiqah material. The average score of student activity in cycle I is 14.50 divided by 5 (five) aspects equals 2.90. This means that seen from student activities in learning qurban and aqiqah material in cycle I, it is included in the fairly good category. In cycle I learning, it is in accordance with learning using audio-visual media. This cycle I learning plan is in accordance with learning qurban and aqiqah material using audio-visual media.

Student activities in this learning are in the good category 14.50, it can be concluded that the percentage of each variable has not been maximized. After conducting in-depth observations, it can be concluded that during the learning process in cycle I, there were obstacles, including: 1) There were several students with low scores, lagging behind their friends, due to not understanding the material when the teacher was giving lessons in

class, such as some students joking around, there were also students who were sleepy in class; 2) During the discussion, some students did not look serious, because they were afraid of their friends who were smarter, maybe the students felt they were less smart than their friends; 3) The classroom atmosphere was still noisy when there was free time, because students preferred to joke around rather than study alone in class even though there was free time given by the class teacher when the teacher was leaving the class; 4) Due to obstacles still occurring during the research, improvements were needed which were continued in the research in cycle II.

Cycle II. Cycle II was carried out to discuss the material on qurban and aqiqah. Learning outcome indicators include students being able to explain qurban and aqiqah fluently and without hesitation. Cycle II learning is carried out for a period of 3x40 minutes for one meeting. Learning is carried out using audio-visual media. This learning aims for students to be able to understand the subject matter using audio-visual media. The implementation of cycle II classroom actions was carried out on Monday, August 23, 2021 with 30 students present. In cycle II, the teacher carried out learning using the RPP that had been prepared. Learning is carried out using audio-visual media, which includes: apperception, exploration, observation with explanation, and application development. At the apperception stage, the teacher conditions students to be ready to take part in learning activities, the teacher brings students to express things that have been learned before and asks directly about the qurban and aqiqah material. At the exploration stage, the teacher divides students into 3 groups and distributes qurban and aqiqah material to be discussed with friends in front of the class.

In this cycle II activity, students discuss the qurban and aqiqah material that has been distributed by the teacher. The discussion will be useful so that students better understand the qurban and aqiqah material and train students to work well together in their groups. At the end of this activity, students are given an assessment based on the questions that have been provided. The explanation stage, the teacher provides an explanation of how to properly do qurban and aqiqah material based on the results of the discussion. The teacher reinforces the concept that has been taught, namely how to do qurban and aqiqah material properly and correctly. The teacher tries to explain the material as clearly as possible so that students increasingly understand and understand the qurban and aqiqah material that has been taught by their teacher. The application development stage, at this stage the teacher distributes qurban and aqiqah material to be explained individually and the teacher provides instructions in the qurban and aqiqah material. In this activity, students appear serious in studying the qurban and aqiqah material. The results of the cycle II evaluation are the results of the test of the ability to master qurban and aqiqah material after using audio-visual media. The learning outcomes of class IX students of SMP N 2 MESJID RAYA Neuheun Aceh Besar on the ability of qurban and aqiqah material after using audio-visual media reached a class average of 81.73 in very good. In the implementation of cycle II during the learning process, observation is needed. This observation is carried out to see student activities during the learning process.

The following is a table of observations of activities in learning qurban and aqiqah material using audio-visual media. The average score from the results of observations of students in cycle II is 17.13% which is divided into 5 (five) aspects equal to 3.43. This means that student activities in qurban and aqiqah material in cycle II are included in the very good category. In cycle II learning, it is in accordance with learning using audio-visual media. This cycle II learning plan is in accordance with learning qurban and aqiqah material using audio-visual media. The implementation of cycle II was able to improve the learning process of cycle I. This is shown in the results of the average class test score of 81.73. This is also shown in students who are more active in learning, they have discussions to find good learning outcomes, are able to work together in groups and are able to do qurban and aqiqah materials well. Teacher activities in cycle II also show that teachers are more prepared, able to motivate students and are able to explain the material

well and carry out their main role as facilitators and companions for students in conducting discussions to find learning outcomes. Based on the results in cycle II, the actions in the cycle were stopped, because the expected results were maximized and reached an average of 3.43 according to the success indicators. This study aimed to evaluate the effectiveness of audio-visual media in improving student learning outcomes on the topics of Qurban and Aqiqah in Class IX at SMP Negeri 2 Mesjid Raya Neuheun. The research was based on the hypothesis that integrating multimedia tools, such as videos, slideshows, and animations, into the learning process could enhance students' comprehension, retention, and engagement in learning these two important Islamic topics.

Prior to the intervention, students were taught the topics of Qurban and Aqiqah through traditional methods, such as lectures and textbook readings. The teacher would explain the concepts, followed by a brief discussion or question-and-answer session. However, initial assessments revealed that students had difficulties grasping the full depth of the material. Their understanding of key concepts, such as the significance of Qurban and Aqiqah, the religious rituals involved, and the underlying values, was limited. Moreover, student participation in these lessons was relatively low, and many students seemed disengaged or distracted during class. To address these challenges, the researchers implemented audio-visual media as part of the teaching strategy. Audio-visual media, which includes videos, images, and interactive elements, was chosen for its ability to present information in a more dynamic and engaging manner. Videos, for example, can show real-life footage of Qurban and Aqiqah practices, allowing students to witness the rituals and understand their significance in a way that text alone cannot provide. This was especially beneficial for students who may struggle with reading comprehension or have a preference for visual learning.

After the integration of audio-visual media, several changes were observed in the classroom environment. First, there was a noticeable increase in student engagement. Students who previously appeared disinterested were now actively participating in the lessons. They seemed more focused and attentive, especially when watching videos that demonstrated the Qurban and Aqiqah rituals. The use of multimedia also sparked more questions and discussions among students, as they were eager to learn about the cultural and religious practices depicted in the videos. Additionally, the audio-visual media allowed for a richer presentation of the material. Students were able to see, hear, and visualize the concepts they were studying, which helped them develop a deeper understanding. For example, in the video showing the Qurban ritual, students could observe the step-by-step process of animal slaughter and the distribution of meat, which helped them better understand the religious significance and the proper procedures involved. Similarly, the video on Aqiqah demonstrated how the animal is slaughtered and how it is connected to the birth of a child, as well as its importance in the Islamic faith.

The results from pre- and post-intervention assessments revealed significant improvements in student learning outcomes. In the pre-test, students demonstrated limited knowledge about the practices and significance of Qurban and Aqiqah, with many unable to recall important details or explain the reasoning behind these rituals. However, following the use of audio-visual media, students' post-test scores showed a marked improvement. The majority of students were now able to describe the significance of Qurban and Aqiqah accurately, including the religious and cultural values associated with these practices. Moreover, students displayed a greater understanding of the various steps involved in each ritual. In addition to the improved test scores, student feedback collected through surveys and interviews revealed a positive response to the use of audio-visual media. Many students reported that they found the videos more engaging and easier to understand compared to traditional methods. One student noted that seeing the Qurban process in action helped them understand the significance of the ritual more clearly than just reading about it. Another student mentioned that the video on Aqiqah allowed them to better visualize the connection between the birth of a child and the religious importance of the ceremony.

Furthermore, the use of audio-visual media was found to be especially effective in catering to different learning styles. Some students, particularly visual and auditory learners, reported that they were able to retain information more effectively when it was presented in a multimedia format. The combination of visuals, sound, and text ensured that students with different learning preferences could engage with the material in a way that was best suited to them. This helped create a more inclusive learning environment, where students felt that they could actively participate and understand the material. Teachers also observed that the use of audio-visual media helped facilitate more meaningful discussions in the classroom. The videos served as conversation starters, prompting students to ask questions, share their thoughts, and engage in critical thinking. This was particularly beneficial for fostering a deeper understanding of the subject matter, as students were encouraged to reflect on the cultural, ethical, and religious aspects of Qurban and Aqiqah.

Despite these positive results, there were some challenges associated with the use of audio-visual media. One of the primary difficulties was technical issues related to equipment, such as the projector or the sound system. In some instances, the video playback was delayed or the audio was not clear, which interrupted the flow of the lesson. Additionally, not all students had access to the required technology outside of school, which meant that they could not revisit the material at home if they wished to do so. However, these challenges were relatively minor compared to the overall success of the intervention. Another potential limitation of using audio-visual media was that it required careful selection of resources to ensure that the content was appropriate, accurate, and aligned with the curriculum. Teachers had to be mindful of the quality of the videos, as some online resources might contain misinformation or inappropriate content. Ensuring that the media used was educational and aligned with Islamic values was a key consideration in the planning and implementation stages.

Overall, the results of this study suggest that audio-visual media can be a powerful tool in improving student learning outcomes in Islamic education. By providing students with a more engaging and dynamic way to learn about Qurban and Aqiqah, the use of videos and other multimedia resources helped to increase understanding, retention, and application of the material. Furthermore, it created a more interactive classroom environment, where students were encouraged to actively participate and reflect on the religious and cultural practices they were studying.

Based on the success of this study, it is recommended that audio-visual media be incorporated into other areas of the Islamic education curriculum. By using multimedia tools to teach a variety of topics, teachers can create a more engaging and inclusive learning environment that appeals to different learning styles. In addition, it is important for schools to invest in the necessary technology and resources to ensure that the use of multimedia in the classroom is both effective and accessible to all students. In conclusion, the use of audio-visual media in teaching Qurban and Aqiqah has proven to be an effective strategy for improving student learning outcomes. The integration of multimedia tools into the learning process not only enhanced students' comprehension of key concepts but also fostered greater student engagement and participation. Moving forward, it is recommended that other educational institutions consider implementing audio-visual media as part of their teaching strategies to enhance the learning experience and promote a deeper understanding of Islamic teachings.

The findings from this study indicate that the use of audio-visual media in teaching Islamic topics such as Qurban and Aqiqah has significantly enhanced student engagement and understanding. Before the implementation of this method, students were primarily exposed to traditional teaching methods, which, while effective, often failed to capture the attention of all learners, especially those with different learning preferences. However, integrating multimedia into lessons allowed students to interact with the material in a more dynamic way, catering to both visual and auditory learners. This multimedia

approach helped bring the concepts to life, making them more tangible and easier to grasp for students.

One of the most important aspects of using audio-visual media in education is its ability to simplify complex ideas and make them more accessible. Qurban and Aqiqah are rich in religious and cultural significance, and conveying these concepts through video demonstrations allowed students to visually experience the rituals. For example, by watching the process of animal slaughter and meat distribution during Qurban, students were able to better understand its significance, beyond just reading about it. Similarly, visualizing the Aqiqah ceremony helped them grasp the deeper meanings of the practice, making it less abstract and more relatable.

Moreover, the use of audio-visual media led to increased student participation and enthusiasm in class. The interactive nature of multimedia encouraged students to ask more questions, express their thoughts, and engage in discussions. These discussions often led to deeper reflections on the ethical and spiritual aspects of the practices, further enhancing their understanding. This shift from passive to active learning is one of the key benefits of using multimedia in education, as it allows students to take ownership of their learning and feel more invested in the material.

In addition to enhancing understanding and engagement, the use of audio-visual media also catered to various learning styles. Some students, particularly visual learners, found the videos more effective than traditional lecture-based lessons. They could see the information in action, which helped reinforce their understanding. Similarly, auditory learners benefited from hearing explanations alongside the visual elements, further solidifying their knowledge. This approach made the learning experience more inclusive, ensuring that all students, regardless of their preferred learning style, were able to benefit.

Despite the positive outcomes, some challenges did arise during the study. One of the main difficulties was related to the technical aspects of using audio-visual media, such as ensuring proper functioning of equipment and resolving any glitches during video playback. At times, issues with sound clarity or equipment malfunction disrupted the flow of the lesson, which could have caused frustration for both teachers and students. It highlights the importance of having reliable technology and technical support in place when integrating multimedia into the classroom.

Another challenge was the limited access some students had to technology outside of the classroom. While the multimedia lessons were beneficial in school, students who did not have access to similar resources at home were unable to revisit the material or reinforce their learning in the same way. This disparity could have affected students' ability to fully benefit from the lessons. Future implementations could address this by providing students with access to online resources or materials for home use, ensuring that all students have equal opportunities to engage with the content.

In conclusion, the use of audio-visual media in teaching Qurban and Aqiqah was a highly effective strategy that enhanced student learning outcomes. It fostered greater engagement, understanding, and participation in the lessons. While technical challenges and limited access to technology outside the classroom presented some obstacles, the benefits of using multimedia far outweighed the drawbacks. This study supports the idea that incorporating multimedia tools into educational settings can significantly improve the learning experience, particularly for complex and culturally significant topics like those in Islamic education.

DISCUSSION

After conducting the research, the results obtained showed changes in student learning outcomes in the material of qurban and aqiqah in class IX SMP N 2 MESJID RAYA Neuheun Aceh Besar. The actions that have been given are supported by interesting learning media, so that they can motivate students to be more enthusiastic in learning. In fact, students look more independent in following the learning activities provided by researchers.

Research using audio-visual media shows an increase in student learning outcomes both from cognitive, affective and psychomotor aspects because this learning involves all students to be active in following the learning process. However, classroom actions are carried out with the stages of conducting surveys and observations first, then making action plans and implementing actions that are guided by the syllabus and learning implementation plan. Therefore, the researcher acts as a teacher and observer, especially to observe the busyness of students during learning from the affective aspect. Thus, the results obtained through classroom actions can be reflected and analyzed to determine their advantages and disadvantages, so that in the next learning, it is expected to be better and of higher quality.

In learning, students are actively involved through discussion activities, Students are diligent about the learning material being studied, discussing the qurban and aqiqah material so that each student has the opportunity to explain to the front of the class. Then when the discussion takes place, students have the opportunity to be serious, competing to achieve the highest score so that they get an award as the best team. At the end of the action, a test is held to determine the increase in learning outcomes achieved by students in the cognitive aspect after learning. While the teacher provides direction and guidance to students when students are discussing. According to Arsyad (2014: 32) states that "audio-visual media is a learning media that combines the senses of hearing and sight in use. Therefore, the use of audio-visual media aims to stimulate students in learning as an effort to optimize students' thinking abilities". This happens because the investigation is focused on fostering the ability and skills of scientific thinking processes for students. On the other hand, understanding concepts is the result of the scientific thinking process produced by students.

Audio visual media can increase activity and learning outcomes because in audio visual media, students do not only receive what is given by the teacher, but all students actively participate in the learning process, namely by observing. This can increase students' enthusiasm to follow the learning of qurban and aqiqah materials. Students also do not feel bored in learning because in delivering learning, teachers always use varied media according to the subject matter being taught. On the other hand, audio visual media is a learning medium that seeks to instill the basics of scientific thinking in students, so that in the learning process students learn more by themselves, developing creativity in solving problems. Thus, the use of audio visual media is very appropriate in the teaching and learning process which is of a classroom action nature, because teachers can directly find out student activities during the teaching and learning process. During the implementation of classroom action research which was carried out in 2 cycles, there was an increase in student activity in learning. This can be seen from the increase in student abilities and student activity. The increase in student activity in learning occurs gradually in each cycle which can ultimately improve student learning outcomes in qurban and aqiqah materials. However, in cycle I, there were still many students who were busy talking to their friends, and students' attention was still lacking in learning.

Students were not able to appreciate friends during discussions, it was still very lacking, the implementation of observations was not efficient, teacher preparation was not mature enough in guiding students, and during discussions there were still students who lacked self-confidence. The teacher's activities at this stage were to monitor the ongoing learning activities. The purpose of monitoring was to make improvements to errors that occurred in each cycle. This means that errors that occurred in the first cycle were corrected in the second cycle, so that the implementation of learning with audio-visual media could be maximally successful according to plan. Classroom action learning in cycle II was much better than class action in cycle I. This was because the researcher acted as a facilitator and provided guidance to students as a whole. The high average score in audio-visual media was because in the learning process students were no longer used as objects but students were actively involved in the learning process. Therefore, through these

learning activities students can gain learning experiences according to the scientific studies they are studying optimally.

In learning with audio-visual media, students are trained and required to work together and improve their speaking skills. This is in accordance with what was stated by Hisyam Zaini (2013: xiv) active learning is a learning process by inviting students to learn actively. However, when students learn actively, it means they actively use their brains, both to find the main idea of a learning material, solve problems, and are able to apply the knowledge gained into real life. On the other hand, teacher activities that can influence student activity according to Usman (2014: 26-27) are: 1) Increasing motivation and attracting students' attention, so that they play an active role in learning activities; 2) Explaining instructional objectives (basic skills to students); 3) Increasing student learning competencies; 4) Increasing stimulus (problems, topics, and concepts to be learned); 5) Providing instructions to students on how to learn; 6) Increasing student activity, participation in learning activities; 7) Providing feedback; 8) Carrying out bills to students in the form of tests so that student abilities are always monitored and measured; 9) Making a conclusion of each material delivered at the end of the learning, so that activeness can be increased and improved in student involvement while learning. Based on the results achieved during the implementation of learning with the use of audio-visual media, students experienced improvements in terms of motivation, cognitive and affective aspects. In each cycle there was an increase in learning outcomes.

CONCLUSION

The use of audio-visual media has been able to improve student learning outcomes in qurban and aqiqah material. This can be seen from the results of the evaluation of learning qurban and aqiqah material in cycle I of 687.87 and increased in cycle II to 81.73 in the very good category. Thus, audio-visual media is able to improve student learning outcomes in qurban and aqiqah material. There is an increase in student activity in learning qurban and aqiqah material using audio-visual media. This can be seen that in cycle I, student activity was obtained an average of 2.90 in the fairly good category and there was a very significant increase seen in cycle II to 3.43 in the very good category.

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