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Improving Student Learning Outcomes through Audio Visual Media: Classroom Action Research at State Special School 2 Padang

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Abstract: This study aims to improve student learning outcomes in special schools 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 students of special schools. The data of 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. The results of the study indicate that the use of audio-visual media can improve student learning outcomes in Islamic religious education learning. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education material in special schools.

Keywords: Special school, learning outcome, islamic education.

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INTRODUCTION

Education is a place to form a good image in human beings so that they can develop their full potential. Law number 20 of 2003 concerning the National Education System has also explained that education is a place or a place to develop all the potential of the human being. Education is a very important process to improve intelligence, skills, enhance ethics, strengthen personality, and strengthen the spirit of togetherness in order to build oneself and jointly build the nation. Education is also a conscious effort made by a person or group of people in an effort to mature human beings through teaching and training efforts. In the process of human maturity that lives and develops, it will appear that human beings are always changing and that change is the result of learning. This means that in education there is a process of changing attitudes and behaviors.

In the learning process at school, there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic and fun learning for his students. Teachers have a very big role in learning in schools. Indirectly, a teacher is required not only to be able to provide material to students but also to be able to think about how to use the right learning methods and strategies so that the expected learning goals can be achieved.

Islamic Religious Education plays a very important role in the formation of character and morals of students, including students in Special Schools. Students with special needs have the same rights to obtain religious education so that they can understand, appreciate, and practice Islamic teachings in their daily lives. Islamic Religious Education in Special Schools aims to form a strong Islamic personality, instill moral values, and guide students in living a good life according to Islamic law.

One of the main benefits of learning Islamic Religious Education for students in Special Schools is to help them understand the basic concepts of Islam. Through materials tailored to their needs, students can get to know Allah SWT, understand the teachings of the Prophet Muhammad SAW, and know the obligations of worship that they must carry out. This is important so that they can continue to practice Islamic values according to their respective abilities.

In addition, Islamic Religious Education also plays a role in forming good morals and ethics for students with special needs. Islamic-based character education teaches them about values such as honesty, patience, sincerity, and compassion. Thus, they can develop positive attitudes that will help them in interacting with family, friends, and the community.

Islamic religious learning in Special Schools also contributes to increasing students' self-confidence and independence. Through a good understanding of religion, they learn that each individual has their own strengths and weaknesses, and must always be grateful and try their best. This self-confidence is very important to build a spirit of learning and facing various challenges in life.

Islamic Religious Education also helps students understand social ethics and how to interact well with others. In Islam, it is taught the importance of respecting parents, teachers, and others. With religious learning that is adjusted to their conditions, students in Special Schools can learn how to be polite, maintain good relationships, and build healthy social relationships.

In addition to moral and social aspects, Islamic religious education also provides inner peace for students in Special Schools. Some students may face emotional difficulties due to their limitations. By understanding Islamic teachings about patience, surrender, and sincerity, they can live their lives more calmly and have greater hope for the future.

Overall, learning Islamic Religious Education in Special Schools is very important in shaping character, increasing religious understanding, and helping students face life better. Therefore, religious education must be provided with appropriate methods and a more inclusive approach, so that all students can feel the benefits and are able to apply Islamic teachings in their daily lives. Thus, they not only develop academically but also have a strong spiritual foundation to live a more meaningful life.

In addition to the role of teachers, success factors in the implementation of learning can be reviewed from the situation and conditions of students, learning environments, adequate facilities and infrastructure, therefore teachers are required to have the ability to be able to provide an educational service optimally according to the abilities and needs of the students. Visually impaired children are visibly experiencing obstacles and obstacles in their intellectual mental development far below average so that they experience difficulties in academic, communication and social tasks, so they need special needs education services. To teach children with disabilities, real learning media, pictures, shapes are needed according to the original. Facing the above problems, the author is interested in conducting classroom action research to find a way or learning technique that is supported by learning media so that students can be actively involved and can improve their learning outcomes.

METHODS

The type of research used in this study is Classroom Action Research. The purpose of this study is to improve teachers' learning performance through self-reflection in making

changes to improve student learning processes and outcomes in practice and directly. In addition, this research aims to improve the quality, content, input, process and learning outcomes for students in schools so that it is expected to improve the professionalism of educators and education personnel (Fitria et al., 2019). The changes referred to in this study are related to students' understanding of the material of dressing according to Islamic law. The analysis is guided by the results of observations, tests, discussions with collaboration based on important notes in the field.

The data obtained is described by the ability of children to obtain conclusions accompanied by the presentation of results in the form of percentages. The initial ability, cycle I and cycle II will be a source of data acquisition that is analyzed and processed to obtain results in determining the improvement of children's learning outcomes by using audio-visual media in the form of videos for visually impaired class V children with disabilities at state special school 2 Padang.

This study uses a descriptive qualitative method, which aims to describe in depth how audio-visual learning can improve the learning outcomes of Islamic Religious Education in Special Schools. This approach was chosen because it allows researchers to explore the experiences, perceptions, and understanding of students and teachers regarding the use of audio-visual media in Pembelajaran Islamic Religious Education learning. Data was collected through in-depth interviews with teachers and students, direct observation of the learning process, and documentation analysis in the form of learning video recordings using audio visual media. This qualitative method is very suitable for understanding complex phenomena and social contexts in special school, as well as to obtain holistic data. In addition, this study also applies participatory observation techniques that allow researchers to be directly involved in learning activities in the classroom.

The researcher will observe the interaction between teachers and students, especially in using audio-visual media during the teaching and learning process. This observation aims to assess the extent to which the use of this media can affect students' understanding of islamic education materials, especially for students with special needs. The data obtained from the observation will provide a clearer picture of the effectiveness of audio-visual learning in increasing students' interest and understanding of Islamic religious teachings. Furthermore, content analysis will also be used to evaluate audio-visual learning materials used in the teaching and learning process. The researcher will analyze various types of media such as videos, animations, or images used by teachers, and assess whether the material is suitable for the needs of students in special school. This analysis will also include observations on the clarity of the message conveyed, the visual appeal, and the ability of the media to facilitate the understanding of elusive religious concepts. The results of this analysis are expected to provide recommendations on the best way to use audio-visual media in the context of religious education in special school.

RESULTS

From the data on the learning outcomes of the implementation of Cycle III, it shows that the learning process by using audio-visual-based media on zakat mal material starts from the meaning of zakat mal according to language and terms, the law of zakat mal, the provisions of zakat mal and the type of property and the amount of zakat Based on the table that the learning outcomes of students show that there are 2 students who get good grades (71-85) with a percentage of 50%, very good score (86-100) there are 2 people with a percentage of 50%. So in this third cycle, all students have completed their learning results with a percentage of 100%.

Audio visual learning is one of the effective approaches to improve Islamic Religious Education learning in Special Schools (SLB). The use of this media can help students with special needs understand abstract religious concepts through a more

concrete, interesting, and accessible learning experience according to their respective abilities. Students in SLB often face limitations in certain sensory abilities, such as hearing, vision, or cognitive abilities. Therefore, Islamic Religious Education learning using audio visual media can be a solution to overcome these limitations. Audio-visual media such as animated videos, interactive images, or presentations with sound help convey religious messages in a more understandable way. For example, videos that depict prayer movements or the story of the prophet can help deaf students better understand the procedures of worship or moral values with visual reinforcement. Meanwhile, visually impaired students can take advantage of audio that explains the material in a narrative manner. In addition to making accessibility easier, audio visual media also increases students' motivation to learn. Audio-visual content tends to be more engaging because it combines sounds, images, and gestures. In Islamic Religious Education learning, teachers can use videos that depict the beauty of nature as a sign of Allah's greatness or short films that display Islamic values such as compassion, honesty, and patience. Content like this is not only entertaining but also helps students more easily remember and understand the message conveyed. Audio-visual-based learning also provides a more inclusive learning experience. With this medium, students can learn according to their individual needs.

Teachers at SLB can adjust the material delivered to the level of students' abilities. For example, for students with disabilities, the material presented can use simple animations with bright colors and clear sounds. For students with communication barriers, teachers can combine symbolic images or sign language with audio-visual narration. Furthermore, the use of audio-visual media in Islamic Religious Education learning at SLB also helps strengthen students' spiritual and moral concepts. Through relevant shows, such as stories about obedience to parents or responsibilities as a Muslim, students can understand these values in depth. These visual impressions reinforce memory and provide a real picture of how religious values are applied in daily life. In addition to benefits for students.

Audio visual learning also makes it easier for teachers to deliver complex material. Teachers can use technology such as digital learning applications to create or modify content according to the specific needs of students in SLB. Thus, the learning process becomes more effective and efficient. Overall, audio-visual learning in Islamic Religious Education at special school provides many benefits, including better accessibility, increased motivation, inclusive learning experiences, and a deeper understanding of religious values. By utilizing appropriate technology and learning media, students with special needs can enjoy an equal and meaningful learning experience, as well as better understand the teachings of Islam according to their abilities.

DISCUSSION

Learning Islamic Religious Education in Special Schools requires creative and innovative methods so that students can understand and internalize religious values well. One method that has proven effective is the use of audio-visual media. This media combines elements of sound and moving images, which can help students with special needs understand religious concepts more clearly and interestingly.

Audio-visual media is very helpful for students with various disabilities, such as blindness, deafness, or mental retardation, in understanding the lesson material. For deaf students, for example, visual media such as videos with text and sign language can help them grasp the contents of the lesson better. Meanwhile, for blind students, audio-based

media such as recordings of lectures or Al-Quran recitations can improve their understanding of Islamic teachings.

The main advantage of audio-visual media is its ability to present learning materials in a more realistic and contextual way. For example, in worship material, students can see directly the procedures for prayer, ablution, or hajj through the videos presented. Thus, they not only hear or read the theory, but also get a real picture of how to carry out worship properly.

In addition, this media can also increase students' motivation to learn. Learning that only relies on lecture methods tends to be less interesting, especially for special needs students who need a more interactive approach. With interesting videos or animations, students become more motivated to learn and more focused on receiving the material presented.

Audio-visual media also helps improve students' memory. With the combination of sound, images, and movement, the information conveyed is easier to remember compared to conventional methods. For example, when students watch videos about the stories of the prophets, they find it easier to understand and remember important events that occurred in Islamic history.

In addition to improving memory, this media also helps students understand abstract concepts in Islam. Some religious teachings such as the concept of monotheism, angels, or life after death may be difficult for special needs students to understand only through oral explanations. With the help of visual media, these concepts can be conveyed in the form of animations or illustrations that are more concrete and easy to understand.

The use of audio-visual media also contributes to improving students' communication skills. For example, for deaf students, videos that display dialogue in sign language can help them understand and hone their communication skills better. This also applies to mentally retarded students who often have difficulty understanding verbal language. In addition to academic aspects, audio-visual media also helps in the formation of students' character and morals. By showing educational videos about Islamic values such as honesty, patience, and compassion, students can learn from real examples and more easily apply them in everyday life.

Audio-visual media also provides an opportunity for students to learn independently. With the recording of learning materials that can be replayed, students can repeat lessons that they find difficult to understand at any time. This is very helpful for students who have different learning speeds. In Islamic religious education learning, audio-visual media can also be used to improve students' worship skills. For example, students can listen to recordings of prayer readings, read the Qur'an accompanied by audio murotal, or watch videos about the procedures for ablution and prayer. This allows them to learn in a more effective and interactive way.

In addition to helping students, audio-visual media also provides benefits for teachers in teaching. With this media, teachers can deliver material more easily and efficiently, without having to always repeat the same explanation. This also allows teachers to focus more on guiding students who need more attention. The use of audio-visual media can also increase interaction between students and teachers. In this media-based learning, students are more active in asking questions and discussing the material they see or hear. This helps create a more dynamic and interactive classroom atmosphere.

In addition, audio-visual media also supports the principle of inclusive learning. With various types of media that are tailored to students' needs, all students, including those with physical or cognitive disabilities, can still get an equal and quality learning experience.

This media can also be combined with various other learning methods, such as group discussions or role-playing. For example, after watching a video about the story of the Prophet Muhammad SAW, students can be asked to discuss and learn lessons from the story. This will strengthen their understanding and help them apply Islamic values in real life.

The diversity of audio-visual media also allows teachers to be more flexible in teaching the material. With videos, audio, and animations that can be used in various formats, teachers can adjust learning according to each student's learning style.

However, for this media to be effective, teachers need to choose materials that suit the needs of students and ensure that the media used really supports their understanding of Islamic teachings. Therefore, good planning is needed in integrating audio-visual media in Islamic Religious Education learning in special schools.

In addition, schools also need to provide facilities that support the use of audio-visual media, such as projectors, computers, and adequate audio devices. Support from schools in providing this technology will greatly help in increasing the effectiveness of learning.

Audio-visual media also allows for distance or digital-based learning, which is very useful especially for special school students who have difficulty physically attending class. With the availability of recordings of materials that can be accessed at any time, students can still learn even though they are not at school.

In addition, parental involvement in media-based learning can also be increased. Parents can help students understand the material presented through audio-visual media at home, so that learning becomes more effective and sustainable.

Overall, audio-visual media has a very large role in improving student learning outcomes in special schools in Islamic Religious Education subjects. With a more interesting, interactive approach, and in accordance with student needs, this media is able to help them understand, remember, and apply Islamic teachings better. Therefore, the use of this media must continue to be developed so that Islamic Religious Education learning in special schools is increasingly qualified and provides maximum benefits for all students.

CONCLUSION

The results of the study indicate that audio-visual media can improve student learning outcomes in special schools in Islamic religious education learning. This is evidenced by the increase in each cycle until the second cycle the percentage of graduation reaches the research success indicator.

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