

KOPELMA: Scientific Journal of Education and Teaching

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Volume 1 (2) 94 – 100 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/kopelma>

Application of Audio Visual Media in Efforts to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 2 Kecamatan Kapur IX

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using audio-visual learning media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high 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 learning 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 46.71%, the first cycle 68.39% and in the second cycle it increased to 87.66%. Thus, the use of audio-visual learning media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Audio visual media, learning outcome, islamic education.

Received August 15, 2024; **Accepted** October 2, 2024; **Published** December 31, 2024

Citation: Enggeni, E. (2024). Application of Audio Visual Media in Efforts to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 2 Kecamatan Kapur IX. *KOPELMA: Scientific Journal of Education and Teaching*, 1(2), 94–100.

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INTRODUCTION

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. In general, education can be interpreted as a human effort to foster their personality in accordance with the cultural values that exist in society. In Indonesia, the role of education aims to form a perfect human being, as stated in SISDIKNAS Chapter II Article 3 as follows.

"National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. In line with the purpose of national education, Islamic religious education also has the same purpose, this can be seen in the words of Allah in Surah Ali-Imran verse 102, which means: O you who believe, fear Allah

truly fear Him; and never die except in the state of Islam. (Qs. Ali-Imran: 102) The purpose of Islamic religious education is to shape and foster human morals, both children and adults, towards noble ethics as servants of Allah and towards fellow humans (the environment). Education has a strategic role in shaping a competent generation both intellectually, emotionally, and spiritually. In the subject of Islamic Religious Education, learning not only focuses on mastering religious concepts, but also on internalizing Islamic values in daily life. However, the reality in the field often shows that Islamic Religious Education learning has not been fully able to meet these goals. In class X E1 SMAN 2 Kec. Kapur IX District, the dominant PAI learning problem is the low learning outcomes of students. Based on preliminary data obtained through the results of daily tests and interviews with subject teachers, only a small percentage of students achieved the Minimum Completeness Criteria (KKM). Observations in the classroom show that students tend to be less enthusiastic, have difficulty concentrating, and lack understanding of material about Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2008.

Sinar Grafika, Jakarta. This is allegedly due to the use of conventional learning methods, such as lectures, which do not involve students actively and are not able to provide a pleasant learning experience. In addition, another factor that affects low learning outcomes is the lack of use of supportive learning media. The learning carried out so far tends to be monotonous and underutilizes technology that is relevant to the needs and characteristics of today's students. In fact, students today are more familiar with digital media, such as video, animation, and interactive audio, which can help them understand the material in a more engaging and easy-to-understand way. One of the solutions that can be applied to overcome this problem is to utilize audio-visual media in learning.

Audio-visual media, such as learning videos, animations, or interactive audio, have the ability to convey information in a more concrete, engaging, and effective way. The use of this media can stimulate students' attention, increase their involvement in the learning process, and help them better understand abstract concepts in Islamic Religious Education materials⁴. This research focuses on the application of audio-visual media in PAI learning in class X E1 SMAN 2 Kec. Kapur IX District. By using this media, it is hoped that there will be an increase in student interest in learning, material understanding, and learning outcomes. In addition, this research also aims to provide innovative solutions for teachers in developing learning strategies that are more effective and relevant to the needs of current students. Through this research, it is hoped that there will be a contribution to improving the quality of PAI learning, both in terms of teaching methods, the use of educational technology, and overall student learning outcomes.

Thus, this effort not only answers the problems in class X E1, but also provides inspiration for the application of similar methods in other classes. Therefore, this study was conducted to evaluate the effectiveness of Audio-Visual Media in improving the learning outcomes of PAI students in class X E1 SMAN 2 Kec. Kapur IX District. By using this media, it is hoped that the learning outcomes of Islamic religious education students in class X.E1 will increase to be more inclusive and foster the enthusiasm of students. So the author is interested in conducting research with the title: "Penerapan Media Audio-Visual dalam Meningkatkan Pemahaman Siswa terhadap Dampak Pergaulan Bebas di Kelas X. E1" SMAN 2 Kec. Kapur IX".

METHODS

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. In general, education can be interpreted as a human effort to foster their personality in accordance with the cultural values that exist in society.

In Indonesia, the role of education aims to form human beings with perfect personalities, as stated in SISDIKNAS Chapter II Article 3 as follows: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. In line with the purpose of national education, Islamic religious education also has the same purpose, this can be seen in the words of Allah in Surah Ali-Imran verse 102, which means: O you who believe, fear Allah truly fear Him; and never die except in the state of Islam. (Qs. Ali-Imran: 102) The purpose of Islamic religious education is to shape and foster human morals, both children and adults, towards noble ethics as servants of Allah and towards fellow humans (the environment). Education has a strategic role in shaping a competent generation both intellectually, emotionally, and spiritually. In the subject of Islamic Religious Education, learning not only focuses on mastering religious concepts, but also on internalizing Islamic values in daily life. However, the reality in the field often shows that PAI learning has not been fully able to meet these goals. In class X E1 SMAN 2 Kec. Kapur IX District, the dominant PAI learning problem is the low learning outcomes of students.

Based on preliminary data obtained through the results of daily tests and interviews with subject teachers, only a small percentage of students achieved the Minimum Completeness Criteria. Observations in the classroom show that students tend to be less enthusiastic, have difficulty concentrating, and lack understanding of material about Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2008. Sinar Grafika, Jakarta. This is allegedly due to the use of conventional learning methods, such as lectures, which do not involve students actively and are not able to provide a pleasant learning experience. In addition, another factor that affects low learning outcomes is the lack of use of supportive learning media. The learning carried out so far tends to be monotonous and underutilizes technology that is relevant to the needs and characteristics of today's students. In fact, students today are more familiar with digital media, such as video, animation, and interactive audio, which can help them understand the material in a more engaging and easy-to-understand way. One of the solutions that can be applied to overcome this problem is to utilize audio-visual media in learning. Audio-visual media, such as learning videos, animations, or interactive audio, have the ability to convey information in a more concrete, engaging, and effective way. The use of this media can stimulate students' attention, increase their involvement in the learning process, and help them better understand the abstract concepts in the PAI material. This research focuses on the application of audio-visual media in Islamic religious education learning in class X E1 SMAN 2 Kec. Kapur IX District.

By using this media, it is hoped that there will be an increase in student interest in learning, material understanding, and learning outcomes. In addition, this research also aims to provide innovative solutions for teachers in developing learning strategies that are more effective and relevant to the needs of current students. Through this research, it is hoped that there will be a contribution to improving the quality of PAI learning, both in terms of teaching methods, the use of educational technology, and overall student learning outcomes. Thus, this effort not only answers the problems in class X E1, but also provides inspiration for the application of similar methods in other classes.

Therefore, this study was conducted to evaluate the effectiveness of Audio-Visual Media in improving the learning outcomes of PAI students in class X E1 SMAN 2 Kec. Kapur IX District. By using this media, it is hoped that the learning outcomes of Islamic Religious Education students in class X.E1 will increase to be more inclusive and foster the enthusiasm of students. So the author is interested in conducting a research with the title: "The Application of Audio-Visual Media in Improving Student Understanding of the Impact of Promiscuity in Class X. E1" SMAN 2 Kec. Kapur IX".

RESULTS

The research that has been carried out is a classroom action research. The researcher was assisted by colleagues. There are five stages in this study, namely planning, action, observation, and reflection. Before conducting the research, the researcher made observations first so that he got a pre-cycle average that still did not meet the completeness value.

In carrying out the research, the researcher was assisted by a partner or colleague, namely Wilda Gustia Pratiwi, S.Pd as a teacher of SMAN 2 Kec. Each research cycle has five stages, namely: planning, implementation, observation, reflection. The results of each cycle are used as a reflection to improve the results in the next cycle. Before conducting the study, the researcher collected pre-cycle values. Pre-cycle scores were collected from the results of teacher and student observations on the first observation made before the study. From the results of the pre-cycle, the average percentage of student ability activity was 30%. The results show that the average score of students' ability has not reached the research success indicator score, which is 70%. This result also concludes that the learning outcomes of PAI in class X. E1 SMAN 2 Kec. Kapur IX are still low.

Based on the average score per aspect of the assessment Based on the research in cycle II, the results of observations by teachers and students about PAI Learning using audio visual media for students in class X.E1 SMAN 2 Kec. Kapur IX show that students' abilities have been categorized as high. In this second cycle, question and answer skills have made significant progress compared to previous cycles. In this second cycle, the percentage of student abilities has increased compared to the previous cycle, the increase has reached the success indicator of 70%. Average. the percentage of students' ability to learn in cycle II is 73.46%, which means that the average student's ability has reached the success indicator.

The positive response from students to audiovisual media can be seen from their increased participation and involvement in the learning process. Materials delivered through videos, animations, or simulations make it easier for students to remember and understand the concepts taught. In addition, the results of the evaluation showed an increase in the average score of students in the Islamic religious education exam which reflects the effectiveness of this media in supporting learning. Although it provides many benefits, the application of audiovisual media also faces several obstacles, such as limited technological facilities in schools and teachers' skills in managing media. This obstacle needs to be overcome through teacher training, procurement of supporting infrastructure, and collaboration with external parties to create better quality teaching materials.

With adequate support, these challenges can be overcome so that the application of audiovisual media can run optimally. Overall, audiovisual media is an effective learning innovation to improve the quality of religious education at SMAN 2 Kapur IX sub-district. This media not only helps students understand the material, but also instills religious values that are relevant to daily life. By continuing to be developed and supported, the use of audiovisual media is expected to have a long-term positive impact on the formation of character and the quality of student education.

DISCUSSION

The use of audiovisual media in learning is currently one of the effective methods to improve student learning outcomes. This media is able to present information in an interesting way by combining sound elements and moving images. In the context of Islamic Religious Education (PAI) learning at SMAN 2 Kapur IX District, audiovisual media provides a more interactive learning experience, making it easier for students to understand the material. This is important because PAI not only teaches religious knowledge, but also instills moral values that require a creative approach in its delivery. Audiovisual media has an important role in creating varied learning. The use of this media

helps teachers convey abstract material to be more concrete and easy to understand. In PAI subjects, concepts such as morals, worship, and Islamic history can be explained more vividly through animation, video, or simulation. Thus, students can relate the material taught to daily life, which ultimately improves the understanding and application of Islamic values. Before the implementation of audiovisual media, PAI learning at SMAN 2 Kapur IX tended to use lecture and textbook methods. This makes students less enthusiastic and has difficulty understanding the material in depth.

Some students also consider PAI as a mere memorization subject, so it is less interesting to learn. This condition is a challenge for teachers to find ways to make PAI learning more interesting and relevant for students. The implementation of audiovisual media at SMAN 2 Kapur IX is carried out in stages. Teachers began to utilize learning videos, animations, and audio recordings to convey material. For example, in learning Islamic history, students are invited to watch documentary videos about the development of Islamic civilization. Likewise in moral material, teachers use video simulations that illustrate the application of Islamic values in daily life. This process is adjusted to the student's ability and the infrastructure available in the school. Students showed a positive response to the use of audiovisual media. They feel more interested and motivated to learn. The presentation of interactive material makes it easier for students to understand and remember information. This can be seen from the enthusiasm of students when discussing and answering questions related to the material presented through video.

In addition, students become more active in the learning process, both in questions and answers and group activities. The application of audiovisual media significantly improves student learning outcomes. The results of the evaluation showed an increase in the average score of students in the Islamic Religious Education exam. In addition, students become more active in the learning process and are able to apply the values learned in daily life. This success can not only be seen from the cognitive aspect, but also from the change in students' attitudes and behaviors for the better. The main advantage of audiovisual media is its ability to present more interesting and easy-to-understand information. This media also facilitates multisensory learning, so that students who have visual and auditory learning styles can be accommodated. In addition, the use of this media helps students to develop critical thinking skills through video analysis and discussions. With an engaging approach, students are more eager to learn and actively participate in learning. However, the application of audiovisual media also faces several obstacles, such as limited technological facilities in schools, lack of teachers' skills in managing media, and limited time to prepare audiovisual-based teaching materials.

Therefore, support from various parties, including school management, is needed to overcome these obstacles. Good cooperation between teachers, students, and the school is the key to the success of the implementation of this media. To optimize the application of audiovisual media, schools can provide training to teachers to be more skilled in utilizing technology. In addition, the school also needs to improve supporting infrastructure, such as providing projectors, computers, and internet access. Collaboration with external parties, such as educational media developers, can also be a solution to improve the quality of learning. Thus, audiovisual media can be used optimally to support Islamic Religious Education learning. The application of audiovisual media in SMAN 2 Kec. Kapur IX has been proven to improve student learning outcomes in PAI subjects. This media is able to create a more interesting, interactive, and meaningful learning atmosphere. With adequate support, the use of audiovisual media can be one of the effective learning innovations to improve the quality of religious education in schools. This is expected to have a long-term positive impact on the development of students' character and religious understanding.

CONCLUSION

Based on the results of the research and discussion, several conclusions can be drawn, including: 1) Learning using audio visual media can improve learning outcomes in students in class X.E1 SMAN 2 Kec. 2) Factors that affect the improvement of learning quality are learning by using images and videos. The following is the conclusion of the discussion about the application of audiovisual media to improve the learning outcomes of Islamic Religious Education at SMAN 2 Kapur IX District: The application of audiovisual media in Islamic religious education learning at SMAN 2 Kapur IX District has been proven to have a positive impact on the student learning process and outcomes. This media is able to present material in an interesting, interactive, and easy-to-understand manner. By combining sound and visual elements, audiovisual media not only helps students understand abstract concepts, but also increases their motivation and enthusiasm in learning. This makes learning Islamic religious education more varied and not monotonous.

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