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Improving Learning Outcomes in Islamic Education Learning Using Audio Visual Media at SMP Negeri 3 Rao

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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 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 51.71%, the first cycle 76.39% and in the second cycle it increased to 85.66%. Thus, the use of audio-visual 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.

INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping students' character. In the context of national education, PAI aims to build a generation that is not only intellectually intelligent, but also has strong morals and spirituality. This is in accordance with Law Number 20 of 2003 concerning the National Education System, which emphasizes that education functions to develop abilities and shape the character and civilization of a dignified nation. In this case, PAI is an important foundation in forming students who believe in and fear God Almighty. however, the challenges in learning PAI are increasingly complex along with the times. One of the problems that often arises is the low interest and learning outcomes of students in PAI subjects. This can be caused by various factors, such as less varied learning methods, lack of use of interesting learning media, and lack of student involvement in the learning process. According to Arends (2008), effective learning requires strategies that are able to attract students' attention and motivate them to actively participate. Therefore, innovation is needed in the learning process to improve the quality of PAI learning. One of the methods that can be used to improve student learning outcomes is the use of audio-visual media.

Audio visual media is a learning tool that combines sound and image elements, so that it is able to present information in a more interesting and easy-to-understand manner. According to Heinich et al. (2002), audio-visual media can increase students' attention, make it easier to understand concepts, and provide a more enjoyable learning experience. The use of this media is also in line with the theory of constructivist learning, which emphasizes the importance of hands-on experience in the learning process.

Research shows that the use of audio-visual media can have a positive impact on student learning outcomes. For example, research conducted by Mayer (2009) revealed that learning with audio-visual media is able to increase information retention by up to 60% compared to conventional methods. This is due to the ability of audio-visual media to present information visually and auditorily, making it easier for students to remember. In addition, this media also allows students to learn according to their learning style, be it visual, auditory, or kinesthetic. In the context of PAI learning, the use of audio-visual media is very relevant because it can help students understand abstract concepts, such as moral and religious values.

For example, through animated videos or short films, students can see concrete examples of the application of Islamic values in daily life. This not only makes it easier for students to understand, but also provides inspiration and motivation to practice these values. In line with that, Sudjana and Rivai (2011) stated that audio-visual media can enrich students' learning experience, increase learning motivation, and strengthen conceptual understanding. SMPN 3 Rao, as one of the educational institutions in Pasaman Regency, also faces challenges in improving student learning outcomes, especially in PAI subjects. Based on the results of initial observations, it is known that the learning outcomes of students in PAI material still do not reach the expected standards. One of the reasons is that the learning method is still dominated by lectures and does not involve students actively. This condition requires innovative solutions to improve the quality of learning and student learning outcomes. The use of audio-visual media in PAI learning is expected to be an effective solution to overcome these problems. With this media, teachers can present learning materials in a more interesting, interactive, and contextual manner. In addition, audio-visual media also allows students to learn independently, so that they can strengthen their understanding of the material being taught. This study aims to evaluate the effectiveness of the use of audio visual media in improving student learning outcomes in PAI subjects at SMPN 3 Rao. Furthermore, this research is also expected to contribute to the development of PAI learning methods that are more innovative and relevant to student needs. Thus, this research is not only beneficial for students and teachers at SMPN 3 Rao, but can also be a reference for other educational institutions that want to improve the quality of PAI learning through the use of audio visual media. Therefore, teachers will try to use one of the media, namely audio visual media, to improve the learning achievement of Islamic Religious Education in the Islamic Religious Education material.

Based on the description mentioned above, in this study it can be identified in detail; SMPN 3 Rao students in terms of learning outcomes are still low, especially in Islamic Religious Education subjects; In an effort to overcome the problems that exist in educators, it is better to change the learning methods or techniques that have been used so far; Educators should provide direction and understanding to students that the importance of improving achievement in learning in their lives. Based on the background stated above, and to simplify the research process, the author formulates the problem in this study is whether using Audio Visual learning media can improve the learning outcomes of grade VII students in PAI material at Smpn 3 Rao? Based on the formulation of masalaah above, the purpose of this study is to improve the learning outcomes of grade VII students of SMPN 3 Rao on PAI material by using visual media as a form of concrete example and can be observed and felt by students.

From the results of this research, it is hoped that it can contribute to efforts to improve student learning achievement in Islamic Religious Education subjects at SMPN 3

Rao. In detail, the benefits of the research include; 1) Theoretical Benefits, namely providing scientific information and insights, especially in the preparation of scientific papers on research results to others, especially about classroom action research. The 2) practical benefits are; For the Institution, to be used as material for consideration and additional information in determining the steps to use the learning method of Islamic Religious Education in particular and other subjects in general; for teachers, as a consideration for teachers to choose the right methods and strategies for students in accordance with learning objectives; For Researchers; It will add insight and deeper knowledge about Islamic religious learning with various variations so that later it can be applied directly in real community service; For students, with this strategy, students are expected to be a reference in improving student learning achievement.

METHODS

Islamic Religious Education has a strategic role in shaping students' character. In the context of national education, Islamic Religious Education aims to build a generation that is not only intellectually intelligent, but also has strong morals and spirituality. This is in accordance with Law Number 20 of 2003 concerning the National Education System, which emphasizes that education functions to develop abilities and shape the character and civilization of a dignified nation. In this case, PAI is an important foundation in forming students who believe in and fear God Almighty. however, the challenges in learning PAI are increasingly complex along with the times. One of the problems that often arises is the low interest and learning outcomes of students in PAI subjects. This can be caused by various factors, such as less varied learning methods, lack of use of interesting learning media, and lack of student involvement in the learning process.

According to Arends (2008), effective learning requires strategies that are able to attract students' attention and motivate them to actively participate. Therefore, innovation is needed in the learning process to improve the quality of PAI learning. One of the methods that can be used to improve student learning outcomes is the use of audio-visual media. Audio visual media is a learning tool that combines sound and image elements, so that it is able to present information in a more interesting and easy-to-understand manner. According to Heinich et al. (2002), audio-visual media can increase students' attention, make it easier to understand concepts, and provide a more enjoyable learning experience. The use of this media is also in line with the theory of constructivist learning, which emphasizes the importance of hands-on experience in the learning process.

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RESULTS

The description of the pre-cycle is as follows. islamic religious education and BP learning is considered one of the difficult materials if it is only explained without using strategies suitable for the material taught. In grade VII of SMPN 3 Rao, students experienced difficulties in the learning process, so that almost all students did not ask questions about the material being taught. This happened because the researcher knew that when learning islamic religious education and BP in delivering material, they used more lectures, wrote material on the blackboard, and read the material books taught without any other strategies or methods. Based on the data obtained from the results of initial observations and researchers' observations regarding the learning conditions of islamic religious education and BP in grade VII of SMPN 3 Rao, it is known that student activities and learning outcomes are still low. Many students still do not achieve the completeness of

learning outcomes. In the learning process of Class VII students in the subject of Islamic Religious Education before classroom improvement actions were taken, the following data on the recapitulation of learning outcomes were obtained.

Table 1. *Data on Pre-Cycle Learning Outcomes Recapitulation*

No	Criterion	Sum Student	Percentage (%)
1	Complete	5	35
2	Incomplete	10	65
	Total	15	100

From the data above, it is known that the number of students who meet the minimum completeness criteria is 5 students and the number of students who meet the minimum completeness criteria is 10 students. From this data, the researcher has an idea to improve the learning. Each stage has been carried out starting from planning, implementation, observation and reflection which is carried out in collaboration with colleagues. At the end of the learning process of each cycle, students are given formative tests, namely in cycle I and cycle II, with the aim of finding out the level of student success in the learning improvement process that has been carried out. The value data in the improvement process per cycle is as follows; In the implementation of cycle I by going through all stages, namely planning, implementation, observation and reflection, student scores were obtained in the next data. From the data, the scores of students who completed were 6 students and 9 students who were incomplete. Remarks: Number of students completed 6 students Number of students not completed 9 students percentage of learning outcomes = Number of students completed many students.

The data above shows that out of 15 students, there are 6 students who are incomplete or do not meet the minimum completeness criteria. The number of students who completed the program was 40 percent and the percentage was 60 percent with the number of students completing 9 students. The following is a list of Islamic Religious Education Grade VII Value Scale in cycle II. The conclusion is that students who got very good scores were 1 student, students who got good scores as many as 8 students, students who got good scores as many as 0 students, students who got bad scores as many as 6 students, students who got bad scores as many as 0 students. Based on diagram 4.1, it is clear that the comparison of the number of students, the score ranges from 50 to 90, the score of 60 is obtained by 6 students, and the score of 80 is obtained by 9 students. The percentage of learning completeness in the first cycle was 60%. In accordance with the MOH.

The score of the Number of Students is 15 completeness, the percentage is said to have not reached the minimum learning completeness, which is 75. The percentage of learning outcomes with these scores is not in accordance with the researcher's expectations, so improvements are made in terms of planning for the next learning carried out in cycle II. Learning in the classroom, observation data was obtained as follows: children lack attention in following the learning process, children daydream, children are sleepy, children lack concentration in the learning process; Questions and answers in the learning process are not smooth. Based on the weaknesses in the first cycle, improvements were made to the learning steps in the second cycle which include: the teacher asks students to study the material to be given first; teachers provide information first before the assessment is carried out by mentioning the aspects to be assessed; providing added value and stationery prizes for students who ask questions and can answer questions, this is done to arouse students' enthusiasm in participating in islamic religious education learning; Reward groups that have a high average score. After some weaknesses are found, the teacher together with the observer make a more mature plan and determine the steps as written above. The next step is to do learning in cycle II.

In cycle II, the Evaluation Score of Islamic Religious Education Subjects Cycle II; Students who got very good scores were 4 students. The students who got good scores were 9 students. Students who got good scores were 0 students. Students who got poor grades were 2 students. Students who got bad grades were 0 students.

<mark>DISCUSSION</mark>

Based on the results of learning improvement in cycle II, a score of 50 was obtained by 0 students, a score of 60 was obtained by 2 students, a score of 70 was obtained by 0 students, a score of 80 was obtained by 9 students, a score of 90 was obtained by 0 students, and a score of 100 was obtained by 4 students. The percentage of classical learning completeness using the Audio-visual learning model in cycle II was 85%. In accordance with the learning outcome criteria, the percentage is above the KKM of SMPN 3 RAO. The acquisition of student learning outcomes using the Audio-visual learning model mentioned above, shows that the learning outcomes have met the research targets and the learning outcomes have also met the targets of the KKM of SMPN 3 Rao The results of this study show that PAI learning using the Audio-visual learning model is proven to improve the learning outcomes of Grade VII students of SMPN 3 Rao This can be proven to be an increase in student learning outcomes in PAI learning.

Based on the results of the research and its discussion as described in the previous chapter, it can be concluded that Islamic Religious Education (PAI) using the Audio visual learning model can improve the learning outcomes of Grade VII students at SMPN 3 RAO. This shows an increase in the completeness of student learning outcomes from the first cycle which experienced the completeness of 9 students or by 60% with an average of 72, in the second cycle it increased to 13 children or by 85% with an average of 83.

Audio-visual media is one of the learning aids that can significantly improve student learning outcomes. This media combines elements of sound and moving images, so that it can present information more interestingly and easily understood by students. With the combination of the two main senses in receiving information, namely hearing and sight, students can focus more on understanding the material presented. This is different from conventional learning methods that only rely on text or lectures, which often make students get bored quickly.

The use of audio-visual media in learning can help improve students' memory. Research shows that humans find it easier to remember information received through a combination of sound and images than just reading text. When students see visualizations of material and hear explanations at the same time, their brains will work more effectively in absorbing and storing information. Thus, their understanding of the subject matter will be deeper and last longer. In addition, audio-visual media can also increase students' learning motivation. When learning is presented in an interesting form, such as animated videos, interactive simulations, or documentaries, students will be more enthusiastic in following the lesson. Their curiosity increases, so they are more active in the learning process. This high motivation contributes directly to improving learning outcomes, because motivated students tend to be more active in understanding and repeating the material being studied.

Audio-visual media is also very helpful in explaining abstract or complex concepts. For example, in science subjects, concepts such as planetary movements, chemical reactions, or biological processes in the human body can be more easily understood if presented in the form of animation or simulation. With dynamic visual illustrations, students can see how a process occurs gradually, so that they not only memorize the theory, but also understand how the concept works in real life.

The diversity of students' learning styles is also an important reason why audio-visual media is very effective. Every student has a different learning style—some understand more easily through hearing (auditory), some understand better through visualization (visual), and some need to experience directly (kinesthetic). Audio-visual

media can accommodate these various learning styles, so that each student has an equal opportunity to understand the material in a way that best suits their preferences. In addition to improving individual understanding, audio-visual media can also increase interaction in the classroom. When teachers use videos or simulations in learning, students tend to be more active in discussing and asking questions. They can analyze the information displayed, discuss with classmates, and express their opinions. This creates a more dynamic and collaborative learning environment, which can ultimately improve overall learning outcomes.

Not only that, but audio-visual media also plays a role in building students' critical thinking skills. When students watch learning videos or listen to materials in audio format, they are encouraged to analyze information, draw conclusions, and connect concepts to their own experiences. This deeper thinking process helps them understand concepts more thoroughly and are able to apply knowledge in various situations. In the context of modern technology, audio-visual media also supports independent learning. With access to various digital learning resources, such as educational videos on YouTube, podcasts, or interactive learning applications, students can learn anytime and anywhere at their own pace. This flexibility allows them to review difficult material or explore topics that interest them further, thereby increasing the effectiveness of learning.

The use of audio-visual media can also help teachers save time and energy. With this media, teachers do not need to always explain the same concept over and over again, because students can access materials in the form of videos or audio recordings to be studied again independently. This allows teachers to focus more on interaction and mentoring students in understanding the material more deeply. Overall, audio-visual media has a very positive impact on student learning outcomes. With an attractive presentation, improving memory, motivating learning, helping to understand complex concepts, and supporting various learning styles, this media is a very effective tool in the world of education. Therefore, it is important for educators to continue to develop and utilize audio-visual media in learning in order to create a more enjoyable and meaningful learning experience for students.

CONCLUSION

The following is the conclusion of the improvement of learning outcomes in Islamic Religious Education (PAI) materials using audio-visual media in grade VII students at SMPN 3 Rao, Rao District: 1) The use of audio-visual media is proven to improve student learning outcomes in Islamic Religious Education materials. This media is able to present material in a more interesting, interactive, and easy-to-understand manner for students. In learning, students are more motivated to pay attention and actively participate because the presentation of material that involves visualization and sound makes the learning process more enjoyable. This has a positive impact on the understanding of concepts and the improvement of students' academic scores; 2) In addition to improving learning outcomes, the use of audio-visual also has an impact on changing students' attitudes towards learning. Students show greater interest in PAI material because this media brings abstract concepts closer to more concrete. Students' motivation to learn also increases because they feel more interested and involved in the learning process. As a result, learning becomes more meaningful and relevant to their daily experiences; 3) Based on the results of the research, it is recommended that audio-visual media be used regularly in PAI learning and other subjects at SMPN 3 Rao. Teachers also need to improve their competence in designing and using this media to suit the needs and characteristics of students. In addition, there needs to be adequate facility and infrastructure support to ensure the implementation of audio-visual media runs optimally. Thus, innovative and quality learning can continue to be applied to improve student learning outcomes.

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