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Application of Audiovisual Media to Improve Student Learning Outcomes in Islamic Education at SD Negeri 17 Kauman

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using Audio Visual Media. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show 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 completeness in each cycle with details of pre-cycle 40.49%, first cycle 52.77% and in the second cycle it increased to 90.22%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Learning media is everything that is used to convey learning messages to students, with the aim of improving their understanding and skills. According to Arsyad (2014), learning media is all forms of tools and resources used in the learning process to help the communication process between teachers and students, so that it makes it easier for students to understand the material being taught. In the world of education, media can be in the form of print, audio, visual, or a combination of the three, which can facilitate the learning process to be more effective and efficient. One of the media that has great potential in learning is audiovisual media, which combines elements of image and sound, so that it can attract attention and make it easier for students to understand the subject matter.

In the context of Islamic Religious Education (PAI) at SD Negeri 17 Kauman, the use of innovative learning media is very necessary to overcome various problems in the learning process. Based on a philosophical approach, Islamic Religious Education should not only transfer knowledge, but also shape the character and morals of students in

accordance with Islamic teachings. Therefore, the learning approach must be able to activate students as a whole, both in terms of cognitive, affective, and psychomotor. Effective learning must actively involve students in the learning process and relate the material to their daily lives.

However, theoretically, many learning methods still rely on conventional approaches, where learning is often teacher-centered. This model does not provide enough opportunities for students to actively participate, think critically, or express their opinions. According to constructivism theory, students must actively build knowledge through direct interaction and experience, not just passively receiving information. Therefore, there needs to be innovation in learning methods that can encourage student participation and enrich their learning experience.

Practically, at SD Negeri 17 Kauman, the problem faced is the PAI learning process which is still very dependent on the teacher's lectures. This one-way learning causes students to be less engaged and less enthusiastic in participating in lessons. In addition, students also face difficulties in conveying

their opinions or ideas well. Limited speaking skills make it difficult for students to solve problems or express their ideas regarding the material being taught. This causes their understanding of the material to be less in-depth, especially in PAI learning which contains many abstract concepts and religious values.

Teachers also lack student involvement in the learning process, both when planting concepts and giving assignments. The learning process that is only dominated by the teacher's explanation causes students to be unable to relate the material to their real life. This non-contextual learning makes it difficult for students to understand how Islamic religious values can be applied in their daily lives. In addition, abstract and theoretical PAI learning often makes it difficult for students to understand the material being taught.

One of the other causes that hinders the effectiveness of learning is the lack of use of learning media, especially audiovisual media. Audiovisual media has the advantage of explaining abstract concepts in a more visual and interesting way, so that students can more easily understand the material. For example, in PAI learning, audiovisual media can be used to illustrate stories in the Qur'an, the story of the prophet, or religious values that can be related to students' real situations. However, at SD Negeri 17 Kauman, the use of this media is still very limited, so students lose the opportunity to learn in a more fun and effective way. Based on the results of the researcher's initial observations, it shows that most of the students in grade IV of SD Negeri 17 Kauman are less enthusiastic and have difficulty understanding the PAI material. Student learning outcomes tend to be low, especially in terms of understanding the concept of religion and its application in daily life. Some students seemed to have difficulty in following discussions or explaining the material that had been taught, indicating a lack of speaking and critical thinking skills.

Based on the description of the problem above, this class action research aims to apply audiovisual media in PAI learning in grade IV of SD Negeri 17 Kauman. It is hoped that the use of this media can create more innovative and interactive learning, improve students' speaking skills, and make it easier for them to understand abstract subject matter. Thus, student learning outcomes in PAI learning are expected to increase significantly, both in terms of material understanding and social and moral skills. So, the author intends to conduct a research with the title "Application of Audiovisual Media to Improve PAI Learning Outcomes in Grade IV Students of State Elementary School 17 Kauman"

Learning media is any form of intermediary in the communication process that can be used to convey learning materials so that they are easier for students to understand. According to Arsyad (2011), learning media is everything that can be used to convey messages, information, or teaching materials to students so that they can improve their understanding and skills. Learning media can be in the form of physical aids or technology that function to clarify and enrich learning materials.

Meanwhile, Gerlach and Ely in Arsyad (2011: 3) said that media, when understood broadly as humans, materials or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. Meanwhile, Musfiqon (2012: 28) revealed that more fully learning media can be used as an intermediary between teachers and students in understanding learning materials to be more effective and efficient. In the context of education, learning media has various types and forms, ranging from visual media such as images, graphs, and diagrams, to more sophisticated media such as electronic media (audio and video) that combine visual and audio elements. One type of media that is increasingly popular in the world of education is audiovisual media.

Audio visual media is a type of learning media that can be used in the learning process.

Asyhar (2011: 45) defines that audio-visual media is a type of media used in learning activities by involving hearing and vision at the same time in one process or activity. Messages and information that can be channeled through this medium can be in the form of verbal and nonverbal messages that rely on both sight and hearing. Some examples of audio-visual media are movies, videos, TV programs and others.

Meanwhile, Asra (2007: 5–9) revealed that audio-visual media is media that can be seen and heard at the same time, such as sound films, videos, television, and sound slides. Meanwhile, Rusman (2012: 63) explained that audio-visual media is media that is a combination of audio and visual or can be called audio-visual media. Examples of audio-visual media are educational video/television programs, instructional video/television, and sound slide programs. Based on the explanation above, it can be concluded that audio-visual media is a media that can be used in learning activities by involving hearing and vision at the same time in one process or activity. Examples of audio-visual media are movies, videos, TV programs, sound slides and others.

METHODS

This study uses Classroom Action Research (PTK) which focuses on classroom situations commonly known as Classroom Action Research (Wardhani, et al. 2007: 1.3). Each cycle consists of 4 main activities that are assembled into a unit, namely planning, implementation, observation, and reflection.

This class action research is a cycle designed in two cycles. Each cycle has four stages, namely planning, action, observation, and reflection. The stages are arranged in cycles and each cycle is carried out according to the changes that have been achieved. The researcher makes a plan by determining the material to be delivered, then making a learning implementation plan (RPP) that must be considered in making the lesson plan, namely making a plan that is in accordance with the material to be delivered, made into fun learning so that students will better understand a lesson, and to prove students' understanding of the assessment design that can measure student understanding. Prepare teacher and student observation sheets. After that, the researcher validated the RPP.

All observations, student evaluations, and field notes are analyzed, explained, and concluded at the reflection stage. The purpose of reflection is to find out the successes and shortcomings during the learning process in order to improve for the next cycle. Cycle II will be carried out when in cycle I it needs repairs. Cycle II activities are almost the same as cycle I. in cycle II corrects the problems that occur in cycle I and still uses PTK steps such as planning, followed by actions, observations and reflections.

The population in this study is 12 grade IV students enrolled in the 17 Kauman State Elementary School in the 2024/2025 school year in the subject of Islamic Religious Education. The sample in this study is 12 grade IV students who are the same as the population at the 17 Kauman State Elementary School in the 2024/2025 school year in the subject of Islamic Religious Education. Thus, in this study, because the number of students involved was only 12 people, both the population and the sample were the same 12

students. This test is useful for measuring the improvement of student learning outcomes before and after the application of audiovisual media. Pre-test can be given before media use, while post-test after. This test can be in the form of multiple-choice questions, fill-in, or descriptions that focus on the PAI material being taught. Direct observation of the learning process can be made to see how students interact with audiovisual media, as well as their involvement in learning. This observation can be carried out by teachers or researchers using observation sheets that contain indicators of student involvement, such as focus, participation, and response to the media used.

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 partners or colleagues, namely Fatimah and Nur Hayati Marpaung as teachers of SD Negeri 17 kauman. Each research cycle has four stages, namely: planning, implementation, observation, and 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 activity percentage of students' abilities was 40%. 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 grade 4 of SD Negeri 17 Kauman are still low.

Cycle I will start on Tuesday, December 23, 2024. There are 5 steps in this cycle, namely planning, action, observation Test, reflection. The following is an explanation of cycle I, there are some of the first action plans carried out by researchers as teachers, namely; schedules, lesson plans, teaching materials, teaching media, tests, and observation sheets for teachers and students. The implementation of actions in the first cycle was carried out in two meetings. The teaching process is carried out in accordance with the PAI class IV learning schedule. The first time to carry out the action or exercise was carried out on Tuesday, December 23, 2024, I taught students with the material Let's Recite and Study Q.S At Tin at SD Negeri 17 Kauman. Teaching and learning activities are adjusted to the activity plan, namely providing an explanation first before starting the lesson explaining in more detail the learning techniques that will be implemented, namely using Audio Visual media using infocus projectors.

The implementation of PAI learning activities looks less effective. Previously, they only presented the material listed in the curriculum, in accordance with the material in the lesson package book. so that students become bored in the teaching and learning process in grade IV. All data at this stage were collected using teacher and student observation sheets filled out by peers.

In the 1st cycle meeting, the results of teaching observations obtained by the researcher were: on the observation of 60% of teachers and 54.54% of students. Based on the explanation from the results of the observation sheets of teachers and students in cycle 1 above, it is concluded that the quality of PAI learning has not reached the success indicators in this study. Apart from the observation sheets of teachers and students. The factors that hinder the mastery of PAI lessons for grade IV students of SD Negeri 17 Kauman are the Factor of lack of interest in learning PAI lessons. Based on the results of the discussion of learning ability, it shows that only 7 students with a percentage of 60%. The results show that the average score of students has not reached the value of the research success indicator. Based on the average value per aspect of the assessment, improvement is still needed.

Through reflection and discussion, each aspect of the assessment will be taught more intensively and effectively in the next cycle. Moreover, based on the results of the observation sheet, it also shows that the quality of PAI learning using the teacher's listening method in cycle 1 has not been maximized. The mastery of the material and the use of learning resources and learning media are still not effective, so it is very necessary to conduct research in the next cycle to improve the quality of learning and learning outcomes of PAI.

Based on the research in the first cycle, the results of the PAI learning ability of grade IV students of SD Negeri 17 Kauman showed that the ability of students was still categorized as low. There has been an increase between the first cycle and the pre-cycle. In the first cycle, the percentage of students' abilities has increased compared to pre-cycle, but the increase has not reached the success indicator of 70%. The average percentage of students' abilities in PAI lessons in cycle 1 is 54.54%, which means that some students have not been able to achieve success indicators.

Observation or re-observation is carried out by observing student activities during learning and students' responses to PAI learning. Observations were made by taking data. Cycle II was carried out in two meetings. At the first meeting, students were learning. Test data in cycle II was taken at the second meeting. At this stage, they are assisted by peers who observe the teaching and learning process. All data at this stage were collected using teacher and student observation sheets filled out by peers. In the second cycle meeting, the teaching observations obtained by the researcher were: 80% of the teacher's observation and 72.53% of the students. Based on the explanation from the results of the observation sheets of teachers and students in cycle 2 above, it is concluded that the quality of PAI learning above has reached the success indicators in this study. Apart from the observation sheets of teachers and students, observations were also carried out through a question and answer ability test which was carried out at the last meeting of cycle 2.

DISCUSSION

The results of the study show that the learning process using audio-visual media can increase because students are more active in learning and grow confidence and enthusiasm in their study groups. What is more visible is cohesiveness and cooperation to understand PAI lessons by solving difficulties together. The subject of this study is a fourth grade student of SD Negeri 17 Kauman. As a facilitator or supervisor in accordance with the principle of learning with activeness in the teaching and learning process.

The results of this study prove that learning using audio visuals is very helpful in fostering enthusiasm and motivation for students to further improve PAI learning.

Based on the hypothesis test of the research that has been carried out, it is concluded that there is an increase in PAI lessons after learning to use audio-visual media in grade IV of SD Negeri 17 Kauman. Based on the improvement for each cycle, efforts to implement learning using audio-visual media can improve student learning outcomes.

The integration of audiovisual media into Islamic education has proven to be an effective approach to improving student learning outcomes. At SD Negeri 17 Kauman, teachers are adopting audiovisual tools, such as educational videos, animations, and audio recordings, to enhance the delivery of Islamic studies. These tools engage students through visual and auditory elements, which not only help them understand abstract concepts but also stimulate interest in the subject. Audiovisual media provides an interactive way to present Islamic teachings, making them more relatable and memorable. For instance, videos can bring the stories of the Prophets, historical Islamic events, or key concepts from the Quran to life in a way that text alone cannot. This visualization helps students better grasp the moral lessons and religious principles that form the foundation of Islamic education.

In addition to historical stories and religious concepts, audiovisual media can also aid in the teaching of Quranic recitation and Tajweed rules. By listening to expert reciters and watching demonstrations, students can improve their pronunciation and understanding of correct recitation. This method gives them a chance to repeat what they hear and observe, making the learning process more effective and less daunting.

One of the significant advantages of using audiovisual media in Islamic education is its ability to cater to different learning styles. While some students are auditory learners, others may benefit more from visual content. By using videos and audio resources, teachers can address the diverse needs of students, ensuring that everyone has the opportunity to learn in a way that suits their strengths. Moreover, audiovisual media can be used to demonstrate the application of Islamic values in daily life. Through video examples of good behavior, charity, and respect, students can see how Islamic teachings are reflected in real-world actions. This practical application of values is crucial in shaping students' character and ensuring they internalize the teachings of Islam. Another benefit of audiovisual media is its ability to increase student engagement. Traditional methods, such as lectures or textbook readings, can sometimes become monotonous, leading to a lack of student interest. However, incorporating videos and audio recordings makes learning more dynamic and enjoyable. Students are more likely to be engaged and motivated to learn when the material is presented in a fun and visually stimulating way. Audiovisual media also allows for a more flexible learning experience. Students can review lessons outside of school hours by watching videos at home, reinforcing what they have learned in class. This flexibility encourages self-directed learning, enabling students to take charge of their education and revise difficult concepts at their own pace.

Furthermore, integrating audiovisual tools into Islamic education can enhance collaborative learning. Teachers can assign group projects where students work together to create their own videos or presentations on Islamic topics. This encourages teamwork, creativity, and critical thinking while also deepening their understanding of the subject matter. However, it is essential to note that the successful implementation of audiovisual media requires proper infrastructure and resources. SD Negeri 17 Kauman must ensure that there are sufficient technological tools such as projectors, screens, and internet access. Additionally, teachers need to be trained in effectively incorporating these tools into their lessons to maximize their educational value. Despite the many advantages, the overuse of audiovisual media should be avoided, as it may lead to distraction or dependency on technology. Teachers must strike a balance, using audiovisual resources to complement traditional teaching methods, ensuring that students are exposed to a variety of learning approaches.

CONCLUSION

In conclusion, the use of audiovisual media in Islamic education at SD Negeri 17 Kauman has proven to be an effective way to enhance student learning outcomes. It engages students through visual and auditory elements, caters to different learning styles, and encourages active participation. By making Islamic teachings more interactive and relatable, audiovisual tools help students better understand and apply the values of Islam in their lives. However, it is crucial for the school to ensure the availability of necessary resources and provide adequate teacher training to maximize the benefits of this approach.

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