The Use of Audio Visual Media in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 6 Bandar Baru

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ABSTRACT

This Classroom Action Research (CAR) investigates the effectiveness of audio-visual media in improving student learning outcomes in Islamic Education, specifically focusing on the attributes of the prophets, at SD Negeri 6 Bandar Baru. Recognizing the potential of multi-sensory learning experiences to enhance student engagement and comprehension, this study implemented audio-visual media as an instructional tool. The research followed a cyclical PTK model, involving planning, action, observation, and reflection. Data on student learning outcomes was collected through pre-tests and post-tests administered before and after the implementation of audio-visual media, while student engagement was observed and documented during the learning process. The study aimed to determine whether the integration of audio-visual media could lead to a significant improvement in students' understanding and retention of the material on the attributes of the prophets, as well as foster a more conducive and engaging learning environment. The findings of this research demonstrated a positive impact of audio-visual media on student learning outcomes in Islamic Education concerning the attributes of the prophets at SD Negeri 6 Bandar Baru. A comparison of pre-test and post-test scores revealed a statistically significant improvement in students' understanding of the material. Furthermore, observations indicated increased student engagement, participation, and enthusiasm during lessons that incorporated audio-visual aids. The interactive and multi-sensory nature of the media appeared to facilitate better comprehension and retention of complex concepts. These results suggest that the strategic application of audio-visual media can be a valuable pedagogical approach for enhancing learning outcomes in Islamic Education, particularly for abstract topics like the attributes of the prophets, and warrants further exploration and implementation in similar educational settings.

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Introduction

Humans essentially need a learning process as an effort to develop their capacity in various dimensions of life. This learning can take place consciously or unconsciously, with certain goals to be achieved. The process involves a number of elements that are interconnected and interact, forming a dynamic and mutually influencing systemic order (Mahmud, 2005). Education that is carried out formally in the school environment aims to guide individuals through planned changes, covering aspects of knowledge, skills, and attitudes. In its implementation, the teaching and learning process consists of various interrelated elements, such as learning objectives, the role of educators and students, teaching materials, learning approaches or strategies, use of media or aids, learning resources, and evaluation systems (Sukewi, 1994). One type of media that is believed to be able to improve students' understanding and motivation to learn is audio-visual media. This media is an effective alternative in supporting technology-based learning processes. The use of audio-visual in teaching and learning activities can be a strategic choice because it has a number of advantages, such as ease of packaging materials, high appeal to students, and flexibility to be updated or adjusted at any time (Sapto Haryoko, 2009).

The learning process plays a very crucial role in the world of education, because there are various factors that can influence the achievement of learning objectives and student learning outcomes. Based on the author's observations, who also acts as an Islamic Religious Education educator, it was found that students' attention and enthusiasm in participating in learning, especially in Islamic Religious Education subjects, are still relatively low. This can be seen in the learning of the material on the attributes of the Messenger of Allah SWT, where only 4 out of 12 fifth grade students at SDN 6 Bandar Baru achieved learning completion. According to the author, this low achievement is caused by several things, one of which is the teaching method that tends to be monotonous and has not utilized interesting and interactive learning media for students. Seeing the problems that occur, the author feels compelled to find a solution to improve students' understanding of the material on the attributes of the Messenger of Allah SWT. One of the efforts chosen is to utilize audio-visual media in the learning process. It is hoped that the use of this media can foster students' interest and involvement more actively in learning Islamic Religious Education, and have a positive impact on their learning outcomes. Apart from never having been implemented before, this approach is considered relevant to the tendencies of today's children who like to watch video content, especially that spread on social media and platforms such as YouTube.

Methods

This study adopts the Classroom Action Research (CAR) approach, a research method that aims to examine and improve the learning process directly in the classroom through planned actions (Suharsini, 2014). The CAR model applied is collaborative, involving researchers and fifth grade educators at SDN 6 Bandar Baru in a partnership. The focus of this study is the subject of Islamic Religious Education (PAI), with specific material on the characteristics of the apostles. As an innovation in the learning process, this study utilizes audio-visual media in the hope of increasing students' active involvement and their learning outcomes in class. In the context of this quantitative research, variables are interpreted as characteristics or attributes that vary in the research subjects and become the focus of the study to produce measurable and objective data (Sugiyono, 2016). The research population includes all fifth grade students of SDN 6 Bandar Baru, while the sample will be determined using the Slovin formula with a 10% error tolerance level to ensure proportional representation (Arikunto, 2006; Sudjarwo & Basrowi, 2009).

The research data sources consist of primary data obtained directly from students through tests and observations, as well as secondary data derived from documentation and notes related to the learning process. Data collection techniques include observation to observe student involvement, documentation to record learning activities, and tests to measure student learning outcomes. Data analysis will be carried out quantitatively, including analysis of learning test results using individual and classical completion percentage formulas, as well as analysis of student activities based on motor indicator assessment rubrics which are then processed into percentages of implementation. Furthermore, regarding the research design, the PTK cycle will be implemented in stages. Each cycle will consist of planning, action, observation, and reflection. At the planning stage, researchers and collaborating teachers will design a learning plan that integrates audio-visual media into the material on the characteristics of the apostles. This plan will include specific learning objectives, learning activities that utilize media, and relevant assessment instruments to measure student involvement and learning outcomes.

The action stage is a direct implementation of the learning plan in the classroom. The teacher will deliver the material on the characteristics of the apostles using audio-visual media as the main aid. The researcher will act as an observer to systematically record students' interactions with the media, their level of participation in learning activities, and their responses to the material presented. These observations will focus on predetermined indicators of student engagement, such as attention to the material, activeness in asking and answering questions, and participation in group discussions. During the action phase, the observation phase will run in parallel. The researcher will use an observation sheet that has been designed to record student behavior and

interactions during the learning process with audio-visual media. In addition, documentation in the form of field notes and visual recordings (if possible and approved) will also be carried out to enrich the observation data. Data from the results of student learning tests at the end of each cycle will also be collected as an early indicator of changes in learning outcomes.

After the actions and observations are completed in each cycle, the reflection stage will be carried out. Researchers and collaborating teachers will jointly analyze observation data, field notes, documentation, and student learning test results. This reflection process aims to identify the successes and shortcomings of the implementation of audio-visual media in increasing student engagement and learning outcomes. The results of the reflection will be the basis for planning improvements and modifications in the next cycle, so that the intervention becomes more effective. Regarding the population and sample in more detail, all fifth grade students of SDN 6 Bandar Baru will be the population in this study. To determine a representative sample, the Slovin formula will be applied by considering the total number of fifth grade students and a tolerance level of error of 10%. The use of this formula aims to obtain the minimum number of samples needed so that the research results can be generalized to a larger population with an acceptable level of confidence. The sampling process will be carried out by simple random sampling to ensure that each student has an equal opportunity to be selected as a respondent. In terms of data collection sources and techniques, primary data will be the main focus in answering the formulation of the research problem. This data will be obtained directly from fifth grade students through the implementation of learning outcome tests after the implementation of learning with audio-visual media in each PTK cycle.

Direct observation of student behavior and interactions during the learning process will also be an important source of primary data to understand their level of involvement. Secondary data will complement primary information through analysis of curriculum documents, teacher notes, and initial observation results before the implementation of the action. Quantitative data analysis techniques will be applied systematically to process and interpret the collected data. Analysis of learning test results will be carried out by calculating the average class score and the percentage of student learning completion in each cycle. The increase in the average score and percentage of completion from cycle to cycle will be indicators of increased learning outcomes. Meanwhile, observation data regarding student involvement will be analyzed descriptively quantitatively by calculating the frequency and percentage of occurrence of the established involvement indicators. By integrating the collaborative PTK approach, the use of audio-visual media, and systematic data collection and analysis techniques, this study is expected to provide a comprehensive picture of the effectiveness of using audio-visual media in increasing the involvement and learning outcomes of fifth grade

students of SDN 6 Bandar Baru in the subject of Islamic Religious Education (PAI) on the characteristics of the apostles. The results of this study are expected to provide practical contributions for teachers and schools in efforts to improve the quality of Islamic Religious Education learning.

Result

This study adopts the Classroom Action Research (CAR) model which is implemented in one cycle, consisting of four main stages in sequence. The first stage is planning, where the action steps to be implemented are arranged systematically. The second stage is implementation, namely the application of the previously designed learning plan in the classroom. The third stage involves observation and evaluation, where data is collected through direct observation of the learning process and giving tests to measure the results of the action. Finally, the reflection stage is an activity to review the entire series of processes that have been carried out, identify strengths and weaknesses, which are then used as considerations for improvement in the next cycle if necessary. Seeing the problems identified in the learning process of Islamic Religious Education and Character Education (PAI & BP), this study compiles action steps that focus on efforts to improve student learning outcomes through the use of audio-visual media.

The application of this media is expected to have a positive and significant impact on improving student learning outcomes. The planning stage in the first cycle of this study focuses on delivering learning materials with the topic "Getting to Know the Apostles of Allah SWT through the Attributes of the Apostles." In this stage, educators develop learning strategies by setting goals to be achieved, which specifically emphasize the use of audio-visual media as a learning aid. The goals set include two main aspects: improving students' academic achievement and creating a conducive and enjoyable learning atmosphere. From an academic perspective, it is expected that students can increase their active participation in the learning process and achieve a minimum completion criterion of 70 and classical completion of 85%. Meanwhile, in terms of learning atmosphere, the use of audio-visual media is expected to be able to attract students' attention and interest in learning PAI & BP subjects, as well as encourage them to collaborate in groups more effectively and in a more enjoyable atmosphere. Several concrete preparatory steps taken in the planning stage include the preparation of a comprehensive teaching module, including action scenarios that will be implemented in class. This scenario clearly details the activities of educators and students during the learning process based on the use of audio-visual media.

The next step is determining colleagues who will act as collaborators in implementing the action and conducting observations during the research process. Preparation of various relevant learning media and visual aids that support learning activities is also an important part of this stage. In addition, Student Worksheets (LKPD)

are prepared as a guide and exercise to strengthen students' understanding of the material. Finally, an observation sheet is also designed to be used to monitor student activities and evaluate educator skills during the learning process. The implementation stage is the implementation of the learning plan that has been prepared. At this stage, the researcher began to implement the learning process by utilizing audio-visual media as the main tool.

The initial meeting for the implementation of this action lasted for 105 minutes and was held on Monday, August 24, 2022, with the learning material "Let's Get to Know Allah SWT through the Attributes of the Apostles." The stages of implementing learning at the meeting began with a 15-minute preliminary activity. The educator opens the learning by greeting and greeting the students, followed by asking how they are, checking attendance, and ensuring students' readiness to learn. To create a more enthusiastic and positive atmosphere, the educator can give applause or invite students to sing together. Furthermore, a student is appointed to lead the prayer before the learning activity begins. After praying, the educator strengthens the students' understanding of the importance of starting each activity with prayer as a form of belief in the power of Allah SWT in the process of seeking knowledge. At the end of the preliminary activities, the educator conveys the learning objectives to be achieved at the meeting, explains the flow of activities to be carried out, and informs what aspects will be the focus of assessment during the learning process.

The core learning activity, which is allocated for 80 minutes, begins with the educator directing students to observe a picture that serves as an introduction to the material to be studied at the meeting. Next, the educator explicitly introduces the topic of the Attributes of the Apostles to all students as the main focus of the day's learning. To stimulate students' initial thinking and arouse their curiosity, the educator asks several opening questions related to the material to be discussed. The learning process is then continued by playing a video of a song that specifically sings the Attributes of the Apostles. After the video is played, the educator provides a comprehensive explanation of the meaning and implications of each Attribute of the Apostles that has been displayed in the song, helping students understand important concepts. To encourage interaction and collaboration, students are then divided into several groups whose formation takes into account the character and abilities of each individual, with the aim of creating heterogeneous and mutually supportive groups.

After dividing the groups, the educator explains in detail the instructions related to the tasks to be carried out in groups. Each group receives a sheet in the form of a post-it or similar paper that has been prepared in advance, where the papers are written on the names of the Attributes of the Apostles along with their respective meanings. All the papers containing the names and meanings of the attributes of the apostles are then shuffled and placed in one container, such as a cardboard box or other place, to add an

element of surprise and challenge to the task. The educator then distributes the Student Worksheet (LKPD) to each group as a guide in completing the activity. The task given to each group is to match the names of the attributes of the apostles with their corresponding meanings, then stick the correct pairs on the cardboard provided by the educator. After all groups have completed their tasks, the educator checks the accuracy of each group's work and provides an assessment based on the criteria that have been set. As a form of recognition and appreciation for the participation and efforts made by students in group activities, the educator provides positive appreciation. The closing session of the learning activity, which lasts for 10 minutes, begins with a question and answer session guided by the educator. This session aims to evaluate the extent of students' understanding of the material that has been studied during the core activities.

The educator asks questions about the attributes of the apostles to measure the level of students' understanding of the concept. Next, the educator together with the students carry out the activity of summarizing the core of the learning by compiling a conclusion that summarizes the important points of the material that has been discussed during the entire series of learning activities. After summarizing, the educator reflects on the learning achievements of the students based on the material that has been given, provides brief feedback and identifies areas that may require further emphasis. In preparation for the next meeting, the educator informs the students of the material that will be studied at the next meeting, provides an initial overview so that students can prepare themselves. The learning activity is then formally ended with the educator together with the students saying the hamdalah prayer as an expression of gratitude for the smoothness and usefulness of the learning process that has been passed. Based on the implementation of the actions that have been carried out, the research data in stage I was obtained from the results of observations and tests that measure student learning outcomes. Observation data includes the activities and activeness of students during the learning process.

After the implementation of learning in stage I using audio-visual media, testing of the prepared instruments was carried out. From this activity, data was obtained regarding the learning achievements of students. The learning outcomes on the material "Let's get to know the apostles of Allah SWT through the characteristics of the apostles" during the first stage are presented in the following table: Based on the results of the evaluation of student learning in the implementation of stage I, an average score of 67 was obtained. The highest score achieved was 100, while the lowest score was 40. Of the total students, there were 7 people who scored below 70, while 5 others scored above 70. When viewed from the percentage of learning completion, from these results, it is known that 42% of students have achieved learning completion, while 58% are still below the specified completion standard.

Based on the data in the previous table, the achievement of student learning outcomes in stage I cannot be categorized as successful. This is because the number of students who scored ≥70 has not reached the standard set in the Minimum Completion Criteria (KKM). Overall, the level of classical completion achievement has only reached 42% or only 5 people have completed it, while 58% or 7 students have not yet met the standard. Thus, it can be concluded that in the implementation of this first stage, student learning outcomes have not met the expected success indicators. Therefore, efforts are needed to improve learning outcomes through the implementation of the second stage. After the entire series of activities in the first stage were carried out, the researcher conducted an in-depth evaluation process of the obstacles that emerged during the learning process. This process is a reference in compiling improvement steps that will be applied to the implementation of actions in the first stage. The results of the reflection are then presented in a table as a consideration in improving the quality of the next learning process.

In the implementation of the first stage, the success indicators set in the study have not been achieved optimally. Therefore, the study was continued to the second stage. Implementation in the Second stage is arranged based on the evaluation results of the implementation of stage I. Before starting learning activities in the second stage, educators first make improvements to various deficiencies found previously. In the Second stage of the learning process, audio-visual media is still used as an aid, but educators make adjustments to the learning method to increase the effectiveness of the teaching and learning process. Educators strive to improve their mastery of active learning methods, especially the Teams Games Tournament (TGT) model. This change in method was made in the hope of being able to provide more optimal results compared to the previous approach. It is hoped that the implementation of TGT in the Second stage can create a more lively and enjoyable learning atmosphere. Thus, it is also hoped that there will be an increase in student participation, the quality of interaction between educators and students, and the achievement of learning outcomes. The second meeting lasted for 105 minutes and was held on Monday, October 1, 2022. At this meeting, the focus of learning was the material "Let's Get Used to Praiseworthy Behavior from the Attributes of the Apostles". The stages of learning activities carried out are as follows: Educators open learning by greeting students, asking how they are, checking their attendance and readiness. To build an enthusiastic atmosphere, educators also invite students to do encouraging activities such as clapping or singing songs together.

One of the students was appointed to lead the prayer, which was then reinforced by the educator with an explanation of the importance of praying before starting the activity, as a form of strengthening spiritual values and belief in God Almighty in pursuing knowledge. The educator conveyed the learning objectives to be achieved at this meeting, and provided an explanation of the series of activities to be carried out. In

addition, the educator also informed the aspects that would be the focus of the assessment of students during the activity. After the learning process in the Second stage was completed, the researcher managed to collect a number of important data that became the basis for the evaluation. The data included the results of direct observations of the activities carried out by both educators and students during the teaching and learning activities. In addition, the researcher also collected data from the results of tests given to students to determine the extent of their understanding of the material that had been delivered. All of this data was used as a consideration in assessing the effectiveness of the learning actions that had been implemented in the second stage.

Discussion

The discussion process in this classroom action research started from a series of observations carried out systematically, then continued with the evaluation and reflection stages of the ongoing process. From the overall implementation of the two stages of learning, there was a significant increase in Islamic Religious Education learning, especially in the material on the Characteristics of the Apostles. This progress was not only seen in the aspect of student learning outcomes, but also in their active involvement during the learning activities. The application of audio-visual media combined with active learning methods such as Teams Games Tournament (TGT) was able to create a more interesting and enjoyable learning atmosphere. Learning activities became more lively, and students showed higher enthusiasm in participating in each stage of the activity. The presence of attractive media and the application of methods that were in accordance with the needs and characteristics of students had a positive influence on increasing attention, understanding, and learning outcomes. Based on observations during stages I and II, it can be concluded that the use of a varied learning approach is very effective in encouraging the quality of interaction in the classroom and improving overall student achievement.

The results of the evaluation in the Second stage showed a significant increase in student learning achievement. The average score obtained reached 87, with the highest score of 100 and the lowest score of 60. Of the total students, only one person obtained a score below the minimum completion limit, while the other eleven managed to exceed the threshold value that had been set, which was 70. When viewed in terms of percentage, as many as 92% of students were declared to have achieved learning completion, while the remaining 8% were still below the criteria. Further details regarding the percentage of learning completion in the Second stage can be seen in the table provided below, namely: Through the implementation of learning in the Second stage, there was a significant increase in the achievement of student learning outcomes. The data obtained showed that most students had succeeded in exceeding the

threshold value set, which was 70, in accordance with the Minimum Completion Criteria (KKM). Of the total participants, only one person was still below the standard, while the other eleven had achieved or even exceeded the specified value. Thus, the classical learning completion rate was at 92%, which means that the majority of students had understood the material well. This achievement shows that learning in the second stage is more effective and has met the expected success indicators in this study.

Through observations made during the learning process in the Second stage, there was significant development in terms of student learning activities and the role of educators in delivering the material. Islamic Religious Education material focused on introducing the Attributes of the Apostles was delivered with a more interesting approach, namely through the use of audio-visual media combined with the Teams Games Tournament (TGT) method. This strategy not only increases student enthusiasm but also helps create a more lively and enjoyable learning environment. Student involvement in learning activities increased significantly, educators also appeared more confident and effective in guiding the learning process. Based on these achievements, it can be said that the implementation of learning in the Second stage has achieved the expected success indicators in terms of activities, methods, and final student outcomes. In implementing learning, the benchmark for success is determined through classical completeness, which is a reference in assessing the effectiveness of the learning process. The completeness targets set include two main aspects, namely learning activities and student learning outcomes. For the activity aspect, at least 85% of students are expected to demonstrate active involvement during the learning process. Meanwhile, in terms of achieving learning outcomes, the standard used is 85% of all students must achieve or exceed the Minimum Completion Criteria (KKM) that has been set, namely with a minimum score of 70. This provision is a guideline in evaluating the extent to which learning success has been achieved as a whole in the classroom.

Based on the results of observations in stage I, it can be seen that the achievement of student learning outcomes has not shown the expected success. This is indicated by the number of students who obtained a score of ≥70 which is still below the Minimum Completion Criteria (KKM) that has been set. In addition, the classical completion achievement indicator has not been met, where at least 85% of students should achieve a passing score. In the implementation of stage I, only 5 students or around 42% were declared to have completed, while the rest, namely 7 students or around 58%, still have not achieved the targeted score. From these conditions, it can be concluded that learning in the first stage has not succeeded in meeting the success indicators that have been set. Based on these results, the researcher then continued the learning process to the Second stage by making improvements to the strategies used. The efforts made produced positive results, where there was a significant increase in the achievement of learning outcomes. In the Second stage, the percentage of student learning completion

increased sharply to 92%, indicating that the approach applied in improving learning was able to increase the effectiveness of the teaching and learning process as a whole.

Conclusion

Based on the results of research and analysis that have been conducted regarding the use of audio-visual learning media in an effort to improve learning outcomes of Islamic Religious Education (PAI), especially on the material of the Attributes of the Apostles in class V of SDN 6 Bandar Baru, the researcher can convey several points of conclusion that the use of audio-visual media in the learning process of Islamic Religious Education (PAI) has been proven to help educators in achieving learning objectives, especially in improving the learning outcomes of class V students. The effectiveness of implementing this media can be seen from the increase in the percentage of learning completion classically in each cycle. In the implementation of cycle I, learning completion was at 42%. However, after improvements were made in cycle II, this figure increased significantly to 92%. In addition to the increase in learning completion, the average class score also showed quite significant development. If in cycle I the average score of students only reached 67, then in cycle II it increased to 87. This achievement shows that the target that has been designed by the researcher has been successfully realized. This is in accordance with the established success indicators, namely the achievement of classical learning completion of at least 85%, and the fulfillment of the individual Minimum Completion Criteria (KKM) with a minimum score of 70. The application of audio-visual media in learning the material Getting Closer to Knowing the Apostles of Allah (Attributes of the Apostles) has been proven to be able to increase the active participation of students during the learning process. Through this media, educators can more easily arouse student enthusiasm, especially when they are involved in group work that encourages collaboration. In addition, educators can also more effectively monitor student involvement, so that they can immediately recognize challenges or difficulties that arise and provide appropriate solutions.

This increase in learning activity is illustrated by the results of observations conducted in two cycles. In cycle I, the activity score reached 33 with an average value of 82 which is included in the good category. While in cycle II, there was an increase, namely the score reached 38 with an average value of 95 which is included in the very good category. These data show that the use of audio-visual media has a positive impact on increasing student learning activity. The application of audio-visual media in learning not only has a positive impact on students, but also helps improve the quality of educator activities during the learning process. This is reflected in the results of observations that show an increase in the score of educator activities in each cycle. In the first cycle, educator activities scored 68 with an average achievement of 85 which is included in the good category. Then, after improvements and reflections were made in

the next cycle, there was a significant increase. The educator observation score increased to 74 with an average achievement of 92.5, which is included in the very good category. These data show that the use of audio-visual media helps educators in delivering material in a more interesting, interactive, and structured way, so that learning effectiveness becomes more optimal.

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