IMPLEMENTATION OF AUDIO-VISUAL MEDIA IN PAI LEARNING: ON STUDENTS' LEARNING OUTCOMES AT SDN SEJATI II, CAMPLONG DISTRICT

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Abstract

The purpose of this study was to describe the use of audiovisual media in Islamic: Religious Education (PAI) learning and its impact on student learning outcomes at SDN Sejati II, Camplong District. The approach to this study was descriptive qualitative, with data collection methods through observation, interviews, and documentation. The results showed that the use of audiovisual media in PAI learning can increase students' interest in learning and facilitate understanding of the material. Theacher preparation, availability of facilities and infrastructure, and student enthusiasm are some of the factors that influence the smoothness of the learning process. According to this study, audiovisual media is an effective tool to improve the teaching of Islamic Religious Education (PAI) in elementary schools. In addition, the use of media also has a positive impact on student learning outcomes.

Keywords: Audio visual media, PAI learning, learning outcomes

INTRODUCTION

Education is a process that is always dynamic, adapting to the increasingly complex demands of the times. In Indonesia, especially at the elementary school level, the main challenge faced by educators is creating an effective learning experience. One way to increase the effectiveness of learning is to utilize media that is relevant and interesting to students. The role of learning media is very important in helping students understand the various concepts taught. By choosing media that suits the characteristics of students, we can improve their understanding, motivation, and interest in learning.

One type of media that has proven effective is audio-visual media. This media combines elements of sound and images, so that the information conveyed becomes easier to understand and interesting. According to Arsyad (2019), audio-visual media can strengthen students' memory and understanding because it involves more senses, namely hearing and sight, in the learning process. In the context of Islamic Religious Education (PAI) learning, the use of this media is very useful for explaining materials that may be difficult to understand if only delivered

verbally, such as the history of the prophets, Islamic laws, or interpretations of verses of the Qur'an.

In Islamic Religious Education (PAI) learning, the use of audio-visual media has a very significant role. This media functions to change material that tends to be abstract into something more concrete and easy to understand. For example, documentaries about the history of the prophets or animations depicting stories in the Qur'an can help students not only understand, but also feel close to the material they are studying. According to Fitriyani (2020), the application of audio-visual media in teaching PAI has proven effective in improving students' understanding of concepts that often feel abstract, such as morals, monotheism, and fiqh. The uniqueness of the interactive and visual nature of this media also provides its own appeal, making the learning process more interesting and not monotonous.

At SDN SEJATI II in Camplong District, the application of audio-visual media in teaching PAI can be an effective solution to improve student learning outcomes. By using this media, students not only listen to explanations from the teacher, but can also watch visualizations of the material presented. It is hoped that this approach can strengthen students' understanding of PAI material and help them achieve more optimal learning outcomes. In addition, the use of audio-visual media is expected to make the learning process more enjoyable and increase students' learning motivation.

METHOD

The researcher concluded that the problem studied was included in the category of cause-and-effect relationships. Based on Arikunto's opinion, correlation research is divided into two types, namely parallel correlation and cause-and-effect correlation. In the analysis of the existing problems, the researcher found a cause-and-effect relationship between the two issues studied. This shows that the first condition affects the second condition, so this study can also be understood as a study of influence.

In this study, the researcher used a quantitative approach by applying statistical methods that are correlational. The purpose of this study is to link the independent variable, namely the use of audio-visual media, with the dependent variable, which is student learning outcomes.

FINDINGS AND DISCUSSION

Understanding Audio-Visual Media

Media that creates both still and moving information that can be heard and seen is known as audiovisual media. Using electronic mechanical devices to convey audiovisual messages is known as audiovisual production or delivery.

Media that exhibits both sound and visual components is known as audiovisual media. These two components work together to improve the capabilities of audiovisual material. Auditory (hearing) and visual (seeing) media make up audiovisual media. A learning aid that supports spoken and written language in communicating concepts, attitudes, and knowledge is audiovisual media (Beny. A, 2017).

Pribadi asserts that audiovisual materials like movies and videos can evoke strong feelings in students, help them assimilate values, and inculcate moral principles. The attainment of emotive aspect abilities in learning is made possible by the integration of sound and image elements found in audiovisual media.

A collection of devices that can project sound and moving images is known as audiovisual media. In audiovisual media, the combination of sound and visuals creates a character that is identical to the original object. Television, video or VCD, sound, and film are examples of tools that fall within the genre of audiovisual media. A cheap learning tool is audiovisual material. The audiovisual content must be tailored to the students' skill level.

Based on the description above, the definition of audio-visual media is a learning aid used to convey material by displaying two elements, namely sound and images, in order to achieve learning objectives.

Types of Audio-Visual Media
a. Pure Audio Visual

Audiovisual Only Media that combines moving visuals and sound from a single source is known as pure audiovisual. Pure audiovisual material includes the following, specifically:

1. Film

Moving pictures, sometimes known as film, are images in frames that are mechanically projected frame by frame through a projector lens to appear alive on screen. One educational medium that makes use of audio-visual materials is film. It serves as a learning aid as well as a source of information, guidance, and amusement. One medium that can greatly aid in the teaching and learning process is film. A excellent movie is one that can accommodate pupils' demands according to the lessons they are learning. A good film for learning has several characteristics that need to be known.
The characteristics of the film in question include the following.

a) Films that are in accordance with the learning theme.
b) Films that are able to attract the interest of students.
c) Films that are true and authentic.
d) Films must be up to date in setting, clothing, and environment.
e) Films must be in accordance with the maturity level of students.
f) Films must use correct vocabulary.

2. Videos

Video is becoming more and more common in our society as an audiovisual medium that shows movement. A real or fictional message that is instructive,

educational, or informational may be conveyed. Video is a type of audiovisual media that combines simultaneous delivery of sounds and images to display information and message elements. Because of this benefit, video is frequently utilized to fully convey and obtain messages. Video's benefits as an audiovisual medium include its ability to depict events, locations, and objects in a complete moving image format.

1. Television

Television is one of the media that can be used to deliver audio-visual learning materials. Television comes from the word "tele" which means far and "visie" which means sight. Television is long-distance viewing or broadcasting of images via radio waves.

Television is an electronic system that sends still images and moving images along with sound via cables and space, showing actual events exactly as they occur, sometimes accompanied by commentary from the announcer. Broadcasting of programs is broadcast live from TV transmitter stations. Viewed from the perspective of the number of message recipients, television is classified as mass media. Currently, television can be used for educational purposes, easily accessible via air-to-air broadcasts and can be connected via satellite.

Educational television is the use of video programs planned to achieve certain teaching goals regardless of who broadcasts them. Educational television is not only entertaining, but more importantly, it is educational.

2. Computer

A computer is a machine specifically designed to manipulate coded information, an electronic machine that automatically performs simple and complex tasks and calculations.

Today's computers have the ability to combine and control various other equipment, such as CD players, video tapes, and audio tapes. In addition, computers can record, analyze and react to responses inputted by users or students.

The use of computers for education, often called computer-assisted instruction (CAI), is developed in several formats, including drills and practice, tutorials, simulations, games and discovery. Computers have also been used to administer tests and manage school administration.

This media has all the advantages of other media. In addition to being able to display text, motion, sound and images, computers can also be used interactively, not just one-way. Even computers connected to the internet can provide the freedom to learn across space and time and provide almost limitless learning resources.

b. impure audio visuals

Impure audio visuals are media whose sound and image elements come from different sources. This media is often referred to as silent audio visuals equipped with sound, namely media that display sound together with still images, such as sound slides (sound frame films). Slides or film tapes that have added sound cannot be categorized as completely intact audio visual tools because the sound and image elements come from separate sources. Therefore, this media is included in the category of silent audio visuals equipped with sound.

The combination of slides or frame films with sound recordings is the easiest form of multimedia system to produce. This combined learning media can be used in various places and for various educational purposes, especially those involving images as information aids or to evoke emotional responses. Sound slides are one of the innovations in the world of education that are effective as learning media.

In addition, slides are very useful for helping students understand abstract concepts more realistically. The use of sound slides in the learning process allows more of the students' senses to be involved, and the more senses are used, the easier it is for students to understand a concept. Sound slides can be created by combining several computer applications, such as PowerPoint, Camtasia, and Windows Movie Maker.

1. Understanding Learning Outcomes

Learning outcomes can be interpreted as changes that occur in a person's behavior or abilities as a result of the learning process. These changes are divided into three main aspects: cognitive, affective, and psychomotor. Learning outcomes describe how far an individual has achieved the educational goals that have been set, including knowledge, skills, and attitudes. In the Hadith of the Prophet, Rasulullah SAW also emphasized the importance of the results of this learning process.

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مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًاإِلَى الْجَنَّة

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Meaning: Whoever follows a path to seek knowledge, Allah will make easy for him the path to Paradise." (HR. Muslim).

This hadith emphasizes the importance of seeking knowledge in Islamic teachings. Seeking knowledge is believed to be a path that can lead a person to happiness, both in this world and in the hereafter. The main purpose of this process of seeking knowledge is to gain Allah's pleasure and as a means to heaven (Muhammad, 1997).

Sukmadinata (2020) states that learning outcomes are not only measured by mastery of subject matter alone, but also include changes in attitudes and skills. This shows that learning outcomes are closely related to students' ability to integrate the knowledge, attitudes, and skills they gain through the education process.

2. Factors that influence learning outcomes
a. Internal Factors

1. Motivation to learn

    Motivation can be understood as a drive that comes from within an individual to achieve certain goals. According to Sardiman (2020), learning motivation is a driving force that provides enthusiasm, direction, and resilience to students during the learning process. With a high level of motivation, students tend to be more active in facing various challenges in learning, which ultimately improves their learning outcomes.

2. Interest

    Interest can be understood as an attraction that motivates someone to learn with high enthusiasm. According to Slameto (2018), when someone has a deep interest in a lesson, this will strengthen their desire to understand the material, so that the process of absorbing information becomes more effective. Therefore, a high level of interest in the lesson plays a very important role in achieving optimal learning outcomes.

3. Intelligence

    Intelligence is the basic ability that every individual has to think, solve problems, and learn. According to Sukmadinata (2020), students' intelligence levels play an important role in their ability to understand and master learning materials. The higher a person's intelligence level, the easier it is for them to absorb the contents of the lesson being taught. The impact of this will certainly be seen in the learning outcomes they achieve, which tend to be better.

4. Physical and mental condition

    Good physical health and mental stability play a very important role in students' learning abilities. Purwanto (2021) stated that students who are in optimal physical condition and mentally stable tend to have better concentration and higher ability to absorb learning materials. On the other hand, if there is a disturbance in their physical or mental condition, the learning process will be disrupted, which in the end can have a negative impact on the learning outcomes they achieve.

b. Faktor eksternal
1. Learning environment

    A conducive learning environment plays an important role in improving concentration and learning effectiveness. Based on Sudjana's opinion (2022), a clean, comfortable, and distraction-free environment can encourage students to be more focused and motivated in their learning process. Moreover, a good atmosphere also helps to establish a harmonious relationship between students, teachers, and parents.

2. Teaching methods

    The right teaching method plays an important role in helping students understand and master the subject matter. As expressed by Dimyati and Mudjiono

(2019), the application of various methods that are in line with students' learning styles can increase their engagement and understanding. Teachers who adopt a creativity and interactivity approach are generally more successful in delivering material in an effective manner.

3. Teacher quality

   A qualified teacher has a very important role in the learning process. According to Suharsimi Arikunto (2020), the quality of a teacher includes pedagogical skills, mastery of material, and skills in managing the class. With adequate competence, teachers can create a pleasant learning atmosphere, which will support student development. In addition, qualified teachers also act as mentors and motivators, helping students to achieve their best potential.

4. Suggestions and infrastructure

   Adequate facilities and infrastructure, including classrooms, libraries, teaching aids, and educational technology, play a crucial role in improving the effectiveness of the learning process. As stated by Sanjaya (2021), the existence of adequate facilities has a significant impact on the smooth implementation of learning. Without adequate support, the teaching and learning process cannot run optimally, which in the end can have a negative impact on student learning outcomes.

5. Family support

   Family support, especially from parents, plays a very important role in students' academic achievement. Nana Syaodih Sukmadinata (2020) emphasized that attention and encouragement given by parents, as well as the provision of learning facilities at home, can make a significant contribution to students' academic achievement. A supportive family not only helps students face various challenges in the learning process but also increases their self-confidence.

1. Understanding Islamic Religious Education

   Islamic Religious Education (PAI) is a discipline that studies the essence of faith in Allah SWT and how to worship Him. In addition, PAI also emphasizes the importance of establishing harmonious relationships with fellow humans and other living creatures, all of which are sourced from the teachings contained in the Qur'an and Hadith.

   The implementation of Islamic religious education is carried out systematically and in a planned manner. The goal is to prepare students to be able to understand, appreciate, believe in, and practice Islamic teachings sourced from the Qur'an and Hadith. This process is carried out through various guidance, training, and teaching activities.

   Thus, it can be concluded that Islamic religious education is a planned effort to form individuals who have in-depth knowledge, based on the teachings of the Qur'an and Hadith.

a. Sources of Islamic Religious Education

1. Al-Qur'an

The Qur'an is the holy book revealed by Allah through the angel Gabriel to the Prophet Muhammad SAW, and conveyed to all mankind. As the main source of guidance for Muslims, the Qur'an has a very important role as guidance or life guidance for all creatures on earth. Therefore, Muslims always study the Koran every day to get guidance from the Creator, Allah SWT.

In the Al-Quran there is a letter which uses the word "Qur'an" which is found in Q.S. Al-Qiyamah verses 17-18:

اِنَّ عَلَيْنَا جَمْعَهٗ وَقُرْاٰنَهٗ ۚ ١٧ فَاِذَا قَرَأْنٰهُ فَاتَّبِعْ قُرْاٰنَهٗ ۚ

Meaning: "Indeed, collecting the Qur'an (in your chest) and (determining) its recitation (on your tongue) is our responsibility. (Therefore), if We have recited it, you should follow the recitation." (Q.S. Al-Qiyamah: 17-18).

In the sense of the term, the Qur'an is the word of Allah and a miracle given to the Prophet Muhammad through the angel Gabriel (Dr. Hasbi, 2019). This book functions as a guide and guidance that is relevant for all mankind. Thus, the Qur'an is the word of Allah revealed to the Prophet Muhammad SAW through the angel Gabriel, and acts as a guide for Muslims in living their lives (Alik al-adhim, 2016).

2. Hadith

Scholars have various definitions of hadith. Ibn Hajar stated that hadith is everything that is attributed to the Prophet Muhammad SAW. Meanwhile, Imam Taqiyyudin Ibn Taimiyyah defines hadith as everything that was narrated from the Messenger of Allah after the prophethood, including his words, deeds, and approvals. On the other hand, Shubi al-Shalih added that the term hadith also means a source of information and news delivery (Isma Hayati Daulay, 2023).

From the perspective of researchers, hadith is seen as the second source of law after the Qur'an. Hadith includes the words, deeds, and decrees of the Prophet which are the basis for determining laws in Islamic teachings

b. The Objectives of Islamic Religious Education

E. Mulyasa explained that the goal of Islamic Religious Education is to foster and improve individual faith. This is done through the delivery and development of knowledge, experience, appreciation, and understanding of Islam. With this goal, Islamic Religious Education seeks to form a Muslim who continues to develop in the field of science and has a high level of piety, in line with the context of nationality and statehood (Akmal Hawi, 2014).

In addition, the researcher also concluded that Islamic Religious Education is a discipline that aims to form individuals who are committed to Allah, intelligent, skilled, have noble character, and are responsible for achieving happiness, both in this world and in the hereafter.

CONCLUSION

The implementation of audio-visual media in Islamic Religious Education learning at SDN Sejati II Camplong provides a real contribution in improving student learning outcomes. This media is able to present religious materials in a more interesting, lively, and easy-to-understand way, especially in abstract materials such as faith, worship, and stories of the prophets.

The use of images, animations, and sounds helps students understand Islamic values more deeply and enjoyably. It is proven that after the implementation of audio-visual media, there is an increase in student learning motivation and better academic evaluation results compared to conventional methods. In addition, students become more active, enthusiastic, and able to relate religious values to everyday life. This shows that audio-visual media not only improves academic achievement, but also strengthens students' religious character in the context of Islamic Religious Education.

ACKNOWLEDGMENT

To support the successful implementation of audio-visual media in Islamic Religious Education learning, it is recommended that teachers continue to improve their competence in designing and using media that is relevant to religious material. Schools need to provide supporting facilities and infrastructure such as LCD projectors, speakers, and access to educational Islamic content that is appropriate for the age of students.

In addition, teachers should be selective in choosing media so that religious values are conveyed correctly, politely, and in accordance with Islamic teachings. Collaboration between Religious Education teachers and ICT teachers can also help create more creative and effective learning media. Finally, it is important to conduct periodic evaluations so that the use of audio-visual media truly has a positive impact on increasing understanding and practice of religious values in students' daily lives.

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