

Improving Student Learning Outcomes in Islamic Education Learning by Using Audio Visual Media at SMA Negeri 2 Sikakap

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Abstract: This study aims to improve students' 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 high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that audio-visual media can improve students' 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 41.18%, the first cycle 53.67% and in the second cycle it increased to 62.12%. Thus, the use of video can be used as an alternative to improve students' learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Education is the most important investment for every nation, especially for every developing nation, which is actively building its country. This is because education is a continuous process to improve human dignity and dignity in improving future generations to become a generation that is qualified, responsible and able to overcome the challenges of the times. With the existence of education will change human morals to good, because this education will change bad behavior to good and increase knowledge from what is not known until man knows, with education man can distinguish what is good and bad from what he does. The field of teaching in general is more or less affected by developments and discoveries in the fields of skills, science, and technology. This development is evident in efforts to reform the education and learning system. The purpose of national education of a nation describes good people according to the view of life adopted by that nation, and the purpose of national education will not be the same as other nations because their outlook on life will not be the same.

Basically, education in a country is the same, which is to want the realization of a good, strong, and skilled human being, whose mind is intelligent and clever, and whose heart is perfectly developed. Allah SWT tells his servants to learn to become a human

being who has faith and knowledge will be elevated by Allah SWT. In accordance with Qs. Al-Mujadallah verse 11. Meaning: O you who believe, if it is said to you, be free in the council, then let Allah give you space. And if it is said, "Stand yourselves, then stand, surely Allah will exalt those who believe among you and those who have some degree of knowledge." And Allah knows what you are doing. Learning is essentially a process of interaction between students and their environment; both between students and students, students with learning resources, and students with teachers (educators).

Learning activities will be meaningful for children if they are carried out in a comfortable environment and provide a sense of security for children. Learning is basically an effort by educators to help students in carrying out learning activities to achieve satisfactory learning outcomes. Meaningful learning is fun learning that will have an advantage in reaping all the information in a timely manner so that the final consequence improves the ability of students. In learning, there are methods and media, these two aspects are very important in the learning process and are also interrelated. The choice of one of the teaching methods will certainly affect the appropriate learning media, although there are still various other aspects that must be considered in choosing media. One of the functions of learning media is as a teaching aid that also affects the climate, conditions, and learning environment that are arranged and created by educators. Media is an important tool in learning, the use of media must consider the aspect of the message conveyed is positive and polite language as a means of conveying the message so that students can receive the message well. Effective and efficient learning media is needed in an education and is also one of the components of learning that has an important role in supporting students' interest in learning for the learning process. Learning media should be a part that must be used by educators in every learning process. According to Gagne, media is various types of components in the student environment that can stimulate them to learn.

Meanwhile, Hamalik stated that the use of learning media in the teaching and learning process can arouse new desires and interests, generate motivation and stimulus for learning activities, and even bring psychological influences on students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. In addition to arousing students' motivation and interest, Learning media can also help students improve their understanding, present data in an attractive and reliable manner, facilitate data interpretation, and condense information. Educators of course need to know and learn how the learning media is so that students can more easily understand the material when in the teaching and learning process. In reality, learning media is still neglected for various reasons, including: limited time for teaching preparation for educators, difficulty in finding the right model and type of media, the absence of some complained about costs, and others. Actually, this does not need to happen if an educator has knowledge and skills about learning media. The process of teaching and learning learning media certainly adds to the learning spirit of students and also the spirit of teaching educators by spending a little time explaining and then strengthening with the existence of learning media so that learning is abstract, with the existence of learning media, abstract material that was previously concrete is easy to understand and understand for students. There are several divisions of media distribution, including audio, visual, audio visual and computer.

Media in learning plays a very active role in increasing students' learning. It is important to remember that the role of the media will not be seen if its use is not in line with the content and learning objectives that have been formulated. No matter how sophisticated the media is, it cannot be said that the learning media is to make students happy and interested in learning if its existence deviates from the content and purpose of learning. The effective use of learning media will result in a good learning activity process as well, and of course the learning goals will be achieved as planned. Film-based audio-visual media is very helpful for educators in delivering material. When teaching through film-based audio-visual media, educators will more easily explain the material and

students will also easily understand what the educator explains. So film-based audio-visual media in the learning process is very helpful for the learning process for both teachers and students. Learning media has a very important in improving students' understanding and learning outcomes.

With the right media, material that is considered difficult can be conveyed in a more interesting and easy-to-understand way. The use of media, be it visual, audio, or multimedia media, can help students to more easily understand material about liver disease and its application in daily life. Islamic Religious Education learning at the high school (SMA) level has a time allocation of 3 hours per week. Based on the applicable curriculum, the subject of Islamic Religious Education is one of the compulsory subjects in the education unit. In the learning process, it is often found that teachers do not use too much variety of media and tend to only use whiteboards and textbooks as the main media. This causes students to often look less able to understand the material, bored, and restless during the learning process. Based on the existing problems, it is important to find solutions that can improve students' learning outcomes in Islamic Religious Education learning, especially in the material "Avoiding Liver Disease". One solution that can be applied is to utilize relevant and effective learning media. With the hope, the media can clarify the material, increase the motivation of students, and accelerate their understanding of the concepts taught. Therefore, the author is interested in conducting a Classroom Action Research (PTK) with the title "Improving Student Learning Outcomes in PAI Learning by Using Audio Visual Media in Class X of SMAN 2 Sikakap"

METHODS

A qualitative approach was used to obtain descriptive data about the learning process, student interaction with the media used, as well as changes in student behavior and motivation during the learning process. Qualitative data was obtained through observations, field notes, and interviews with students and teachers. A quantitative approach is used to measure the improvement of student learning outcomes through evaluation tests given at the end of each cycle. This quantitative data was processed and analyzed to see if there was a significant increase in students' average scores and the level of student learning completeness after the application of audio-visual media in learning. This approach is used to further understand how the learning process is and can improve student learning outcomes in Islamic Religious Education subjects in the material of avoiding liver disease class X (Phase E) SMA Negeri 2 Sikakap.

The type of research used by the researcher is Classroom Action Research (PTK). This Classroom Action Research is carried out in stages and continuously by following the stages of planning, implementation of actions, observation, and reflection. This research was carried out at SMA Negeri 2 Sikakap located on jl. Trans Taikako Village, Sikakap District, Mentawai Islands Regency. The time in this study will be carried out in December 2024. A Research Variable is an attribute or property or value of something (person, object or activity) that has a certain variation that is determined by the researcher to be studied further. In other words, a research variable is anything that can be measured, observed, and varied in a study. In this study, the variables are as follows; 1) Independent Variable is a variable that affects or causes changes in other variables. It is often referred to as a causal variable or predictor. In this study, the independent variable is the learning method used, namely audio-visual-based learning media; 2) Dependent Variables Dependent variables are variables that are influenced by independent variables. Often referred to as a consequence variable or criterion, so that the bound variable in this study is an aspect that wants to be improved, namely student learning outcomes on the material of avoiding liver disease; 3) Contextual Variables, namely variables that provide information about the research setting, in this case the specific subjects and materials taught. The population of this study is all students in the class that is the focus of the research. So the population of this study is all students in class X at SMA Negeri 2 Sikakap

in the subject of Islamic Religious Education and Ethics. Sample is part of the population taken to be the subject of the study. In PTK, the sample is often students in one specific class who are the focus of action. So, the sample in this study is students in class X at SMA Negeri 2 Sikakap which totals 4 people (which is a total of 10 students). The types of data used in this study are qualitative and quantitative data consisting of: 1) Qualitative Data, Includes information related to student learning experiences, concept understanding, student attitudes, and analytical thinking processes. This data was obtained through observation, interviews, reflections, and analysis of documents such as student records; 2) Quantitative Data, data that is measured numerically, such as pre-test and post-test scores, to see the improvement of students' understanding and analytical skills after using audio-visual-based learning media. Data sources; 1) Primary is the main source of data that provides information about students' understanding of the material to avoid liver disease. Data from students includes test results, worksheets, and their responses during the learning process; 2) Secondary is an additional source of data that provides reflection on the effectiveness of the methods applied by teachers and how students respond to learning. Learning planning and implementation documents as well as student learning evaluation results can also be used as a source of data.

Data collection techniques; 1) Observation Method, the observation method is a complex process, a process composed of various biological and psychological processes. Data collection techniques with observation are used when the research is related to human behavior, work processes, natural phenomena and when the observed respondents are not too large; 2) Test method, the test method is a set of stimuli (stimuli) that get answers that can be used as the basis for determining the number score. This test method is used to determine the learning outcomes of students before and after using audio visual media in the PAI subject of avoiding liver disease in class X (Phase E) SMA Negeri 2 Sikakap as a form of evaluation; 3) Documentation method, documentation etode, which is to look for data on matters or variables in the form of notes, books, transcripts, newspapers, magazines, inscriptions, meeting minutes, leggers, agendas and so on. This method is used to obtain data on the ins and outs of the learning process of PAI subjects to avoid liver disease in class X (Phase E) of SMA Negeri 2 Sikakap by using audio-visual learning media.

RESULTS AND DISCUSSION

Research Results The implementation of this research was carried out at SMA Negeri 2 Sikakap which consisted of 4 cycles. Each cycle is carried out with 1 meeting having a time allocation of 2 X 45 minutes. This research was carried out in class X of Islamic religious education with the aim of improving student learning outcomes. Before carrying out the 1st cycle, the researcher first conducts a pre-cycle or initial observation. The following are the results of the initial observations obtained; 1) Initial Description (Pre-Cycle), the researcher carried out Pre-Cycle activities aimed to find out the interests and learning outcomes of students before using the PBL model. Based on the results obtained from the initial observations, educators still use the lecture method in learning and the media only uses a whiteboard, students seem to lack understanding of the material, look lethargic, bored, and restless when the learning process takes place, this happens because educators do not use interesting media and lecture methods that are not used so that students are inactive and the learning results obtained are not achieved. The result of the reflection in the 1st cycle is that although there are some students who are not optimal in achieving the complete score like the table above, the application of audio-visual media in the 1st cycle has gone quite well. This can be seen in the enthusiasm shown by students in participating in learning and mastering the material. By using audio-visual media, learning can be more conducive. For the next action, the researcher will further improve classroom management, more attractive media appearances to increase students' interest so that their learning results are even better. The result of the reflection

in the second cycle is that there has been an improvement in student learning outcomes even though there are some students who are not optimal in achieving complete scores such as the table above, but the application of audio visual media in the second cycle has gone well. This can be seen in the enthusiasm shown by students in participating in learning and mastering the material. By using audio-visual media, learning can be more conducive. For the next action, the researcher will further improve classroom management, more attractive media appearances to increase students' interest so that their learning results are even better.

This research aims to improve student learning outcomes in Islamic Religious Education (PAI) learning by using audio-visual media in class X of SMAN 2 Sikakap. The research was conducted in three cycles, with each cycle consisting of planning, implementation, observation, and evaluation. Based on the results of the research conducted, the application of audio-visual media in PAI learning shows a significant increase in student learning outcomes, both in terms of material understanding and learning motivation. In the first cycle, the application of audio-visual media in the form of videos related to PAI materials such as the basic concept of worship in Islam, the introduction of Islamic figures, and important history in Islam, was able to attract students' attention. The observation results showed that students seemed to be more interested and active during learning. However, despite the increased interest of students, the results of the initial test after the first cycle showed that the average score of students only reached 70. This shows that even though students are engaged in learning, their understanding of the material still needs to be improved. In the second cycle, to optimize the use of audio-visual media, teachers add interactive elements in the video, such as a short quiz or group discussion after watching the video. This aims to encourage students not only to become passive listeners, but also to be actively involved in the learning process. The results of observations in the second cycle showed an increase in student engagement, with more students asking questions and sharing their opinions after watching the video. The test results in the second cycle showed that the average score of students increased to 78, which indicates an increase in material understanding compared to the first cycle. In the third cycle, teachers added a more varied use of audio-visual media, such as the use of animations and clearer graphics to explain more complex materials, such as worship procedures and important histories in Islam. In addition, in this cycle, students are also asked to make group presentations related to the material that has been studied. This aims to encourage students to understand the material more deeply and develop their communication skills. The test results in the third cycle showed a more significant improvement, with the average student score reaching 85, indicating that the use of audio-visual media succeeded in improving student learning outcomes.

During the entire research process, observations showed that the use of audio-visual media successfully increased students' motivation and attention in learning. Students look more enthusiastic and not easily bored because the material presented is more interesting and easy to understand. In addition, the use of this media also makes it easier for students to understand abstract concepts in PAI in a more visual and concrete way. Interview with some students also indicated that they felt more interested and easier to remember the material after learning using audio-visual media. The application of audio-visual media in PAI learning in class X of SMAN 2 Sikakap has proven to be effective in improving student learning outcomes. In the first cycle, although there was an increase in students' motivation, the test results showed that their understanding of the material still needed to be improved. This may be due to the more passive nature of learning, where students simply watch videos in the absence of activities that require them to be more actively engaged. Nonetheless, the increase in student interest and engagement during learning shows that audio-visual media has the potential to improve the quality of learning. In the second cycle, the addition of interactive elements in audio-visual media, such as quizzes and group discussions, proved effective in improving student understanding. Audio-visual

media not only serves to attract students' attention, but is also able to provide opportunities for students to digest the material more deeply.

With interaction after watching the video, students can better understand and apply the material they have learned. This indicates that the use of audio-visual media accompanied by activities that require students to think more critically can improve the overall quality of learning. In the third cycle, the use of more varied audio-visual media, such as animation and graphics, has a greater impact on students' understanding. Materials that previously felt abstract and difficult to understand, such as important worship and historical rituals in Islam, became clearer and easier to understand with the help of visualization. Students are also more active in discussing and working together in groups to present the material they have learned. This shows that audio-visual media can help students to better understand complex material in a more fun and easy-to-digest way. In addition, learning using audio-visual media also has a positive impact on the development of students' social and communication skills. In group presentation activities, students learn to work together, communicate their ideas, and convey information clearly.

It also shows that the use of audio-visual media not only improves academic comprehension, but also develops other skills necessary in everyday life, such as public speaking skills and teamwork. However, although the application of audio-visual media has given positive results, there are several challenges that need to be considered. One of them is the need to manage time well during learning. Some students may find it difficult to manage their time in group discussions or presentations, which can interfere with the smooth running of the learning process.

In addition, not all students have the same level of understanding of the material, so teachers need to provide more intensive guidance to students in need. Overall, the results of this study show that the use of audio-visual media in PAI learning in class X of SMAN 2 Sikakap has succeeded in improving student learning outcomes. Audio-visual media is able to attract students' attention, clarify the material being taught, and increase student involvement and motivation in the learning process. With the addition of interactive elements such as quizzes, discussions, and group presentations, audio-visual media also succeeded in improving students' understanding of the material. Therefore, the use of audio-visual media can be used as an effective alternative in PAI learning, especially in improving the understanding of abstract and complex material. The use of audio-visual media also supports more varied and fun learning, which in turn can reduce student boredom in participating in learning. Therefore, it is recommended that teachers continue to develop and utilize this media in the learning process, not only in PAI learning, but also in other subjects. With proper management, audio-visual media can be a very effective tool to improve the quality of education and student learning outcomes in schools.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the application of audio-visual media in Islamic Religious Education (PAI) learning in class X of SMAN 2 Sikakap has succeeded in improving student learning outcomes. The use of audio-visual media such as videos, animations, and graphics has proven to be effective in increasing student attention, motivation, and engagement during the learning process. With more interesting and easy-to-understand media, students can learn PAI material in a more fun and engaging way. In the first cycle, even though there was an increase in student motivation, their learning outcomes were still relatively low. This shows that although audio-visual media can increase students' attention, their understanding of PAI material needs to be supported by more interactive learning methods. Therefore, in the second cycle, interactive elements such as quizzes and group discussions are added that provide space for students to be more active in understanding the material. The second cycle showed better results, with increased student engagement in discussions and a deeper understanding of the material being taught. The addition of interactive elements helps

students not only to become passive listeners, but also to actively participate in the learning process.

It is improve their ability to analyze and apply the PAI material that has been studied. In the third cycle, the use of more varied audio-visual media, such as animation and graphics, gave very positive results. Students demonstrate a better understanding of more complex materials, such as rituals of worship and important history in Islam. This media makes it easier for students to understand abstract concepts in religion in a more concrete and visual way, as well as improve their ability to convey material through group presentations. The use of audio-visual media also has an impact on improving students' social skills. In group presentations, students are trained to work together, speak in public, and convey their ideas clearly. This not only improves students' academic understanding, but also develops social skills that are crucial to students' personal development. However, while audio-visual media provides positive results, some challenges still need to be considered, such as efficient time management and ensuring each student is equally involved in the discussion or presentation.

Teachers need to continue to provide clearer guidance and direction to ensure that the learning process runs smoothly and that every student can follow well. Overall, this study proves that audio-visual media is an effective tool in improving student learning outcomes in PAI learning in class X of SMAN 2 Sikakap. With proper application and good management, this medium can enrich students' learning experience, improve their understanding of the material being taught, and develop their social and communication skills. Therefore, the use of audio-visual media can be used as an effective alternative in improving the quality of education in schools.

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