
**APPLICATION OF AUDIO VISUAL LEARNING TO IMPROVE PAI
LEARNING OUTCOMES ON THE MATERIAL OF ASMAUL
HUSNA CLASS IV SDN 056594 MENJAHONG
KUALA DISTRICT, LANGKAT REGENCY**

Agustaria

SD Negeri 056594 Menjahong

agustaria2023@gmail.com

ABSTRACT

KEYWORDS

Audio-Visual Media ,
Asmaul Husna

ARTICLE INFO

Accepted: 2 Jan 2024

Revised: 13 Jan 2024

Approved: 27 Mei 2024

application of audio-visual media in Islamic Religious Education subject matter makes it easier for teachers to achieve learning objectives, namely in improving the learning outcomes of grade IV students. This can be seen from the percentage of classical learning completion at each stage which has increased, in cycle I it was 42%, and in cycle II the learning completion of students reached 92%. The average class value also increased significantly, namely in cycle I it was 67, and in cycle II it increased to 87. This means that the target set by the researcher has been achieved with the previously determined indicators, namely the percentage of classical completion reaching 85% and the Minimum Completion Criteria (KKM) per individual of 70.

INTRODUCTION

Humans essentially need education to develop their quality in various aspects. Education is an activity that is intentionally done to achieve certain goals and involves various factors that are interrelated with each other, thus forming a system that influences each other Mahmud & Tedi Priadi, (2005: 89)

The education process is held formally in schools, intended to direct changes in a person in a planned manner, both in terms of knowledge, skills and attitudes. In the learning process there are interrelated components, which include teaching objectives,

teachers and students, learning materials, teaching and learning methods/strategies, tools/media, learning resources and evaluation Sukewi, (1994: 12)

One of the media used in learning that is believed to be able to improve students' understanding and motivation to learn is audio-visual media. Audio-visual media is an alternative means in carrying out technology-based learning processes. Technology-based audio-visual learning can be used as an alternative means in optimizing the learning process, due to several aspects including: easy to package in the learning process; more interesting for learning; and can be improved at any time. The learning process is very important in the world of education, in the process there are many things that can affect the achievement of learning objectives or the expected learning outcomes of students. Low attention and enthusiasm of students in participating in Islamic Religious Education learning. This was observed by the author who is also an Islamic Religious Education teacher on the material of Asmaul Husana, where the number of students who completed the material was only 4 out of 12 total students in class IV SDN 056594 Menjahong. According to the author, this is caused by several factors, including the teaching methods that teachers have used so far tend to be monotonous and have never used learning media that are interesting for students. Starting from the problems above, the author is interested in improving student learning outcomes in the Asmaul Husana material by using audio-visual media so that the enthusiasm and attention of students in participating in PAI learning on the Asmaul Husana material increases, so that it also affects the improvement of student learning outcomes. Another reason is that such learning has never been implemented before and because this has become a trend among children who really like watching videos, especially those circulating on social media and the YouTube application. Based on the background of the problem above, the author is motivated to conduct a study entitled "Application of Audio Visual Media to Improve PAI Learning Outcomes on Asmaul Husna Material for Class IV SDN 056594 Menjahong, Kuala District, Langkat Regency".

RESEARCH METHODS

This study uses quantitative research methods, data collection techniques used in this study are library research where library research is an activity of collecting materials related to research from scientific journals, literature, and authors. This library study is conducted to obtain theoretical information so that researchers have a strong theoretical basis as a scientific result. The data in this study are based on books and journals that are relevant to be studied by the author.

RESULTS AND DISCUSSION

a. Implementation

Activities of Cycle I

In the implementation of cycle I, the research indicators that have been applied have not been achieved, so it is continued to cycle II. The activities carried out in the learning process in cycle II include the planning, implementation, observation, and reflection stages described as follows:

1. Planning
2. Planning
3. Observation and testing
4. Reflection

Results of Cycle I Action

1. Planning

The implementation of cycle II is based on cycle I. Before the learning process in cycle II begins, the teacher corrects the deficiencies in cycle I. In the learning process in cycle II, the teacher still uses audio-visual media and changes the learning method and tries to master the active learning method, namely Teams Games Tournament (TGT). By changing this learning method,

it is intended that its implementation can be better than the previous method and students can follow

learning well. It is expected that in the implementation of cycle II the learning atmosphere will be more enjoyable and not rigid so that student activities, interactions between teachers and students and learning outcomes can increase.

2. Implementation

The second meeting lasted 105 minutes. The research conducted by the researcher was conducted on Monday, August 1, 2023, which discussed: Let's get used to the commendable behavior of Asmaul Husana, the implementation steps are as follows:

Learning Activities

a. Introduction (15 minutes)

- 1) The teacher greets, greets students (asks how they are, checks students' attendance and readiness, etc.), and encourages students by clapping or singing.
- 2) One of the students leads the reading of the prayer followed by an affirmation by the teacher about the importance of praying before starting an activity in order to instill a strong belief in the power of God Almighty in understanding the knowledge being studied.
- 3) The teacher conveys the objectives of this learning activity and explains what activities will be carried out and what things will be assessed on students

during the learning process.

b. Core (80 minutes)

- 1) The teacher introduces the learning by starting by observing pictures as a stimulus.
- 2) The teacher gives simple questions
- 3) The teacher conveys the objectives of the material to be studied
- 4) The teacher presents learning materials with powerpoint slides and videos.
- 5) The teacher gives a brief explanation of the material being studied.
- 6) Students are divided into 3 groups of 4 people (teams)
- 7) Teacher prepares tournament
- 8) The teacher explains the rules of the game, each student in the group will answer one question that has been provided by the teacher, if a student in the group cannot answer then the next student will answer the question and so on.
- 9) The teacher gives a time limit for this game.
- 10) Teachers assess and give awards or appreciation

c. Closing (10 minutes)

- 1) Questions and answers about the material that has been studied to find out the results achieved in the learning process.
- 2) Teachers and students make conclusions or summaries of the material presented in one lesson.
- 3) The teacher delivers the next lesson.

- 4) The teacher and students together close the learning activity by saying hamdallah.

3. Observation

Based on the actions that have been given, research data from cycle II is obtained in the form of data from observations and student learning outcome tests. Data from observations are the results of observations of teacher activities and student activities during learning.

1) Teacher Activity Observation Results Data

Based on data collection from observations made on teacher activities during the learning process, this can be seen in the following table:

Table 4.10
Observation of Teacher Activities in Cycle II Learning

	Observed Indicators/Aspects	Score			
	Introduction				
	Creating Teaching Modules				
	Saying greetings, reading prayers before studying, checking student attendance and checking student readiness				
	Delivering objective learning Which will be developed				
	Write the title of the material to be developed on the board or display it on the screen.				
	Apperception				
	Motivation				
	Core activities				

	Students listen to the lesson well and correctly				
	Students are guided by internal teachers Islamic Religious Education learning				
	Teachers use methods and media in Islamic Religious Education learning				
	The teacher appoints one or several students to give their opinions. about the material studied				
	Teachers and students review the learning together				

So the total score obtained from observing teacher activities in learning is 74, with an average result of 92.5. So from the description of the assessment category, it can be concluded that the teacher's ability to use audio-visual media in combination with the Teams Games Tournament (TGT) method is classified as Very Good.

The final score is the result of the total score according to the following criteria:

Assessment categories

No	Mark	Assessment Category
1	86-100	Very good
2	71-85	Good
3	60-70	Pretty good
4	0-50	Not good

So the total score obtained from observing teacher activities in learning is 74, with an average result of 92.5. So from the description of the assessment category, it can be concluded that the teacher's ability to use audio-visual media in combination with the Teams Games Tournament (TGT) method is classified as Very Good. 38 with an average value of 95. From the description of the observation result assessment

category, it can be concluded that the students' activities in participating in the learning process using audio-visual media in cycle II are classified as Very Good.

2) Final Test Results Data Cycle II

After conducting the cycle II instrument test on the learning process using audio-visual media, the learning outcomes of students were obtained. From the learning outcomes of students in the implementation of cycle II, the average score is 87 with the lowest score of 60 and the highest score of 100, among which 1 student got a score below 70 and 11 students got a score above 70. If calculated based on the percentage of learning completion, there are 92% of students.

completed, and 8% of students who have not completed their studies. For more details, the percentage of completion of cycle II learning can be seen in the table below:

Table 4.14
Percentage of Learning Completion Cycle II

No	Mark	Amount	Percentage	Category
1	$\geq$ 70	11	92%	Completed
2	$<$ 70	1	8%	Not Completed

From the table above, the learning outcomes of students can be said to be successful, because the number of students getting ≥ 70 is in accordance with the Minimum Completion Criteria (KKM) determined and has met the classical completion achievement indicator, which is at least 85% of the number of students. The classical completion of the learning outcomes of students, 11 students completed with a percentage of 92% and 1 person did not complete 8%. It can be concluded that in cycle II, the learning outcomes of students have achieved the success indicator.

4. Reflection

Based on the results of observations of the activities of teachers and students in Islamic Religious Education learning on the material of Asmaul Husana using audio-visual media in combination with the Teams Games Tournament (TGT) method in cycle II, there has been an increase. Thus, it can be concluded that in cycle II, there has been an increase.

II. Student learning activities, teacher performance, and PAI learning outcomes for the Asmaul Husana material have met the classical completion criteria that have been applied, namely 85% for learning activities and 85% for student learning completion and classical completion of learning outcomes of 70. The discussion in this PTK is based on the results of observations followed by evaluation and reflection activities. Based on the results of the research cycle I and II, it shows that PAI learning on the material of Asmaul Husana using audio-visual media has increased, both in terms of increasing student activity and learning outcomes during the learning process.

This can be seen based on observations of student learning outcomes in cycle I cannot be said to be successful, because the number of students getting ≥ 70 does not match the Minimum Completion Criteria (KKM) determined because it has not met the classical completion achievement indicator, which is at least 85% of the number of students. The classical completion of student learning outcomes, 5 students completed with a percentage of 42% and 7 students did not complete 58%. It can be concluded that in cycle I, student learning outcomes have not reached the success indicator. From this background, the researcher then continued learning cycle II. From the results of student activities in cycle II, the percentage of student learning outcomes increased to 92%.

CONCLUSION

Based on research and discussion on the Application of Audio Visual Learning Media to Improve Islamic Religious Education Learning Outcomes on Asmaul Husana Material for Class V SDN Kalumpang 2, Bungur District, Tapin Regency, the researcher can put forward the following conclusions:

1. The application of audio-visual media in Islamic Religious Education subject matter makes it easier for teachers to achieve learning objectives, namely in improving the learning outcomes of grade IV students. This can be seen from the percentage of classical learning completion at each stage which has increased, in cycle I it was 42%, and in cycle II the learning completion of students reached 92%. The average class value also increased significantly, namely in cycle I it was 67, and in cycle II it increased to 87. This means that the target set by the researcher has been achieved with the previously determined indicators, namely the percentage of classical completion reaching 85% and the Minimum Completion Criteria (KKM) per individual of 70.
2. The learning activity of students can be increased by applying audio-visual media in the material of the Noble Example of Asmaul Husna. With this media, teachers can easily stimulate student activity through cooperation between groups. Teachers can also easily monitor student activities so that the level of difficulty and problems faced by students can be known and solutions can be sought by teachers. The increase in student learning activity can be seen from cycle I with the number of scores and average values obtained, namely 33 with an average value of 82 (good), and in cycle II the number of scores and average values obtained obtained, namely 38 with an average of 95 (very good).
3. The application of audio-visual media can also increase teacher activity. This can be proven by the increase in the achievement of teacher activity observation results from the number of scores obtained from observing teacher activities in learning, which is 68 with an average result of 85 (good), and in cycle II it increased by 74 with an average result of 92.5 (very good).

REFERENCES

- Defiya, 2014. Penerapan Metode Diskusi Dalam Meningkatkan Prestasi Belajar Peserta Didik Dalam UIN Ar-Raniry
- Hamzah B. Uno, dkk, 2016. Menjadi Peneliti PTK Yang Profesional, Jakarta: PT Bumi Aksara
- Kunandar, 2013. *Langkah Mudah Penelitian Tindakan Kelas*, Depok: Rajawali Pers
- Mahmud & Tedi Priadi, 2015. *Pemikiran Pendidikan Islam*, Bandung: Sahifa
- Sapto Haryoko, 2009. "Efektifitas Pemanfaatan Media Audio-Visual Sebagai Alternatif Optimalisasi Model Pembelajaran". *Jurnal Edukasi Elektro*, Volume 5, (1):
- Suharsimi Arikunto 2010. *Prosedur, Penelitian Suatu Pendekatan Praktis*, Edisi Revisi
- Sukewi, 1994. *Proses Belajar Mengajar*, Semarang: IKIP Semarang Press