

Audio Visual Media to Enhance Student Learning Outcomes in Aqidah Akhlak

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Abstract

Audio-visual media constitutes a pivotal instructional tool that facilitates the achievement of learning objectives through enhanced student engagement and comprehension. This study aims to examine the comparative effectiveness of storytelling methods and audio-visual media in improving student learning outcomes in the subject of Aqidah Akhlak. Employing a classroom action research approach, data were collected through documentation, observation, and the administration of pre-tests and post-tests. The findings reveal that the storytelling method led to a 20% improvement in student performance, whereas the implementation of audio-visual media resulted in a 90% increase in learning outcomes. These results underscore the superior efficacy of audio-visual media in reinforcing conceptual understanding and fostering meaningful learning experiences among students.

Keywords: Audio Visual Media; Learning Outcomes; Aqidah Akhlak

Abstrak

Media audio visual merupakan instrumen pembelajaran yang esensial dalam mendukung pencapaian tujuan instruksional melalui peningkatan keterlibatan dan pemahaman peserta didik. Penelitian ini bertujuan untuk mengkaji efektivitas komparatif antara metode bertutur (kisah) dan penggunaan media audio visual dalam meningkatkan hasil belajar peserta didik pada mata pelajaran Aqidah Akhlak. Penelitian ini menggunakan pendekatan tindakan kelas dengan teknik pengumpulan data melalui dokumentasi, observasi, serta pemberian pre-test dan post-test. Hasil penelitian menunjukkan bahwa metode cerita menghasilkan peningkatan hasil belajar sebesar 20%, sedangkan penerapan media audio visual mampu meningkatkan capaian pembelajaran hingga 90%. Temuan ini menegaskan bahwa media audio visual memiliki keunggulan dalam memperkuat pemahaman konseptual serta mendorong terciptanya pengalaman belajar yang lebih bermakna bagi peserta didik.

Kata Kunci: Media Audio Visual, Hasil Belajar, Aqidah Akhlak

INTRODUCTION

One of the characteristics of a professional teacher is being able to utilize learning media during the teaching process (Khamidah & Sholichah, 2022; Rahmi & Nari, 2022; Sari et al., 2024; Warmansyah, 2019). This is important for teachers to pay attention to because currently learning media has developed a lot and its utilization must be in accordance with the learning needs and learning styles of students. The variety of learning media is quite a lot, requiring teachers to sort and choose which teaching aids are relevant to teaching materials, availability of facilities and student learning styles (Nazori, 2024; Nuryanto & Martya, 2022). The use of media in learning is a must and an obligation for teachers in implementing learning. Media as a teaching aid has a very important position in the successful implementation of learning. In its application, the media has three models, namely visual, audio, and audio-visual media. All of them have their own advantages and difficulties. However, among the three media models above, audio-visual media is more comprehensive, because it is a combination of two media, namely visual and audio (Fuady & Mutalib, 2018; Muammar & Suhartina, 2018).

Teaching media is a tool to support the implementation of teaching and learning which is useful for attracting students' interest in what they are learning (Tawil & Dahlan, 2021). The development of the times and science is very fast, having an effect on the progress of learning media which is increasingly varied (Nicolaou et al., 2019; Rahma & Haviz, 2022; Sari et al., 2024). One of the learning media that can give a deep impression to students is Audio visual media. Audio visual media is media that describes information or teaching material by combining images (visual) and sound (audio) simultaneously, so that students with diverse learning styles can understand the subject matter more easily (Fadilah et al., 2023; Novelty et al., 2018; Winarto et al., 2020). In its application, Audio visual media also has advantages and disadvantages. The advantages of Audio visual media are that students more easily master the teaching material, the learning atmosphere is more active, attracts student interest and the class becomes more responsive. Meanwhile, the disadvantages of Audio visual media are that it requires a lot of tools, teachers do not have the ability to design Audio visual media, schools do not have facilities that can support the use of Audio visual media, and Audio visual media cannot be applied to all materials or subjects (Paisar & Zuhri, 2021).

Aqidah Akhlak is a very important subject in instilling a basic foundation in the form of belief values and moral formation to students. This lesson is part of the Islamic religious education group (Anisa & Murniyetti, 2022). Aqidah Akhlak which consists of two words, namely aqidah which means strong belief (Suryani et al., 2021), and morals which means character, behavior or civilized (Maryono et al., 2022). Aqidah Akhlak learning is sometimes too focused on students' cognitive success in understanding Aqidah Akhlak learning material, even though the main goal of Aqidah Akhlak is not limited to the cognitive aspect alone but also to the affective and psychomotor aspects which are the goals of Aqidah Akhlak learning that will be manifested in everyday life (Banna, 2019; Jannah, 2020; Putra, 2018; Sitepu et al., 2022).

In its implementation, teaching Aqidah Akhlak is sometimes difficult for students to understand if they only apply the usual teaching methods or media, so that adequate teaching methods or media are needed so that students can master the material presented in the Aqidah Akhlak subject, one of which is by utilizing Audio visual media. Audio visual media can include messages or educational materials that are made in an interesting and imaginative way by utilizing the senses of sight and hearing. This means that because Audio visual materials offer sound and visual components, educators can utilize them to influence the learning process. The utilization of Audio visual media is a form of teacher creativity in order to increase the understanding of teaching materials in students (Desmita et al., 2023; Dung, 2021; Sunaryo et al., 2023).

In the implementation of teaching, teachers are sometimes reluctant to prepare and utilize learning media in the teaching and learning process because it requires sufficient time, energy and ability so that teachers are able to make qualified teaching media (Febriana, 2019). The lack of infrastructure and facilities in some educational institutions is also one of the reasons why teachers still rarely use audio-visual materials (Aryani et al., 2021; Maemunah et al., 2021; Nurhayati et al., 2020). In applying audio-visual media, teachers need to prepare several things, including preparing the learning media in advance before the teacher enters the classroom so that the purpose of using audio-visual media teaching media can be useful (Karlina & Setiyadi, 2019; Maemunah et al., 2021). Based on limited observations at MIN 38 Aceh Besar, researchers found that Audio visual media is still very rarely used by Aqidah Akhak subject teachers, so that the delivery of material from teachers to students seems less than optimal, resulting in poor learning outcomes. The media that is commonly used is only the lecture/storytelling method which makes students not really absorb the material delivered by the teacher. For this reason, teachers must use various tools or media, one of which is by utilizing Audio visual media.

Previous researchers have quite a lot of research on the use of Audio visual media, including, namely; in teaching Islamic Religious Education which is very fundamental to the pulse of human life, especially to achieve inner peace and mental health in general, the use of Audio visual media is very important as a means of delivering educational material (Bisma et al., 2023; Ernanida & Yusra, 2019). Students' ability to listen to English can be improved through the use of Audio visual materials (Sopiyah, 2018). Students' listening skills can be improved through the use of Audio visual materials (Aryani et al., 2021; Dung, 2021). Students find it easier to understand and assimilate knowledge when Audio visual materials are included (Bagila et al., 2019; Mujahidin et al., 2021). The utilization of information technology learning media can increase learning interest in Aqidah Akhlak subjects (Muammar & Suhartina, 2018). The uniqueness of this research is that there has been no previous research that examines in detail the application of Audio visual media in Aqidah Akhlak learning in improving student learning outcomes from cognitive, psychomotor and affective aspects. This research focuses on how the use of Audio visual media can improve student learning outcomes in cognitive, affective and psychomotor aspects in class IV

MIN 38 Aceh Besar in the subject of Aqidah Akhlak, namely the material on the importance of having an attitude of obeying and obeying Allah, the Apostle, parents, and teachers in everyday life.

Seeing the above context, researchers are interested in conducting research with the title “Audio Visual Media to Enhance Student Learning Outcomes in Aqidah Akhlak”. With the research objective to find out how the comparison of the application of the story/ story method with Audio visual media in influencing student learning outcomes from cognitive, affective and psychomotor aspects?.

METHODS

This study utilized classroom action research. Classroom action research was taken because it is the only research that is relevant to the objectives to be achieved from this study. Planning, implementation, observation, and reflection are the four phases that make up this classroom action research. Kurt Lewin's classroom action research paradigm is the name given to this approach.

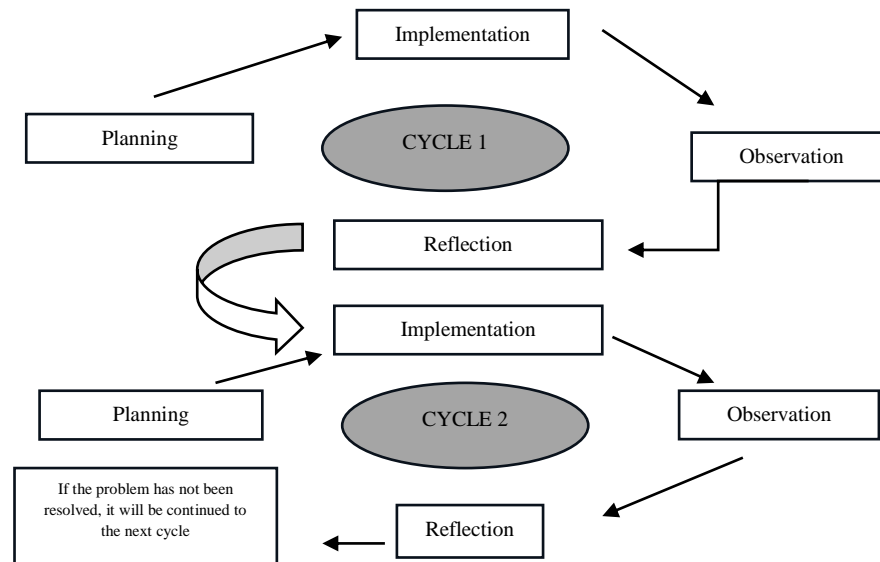


Figure 1. Kurt Lewin Cycle Theory

The location of this research is at MIN 38 Aceh Besar, Jl. Krueng Raya-Grong-grong KM 23, Seulimeum District, Aceh Besar Regency, Aceh Province. This class action research was held in early October 2024 in the odd semester of the 2024-2025 school year.

The targets in this study were all fourth grade students of MIN 38 Aceh Besar, totaling 10 people. The topic of this research is Aqidah Akhlak, which is about the importance of having an attitude of obeying and obeying Allah, the Messenger, parents, and teachers in everyday life.

Data collection instruments in this study used observation practices, documentation, pre-test and post-test. Data collection with several techniques was

carried out at the same time, namely, when the application of learning from the first and second cycles was carried out. The above techniques were taken to meet the data needs for this study. The data diagnosis technique in this study is realized to see the success of learning outcomes, which will be carried out after students pass the implementation of teaching in one cycle, which is achieved by giving written or oral assessments to each student at the end of the cycle. Data were analyzed through several stages, namely; data collection, data reduction, and data presentation.

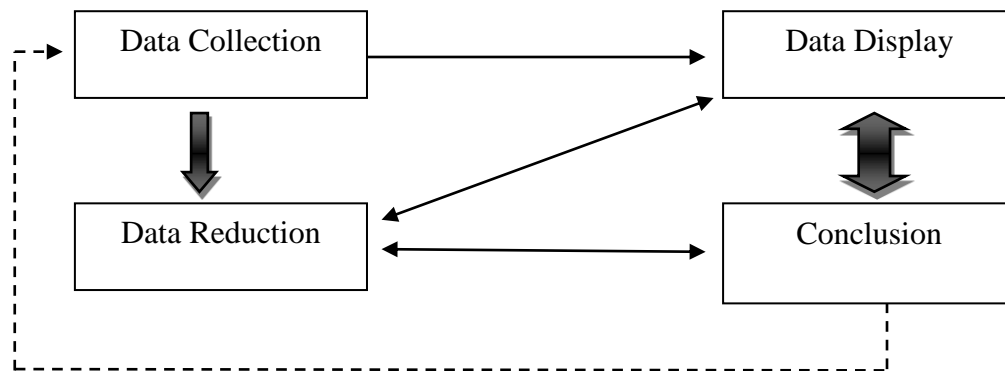


Figure 2. Data Analysis Stages

Data were analyzed using the following methods: a) cognitive: students get a score of 3 if they are able to write completely the importance of having an attitude of obedience and obedience to Allah, the Apostle, parents, and teachers in everyday life. Students get a score of 2 if they are able to write completely the importance of having an attitude of obeying and obeying Allah, the Apostle, parents, and teachers in everyday life. Students get a score of 1 if they are unable to write completely the importance of having an obedient and submissive attitude to Allah, the Messenger, parents, and teachers in daily life. b) affective: students get a score of 3 if they are always able to be obedient, obedient, honest, gentle and polite. Students get a score of 2 if they are able to be obedient, obedient, honest, gentle and polite. Students get a score of 1 if they are not able to be obedient, obedient, honest, gentle and polite. c) psychomotor: students get a score of 3 if they are able to always pray, hear the call to prayer, and respect parents and teachers. Students get a score of 2 if they are able to pray, hear the call to prayer, speak politely, and respect parents and teachers. Students get a score of 1 if they are unable to pray, hear the call to prayer, be honest, speak politely, and respect parents and teachers.

Table 1. Description Number of Frequency of each Score and Aspect

NO	Aspect	Score	Frequency
1.	Cognitive	1	10
		2	20
		3	30
2.	Affective	1	10
		2	20
		3	30
3.	Psychomotor	1	10
		2	20
		3	40

From the table above, we can understand that scores 1 and 2 for all aspects have the same frequency, namely 10 and 20. Whereas in score 3 there is a difference where for cognitive and affective aspects it has a frequency of 30 and for psychomotor aspects it has a frequency of 40. This is done to ensure that students who get perfect scores in all aspects, namely 3, will also get a perfect score of 100.

RESULTS AND DISCUSSION

Research that has been conducted in class IV MIN 38 Aceh Besar is to use planning, implementation, observation, and reflection are four stages of each of the two cycles of classroom action research. The ways in preparing Audio visual media that researchers have done are by preparing learning materials, designing Audio visual media with predetermined materials, adjusting audio and visual videos, and ensuring the duration of time for applying Audio visual media is not too long (Ritonga et al., 2023).

Cycle 1 Analysis Results

The assessment sheet for the learning outcomes of MIN 38 Aceh Besar class IV students in the subject of Aqidah Akhlak, the importance of obeying and obeying Allah, the Messenger, parents, and teachers in everyday life, in the first cycle by utilizing the story / story learning method to get the following results:

Table 2. Assessment of Learning Outcomes Cycle 1 Through the Story Method

NO	Name	Assessed Aspect			Quantity	Nilai	Remarks T/TT
		Cognitive	Affective	Psychomotor			
1.	AH	1	1	2	4	40	Incomplete
2.	AA	2	1	1	4	40	Incomplete
3.	AF	1	2	2	5	50	Incomplete
4.	HT	2	1	2	5	50	Incomplete
5.	HA	1	1	2	4	40	Incomplete
6.	HM	2	2	2	6	60	Incomplete
7.	IA	2	2	1	5	50	Incomplete
8.	KA	3	2	2	7	70	Incomplete
9.	MS	2	2	2	6	60	Incomplete
10.	VT	3	2	3	8	90	Tuntas

As can be seen from the table above, only two students (20%) achieved the learning objectives out of ten complete students, while eight students (80%) did not complete because they scored below the KKM 70, thus requiring modifications in the teaching strategy.

Cycle 2 Analysis Results

The following are the learning results of MIN 38 Aceh Besar class IV students in the subject of Aqidah Akhlak, the importance of obeying and obeying Allah, the Messenger, both parents, and teachers in everyday life in cycle 2 by applying Audio visual learning media to get the following results:

Table 3. Assessment of Cycle 2 Learning Outcomes through Audio Visual Media

NO	Name	Assessed Aspect			Quantity	Nilai	Remarks T/TT
		Cognitive	Affective	Psychomotor			
1.	AH	2	3	3	8	90	Complete
2.	AA	3	2	1	6	60	Incomplete
3.	AF	3	3	3	9	100	Complete
4.	HT	3	3	3	9	100	Complete
5.	HA	2	3	3	8	90	Complete
6.	HM	3	3	2	8	80	Complete
7.	IA	2	3	3	8	90	Complete
8.	KA	3	3	3	9	100	Complete
9.	MS	3	3	2	8	80	Complete
10.	VT	3	3	3	9	100	Complete

As shown in the table above, nine out of ten students (90%) completed the learning outcomes, while one student (10%) did not complete because he scored below the KKM 70. Given the results of research conducted through each cycle. Before the researchers conducted teaching material on the importance of obeying and obeying Allah, the Messenger, parents and teachers in everyday life, through Audio visual media, students were not actively involved in the teaching process. We can see this in the learning outcomes of students who have not been maximized, where out of 10 students only 2 students meet the threshold of the minimum completeness criteria (KKM) 70. This is inseparable from the use of teaching methods that are monotonous, and not interactive. Thus making students uninterested and ultimately affecting student learning outcomes.

After analyzing the problems at the previous meeting, then in the second teaching or cycle 2, the researcher utilized Audio visual media that combined the projector with a laptop. The teaching atmosphere changed to be more active and effective, because students were more fluent in mastering the teaching material with the help of Audio visual media. This can be seen by the number of students who are able to get scores exceeding the KKM threshold of 9 out of 10 students, this can certainly be evidence that the use of appropriate teaching methods and media can encourage the achievement of excellent and satisfying learning outcomes.

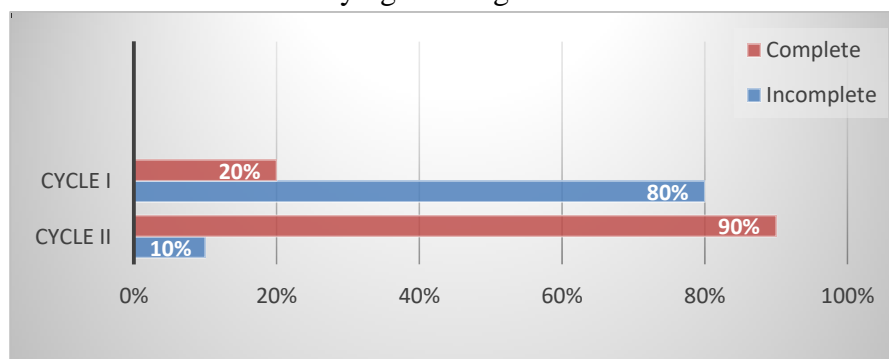


Figure 2. Comparison Diagram of Student Completion

The picture above makes it clear that grade IV students totaling ten students showed a marked improvement in student learning outcomes. on the material about the importance of obeying and obeying Allah, the Messenger, both parents, and teachers in everyday life. This is based on a comparison of the percentage of student scores from cycles 1 and 2. In cycle 1, the score achieved was 20%, in cycle 2 the figure increased to 90%. Between cycles 1 and 2, there was a noticeable difference in the number of students who met the threshold score in learning the material about the importance of having an obedient attitude to Allah, the Messenger, parents, and teachers in everyday life. This finding shows how important it is to use Audio visual teaching materials to maximize student learning outcomes. This finding is in line with the results of research conducted by Kartika and friends who stated that Audio visual learning has a significant impact than lecture-based learning methods in maximizing listening comprehension of eleventh grade students of SMA Negeri 5 Pematang Siantar in the context of narrative text (Kartika et al., 2023). Harsa and friends also stated that Audio visual media is more effective in improving student learning outcomes compared to the application of Audio media (Harsa et al., 2020). This finding is also supported by the exposure of Cahyono and friends who state that the application of Audio visual media can improve student learning achievement than learning that does not apply audio visual media (Cahyono et al., 2021).

This study shows that the utilization of audio-visual media in Aqidah Akhlak subjects can increase student activeness and learning outcomes. Therefore, the results of this study are expected to be used as a reference by teachers in utilizing audio-visual media in other subjects.

CONCLUSION

The application of audio-visual-based teaching media in Aqidah Akhlak lessons is very important, because it can boost the acquisition of satisfactory student learning outcomes. This can be seen when teaching utilizes the story/story method, learners who achieve scores past the threshold are only 2 students (20%) out of a total of 10 students. Whereas when teaching practiced Audio-visual-based learning media, students who scored past the threshold score were 9 students (90%) and only 1 student (10%) who did not reach the threshold score. There is a considerable difference in acquisition between the story-based teaching method and the Audio-visual-based teaching media. For this reason, we can conclude that the application of audio-visual-based teaching media is very effectively utilized to increase activeness and boost student learning outcomes, inversely proportional to when the teacher uses the lecture/storytelling learning method alone. Future research is expected to be able to examine a larger sample and on other subjects or materials.

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