

The Use of Audiovisual Media in Learning and Its Impact on Learning Outcomes of Islamic Cultural History at Madrasah Tsanawiyah Negeri 4 Pasaman

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ABSTRACT

The history of Islamic culture is part of the subjects in the Islamic Religious Education curriculum which is considered difficult by most students, it is said so because the content contained in these subjects is generally located outside Indonesia which geographically has never been visited by students. Therefore, it takes the right media to teach it to students. The research was conducted using the PAR (Participatory Action Research) method, where the researcher was directly involved with learning activities, while the object of this research was class VIII MTs Negeri 4 Pasaman. The results of the study are that the use of audio-visual media has an impact on learning outcomes of Islamic cultural history, this conclusion is based on the understanding and accuracy of students in answering several questions that are distributed after the treatment, students are also able to show the geographical location contained in world geography. These results prove that audiovisual media has an important position in improving student learning outcomes.

Keywords: learning media, audiovisual, learning outcomes

INTRODUCTION

The Islamic religious education curriculum in Madrasah is Fiqh, Aqidah Akhlak, Al-Qur'an Hadith, and History of Islamic Culture (Elman & Mahrus, 2020; Ashari, 2021), according to the content and scope of each subject has a different level of difficulty. While the difference in difficulty in each lesson cannot be used as an excuse in realizing the achievement of the goals that have been set. Because each of these lessons is also fundamentally mandated to be taught by educators who have the appropriate knowledge of what they teach.

The government has made various efforts to achieve national education goals, one of which is by improving the curriculum (Muhammedi, 2014). The curriculum used today in educational activities, especially for Islamic Religious

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Education, is the 2013 Curriculum (Yusuf et al., 2020). One of the emphases on educators in the 2013 Curriculum is to create a teaching and learning process that is fun, interesting, creative, and innovative (Nurohim et al., 2016). Thus, educators are required to be creative in carrying out learning to achieve educational goals.

Teaching and learning process activities carried out by educators should be able to generate student learning motivation, so that it has an impact on quality learning outcomes. Student learning outcomes will be obtained after students go through the process of the learning experience. A learning experience is a learning process to realize learning objectives. Success in the learning process is determined by the selection of appropriate teaching methods and media (Munawaroh, 2017; Aprianto et al., 2020).

Educators will always want that every learning process can get learning outcomes as expected. Educators hope that students can understand the material provided, students also want educators to be able to present lessons well so that they get satisfactory learning outcomes. The problems that occur in the field are that there are still many learning activities that are not running as they should. This can be seen from the indications that there are still many students who do not understand the material given by the teacher. Some students score below the KKM (Minimum Completeness Criteria), there are even students who work on the answer questions carelessly. This shows that educators are required to make continuous improvements in their learning so that the problems of students' difficulties in learning can be resolved, and students can obtain learning outcomes as expected.

The subject of Islamic Cultural History is one of the subjects part of Islamic Religious Education taught at Madrasah Tsanawiyah. The subject of Islamic Cultural History is important to be studied and understood as well as possible by students from an early age. Because a lot of peeling about the basic teachings, Islamic norms that have been exemplified by the Prophet Muhammad in developing Islamic culture and civilization (Yumiarty et al., 2021). The purpose of the subject is so that students have awareness regarding the importance of knowing the time and place of events from the past, and train students' critical power to understand historical truths correctly through Islamic historical relics which are evidence of Muslim civilization in the past. And students can find lessons or wisdom from historical events (especially Islam), as well as imitate outstanding figures, and relate them to social, cultural, political, economic, science and technology events and the arts, and so on to advance Islamic culture and civilization.

The Islamic Cultural History material at Madrasah Tsanawiyah includes the history of the Prophet Muhammad in the Mecca and Medina periods, Islamic civilization during the Khulafaurrasyidin period, the development of Islamic society during the Umayyad Daulah, Abbasid Daulah, and the Al Ayyubid period, understanding the development of Islam in Indonesia. And about the Islamic kingdoms in Indonesia, understanding famous figures in the spread of Islam in Indonesia, understanding traditions and customs in Indonesia, and understanding the forms of traditions and traditional ceremonies that exist in the archipelago

But the reality on the ground that the author observed based on the initial survey showed that most Islamic Cultural History subject teachers carried out learning by taking photos of sourcebooks or making teaching materials and then sending them through the Class Whatsapp group. Meanwhile, based on the author's interview with the Islamic Cultural History teacher, there is evidence that shows that student learning outcomes are still low about Muslim scientists and their role during the Abbasid dynasty. This is indicated by the fact that there are still many student scores who have not yet reached the Minimum Completeness Criteria set by the madrasa, especially in class VIII of MTsN 4 Pasaman, Bonjol District, Pasaman Regency. The minimum completeness score or KKM for the subject of Islamic Cultural History is 75. Based on the information obtained by the author, the Islamic Cultural History Daily Test score with the Basic Competence "Muslim Scientists and

Their Roles in the Abbasid Dynasty" of 42 students who have not achieved the KKM score is 24 people. Meanwhile, only 18 students scored above the KKM. Thus, this material is considered classically incomplete. This is caused by the lack of precise learning methods used by teachers, namely the use of conventional methods.

Audio Visual Media is a step that can be taken to build Active, Innovative, Creative, Effective, and Fun Learning. Researchers believe that Audio-Visual Media is appropriate to overcome the problem of students' lack of success in understanding the material of Muslim scientists and their role during the Abbasid dynasty. Therefore, this study is intended to reveal the achievement of Islamic Cultural History learning outcomes using audio-visual media at MTs Negeri 4 Pasaman.

METHODOLOGY

The location of this research is MTs Negeri 4 Pasaman, District Bonjol. The basis for choosing the location of this research is because the author argues that the location has never been studied before on this issue and according to the author, the results of this research will be very useful for MTs Negeri 4 Pasaman, Bonjol District. This research has started in the first semester of July 2020. By the government's circular to anticipate the spread of Covid-19, schools are not allowed to meet face-to-face and are replaced with online and offline learning. Researchers have observed this problem and started to develop proposals from early August 2020. This is to find out the media used by Islamic Cultural teachers and their impact on the learning outcomes of class VIII students during the Covid 19 pandemic.

This research will be carried out for two months starting from November November to January 2021. This study uses a qualitative approach. Sources of research data are students and documents, students at MTs Negeri 4 Pasaman know a lot about how teachers carry out SKI learning using audio-visual media, while the document in question is in the form of SKI learning outcomes using audio-visual media. The research data were then analyzed using interactive techniques.

RESULTS AND DISCUSSION

The presence of Audio-Visual Media when delivering SKI material, especially on the basic competence of "Muslim scientist material and its role during the Abbasid Daula" is expected to make it easier for teachers to explain the material to students. So that the condition of students' final grades on the material of Muslim scientists and scholars and their role during the Abbasid Daula has increased.

Based on non-formal interviews with a number of students, information was obtained that one of the causes of the low activity and learning outcomes of students in the Daulah Abbasiyah material in SKI lessons was that students did not understand the material in depth. This is further exacerbated by the learning model that is carried out only in the form of providing material and giving assignments. In addition, students also admitted that they were less motivated to learn because learning was felt to be both uninteresting and boring. Learning activities are only carried out referring to existing textbooks

Based on the author's observations at MTs Negeri 4 Pasaman which was held in July and August 2020, it can be seen that there are still many obstacles in online learning. One of them is the number of assignments. The task given by educators to students is to record teaching materials provided through files (documents/pdf) or teaching materials photographed from source books (packaged books). The pile of assignments causes students to have difficulty or lack of understanding of the subject matter. Based on the results of interviews with SKI teachers who teach in class VIII, the authors get data that students of class VIII in the final semester still have difficulty

understanding SKI material. This problem can be seen from the difficulty of them remembering the material properly and correctly so that they have difficulty answering questions during the exam.

Especially now that Indonesia is hit by the Covid-19 outbreak. The spread of Covid-19 has had a major impact on Indonesia, especially in the field of education. The spread of covid 19 can be prevented by wearing a mask, maintaining cleanliness by always washing hands, maintaining body immunity, and maintaining distance and away from crowds. The government is making efforts to prevent the transmission of COVID-19 in the world of education, namely efforts to maintain distance. The Indonesian government reduced crowds. Based on Circular Letter Number 4 of 2020 regarding Education Policy during the emergency period of Covid-19 transmission, it is explained that the learning process is carried out at home through distance / online learning to provide meaningful learning experiences for students. To reduce the spread of COVID-19, the government has issued a circular regarding social scanning. This is the basis for the government to issue regulations on distance learning. All school institutions, madrasahs to universities have changed the learning model from conventional to online or offline models.

The author wants to see the impact of using audio-visual media on student learning outcomes at MTs Negeri 4 Pasaman. So far, audio-visual media is considered a useful strategy to make it easier for students to master the subject matter again. so that students better understand the material and are motivated so that they feel not burdened by the subject matter. Using audio-visual media, students not only record the material provided by the teacher but also view and analyze the shows played in videos related to past events so that students are more active in participating in SKI learning. For this reason, in learning SKI, it is very important to use video media, especially material for the Abbasid dynasty. This video-shaped media is believed to be able to generate learning motivation so as to increase student learning outcomes.

Types of Audiovisual Media

Based on the findings of the research that the authors have stated above link to the use of audio-visual media and its impact on the learning outcomes of class VIII students, based on the results of observations, interviews, and documentation that the author did, it can be seen that the use of audio-visual media can be used as a solution to educational problems that occurred during the pandemic this. Especially when it is not possible to carry out face-to-face learning, audio-visual media can be an extension of the teacher's hand to continue the learning process with various interesting applications.

Among the types of audio-visual media used in SKI learning are using the White Board Animation (Explee) application, and animated learning videos using PowerPoint and the Kinemaster application,

Whiteboard Animation is an animated drawing media on a computer that conveys learning ideas made with moving pictures that attract students' attention. The narration in the video is made and adapted to the theme and duration of the video or called doodling animation, or it can also be said as a video that uses a screen such as a whiteboard with animated hands moving, writing, describing illustrations according to objects on the screen accompanied by voice and narration from illustrations to be presented.

From the results of observations and interviews, Whiteboard Animation is quite effective in increasing student motivation in learning lessons either at home or at school, this is because the form of learning is interesting to see and learn. Learning with animated whiteboard media can raise students' motivation in learning because this media bridges children to learn remotely through their android devices.

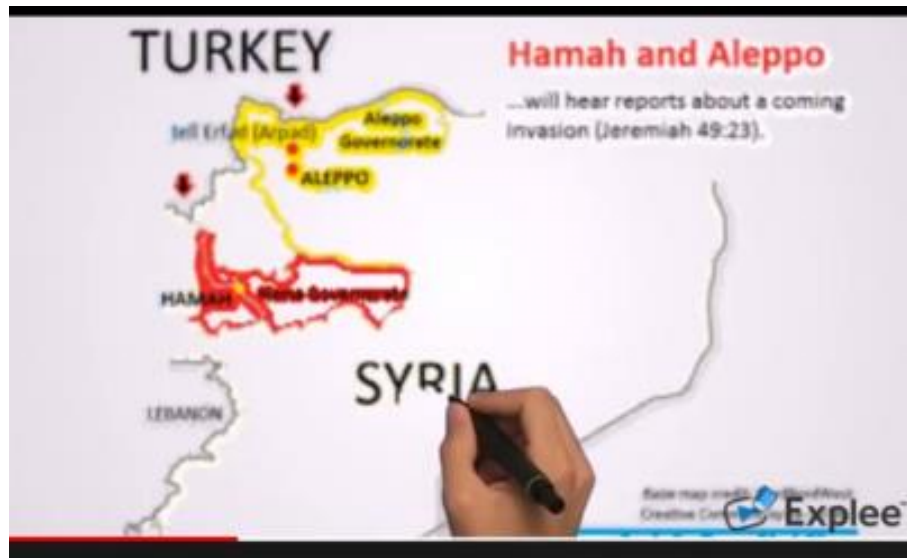


Figure 1. Video Whiteboard Animation

Animated whiteboards have a pretty good impact on improving the quality of the SKI learning process. This finding is in line with the views and results of research that has examined aspects of media utilization (Almatiana et al., 2021). Every teacher needs creativity in using and even designing the right media according to the material and learning objectives (Putri et al., 2021; Karlina & Setiyadi, 2019; Fauzi, Hilmi, 2017). By the description above, learning SKI using animated whiteboard media has an impact on increasing students' motivation.

Then, Animated Learning Videos using PowerPoint. Animation Learning Video is media in the form of audio and visual that is used by educators to deliver the subject matter to students to help them understand the subject matter. This media is used in advanced material about Muslim scientists of the Abbasid State. This video contains animation and audio from dubbing (sound) that explains the material.

Learning media can create a fun learning atmosphere because it displays interesting slides. Powerpoint media designs accompanied by animated images are not only text but also moving animations. The use of image animation is on the opening slide. Animated learning videos are audio and visual media that are used to convey messages/learning materials from educators to students to assist in understanding learning materials. The video also contains animation and audio dubbing (sound) that explains the material.

This animated learning video media is very useful in delivering subject matter because through this powerpoint animation media the material delivered has a clear message (message clarity) so that students can understand the subject matter more meaningfully and the information can be received thoroughly by students by itself. will be stored in long-term memory. Then this animated video is user-friendly, meaning that it is familiar to the user because it uses common language that is easy to understand. This media visualization is that the subject matter is packaged in multimedia in which there is text, animation, sound, and video according to the text material. And this learning video can be played over and over again anywhere and anytime.



Figure 2. Animated video with PowerPoint

The Kinemaster App. The Kinemaster application in making learning videos is quite easy to use. To produce good videos, we must know the features of the video editing application. Because the editing process will be difficult to run optimally if you don't know the features in the application. The step that must be prepared is to prepare the materials or teaching materials that will be delivered. Then create videos, images, text, and music. Using kinemaster media produces uniformity in observing the material, instilling the right concepts, and raising the enthusiasm of students to study well, the media can create desire and learning that is carried out using audio-visual media can change students' learning attitudes so that learning outcomes increase.



Figure 3. Videos using the Kinemaster App

The quality of SKI learning by using audiovisual media

The quality of SKI learning by using audiovisual media can be better than before using audiovisual media. This can be seen in the increased SKI learning outcomes. very important in the process of learning SKI. Before using this audiovisual media, students were less enthusiastic and did not get good learning outcomes, most of the students scored below the KKM (Minimum Completeness Criteria), this was seen in the value of the students' learning outcomes.

The quality of SKI learning is related to the implementation of the SKI learning process which states that the teacher has tried to carry out the SKI learning process well so that the learning objectives can be conveyed properly, but the teacher still needs development and creativity in the delivery of learning materials. Based on the results of the author's research after using this audio-visual media, students get better learning outcomes. This was confirmed by the deputy head of the madrasa who stated that the quality of student learning outcomes at MTs Negeri 4 Pasaman had improved better than learning outcomes before using audio-visual media.

The teachers are expected to have broad knowledge related to learning methods. And must be able to choose the right method for a particular lesson. The right method will create a desire to learn, bring out abundant information and skills from a teacher, align learning materials with the needs of students. In the eyes of Daulah Abbasiyah scientists, SKI teachers use media as a learning tool, the media used is audiovisual media in the form of videos accompanied by several explanatory sentences as a compliment so that students understand the learning given. In connection with the implementation of SKI learning, the author conducted interviews with the head of the madrasa who stated that the media was very helpful in efforts to realize the success of the teaching process in schools. Thus, teachers are required to be skilled in choosing and using media in learning. Because the selection of the right media will have an impact on student learning outcomes.

The use of appropriate media in the learning process, including the SKI learning process, greatly influences the quality of learning, therefore a teacher must be able to make the learning process more enjoyable for students. At MTs Negeri 4 Pasaman this has been done well, however, teachers must continue to learn so that the implementation of the learning process can improve in a better direction so that it has a positive influence on the quality of learning.

Learning outcomes of the history of Islamic culture subject using audiovisual media

Results are the end to be achieved in a goal as well as learning outcomes. The learning outcomes of SKI which initially had poor learning outcomes in learning using audio-visual media were expected to be better. In this regard, the SKI teacher stated that the SKI learning outcomes using audiovisual media obtained better learning outcomes, where at first most of the students scored below the KKM after using this audiovisual media, most of the students scored above the KKM. Regarding the learning outcomes of SKI using audiovisual media, the authors conducted interviews with the head of the madrasa who stated that the implementation of SKI learning at MTsN 4 using Audio Visual media was able to improve student learning outcomes to become better.

The results of learning SKI using audiovisual media are better and better than before using audiovisual media because it is easier for students to understand SKI lessons by using this media. Media is one of the learning tools so that the results obtained are maximized and the learning objectives are achieved optimally. The use of audio-visual media in SKI learning has a positive influence on SKI learning outcomes. This is in accordance with what was conveyed by the SKI teacher who said that the learning outcomes of students who received learning materials using

audio-visual media were better than students whose learning processes did not use the audio-visual media.

The results of SKI learning using audio-visual media have increased learning outcomes for the better, therefore the use of media that is more appropriate and fun for students is very important in a learning process, this is where a teacher must be able to create a learning atmosphere that is more interesting and fun for students.

CONCLUSION

Based on the discussion and description of the data that the authors describe, it can be emphasized that the audio-visual media used by teachers in learning SKI at MTs Negeri 4 Pasaman has a positive impact on improving the quality of the process and the quality of learning outcomes. The quality of the process in question is that the SKI learning process at the time of covid-19 looks better, this can be proven by the improvement and participation of students in the learning process. While the increase in the results referred to here is that by using audio-visual media, the learning outcomes of students in SKI subjects are increasing from before the use of audio-visual media.

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