IMPROVEMENT OF UNDERSTANDING IN ISLAMIC RELIGIOUS EDUCATION THROUGH AUDIOVISUAL MEDIA

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Abstract:

Many educators use the lecture method, which is less suitable for education in this modern era, causing students to tend to get bored, sleepy, and ultimately reluctant to pay attention. The aim of this study is to improve students' understanding by utilizing audiovisual media periodically and to improve the learning system to make it better than before. The method used in this research is Classroom Action Research, which plays an important role in enhancing the quality of learning. The results of this study show that audiovisual media in Islamic Religious Education learning in class X at SMA Islam Sumberasih Probolinggo significantly improved students' learning outcomes. In the pre-cycle stage, the lecture method resulted in a low level of mastery, with few students achieving the required score. After the application of audiovisual media through two cycles, the level of mastery sharply increased, especially in Cycle II. The number of students in the "Very Good" category also increased.

Keywords: *Improvement, Islamic Religious Education, Audiovisual.*

INTRODUCTION

Audiovisual media in education can help instructors explain concepts and provide clarity, which enhances students' understanding in the learning process. Because it can improve learning outcomes, the use of instructional media, especially audiovisual media, is very important in the teaching and learning process. Learning resources are necessary for all subjects, although the types and suitability of the resources used may vary depending on the subject (Yetmi et al., 2023).

The benefits of using media in learning are: a) The presentation of messages becomes clearer and less verbalistic, making it easier for students to understand. b) It overcomes temporal, sensory, and spatial limitations in research. Depending on the material or methodology used, various learning media will be utilized. According to (Bakhtiar, 2022) the use of learning media in the classroom has several advantages, including: a) It attracts students' interest, which increases their motivation to learn. b) It makes the learning material easier to understand, allowing students to master the content more quickly and achieve the learning objectives. c) It uses various teaching techniques, not just verbal instructions, which boosts student enthusiasm, saves time, and reduces effort. d) It provides students with opportunities to learn through role-playing, practicing, watching, and presenting (Harsiwi & Arini, 2020).

Based on previous studies on the application of learning media in specific subjects, much research has already been conducted. For example, a study by Fauziah linked the use of audiovisual media with environmental behavior, where

the research resulted in the planning and implementation of effective learning using audiovisual media and showed an improvement in the behavior of disposing of waste properly. The application of audiovisual media to increase student activity showed that the use of audiovisual media could enhance student engagement based on the Minimum Completion Criteria (KKM) score (Fauziah, 2023).

Research on the application of audiovisual media in English language learning was also conducted through stages of planning, followed by implementation and evaluation of the learning process. Some challenges faced in the implementation of audiovisual media include dark classrooms, difficulties for teachers in creating audiovisual media, limited facilities, and a lack of student understanding (Darmayanti, 2019). Furthermore, the application of audiovisual media to enhance children's understanding showed positive effects (Silvy Anjani et al., 2023).

The use of audiovisual media has been widely studied, according to several previous research papers. However, because this media is still rarely used in Islamic education, particularly in terms of work ethic, experts are becoming increasingly interested in this field. Learning media functions as a tool for connecting the learning process, with various types that are widely recognized in the field of education. Experts classify these types of media as follows: a) Graphic media, such as charts, diagrams, comics, cartoons, posters, and similar items. b) Audio media, which includes sound and covers news, radio, recorded interviews, and conversations. c) Projection media, which uses slides, film strips, and other similar formats. d) Audiovisual materials with sounds and images that can be seen, heard, and observed. e) Visual media, which includes textual expressions, thoughts, facts, images, graphics, posters, comics, and others (Nada & Sholeh, 2021).

According to Rizki Surya, there are four foundations in the use of learning media: a) Psychological foundation, which encompasses all aspects of mental and physical personality in the educational process. b) Technical foundation, which includes the optimal use of all available educational resources and tailoring them to the unique needs of each student to achieve the best outcomes. c) Empirical foundation, which shows that the use of learning media and student learning outcomes are interconnected because the content is chosen based on students' learning preferences. d) Philosophical foundation: Using relevant media helps maintain students' interest and provides clarity on the subject they are studying (Rizki Surya Hidayat *, Hernisawati Hernisawati, 2024). Achieving learning objectives will be easier if the selection of learning media is aligned with the instructional resources prepared by the teacher, such as the Lesson Plan (RPP) and Syllabus. Additionally, since audiovisual materials can make learning more engaging and dynamic, students will be more motivated (Sari & Ahmad, 2021).

Based on interviews with one of the teachers at SMA Islam Sumberasih, it was revealed that learning about material that is difficult for most students to understand has been ineffective. This is caused by several factors, one of which is the internal factor of the educator. Many educators use the lecture method, which is less suitable for education in this modern era, causing students to become bored, sleepy, and ultimately reluctant to pay attention. The aim of this study is to improve students' understanding by periodically utilizing audiovisual media and improving the learning system to make it better than before.

The novelty of this study lies in the specific application of audiovisual media to enhance students' understanding in Islamic education, which has rarely been done. Although many previous studies have discussed the effectiveness of audiovisual media in improving learning outcomes, this research focuses on

efforts to integrate audiovisual media with complex learning materials in Islamic education. Additionally, this study also aims to address the issue of monotonous lecture methods, which often become obstacles in the learning process in the modern era. By utilizing audiovisual media periodically, this research is expected to offer a new innovation in Islamic education teaching methods, particularly in improving students' understanding of difficult material.

RESEARCH METHOD

The research method used in this study is Classroom Action Research (CAR). Classroom Action Research plays an important role in improving the quality of learning when implemented in a proper and effective manner (Yetmi et al., 2023). Effective implementation involves teachers actively working to identify and address problems that arise during the learning process in the classroom through planned and meaningful actions. These actions are planned with the aim of solving problems or improving the situation, and are then carefully measured to assess their level of success. This study was conducted at SMA Islam Sumberasih Probolinggo.

This Classroom Action Research was conducted through two cycles with the goal of improving student learning outcomes in understanding Islamic Religious Education (PAI) subjects through the use of audiovisual media. This research uses observation, interviews, questionnaires, and documentation methods.

A narrative research design was used with the aim of investigating people's lives and asking one or more individuals to tell the story of their experiences. The researcher then presents this data in the form of a narrative chronology. This study focuses on a case study regarding how the application of audiovisual learning media affects students' interest in learning. The data sources of this study consist of primary and secondary data (Fitriani et al., 2021).

RESULTS AND DISCUSSION

The research conducted in class X at SMA Islam Sumberasih Probolinggo is an example of Classroom Action Research (CAR). This study is divided into two cycles, each consisting of four stages: preparation, action, observation, and reflection.

Pre-Cycle Stage

An initial observation was conducted before starting the Classroom Action Research (CAR) to implement Islamic Religious Education (PAI) learning in Class X with the application of audiovisual media. The purpose of this observation was to identify the problems that arose during the learning process at SMA Islam Sumberasih Probolinggo. This observation focused on the teaching methods applied by the teacher, with the use of audiovisual media in PAI learning in Class X as the main focus.

The goal of this observation was to enhance students' interest in learning. The observation procedure included meetings with the school principal and writing a request letter to conduct relevant research. The observation results revealed that the lack of student interest in PAI lessons was the primary issue, and some students had not yet reached the expected level. Additionally, interviews were conducted with the PAI subject teacher at SMA Islam Sumberasih Probolinggo to gather further information.

Cycle I

The planning stage in this cycle includes:
   a. Determining the topic "work ethic."
   b. Deciding on the teaching model by applying audiovisual media.
   c. Preparing the Lesson Plan (RPP).

d. Providing feedback on the material.
e. Preparing teaching aids such as markers and books, as well as a written test with essay questions, and preparing assessment tools for evaluating the actions taken.

Recapitulation of Learning Outcomes in the Pre-Cycle Using the Lecture Method

Level	Number of Students	Score Range	Percentage	Completed / Not Completed
Very Good	5	90-100	14.71%	Completed
Good	11	70-89	32.35%	Completed
Satisfactory	8	50-69	23.53%	Not Completed
Poor	10	<50	29.41%	Not Completed
Total			100%	

Student Performance Distribution
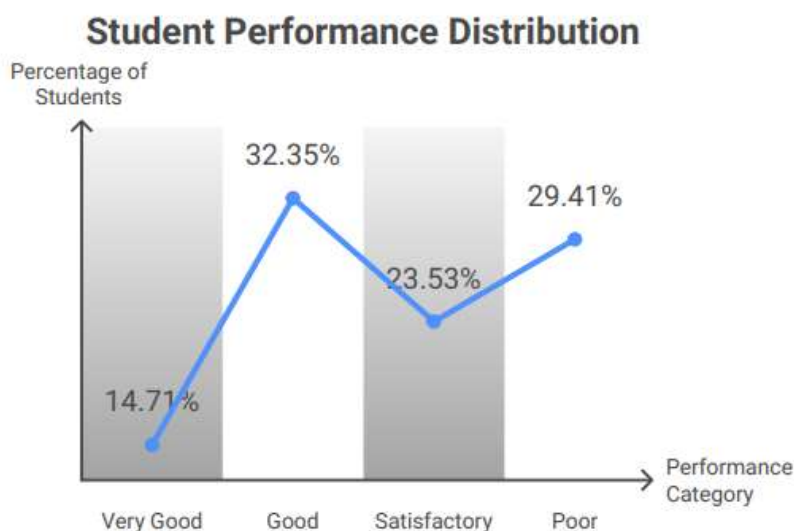
From the table, 47.06% of students (5 students in the "Very Good" category and 11 students in the "Good" category) achieved learning completeness with scores above 70. However, 52.94% of students did not complete, consisting of 23.53% (8 students) in the "Satisfactory" category with scores between 50-69, and 29.41% (10 students) in the "Poor" category with scores below 50. The majority of students are in the "Good" and "Poor" categories, so additional efforts are needed to increase the number of students who achieve completeness.

Cycle II

The development of Cycle II is an improvement of the learning activities conducted in Cycle I. Although this stage of preparation is not much different from the previous cycle, the educator starts with the following steps:
a. Determining the learning resources regarding "work ethic."
b. Choosing the teaching model for applying audiovisual media.
c. Preparing the Lesson Plan (RPP).
d. Preparing the perception sheet that has been compiled.
e. Providing teaching materials in the form of a projector.
f. Creating a written test with 5 essay questions as an assessment instrument for the actions taken.

Recapitulation of Learning Outcomes in Cycle II Through Audiovisual Media

Level	Number of Students	Score Range	Percentage	Completed / Not Completed
Very Good	12	90-100	35.29%	Completed
Good	18	70-89	52.94%	Completed
Satisfactory	3	50-69	8.82%	Not Completed
Poor	1	<50	2.94%	Not Completed
Total			100%	

Student Performance Distribution
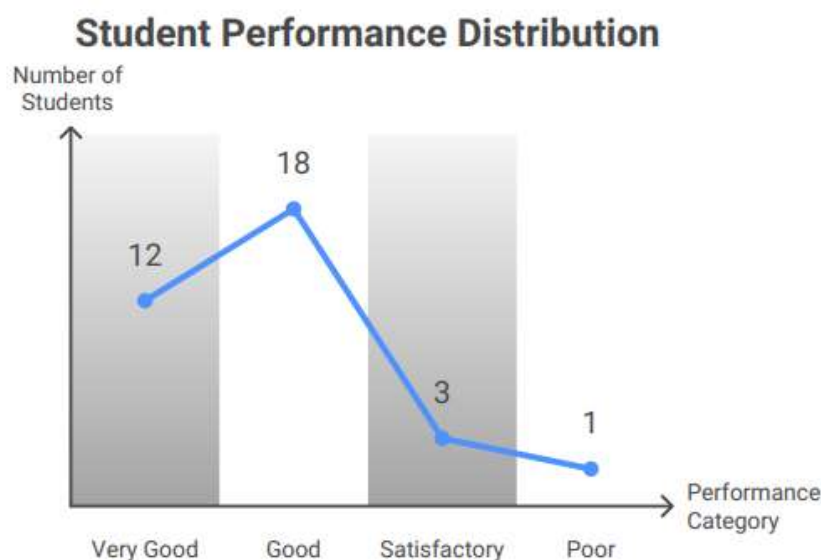
From the table, 88.23% of students (30 students) achieved learning completeness, consisting of 35.29% (12 students) in the "Very Good" category with scores between 90-100, and 52.94% (18 students) in the "Good" category with scores between 70-89. Meanwhile, 11.77% of students (4 students) did not complete, consisting of 8.82% (3 students) in the "Satisfactory" category with scores between 50-69, and 2.94% (1 student) in the "Poor" category with scores below 50. The majority of students are in the "Good" category.

DISCUSSION

From the analysis results during the Classroom Action Research phase of the learning process using audiovisual media, the comparison of students' learning outcomes and the percentage of learning outcomes from each cycle can be observed as follows:

Percentage Comparison of Learning Outcomes in Cycle 1 and Cycle 2 Using Audiovisual Media

Level	Cycle I		Cycle II	
	Number of Students	Percentage	Percentage	Number of Students
Very Good	5	14.71%	12	35.29%
Good	11	32.35%	18	52.94%
Satisfactory	8	23.53%	3	8.82%
Poor	10	29.41%	1	2.94%
Total	34	100%	34	100%

Student Performance Distribution Across Cycles

The use of engaging and non-boring learning media means that the media can attract students' interest. This makes it easier for students to absorb the learning messages, such as understanding the religion practiced by children and learning about the various religions in Indonesia.

Students will find it easier to remember the learning messages conveyed through videos that combine elements of sound and visuals, such as videos available on YouTube and audio recordings of learning materials (Yetmi et al., 2023). Maximizing the application of audiovisual media in the learning process will help students stimulate their abilities, particularly in Islamic religious education. In addition, this media also makes it easier for teachers to present the material, especially related to religious education. The use of audiovisual media in Islamic Religious Education is highly effective in increasing students' learning motivation. Students will more easily understand the moral messages conveyed through films and stories, both through hearing and seeing.

The results from the table show a significant improvement between Cycle I and Cycle II. In Cycle I, only 47.06% of students achieved completeness (in the "Very Good" and "Good" categories), while in Cycle II, this increased to 88.23%. The number of students in the "Very Good" category rose from 5 students (14.71%) to 12 students (35.29%), and in the "Good" category, it increased from 11 students (32.35%) to 18 students (52.94%). Meanwhile, the number of students in the "Satisfactory" category decreased from 8 students (23.53%) to 3 students (8.82%), and in the "Poor" category, it decreased from 10 students (29.41%) to just 1 student (2.94%). This indicates that the application of audiovisual media can optimize students' language abilities and serves as an effective and enjoyable alternative in the learning process.

CONCLUSION

The conclusion of this study shows that the application of audiovisual media in Islamic Religious Education (PAI) learning in class X at SMA Islam Sumberasih Probolinggo significantly improved students' learning outcomes. In the pre-cycle phase, the lecture method resulted in a low level of completion, with only 47.06% of students achieving passing grades. After the application of audiovisual media through two cycles, the completion rate sharply increased to 88.23% in Cycle II. The number of students in the "Very Good" category rose from 14.71% to 35.29%, while the "Poor" category drastically dropped from 29.41% to 2.94%.

These findings reinforce the importance of audiovisual media as an innovative and enjoyable alternative to enhance the quality of learning, particularly in Islamic Religious Education content. The use of audiovisual

materials, such as films, during the learning process increases motivation, reduces boredom, and enhances student engagement. Achieving a better understanding of the material and successful learning outcomes requires the selection of relevant media or instructional tools. Educators today can use audiovisual materials to keep up with the latest developments in science and technology. This media combines auditory (hearing) and visual (sight) elements, and by utilizing it, the material is expected to be delivered to students as effectively as possible.

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