The Use of Audio Visual Media to Improve Student Learning Outcomes in Class X MAN 9 Jombang

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ABSTRACT

This study aims to determine the use of audio-visual media can improve student learning outcomes in class X MIA 2 MAN 9 Jombang. This research is a classroom action research. This type of research is to use descriptive qualitative and quantitative methods because this research was conducted with the aim of obtaining student learning outcomes using Audio Visual media. This research model refers to the classroom action research proposed by Kemmis and Mc Taggart models. As well as the lack of participation and enthusiasm of students when participating in class learning. In this case he improvement of learning is carried out. To get solution. This research was conducted at MAN 9 Jombang for the 2022-2023 academic year for class X MIA 2 students. The results of the study were for students who completed cycle I with a percentage of 42,31%. After making improvements to learning in cycle II with a percentage of 88.46%. While student activity in the cycle I with a percentage of 55%, and cycle II with a percentage of 85%. From the results of this study it can be concluded that the use of audio-visual media can improve student learning outcomes in the Aqidah Akhlak class X MIA 2 subject MAN 9 JOMBANG.

Keywords : Audio Visual Media, Moral Beliefs, Learning Outcomes.

INTRODUCTION

Along with the rapid development of Science and Technology, which is marked by progress and improvements in various fields, both in the fields of education, politics, communication, and others, these advances make it easier for humans to carry out all activities in meeting their needs, both the needs to seek knowledge, work, and so forth. In the world of education Science and Technology play a very important role, it can be seen that Science and Technology can make it easier for someone to access various fields of knowledge. In the world of education, the advancement of Science and Technology is utilized to assist teachers and students in facilitating the learning and learning process.

Education according to Amka (2019) is guidance given by adults to child development to reach maturity with the aim that children are capable enough to carry out their own life tasks not with the help of others. Meanwhile, according to Hidayat and Abdillah (2019) Education is a conscious and planned effort to provide guidance or assistance in developing the physical and spiritual potential given by adults to students to reach maturity and achieve goals so that students are able to carry out their life tasks independently.

Based on the definition of education above, it can be concluded that education is an effort made by educators to guide students in achieving their goals, where students can independently carry out their duties and obligations. In the process of learning and learning in the classroom, it cannot be separated from the learning media used by educators to convey learning objectives to students. The learning media used must be easy to understand and attract the attention of students.

Media is anything that can be used as an intermediary in the process of interaction between teachers and students with a note that the media can simplify or streamline the learning process (Ani Cahyadi, 2019). Meanwhile, according to Hamdan Husein Batubara (2020) learning media are all forms of objects and tools used to support the learning process.

There are several benefits of learning media according to experts. Sudjana & Rivai (1992) in Ani Cahyadi (2019) stated the benefits of learning media in the student learning process, including attracting

more students' attention so that they can foster learning motivation; learning materials will have clearer meaning so that they can be more easily understood by students and enable them to master and achieve learning objectives; Teaching methods will be more varied.

An educator is required to have innovation and creativity in using and choosing the right learning media in order to foster students' interest in learning in the learning process and learning in class. Audio visual media is one of the media that displays sound and images that attract the attention of students. Audio visual media is one of the interesting media to use when educators will explain the material or learning objectives to be conveyed. According to Hasnul Fikri and Ade Sri Madona (2018) audio visual media, namely media that has sound elements and image elements such as television, video cassettes, and video compact disc (VCD). Meanwhile, according to Muhammad Ramli (2012) audio visual media is a set of media that can simultaneously display images and sound at the same time, which contain learning messages.

Based on the understanding of audio-visual media, it can be concluded that audio-visual media is a tool that contains images and sounds so that it can attract the attention and enthusiasm of students in learning and learning activities. Learning media in the form of audio visuals that are well packaged and interesting will certainly be able to improve student learning outcomes. More than that audio-visual media is media that has elements of sound and image elements. This type of media has better capabilities, because it includes both types of auditive (hearing) and visual (seeing) media (Syaiful Bahri Djamarah, Aswan Zain, 2010: 124). The combination of picture and sound forms the same character as the original object. The tools included in the audio-visual media category are: television, video-VCD, audio and film (Sanaky Hujair: 102) in Ani Cahyadi (2019). According to Sukiman (2012) Audio-visual based learning media is a medium for channeling messages by utilizing the senses of hearing and sight.

This research was conducted to determine the increase of student learning outcomes in class X at MAN 9 Jombang in the Aqidah Akhlaq subject after learning by using audio visual media.

METHOD

The subjects in this study were students of class X MIA 2 MAN 9 Jombang, with a total of 26 students consisting of 9 boys and 17 girls. This research was conducted at MAN 9 Jombang, while the research schedule is described in the schedule in the following table.

Table 1. Research Schedule

No	Day n date	Activities	Place	Result
1	Monday, November 21, 2022	Pre Cycle	X MIA 2	➢ Test score ➢ Paper of students' activities
2	Wednesday, November 23, 2022	Cycle I	X MIA 2	➢ Test score ➢ Paper of students' activities
3	Friday, November 25, 2022	Cycle II	X MIA 2	➢ Test score ➢ Paper of students' activities

This research is a classroom action research. This type of research is to use descriptive qualitative and quantitative methods because this research was conducted with the aim of obtaining an overview of student learning outcomes in the material of the story of the Prophet Luth by using Audio Visual media. This research model uses the Kemmis and Mc Taggart models, in which there are devices or strands with one device consisting of four stages including planning, action, observation, and reflection. The research procedure used in this study can be seen through the following scheme:
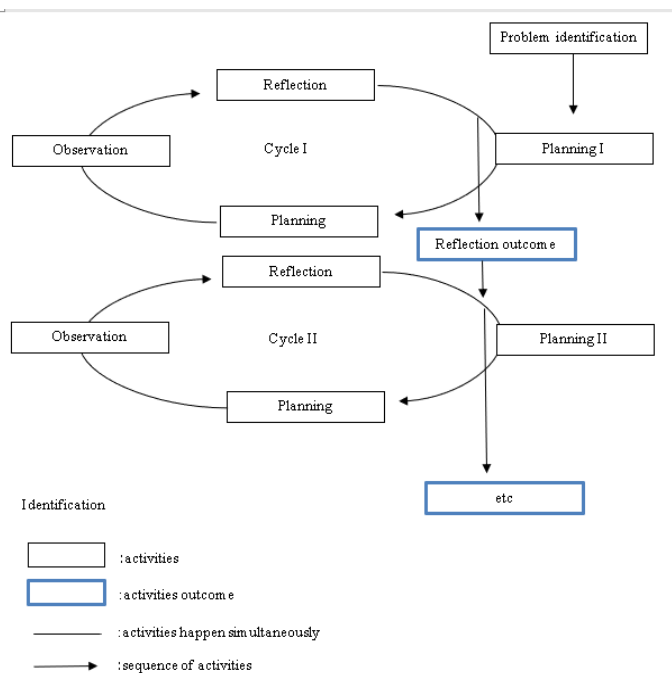
Figure 1. The research procedure

Data collection techniques in this study were taken from classroom observations, documentation and tests. While the techniques in data analysis are the most important part of a study, at this step after all the existing data has been collected, then to describe the research data the following calculations can be carried out:

Success percentage criteria:
75% - 100% declared very successful
56% - 75% declared successful
26% - 50% stated less successful
0% - 25% declared unsuccessful

RESULT AND DISCUSSION

This Classroom Action Research was carried out in November - December 2022. The research consisted of cycle I and cycle II using audio-visual media.

Pre Cycle Learning Outcomes

Pre-cycle learning is the initial learning carried out by researchers to determine the initial abilities of class X MIA 2 students in the Aqidah Akhlaq subject. In the early learning (pre-cycle) the researcher only used the lecturing method without using Audio-Visual media.

The following are the results of the student's initial test (pre-cycle) in the Aqidah Akhlaq subject with the material of the Story of the Prophet Luth.

Table 2. Test Results (Pre-Cycle)

No	Name	Score	KKM	Success	
				Success	Fail
1	APA	60	75	-	√
2	AFM	80	75	√	-
3	AAF	80	75	√	-
4	AAA	70	75	-	√
5	ALR	60	75	-	√
6	APQ	60	75	-	√
7	CRW	60	75	-	√
8	DCL	60	75	-	√
9	DNM	60	75	-	√

No	Name	Score	KKM	Success	
				Success	**Fail**
10	EDRH	80	75	√	-
11	EL	60	75	-	√
12	EDNR	60	75	-	√
13	FAN	80	75	√	-
14	K	80	75	√	-
15	MA	70	75	-	√
16	MAG	60	75	-	√
17	MAAM	80	75	√	-
18	MFZ	70	75	-	√
19	NA	80	75	√	-
20	PA	60	75	-	√
21	RNKP	70	75	-	√
22	SAZ	60	75	-	√
23	TAC	80	75	√	-
24	TR	80	75	√	-
25	DRS	70	75	-	√
26	ERP	70	75	-	√
	SCORE	**1.800**		**9**	**17**
	AVERAGE	**69,23**			
		100%		**34,61%**	**65,38%**

Table 3. Score grouping of Aqidah Akhlaq (Pre-Cycle)

No.	Score	Students	Total Number	Percentage
1	60	11	660	42,31 %
2	70	6	420	23,08 %
3	80	9	720	34, 61 %
Score		**26**	**1.800**	**100%**
Average		**-**	**69,23**	**-**

Based on the learning outcomes of Aqidah Akhlak at the Pre-Cycle stage above, it can be seen that:

- Student learning completeness is only 34.61%
- While those that have not been completed reach 65.39%.

Because student learning outcomes that have not been completed are greater than the number of students who have completed, the researcher needs to make improvements in learning cycle I.

Learning Outcomes of Cycle I

In this cycle, the researcher made improvements in learning, namely carrying out Aqidah Akhlaq learning on the story of Prophet Lut using audio-visual media. The following is a table of the results of the Aqidah Akhlaq test in cycle I.

Table 4. Test Results (Cycle I)

No	Name	Score	KKM	Success	
				Success	**Fail**
1	APA	80	75	√	-
2	AFM	70	75	-	√
3	AAF	80	75	√	-
4	AAA	80	75	√	-
5	ALR	70	75	-	√
6	APQ	90	75	√	-

No	Name	Score	KKM	Success Success	Success Fail
7	CRW	90	75	√	-
8	DCL	70	75	-	√
9	DNM	70	75	-	√
10	EDRH	80	75	√	-
11	EL	90	75	√	-
12	EDNR	70	75	-	√
13	FAN	80	75	√	-
14	K	70	75	-	√
15	MA	70	75	-	√
16	MAA	70	75	-	√
17	MAAM	70	75	-	√
18	MFZ	70	75	-	√
19	NA	80	75	√	-
20	PA	70	75	-	√
21	RNKP	70	75	-	√
22	SAZ	70	75	-	√
23	TAC	80	75	√	-
24	TR	80	75	√	-
25	DRS	70	75	-	√
26	ERP	70	75	-	√
	SCORE	**1970**		**11**	**15**
	AVERAGE	**68,46**			
		100%		**42,31 %**	**57,69 %**

Table 5. Score Grouping in Cycle I

No.	Score	Students	Total Number	Persentage
1	70	15	1.050	57,69%
2	80	8	640	30,77%
3	90	3	270	11,54%
Score		**26**	**1.960**	**100 %**
Average		**-**	**75,38**	**-**

Based on table 5 it can be seen that by using Audio Visual media in the Aqidah Akhlaq subject it shows:
- 15 students get a score of 70,
- 8 students get a score of 80,
- 3 students get a score of 90.

From these data it can be concluded that as many as 11 students scored above the KKM, meaning that 11 children were declared complete. And as many as 15 students scored below the KKM, which means that 15 students were declared incomplete in learning in the first cycle of learning.

The following is the percentage of student learning completeness:

$$P = \frac{F}{N} \ x \ 100\%$$
$$P = \frac{11}{26} \ x \ 100\% = 42,31\%$$

Based on the learning outcomes of Cycle I above, it can be seen that:
- Student learning completeness in Cycle I was only 42.31%.
- Students who have not finished in Cycle 1 reach 57.69%.

Because only some students are complete, therefore the researcher will continue at the next stage, namely learning Aqidah Akhlaq cycle II.

Results of Cycle 1 Learning Reflection
Based on the results of research on Aqidah Akhlak learning, namely:

- Cycle 1 can be seen that the results of student learning completeness are 42.31%.
- Success in student activities in Aqidah Akhlak learning is equal to 55%.

The data acquisition was categorized as not successful and the scores obtained for class X MIA 2 were still below the KKM. So that improvements will be made in the next stage, namely Cycle II.

Cycle II Learning Outcomes

In cycle II, the researcher made improvements to learning, namely carrying out Aqidah Akhlaq learning on the material of the Story of Prophet Luth using Audio Visual media. The following table shows the results of the Aqidah Akhlaq test in cycle II.

Table 6. Results of the Aqidah Akhlaq Cycle II Test

No	Name	Score	KKM	Success	
				Success	Fail
1	APA	100	75	√	-
2	AFM	90	75	√	-
3	AAF	100	75	√	-
4	AAA	90	75	√	-
5	ALR	100	75	√	-
6	APQ	90	75	√	-
7	CRW	100	75	√	-
8	DCL	70	75	√	-
9	DNM	90	75	√	-
10	EDRH	80	75	√	-
11	EL	90	75	√	-
12	EDNR	90	75	√	-
13	FAN	80	75	√	-
14	K	80	75	√	-
15	MA	100	75	√	-
16	MAA	70	75	-	√
17	MAAM	100	75	√	-
18	MFZ	70	75	-	√
19	NA	80	75	√	-
20	PA	70	75	-	√
21	RNKP	80	75	√	-
22	SAZ	100	75	√	-
23	TAC	90	75	√	-
24	TR	90	75	√	-
25	DRS	80	75	√	-
26	ERP	80	75	√	-
	SCORE	**2270**		**23**	**3**
	AVERAGE	**87,30**			
		100%		**88,46 %**	**11,53 %**

Table 7. Score Grouping in Cycle II

No.	Score	Students	Total number	Persentage
1	70	3	210	11,54%
2	80	8	640	30,77%
3	90	8	720	30,77%
4	100	7	700	26,92%
	Score	**26**	**2.270**	**100%**
	Average	**-**	**87,30**	

From these data it can be concluded that as many as 23 students scored above the KKM, meaning that 23 children were declared complete. And as many as 3 students scored below the KKM, which means that 3 students were declared incomplete in cycle II learning.

The following is the percentage of student learning completeness:

$$P = \frac{F}{N} \ x \ 100\%$$

$$= \frac{23}{26} \ x \ 100\% = 88{,}46\%$$

Based on the learning outcomes of Cycle II above, it can be seen that:
- Student learning completeness of 88.46%.
- Students who has not been completed reaches 11.54%.

Because more than 75% of students were able to complete learning Aqidah Akhlak, therefore researchers were only in cycle II stage.

The following table will present a comparison of the learning outcomes of Aqidah Akhlaq in the Pre-Cycle, Cycle I and Cycle II.

Comparison of the Percentage of Successful Aqidah Akhlaq Learning in Pre-Cycle, Cycle I and Cycle II

Table 8. Comparison of the Percentage

Component of Comparison	Pre-Cycle	Cycle I	Cycle II
Percentage of Successful (%)	34,61%	42,31%	88,46%
Percentage of Students' activities (%)	40%	55%	85%

Based on the table above, it shows that each cycle has increased, namely:
- Before the action (pre-cycle) the students' learning completeness was only 34.61%, then corrective actions were taken in cycle I, where in cycle 1 the learning completeness was 42.31%, there was an increase of 7.7%.
- After continuing in learning cycle II completeness with a percentage of 88.46%, thus experiencing an increase of 46.15%.
- The percentage of student activity in pre-cycle is 40% and in cycle I is 55%, at this stage it has increased by 15%.
- In cycle II, a percentage of 85% was obtained, an increase of 30% after using audio-visual media.
- Based on the data on the percentage of student success, the percentage of student learning completeness, and the percentage of student activity that has been obtained, the improvements in cycle II are stated to have succeeded in achieving the target the school wants to achieve. So this research was not continued in the next cycle.

CONCLUSION

Based on the results of learning in cycle I and cycle II, in the Aqidah Akhlaq subject in class X MIA 2 Jombang, it showed an increase in student learning outcomes by using audio-visual media. Improved student learning outcomes can be shown as follows:
- The process of class X MIA 2 Jombang students' activities looks fun, enthusiastic, and enthusiastic in learning by using audio-visual media.
- Increasing Mastery of Student Learning Outcomes

Based on the learning outcomes of Cycle I, the percentage of student learning completeness was 42.31%, and students who had not completed it in Cycle I reached 57.69%. While the learning outcomes of Cycle II, the percentage of student learning completeness was 88.46%, and students who had not completed it in Cycle II reached 11.54%. This has increased by 46.15%.

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