

LEARNING DESIGN IN IMPROVING LEARNING OUTCOMES USING VISUAL MEDIA AND AUDIO VISUAL ON BEAUTIFUL MATERIALS RESPECT MUTUAL RESPECT

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Abstract

This study aims to identify and analyze the learning design of the learning process of achieving learning outcomes. The research method uses qualitative methods with the type of Classroom Action Research (CAR). Primary data source; teacher of Islamic Religious Education, and students of class VI SDN 02 Nobal. The results of this study indicate that student learning outcomes in the beautiful material of mutual respect in Islamic Religious Education subjects during the application of visual and audio-visual media experienced an increase as seen from the average score before learning was 73.3% after using audio-visual press media learning outcomes in the first cycle it increased with an average value of 79.1% and in the second cycle it reached 84.5%. So that using visual and audio-visual media can improve the learning outcomes of class VI students in the subject of Islamic Religious Education in the beautiful material of mutual respect at SDN 02 Nobal.

Keywords: *Learning Design, Learning Outcomes, Visual Media and Audio Visual*

A. Introduction

Various components of teacher mastery in implementing the process learning supported by the media and learning technology is assumed to be improve student learning achievement. Media and educational technology meant is everything that is can be used as a learning tool for achieving goals. Achievements can be achievement of cognitive, affective, as well as aspects psychomotor (Abdul Wahid, 2018). The development of information technology has affect the use of various types media, as a tool in the process learning. Then media material This learning is minimal material prepared for teachers (Teacher), and teachers are expected to be able to use media efficiently and effective in delivering learning in class to students (Moto, 2019).

One of the most valuable investments for the nation's progress is the development of human resources, from primary and secondary to higher education. Education can bring changes to students in the family and community environment. Education can be a solution to various life problems that students in the future will face. For this reason, education's role is to create a generation with a mindset, attitude pattern, and action pattern under national identity. Therefore, intelligent and peaceful life can be realized through education (Rahmatullah et al., 2020).

The teacher's success in conveying the material depends on the smooth communication interaction between the teacher and his students. The lack of communication has consequences for the message given by the teacher. For this reason, a teacher must have pedagogical competence, namely having methodological abilities in designing and implementing learning. This includes mastery of using educational media (Arif et al., 2021). The application of audio-visual media is closely related to learning, especially for students who still need more understanding of lessons. In this case, audio-visual media can demonstrate concepts, clarify learning messages, and provide more concrete explanations. In addition, this audio-visual media can also increase student understanding because students not only listen but can also see material that is displayed in a more varied way (Irwandi, 1959).

Audio-visual media can improve student learning outcomes with more effective learning activities so that students concentrate on learning. This argument is also supported by research conducted by Puspitasari (Aulia et al., 2023), showing that audio-visual media can help students' learning interests become more active. This can grow students' skills in collaboration between groups. However, to achieve the learning objectives, one must also be able to manage time well.

Problems with students in the learning process when they can no longer concentrate and feel bored and bored, this situation could be more favorable, especially for students in achieving their learning outcomes. Accompanied by this problem, researchers are interested in using audio-visual media in learning. This study aims to determine the increase in student learning outcomes by applying audio-visual press to the beautiful material of respecting each other in Islamic Religious Education and Moral Education subjects.

The use of media or aids is realized by many educational practitioners to greatly assist learning process activities both inside and outside the classroom, especially in helping student achievement. The learning process will run effectively if it takes place in conducive, attractive, comfortable, and fun conditions and situations (Sugiarti, 2011). Several researchers have examined the use of audio-visual media in their research, including research on the use of audio-visual media has indeed been carried out a lot. Still, in Islamic Religion and Moral Education, the subject matter is the beauty of mutual respect. The benefits of this research may become input material for new variations of atmosphere learning media to improve student learning outcomes.

Based on the results of initial interviews with class VI students at SDN 02 Nobal that there was a lack of variation in the use of methods that were appropriate to the teaching materials and conditions of the students; there was still minimal media provided by the school and the teacher's ability to create instructional media was still weak. The low results of daily test scores and assignment scores in several subjects are due to the low motivation and interest in student learning on the one hand and a

large number of students in one class, making it difficult for students to concentrate.

The research aims to use visual and audio-visual media to improve the learning outcomes of Class VI students in Islamic religious education and morals learning materials –the beauty of mutual respect at SDN 02 Nobal.

B. Method

This study uses a qualitative approach, used is a participant, which means that the person who will carry out the research is directly involved in the research process from the beginning to the results of the study in the form of preparing a report. Thus, since the planning of the panel research, the researcher is always involved; the researcher monitors, records, and collects data, then analyzes the data and ends by reporting the research results. The research design refers to the model developed by Kemmis and Mc Taggart, cited by Ekawarna, described in chart form below:

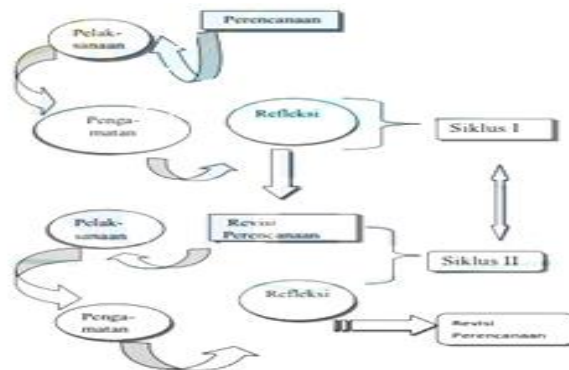


Figure 1. Kemmis and Mc Taggart models

This research was conducted in class VI of SDN 02 Nobal, Nobal Village, Sungai Tebalian Sintang District. This research was carried out for three months in the semester, from July to September 2022–2023. The subjects in this classroom action research were class VI students at SDN 02 Nobal, with a total of 24 students, consisting of 13 girls and 11 boys. With learning material, namely the Beauty of Mutual Respect. Data sources in this study were teachers of Islamic Religious Education and

Characteristics of SDN 02 Nopal Semester I for the 2022-2023 Academic Year, documentation of learning activities, results of interviews with teachers and students, researchers' observation notes, and results of student learning evaluations. The analysis was carried out after all the necessary data was collected. The process of this analysis begins by recording all existing data from various sources, both in the form of quantitative and qualitative data. In this classroom action research, data analysis was carried out in qualitative and quantitative analysis using N-Gain to see the difference between the pre-test and post-test and learning outcomes in each cycle. The research procedure carried out in this study started from the planning stage, the action implementation stage, the observation and evaluation stage, and the reflection stage in each cycle.

C. Finding and Discussion

1. Finding

Based on the results of research and discussion using audiovisual media on the material The Beauty of Mutual Respect in Islamic Religious Education and Moral Education subjects, it can be concluded that the use of audiovisual media that has been carried out at SDN 02 Nopal has progressed in student learning outcomes, from the results before its implementation audiovisual media with the results after applying audiovisual media. The increase in learning outcomes can be seen from the average test scores. With the proven results of this class action research, it is increasingly convincing that using audiovisual media can improve learning outcomes in Islamic Religious Education and Moral Education subjects, so it is suggested that schools should provide full support by continuing to improve facilities and infrastructure related to learning needs. Teachers in the learning process should always use learning media, such as audiovisual media, coupled with varying learning strategies to make learning active and fun to improve student learning outcomes.

2. Discussion

The results showed that there were better learning outcomes in the experimental class. These results indicate that the type that uses audio-

visual media in the material The Beauty of Mutual Respect in Islamic Religious Education and Moral Education subjects can be concluded that the use of audio-visual media that has been carried out at SDN 02 Nopal has progressed in student learning outcomes, from the results before the application of the press audio-visual with the results after applying audio-visual media. The pre-test results showed that all students in the experimental and control classes did not score 70, the KKM standard at SDN 02 Nopal.

These results indicate that both classes have the same initial knowledge of the Beauty of Mutual Respect material in the subject of Islamic Religious Education and Character. After learning using different media, the post-test results showed the opposite effect. The post-test results show that classes using audio-visual press have a more significant percentage of passing. The post-test results for the experimental class had an average value of 72, while the control class had an average value of 61. The percentage of students who passed the KKM in the experimental class was 64%, while in the control class was 41%. The practical course did have a higher percentage of passing than the control class, but students who did not pass the KKM remained high. The percentage of students who did not pass the KKM in the control class was 34%. The high rate of students who still need to pass is probably due to the learning material The Beauty of Mutual Respect in Islamic Religious Education and Moral Education subjects, which only have two meetings.

Audiovisual media can convey messages from the giver to the recipient. In the learning process, the teacher uses the audiovisual press to get notifications to students through sight and hearing, which can attract students' attention to learning (Irwandi, 1959). Meanwhile, regarding learning media, Sanjaya (Muttaqien, 2017) said that learning media is a teaching aid used by teachers in creating a learning environment or teaching students. In other words, learning media is an intermediary or introduction that teachers can use to convey information in the form of learning materials to students. Using this learning media can support student-centered learning (Hafidzi, 2020).

Audiovisual enriches the learning environment, fosters exploration, experimentation, and discovery, and encourages students to develop speech and express their thoughts. Silent audiovisual and motion audiovisual are two types of audiovisual media. The advantages of Audiovisual Media are that verbal and written messages can be presented, overcome the limitations of space, time, and sensory power, and can be used for tutorial learning (Rahmatullah et al., 2020).

E. Conclusion

The conclusion of this study is as follows: the increase in student learning outcomes in the Beauty of Mutual Respect in Islamic Religious Education and Moral Education subjects, where only two meetings used audiovisual media in the learning process, was better than using picture media. Student responses to the audio-visual media The Beauty of Mutual Respect in Islamic Religious Education and Moral Education subjects, which only had two meetings, were in an outstanding category.

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