

The Utilization of Audio-Visual Learning Media in Learning Islamic Cultural History for Grade 10 High School Students

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Abstract: This research is to evaluate and identify the effectiveness of school innovation efforts in teaching the History of Islamic Culture through audio-visual learning media. Using qualitative descriptive data analysis. The research subjects were students in class 10.3 of SMA Muhammadiyah 2 Surakarta. Data was collected through interviews, field observations, and posttest results for 4 weeks. The results of the research show that the use of audio-visual learning media in learning the History of Islamic Culture for grade 10 students is proven to be able to achieve learning objectives well. This is proven by the post-test answers.

Keywords: Learning Media, Audio-visual, History of Islamic Culture

The learning process in Indonesia has adapted to the implementation of the Merdeka Curriculum, or Merdeka Belajar, which was officially introduced and declared on November 25, 2019, by Nadiem Makarim, Minister of Education, Culture, Research, and Technology. Merdeka Belajar indicates to strive for enhancements in the quality of student learning through school innovation design. School innovation commences with creativity and new ideas, which are then implemented by schools to best utilize innovative concepts and programs, procurement of new or different activities to improve quality with anything that schools have attempted before (Susanto, 2020).

Merdeka Belajar develops to provide an entirely novel educational setting for teachers and students. Teachers must assist students in acquiring information in an efficient and pleasant manner by developing a distinctive and innovative teaching and learning method. The learning process in concern is more than just teacher-student communication; however, educational equipment also plays an important role in the teaching and learning process. Learning media serves as an intermediary for student assistants, which provide learning resources and help students understand concepts or information (Putra et al., 2019). Teachers who serve as facilitators must concentrate their attempts on determining learning media as a component that facilitates the learning process. This necessitates teachers to determine the appropriate media to support efficiency, the initial purpose of

learning media, and the appealing aspect of learning (Miftah, 2013).

The use of audiovisuals as a substitute learning medium for advancing learning is an example of teacher creativity in transmitting learning material. Audio-visual technology as a learning medium is referred to as a combination of audible and visual audio that can be perceived; examples of how it can be utilized include recordings of video, sound recordings, and similar materials that combine components of sound and images (Novita et al., 2019). The advantage of audiovisual with other types of educational media is that it requires both the senses of the listener and the viewer simultaneously, because the impact of authenticity on audio-visual media in transmitting information will enhance student learning motivation and create an entirely distinct and pleasant atmosphere in the teaching and learning process (Fujiyanto et al).

Islamic Cultural History is one of the primary objectives of Islamic Religious Education, which involves discovering about the journey of human life to construct civilizations across time.

In the discipline of Islamic Cultural History (Sejarah Kebudayaan Islam, recognized as SKI), students are required to learn not only knowledge, facts, and chronology, but also ethical, political, and societal religious creeds. Islamic Cultural History learning plays a role in maintaining and strengthening students' faith (Tabrani, 2023).

In accordance with observations at SMA Muhammadiyah 2 Surakarta, it was discovered that the implementation of the learning process of Islamic Cultural History subjects continues to utilize one-sided lecture learning methods and does not include innovation, so it is essential to emphasize differentiated learning, specifically education methods that have been modified and adjusted to circumstances and demands while nevertheless offering the same educational rights. The purpose is to coincide with the goals set by Merdeka Belajar.

Prior studies by Oman Fahurohman revealed that there are various types of learning media that can be utilized to learn Islamic Cultural History. Furthermore, the purpose of this study is to provide an overview how audio-visual learning media can be utilized for teaching Islamic Cultural History.

METHOD

This study conducted qualitative research. The goal is to elaborate on ideas globally and thoroughly, as well as provide an overview of factors that can influence problems from the perspective of those directly involved in them through observation (Creswell et al., 2018). The research and data collection was conducted at SMA Muhammadiyah 2 Surakarta from July 24 to August 21, 2023, for an entirety of four weeks.

The data source for the evaluation test was obtained directly, specifically through presenting interactive videos of Islamic Cultural History subject material History of the Pre-Islamic Arabian Peninsula to 25 students on grade 10.3 at SMA Muhammadiyah 2 Surakarta.

Post-tests, interviews, and observations were utilized to acquire information. The instrument used in this study is one type of audio-visual learning media in the form of interactive videos and 10 multiple-choice post-test questions centered on the SKI material "History of the Pre-Islamic Arabian Peninsula" via the Google Form feature. Students could find the questions on the Google Forms page. After the students completed the questions, the results of their work could be accessed and downloaded in Spreadsheet format.

FINDING AND DISCUSSION

Learning Media

In the learning process, communication occurs between teachers and students. The teacher acts as a sender of information while students act as recipients of information. This process will work well if both of them run smoothly, where the teacher is able to convey information well to students and students have the ability to receive this information well too. To perfect communication between givers and recipients of information in order to create effective communication, communication tools or media are needed.

The word media comes from Latin which literally means intermediary or introduction (Sardiman, et al., 2011: 6). In a teaching and learning perspective, media is the introduction of information from teachers to students to achieve effective learning (Naz & Akbar, 2008). More specifically, the definition of media in the teaching and learning process tends to be defined as graphic, photographic or electronic tools for capturing, processing and reconstructing visual or verbal information (Arsyad, 2005:3). Musfiqon (2012: 28) revealed that learning media can be used as an intermediary between teachers and students

Understand learning material to be effective and efficient. Based on the opinions presented, it shows that media is a means of conveying information in the learning process.

five senses of sight, hearing, touch, smell and taste when delivering their lessons. Learning media are information carriers specifically designed to fulfill objectives in teaching and learning situations. Latuheru (1988: 14) states that media are materials, tools, and methods or techniques used for teaching and learning activities, with the aim that the educational communication interaction process between teachers and students can take place appropriately and usefully.

Audio Visual

Audio visual learning media are audio visual technology on how to produce or deliver material by using mechanical and electronic machines for audio and visual messages. The audio-visual media main features are linear, present a dynamic visualization, it is used in a predetermined manner by its designer/ manufacturer, it is a physical representation of real ideas or abstract ideas, it is developed according to psychological principles of behaviorism and cognition, and it is oriented to teachers with low levels of student interactive engagement.

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Importance of Learning Islamic Culture

Studying the history of Islamic culture aims to find out various problems in human life related to Islamic law. Apart from that, so that we also know the various problems in the lives of Muslims which are accompanied by the progress and decline of Islamic culture itself.

The history of Islamic culture is used as an important subject for students to study. Because, Islamic Cultural History is a branch of the Islamic Religious Education field of study which aims to shape students into human beings who believe and are devoted to Allah SWT and have noble character and also to develop the spiritual potential of each student. The Islamic Cultural History subject has several contributions in providing motivation to students, including getting to know, understanding, and living the history of Islamic culture which contains wisdom values and can be used to train intelligence, shape students' attitudes, character and personality.

The findings of a study of 25 students in grade 10 students at SMA Muhammadiyah 2 Surakarta revealed that the students were equally engaged and enthusiastic during and after class. This can be demonstrated by all students paying close attention to the video presented by the teacher and all students present during the lesson following the teacher's instructions to complete 10 post-test questions correctly and solemnly.

Due to the different question work system, that utilizes the Google Forms platform, students were able to complete questions without having to rewrite questions and answers on student worksheets. This led to students more eager to learn by using modern electronic media and corresponds to other teacher objectives, such as introducing technology to students.

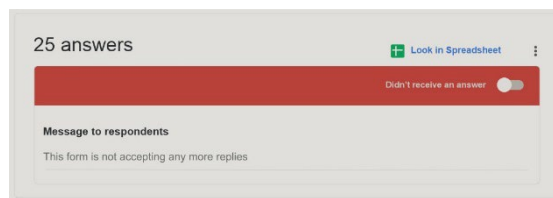


Figure 1. Number of Students Who Submitted Answers

Furthermore, the accuracy of the answers of grade 10.3 students of SMA Muhammadiyah 2 Surakarta in doing 10 post test questions is as follows:

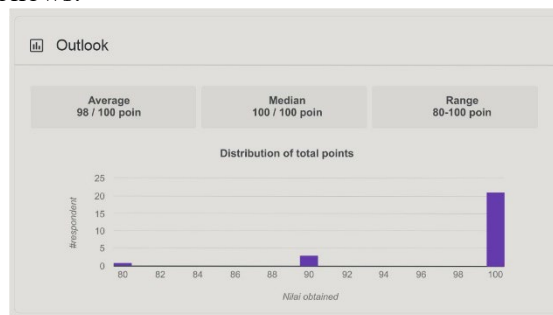


Figure 2. Accuracy of Student Answers

Figure 2 depicts the overall point distribution of 25 students as they worked on 10 post-test learning questions which utilized audio-visual learning materials. throughout the process of working on the post test, issues were discovered with accessing the Google Form page that had been provided due to network constraints, which caused delays.

The teacher arranged the 10 post-test questions in accordance with the material delivered by means of the use of audio-visual learning media. By employing the data obtained, the researchers selected two sample questions based on the accuracy of the questions with the greatest percentage of correct answer rates and the highest incorrect answer rates. Here's an illustration of the problem:

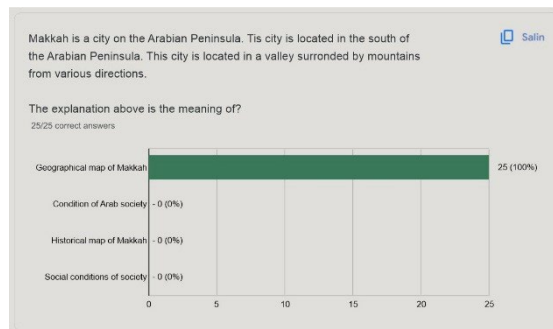


Figure 3. Questions With the Highest Correct Response Rate

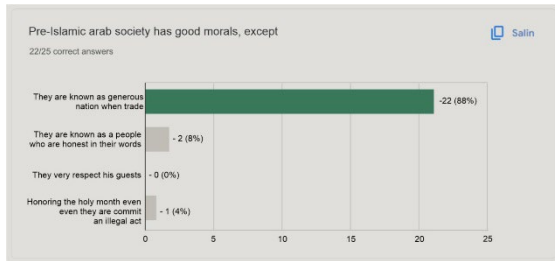


Figure 4. Answer Accuracy with the Highest Error Rate.

It can be concluded that the utilization of audio-visual learning media by students in grade 10.3 at SMA Muhammadiyah Surakarta in the 2023/2024 academic year has been successful. 84% of all 10.3 students at SMA Muhammadiyah Surakarta Tahun Ajaran 2023/2024 were able to correctly answer 10 post test questions.

It is highly recommended, particularly in the field of Islamic Cultural History, to support in the achievement of the competencies. Furthermore, teachers in the present day have a wealth of knowledge and understanding of modern technology, which has advanced rapidly; it is expected that educators can create teaching materials and media. The use of modern learning media in the education sector will encourage the development of educator potential and advance the quality of education in Indonesia.

Advantages and Disadvantages of Audio-Visual Learning Media

The following are some of the advantages of employing audio-visual media in the learning process:

1. Students' learning experiences are more memorable.
2. Students can utilize audiovisual media to acquire knowledge independently.
3. Creating a different learning environment to increase student motivation and enthusiasm.

Disadvantages of Audio-Visual Learning Media:

1. Procurement involves expensive tools.
2. The equipment used are impractical, can only be used in specific locations, and have enough electrical power.
3. The unilateral nature of communication prevents students from communicating.

CONCLUSION

The utilization of audio-visual learning media to teach Islamic Cultural History to grade 10

students at SMA Muhammadiyah 2 Surakarta has been proven to be effective in achieving learning objectives. The post-test results show that 84% of students correctly answered 10 questions.

The utilization of audio-visual learning media, particularly for the discipline of Islamic Cultural History studies, is strongly advised to support the success of the competencies to be attained. Furthermore, teachers in the present day have a wealth of knowledge and understanding of modern technology, which has advanced rapidly; it is hoped that educators can create teaching materials and media. The use of modern learning media in the education sector will result in the development of educator potential and progress in the quality of education in Indonesia.

Recommendation

The following are instances that illustrate the outcomes of the discussion, which can serve as suggestions for future research:

1. Educational professionals are expected to be able to maximize the utilization of learning innovations through audio-visual learning media.
2. to enable future researchers to examine learning media more effectively, particularly for more effective learning of Islamic Cultural History.

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