The Effectiveness of Using Audio-Visual Media in the Learning Process of Islamic Culture History (SKI) Subject at MAN 1 Mandailing Natal

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ABSTRACT

This research aims to describe the effectiveness of using audio-visual media in the SKI learning process. This type of research is qualitative research which is included in the type of qualitative research that is descriptive qualitative. This study uses interview and observation data collection techniques. While the technique of guaranteeing the validity of the research data, namely, triangulation of sources, techniques, and time. Then the data analysis is done by reducing the data, presenting the data, and drawing conclusions. Based on the results of the research, it can be concluded that using audio-visual media in the SKI learning process at MAN 1 Mandailing Natal is considered quite good and effective. This is evident from the results of the observation sheet testing conducted on three SKI subject teachers at MAN 1 Mandailing Natal reaching scores ranging from 83.3%, 91.6%, and 93.2%. Furthermore, the results of the interviews showed that the SKI learning process becomes more interesting and easy to understand, the classroom atmosphere is also conducive and students are not easily bored and are more enthusiastic in the learning process. Then the attention of students is focused on the material discussed in learning and is able to generate student understanding which is contained in student records and the ability of students to answer and reiterate learning materials appropriately.

PENDAHULUAN

Instruction is an amalgamation of the concepts of teaching and learning. It is the interaction between students, educators, and learning resources in a learning environment. Instruction is the assistance provided by teachers to students in the process of acquiring knowledge, assigning skills and character, and forming attitudes and beliefs. In other words, instruction is a process that assists students in learning effectively. The learning process occurs throughout a person’s life and can occur anywhere and at any time (Suardi, 2018, p. 7).

A learning strategy is a learning activity that must be completed by both teachers and students in order for learning objectives to be met. According to Millan, teaching is a process of effective decision-making. This includes deciding what to teach, how to teach it, how long should it be taught, what questions to ask, what follow-up questions to ask, what problems to review, and so forth.

As a result, qualified learning media should be used to support learning strategies (Lestari, Halimatusha’diah, & Lestari, 2018, p. 56). The availability of media that will support the learning process is primarily the responsibility of

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Teachers. The teachers are in charge of the learning process in the classroom because it is they who directly provide students with the opportunity to engage in an effective learning process. The success of the learning process is largely determined by the teacher’s role and competence because a competent teacher will be better able to create an effective learning environment and manage his or her class (Usman, 2000, p. 9). This demonstrates the significance of the teacher’s role in making effective use of media in learning.

Effectiveness is the implementation of the main task, the achievement of goals, timing, and the participation of members (students). It can also be interpreted as the achievement of various predetermined targets in time by utilizing the resources allotted to carry out various activities. The process of delivering information is processed in learning activities to make it more interesting and easily understood by students, specifically by using learning media as a means of interaction between teachers and students (Syuib, 2011, p. 3).

Learning media acts as an intermediary in the learning process because, at its core, teaching and learning are communication processes to deliver messages from the teacher to the recipient of messages or students. Messages take the form of content or teaching materials that are poured into communication symbols both verbally (words and writing) and nonverbally.

The presence of media, especially in learning, is really needed by teachers, and with it, students will have maximum learning integration so that they can achieve learning outcomes that are aligned with the objectives. Aside from that, teachers are expected to be able to select and use media based on their needs prior to using learning media. As a result, the effectiveness of media use in learning becomes an indicator of the success of teaching and learning activities. Thus, learning media is greatly influenced by the creation of an effective learning process by providing opportunities for teachers to be more innovative in using technology to provide a broader understanding to students and make it easier for students to understand what the teacher has conveyed properly. The problems investigated in this research include how effective audio-visual media is in the learning process of Islamic Culture History (SKI) subject at MAN 1 Mandailing Natal. And what factors influence the effectiveness of using audiovisual media in the learning process of SKI subject at MAN 1 Mandailing Natal? This research aims to determine the effectiveness of using audiovisual media in the learning process of Islamic Culture History subject at MAN 1 Mandailing Natal.

PEMBAHASAN

The Effectiveness of Using Audio Visual Media in the Learning Process of SKI Subject at MAN 1 Mandailing Natal

Effective denotes the existence of an impact or effect that can produce favorable outcomes. Effectiveness results from a match between the task performer and the desired outcome (Mulyasa, 2010, p. 173). Effectiveness is everything that can have an impact, produce outcomes, and demonstrate the success of an attempt (A, 2016, pp. 271–272).

In this sense, teachers, textbooks, and the school environment are media. In particular, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information (Arsyad, 2015, pp. 4–5). Additionally, the media serve as a means or tool for distributing information or messages through communicators. Media are frequently thought of as a tool, both electronic and non-electronic, used to connect or transmit information.

The presence of the media in the teaching and learning process has quite an important meaning because, in these activities, the ambiguity of the material presented can be helped by presenting the media as an intermediary. One of the students at MAN 1 Mandailing Natal said in an interview:

“Learning that is aided by incorporating learning media such as audio-visual media when the teaching and learning process is very exciting and fun, then learning will be more effective and teaching materials will be easier to understand, especially for SKI subject, where students will certainly fantasize if it is only done with learning methods that do not provide a realistic picture (Interview with a student: 2022).”
A learning process is said to be effective if the quality of learning is good and increasing, aided by the suitability of teaching materials with the display displayed by the teacher such as (photos, slides, videos, or films) then students receive stimulation during the teaching and learning process such as students motivated to increase interest in learning, insight, and creativity of students are focused. According to the researcher's interview with one of the SKI subject teachers:

“I believe that the use of audio-visual media in the process of learning SKI at MAN 1 Mandailing Natal, particularly class XI IIS 1, is effective because I have used learning media such as films or videos, and I also pay attention to whether the learning indicators have been met or not. It is just that I am restricted by the limited recording of the material and the student’s comprehension abilities”.

The researcher examined several indicators to determine the effectiveness of using Audio Visual media in the learning process of SKI subject at MAN 1 Mandailing Natal: Learning quality, Subject suitability, and Intensive Time.

Factors Influencing the Effectiveness of Using Audio Visual Media in the Learning Process of SKI Subject at MAN 1 Mandailing Natal

The use of audio-visual media in the SKI learning process at MAN 1 Mandailing Natal has been very good or effective, particularly for class XI IIS 1. However, the effectiveness of using audio-visual media in the learning process of Islamic Cultural History in class XI IIS 1 is influenced by the following factors: The Limitation of Time, The Limitation of Tool, IT Skills, and Different Student Ability.

Time is a series of moments when an action, state of being, or event occurs (Listiana, 2013, p. 27). Time is also a series of moments when a process of action, state of being, or event is occurring. Students responded positively to the time constraint, not by blaming the educators, but by raising students' awareness of IT processing, which was still low among students.

Mutia, an XII IIS 1 student, revealed in an interview:

“We frequently encounter time constraints when learning using learning media, such as audio-visual media in SKI learning, because we occasionally have difficulty installing LCDs because most of us are still not proficient in using existing technology” (interview with Mutia: 2022).

This time limitation is a common problem for teachers. If they use audio-visual media in the SKI learning process, they always need a longer duration to teach because they only have 2 teaching hours for SKI, which means the teachers only have 90 minutes to convey their learning material with the help of audio-visual media.

Additional tools or facilities will support the learning process using media. Teaching aids are visual and auditory tools designed to assist teachers in making the teaching and learning process more effective and efficient (Sumiharsono, 2017, pp. 2–3). The limitation of tools is a factor that affects the learning process because school facilities are still not sufficient to use media in the learning process. This means that the tools are already available; it is just that they are still in small quantities and have not been fulfilled for each classroom, so their use must be scheduled.

Information Technology refers to any technology that aids humans in the creation, transformation, storage, communication, and dissemination of information. It combines high-speed computing and data, sound, and video communications. Educators must be skilled in the use of information technology (IT) during the teaching and learning process because some learning materials require the use of media in learning. Skills in using IT are one of the factors that influence the use of audio-visual media, but educators/educational staff are not neglectful; madrasas are still attempting to hold socialization in order to increase educators' creativity in managing and applying the existing IT to engage students in learning.

Ability refers to a person's skill, or strength to experiment by oneself (S, 2021, p. 76). The intended ability is a student's level of comprehension of the teaching material presented by the educator. The different abilities of students also trigger the effective use of audio-visual media in the SKI learning process because students are active and have a high interest in learning according to their abilities, respond with understanding and understand each slide, film, or video in their own way, then receive reinforcement from the teacher. Different students' abilities can also influence the use of media in learning; therefore, teachers must involve these different types of learning to
influence students to understand and listen to the learning material presented by the teacher, and to realize learning objectives that are in accordance with what the teacher expects.

SIMPULAN

Based on the findings of the research, it is possible to conclude that the effectiveness of using audio-visual media in the SKI learning process at MAN 1 Mandailing Natal is determined by a number of factors, including: Learning quality, Subject suitability, Intensive, Time. Factors that affect the effectiveness of using audio-visual media in the SKI learning process at MAN 1 Mandailing Natal are The limitation of time, The limitation of tools, IT skills, and Different students’ abilities.

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