Innovation of Media Learning Islamic Religious Education Based On Audiovisual

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Abstract

Students have different levels of material understanding, including in understanding monotonous Islamic Education materials using lecture methods. Sometimes students find it difficult to capture what teachers describe, especially in complex materials such as fiqh and long materials such as islamic cultural history. The purpose of this research is to conduct a learning innovation to address students' problems related to material understanding. The innovation that will be discussed in this article is the development of audiovisual media for Islamic Religious Education (PAI). The research method useslibrary research collectedfrom books and journals. With the development of audiovisual media innovation, it is hoped that students can better understand islamic education materials and provide a new atmosphere in learning. As a result of this study with technological developments, accessing audivisual media in learning is easier. The most popular site that provides audiovisual media access is Youtobe. The role of educators in the playback of learning videos as mentors. So that with this medium can shape the effectiveness of student learning.

Keywords: *Learning Innovation, Audio visual Media, Islamic Religious Education*

Abstrak

Peserta didik memiliki tingkat pemahaman yang berbeda-beda tentang materi, termasuk memahami materi Pendidikan Agama Islam dengan cara yang monoton melalui ceramah. Siswa kadang-kadang kesulitan memahami apa yang dijelaskan oleh guru, terutama dengan materi yang kompleks seperti fiqih dan materi yang panjang seperti sejarah kebudayaan Islam. Tujuan dari penelitian ini adalah untuk menemukan cara baru untuk belajar yang akan membantu siswa memahami materi. Salah satu inovasi yang akan dibahas dalam artikel ini adalah pengembangan media audiovisual untuk Pendidikan Agama Islam (PAI). Metode penelitian ini menggunakan kajian pustaka, yaitu mengumpulkan data dari buku dan jurnal. Diharapkan bahwa siswa akan memperoleh pemahaman yang lebih baik tentang materi Pendidikan Agama Islam melalui pengembangan inovasi media audiovisual. Ini juga akan menciptakan lingkungan pembelajaran yang berbeda. Hasil penelitian menunjukkan bahwa dengan kemajuan teknologi, akses ke media audivisual untuk pembelajaran menjadi lebih mudah. Youtube adalah situs web paling populer untuk mendapatkan media audiovisual. Peran pembimbing dalam pemutaran video pembelajaran untuk memungkinkan media ini untuk membentuk tingkat keberhasilan belajar siswa.

Kata kunci: Inovasi Pembelajaran, Media Audio visual, Pendidikan Agama Islam

INTRODUCTION

Basically, the aim of the learning process is to identify and develop the hidden talents that students possess, as well as optimize the individual's

potential to their best level of ability.[1] The role of educators or teachers in the classroom is as guides and motivators that encourage students to develop themselves. Nowadays, however, the learning process tends to inhibit student activity and creativity. Teachers are more likely to focus on cognitive aspects and are trapped in theoretical realms. [2] The use of one-way lecture methods makes students rely only on the ability to remember and memorize material.[3]

Learning media can answer problems that arise when methods dominate the learning process.[4] This is due to the advancement of technology today can help to the level of student success in understanding the learning material delivered by educators. In addition, the media can support the teacher so that it is not monotonous when applying the lecture method, therefore this research is important to do because it can improve the understanding of the pupils in PAI learning by using the Audiovisual media.

The use of learning media in education must be adapted to the materials being taught by the educators to the students so that the students can understand the materials.[5] Learning media is quite an important tool in the teaching learning process, because the use of such media as an intermediary in the learning process. Despite this, it turns out there are still many educational institutions that are less media-friendly, especially in areas where the population has a low digital literacy.

The problems faced by Islamic education today include: (1) Students lack understanding of the submitted material. In addition, the student feels the material he has ever heard either in the previous generation or in the society. (2) Teacher has difficulty communicating the material because it is so complicated. The average PAI teacher understands that the material needs to be spread to the detail but blocked by limited hours of lessons. One of the reasons for this is the lack of educators in applying media in learning to attract the attention of students. The doctrine of the people assumes that PAI is a science that has not changed from the time of the Prophet until the end of the age, making students sometimes consider PAI material to be underestimated.

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[1] Fawaida, Ulya. 2019. "Pembelajaran Subkonsep Invertebrata Dengan Media Film SMA." Kudus : *Jurnal Thabiea.*

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[3] Fawaida, Ulya. 2019. "Pembelajaran Subkonsep Invertebrata Dengan Media Film SMA." Kudus : *Jurnal Thabiea.*

[4] Amanullah, Muhammad Abror. 2020. "Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran Di Era Revolusi Industry 4.0." *Jurnal Dimensi Pendidikan Dan Pembelajaran*.

[5] Amanullah, Muhammad Abror. 2020. "Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran Di Era Revolusi Industry 4.0." *Jurnal Dimensi Pendidikan Dan Pembelajaran*.

However, PAI materials mainly contain complicated laws. This situation makes students become anxious between the generality of PAI in society and the provisions of the laws that are said to be complicated. Finally, students become uninterested with the teacher's explanation of the PAI material. One of the efforts in improving the student's understanding of PAI learning is by using audiovisual media. Everything that shows visualization and produces sound is called an audiovisual medium. (Yusmawati, Rihatno, and Rismawanti 2020).[6] Kemampuan media ini diharapkan dapat menarik perhatian pembelajaran PAI.

Several previous studies that investigated the innovation of PAI learning media through audiovisual media included the study of learning methods through superbook films and interest in learning the word of God in children aged 6-8 years, through media films children are interested in learning and engage actively in the lessons.[7] development of digital learning media Flipbook to support the learning process in the era of industry revolution 4.0. use of this digital learning medium flipbook became an intelligent solution in the learning atmosphere in the classroom that is more interesting, commutative, interactive and promotes student understanding materially,[8] Islamic Religious Education (PAI) learning innovation through the use of contextual learning media and the development of religious culture in schools by maximizing the students' understanding of PAI materials and fostering the interest and motivation of students, e-learning based Islamic religious education learning innovation where students can learn about teaching materials anytime and anywhere.[9]

The audiovisual media that can be found and used as much as necessary is film. Students are able to understand and cultivate the imagination of the material delivered by the teacher. Here can minimize student misunderstandings in the use of lecture methods. The lecture method requires high concentration and students sometimes have limited concentration even in the intensity of the lesson hours. Teaching in this way leads to less active students because they only listen to what the teacher tells them, lessons become boring and the activities the students do only write. If the students are

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[6] Arsyad, Azhar and Asyfah Rahman. 2013. *Media Pembelajaran*. Jakarta: Rajawali Pers.

[7] Bayoe, Yurika V., Meily L. Kouwagam, and Parel Tanyit. 2019. "Metode Pembelajaran Melalui Film Superbook Dan Minat Belajar Firman Tuhan Pada Anak Usia 6-8 Tahun." *Jurnal Jaffray*.

[8] Amanullah, Muhammad Abror. 2020. "Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran Di Era Revolusi Industry 4.0." *Jurnal Dimensi Pendidikan Dan Pembelajaran*.

[9] Edi Nurhidin. 2017. "Inovasi Pembelajaran Pendidikan Agama Islam (PAI) Melalui Pemanfaatan Media Pembelajaran Kontekstual Dan Pengembangan Budaya Religius Di Sekolah." *Journal Kuttab.*

less active then the knowledge acquired will be easily forgotten. The student only learns to memorize without understanding when the teacher explains. On the other hand, many students joke with other students to fill their boredom, so classes become unfavourable because students' attention is not focused on what the teacher conveys. Based on previous research, the innovation in this research is the development of audiovisual media as a solution to improve students' understanding of Islamic Religious Education material.

METHOD

Library studies are research methods that involve the collection of data from various library sources, such as books, notes, research reports from journals, and other sources. Therefore, researchers examine several library resources to obtain data relevant to the research.

RESULTS AND DISCUSSION

Innovation is an invention that contains ideas, objects, events, methods that have never existed before, whether it is an absolute invention or the renewal and perfection of ideas that have ever existed. Innovation usually arises in relation to a problem that needs to be solved. In the same way, the search for educationins a lot of searches from various sides. For example, teachers who are upset about student learning evaluation failure to meet learning objectives, seeking administrators who assess teachers' performance less professional while it is necessary to pursue school accreditation, or even public search for less educational systems that have a significant impact and change on the development of students' abilities. Every match is like a domino card linked to each other. Teachers do not immediately bear the guilt of all the problems faced by education, teachers have limitations in teaching related to certain rules. For example, the obligation of teachers to submit administrative reports impedes their teaching activities. Sometimes the teacher is conscious to teach the student fully and rigorously, but all restrictive rules make the teacher limited in giving his attention to the student. So from that, educational innovation and learning innovation came to help teachers make up for the shortcomings in the restraining educational system.

Learning innovation in PAI is expected to help students reach the maximum level of understanding of PAI material. Learning Islamic Religion Education is a learning that studies everything related to Islam. In public schools (SD, SMP, SMA/SMK) PAI is taught as a compulsory subject that has a weight of 2 hours of lessons in a week. While in religious schools (MI, MTs, MA/MAK) has a special curriculum in PAI i.e.; Quran and Hadits, Akidah Akhlak, Fiqih, and History of Islamic Culture (SKI) (Muchith 2019). PAI learning is supposed to change the teaching paradigm that was initially dominated by lecture methods towards more cooperative learning. (Qowaid

2007). Because the role of PAI in life is so important, PAI learning should be a strong supplier for students. PAI learning should be carried out with full attention and absorption of wisdom, one of which is to start arousing the interest of students of learning innovation.

Media contains elements such as human, material, or event that build conditions in which students acquire new experiences, knowledge, skills, and attitudes. Specifically media is often understood as tools that can be seen and touched, including; graphical, photographic, electronic functions that capture, process, and rearrange information in the form of visual communication and.[10] While Arsyad revealed that the restrictions set by the AECT (Association of Education and Communication Technology) are all forms that can convey messages and information.

The term media learning is sometimes associated with media learning. Often the term media for learning is equated with media education. Basically the two terms have a difference. Media for learning is the media used in the learning process, while media education is the education that learns how to create and use the media itself. (Suryani 2018). The PAI scope uses media for learning for the learning process and does not deal with media education. It can be concluded that the learning media is all forms of tools or objects that can help the learning process by stimulating the mind, bringing feelings, to cultivate the attention and willingness of students to further explore the submitted material so as to create a learning condition that is deliberate, organized, aimed, and controlled. Visual audio media is media that contains sound elements and also has visual elements that can be seen, such as video recordings, movies, and so on. A good learning medium is a medium capable of activating students in giving feedback, feedback, encouraging students to do the right practices. Based on the fact in the field when the teacher taught the material, the teacher only delivered the material through the method of lectures and manuals, while the student only exemplified what has been given by the teacher. By seeing the condition students are less actively engaged in the learning activities in the classroom. It reduces the student's activity and the limitation of knowledge that the teacher only tells general things. The lecture method makes students less critical of the material and does not create a learning mood that can develop the student's intellect. Through the visual audio media, students are expected to be able to understand the learning that teachers have taught with open minds and to see the scientific details hidden behind the general thing.

Visual audio media is capable of displaying images that build students' minds. As well as the backsound that accompanies the image can stimulate the emotional sensation in understanding an event. This medium is perfectly suited to telling complex material like SKI. Electronic machine technology that

can deliver audio messages and visualize images is a major feature of audiovisual media. Besides, there are other features in meeting learning needs, among others; (1) dynamic nature, (2) dynamic visualization, (3) use according to rules of use, (4) medium of physical presentation of an idea, (5) less cooperative for students because they tend to be oriented to the teacher .

Audiovisual media is a combination of the hearing (audio) and the visual (visual) so called the visual audio media. Audiovisual can optimize the presentation of teaching materials to students and also meet the media requirements of students. Sanjaya (2010:211) argued that visual audio media, that is, media that besides containing elements of sound also contains elements of image that can be seen, such as video recordings, various sizes of movies, sound slides, and so on. All learning processes that use media that contain elements of images and sounds so that the senses of the listener and the active vision respond is a feature of learning audiovisual media. It can be concluded that the Visual Audio learning medium is an intermediate medium whose absorption through vision and hearing creates conditions that enable students to acquire the knowledge, skills, or attitudes used to help them their learning goals. Visual audio media involves the senses of vision and hearing simultaneously in a process. Visual audio has an element of image or visual and sound. Visual audio can be categorized into two forms, namely; (1) Silent Visual Audio, which is a medium that displays silent sounds and images such as sound slides, sound series films, sound prints; and (2) Visual Motion Audio, that is, a medium which can display unsure sounds and moving images like sound films and video cassettes.

Other subdivisions of this media are: (a) Pure Visual Audio, i.e. both unsure sound and image elements come from one source such as video-cassette films; and (b) Non-pure visual Audio, that is, the sound elements and the image elements are from different sources, e.g. sound frames with sound elements coming from tape recorders. Other examples are sound strip films and sound prints.

The use of visual audio media is one of the ways teachers can improve student learning achievement because most teachers, especially teachers of Islamic Religious Education in delivering material using the method of lectures. Such methods tend to get students bored faster, so the material the teacher delivers is difficult to understand. Therefore, the use of visual audio media can be a way to solve the above-mentioned problems, because the visual audio medium has several advantages, namely, it is more attractive because it consists of images and sounds, learning is not centered on the teacher, and students are not easily bored.[10]

In the teaching process, the use of hardware in audiovisual learning media can be easily identified. A large (visual) image transponder or sound

reproduction is a tool used in audiovisual. So, this audiovisual media can be understood as learning using the senses of vision and hearing that do not require the understanding of symbols and so on.

PAI learning innovations in audiovisual media are used to explain PAI materials in order to attract student interest in the learning process. Especially in fiqih subjects that are considered complicated, visual audio media is expected to clarify the student's understanding. With technological advances in this era, accessing visual audio media for learning is becoming easier. The most popular example of a site that provides visual audio access is YouTube. Here the author will study one of the videos from YouTube as a learning medium. Basically, there are many more visual audio access media than YouTube is an online site. The media are electronic devices such as TV, LEDs, projectors, laptops, mobile phones, etc. Released from the Yufid TV channel in the video entitled "The Right Way of Rukuk: Attitude Before Ruk (Reading Intiqal & Tumaninah Takbir)". The 6:34 video highlights the priority of submission in rukukuk and submission, and intimacial takbir before and after ruk. The video also shows models that are being worshipped, showing the right models and the wrong ones so that the audience knows which ones to imitate and leave behind.

The role of the educator in the playback of the learning video is as a guide. The teacher did not immediately stop the students who were focusing on the learning video, but commented on every legal video that was ongoing. It should be noted how the response does not change the student's focus on the video. Interesting things came from the YouTube channel PAI UM Surabaya Media about the development of SKI material. In the video entitled "Materi SKI – The Development of the Prophet Muhammad Saw Period of Mecca" using the INKredible app edited video without voice. As the title suggests, this video describes the process of the Prophet Muhammad saw the period of Mecca, from the hidden and hidden, as-sabiqun al-awwalun, to the manifest and the Hijrah of the Messenger.

The role of the teacher when using this video as a learning medium is as a clarifier. Because of this motion video without a voice, the teacher simultaneously told the story of the video. Even without sound, this video is still interesting because it shows beautiful and creative visual/picture. For other examples of the audiovisual media in SKI, can draw references to Islamic history films, or animations and cartoons related to the Islamic historical material. In some private madrasas facilitated television, projectors, even LEDs that are useful as media for religious learning. These tools are useful when teachers want to implement learning innovations using audiovisual media. The most frequently used material is cartoons or animations about the history of Islam. The movies and videos have been available on the Internet.

Although the production of the film is not intended for educational institutions, it can be used as a media innovation in education because of the related material.

The advantages of visual audio media are that it attracts student interest and stimulates student responsiveness and creativity and skills. Visual audio media triggers student perception based on what is seen and heard, therefore it can help to improve student reasoning. Other visual audio advantages are: (1) Reaches the limitation of space with a broad target. (2) Stimulates and develops imagination and emotions. (3) Trains hearing focus with verbal focus. (4) Media suitable for teaching music and language, can help students to get used to listening sections. (5) Stimules emotions through music and sound. (6) Presents material in depth by the teacher. (7) Presents more complex material than the one the teacher teaches. As for the weakness of this media, the connection is one. The way to present it is based only on vision. In this case, teaching for PAI lessons in the madrasah, educators can function the media. But PAI subjects applied to use the media are history, fikih, Al-Qur'an Hadist and religious related topics. Besides the shortcomings, this technology weighs up material rather than developing it, because it's still expensive and costs a lot of money.[10]

According to Usman and Asnawir (2002), there are things that a teacher needs to pay attention to in the use of learning media, namely: first, the educator should prepare the learning material first, then decide the appropriate media to teach the student to understand. Second, the Educator is able to understand the time to display the video with a set time. Third, Prepare space first. The fourth, after watching the students with the video, the educator should do ice breaking and ask questions so that they can understand the material presented.[11]

The similarities of this research with previous research, based on Amanullah research that the development of learning media Flipbook Digital into a smart solution in the learning atmosphere in the classroom in order to be more attractive, commutative and support the understanding of students materially, the same as this study with technological developments in this era,

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[10] Edi Nurhidin. 2017. "Inovasi Pembelajaran Pendidikan Agama Islam (PAI) Melalui Pemanfaatan Media Pembelajaran Kontekstual Dan Pengembangan Budaya Religius Di Sekolah." *Journal Kuttab.*

[10] Hasriadi, H., Ihsan, M., Arifuddin, A., Yamin, M., Al-Hamdany, M. Z., & Putri, D. M. (2023). Media Pembelajaran Inovatif Berbasis Lingkungan Pembelajaran Pendidikan Agama Islam di Pondok Pesantren Pengkendekan Luwu Utara. *Madaniya*, *4*(2), 531-539.

accessing audiovisual media for learning is becoming easier, one of its sites is Youtobe can shape student learning effectiveness.

CONCLUSION

Audiovisual media is a medium that involves the senses of vision and hearing simultaneously in a process. Examples of visual audio learning media are videos and films that contain learning materials. In PAI's innovation of learning media using audiovisual, material in the form of videos or films can be easily accessed in online sites, one of them through Youtube. Audiovisual media helps students in understanding material is easier than just listening to a teacher speaking. The application of audiovisual media is perfectly suited to describing complex materials such as fiqih and the history of Islamic culture. As a result of this research with the advancement of technology, accessing audiovisual media in learning is becoming easier. The most popular site that provides access to audiovisual media is Youtobe. The role of educators in the playback of learning videos as guides. So with this media can shape student learning effectiveness.

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