



The use of audio-visual learning media in an effort to increase learning motivation

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ABSTRACT

This media has more capabilities because this media relies on two senses at once, namely the sense of hearing and the sense of sight. With this media it is hoped that it can arouse student motivation in learning and clarify the material presented. This study describes the use of audio-visual learning media in an effort to increase student learning motivation at MTs Surya Buana Malang. With the formulation of the problem that the researcher uses is the use of audio-visual learning media, the role of audio-visual learning media and the supporting and inhibiting factors of audio-visual learning media in an effort to increase student motivation at MTs Surya Buana Malang. This research is a qualitative descriptive research. Data collection was carried out using observation, interview, and documentation methods. Data analysis used descriptive qualitative analysis, namely in the form of written data or from interviews with related parties. The results of this study are as follows: the use of audio-visual media is not broadcast live with a satellite dish but with VCD recordings. The curriculum used is in accordance with the curriculum implemented by the current government, but its implementation is coupled with the use of audio-visual media. And audio-visual media has a role in increasing student motivation. The obstacles encountered in audio-visual learning are a) limited material recording, b) the program cannot be repeated, c) students who are late. And the supports are a) availability of audio-visual media, b) availability of time to use audio-visual media, c) teacher discipline.

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1. INTRODUCTION

In selecting learning methods, of course, requires a learning media that can assist a teacher in conveying messages to students, so that the messages conveyed can be clearer and understood by students. In addition, learning media can generate new motivation and interest in students to learn. The teacher's inability to build motivation, enthusiasm (psychological condition) of students in learning can result in decreased achievement. Of course there are many ways that can be taken, one of them is by using learning media. With this method it is expected to be able to overcome learning problems that have occurred so far.

The learning media used by teachers at this time are not only learning media in the form of blackboards, pictures, posters, and others. But now with the rapid development of science and

technology (IPTEK), especially in terms of the development of communication technology. With the existence of communication technology in the form of audio-visual media such as computers, television sets, radio, tape recorders and so on can also be used as learning media. The existence of learning media in a teaching and learning process can generate new desires and interests, generate learning motivation and can assist an educator in conveying messages so that the messages conveyed are clearer and better understood by students.

While the results of research conducted by SOVOCOM COMPANY in America in Sadiman, regarding the human ability to store messages are: verbal (written) 20%, Audio only 10%, Visual only 20%, Audio visual 50%. But if the learning process only uses the method (a) reading only, then the knowledge that settles is only 10% (b) just listening to the knowledge that settles only 20%. (c) Just looking at the knowledge that settles can be 50%. And (e) Self-revealing of precipitated knowledge can be 80%. (f) Disclose yourself and repeat on other occasions 90%. From the explanation above, that the teacher must be good at choosing and combining learning methods with existing learning.

Given this description, audio-visual is one of the learning media that functions two student senses, namely the sense of sight and the sense of hearing. So that the percentage of student learning outcomes can reach 50% of the learning conducted by the teacher with the caramah method or even learning carried out by the students themselves by reading references.

In order for the use of audio-visual media to function as learning media that can assist teachers in conveying messages or lessons so that students can understand the lessons conveyed, an educator must choose and use audio-visual media in the teaching and learning process in order to achieve the goals achieved. As with Azhar Arsyad's opinion that in choosing learning media it must be in accordance with the goals to be achieved. The media are selected based on predetermined instructional objectives that generally refer to a combination of one of the cognitive, affective, and psychomotor domains.

For this reason, the existence of audio-visual learning media can also play a role in increasing student motivation and achievement by paying attention to the learning objectives to be achieved. But in reality the use of audio-visual learning media can clarify messages, generate motivation and interest in learning so as to increase student achievement. One educational institution that has used audio-visual learning media is MTs Surya Buana Malang. Therefore, based on the description above, the author feels called and interested in studying this problem more deeply, then it is used as a thesis topic with the title "The Role of Audio Visual Learning Media in Efforts to Increase Student Learning Motivation at MTs Surya Buana Malang".

The research results are expected to be very significant input in increasing student motivation through audio-visual learning media. In order to obtain valid and scientifically justifiable data, the identification process is carried out through research activities.

2. RESEARCH METHOD

In accordance with the proposed research title, namely the use of audio-visual learning media in an effort to increase student learning motivation, this research uses a qualitative research approach and type. This approach is used for various reasons, firstly adapting qualitative methods is easier when dealing with multiple realities, these two methods directly present the nature of the relationship between researchers and respondents, these three methods are more sensitive and more able to adapt to many sharpening joint influences and patterns -value patterns encountered. This research took place at MTs Surya Buana Malang, at Jalan Gajayana IV/631 Malang, its strategic location in the middle of a community village not far from the hustle and bustle of the city and with the consideration that this school is an excellent school which also has an Islamic boarding school and one of the schools that has equipped its educational facilities with several audio-visual equipment. the source of data in research is the subject from which the data is obtained. 48 According to Lofland as dikutip by Lexi J. Moleong stated that the main source of data in qualitative research is words and actions, the rest is additional data such as documentation and others. The data source explains where the nature of the data was obtained and who was collected as well as the people who were questioned in connection

with the research being conducted. The people who were asked were subjects/respondents. Observation is usually defined as systematic observation and recording of the symptoms that appear on the object of research. Direct observation is made of the object where it occurs or is investigated. While indirect observation is an observation made not during the event to be investigated, for example the event is observed through a film, a series of slides or a series of photos. ⁵¹ This method is used to obtain data about program implementation and teaching and learning activities using audio-visual. An interview is a conversation with a specific purpose. The conversation is conducted by two parties, namely the interviewer who asks the question and the interviewee who gives the answer to the question.

3. RESULTS AND DISCUSSIONS

1. Research result

A. The Use of Audio Visual Learning Media in an Effort to Increase Student Learning Motivation at MTs Surya Buana

One of the learning media that can be used in the teaching and learning process is audio-visual learning media. The implementation of audio-visual learning media is carried out to support the teaching and learning process of Islamic religious education. This audio-visual learning media is used with the hope of increasing students' motivation and understanding in Islamic learning. So that this can accelerate Islamic learning and have a positive impact on students.

Based on class observations, which the researchers carried out on Wednesday, April 23, 2008, at 10.30 in class VIII b, about how the teaching and learning process uses audio-visual learning media. When the teaching and learning process takes place using audio-visual learning media, the authors see that the impact is very positive on students' motivation and activeness in the teaching and learning process of Islamic religious education, especially in the subject of Al-Qur'an Hadith. And before starting the lesson the teacher prepares the material and the broadcast recording, then gives a little introduction as an opening of the material being taught, after that the teacher starts using audio-visual learning media, and after the broadcast is finished the teacher explains again to better understand the students in the broadcast. then asked some students to explain what they got from the audio-visual media broadcast. Because what students get in broadcasts is not always the same, so they can complement one another.

B. The Role of Audio Visual Learning Media in Efforts to Increase Student Motivation at MTs Surya Buana

In the process of teaching and learning one of the supporting factors is the existence of a learning media. Because these learning media have a very important role to increase learning motivation and student understanding. Some of the media used by MTs Surya Buana include dikatat books, worksheets, nature, audio-visual media including television, VCD, LCD and many more.

And according to the results of observations made by researchers on Wednesday, April 23, 2008 in the Al-Qur'an Hadith subject, audio-visual learning media can clarify material more, because this media is accompanied by pictures and sound. Like when it was broadcast about how to read the Koran properly and correctly along with the tajwid and makhorijul letters. And in this study, to determine the extent to which the success rate of the role of audio-visual media in an effort to increase student learning motivation at MTs Surya Buana Malang, it can be seen from the responses of students when participating in learning, when there are assignments they complete on time, when there are questions they direct answer without having to be pointed at by the teacher, take advantage of time and learning resources, seek and provide information without having to order from the teacher,

The results of the evaluation showed that the average value before using audio-visual learning media was 80.45 and after using audio-visual learning media was 86.96. From the increase in the average value, it can be seen that the role of learning by using audio-visual learning media can increase student motivation at MTs Surya Buana Malang.

C. Supporting and Inhibiting Factors of Audio Visual Learning Media in an Effort to Increase Students' Learning Motivation at MTs Surya Buana

Supporting factors of learning by using audio-visual learning media in an effort to increase student motivation at MTs Surya Buana. In addition to the inhibiting factors in learning using audio-visual media, there are also factors that support the implementation of learning using audio-visual media in an effort to increase student motivation, this was revealed by the teacher. Whereas the researchers found that the supporters of audio-visual media learning were the availability of audio-visual media facilities such as television and VCD players and CDs of recorded material in each classroom, so that every teacher who needs it can use it at any time according to the material presented,

From the observations that the researchers made on Wednesday, April 23, 2008. That the researchers found several obstacles when learning to use audio-visual in increasing the learning motivation of class VIII b students at MTs Surya Buana, especially in the subject of Al-Qur'an hadith the obstacle was too the fast duration of the presentation of the material causes students to sometimes be left behind in information or subject matter, causing students to not understand the material. In addition, the obstacle is that the material or information received by students is incomplete in audio-visual learning media. This is experienced by students who are late to class or the learning room. As well as the small screen size of the monitor is also an obstacle. So that many students are more fun to joke with their fellow friends.

2. Discussion result

A. Analysis of the Use of Audio Visual Learning Media in an Effort to Increase Student Learning Motivation at MTs Surya Buana

In its implementation, Islamic religious education materials, especially Al-Qur'an Hadith, are not delivered directly from a satellite dish, but are broadcast using CD recordings and television. because madrasas do not yet have their own satellite dish to access all the material they want. And this educational audio-visual media is not always used in every subject matter, but adapted to the material to be delivered. Because the selection of the right media will be able to achieve the goals of a lesson. This is as expressed by Azhar Arsyad in his book Learning Media that a teacher in choosing a learning media must be in accordance with the goals to be achieved. Likewise, what was expressed by Basyarudin Usman and Asnawir that the selected media should be aligned and support the learning objectives to be set.

The problem of learning objectives is the main component that must be considered in choosing media. In addition, the selected media should be able to explain what is conveyed to the audience (students) appropriately and effectively, in other words, the goals set can be achieved optimally. By implementing audio-visual learning media in the teaching and learning process, students are motivated to take part in learning, because they like the media and are not bored in the implementation of learning, but some do not like it because they understand better when the lesson is delivered directly by the teacher.

B. Analysis of the Role of Audio Visual Learning Media in Efforts to Increase Student Motivation at MTs Surya Buana

Media is one of the tools that plays a very important role in the teaching and learning process, because with the media the teaching and learning process can achieve learning goals. One of the media that plays a very important role is audio-visual media. With the existence of audio-visual the teacher will be able to vary in conveying learning, so the teacher does not only deliver with lectures, besides that students are not bored with the variety of methods in the teaching and learning process. Besides that, learning media is also useful for arousing student motivation and interest in learning, besides that with learning media the material to be delivered can be more easily understood by students and can achieve the desired goals.

One of the learning media used by Islamic religious education teachers is audio-visual media including television and CD recordings on the Al-Qur'an Hadith subject, because both of these media

include audio-visual media, but these two media are not always used in every lesson because its use is adapted to the subject matter delivered. This audio-visual media includes learning media that has more capabilities, namely media that simultaneously involves two senses, the five senses of sight and the five senses of hearing. Because this media can involve two senses at once, if students do not understand what is heard, students can understand what is seen, and vice versa.

The role of audio-visual media also acts as an explanation of the material presented by the teacher. This is in accordance with what was explained by Nana Sudjana and Rifa'i in their book *Learning Media*, that the meaning of teaching materials will be clearer so that they can be better understood by students. It was explained above that audio-visual learning media has an important role in being able to increase motivation and clarify the lessons conveyed, so the presence of motivation and clarity shows that audio-visual learning media is very influential in the teaching and learning process at MTs Surya Buana.

C. Analysis of Supporting and Inhibiting Factors of Audio Visual Learning Media in an Effort to Increase Learning Motivation of MTs Surya Buana Students

Media is a tool specifically designed to help expedite the teaching and learning process. One of these media is audio-visual media, including television, LCD, VCD and others. The use of audio-visual media is heavily influenced by several supporting and inhibiting factors. There is audio-visual media in each class that can be utilized by each teacher to convey material so that it can be clearer and more relevant to each student. Because the existence of media also makes students not bored in participating in learning. Apart from the availability of audio-visual media, what is no less important is having enough time to use the media. Because time will also determine whether or not a material presented is complete.

The teacher is the main and first source of learning required to have responsibility for the duties and obligations as an educator. The discipline of the teacher to come on time greatly affects the smooth running of the teaching and learning process, so that later the available time can be used as well as possible so that the material conveyed via audio-visual can be completed according to the specified plan.

4. CONCLUSION

Based on the results of field research obtained from observations, interviews and documentation, the researcher can conclude, The use of learning media through audio-visual in an effort to increase student learning motivation at MTs Surya Buana is the teacher takes several steps related to the implementation of learning through audio-visual media in Islamic religious education learning activities, especially Al-Qur'an Hadith. The steps are as follows, Preparatory step, Preparing class, Presentation step, Further activities. And the use of audio-visual media is not always used by the teacher, because it must be adapted to the material presented. And in the implementation of learning with audio visual media not all students like the media, there are also those who do not like the use of audio-visual media. the role of audio-visual media in an effort to increase student learning motivation at MTs Surya Buana is to generate interest, enthusiasm, and motivation to learn. Besides that, audio-visual can also clarify the material presented to students. Therefore audio-visual media has a very important role in increasing student learning motivation and making it easier for students to understand all the material presented. Because audio-visual media has the advantage of being able to be heard as well as seen. Therefore audio-visual media has a very important role in increasing student learning motivation and making it easier for students to understand all the material presented. Because audio-visual media has the advantage of being able to be heard as well as seen. Therefore audio-visual media has a very important role in increasing student learning motivation and making it easier for students to understand all the material presented. Because audio-visual media has the advantage of being able to be heard as well as seen.

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