

ENHANCING STUDENT LEARNING OUTCOMES THROUGH YOUTUBE AUDIO-VISUAL MEDIA IN JUNIOR HIGH SCHOOL

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Abstract: This study aims to determine (1) student learning outcomes before using visual media in fiqh subjects. (2). Using visual media improves fiqh subjects' learning outcomes. (3) student learning outcomes after using visual media in fiqh subjects. The type of research used is Classroom Action Research (CAR) with a qualitative approach. This research is more like solving a problem whose results are described as a whole. The research subjects in this PTK were grade 2 students of MTs Al-Kasyif Kebon Orong. The results of this study indicate that: 1) In this research, audio-visual media is used because there is still a lack of students' scores in Fiqh subjects, especially in Hajj and Umrah materials. So audio-visual media is applied to improve student learning outcomes in fiqh subjects (2) in cycle I; 15 students achieve completeness, and 10 students do not complete with an average score of 76.4%. Whereas (3) in cycle II, 23 students achieved completeness and two students did not complete with an average score of 86.7%; the use of visual media can improve student learning outcomes in fiqh subjects, it can be concluded that what is what the researcher wanted at the beginning of the research has been achieved so that this research can be said to be successful and not to be continued in the next cycle.

Keywords: Audio Visual Media, Learning Outcomes, Fiqh

INTRODUCTION

As science and technology develop, it has an impact on all areas of life. There is no exception in the field of education. This is due to advances in science and technology, which can be used to support the success of educational goals. One of the factors to support the success of educational goals is success in the learning process. Apart from that, factors that influence the success of the learning process are interactions that are influenced by the environment, which consists of students, subject teachers, school principals, and learning materials in the form of books, video recordings, audio, etc.

Learning media was chosen as a means for the success of the learning process because using innovative teaching and learning facilities is felt to provide a stimulus for student activity in participating in the learning process. With this, teachers are required to have skills in using learning facilities. At least teachers can use simple learning tools to achieve the expected learning goals. This includes selecting appropriate learning process facilities for the process of implementing fiqh learning.

In learning fiqh, interesting teaching and learning facilities are needed, such as YouTube audio-visual learning media. Because YouTube

audio-visual learning facilities can increase student enthusiasm and participation in the learning implementation process. This is because the YouTube audio-visual learning facility is a learning medium that contains sound and images. By choosing the visual media YouTube, it is hoped that it can increase students' activeness in participating in the learning process (Fridayanti, 2021).

One media that is widely used by all humans is YouTube. Nearly millions more people watch content on YouTube, including educational content. During the COVID-19 pandemic, YouTube became a very popular medium, giving birth to YouTubers. YouTubers' income is quite tempting, this is what attracts creators to develop their talents to make interesting videos. Learning using online videos has now become a trend with very rapid growth.

YouTube is an online video website that provides various data in the form of moving photos or interactive videos. YouTube can be accessed by anyone or anyone can access it and watch it. Anyone can participate in uploading videos to the YouTube server and then share them throughout the world. Apart from that, YouTube is also used as a learning tool so that it can generate great attention to create the best educational practices. One of the positive impacts of YouTube's existence is that it is a place to look for learning media in the form of videos. (Hidayati, 2021).

So, developments in science and technology are increasingly encouraging reform efforts in the use of technological results in the learning process (Hidayati, 2021).

There are several reasons why learning media can improve student learning outcomes, reasons relating to the benefits of teaching media in improving student learning, including 1) Teaching will attract more students' attention so that it can foster learning motivation, 2) The meaning of teaching materials will be clearer so that it can be better understood by students, and enable students to master the teaching objectives better, 3) Learning methods will be more varied, not just verbal communication through the teacher's telling of words, so that students do not get bored, and 4) Students do more learning activities, because they not only hear the teacher's descriptions, but also other activities such as observing, demonstrating, etc. (Sujana, 2005).

From the description above, it can be concluded that learning using audio-visual media can improve student learning outcomes and motivate students. The advantages of applying audiovisual media are: The following are some of the advantages of applying audio-visual media: 1) Effective communication, 2) Visual attractiveness, 3) Facilitates understanding of complexity, 4) Consistent delivery, and 5) Facilitates interaction and participation (Rohani, 1997)

In learning, students use educational principles and learning theories which are the main determinants of educational success. Learning

is a two-way communication process, teaching is carried out by the teacher or educator, while learning is carried out by the students or students (Syagala, 2008). Likewise, with Islamic religious education, conscious and planned efforts are made to prepare students to know, understand, appreciate, believe in, and respect each other (Majid and Andayani, 2006). As well as efforts to develop and nurture students so that they always understand the teachings of Islam as a whole, which in the end can practice and make Islam a way of life. The Islamic religious education in the preparation of this thesis is about fiqh, which is a field of study that provides education to practice and understand fiqh.

Fiqh is knowledge about the laws of Islamic law regarding human actions, which are taken from detailed postulates (Ash Shiddiqi. 1997). So, Fiqh aims to provide lessons, knowledge, or guidance about the law, what is ordered and what is prohibited, what is permissible and what is not, as well as showing how to carry out an order from Islamic teachings. As is usually the case in a field of study taught in Madrasas, the scientific material of fiqh subjects includes the dimensions of knowledge, skills, and values. One component relating to the quality of education is the management of the learning process. Related to this, facts in the field make it possible for there to be a tendency for the teaching and learning process in madrasas to be narrowed down to limited activities in the classroom, even though learning will be more meaningful if students understand what they are learning, not just know it the students themselves must be strengthened mentally, such as cognitive, affective and psychomotor.

In the teaching process, the teacher is not limited to transmitting knowledge, but more than that, he is responsible for the overall development of the student's personality. He must be able to create a learning process in such a way that it can stimulate students to learn actively and dynamically in meeting needs and creating goals.

Teachers must view educational media as the main tool to support teaching success and develop the methods they use by utilizing the usefulness of educational media in the hands of the teacher. These tools (objects and nature) become meaningful for the growth, skills, and formation of students' religious attitudes.

In this research, the application of audio-visual media was applied because students still had minimal grades in Fiqh subjects, especially in Hajj and Umrah material. So the application of audio-visual media is applied to improve student learning outcomes in fiqh subjects, therefore the success of the learning outcomes process is influenced by three factors, the first factor is internal factors, namely physical circumstances or conditions, and the second is external factors. individual (external), namely the environmental conditions around the student, and the third learning

approach factor, namely the type of student learning effort to carry out learning activities on learning materials (Syah, 2006).

RESEARCH METHODS

This type of research is Classroom Action Research (PTK). Classroom action research is an activity that is more directed at solving learning problems through direct application in the classroom. This research was carried out at MTs Al-Kasyif, Kebon Orong village, the subjects of this research were 25 grade 2 MTs students and the object was the audio-visual media learning method (Muslich, 2014). The subjects of this research were all Class 2 students at MTs Al-Kasyif for the 2022/2023 academic year, totaling 25 students consisting of 10 male students and 15 female students. Meanwhile, the object of this research is the application of audio-visual learning methods to improve student learning outcomes in the Fiqh subject for Class 2 students at MTs Al-Kasyif. This research was carried out in stages (2 cycles) to determine changes and improvements in the learning outcomes obtained by students.

Data analysis is an effort carried out by working with data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding what is important and what is learned, and deciding what can be told to other people. In this research, data analysis was carried out during the learning process, after the data was collected, the researcher carried out conclusions and analyzed the data. Data collection is carried out every time a classroom action research cycle is carried out.

a. Observation Data

The data from observations of the implementation of the lesson plans and students' learning activities, were analyzed using the following formula. $P = \text{Success Rate}$. To see the level of success of students and teachers in carrying out the learning process, five categories are used. Furthermore Success Level Criteria No Success Rate Success Predicate: 1) 86 – 100 % Very Good, 2) 71 – 85 % Good, 3. 56 – 70 % Fair, 4) 41 – 55 % Less, 5) < 40 % Very Poor

b. Learning Result Test Data

According to the minimum completeness criteria (KKM) at MTs Al-Kasyif Kebon Orong for learning completeness, if a student gets a score of 73 then he is categorized as a student who has completed individually. Completion of classical learning if in the class there are 85% of the total number of students who have completed it individually. In this research, a class is said to be complete if in that class 85% of students have achieved

a completeness score of 73. A score of 73 is the Minimum Completeness Criteria (KKM) value set in the Fiqh subject. Data analysis was carried out using the following formula, namely:

$$P = Fx 100\%$$

N

P = Percentage

F = Frequency

N = Number of Students (Sudjono, 2005)

c. Reflection

Reflection is an activity to see various shortcomings carried out by the teacher during the action (Sanjaya, 2014). Activities at this reflection stage are observers and Fiqh teachers correcting deficiencies and obstacles that arise during the learning process so that alternative or other ways of solving problems that arise in each teaching and learning process can be obtained, and improvements can be made to carry out the next cycle. Reflection results in cycle 1 to carry out actions in cycle II.

DISCUSSION

This research aims to improve student learning outcomes using the Audio Visual Media learning method. In implementing the Audio Visual Media learning method, teachers use quite a variety of learning methods. So that students can carry out varied activities. By carrying out varied activities, students become active and enthusiastic about learning.

This research was carried out according to classroom action research procedures which consisted of the planning stage, implementation stage, observation, and reflection stages. This research was carried out in 2 cycles, each cycle was carried out in 3 meetings and each meeting had the same time allocation, namely 2 x 40 minutes.

This classroom action research is expected to improve teachers' skills in teaching, and student activities and be able to improve student learning outcomes in the Fiqh learning process through the Audio-visual Media learning method in each cycle.

In cycle I and cycle II the stages have been implemented well so that they have a positive impact and improvement on students. Students become more active, students' grades increase and students are more enthusiastic in participating in class learning. This can be seen from the increase in the results of observing teacher activities in implementing the Audio Visual Media learning method in the first cycle reaching 65%, increasing in the second cycle to 95%. Observations of student learning activities in the first cycle following the Audio Visual Media learning method reached 55%, increasing in the second cycle to 93%. Meanwhile, in the

aspect of learning outcomes, there was an increase in individual completeness from 15 students in cycle I to 23 students in cycle II.

Thus, the application of the Audio Visual Media method can improve student learning outcomes in the Fiqh subject in class VIII MTs Al-Kasyif Kebon Orong. This is proven by an increase in the results of observations of teacher and student activities as well as student learning outcomes from cycle I to cycle II. These results are as explained. The use of audio-visual media, such as YouTube, in learning has several potential benefits.

1. Cognitive Aspect: Audio-visual media can help students understand and remember information better. Videos that explain visually and audio about the Hajj and Umrah process can make it easier for students to understand concepts that may be difficult to understand with text alone.

2. Affective Aspect: Audio-visual media can influence students' emotions and increase their motivation in learning. Videos that show the experiences and stories of people who have performed the Hajj and Umrah can inspire students emotionally and arouse their curiosity.

3. Psychomotor Aspects: Even though audio-visual media do not directly involve students' physical action, they can provide clear visual guidance about the actions that must be taken during the Hajj and Umrah. Through these visual observations, students can gain a better understanding of the movements and actions carried out in the service.

It can be concluded that learning is a series of activities to obtain a change in behavior as a result of the individual's experience in interaction with his environment which involves cognitive, affective, and psychomotor.

CONCLUSION

Based on the data presented and the discussion in the previous chapter, it can be concluded that the application of the Audio-Visual Media learning method can improve student learning outcomes in Fiqh subjects. This can be seen from the increase in the results of observing teacher activities in implementing the Audio-Visual Media learning method in the first cycle reaching 65%, increasing in the second cycle to 95%. Meanwhile, in the aspect of learning outcomes, there was an increase in individual completion in cycles I and II, this was indicated by the 15 students who completed the first cycle with an average of 76.4% and this increased to 23 students in cycle II who obtained an average score. 86.4%. Based on the data above, it shows that the Audio Visual Media learning method can improve student learning outcomes in class VIII Fiqh subjects at MTs Al-Kasyif Kebon Orong for the 2022/2023

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