

Learning Islamic Religious Education and Character By Using Audio Visual Media in Elementary Schools

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Abstract

Learning Islamic religious education and character using audio visual media at school base. This research aims to determine the implementation of learning using audio-visual media in grades 4 and 5. This research was conducted at SDN 6 Sokong, with students in grades 4 and 5 in semester 2. The method used in this research is field research, with a qualitative descriptive approach. The subject of this research is the media audio visuals using LCD, teachers and students. In this research, data collection techniques use interview, observation and documentation techniques, and data analysis techniques in this research use data condensation, data presentation and drawing conclusions. The results of this research show that the implementation of Islamic religious education and character learning uses audio media. visuals in grades 4 and 5 went well, because according to planning learning Which made, and make students enthusiastic, finally the teacher carries out a learning evaluation to find out the extent to which the goals have been achieved learning.

INTRODUCTION

The lessons taught in elementary schools, namely PAI and morals lessons, are lessons that can bring about changes in the understanding of science and attitudes with noble character. Syamsul Huda in Miftaqul Alfatih, (2016: 199) said that "Islamic religious education is an effort to improve human quality towards perfection based on perfect Islamic teachings, comprehensive and universal in order to create prosperity in this world and the hereafter. Learning media is part of learning resources and at the same time an integral part of educational technology that needs to be utilized and utilized to support the effectiveness of the learning process, Prayoga Dwi Jatmiko, et al, (2016: 153).

Innovation in PAI learning media and morals is something that cannot be avoided in the world of education, the learning process, considering its increasingly complex nature. The problem with the PAI learning system in schools or madrasas is that it still uses traditional learning models or media, namely that students only listen to the teacher, so students will increasingly lose interest. learn PAI by Because One alternative to improve the quality of PAI learning is to utilize digital-based learning media, Muhajirin Ramzi, et al, (2023: 226)

Based on the results of the observation that the researcher made in the high class SDN 6 supports the teaching and learning process in accordance with the Teaching Module, students also follow the learning process well, but there are

still students who pay less attention when the teacher explains because of the lecture method that the teacher uses so that the students feel saturated during the process learn As for the results of the interview that the researcher conducted with the teacher of PAI and character in SDN 6 Sokong, he said that during the learning process he used PAI and character textbooks as well as image media that soccer jersey are daubed on the board, and he also uses LCD audio visual media to show videos or films related to learning once a month so that it is not monotonous using the lecture method and so that students do not get bored or fed up with the learning process using the lecture method used by the teacher, besides that He also said that students' enthusiasm or interest in learning was higher when he used LCD audio-visual media than when use media audio visual LCD (Jumardi, 2024, 09.00).

RESEARCH METHOD

The method used in this research is field research, with a qualitative descriptive approach, the subjects in this research are audio-visual media using LCD, teachers and students. In this research, data collection techniques use interview, observation and documentation techniques, and data analysis techniques in this research use data

condensation, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

The implementation of PAI and character learning using LCD audio visual media in PAI and character learning in class 4 is that in accordance with the teaching module that has been created, first the teacher opens the lesson, then conducts learning with the teacher delivering class 4 and 5 learning material about Friday Prayers. and the Hajj pilgrimage which is displayed using an LCD and explained using the lecture method, after it is explained, the teacher displays a learning video related to the subject matter being taught, then explains the video, and finally the teacher reinforces and evaluates the learning by providing tests for students to find out to what extent the learning objectives have been achieved. And also during the learning process using LCD audio visual media, students look enthusiastic, this can be seen from the results of student learning The learning outcomes of class 4 students who do not use audio-visual media have an average value of 65.0, while the learning outcomes of class 4 students who use audio-visual media have an average value of 80.0 and the daily test scores of class 5 who do not use audio-visual media are 67.6. , the grade 5 students' score when using audio-visual media was 77.3. In this case, students experienced an increase in the learning outcomes of class 4 students by 80.0, and class 5 students by 77.3. From these learning results we can see that LCD audio visual media in the form of videos can motivate and provide enthusiasm for student learning.

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