The Urgency of Utilizing Audiovisual Media for PAI Learning as a Student's Learning Source During Online Learning

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ABSTRACT

Audio-visual media is one of the learning media used in the teaching and learning process during the pandemic. This media is very effective if used in PAI lessons during online learning. This method unites the learning process using listening media to increase students' learning motivation not to get bored quickly. Teachers can efficiently deliver teaching materials to students with a video that has been made. The research method uses a literature study approach. This study aims to maximize the use of audio-visual media in PAI learning and can be used as a source of student learning during the pandemic. In the literature study, the researcher collects various data sources using the technique of finding the primary source of material from relevant books, journals, and articles. Analysis of the data used to use content analysis, namely processing relevant information materials into a scientific article.

Introduction

The emergence of a pandemic caused by Corona Virus Disease (covid-19) that occurred throughout the world first occurred in Wuhan, China, on December 31, 2019 (Parwanto, 2020). Until early March 2020, Indonesia found two cases of residents infected with COVID-19 with complaints of fever, cough, and shortness of breath. The two patients exposed to COVID-19 occurred because these patients had a history of direct contact with foreign nationals from Japan who lived in Malaysia. On March 12, 2020, WHO announced that the disease caused by covid-19 had become a global pandemic (Putri, 2020). The rapid spread of COVID-19 in Indonesia has prompted the government to issue various policies, especially in the education sector. The Learning From Home (BDR) policy issued by the Ministry of Education and Culture is a new thing for both teachers and students. Learning that is usually carried out in class face-to-face must turn into

distance learning with an online or online model. Procurement of online learning itself is carried out to suppress the spread of the Covid-19 virus. In practice, educators provide teaching using computer devices and gadgets to utilize information technology with media applications such as WhatsApp, zoom, google meet and google classroom. Educators should create an exciting and stimulating learning atmosphere in the online learning process so that students can easily understand the material that the teacher conveys, and the learning atmosphere is not dull (Hanafi, 2021). One of the learning resource media that can be used is a learning device. Learning media plays an essential role in supporting the success of the process and realizing student learning outcomes. Media has the meaning of intermediaries or containers or tools, while teaching aids are tools used in conveying learning information to be achieved, namely the delivery of the learning process properly (Susilana & Riyana, 2008). Learning media acts as a tool that can stimulate students' interest and motivation to foster a sense of enthusiasm in learning (Riyadi et al., 2021).

In the 4.0 era, the use of technology in the learning process is considered very important. The number of existing learning tools requires educators to be more selective in choosing learning media. Islamic Religious Education (PAI) is an effort planned by the government in the field of education to be able to train students in studying and practicing the teachings of Islam in everyday life by adhering to the primary sources of Muslims, namely the Qur'an and the Sunnah (Indrianto, 2020). Islamic education is one of the disciplines that exist at all levels of education, both private and public, in Indonesia. The existence of PAI subjects in schools aims to know, understand, and apply them in everyday life. Therefore, educators play an important role so that PAI subjects can be conveyed well in students. The use of audio-visual media is one of the appropriate and efficient facilities used by teachers in delivering PAI education modules. Audio-visual media is media that shows an image that can be seen and heard by the senses of hearing, such as youtube videos (Salsabila et al., 2020). PAI learning is a subject that is not only in the form of understanding the material but also requires practice. During online learning, teachers cannot provide very detailed examples as is done during face-to-face learning. However, teachers can use audio-visual media for material that requires them to give examples such as prayer procedures, so that students can easily imitate their movements and readings. With audio-visual media, teachers can easily convey material that they feel is necessary using examples of movement and sound so that students more quickly catch and understand the material provided by the teacher and students are not easily bored with monotonous learning.

Method

The type of research used in this research is qualitative research. Qualitative research is a form of research that obtains a finding in research that does not use calculations or acquisitions by using statistical methods or using processes from quantitative methods that are identical to a number in

the research results. In general, qualitative research is a form of research that looks at facts, phenomena, social activities, and what happens in an object of research (Rahmat, 2009). The results of qualitative research are usually influenced by the views, thoughts, and knowledge of the researchers. The researcher interprets the results of the data obtained. The research in this article uses a library approach (library study), where the library study method collects library data, then reading, recording, and reprocessing it into new research. Data collection techniques were obtained by utilizing library resources. Researchers collect the necessary data or information through printed books, journals, reading books, various reports, and documents, or non-printed works such as audio recordings and even films (Zed, 2004). Then the library data obtained by the researcher is processed in such a way according to a rule for compiling journal articles so that it becomes a new concept of discovery. The data analysis technique used in this research is qualitative document analysis or commonly referred to as content analysis. Content analysis is a technique used to conclude efforts to display the characteristics of a message (Bungin, 2007). What is done in using this analysis technique is the process of choosing from various relevant sources and combining them into data or information.

Discussion

Choosing the right Learning Media during the Covid-19 Pandemic

The Covid-19 pandemic, which has been running for almost two years, still requires education in Indonesia to extend learning activities from home. The number of complaints from parents of students during online learning makes teachers think creatively so that online learning can foster interest and motivate students so they do not get bored quickly. The selection of suitable learning media can increase students' attention and motivate them to understand the material well. In addition, the online learning process will run well if there is good communication between teachers, parents, and students. In the communication process in online learning, there must be some obstacles that occur. These obstacles include verbalism, which causes students to be passive and communication is one-way, students' attention is not focused on the delivery of the material that the teacher provides, and the different grasping power of students. In addition, the monotonous delivery of material from the teacher causes students to get bored quickly and lack attention from parents in helping children follow online learning (Afiya, 2008). Teachers can overcome barriers that occur during online learning with appropriate and exciting learning media.

Learning media is one of the learning resources used in the learning process. Learning media has two most essential elements, namely the equipment element and the information element it carries. Elements of equipment or media are tools used to provide teaching media, while elements of messages are teaching materials delivered to students (Susilana & Riyana, 2008). The position of the media during the pandemic is one aspect of significant success for teachers in helping deliver

the modules to be given to students. With the media, students can be motivated and optimize all the senses in the educational process. Learning media has various types according to the needs of teachers in delivering teaching materials. There are nine classifications of learning media, including audio media, print media, audio-print media, silent visual media, motion visual media, motion audiovisual media, silent visual media with audio, object media, and computer media (Abi Hamid et al., 2020). In his book (Abi Hamid et al., 2020), he explains that appropriate learning media has a good impact on the learning process. According to Nugroho & Wilujeng, Hsin & Cigas, Moore & Smith, Wieling & Hoffman in their research, the use of audio-visual media shows effective results in improving the ability to understand the material being taught. If you look at it, in an era full of advanced technology, many children play mobile phones with agility to play games, take pictures and even watch YouTube. So that teachers think, using audio-visual media is the right way as a medium to deliver teaching materials. Attractive image designs accompanied by sound recordings can affect students' comprehension of the material (Salsabila et al., 2020).

PAI Learning Media

Media is a significant part of improving the quality of education. This is due to technological advances in education that require everything to run effectively and efficiently. One method to achieve optimal efficient and effective learning is by reducing verbalized learning by using learning media. Media, namely people, materials, and events, in creating conditions for students to gain knowledge, creativity, and behavior are broad meanings. Development in educational media is one of the efforts to prepare educational media planning that is more focused on educational media plans. Meanwhile, learning media is one of the delivery of messages in education. Therefore it can stimulate students' interest, thoughts, and feelings to achieve learning goals (Grabowski & Branch, 2003). Audio media can be tools that have audio and visual media are image tools that can be seen, so audio-visual media means media with a combination of sound and images (Syaiful Bahri Djamarah dan Aswan Zain, 2020).

The learning process is a system of relationships between educators and students in verbal language as the primary means of providing learning material. Under these circumstances, the learning process is very dependent on the teacher as a source of learning. However, not all materials can be directly given by the teacher (Syaiful Bahri Djamarah dan Aswan Zain, 2020). A teacher can use various types of equipment to assist in the process of teaching and learning activities. What is meant by learning aids is media or educational teaching aids. In PAI learning, the media used can vary. For example, the efforts made by the Prophet in instilling a belief that his people can accept include using appropriate media in the form of exemplary actions. In education, the term "Uswatun Khasanah" is equivalent to "display," which provides examples and shows how to do an act or do something. The Prophet often uses this media to direct faith teachings to his people, such as

teaching-learning the Koran, etc. In addition, PAI teachers can develop good qualities and behavior in their students by using role models or examples of good deeds. Thus, PAI learning media can be interpreted as activities related to PAI subject matter, either in the form of tools that can be displayed or how PAI teachers can effectively achieve specific goals (Ramayulis, 2002). In using media in learning activities at PAI, teachers need to be careful in determining or selecting the media used so that media selection can increase the effectiveness of learning activities. In addition, teaching and learning activities can run optimally to generate student learning motivation, and students' abilities can increase.

Audio-Visual Media in PAI Learning

Audio Media

The assessment of training on audio cannot be separated from listening to it. Hearing is the sense for hearing. Listening is a complex process involving four elements: listening, paying attention, digesting, and remembering. Therefore, listening is a particular way of focusing, listening, digesting, and remembering voice characters (Munadi, 2008). Students must have it at once and use it in the learning process. Audio devices have advantages and disadvantages in educational activities. The advantages of carrying a voice instrument are: (1) Can overcome space constraints and achieve a vital dimension goal, (2) Can develop the imagination of the listener, (3) Can attract students' interest in the use of words, sounds, and understanding of words or sounds. (4) Music and language classes are a perfect match, and the language laboratory is inseparable from this environment, especially during listening practice. (5) The atmosphere and behavior of students can be influenced by environmental music and sound effects. (6) Can show in-depth the material plans given by the teacher or people with specific field experiences so that the topics to be reviewed have good scientific quality, so they always have observations and research results. (7) Can do problems that are difficult for teachers to do, for example, conveying experiences of the outside world to use audio tools to reveal real situations.

In addition to the advantages, this sound medium has disadvantages, namely in communicating only in one direction. This delivery is only based on one problem or theme being discussed (Munadi, 2008). To learn PAI teachings in madrasas or boarding schools, teachers can also use recordings for learning purposes. Here are some materials related to PAI material that can be used with audio tools, namely; (1) According to the author, SKI material can be used in audio equipment, namely when performing good theater works or performances that last for 15-20 minutes. Educators can create a theatrical work or play a theater in the form of musical sounds. The players are students. This theater plan or sound play can provide beneficial help for students to understand historical events; (2) The theme of fiqh can also use recording tools, mainly by changing the material as a talk show, such as discussing what zakat, taxes, alms, and infaq are; (3) About the subject of Hadith and

the Qur'an, audio recordings can also be used as assistance from the beginning to help identify the Hijaiyah letters using the media of the Qur'an according to the rules of Tajweed rules; (4) In part, there is also the theme of Aqidah and Akhlak; the material can be turned into a talk show to discuss various kinds of material, namely Aqidah and Akhlak; (5) Arabic subjects in madrasas include a series of PAI lessons and are used very precisely in Arabic lessons. This equipment allows students to study or pay attention to the expressions of native speech, and students can also learn the intonation of the language used by active native speakers. Students can also use this audio tool to practice speaking Arabic.

Visual Media

Visual media occupies a vital role in the learning process. Visual aids can also improve description and strengthen memory. Photos can spark students' interest and build a bond between the module and the real world. To be compelling visual effects need to be placed in meaningful areas, and students need to speak using visual effects to ensure that data is processed (Arsyad, 2011). *Visual media* is a medium that also involves the visual apparatus. Visual effects in the form of images, such as paintings, or photos that show the appearance of an object (Munadi, 2008). The visual form can also be diagrams, which illustrate the relationships between materials, concepts, organizations, and methods. Another form of visual media is a map, which displays the bonds between the elements in the module content, and graphics are also listed in the type of visual media. The use of visual media in PAI learning can be used for historical themes of Islamic culture. As with the discussion of the Arab situation before Islam, this topic can be disseminated through media posters which can stimulate students to talk about the topic being discussed. Then students can show the information they find. In addition to Islamic cultural history subjects, fiqh subjects can also use this kind of visual media, such as compulsory prayer subjects, which can provide an overview of prayer procedures or procedures for ablution, pilgrimage, and others (Arsyad, 2011). In the themes of the Qur'an and Hadith, these methods can be used to present tables according to the rules of reading the Qur'an and others. Likewise with the subjects of Morals and Aqidah are related to the names of Allah.

Audiovisual Media

Audiovisual media has audio elements and images that can be seen, such as video recordings, various dimensions of films, sound slides, and others. This multimedia function is considered better and more attractive (Sanjaya, 2012). Audiovisual media can be divided into two categories: first, the so-called original audiovisual tools, such as the sound of moving images (films), television, and video. Second, the visual sound is unoriginal if audio elements are provided in the form of cassettes used simultaneously or in the learning process, such as slides, opacity, noise, and other visual equipment. The use of audio-visual media in the form of films can help during the learning process

to run efficiently. Thus, what the eyes see and what the ears hear is faster and easier to remember than what is read or heard. The benefits and characteristics of the film are controlling the limitations of distance and time, being able to describe past incidents in real terms in a shorter time, the information provided being fast and easy to understand. In addition, it can build students' mindsets and opinions, clarify things that are not in shape, and get a more realistic picture. Using a tool or audiovisual media in the learning process of Islamic Religious Education for researchers is beneficial for educators and students to realize a learning goal. In the implementation process, teachers can use this media for religious schools or PAI subjects.

Utilization of Audiovisual Media in PAI Learning in the Covid-19 era

Online learning, commonly referred to as online learning during a pandemic, is one of the references by the government in reducing the spread of covid 19 in the world of education. Teachers try to provide learning with various methods by utilizing existing learning media. Learning using WhatsApp, E-Learning, Zoom, Google Classroom, Google Meet, and other applications must be combined with learning media to create students' exciting and understandable situations (Zulherman et al., 2021). The learning process is a series of activities carried out by educators to convey information in using media that can affect student success in learning. In this case, learning media can be in the form of tools, methods, and techniques that can facilitate the learning process in delivering the material provided by a teacher. Various types of learning media can be adjusted by a teacher in determining a learning plan, namely by using an audiovisual tool in learning Islamic Religious Education. *Audiovisual media* is media that combines sound, images, and motion (Abi Hamid et al., 2020).

The implementation of online learning during the pandemic requires teachers to use various types of technology and be as creative as possible in designing learning to foster learning motivation in students. The use of audio-visual media in PAI subjects is beneficial during a pandemic because of the limited space for online learning, which causes students to get bored easily with monotonous learning. With audio-visual media, teachers can apply it to convey material so that understanding of the material is conveyed well to students and students also do not feel bored. The process of teaching and learning activities for PAI subjects is learning that prioritizes understanding and its practice. For example, in PAI lessons, there is prayer material. Students are given material and must also practice it so that they can understand and understand it faster and apply it in daily activities. Therefore, during online learning activities, the teacher provides prayer materials in the form of writing and videos on prayer procedures by combining movement and sound so that students can imitate them without having to meet the teacher for practice. In addition, when the material is about the stories of the prophets, the teacher can use YouTube media by looking for various videos of the stories of the prophets combined with questions to increase

students' understanding of the material.

Conclusion

Using audio-visual media in PAI learning is one of the right ways for teachers during the online learning process. PAI learning is a subject that teaches knowledge about Islam in cognitive, affective, and psychomotor aspects that can be applied in everyday life. Audio-visual media is one of the media sources of learning that can arouse students' motivation and enthusiasm for learning during the pandemic. Teachers also play an essential role in the learning process. Teachers must be more creative in utilizing existing technology to make learning programs successful, so it is necessary to apply audio-visual media in online PAI learning to increase student interest in learning.

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