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Implementation of Muthola'ah Class 3 KMI Learning Based on Audio-visual Media at Pondok Modern Darussalam Gontor For Girl's Campus 5, Kandangan Kediri

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A B S T R A C T

This study aims to describe the implementation of Muthola'ah learning, its supporting factors, and obstacles in using audio-visual media for class 3 KMI at Pondok Modern Darussalam Gontor For Girl's Campus 5 Kandangan Kediri. This research approach is qualitative with a descriptive qualitative type, at Pondok Modern Darussalam Gontor Putri Campus 5 Kandangan Kediri, with informants of Muthola'ah subject teachers and 3rd-grade students. Data collection techniques use observation, interviews, and documentation. The data analysis technique uses Miles, Huberman, and Saldana models, with steps: data reduction (reduction), data presentation (display), and conclusions drawing (conclusions drawing). Results of this study show that 1) Stages of using audio-visual media: the teacher gives questions to the students at the beginning of learning, the teacher conditions the students, the teacher airs the audio-visual media, and the teacher explains the material and the teacher gives questions to the students. 2) Advantages and disadvantages of using Audio-visual media.

Keywords: Implementation, Audio-visual Method, Muthola'ah

1. Introduction

Education is a universal and primary need, it is also a must for human beings to prosper in their lives and achieve the expected goals. Everything that has been achieved in human life is one of the complements of biological human wants and needs obtained from the results of education and the learning process. Whereas in his life, man will always be in a state of need and desire. It is said that, as long as man strives to achieve all things and meet all his needs and desires, then what will be decisive and has become a necessity for man in his life is education

In the teaching and learning process, a strategy is needed that must be prepared by educators. A good combination of strategies designed by educators will create a learning atmosphere for students not tending to be boring and motivate children to raise enthusiasm in the learning process. According to Sudjana (1995): "Teaching strategy is the teacher's action in implementing the teaching plan; this means that the teacher's efforts use several teaching variables such as goals, materials, methods, tools, and evaluations to influence students to achieve the goals that have been set".

The problem that we often encounter now is the lack of understanding of students in understanding subjects, both in terms of an educator's explanation and in terms of learning models that are not in demand by students. To improve good student learning outcomes and what is expected, educators need to understand the learning model during the teaching and learning process. Because not all subjects can use the same learning model, educators must adjust the learning model according to the needs of students.

An educator must thoroughly understand the lesson's content to be delivered to the learner. To achieve their goals in the teaching and learning process, educators need to have teaching skills so that students are motivated to be more enthusiastic, have passion, and focus their attention more on educators during the learning process.

In the learning process activities, several terms about how to teach are proposed such as models, strategies, approaches, methods, or learning techniques. The terms mentioned are attributes of mutually supportive completeness that educators must have during the teaching and learning process. The tiering scheme of teaching terms in the classroom can be described as follows:
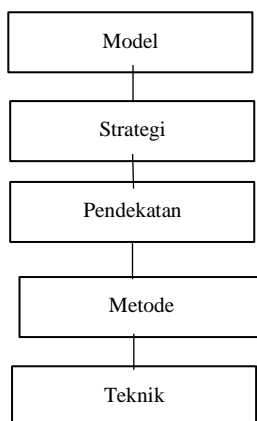
Examples 1.1 Relationship of Strategy Models, Approaches, Methods, and Techniques.

Model is a conception to teach a material, which must be supported by an appropriate strategy for the achievement of the goals that have been set. Strategy is a strategy for carrying out learning activities; while the method is a way of delivering the subject matter. The method is highly dependent on aspects of the goals to be achieved, goals (learners), the teacher's ability to apply the method, the provision of supporting learning tools, and an evaluation system. The technique is a special skill of developing methods to more sharply get around the learning process.

One of the sources of success for educators in the teaching and learning process is the use of learning media. Learning media serves as a learning tool that affects the environment, learning conditions, and motivation (Hamalik, Oemar, 1990). The use of media in teaching and learning activities can bring out the desire, interest, motivation, and stimulation of learning activities and bring psychological influence to students (Wiratmojo and Sasonohardjo, 2002). The importance of media in the teaching process makes media a component that affects learning outcomes.

According to Sadiman (2000) media are various types of components in the environment of didi participants that can stimulate them to learn. The use of media in the learning process must also be adjusted, therefore teachers must choose good learning media to use when teaching. A good learning media must meet several criteria, including suitability with learning materials, ease of use, and interest for students, to achieve optimal learning goals (Widada and Herawaty, 2017).
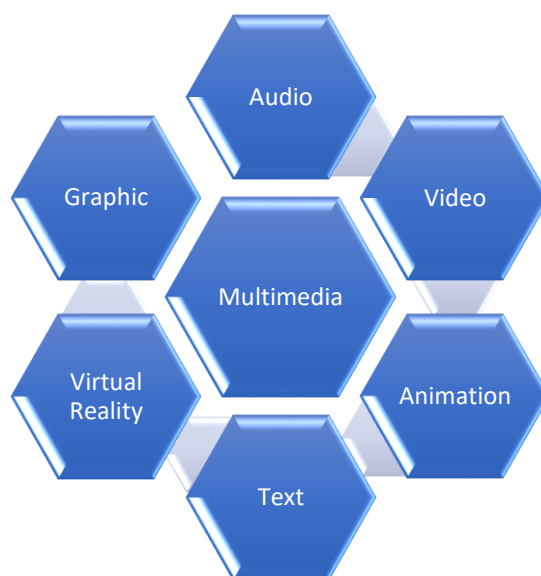
Examples 1.2 Images Jenis Media Pembelajaran (Jamaludin et al., 2020)

Learning media have various types that can be tailored to the needs of the teacher or teacher in designing learning. The classification or classification of learning media is divided into nine groups, namely audio media (such as radio broadcasts, podcasts, BBC learning, and so on); print media (such as textbooks, modules, scientific magazines, and so on); audio-print media (such as exercise books with cassettes or CDs, images or posters equipped with audio); silent visual media (such as OHT); visual media of motion (such as silent films); motion audio-visual media (such as Television broadcasts, Youtube, learning CDs or DVDs); physical or visual still object media with audio (such as frame or slide film, sound frame film); the medium of objects (such as real objects, imitation models or mock-ups); and computers (such as computer-based media and technology).

Visual media are all forms of objects that are visible and used to convey a message (Smaldino et al., 2012). Therefore, we can easily find visual media around us, such as images in subject books, school wall posters, photos on display boards, advertisements on television, and objects that imitate an original

form. Learning through visual media is not enough just to see how it looks. However, learning through visual media means interpreting or parsing the visual meaning or message contained in the visual medium.

The use of learning media can affect the quality of learning. Therefore, educators can improve the quality of their learning by developing learning media that are suitable for the learning conditions they will carry out. The importance of implementing good learning is in line with the word of Allah Almighty in surah An-Nahl (16) verse 125:

اُدْعُ اِلَى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ. اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ، وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنِ.

"Call (men) to the way of your Lord with wisdom and good teaching, and argue with them in a good way. Verily your Lord, it is He who knows better who is heretical from His ways and He is the One who knows better who gets the instructions". (An-Nahl/16:125).

2. Method

The approach used in this research is a qualitative approach with a descriptive type of qualitative research. Qualitative research is the producer of research produced descriptive data in the form of written sentences or words from people or it can also be from the behavior of people observed. The researcher is directly involved in the process of collecting data and analyzing the relationship between various variables in a phenomenon. This study was conducted to determine the effectiveness of the use of audio-visual media in Muthola'ah learning in grade 3 KMI students at Pondok Modern Darussalam Gontor For Girl's Campus 5 Kandangan Kediri. The subjects in this study are taken from the data and information obtained during the research process, of course, this is all very much needed by researchers in conducting a study. In this study, information was obtained about the influence of the implementation of audio-visual media applied to Muthola'ah learning using data collection techniques, namely through observation, interviews, and various documentation obtained. The data analysis technique uses the Miles, Huberman, and Saldana models, with the steps: data reduction, data presentation (data display), and conclusion drawing or verification.

3. Result

Audio-visual Media

Learning media is used as a tool to convey messages through various links and can hone the brain or thoughts, feelings, and desires or desires of students to cause encouragement by creating a teaching-learning process to increase insight and add new knowledge for students, which will eventually realize the creation of a good goal in the learning process. This is in line with the opinion of Haryoko (2012) that learning media is generally defined as tools, methods, and techniques used to further facilitate communication and interaction between lecturers and students in a more effective educational and teaching process.

Audio-visual media is a medium whose message delivery can be received by the sense of hearing and the sense of sight. Audio-visual media is a medium that combines the senses in audio media and visual media. Audio-visual media use the senses of sight and hearing as an intermediary in conveying content. Easy examples of this audio-visual medium are video, film, television, etc. Audio-visual media is also subdivided into pure audio-visual and impure audio-visual. Pure audiovisual is audio media whose both image and sound elements come from one source, for example, documentary video, while audiovisual is not purely an element of images and sounds in that media do not come from one source.

Types of Audio-visual Media

According to Syaiful Bahri Djamrah and Aswan Zain, media is divided into two types, namely audio-visual still, which is a medium that displays sound and still images such as sound frame films (sound slides), sound frame films, and sound printing. Motion audio-visual is a medium that displays elements of sound and moving images such as sound films and cassette videos. Other divisions are; Pure audio-visual media, that is, both sound elements and image elements come from one source such as a cassette video. Audio-visual media is impure, that is, the sound elements and image elements come from different sources, for example, sound frame films whose image elements are sourced from projector slides and elements sourced from tape recorders.

Examples 1.3 Images from audio-visual media

Steps In Using Audio-visual Media

a) The teacher provides audio-visual media containing material where the material has been predetermined (either in the form of writing written on the blackboard or in the form of pictures, or videos that have been prepared by the teacher).

b) The teacher opens the Muthola'ah textbook and directs the learners not to open their textbook so that they focus on what the teacher will explain. Then the teacher explains or tells the content of the material in the Muthola'ah manuscript in one of the predetermined titles.

c) The teacher instructs several students to reveal the content of the story contained in the script of one of the predetermined titles.

d) The teacher asks the learners to answer questions to express the main idea.

e) Finally, students are welcome by the teacher to give their conclusions orally.

Advantages and Disadvantages of Using Audio-visual Media

There are several advantages of audio-visual media, one of which is; a) Able to overcome the freedom of space and allow reaching a wide range of targets. b) Able to develop the imagination power of the listener. c) Able to focus students' attention on the use of words, sounds, and meanings of the word or sound. d) It is very appropriate to teach music and language, the language laboratory cannot be separated from this medium, especially for practicing listening. e) Able to influence the atmosphere and behavior of students through background music and sound effects. f) Can present a deepening program of material presented by teachers or people who have expertise in a certain field so that the theme discussed has good quality in terms of science because it is always equipped with the results of observation and research. g) Be able to do certain things that are difficult for the teacher to do, namely presenting the experiences of the outside world, into the classroom so that the audio media allows to present things that.

The shortcomings of visual media include that this audio-visual media emphasizes the importance of the material development of the material. Another thing is that the manufacture of audio-visual in the learning process, especially in our country, is still very minimal, this is because audio-visual media is still relatively expensive, especially if audio-visual media is in the form of watching or listening which of course requires a room or laboratory using tools such as projectors, laptops, sound systems (speakers), and so on.

4. Conclusion

With a good combination of strategies that have been designed by educators, it will create a learning atmosphere that will certainly be fun, not boring, and arouse the spirit of learning students. In teaching or learning, there are various kinds of different learning media. Educators use learning methods or media by the material mastered. So that the lesson does not seem boring to students and is easy to understand for students, one way is to use audio-visual-based media.

Audio-visual media is a medium that combines the senses in audio media and visual media. Audio-visual media use the senses of sight and hearing as an intermediary in conveying content. According to Djamrah and Aswan Zein, the media is divided into two divisions, the first is Silent Audio-visual such as sound frame films (sound slides), sound frame films, and sound prints, as well as motion audio-visuals such as sound films and cassette videos. The second division is Pure Audio-visual Media such as cassette video, and Audio-visual media are not pure such as sound frame films whose image elements are sourced from projector slides and elements sourced from tape recorders.

The steps taken in carrying out audio-visual media-based learning are; the teacher gives questions to the students at the beginning of the lesson, the teacher conditions the students, the teacher airs the audio-visual medium, and the teacher explains the material and the teacher gives questions to the students. There are several advantages and disadvantages when using audio-visual provisioning, including the advantages of being able to develop the listener's imagination through images seen or heard sounds and the disadvantage is that it requires a room or laboratory by using tools such as projectors, laptops, sound systems (speakers), and so on which of course cost a lot of money.

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