The Use of Audio Visual Media As an Effort to Increase Student Motivation in Aqidah Akhlak Subjects

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ABSTRACT

The learning process is a process of communication between teachers and students through verbal language as the main medium for delivering learning material. In these conditions, the learning process is very dependent on the teacher as a learning resource. However, not all learning materials can be presented by the teacher directly. To learn how living things live on the seabed, it is impossible for the teacher to guide students directly to the bottom of the ocean, or to cut open the human chest just to learn how the human organs work. However, teachers can use a variety of tools in delivering learning material. Learning aids are what is meant by media or learning aids. In learning Aqidah Akhlak, so that the learning material provided is easier for students to understand, media is needed that helps the delivery process. Through the media (aids), it is hoped that the same perception will occur between teachers and students and can increase children's learning motivation inside and outside the classroom. Moreover, Learning Aqidah

Akhlak, namely education that is very important for human life, especially in achieving inner peace and mental health in general. Audio Visual media can be used as an alternative to learning Akidah Akhlak to make it easier for children to increase motivation in learning.

Keywords: Audio Visual Media, Learning Aqidah Akhlak, and Motivation.

ABSTRAK

Proses pembelajaran merupakan proses komunikasi antara guru dan siswa melalui bahasa verbal sebagai media utama penyampaian materi pembelajaran. Pada kondisi tersebut, proses pembelajaran sangat bergantung pada guru sebagai sumber belajar. Namun tidak semua materi pembelajaran dapat disajikan langsung oleh guru. Untuk mempelajari bagaimana makhluk hidup hidup di dasar laut, tidak mungkin guru membimbing siswanya langsung ke dasar lautan, atau membelah dada manusia hanya untuk mempelajari cara kerja organ manusia. Namun, guru dapat menggunakan berbagai alat dalam menyampaikan materi pembelajaran. Alat peraga adalah yang dimaksud dengan media atau alat peraga. Dalam pembelajaran Aqidah Akhlak, agar materi pembelajaran yang diberikan lebih mudah dipahami oleh siswa maka diperlukan media yang membantu proses penyampaiannya. Melalui media (alat bantu) diharapkan terjadi kesamaan persepsi antara guru dan siswa serta dapat meningkatkan motivasi belajar anak di dalam dan di luar kelas. Apalagi Pembelajaran Aqidah Akhlak, yaitu pendidikan yang sangat penting bagi kehidupan manusia khususnya dalam mencapai ketentraman batin dan kesehatan jiwa pada umumnya. Media Audio Visual dapat digunakan sebagai salah satu alternatif pembelajaran Akidah Akhlak untuk memudahkan anak dalam meningkatkan motivasi dalam belajar.

Kata Kunci : Media Audio Visual, Pembelajaran Akidah Akhlak, dan Motivasi.

INTRODUCTION

The development of science and technology is so fast that it occurs at a time like this which causes big changes in the progress of the world. One of them is marked by so many inventions made by humans in the form of technology. Entering the era of Technology and Communication today, it is felt that the need and importance of using technology to improve the quality of learning is expected to improve the quality of education. Information and communication technology systems provide a broad, fast, effective, and efficient range of packaging and dissemination of information to various parts of the world. (Rusman: 2012). Based on the notion of education, the implementation of education in general is developing the quality and potential of human resources to build a more advanced nation. The world of information is one of the fastest growing and most influential fields in various aspects of people's lives, including the aspect of education. Thus the development that is happening at this time is very fast and as the teacher's job must be creative as possible to motivate students to learn happily and not be boring and can make it easier for students to understand the material taught by the teacher.

The teacher is a learning component that holds an important and main role, because the success of the teaching and learning process is largely determined by the teacher factor. In learning activities, motivation can be said to be the overall driving force within students that creates, ensures continuity, and provides direction for learning activities, so that a goal is expected to be achieved. (Sardiman A.M, 2012). Teachers certainly want a class where students have intrinsic motivation, namely motivation from

within the soul, but in fact this is often not the case, therefore teachers must face challenges to arouse student motivation, arouse interest, attract and maintain attention, make students want to learn the material -material provided. (Slameto, 2003). In addition to intrinsic motivation, teachers must also have extrinsic motivation, namely motivation that has something to do with the rewards that someone receives after doing work. So that this extrinsic motivation comes from outside the person or individual. The factors that influence extrinsic motivation are family, media, and environment encouragement. (M. Taufik, 2007).

Referring to Maslow's theory that motivation is a human effort to fulfill their needs to be able to actualize themselves and develop all their potential. (Alwisol: 2009). These needs are described as a hierarchy, which consists of five levels of needs, with the lowest level of needs to the highest, namely: Physical or Physiological Needs, Security Needs, Needs of Love and Mutual Needs, Need for Self-Esteem, and Need for Self-actualization.

In an effort to meet the needs mentioned above, it can be explained that if the needs of the lower level are not met, it will be difficult for someone to meet the needs at the next higher level. Even though physical needs are the lowest needs, they are essentially the most important needs in every human life in order to sustain life and improve their lives.

Teaching with audio-visual technology is a method or conveying material using mechanical and electronic machines to present audio-visual messages (Basyiruddin Usman Asnawir: 2002). Audio-visual teaching is clearly characterized by the use of hardware during the learning process, such as a projector machine, sound films, live pictures and television. So teaching with audio visual is the production and use of material whose absorption through sight and hearing is not entirely dependent on understanding words or similar symbols so that students can be motivated in following lessons. The use of audio-visual tools like this is aimed at increasing the effectiveness and efficiency of the teaching and learning

process, so that children are expected to be able to develop their thinking power and the power of their peers. The results of various studies show that the learning and teaching process using audio-visual means can increase teaching efficiency by 20% - 50% (Darwanto: 2007).

The research method used in this research is a qualitative approach. namely, a particular tradition in social science which fundamentally relies on observing humans in their own domain and relating to these people in their discussion and terminology. (Sudarto: 1995) In addition, this type of research approach also uses a descriptive research approach that seeks to tell the current problem solving based on data. Qualitative descriptive research aims to obtain information about the existing situation (Mardalis: 1999). In addition, this research is also called descriptive qualitative research. Descriptive research is not intended to test certain hypotheses, but only describes "what is" about a variable, symptom or condition (Suharsimi Arikunto: 2007).

DISCUSSION

Audio Visual Media

We often hear the word media and say it, but the understanding of each person about media sometimes varies. The word media comes from the Latin word Medius which literally means "middle", introduction or intermediary. In Arabic, the media is called wasail, the plural form of wasilah, which means "middle" (Yudhi Munadi: 2010). In general, media is the plural word for "medium", which means an intermediary or introduction. Thus, the media is any tool that can be used as a channel for messages to achieve teaching goals (Syaiful Bahri Djamarah: 2005). Teaching media are all forms of stimulants and tools provided by the teacher to encourage students to learn. The form of stimulant here can be in

the form of audio, visual, and audio-visual media. Such as boards, charts, pictures, films, television, LCD and the internet.

Audio-visual media consists of three words, namely the word media, which means liaison, audio which means hearing, and visual which means vision, from the three meanings of the word it can be interpreted that audio-visual media is media that involves the senses of hearing and sight at the same time in one process. (Yudhi Munadi: 2010). As previously explained, that audio visual media has better capabilities than other media. This is because in this medium involves multiple senses, namely the sense of sight and the sense of hearing. With the visual sense students can observe and pay attention to the material presented and with the sense of hearing students can hear clearly what is being said. Learning using the dual-sense of sight and hearing based on the above concepts will benefit students. Students will learn more than if the subject matter is presented only with visual stimuli or only with auditory stimuli.

As for those included in the audio-visual media class as follows: a) Sound film, b) Television (TV), c) Cassette video or VCD, d) Slides, and e) OHP (Overhead Projector) (Azhar Arsyad: 2004). Each type of media used in the learning process has its own advantages and disadvantages, as well as audio-visual media. The use of audio-visual media in presenting various subject matter provides many advantages, for example in showing glimpses of events in the past. Behind these advantages, there are also disadvantages of audio visual media. The advantages of audio-visual media are that students can be more interested in carrying out the learning process, the teaching materials will be clearer and easier to understand, give a deep impression of student knowledge and the results in the learning process are easy to understand. While the shortcomings of audio-visual media are when the learning process takes place students' attention is difficult to master, the nature of communication is only one way, audio-visual media uses more voice and verbal language, it may only be understood by listeners who have

good word and language mastery levels and requires expensive and complex equipment (Arief S. Sadirman, *et al*: 2010).

One of the most widely used images as a theoretical basis for the use of media in the learning process is Dale's Cone of Experience. This cone is a detailed elaboration of the three-tier concept proposed by Bruner as outlined earlier. A person's learning outcomes are obtained starting from direct experience (concrete), the reality that exists in a person's life then through artificial objects, to verbal symbols (abstract), the more abstract the media for delivering the message is (Nunu Mahnun: 2016).
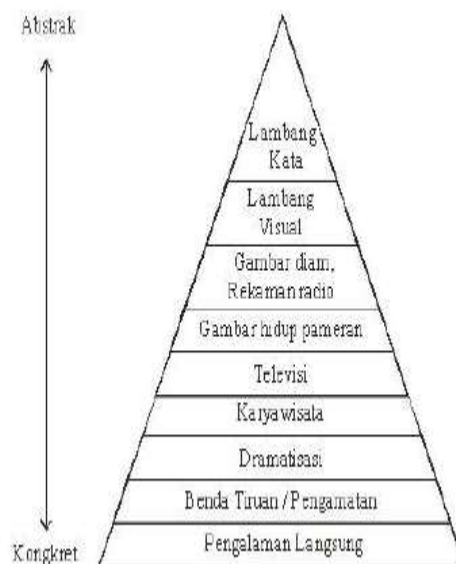
Dale said that audio-visual materials can provide many benefits as long as the teacher plays an active role in the learning process. Teachers must always be present to present lesson material with the help of any

media so that the following benefits can be realized: a. Increase mutual understanding and sympathy in the classroom. b. Produce significant changes in student behavior. c. Shows the relationship between subject matter, student needs, and interests and increased student motivation. d. Bring freshness and variety to the student learning experience.

Learning Aqidah Akhlak

Etymologically (language), the creed comes from the word "aqadaya'qidu-aqdan", which means an agreement, connection and solidarity. So called, because it binds and becomes a hook or hanger for everything. In a technical sense, it means faith or belief. According to the term (terminology) the creed is the basic principles of belief or belief in the heart of a Muslim which is derived from Islamic teachings which must be held by every Muslim as a source of binding belief.

Shaykh Abu Bakr Al-Jaziri stated that the creed is a collection of clear laws of truth that can be accepted by reason, hearing and feelings that the human heart believes and praises, ascertained its truth, established keshalehan and does not see anyone who violates it and that it is true and is valid forever. Such as human belief in the existence of a Creator, belief in the knowledge of His power, human belief in the obligation to obey Him and perfecting morals - what is meant by aqidah in Arabic (in Indonesian it is written as aidah).

The word morality is etymologically derived from Arabic, the plural form of the word khuluq or al-khulq which literally means character, temperament, behavior, or character. In essence, khulq (character) is a condition or trait that has permeated from the soul and became a personality, from which various kinds of actions arise spontaneously and easily without making up and without thinking. If from these conditions a

good and praiseworthy behavior arises according to the viewpoint of the Shari'a and reason, then it is called noble character (morals and mah easily).

Akidah Akhlak is one of the Islamic religious lessons that must be taught in every school, both religious and public schools, especially from madrasah ibtidaiyah to college. The Akidah Akhlak lesson is a subject of Islamic Religious Education which is directed to prepare students to recognize, understand and live the faith and ethics of life in Islam, which then becomes the basis for their way of life through guidance, teaching, training, use of experience and habituation. According to Ibnu Maskawih, as quoted by Asamaran, there are three main things that can be understood as moral education material, namely: a). Things that are mandatory for the needs of the body. b). The things that are obligatory for the soul. c). Things that are mandatory for relationships with fellow humans (Asmaran: 2004). The Aqidah Akhlak Subject at Madrasah Tsanawiyah aims to equip students to be able to: a). Fostering and developing Aqidah through giving, fertilizing, and developing knowledge, appreciation, practice, habituation, and student experiences about. b). Realizing Indonesian people who have noble morals and avoiding despicable morals in everyday life both in individual and social life, as a manifestation of the teachings and values of Islamic faith. Learning Akidah Akhlak has the following characteristics: a). Faith, which provides opportunities for students to develop an understanding of the existence of Allah SWT as the source of life. b). Experience, gives students to practice and feel the results of experiences of faith and morals in dealing with tasks and problems in life. c). Habit, provides opportunities for students to get used to good attitudes and behavior in accordance with Islamic teachings and national culture in dealing with life problems. d). Rational, an attempt to give a role to the ratio (reason) of students in understanding and differentiating various materials in material standards and their relation to good behavior. With bad manners in worldly life. e). Emotional, an effort to arouse the feelings

(emotions) of students in living behavior in accordance with the teachings of religion and national culture. f). Functional, presenting material on akidah morals in terms of its benefits for students in daily life in a broad sense. g). Exemplary, namely making figures of exemplary personalities and as a reflection for humans who have firm monotheistic beliefs and behave nobly.

Motivation to Learn

The word motivation starts from the word "motive". The word "motive", is defined as an effort to encourage someone to do something. Motive can be said to be the driving force that is within a person to carry out certain activities in order to achieve a goal. Starting from the word "motive", motivation can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt urgent.

Motivation comes from the Latin word "mover, which means to move. Imron in Siregar explains that motuvasu comes from English motivation, which means encouragement of reasoning and motivation (Eveline Siregar and Hartini Nara: 2014). Based on the expert opinion above, what is meant by motivation is that which is able to provide encouragement to students to learn and carry out lessons by providing predetermined directions and goals. Motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants to do something to achieve goals that have to do with the needs of his life. According to Mc. Donald, as quoted by Noer Rahmah, said that motivation is a change in energy in a person which is marked by the emergence of "feelings" and is preceded by a response to a goal. From the understanding expressed by Mc.Donald it contains three important elements, namely: 1). That motivation initiates energy changes in each individual human being,

2). Motivation is characterized by emergence, feeling "feeling", someone's affection, 3). Motivation will be stimulated because of a goal.

The essence of learning motivation is to encourage internal and external students who are learning to make changes in behavior, generally with several indicators or supporting elements. It has a big role in success in learning. Learning motivation indicators can be classified as follows: 1). There is desire and desire to succeed. 2). There is an encouragement and need in learning. 3). There are hopes and dreams for the future. 4). There is an appreciation in learning. 5) There are activities that are interesting in learning. 6). The existence of a conducive learning environment, allowing a student to learn well. Kinds or types of motivation can be seen from various points of view.

Sadirman classified the various motivations in terms of their basic formation, physical and spiritual motivation, and intrinsic and extrinsic motivations which can be explained as follows:

a. Motivation is seen from the basis of its formation
   1. Congenital motives are motives that are born from birth, so that motivation exists without being studied. Examples of encouragement to eat, drink, work and so on.
   2. The motives that are studied are those that arise from being studied. For example the urge to teach something in a branch of science, the urge to teach something in society.
b. Physical and spiritual motivation
   There are several experts who classify the types of motivation into two types, namely physical and spiritual motivations. Physical motivations such as: reflexes, automatic instincts, lust. Meanwhile, what includes spiritual motivation is willingness.
c. Intrinsic and Extrinsic Motivation
   1. Intrinsic Motivation, namely motives that become active or function do not need to be stimulated from outside, because in

each individual there is already an urge to do something. For example, someone who likes reading, no need to tell or encourage him, he has been reading diligently.

2. Extrinsic Motivation, namely motives that are active and function due to external stimuli. For example, someone is studying, knowing that the next morning he will take an exam in the hope of getting a good score, so that he gets praise, praise and others (Sardiman A.M: 2012).

In the learning process, in addition to the study of learning theory and learning theory, there are other things that are also important to examine the correlation with the learning and learning process, namely with regard to motivation. To achieve good learning outcomes, one thing that must be considered is the facilities in teaching, which includes these facilities is the availability of teaching aids / media in teaching because each student has a different learning style, to overcome this learning style the researcher combines educational media, namely media audio visuals so that the learning process will be more complete and optimal in presenting teaching materials to students (Oemar Hamalik: 2001). In accordance with its function, audio-visual media can explain abstract things or can help students understand mechanisms that cannot be seen directly. The effect of audio visual media is expected to affect student learning motivation, including:

1. Can increase student interest and attention so that learning becomes fun;
2. Students can see and hear the material provided directly so that it opens opportunities for students to more freely analyze, look for the meaning of the material they are learning;
3. With audio visual media, techniques can be used to change the speed of images that are too fast to slow, so that the images can easily be understood by students;

4. Can transfer increased memory in learning material, so that the material is more mastered (Sarul Mardianto: 2017).

CONCLUTION

The learning process is a fundamental process in educational activities in schools. From the learning process, students acquire learning outcomes which are the result of an interactive learning action, which is undergoing process to improve their mental abilities and teaching actions, namely teaching students. Learning as a learning process that is built by the teacher to develop creative thinking that can improve students' thinking skills, and can increase the ability to construct new knowledge in an effort to increase good mastery of the subject matter. The process of learning activities is in the form of teaching and learning interactions in an atmosphere of educational interaction, namely interaction that is aware of the goal, meaning that interactions are planned for a specific learning objective that has been formulated in a lesson.

Audio-visual media consists of three words, namely the word media, which means liaison, audio which means hearing, and visual which means vision, from the three meanings of the word it can be interpreted that audio-visual media is media that involves the senses of hearing and sight at the same time in one process. . The ability of audio visual media is considered better and more attractive than audio and visual media, because audio visual media contains two elements, namely sound elements that can be heard and image elements that can be seen, such as video recordings, various sizes of films, sound slides and so on. In accordance with its function, audio-visual media can explain abstract things or can help students understand mechanisms that cannot be seen directly. The influence of audio-visual media is expected to affect student learning motivation, including: a). Can increase student interest and attention so that learning becomes fun, b). Students can see and hear the material

provided directly so that it opens opportunities for students to more freely analyze, look for the meaning of the material they are learning, c). With audio-visual media, techniques can be used to change the speed of images from too fast to slow, so that images can easily be understood by students, d). Can transfer increased memory to learning material, so that the material is more mastered.

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