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Effectiveness of Visual Media Use in Islamic Religious Education Learning in Junior High School

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Abstrak: Ilmu pengetahuan dan teknologi mengalami kemajuan yang semakin pesat. Kemajuan tersebut telah membawa perubahan yang sangat signifikan diberbagai aspek kehidupan manusia, baik dalam bidang sosial, ekonomi, budaya maupun pendidikan. Agar pendidikan tidak tertinggal maka perlu adanya penyesuaian, terutama yang berkaitan dengan faktor pembelajaran di kelas. Proses pembelajaran merupakan proses komunikasi. Terkadang dalam proses pembelajaran, terjadi kegagalan komunikasi. Untuk menghindari kegagalan komunikasi, maka guru perlu memanfaatkan media pembelajaran yang menarik. Media visual merupakan alat yang digunakan guru untuk menyalurkan pesan dari pengirim kepada penerima dengan menggunakan indera penglihatan. Penelitian ini menggunakan penelitian kualitatif deskriptif. Penelitian ini dilaksanakan di SMP Negeri 2 Sawahlunto. Subjek penelitian adalah Guru Pendidikan Agama Islam) dan siswa SMP Negeri 2 Sawahlunto. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dokumentasi. Penelitian ini menghasilkan (1) Siswa semangat dan penuh antusias ketika guru menggunakan media visual dalam proses pembelajaran. (2) Media visual dapat mempermudah siswa mengingat materi pelajaran. (3) Media visual berbentuk Power Point dan peta konsep yang digunakan guru dalam pelajaran dapat menampilkan gambaran yang konkret dari suatu materi, sehingga dapat meningkatkan daya fikir siswa.

Kata Kunci: Efektivitas, Media Visual, Pendidikan Agama Islam.

Abstract : Science and technology are experiencing rapid progress. These advances have brought significant changes in various aspects of human life, both in the social, economic, cultural and educational fields. For education not to be left behind, there need to be adjustments, especially related to learning factors in the classroom. The learning process is a communication process. Sometimes in the learning process, there is a communication failure. To avoid communication failure, teachers need to make use of interesting learning media. Visual media is a tool that teachers use to transmit messages from the sender to the recipient using the sense of vision. This study uses descriptive qualitative research. This research was conducted at SMP Negeri 2 Sawahlunto. The subjects of the study were Islamic

Religious Education Teachers and students of SMP Negeri 2 Sawahlunto. Data collection techniques used are observation, interview, documentation. This research generates (1) Students are passionate and enthusiastic when teachers use visual media in the learning process. (2) Visual media can make it easier for students to remember lesson materials. (3) Visual media in the form of Power Points and concept maps used by teachers in the lesson process can display a concrete picture of material, to improve students' thinking power.

Keywords: Effectiveness, Visual Media, Islamic Religious Education

INTRODUCTION

Science and technology have been progressing rapidly. These advances have brought significant changes in various aspects of human life, both in the social, economic, cultural and educational fields. For education not to be left behind by the advancement of science and technology, there need to be adjustments, especially related to learning factors in the classroom. The learning process is a communication process. A communication process involves three main components, namely the component of the sender of the message (teacher), the component of the recipient of the message (students/students), and the component of the message itself in the form of lesson material. Sometimes in the learning process, there is a communication failure. To avoid communication failure, it is necessary to utilize interesting learning media. (Sanjaya, 2017).

In the learning process, learning media has a very important role. Because the learning media greatly affects the level of understanding of students to the materials delivered by teachers in the classroom. Media is a learning resource, so broadly the medium of learning can be interpreted with people, objects or events that allow students to acquire knowledge and skills. Media is a tool that can be used as a message channel to achieve learning goals. (Djamarah, 2010, p. 120). Lazaro Tafanao in his journal entitled The Role of Learning Media in Improving Student Learning Interest said that learning media is a tool in the teaching and learning process to stimulate the minds, feelings, attention, and abilities or skills of learners to encourage the learning process. (Tafonao, 2018).

According to Sukiman in his book entitled Development of Learning Media, learning media is divided into 3, including Visual-based learning media, audio-based learning media, and audio visual-based learning media. (Sukiman, 2012, p. 153). According to Muhammad Ramli in his book entitled Media and Learning Technology, learning media is divided into 2, namely audio media and audiovisual media. (Ramli,

2012, p. 76). Hamalik argues as quoted by Arsyad Azhar, suggesting that "The use of learning media in the teaching and learning process may develop new desires and interests, motivate and stimulate learning activities, and even impact students psychologically." In addition to generating students' motivation and interest, learning media can also help improve students' understanding, by presenting interesting and reliable learning data/resources, facilitating interpretation, and compressing information (Arsyad, 2013, p. 19).

The usage of learning media has the potential to impact the degree of student comprehension, motivation and spirit of learning and can affect students' learning outcomes. In the learning process in Islamic education subjects (PAI) teachers as educators must be able to choose and use the right learning methods and media. As much as possible use effective learning media so that learning objectives can be achieved. Avoid the learning process that only uses lecture methods and whiteboard media because it will make students quickly feel bored and saturated.

Based on the initial observations and interviews that researchers conducted with teachers of Islamic Religious Education Subjects (PAI) SMP Negeri 2 Sawahlunto, researchers obtained observations and interviews, namely: teachers only use visual media in the learning process. Related to the learning media used by Islamic Religious Education (PAI) teachers at SMP Negeri 2 Sawahlunto, researchers are interested in conducting further research to find out more about the implementation of the use of visual media by teachers in Islamic Religious Education (PAI) subjects at SMP Negeri 2 Sawahlunto.

This type of research is field research using the descriptive qualitative research method. Field research aims to determine the symptoms that occur in the field. This research was conducted at SMP Negeri 2 Sawahlunto located on Jalan Soekarno Hatta, Durian II Village, Barangin Subdistrict, Sawahlunto City.

The informants in this study are Islamic Religious Education (PAI) teachers and students of SMP Negeri 2 Sawahlunto. The author made direct observations in SMP Negeri 2 Sawahlunto to get data related to the research. The research instruments that the authors use are mobile phones (for recording equipment and cameras as documentation evidence). In this study, the data collection techniques used are observation, interview, and documentation. Data analysis techniques used are data reduction, data presentation, conclusion drawing and verification. The application

technique used in this study is to use source triangulation techniques. The source triangulation technique is: checking the data that has been obtained through several sources.

RESULTS AND DISCUSSION

During observation, the author directly sees and observes the learning process from the beginning to the end of the learning process. In this case, teachers use visual-based learning media in the form of Power Point slides and concept maps. The class that the author observes is a class the teacher uses visual-based media in the process of delivering materials. The classes taught are contained in the following table:

Table.1 classes taught by teachers

Kelas VII	Kelas VIII
VII.3	VIII.3
VII.4	VIII.4
VII.5	VIII.5

Source: Islamic Religious Education Subject Teachers

In the table, we can know that in the class taught there are 2 levels of classes, namely grade VII and class VIII. Class VII there are 3 locales, namely local VII.3, VII.4, VII.5 and class VIII there are also 3 locales, namely: local VIII.3, VIII.4, VIII.5. The hours given to each class for Islamic Education subjects that are following the curriculum are 3 hours each week and in 1 hour and 40 minutes. But because of the Covid-19 pandemic changed to 2 hours every week, initially in 1 hour 40 minutes due to covid-19 to 30 minutes. So each class is given 2x30 minutes for Islamic Education subjects each week. In the research process, the authors looked at and observed the learning process langsung starting from March 18, 2021, to April 17, 2021, by looking at 3 meetings in the learning process. With the following learning process schedule:

Table 2. Schedule of Islamic Religious Education Subjects (PAI)

7th grades	Study Schedule	8th grades	Study Schedule
7.3	Monday At First Hour (07.30 – 09.30)	8.3	Monday At 3 o'clock (10.30-11.30)
7.4	Wednesday at the third hour (10.30 – 11.30)	8.4	Thursday At First Hour (07.30-08.30)

7.5	Thursday At Second Hour (09.30-10.30)	8.5	Friday At 2nd Hour (09.30-10.30)
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Data obtained from Islamic Religious Education teachers 2021.

In each class the author observes the course of the learning process with preliminary activities, core activities and closing learning activities. Following the learning schedule of Islamic Religious Education subjects that have been set. When viewed from the process of learning, teachers have used visual-based media in the form of concept maps and Power Point slides. The observations that have been obtained during the teaching and learning activities are:

1. Implementation of the use of visual learning media in Islamic Religious Education subjects.

a). Teacher skills in preparing Learning Implementation Plans (RPP)

In preparing the Learning Implementation Plan (RPP) the teacher is skilled in compiling each step of the learning planning process. It is evident from the media and methods chosen by the teacher, namely visual-based media in the form of concept maps and Power Point slides with discussion methods, selecting the right media and methods to make the learning process run smoothly and enthusiastically. Then the teacher selects and sets an evaluation tool and it makes students active with questions and answers, doing the exercises contained in the textbook.

b). Implementation of the use of visual media in the learning process in Islamic Religious Education subjects

The media used by the teacher in the learning process is visual media in the form of concept maps and Power Point slides. When the teacher displays the concept map with cardboard on the blackboard, some students are sitting at the back complaining because there is no visible writing/exposure from the displayed concept map. Then for the presentation of the material using Power Point slides, the teacher explains the material, the students pay attention and listen to the teacher. And when the teacher asks students can answer the teacher's questions because students pay attention to the teacher when explaining. By using media in the form of Power Point slides, students can understand what the teacher is saying. The learning process runs smoothly.

Many things are obtained from the learning process using visual-based media in the form of concept maps and Power Point slides, including:

- 1) Students enthusiastically observe each Power Point slide displayed by the teacher in front of the class.
- 2) When the teacher explains the material contained in the Power Point slides, students always pay attention and listen to the teacher's explanation.
- 3) With a Power Point slide show, students are interested in following the lesson.
- 4) Students understand and can answer questions from the teacher.
- 5) Students are excited to follow the lesson.
- 6) Students play an active role in the learning process when the teacher explains the material using visual media, Power Point slides, compared to when the teacher only asks students to read textbooks.
- 7) The learning process runs smoothly because it can be seen that there is an interaction between teachers and students such as questions and answers.

With the creativity of the teacher in conveying material using visual media in the form of concept maps and Power Point slides, it can make the learning atmosphere in the classroom run smoothly, students become active and enthusiastic.

2. Barriers and challenges of using visual media in the learning process in Islamic Religious Education subjects

From the results of interviews conducted a teacher of Islamic Religious Education subjects, information was obtained about the obstacles and challenges of using visual media in the learning process, namely:

- 1) In showing Power Point slides, an infocus projector is required which must be connected/connected to electricity. Electricity facilities are sometimes unstable due to a large area of electricity usage.
- 2) Other facilities and infrastructure that are not/not supported yet, for example, such as cable connection box or cock raun.
- 3) The wide school environment, going up and downstairs makes it difficult for teachers to bring learning support equipment, such as: infocus projectors, laptops or notebooks, connecting box cables, sometimes it is necessary to bring speakers, teaching materials books and so on which becomes a challenge for teachers in using media. visuals in the learning process.

- 4) Lesson time or hours are very short, namely, in 1 hour the lesson is 30 minutes. Sometimes it takes a long time to prepare the equipment alone.
- 5) Infocus projector. Infocus projectors are only given 1 unit for teachers in each subject area. There are 3-4 teachers from each subject. When there are teachers at the same time who want to use the infocus projector at the same time, of course, there is one teacher who has to give in. Here it looks like the number of infocus projectors is not balanced with the subject teachers who will use them. It is better if each class is given or provided an infocus projector to support the learning process runs smoothly, learning objectives can be achieved and as expected.

3. The advantages and disadvantages of using visual media in the learning process.

After the author conducted interviews with teacher of Islamic Religious Education subjects, data or information was obtained about the advantages and disadvantages of using visual media in the learning process, which are as follows:

The advantages of using visual media:

- a). Provide benefits to students. Because by using concept maps and Power Point slides, in general, students can see what will be learned and what learning objectives will be achieved.
- b). With the concept map, students can be inspired according to the literacy they have read. For example, in the concept map, the provisions for Friday prayers, mandatory fasting and sunnah provisions are explained, students can already answer any provisions for Friday prayers, mandatory and sunnah fasting provisions because they see and directly feel the reality of the real-life they live.
- c). With the Power Point slide show, students enthusiastically pay attention to each slide that is displayed. Students are eager to listen to the teacher in explaining the material.

Disadvantages of using visual media:

The shortcomings felt by teachers in the use of visual media are:

- a). In the process of making Power Point slides (PPT), it takes time to make it and creativity in presenting the material so that students are interested in paying attention.

- b). Visual media can only provide visual messages in the form of pictures or Power Point slides and a concept map display made with cardboard that represents the content of the subject matter, and that makes students only fixated on the visual display and the teacher needs to explain and explain the material so that students understand and understand.
- c). In showing Power Point slides, tools are needed in the form of an infocus projector, laptop/notebook, connecting box cable, and other supports that make teachers sometimes find it difficult to prepare.

From interviews that have been conducted with students of SMP Negeri 2 Sawahlunto, and with the sampling technique, namely:

$$30\% \times \text{number of samples}$$

The sampling of 30% x the number of samples was because the teacher taught 2-grade levels with 6 locales (VII.3, VII.4, VII.5, VIII.3, VIII.4, VIII.5) who used visual media in the learning process.

Table. 3 Number of data collection samples.

Class	Number of Students	Formula 30% x Number of samples
VII.3	30 students	$30\% \times 30 \text{ students} = 9 \text{ students}$
VII.4	30 students	$30\% \times 30 \text{ students} = 9 \text{ students}$
VII.5	34 students	$30\% \times 34 \text{ students} = 10 \text{ students}$
VIII.3	30 students	$30\% \times 30 \text{ students} = 9 \text{ students}$
VIII.4	32 students	$30\% \times 32 \text{ students} = 10 \text{ students}$
VIII.5	30 students	$30\% \times 30 \text{ students} = 9 \text{ students}$
Total		56 students

Data on the number of students were obtained from Islamic Religious Education teachers

From the table above, it can be seen that in 1 local area there are 30-33 students. $30\% \times 30 \text{ students} = 9 \text{ students}$. These 9 to 10 students are the samples from each locale. In this case, the teacher teaches 6 local, so from the table obtained the number of samples in data collection in this study, there are 56 students. So, interviews with students of SMP Negeri 2 Sawahlunto were conducted with 54 students, 9-10 students

were taken from each locale to be used as samples. Then obtained data or information as follows:

- All students of SMP Negeri 2 Sawahlunto who were sampled in data collection said that it was true that teachers used visual media in the form of concept maps, Power Point slides in the learning process.
- All students of SMP Negeri 2 Sawahlunto are interested in participating in the learning process when the teacher uses visual media in the teaching and learning process. It can be seen from the enthusiasm of students' learning when the teacher of Islamic Religious Education subjects uses visual media in the learning process.
- Some students of SMP Negeri 2 Sawahlunto asked questions and others did not ask about the material presented by the teacher when the teacher used visual media in the teaching and learning process.
- All students of SMP Negeri 2 Sawahlunto who were sampled in data collection said they understood when learning using visual media during the learning process.
- All students can answer the teacher's questions/practice questions given by the teacher.
- Some students can explain the material that has been explained by the teacher using visual media such as concept maps and Power Point slides.

From the learning process that has been carried out, it can be described that the students of SMP Negeri 2 Sawahlunto are very enthusiastic in paying attention to and listening to the teacher of Islamic Religious Education when explaining the material using visual media in the form of concept maps and Power Point slides.

CONCLUSION

Based on the results of the research that the researchers have done, several conclusions can be concluded, namely:

First, in the teaching and learning process, the teacher uses visual-based learning media in the form of concept maps and Power Point slides. With supporting facilities and infrastructure such as infocus projectors, teachers innovate to prepare interesting learning resources as outlined in concept maps and Power Point slides so that learning objectives can be achieved, and also so that students can understand and understand the subject matter presented by the teacher.

Second, the use of visual-based learning media in the form of concept maps and Power Point slides that involve students to be active in the learning process, is stated to be able to provide new colours, foster enthusiasm, and make students of SMP Negeri 2 Sawahlunto interested in participating in the learning process to completion.

Third, in the process of using visual-based learning media, good time management is needed, considering the teacher must prepare a concept map, Power Point slides also prepare an infocus projector before the teaching and learning process is carried out.

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