

Effectiveness Of Using Audio Visual Media In Fiqh Learning At Min 12 Pidie Jaya

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ABSTRACT

This study examines the effectiveness of using audio-visual media in teaching fiqh at MIN 12 Pidie Jaya. The learning process is an interaction that results in behavioral changes, where the role of teachers in creating a conducive learning environment is crucial. The use of modern learning media is expected to improve student understanding and create a more dynamic and interesting learning atmosphere. Although attention to this media is increasing, there are still some shortcomings in its integration with more common traditional learning methods. The method used in this study was qualitative, with data collection through observation, interviews, and document analysis. The results showed that the application of audio-visual media significantly increased student enthusiasm and made it easier to understand fiqh concepts. Students became more active and showed greater interest in the material, thus creating an interactive and enjoyable learning atmosphere. However, this study also identified several challenges, such as limited internet access, technical problems related to devices, and lack of training for teachers. These findings emphasize that although audio-visual media has great potential, these challenges need to be overcome so that fiqh learning can take place effectively. This study concludes that the integration of technology in education is an important step to prepare students for the digital era.

INTRODUCTION

Fiqh has a very significant role in Islam, because it includes various rules and laws that govern the implementation of worship and daily life. Fiqh experts generally emphasize the discussion of the five pillars of Islam, namely the shahada, prayer, zakat, fasting, and hajj. One very crucial aspect in fiqh is thaharah, or the process of purification. Thaharah is the basis for the validity of prayer, so understanding thaharah is the main thing before discussing the procedures for performing prayer (Kurniawan, 2021).

Learning fiqh is very important, especially from an early age. Knowledge of fiqh, including thaharah, prayer, fasting, zakat, and hajj, is something that every Muslim must know. By learning it from a young age, children will be better prepared to understand their religious obligations when they reach puberty. They will understand the laws,



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requirements, and procedures for carrying out the worship correctly and thoroughly (Abdurrahmansyah, 2014).

Process learning is an active activity in which individuals interact with their surroundings, which leads to changes in behavior. Learning itself includes providing conditions that support the learning process. These conditions can be generated by students independently or with the help of teachers. The role of teachers is very crucial in optimizing the potential of students. Therefore, the contribution of teachers is very important in creating a conducive learning environment through interaction with students and existing learning resources (Kumala & Hafizh, 2019).

Use of media learning has a significant role because it can help students understand the material more effectively compared to traditional methods such as lectures. Presentation of material in audio-visual form tends to be more interesting and interactive, so that students become more active and involved in the learning process. With this approach, students do not get bored quickly and the material becomes easier to understand. The application of technology in learning has a positive impact on the interests and abilities of students, making it an effective tool to improve the quality of education (Paisar, 2021).

Audio visual media is a type of media that combines sound and image elements to convey messages or information to the audience. In this case, sound and images work together to create a more immersive and engaging experience. Audio-visual media includes various forms such as film, video, television, and multimedia presentations. One of the advantages of this media is its ability to attract the attention and emotions of students in a more effective way compared to other media. By using audio-visual media, messages or information can be conveyed more clearly and easily understood by students (Hayati & Harianto, 2017).

In the process learning using audio-visual media, students will find it easier to understand the material being taught. With the supporting elements of images, videos, or sounds, students can visualize abstract concepts to be more concrete. This contributes to improving students' memory and understanding of the material. In addition, audio-visual media also has the potential to increase students' interest and motivation to learn, because learning becomes more interesting and interactive (Kurniawan, 2021).

Material Fiqh often includes abstract concepts and laws that may be difficult to understand through oral explanations alone. This results in some students being less interested in studying fiqh. Kurniawan put forward three factors that cause students to be reluctant to study fiqh. First, problems related to learning techniques or methods that are unable to motivate students to learn. Second, in practice, teachers do not function as facilitators who encourage students to learn and develop thinking skills, but rather as figures who teach or teach. Third, the use of media that is less interactive and interesting in delivering learning materials.

Criticism towards fiqh learning which is considered ineffective in building students' learning independence as well as students' religious attitudes and behavior has become a major concern in the world of education. Abdurrahmansyah emphasized that fiqh learning often only focuses on the cognitive aspect, with little attention to the affective and psychomotor aspects. As a result, students' interest in fiqh learning decreases, and the quality of learning is disrupted (Abdurrahmansyah, 2014).

In facing various challenges, the use of audio-visual media can be a very effective solution. Through this media, the concepts of fiqh can be conveyed in a clearer and more attention-grabbing way. Educators can use images, videos, or animations to illustrate

these concepts visually, making it easier for students to understand the material better. In addition, audio-visual media also provides an opportunity for teachers to start discussions in class or discuss certain fiqh cases more efficiently.

In addition, teachers' understanding and readiness in utilizing audio-visual media is an important aspect that must be considered in the development of fiqh learning. Adequate training and the right approach in integrating technology into fiqh learning are key factors in optimizing the use of these media. Teachers need to be supported through relevant and ongoing training so that they can master the technical and pedagogical skills needed to create an engaging and effective learning experience (Rusby et al., 2017).

The importance of technology integration in fiqh learning is increasing along with the progress towards the digital era. Previously, the use of audio-visual media was not a priority in fiqh learning, but with the rapid development of technology and the need to prepare students to face the challenges of an increasingly digital world, this approach has begun to receive more significant attention. However, in reality at MIN 12 Pidie Jaya, the use of audio-visual media in fiqh learning is still not optimal. One of the obstacles may be caused by the lack of technological infrastructure and teacher readiness in adopting the technology. With the right support, the integration of audio-visual media can be an effective solution in improving students' understanding of fiqh and making learning more interesting and meaningful.

Fiqh learning in the context of Islamic education continues to progress in line with innovations in teaching methods. One approach that has been widely studied is the use of audio-visual media to increase the effectiveness of the learning process. Various previous studies have explored various aspects related to the use of this technology in Islamic Religious Education (PAI) learning, especially in fiqh. These studies provide significant insight into the advantages and challenges in implementing audio-visual media as a more interactive and engaging learning tool for students.

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Bahrum Subagiya, Hana Humaira Maulidina Sukmawan, and Mariatul Bilqis (2023), Teddy Paisal and Zuhri (2021), Adiyana Adam (2023), Ersya Mayoli and M. Isnando Tamrin (2023), and Abdul Hanif and Fauzi (2022) have conducted research at MIN 12 Pidie Jaya which focuses on the effectiveness of using audio-visual media in fiqh learning, in contrast to previous research which may have placed more emphasis on other aspects of Islamic Religious Education or at different levels of education.

METHODOLOGY

In qualitative research, the approach applied aims to understand the phenomenon as a whole with a focus on the interpretation of meaning. The characteristics of this method reflect the philosophy of post-positivism which emphasizes flexibility, exploration of the original context, and direct interaction with the research subjects. Therefore, this approach is very relevant for research on the effectiveness of audio-visual media in fiqh learning, especially in understanding the perceptions and experiences of students and teachers.

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observation allows researchers to assess learning activities directly, interviews provide deeper understanding through interaction with informants, while documentation enriches the data with written information that supports the analysis.

In data analysis, the Miles and Huberman model was applied, which includes data reduction, data presentation, and drawing conclusions. In addition, to ensure the validity of the data, this study used triangulation, direct involvement of researchers, and thoroughness in observation. With this comprehensive approach, the study aims to produce deeper insights into the effectiveness of using audio-visual media in fiqh learning at MIN 12 Pidie Jaya

RESULTS AND DISCUSSION

The Concept of Learning Effectiveness

Learning effectiveness is closely related to the optimal achievement of educational goals. Slavin stated that effective learning is characterized by increased student understanding, active participation, and better learning outcomes (Slavin, 2018). In the context of fiqh learning, the effectiveness of teaching methods is very important to help students understand the concept of Islamic law. The use of audio-visual media, such as interactive videos and animations, has been shown to improve students' understanding and memory because it involves more senses in the learning process. This approach also contributes to increased student motivation and participation, making learning more interesting and meaningful.

In the realm of Islamic education, educational technology has a significant role in improving the effectiveness of learning. History shows that Muslim scientists such as Ibn Sina, Al-Jazari, and Al-Biruni have made major contributions to the development of science and technology. Islamic education is not only limited to memorizing religious texts, but also reflects a holistic way of life. Seyyed Hossein Nasr emphasized the importance of a comprehensive understanding of Islam in the development of science and technology from an Islamic perspective. Therefore, the integration of technology in Islamic education not only enriches learning methods, but also helps students to internalize Islamic values in everyday life (Barbara & Rita, 1994).

Understanding Audio Visual Media

Media Audio-visual learning is a modern instructional tool that combines visual and audio elements, creating a more engaging, interactive, and effective learning experience. Technological developments have driven the advancement of this media, with the support of various devices such as projectors, touch screens, special software, and internet access that facilitate the learning process (Martin et al., 2021). Learners not only receive information in visual form, but also listen to explanations that clarify concepts, thereby strengthening their understanding. One of the main advantages of this media is its ability to adapt to various learning styles, both visual and auditory, making it more inclusive and personal for each individual. In addition, teachers can enrich the learning experience with relevant and interesting multimedia content (Martin et al., 2021).

Audio-visual media can be divided into two categories, namely static and dynamic. Static media, such as sound frame films and audio books, present images and sounds

without movement, allowing students to focus and understand the material in depth (Rahman, 2021). On the other hand, dynamic media, such as sound films and video cassettes, combine elements of moving images and sound to create a more interactive and engaging learning experience (Rahman, 2021). Both types of media have their respective advantages; static media is more supportive of reflection and in-depth observation, while dynamic media is more effective in attracting attention and increasing student engagement. Therefore, the selection of the right media must be adjusted to the learning objectives, student characteristics, and learning context so that the results achieved are more optimal.

Use of Audio Visual Media in the Learning Process

Media Learning plays a very important role in the educational process, functioning as a link in transferring knowledge from teachers to students. According to Sudjana & Rivai, learning media can increase students' attention and motivation to learn, and function as an alternative source of information in education. Hamalik added that learning media provides a concrete basis for thinking, increases concentration, and develops a more systematic mindset through clearer concept visualization. In this modern era, educational technology is a crucial element in supporting the learning process, covering various aspects such as learning technology, learning technology, and management technology, which aims to increase the effectiveness of education and overcome various existing challenges.

WrongOne approach that is increasingly used in learning is the use of audio-visual media, which combines sound and visual elements to improve student understanding. This media includes various forms, such as learning videos, animations, sound recordings, and slide presentations that support the delivery of material in a more interesting and effective way (Hadi, 2020). The advantage of audio-visual media lies in its ability to clarify concepts, provide real illustrations, and stimulate students' various senses to improve their understanding. In addition, this approach also encourages students to develop critical thinking skills by analyzing, evaluating, and concluding the information presented. By integrating interactive and student-focused learning methods, audio-visual media can create a more meaningful, interesting, and relevant learning experience to everyday life (Sanjaya, 2011).

Types of Audio Visual Media and Their Functions

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Discussion

The Effectiveness of Fiqh Learning Using Audio Visual Media at MIN 12 Pidie Jaya

The results of the study indicate that the use of audio-visual media is an effective tool in delivering Fiqh material in a more interesting and interactive way. This view is in line with the statement of Saiful Rizal, S.Pd.I, who emphasized that the media not only functions in delivering material, but also increases student participation in the learning process. In addition, Zikriati, S.Pd.I, emphasized that the application of animated videos to explain the procedures for ablution and prayer provides a clearer picture to students, so that they can understand and remember the material better.

From Ajirni, S.Fil.I, M.Ag's point of view, as a homeroom teacher, audio-visual media is very useful, especially for second grade students who are still in the development stage of understanding abstract concepts. This media creates a more enjoyable learning experience, reduces boredom, and motivates students to be more active in following lessons.

Results The analysis shows that the use of audio-visual media has several significant implications in Fiqh learning at MIN 12 Pidie Jaya:

- 1) Increasing Student Motivation and Participation
 - Audio-visual media creates a more interactive learning experience, so that students are more encouraged to be involved in the learning process.
 - Visualization of abstract concepts makes it easier for students to understand the material being taught.
- 2) Improved Conceptual Understanding
 - This media allows students to see real examples of the concepts being taught, such as prayer procedures and ablution.
 - The use of a combination of audio and visuals in delivering material can improve students' memory.
- 3) The Role of Teachers in Integrating Learning Media
 - Teachers must choose the right media according to the material being taught to ensure effectiveness in learning.
 - Careful planning in the use of audio-visual media is essential to achieve optimal learning outcomes.
- 4) Support for More Innovative Learning Models
 - The integration of technology in Fiqh learning offers a more varied approach compared to traditional lecture methods.
 - The use of this media can be combined with discussion methods and direct practice to deepen students' understanding.

The Influence of Using Audio Visual Media in Fiqh Learning

The use of audio-visual media in Fiqh learning has been proven to have a positive impact on students' motivation and enthusiasm for learning. Mr. Saiful Rizal shared his experience on this matter:

"I have had many experiences, when we use audio-visual media, students show greater interest in learning the material. This is due to the ability of audio-visual media to convey information more effectively than the lecture method which is often monotonous. With audio-visual media, students feel more involved and more open in the learning process. They show higher enthusiasm and motivation."

Use of media appropriate learning not only affects the teaching process, but also affects students' reactions to the learning. Mrs. Zikriati, S.Pd.I, noted that students' responses were generally positive, where interesting media can help students' understanding and increase their motivation to learn. She stated:

"Students' responses to the application of audio-visual media in Fiqh learning generally show positive results. The use of interesting visual and audio elements makes it easier to understand and remember Fiqh material. In addition, innovative media also has the potential to increase students' motivation in the learning process."

Furthermore, Mrs. Zikriati, S.Pd.I, shared her experience regarding the use of audio-visual media in the Fiqh learning process:

"Alhamdulillah, I have used audio-visual media in teaching Fiqh, and my experience has been very satisfying. Students show higher enthusiasm and find it easier to understand previously difficult concepts. For example, when I explain the procedures for ablution, prayer, and tayammum, I often use animated videos that show the movements in detail. This helps students to more easily remember and apply ablution, prayer, and tayammum."

Audio visual media has an important role in improving students' understanding, as well as making it easier for them to understand the material, especially those related to everyday life. Students show higher motivation during the learning process.

In observation of the learning process in the classroom, the researcher had the opportunity to witness firsthand the dynamics of learning that occurred. At that time, Mrs. Zikriati led the class with high enthusiasm, using slides that displayed interesting animations about Fiqh material. In an energetic atmosphere, the students looked very enthusiastic about following the lesson. Their facial expressions reflected deep interest when the animation explained the steps of ablution and prayer. Several students seemed to nod and smile, indicating that they understood the material presented.

The researchers noted that the use of audio-visual media, such as animations in slides, was very effective in attracting students' attention and helping them understand concepts that might be difficult to grasp without visualization. During the learning process, it was clear that these media not only made the material more interesting, but also increased students' motivation to learn. Overall, these observations emphasize the importance of integrating audio-visual media in learning and how it can create a more enjoyable and meaningful learning experience for students.

The Impact of Using Audio Visual Media on Learning Outcomes

The implementation of audio-visual media in Fiqh learning at MIN 12 Pidie Jaya has shown encouraging results on students' academic achievement. Based on observations made by researchers, there was a significant increase in scores, where the majority of

students managed to get scores above 70. This indicates that almost all students have met the minimum score completion standards set by the institution.

The increase in grades achieved by students shows that audio-visual media plays an important role in helping students understand Fiqh concepts more effectively. Learning supported by visual and auditory elements makes it easier for students to remember and apply the material they have learned. In addition, students' active participation in the learning process through interactive media also contributes to achieving better learning outcomes.

This success is also influenced by the increasing motivation and interest of students in following Fiqh lessons. With the presence of audio-visual media, the learning process becomes more interesting and not monotonous, so that students are more focused and active in learning activities. Teachers also have the freedom to deliver materials in a more creative and contextual way, making learning more relevant to students' daily lives.

Implications for Education and Theoretical Framework

There is Three main findings that show the impact of audio-visual media on students:

First, increasing student interest and motivation: Mr. Saiful Rizal noted that the application of audio-visual media makes students more involved in the learning process. They not only listen, but also show greater interest in the material presented.

Second, deeper understanding: Ms. Zikriati and Ms. Ajirni reported that audio-visual media play an important role in helping students understand complex fiqh concepts, such as the procedures for ablution and prayer. By using animated videos that illustrate the steps visually, students can absorb information more easily.

Third, the creation of interactivity in learning: The use of audio-visual media also creates a more interactive learning environment. Students not only function as passive listeners, but also actively participate in discussions and practical activities.

CONCLUSION

Use of audio visual media in the process of learning Fiqh at MIN 12 Pidie Jaya has been proven to provide positive results in improving student understanding, motivation, and participation. This media functions to convey abstract concepts in a clearer and more interesting way, for example through animations that explain the steps of ablution and prayer in detail. The advantages of audio-visual media are also seen from the positive feedback received by teachers, where students show higher enthusiasm and involvement in learning activities. In addition, the results of observations show that the use of this media has a significant impact on students' academic achievement, which is reflected in the increase in their grades that exceed the completion standard.

The positive impact of audio-visual media in Fiqh learning is not only limited to improving learning outcomes, but also influences changes in teacher teaching methods. Teachers become more adaptive in implementing innovative and interactive learning methods, thus creating a more lively classroom atmosphere. This success shows that the integration of technology in education, especially in Fiqh subjects, can be an effective strategy to improve the quality of learning. Therefore, it is very important for educational institutions to continue to develop and maximize the use of technology-based learning media to support students' deeper understanding..

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