

ANALYSIS OF THE USE OF VISUAL MEDIA IN LOW-GRADE ISLAMIC LEARNING AT SDN BANYUAJUH 2 KAMAL

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ABSTRACT

In learning, learning media is very necessary, with the existence of learning media, it can increase students' interest in learning and understanding. One type of learning media that is most often used is visual learning media. Visual media is media used during learning that can be enjoyed by using the sense of sight. In learning in the subject of Islamic Religious Education visual media can be used to help students understand the material presented by the teacher. This research was conducted at SDN Banyuajuh 2 with the aim of analyzing the use of media by teachers in religious learning. The method used is descriptive method using interview techniques using a questionnaire. The interviews used were unstructured interviews which were carried out repeatedly in order to obtain objective, concrete, broad data. From this study it is known that for low grade students, only a few religious teachers provide learning media when delivering material. Teachers use more lecture methods and give assignments orally and in writing so that learning tends to be boring. After using visual media, students' interest in learning and learning motivation increased, causing students' understanding of the material to be better. Therefore, it can be concluded that the use of visual media can support the understanding of low grade students at SDN Banyuajuh 2 in the subject of Religion

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A. Introduction

One component that can support student understanding is learning media (Nurrita, 2018). Learning media is a tool used to support students' understanding of a material provided by the teacher (Miftah, 2013). The use of learning media in the teaching and learning process can generate new interests and hopes, generate motivation and stimulation for learning activities, and even have a good psychological impact on students. Therefore, the existence of learning media can have a positive influence on student learning activities (Sartika et al., 2020).

The use of learning media in the early stages of teaching will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. There are types of learning media ranging from visual media, audio media, audio visual media, print media. Visual media is media that is often used in the learning process. What is meant by visual media is the media used in the learning process that can be enjoyed by the senses of sight only (Mumtahanah, 2014). Learning media that are suitable for using material can support students' understanding of learning. In Islamic learning or Islamic religious education, visual learning media can be used in this learning.

With this learning media students can feel a new learning atmosphere. but there are still many teachers who do not use learning media in Islamic learning. Based on the results of a preliminary study conducted at SDN Banyuaju 2, teachers only deliver assignments in the form of written tests or oral tests, teachers also like to explain material using the lecture method. This can make students feel bored quickly and students experience less than optimal understanding of the material. Based on the results of the interviews, the teacher said that visual learning media is sometimes also used in class. Therefore, this study will find out more about the impact of the use of visual media when applied to the low grades of SDN Banyuaju 2 through interview techniques using questionnaires on students which are carried out repeatedly.

B. Method

According to this review, researchers used descriptive research methods. This descriptive research aims to describe various conditions from various situations in the community that is the object of research. Research using descriptive methods is more concerned with process than results, limits studies with emphasis, has a set of criteria to check the validity of the data and research

results are agreed upon by both parties, namely the authors and research subjects (Mulyadi, 2011). The data collection technique in this study is the interview technique. Interview is a question and answer process to informants in order to find concrete sources of data. Interviews were conducted repeatedly in order to obtain objective and concrete data. The interview used is an unstructured interview to find problems more broadly, interactively.

C. Result and Discussion

In the first question related to islamic learning, do teachers like to use learning media or not. All students answered that learning islamic in class, the teacher once delivered lessons using learning media. Students say that the teacher uses media depending on the material to be used.

In the second question regarding what media the teacher usually uses in delivering islamic learning, students say that teachers like to use learning media in islamic learning, teachers use a variety of media. For example, a picture of a child doing ablution on the material for ablution procedures, then a power point explaining faith in Allah SWT, a picture of hijaiyah letters.

In the third question related to how the teacher explains islamic learning in class, the teacher explains islamic subjects in various ways, some are explained and examples are given, some are only explained according to what is in the book, some tell stories, some explain via video, some are given the video is then given reinforcement by the teacher, some are explained using pictures, some are only given assignments.

On the fourth question related to whether the material delivered by the teacher is easy to understand, as many as 25 students answered that the material presented by the teacher was easy to understand, students felt that with the media students were more happy and enthusiastic in learning while 5 students answered that the material presented by the teacher was not easy to be understood because when the teacher uses student learning media in the classroom it tends to be more crowded and makes some students less able to concentrate.

In the fifth question related to how they feel when the teacher explains Islamic material in class, there are 27 students who feel happy when islamic learning takes place because the religion teacher is good and learning is done by telling stories and playing and 3 students who sometimes feel bored when islamic learning takes

place because students tend to have more interest in learning in sports and mathematics.

In the sixth question related to preferring learning using media images or only being explained by the teacher, most students prefer learning using media images rather than just being explained because students can see pictures, lessons are not bored and feel that with media images learning is easy to understand and learning becomes interesting and feels more exciting.

On the seventh question related to whether the teacher ever gave picture media during islamic learning and what kind of media was used, most of the students answered yes, but by using media other than picture media. The media used are pictures of prayer procedures, procedures for ablution, hijaiyah letters, videos of faith in Allah SWT, audio of prayer readings, audio of daily prayer readings.

On the eighth question regarding what materials are commonly used using image media, the answers from students varied, such as on the material of faith in Allah SWT, the pillars of Islam, procedures for ablution, procedures for prayer, and hijaiyah letters. On the ninth question related to the presence of image or visual media, whether the material explained by the teacher can be easily understood. The majority of students answered yes, because according to students, with pictures, it is easier for students to understand the material and learning does not feel boring.

On the tenth question related to what kind of islamic learning is fun and easy to understand for students, there are students who answer with learning accompanied by real examples, telling stories of prophets, with direct practice, learning that is explained beforehand, learning using media, learn while playing.

In islamic learning delivered by educators, there are educators who use learning media when islamic learning takes place. Trust education in schools is required to make a positive contribution in producing a religious nation-state. Even though Indonesians embrace religion according to their respective beliefs, it does not mean that the Indonesian nation is a religious country (Shunhaji, 2019). On the other hand, trust in Indonesia is not trust in the state either. State and religion have a very close relationship. In islamic learning, teachers can also use a variety of media, such as learning books, pictures, videos, even in similar online conditions, sometimes they only use cellphone media. Thus the use of existing learning media can instill something positive in the country's society to form a religious society in

the future. With the teacher using the media when learning can support students' understanding of Islamic religious subjects and in the future they can become a religious society.

In disclosing the material, the teacher explains Islamic material in various ways, some are explained and given applications in everyday life, some are only revealed according to the book, some are telling stories, some are explaining via video, some are given videos and then given reinforcement by the teacher, some are explained using pictures, some are only given assignments. Based on (Miftah, 2013), the importance of media in learning activities can be explained as follows. At first the media only functioned as visual senses (visual senses) in learning activities, namely in the form of tools that could convey visual experiences to students, in order to increase learning motivation, clarify and simplify abstract concepts, and improve students' memory. So the more ways the teacher explains the material using a lot of media can make students understand a material for a long time. Students also find it easier to understand the material presented by the teacher when using instructional media compared to not using the media at all.

As for the feelings of students in learning Islamic in class, there are some students who feel happy when learning Islamic, students feel happy when learning Islamic using learning media, students also feel that nothing is memorable in the lesson, students also sometimes feel bored with learning that is not interesting. According to Darmanto, the use of media in learning does not only help students understand learning material. The use of media also causes students to be more happy and enthusiastic. This mental process really helps generate motivation to learn which in turn can make students put more effort when they encounter various problems in the learning process. The use of this media certainly helps teachers in transforming knowledge to their students. And most students really prefer learning by using picture media rather than just being explained because students can see pictures, and feel that with picture media, learning is easy to understand, learning becomes interesting and feels more exciting. Thus, the use of varied media can also make students feel happy and can foster student motivation to learn.

When learning Islamic, most students have been given material using instructional media, the media used are images, videos, and audio. However, there are also students who never use the image media used when the teacher gives Islamic learning. The use of media not only makes the learning process more efficient, but also helps students absorb the subject matter more deeply and

completely (Falahudin, 2014). If you only use listening to verbal information from students, students may not know the lesson well. But if it is enriched by seeing, touching, feeling, or experiencing it yourself through the media, the student's understanding will definitely be better. In Islamic learning there are various materials that can use visual/image media, such as material on the pillars of Islam, ablution, procedures for prayer, names of prophets, and hijaiyah letters. So students will find it easier to understand the material delivered by the teacher when using virtual media/images compared to the teacher not using learning media at all or the teacher only explaining the material.

Students feel that Islamic learning is easy to understand and exciting when learning is accompanied by concrete examples, telling stories of prophets, using direct practice, learning that is explained beforehand, learning that uses media, learning that is relaxed and lots of jokes. According to (Arsyad, 2016) with its various potentials, the media can display information through sound, images, movement and color, both naturally and through manipulation. Teaching materials packaged through media programs will be clearer, complete, and attract learning interest. Using media, the material provided is able to arouse the curiosity of students and stimulate students to react both physically and emotionally. In short, learning media can help learners to build a lively learning atmosphere, not monotonous, and not boring. Students also do not feel bored when learning using learning media such as pictures, with the media images can also make it easier for students to understand the material provided. Thus, the existence of learning media not only makes it easier for students to understand the material but also makes students not feel bored when learning takes place.

D. Conclusion

Learning media is a tool used to support students' understanding of a material provided by the teacher. The use of learning media in the teaching and learning process can generate new interests and desires, generate motivation and stimulate learning activities, and even bring psychological influences on students. The learning process really needs learning media. With the existence of learning media students become interested in learning. In Islamic learning for low grade students, only a few Islamic Religious Education teachers provide learning media when delivering material. The teacher usually only gives material using the lecture

method and gives assignments in the form of written tests or oral tests. In this way, students feel bored and do not get meaningful experience in the learning process.

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