

**THE EFFECT OF THE UTILIZATION OF VISUAL AND AUDIO MEDIA LEARNING STYLE ON THE RESULTS OF LEARNING PAI IN THE FIRST MIDDLE SCHOOL INTEGRATED ISLAM NURUL FADHILAH PERCUT SEI TUAN**

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**Abstract**

The purpose of this study was to determine: (1) differences in islamic religious education learning outcomes of students who were taught using audio-visual media with image media, (2) differences in islamic religious education learning outcomes of students with visual, auditory and kinesthetic learning styles, (3) differences in student learning outcomes with visual learning styles taught using audiovisual media and picture media in the experimental and control classes, (4) differences in student learning outcomes with auditory learning styles taught using audiovisual media and picture media in the experimental and control classes, (5) differences in student learning outcomes with kinesthetic learning styles taught using audiovisual media and picture media in the experimental and control classes, and (6) interaction between learning media and learning styles on learning outcomes of islamic religious education. The research findings show: (1) there are differences in the learning outcomes of islamic religious education students who are taught using audio-visual media with image media that have been verified through statistical testing, (2) there are differences in student learning outcomes of islamic religious education with visual, auditory and kinesthetic learning styles, this is evident from statistical testing, (3) there are differences in student learning outcomes with visual learning styles taught using audiovisual media and image media, this is proven based on the results of statistical tests, (4) there are differences in student learning outcomes with auditory learning styles taught using audiovisual media and image media, this is proven based on the results of statistical testing, (5) there are differences in student learning outcomes with kinesthetic learning styles taught using audiovisual media and image media, this is proven through the results of statistical testing, (6) there is interaction of learning media and learning styles on learning outcomes of Islamic Religious Education subjects.

**Keywords:** learning style, media, dan result learning

**Introduction**

Learning outcomes are changes in student behavior, which can be observed and measured in the form of changes in knowledge, attitudes and skills (Hamalik, 2014:155). These changes can be interpreted as an increase and development that is better than before. Learning outcomes have an important role in the learning process. The process of assessing learning outcomes can

provide information to teachers about student progress in an effort to achieve learning goals through learning activities. Furthermore, from this information the teacher can arrange and foster further student activities, both for the whole class and individually (Rusman, 2017: 130).

Various problems faced by the world of education in Indonesia make the output of education in this country less qualified. This can be seen in the learning process of students who are less encouraged to develop thinking skills. The learning process in the classroom is directed at the ability of students to memorize information. The brain is forced to remember and store various information which is then connected to everyday life. As a result, when students graduate from school, they are smart in theory, but poor in application. The diversity of intelligence and student learning styles are also factors that affect student learning outcomes. Given the ability and learning tendencies of each student is different. Therefore, teachers need to consider appropriate methods and strategies in the learning process.

Schools as formal educational institutions certainly apply good systematics to achieve goals optimally, whether it is the purpose of subject matter, teaching methods, evaluation as a standard for achieving goals and managing learning management. All of this requires cooperation between teachers, students and parents. Because with good cooperation, the goal of the teaching and learning process itself will be achieved, namely getting optimal learning outcomes.

The characteristics of the students studied are learning styles. Everyone is destined to be born in different circumstances, not least in how one learns. Every individual has a different learning style. Learning style is the way that a person tends to choose to receive information from the environment and process that information (Masganti Sit, 2012: 49). The ability to absorb information of each student tends to be different based on their learning modality. Teachers' efforts to identify students' learning styles, namely visual, auditory, or kinesthetic learning styles are expected to help maximize the function of students' brain dominance in organizing and managing the information that students learn. Therefore, as educators, teachers must know how the learning styles of students are different. Teachers can find out the potential and learning styles of their students in detail by testing the potential and talents of children. By recognizing these fundamental differences in learning styles, educators will find it easier to find media references and appropriate strategies in implementing the learning process.

In addition to the approach through the introduction of the characteristics of students, learning needs to be supported by appropriate media to facilitate student understanding. This is important considering that in general, Islamic Religious Education materials are practical in nature and require media support that can concrete abstract material. One of the media that supports learning Islamic Religious Education is audio-visual media, this media is one of the tools / media that is able to present interesting learning for students, because in its presentation it not only displays visuals of the subject matter but also audio (sound), what we know by today's term audio-visual media, so as to provide a

concrete experience for students and support the spirit of student learning. In addition, the use of learning media can stimulate students' mindsets, and as a development effort in the teaching and learning process to be more varied.

The development of learning media using audio-visual media can also help to explain practical learning materials such as Islamic Religious Education learning. The selection of audio-visual media in Islamic Religious Education learning in the author's opinion is very appropriate because the media is part of multimedia learning where the media will provide convenience for students' different ways of learning.

Learning activities carried out by teachers currently tend to achieve the target subject matter, more concerned with understanding concepts rather than understanding and practice in everyday life. This can be seen from the learning process in the classroom which is always dominated by the teacher. In the process of delivering material, the dominant teacher uses the lecture method, where students only listen to what is conveyed, and only on certain materials the teacher uses supporting media, but the media displayed is less attractive. This is because the teacher is less able to adjust the material with the supporting media in the learning process.

In addition to the media factors that support the learning process, the learning style of students is also one of the important aspects that educators must know so that student learning outcomes can increase. Given that learning requires concentration, the situation and conditions in the classroom must be adapted to the learning material. If each student can manage under what conditions, where, when and how his learning style is, then the learning process will be more effective and efficient. Because learning styles are believed to improve student learning outcomes.

But in reality, teachers pay less attention to the learning style of each student, so that the learning delivered is not understood by students. Considering this Islamic Religious Education learning activity requires students to use their learning styles optimally so that effective results are achieved. In addition, the number of supporting media such as infocus is still very lacking so that not all classes can use the equipment, causing low student learning outcomes. Researchers assume that if students' learning styles are considered and the use of media in Islamic Religious Education material is appropriate, then the learning atmosphere will be interesting so that student learning outcomes will increase.

### **Research Methods**

The type of research used is quantitative research with the experimental method used. The population in this study were all students of class VII SMP IT Nurul Fadhilah, totaling 56 people spread over two classes. The data collection instruments used were questionnaires and tests. The data analysis technique used is two-way analysis of variance.

### **Research Result and Discussion**

1. Differences in Islamic Religious Education Learning Outcomes of Students Taught Using Audiovisual Media and Image Media.

Findings research shows that there are differences in student learning outcomes of Islamic Religious Education taught using audio-visual media and with proven image media. It is evident from hypothesis testing that  $F_{count} = 4.19$  is greater than the value of  $F_{table} = 4.04$  for  $dk (1.50)$  and the significance level is  $= 0.05$ .

Furthermore, if observed from the calculation of the average learning outcomes of Islamic Religious Education students of SMP IT Nurul Fadhilah who were taught with audio-visual learning media ( $\bar{X} = 22.50$ ) it turned out to be higher than the learning outcomes of Islamic Religious Education students who were taught using picture learning media ( $\bar{X} = 20.88$ ).

The findings above show that audiovisual learning media can effectively improve overall student learning outcomes for groups of students with visual, auditory and kinesthetic learning styles when compared to picture learning media. These findings indicate that to teach Islamic Religious Education teaching materials, it is better to use audiovisual learning media than image learning media.

This is understandable because the use of audiovisual learning media involves the senses of hearing and sight at the same time in one process. The nature of messages that can be distributed can be in the form of verbal and non-verbal messages that look like visual media, as well as verbal and non-verbal messages that sound like audio media. With the use of audio-visual media which is a combination of the senses of hearing and sight, it is hoped that students will become interested in the lessons being taught, and focus on following the lessons so that they can absorb the lessons optimally. Which ultimately leads to the achievement of the expected learning objectives.

However, it should be understood that the use of audiovisual media in learning requires good skills. In this case the teacher as an educator must be able to arrange the display and operate audiovisual media equipment, without the teacher's skills in operating the existing facilities, the existing media becomes useless so that students are less interested in the learning.

This is emphasized by Rusman (2011:62) that there are several reasons that must be considered in the use of learning media related to the analysis of the benefits obtained, namely: (1) learning will attract the attention of students so that it can foster learning motivation, (2) methods learning will be more varied, not merely verbal communication through the utterance of words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher has to teach for every hour of the lesson, (3) learning materials will have a clearer meaning so that can be better understood by students and allows students to master learning objectives better, and (4) students do more learning activities, because not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating and others. .

The application of learning media in learning Islamic Religious Education, it can be assumed that students will be more assisted in their learning activities, both through audiovisual learning media and image learning media, it is ensured that understanding and value acquisition of

Islamic Religious Education subjects will be lifted because of the purpose of using this learning media. is to improve academic achievement, acceptance of individual differences and cognitive development of students.

The implementation of learning by using audiovisual learning media as well as with image learning media makes students good listeners and observers, especially if students are given activity sheets containing questions or assignments based on the learning media they see and then group work among students is carried out. This has an impact on the achievement of Islamic Religious Education learning outcomes increasing because by studying in groups in heterogeneous situations, the ability of students will be able to influence each other and socialize with each other so that it triggers their learning activities to be better, they can understand concepts that may be difficult for them. understand if they only study it individually.

## 2. Differences in student learning outcomes of Islamic Religious Education with visual, auditory and kinesthetic learning styles.

Findings Further research shows that there are differences in student learning outcomes of Islamic Religious Education with visual, auditory and kinesthetic learning styles. This is evident from statistical tests which show the value of  $F_{count} = 6.01$  is higher than the value of  $F_{table} = 4.04$  for dk (1.50) and the significance level of  $= 0.05$ . Furthermore, when observed from the average learning outcomes of Islamic Religious Education students at SMP IT Nurul Fadhilah with visual learning styles ( $\bar{X} = 22.15$ ), students with auditory learning styles ( $\bar{X} = 21.83$ ) and students with kinesthetic learning styles ( $\bar{X} = 21.02$ ).

The findings above indicate that learning styles are significant enough to differentiate students' learning outcomes of Islamic Religious Education. The findings of this study are in line with the explanation of De Porter and Hernacki, (2004) that learning style is a combination of how it absorbs, then organizes and processes information. Learning style is not only an aspect when dealing with information, seeing, hearing, writing and speaking but also an aspect of sequential, analytical, global information processing or left brain right brain, another aspect is when responding to something in the learning environment (absorbed abstractly and concretely).

Students have different learning styles, in this case learning styles are habits that a person does to understand, appreciate, practice the knowledge learned. The emergence of a learning style in a person, due to the encouragement of the dominant potential or ability in him which is influenced by environmental factors, habits, as well as science and technology.

Students who have a visual learning style, which plays an important role are eyes/vision (visual), students who have a visual learning style must see the body language and facial expressions of the teacher to understand the subject matter. They tend to sit in the front so they can see clearly. They think using pictures in their brains and learn faster by using visual displays, such as diagrams, picture textbooks, and videos.

In the classroom, students who have a visual learning style prefer to take notes down to the details to get information. Visual learning styles are carried out through observation, for example observing reading demonstrations, liking descriptions, so often in the middle of reading they stop to imagine what they read. To facilitate the visual learning process of students, among others: use visual materials such as pictures, diagrams and maps, invite children to read illustrated books, use multi-media (for example: computers and videos); and invite children to try to illustrate their ideas in pictures.

Students who are auditory type rely on their learning success through their ears (hearing tools). Students who have an auditory learning style can learn faster by using verbal discussion and listening to what the teacher has to say. Auditory learning style can digest the meaning conveyed through the tone of voice, pitch (high and low), speaking speed and other auditory things. Written information sometimes has minimal meaning for students with auditory learning styles. Such students can usually memorize faster by reading texts aloud and listening to tapes.

Students who have a kinesthetic learning style learn through moving, touching, and doing. Students with this kinesthetic learning style find it difficult to sit still for hours because their desire for activity and exploration is very strong. Students with this learning style learn through movement and touch. They learn by practicing it directly or learn by absorbing information through various physical movements.

Learning Islamic Religious Education which is intended as a conscious effort to prepare students to understand Islamic teachings (know), be skilled in doing or practicing Islamic teachings (doing), and practicing Islamic teachings in everyday life (being) and when this concept is associated with style. student learning, Islamic education lessons can be influenced by the learning style of the students themselves. Each student has their own way of understanding the lesson.

3. Differences in student learning outcomes with visual learning styles taught using audiovisual media and image media in the experimental and control classes.

Findings research shows that there are differences in student learning outcomes with visual learning styles taught using audiovisual media and picture media in the experimental and control classes. This is based on the results of statistical tests obtained by the value of  $F_{count} = 6.01$  which is higher than the value of  $F_{table} = 4.04$  for dk (1.50) and the significance level of  $\alpha = 0.05$ . Furthermore, when observed from the average learning outcomes of Islamic Religious Education students of SMP IT Nurul Fadhilah with visual learning styles taught by audiovisual learning media ( $\bar{X} = 22.20$ ) were higher than students with visual learning styles taught by picture learning media ( $\bar{X} = 21,80$ ).

On average, Islamic Religious Education learning outcomes in the group of students with visual learning styles are better taught with audiovisual learning media than picture learning media. Learning Islamic Religious

Education by applying audiovisual learning media, students with visual learning styles can learn and absorb learning better, because students learn by activating their potential visual learning styles by responding to exposure from audiovisual learning media delivered by the teacher. Furthermore, students who have a visual learning style, which plays an important role are eyes/vision (visual), students who have a visual learning style must see body language and expressions to understand the subject matter. They tend to sit in the front so they can see clearly. They think using pictures in their brains and learn faster by using visual displays that are complemented by pictures and sounds.

The statement above is confirmed by Al Rashidin and Nasution (2013:11) stating that for students who have a visual type of learning style, the use or empowerment of the senses of the eye or sight (visual) is the dominant way to be relied on for learning success. Therefore, visual types prefer to learn by using photos, making pictures, playing with colors, and watching videos. The characteristics of students with this style are, like reading, like to scribble on paper, prefer reading stories than listening to stories and often record everything the teacher orders them to the details, so that students get clear and easy learning information. understandable.

Furthermore, to facilitate the learning process of students with visual learning styles, Masganti Sit (2012: 50) explains as follows: (1) use visual materials such as pictures, diagrams and maps, (2) use colors to mark important things, (3) invite children to read illustrated books, (4) use multimedia (computers, videos, and television), (5) invite children to try to illustrate their ideas in pictures, and (6) invite children to visit places such as museums, libraries or other historical places.

4. Differences in student learning outcomes with auditory learning styles taught using audiovisual media and picture media in the experimental and control classes.

The findings research shows that there are differences in student learning outcomes with auditory learning styles taught using audiovisual media and image media in the experimental and control classes. This is based on the results of statistical testing, the value of  $F_{count} = 6.01$  is higher than the value of  $F_{table} = 4.04$  for  $dk (1.50)$  and the significance level of  $= 0.05$ . Furthermore, when observed from the average learning outcomes of Islamic Religious Education SMP IT Nurul Fadhilah students with auditory learning styles who were taught with audiovisual learning media ( $\bar{X} = 22.79$ ) were higher than students with auditory learning styles who were taught by image learning media ( $\bar{X} = 20,88$ ).

Students who have an Auditory learning style will like to listen to the opinions of others expressively, debate and other creative activities in discussing ongoing learning. Auditory type students rely on their learning success through their ears (hearing tools). Students who have an auditory learning style can learn faster by using verbal discussion and listening to what the teacher has to say. Auditory learning style can digest the meaning conveyed through the tone of voice, pitch (high and low), speaking speed and

other auditory things. Written information sometimes has minimal meaning for students with auditory learning styles. Such students can usually memorize faster by reading texts aloud and listening to tapes.

To simplify the learning process of students with auditory learning styles, Masganti Sit (2012:51) explains as follows: (1) invite children to participate in discussions both in class and in the family, (2) encourage children to read material the lesson aloud, (3) use music to teach the subject matter to the child, (4) discuss ideas verbally with the child, (5) let the child record the subject matter on a tape and encourage him to listen to it before going to bed, and (6) try the learning atmosphere is far from commotion or conversation that is not related to the learning material.

5. Differences in student learning outcomes with kinesthetic learning styles taught using audiovisual media and picture media in the experimental and control classes.

Findings research shows that there are differences in student learning outcomes with kinesthetic learning styles taught using audiovisual media and image media. This is evidenced by the results of statistical tests obtained by the value of  $F_{count} = 6.01$  which is higher than the value of  $F_{table} = 4.04$  for  $dk (1.50)$  and the significance level of  $= 0.05$ . Furthermore, if it is observed from the average learning outcomes of Islamic Religious Education SMP IT Nurul Fadilah students with kinesthetic learning styles who are taught by audiovisual learning media ( $\bar{X} = 22.06$ ) are higher than students with kinesthetic learning styles who are taught by image learning media ( $\bar{X} = 20,25$ ).

Students who have a kinesthetic learning type will like an active way of learning, giving and receiving explanations by directly showing active creativity. Learning Islamic Religious Education is easier to describe by looking at the learning styles of each student, as previously explained that Islamic religious education lessons are carried out by way of explanation, direct practice and memorization through audiovisual learning media that they see and hear.

Students who have a kinesthetic learning style learn through moving, touching, and doing. Students with this kinesthetic learning style find it difficult to sit still for hours because their desire for activity and exploration is very strong. Students with this learning style learn through movement and touch. They learn by practicing it directly or learn by absorbing information through various physical movements.

To simplify the learning process of students with kinesthetic learning styles, Masganti Sit (2012: 53) explains as follows: (1) invite children to learn while exploring their environment, (2) use real objects to learn new concepts, (3) allow children to chew gum while studying, (4) use bright colors to mark important things in reading, (5) allow children to learn while listening to music, and (6) use computers in learning.



6. Interaction of audio-visual media and learning styles on learning outcomes of Islamic Religious Education subjects.

Findings research shows that there is an interaction of audio-visual media and learning styles on learning outcomes of Islamic Religious Education subjects. This is proven through statistical testing, the value of  $F_{count} = 6.08$  is higher than the value of  $F_{table} = 4.04$  for dk (1.50) and the significance level of  $\alpha = 0.05$ .

Learning Islamic Religious Education by applying audio-visual media, students can learn and absorb learning better, because students learn to be given a stimulus for activating sight and hearing. The success of the learning process, among others, is determined by the ability and learning strategies by the teacher as a messenger of knowledge and the ability and learning style of students as recipients of knowledge messages.

During the interaction process, a teacher must condition students who have differences in how to acquire, store, and apply the acquired knowledge. However, learning conditions that often occur in schools are still found to be failures in the learning process. Many students experience confusion when receiving subject matter from a teacher.

A person's learning style is the easiest way for information to enter that person's brain. This means that if we know the tendency of a person's intelligence, we will know that person's learning style. Basically the teaching style is a strategy of transferring information given by the teacher to his students. While the learning style is how an information can be well received by students.

Through learning media students will be able to learn and absorb learning for the better, because students learn in heterogeneous classes, ranging from learning styles, intelligence levels, gender, and ethnicity. Students with visual learning styles usually prefer to learn and respond by paying attention to the exposure of learning. Students who have an Auditory learning style will like to listen to the opinions of others expressively, debate and other creative activities in discussing ongoing learning. While students who have a kinesthetic learning type will like an active way of learning, giving and receiving explanations by directly showing active creativity. Learning Islamic religious education will be more easily described by looking at the learning styles of each student, as previously explained that there are Islamic religious education lessons that are carried out by way of explanation, direct practice and memorization.

For audiovisual learning media applied by teachers in learning, when viewed through learning styles, students who have a visual learning style will be more likely to like audiovisual learning media than students who are taught with image learning media, as well as students with auditory learning styles and students with Kinesthetic learning styles have higher learning outcomes taught by audiovisual learning media than students who are taught using image learning media.

Media learning applied by teachers and student learning styles interact with each other. Learning media that is effective for one person is not

necessarily effective for others. To obtain effective learning media, the teacher needs to know a series of concepts that will lead him to find the most effective learning media for him, and this is related to his learning style.

### Conclusions and Recommendations

The conclusions that can be drawn based on the findings of this study are:

1. There are differences in the learning outcomes of Islamic Religious Education students who are taught using audio-visual media with image media that have been verified through statistical testing. The average student learning outcomes taught using audio-visual media ( $\bar{X} = 22.50$ ) was higher than the learning outcomes of students taught using picture media ( $\bar{X} = 20.88$ ).
2. There are differences in student learning outcomes of Islamic Religious Education with visual, auditory and kinesthetic learning styles, this is evident from statistical testing. The average learning outcomes of students with visual learning styles ( $\bar{X} = 22.10$ ) were higher than those of students with auditory learning styles ( $\bar{X} = 21.83$ ) and student learning outcomes with kinesthetic learning styles ( $\bar{X} = 21.02$ ).
3. There are differences in student learning outcomes with visual learning styles taught using audiovisual media and image media, this is proven based on the results of statistical tests. The average learning outcomes of students with visual learning styles who were taught using audiovisual learning media in the experimental class ( $\bar{X} = 22.20$ ) were higher than those of students with visual learning styles who were taught using picture media in the control class ( $\bar{X} = 21.80$ ).
4. There are differences in student learning outcomes with auditory learning styles taught using audiovisual media and image media, this is proven based on the results of statistical testing. In this case, the average learning outcomes of students with auditory learning styles who were taught using audiovisual learning media in the experimental class ( $\bar{X} = 22.70$ ) were higher than the learning outcomes of students with auditory learning styles who were taught using picture learning media in the control class ( $\bar{X} = 20.88$ ).
5. There are differences in student learning outcomes with kinesthetic learning styles taught using audiovisual media and image media, this is proven through the results of statistical testing. In this case, the average learning outcomes of students with kinesthetic learning styles who were taught using audiovisual learning media in the experimental class ( $\bar{X} = 22.06$ ) were higher than those of students with kinesthetic learning styles who were taught using picture learning media in the control class ( $\bar{X} = 20.25$ ).
6. There is interaction of learning media and learning styles on learning outcomes of Islamic Religious Education subjects. This is proven

through statistical testing, the value of  $F_{count} = 6.08$  is higher than the value of  $F_{table} = 4.04$ .

Based on the findings of previous research, some suggestions can be made as follows:

1. Learning media and learning styles are components that can determine and influence learning outcomes. Therefore, the teacher as a learning designer pays attention to the characteristics of students in designing learning so that the teacher can determine the choice of learning media that is more suitable to be implemented.
2. Media Audivisual learning provides higher learning outcomes in Islamic Religious Education subjects compared to image learning media. Therefore, it is recommended that teachers in learning activities need to apply audiovisual learning media.
3. Characteristics of students studied from this study are only limited to learning styles. For this reason, other researchers are advised to examine the characteristics of other students such as independence, learning motivation, initial ability and so on.

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