

The Impact of Audiovisual Learning Media to Religiosity of The Student in Islamic History Class

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Abstract: The teacher has to make sure that the student in their class, not only improve their knowledge but also improve their attitude. Religiosity is a psychological aspect that must be improved after a student joins an Islamic class. One of the subjects related to Islamic teaching is history class. Audiovisual media is one of the media that the teacher must use in the modern era. By using audiovisual media students will be stimulated to make an imagination related to the subject they learned. The imagination hopefully can touch their heart more, so it can impact to religiosity. The aim of this research is to know how audiovisual learning media on history class can impact student religiosity of the students. Untreated control group design only post-test was used as the research design. Two classes from an Islamic elementary school participate in this research, one as the experiment group and the other as a control group. The participant took from Tulungagung district. To analyze the data, a t-test was used. From the data analysis, it can be inferred that there is a significant increment of the religiosity caused by audiovisual learning media that used by the teacher $t(41)=2,861, P=0,001 (p < 0,05)$.

Keywords: Audiovisual Learning Media, Religiosity, Student, Islamic History Class

INTRODUCTION

At the Islamic educational institution, Islamic lesson has significant portion in it's curriculum. The curriculum are expected to build the character of the student especially the religiosity(Holik, 2016). In Indonesia, Islamic lessons are given to the student very early in order to create religious persons(Langgulung, 2003). Since preschool, moslem students in Indonesia have got Islamic lessons. Religious lessons like Islamic lessons should impact the religiosity of the students (Aka, 2017).

Religiosity is a psychological attribute. By the religion people has their own character. It influences how an individual conceives their purpose in life and what they regard as their responsibilities to themselves, to others and to their God(Mokhlis, 2008). Bad attitude will automatically decrease by the increase of religiosity, because people will recognize the God command before doing something in the world. People with high religiosity are believe that God watch every single thing they do (Asebedo & Seay, 2015).

Positively religiosity have negative correlation with stress and any negative thinking (Nashori & Aulina, 2012; Thoules, 1992; Hardjana, 1994). From the fact above we can conclude that religiosity is very important to develop, using the educational system.

Teacher has important influence to student achievement (Wentzel, 1997; Anderson et al., 1988; Darling-Hammond, 2000; Harris & Sass, 2011; Rivkin et al., 2005; Buddin & Zamarro, 2009; Wayne & Youngs, 2003; Akiba et al., 2007; Rice, 2003; Boyd et al., 2009). The role of teacher not only by providing student with a lot of learning material, but also how effective they can transfer the learning material to the student. Many factors influence the effectiveness of teaching. each of teaching component like teacher it self, teaching strategy, curriculum, learning resources, the learning media and also the students, has its own influence. Teaching activities should targeting not only the change of knowledge, but also improvement in other aspects of student, that can be influenced. Teacher have to design an evaluation that can infer weather the knowledge or any other aspects that has relation to the learning material. In the religion class teacher should also evaluate the impact of the teaching to the religiosity of the student. Teacher have to make sure that, not only knowledge but also the religiosity of the student improved.

In fact, only little of the teacher evaluate the impact of the religion teaching to the religiosity of the student (Holik, 2016). Most of the teacher focus on the cognitive aspect of the student. Once the student has accomplish the examination, the teacher felt that the teaching process has done. Therefore it can still be found student with bad behavior even though they have passed religious class.

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Isra' mi'raj is part of Islamic historical lesson for elementary student. This lessons tells about the story of prophet Muhammad journey from Masjid Al Haram, to Masjid Al Aqso and from Masjid Al Aqso to Sidratul Muntaha in one night, to receive the orders of pray (Al-Mubarakfuri, 2016). No one sees the even, only those who have faith that believe the event. This lesson is about faith and believe, so this lesson is very important to be understood by the elementary student. The main problem faced by teachers is that students are usually not interested and do not pay attention to the traditional explanation of the teacher. This condition impact to the lack of student understanding to the lesson.

As described above, one component that influence the effectiveness of teaching is the media (Adnyana & Suyanto, 2013), media is very important tools for the teacher. It can influence the result of teaching process significantly (Muhibbin, 2010). In the modern era, internet makes everything become easy. Teacher can use the internet as resource to find learning media. The learning media taken from the internet can be used to deliver their teaching material.

Teacher should consider the individual aspects of the students when choosing the learning media. The media should be able to attract students attention, simplify the teaching process, and must be related to teaching purpose (Sanjaya, 2006). Teacher should also consider the developmental aspect of the student. Cognitive is one of the developmental aspect that should be considered by the student. Piaget divides the stages of human cognitive development into four stages (Piaget, 1971). Elementary school children include in operasional concrete category, with age range 7 to 11 or 12 years (Ramos-Christian et al., 2008; Ramos-Christian et al., 2008). This category has specific cognitive characteristic. Children at this stage, have weak ability in abstraction. They can not imagine an abstract concept easily (Ramos-Christian et al., 2008). To make them understand an abstract concept, teacher should use specific media that can bring the abstract concept into concrete reality.

Audiovisual learning media has been proven to enhance learner retention and motivation (Choi & Johnson, 2005). This mean that the student will get better result in the class that using audiovisual learning media. The better result should have effect on the religiosity of the student. The aim of this study is to know the effectiveness of audiovisual learning media to the improvement of student religiosity in elementary school.

METHODS

Participants

This research used fourth grade student as the sample. The sample taken from an Islamic elementary school in Tulungagung distric. Two separated classes from the same grade are participate. One as control group, and the second as experiment group. The control group consist of 22 students, and the experiment group consist of 21 students. To participate in this researc student must have some criteria i.e.:

First Officially registered as student in the choosen elementary islamic school

Second Ready to follow all the experiment process

Research design

This research used untreated control group design with pre-test and post-test. This research design involve two group, one as experiment group and the other as control group. The test is given to each group, before and after treatment. The treatment is only given to the experiment group. Here it is the design figure:

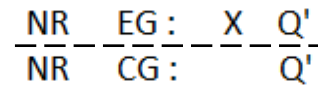


Figure 1: research design, untreated control group design only posttest

NR	: Non Random
EG	: experiment group
CG	: control group
X	: Treatment, audiovisual learning media
O'	: Students' Religiosity posttest.

Research instruments

Religiosity scale

This scale have to completed by the student. The scale is created according to dimension of religiosity, taken from the theory of Glock and Stark (Ancok & Nashori, 1994). There are five dimension of religiosity according to the theory: *first* Ideological (believe), *second* intellectual (knowledge or cognitive), *third* ritualistic (overt behavior traditionally defined as religious), *fourth* experiential (experiences defined as religious in the sense of arousing feeling or emotions), and *fifth* consequential (the effects of the other four dimensions applied in the secular world) (Clayton & Gladden, 1974). The scale has been validated by professional judgement, and after the trial, the scale has reliability score 0,956.

Audiovisual learning media

The intervention of this experiment is the using of audiovisual learning media by the teacher while teaching in the class. Audiovisual learning media is a tool that used by the teacher to transfer the learning material that can stimulate the sight and hearing. Human can know and understand the world by sensing it through the five senses. Learning is an act that is done by human to understand the world. Traditional teaching method only stimulate students' hearing. The method actually not bad, but there is another better method, that more suitable and interesting for children. This research try to apply animation video related to the lesson, to transfer the knowledge. The animation video was taken from the youtube channel that can be free to access (Alif & Sofia, 2016).

Data Analysis

The data will be analysed by using independent sample t-test. The mean of religiosity score after treatment of each group, will be compared and analyzed using SPSS 20.0.

RESULTS AND DISCUSSIONS

The purpose of this research is to know the effect of audiovisual learning media to the religiosity of the student. After doing the intervention to experiment group, reseacher start to giving the post test to each group. The data that has

been collected will be analyzed, to see the data normality using Kolmogorov-Smirnov and Shapiro-Wilk testing. Both testing show that the data are significantly normal ($p>0,05$). It mean that the data can be analyzed using independent sample t-test.

Table 1: The normality testing result

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Religiosity Scale	Experiment	,128	21	,200 [*]	,929	21	,132
	Control	,162	22	,140	,941	22	,204

Table 2. The descriptive statistic of religiosity data

	N	mean	SD	Min	Maks
Posttest eksperiment group	21	64,19	5,240	49	73
Posttest control group	22	59,82	4,777	53	70

From the descriptive in table 2 can be understood that the data are almost similar. But to make sure the significantly of similarity it must be checked using independent sample t-test, SPSS 20.0.

The result of independent sample t-test analysis shows that there is significant difference between the experiment group data and control group data. This mean that the experimental group score (M=64,19, SD=5.240) is significantly higher than the control group score (M=59,82, SD=4.777) $t(41)=2,861, P=0,001 (p<0,05)$.

According to the data analysis, it can be infer that the audiovisual learning media that used in experimental group, can significantly impact the religiosity of the student. Most

of the student in the experiment group, has higher religiosity score than student in control group. The significant diference between experimental and control group, are caused by the intervention i.e. audiovisual learning media. The mean of experimental group is 64,19, and it is higher than the mean of control group (M=59,82). Both group also has differen standard deviation. The standard deviation of experimental group is 5, 240, meanwhile the standard deviation of control group is 4,777. From the description above, can be seen that both group has differences literally, but to make sure that the difference is statistically proven, the independen sample t-test must be conducted.

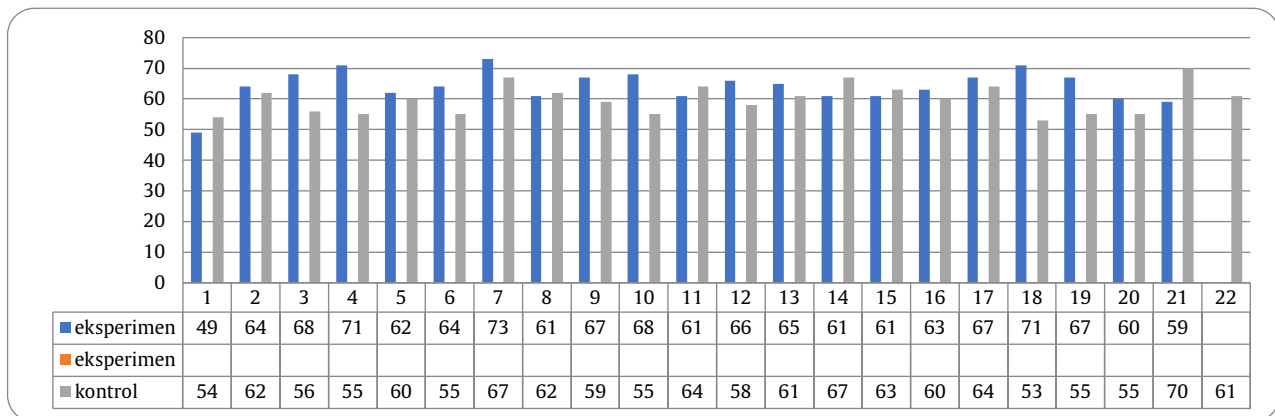


Figure 2: comparation of religiosity score between experiment and control group

DISCUSSION

This study actually confirm that media has important influence to the learning result. As mention in the introduction, every single component of teaching has its' own significancies. The media play also significant role in the classroom. The finding indicates that media which stimulate more sense will be more effective (Aloraini, 2012). The audiovisual learning media stimulate not only the hearing of the student, but also the sight of the student (Miarso, 2004). Moreover, the audiovisual learning media is

suitable with the developmental aspect of the student (Matsushita, K., Nishida, H., Furuya, S., Mackin, K. J., Suzuki, H., & Nunohiro, 2008). As mention before, the elementary student requires a concrete media to support their lack ability of abstraction. The audiovisual learning media is one of media that can assist students' imagination, by profiding some visualisation of an abstract material.

Elementary student actually is a kid. Like another kids, they like anything related to kid. Toys, animated film, game, are some of interesting thing for them. For most student, learning is not interesting. It makes the student boring.

Especially the traditional learning method, which the teacher tell the student, and the student must sit in the chair and hear. The audio visual learning media solve this problem. It gives the student a learning experience that different from what usually the teacher do, and the new experience is interesting (Miarso, 2004).

Kids like to explore. They need to understand the world by exploration. Adult, including teacher usually think that children exploration is negative behavior, so it must be stoped. Teacher inappropriate assumption tent to teacher inappropriate teaching method. Angger usually arise in that situation. In the other hand, if the teacher understand and creatively seek for another teaching method, the bad effect will be minimized, and student will enjoy the teaching process. Internet is a source of information. Anything can be found in the internet, including the teaching and learning material. Unfortunately not every teacher can operate and use the technology. Some of them keep doing the traditionally method, even the method are not effective (Aka, 2017). This research also push and giving information to such teacher.

By using the animated audiovisual learning media, teacher has done the teaching activity in a new way. They also giving new experience to the student, that maybe never felt before. Joining a religious class will be more interesting, as enjoy as watching television. The student not only get knowledge, but also joyness. A happy student will tend to achieve more academic achievement (Quinn & Duckworth, 2007; Zhang & Kemp, 2009; Raisi et al., 2013; Purtaghi & Pakpour, 2014). Religiosity is one of students' psychological aspect that must be improved after the student join an Islamic class, especially the class that teach information about faith and believe (Ainiyah, 2013). Research has reveal that student from Islamic school have higher religiosity than student from general school (Ismail, 2009). Its' mean that student who get more religious lesson are tend to have more religiosity than students who get less religious lesson, and it also can be understood that the religious lesson should increase the religiosity of the students. The isra' mi' raj lesson is one of it. After joining the isra' mi' raj class, student will understand how was the process of the five times praying obligation are produce. The student understanding will let them realized that the prophet Muhammad love them, so they feel unconditionally to obey the obligation.

ETHICAL CONSIDERATIONS

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Conflict of Interest Statement

The author has no conflict of interest in the preparation of this manuscript

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