



# The Use of Audio-Visual Media in Improving Students' Reading Comprehension and Sholat Movements in Online Learning

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## ABSTRAK

*Dalam situasi pandemi Covid-19, pembelajaran yang membutuhkan latihan dan pola pembiasaan seperti shalat mengalami kendala. Guru dan orang tua juga kesulitan menemukan media pembelajaran yang tepat agar pemahaman shalat anak lebih baik. Studi pendahuluan diperoleh data kemampuan anak sekolah dasar di Kelas I masih jauh dari Kriteria Ketuntasan Minimal (KKM) ketika pembelajaran online dilaksanakan sejak anak masuk sekolah. Penelitian ini menggunakan penelitian tindakan kelas, yang bertujuan untuk mendeskripsikan 1) bagaimana penerapan media audio visual shalat, dan 2) bagaimana pemahaman siswa tentang shalat yang meliputi aspek kemampuan membaca bacaan shalat dan shalat menurut urutan gerakan shalatnya. Subjek penelitian adalah 18 siswa kelas I, dengan peneliti sebagai wali kelas dan kepala sekolah sebagai pengamat ahli dan penilai. Metode pengumpulan data menggunakan observasi dan wawancara. Instrumen terdiri dari penilaian media oleh ahli, instrumen observasi guru dan kemampuan siswa. Analisis data yang digunakan adalah naratif-kualitatif, yaitu menggambarkan temuan-temuan yang diperoleh dalam pelaksanaan tindakan dalam bentuk diagram dan tabel. Hasil tindakan setelah menggunakan media audio visual, pemahaman siswa mengalami peningkatan bacaan doa dari 11% yang baik menjadi 95% baik, dan kemampuan gerak dari 6% menjadi 94%. Kesimpulan penggunaan media audio visual dalam pembelajaran online dapat meningkatkan pemahaman siswa tentang shalat pada kemampuan membaca dan melakukan gerakan sesuai dengan tuntunan Nabi SAW.*

## ABSTRACT

In the Covid-19 pandemic situation, learning that requires practice and habituation patterns such as prayer is experiencing obstacles. Teachers and parents also have problems finding the right learning media so that children's prayer understanding is better. Preliminary study obtained data on the ability of elementary school children in Class I is still far from the Minimum Completeness Criteria (KKM) when online learning is implemented since the child enters school. This research used classroom action research, which aims to describe 1) how to apply prayer audio visual media, and 2) how is the student's understanding of prayer which includes aspects of the ability to recite prayer readings and pray according to the sequence of prayer movements. The research subjects were 18 students of class I, with the researcher as a class teacher and the principal as an expert observer and assessor. Methods of data collection using observation and interview. The instrument consists of media assessment by experts, teacher observation instruments and student abilities. The data analysis used is narrative-qualitative, which describes the findings obtained in the implementation of the action in the form of diagrams and tables. The results of the action after using audio-visual media, students' understanding experienced an increase in prayer readings from 11% which was good to 95% good, and movement ability from 6% to 94%. The conclusion is that the use of audio-visual media in online learning can improve students' understanding of prayer on the ability to read and perform movements in accordance with the guidance of the Prophet SAW.

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## 1. INTRODUCTION

As every Muslim believes that prayer is an obligation that is forbidden to be abandoned. Prayer is a pillar of religion, meaning that prayer is a building block for a human being to behave well, as the word of Allah SWT, in the Qur'an and Hadith (Hamzah et al., 2019; Priyatna, 2016). Considering that prayer is obligatory, teaching and getting used to it must start early so that this habit can be firmly planted. Prayer is a means of forming the inculcation of faith values and the formation of a child's character that will be embedded until he is an adult. (Hermawan, 2019; Priyatna, 2016). Rasulullah SAW ordered parents and educators to send their children to Sholat when they were seven years old. Therefore, understanding prayer becomes part of the material in Islamic religious education subjects in elementary schools (Hamzah et al., 2019; Hermawan, 2019). Good

cooperation between parents and teachers at school is very important in improving children's prayer habits and understanding, especially during this pandemic era where the role of parents is more dominant because more time is spent with children. Parents at home are the first educators, while teachers at school reinforce these habits.

According to the importance of prayer, the implementation of prayer at Islamic Elementary School X becomes a mandatory activity that is carried out every day at school, especially the Dzuhur prayer which is carried out together. Duha prayer is also performed as an additional worship which is carried out twice a week. This activity took place from grade 1 to grade 6, both carried out by teachers, students, and school employees. Prayer activities are monitored by the school through their respective homeroom teachers by writing them down in a book of worship reports given at the time of the new school year. Everyone contributed to this implementation, both teachers and parents of students. In general, many learning losses occurred during the Covid-19 pandemic situation, and this also occurred in the results of students' understanding of Sholat. Based on the pre-cycle test, it is known that the child's ability to perform prayer movements and read prayer readings is still far from achieving the KKM target (Minimum Completeness Criteria), namely memorizing prayer readings is 11% and the ability to perform prayer movements 5% of class I students who have achieved KKM. Based on the preliminary study, there are several obstacles experienced by SD X Jakarta teachers in learning from home situations, such as: 1. Limited knowledge and thoughts of teachers in choosing the right methods and programs for activities that require hands-on practice. 2. Prayer programs have a long impact on children's understanding which includes reading and prayer movements which are trained for 1st graders. 3. Not all parents tell their children to pray at home. 4. Prayer readings using Arabic, most of the participants are not used to it and are still foreign. 5. Another obstacle is communication delays due to internet network problems.

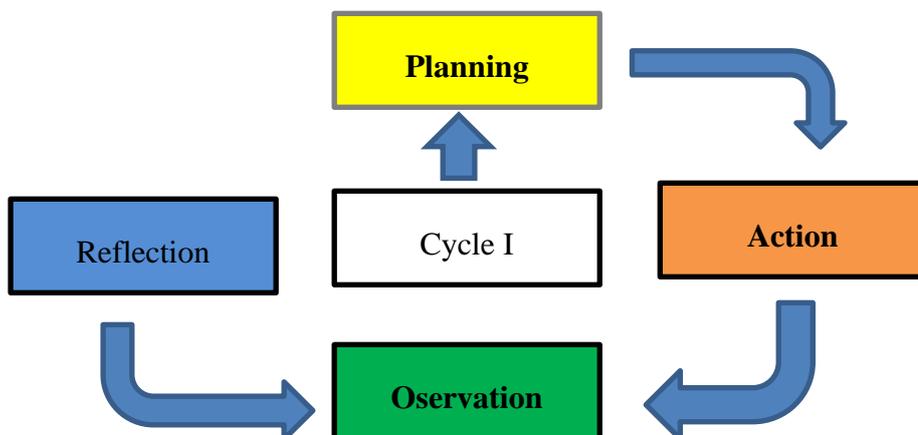
The teacher's accuracy in choosing learning media will support the success of the learning process. Especially in this pandemic era, easy access to learning both online and offline is the right choice. Researchers designed an attractive and technology-based prayer audio-visual learning media. Learning media can be understood as anything that can be understood to convey and distribute messages from sources in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively. This is also in accordance with the results of his research which is seen from the five senses involved, film (audio-visual) is a communication tool that really helps the learning process more effectively. Students become motivated and happy, can also improve learning outcomes (Busyaeri et al., 2016; Yulihani et al., 2020). Several research findings related to the use of prayer learning media have been carried out, such as the use of image media and films. The results obtained are that the visual and audio visual media approaches improve students' prayer abilities, including make learning more fun (Destiana et al., 2015; Syawaluddin et al., 2021). In contrast to the existing research in this study, the researcher provides 3 types of media, namely audio media, image media, and audio visual media (film). The approach of 3 types of media by taking into account that children need concentration when focusing on achieving skills more require the sense of hearing, such as children's concentration to memorize then the media needed is a recording of prayer readings. Improving children's ability to know the stages of prayer, then the series of pictures of the stages of prayer children will make it easier for children to remember in a fast and easy way (Zinnurain & Gafur, 2015).

Generally, the introduction of prayer can be summarized in motion picture media or films that will help children's understanding. This 3-type of media approach also provides options for children's diverse learning styles (Mulia, 2019; Zagoto et al., 2019) What is seen by the eye and heard by the ear, is faster and easier to remember than what can only be read. This can overcome the limitations of distance and time in distance learning during the Covid 19 pandemic. This media has more capabilities, because it is in two senses at once, namely the sense of hearing and the sense of sight. With this media is expected to generate motivation in learning and clarify the subject matter presented. According to the background, the researcher is interested in conducting classroom action research which aims to describe the implementation of prayer audio visual media and the student's understanding of prayer which includes aspects of the ability to recite prayer readings and pray according to the sequence of prayer movements.

## 2. METHOD

This research is a classroom action research that aims to improve the prayer learning process in elementary school grade I through the use of audio, visual and audio visual. This improvement effort was carried out to find answers to problems raised from the low level of understanding of students' prayers. This research was only conducted in 1 (one) cycle. Each cycle consists of 10 meetings. The subjects of the research trial were 18 children who were assessed in the pre-cycle. The flow of activities in 1 (one) cycle consists of four stages, namely planning, action, observation, and reflection. The reflection stage is a collaborative and participatory action stage with the aim of improving his performance as a teacher so that student learning outcomes can increase. There are several types of action research, two of which are individual action research and this research

uses collaborative action research (Holik, 2021; Sadimin. et al., 2017). The flow of activities in the cycle can be seen in Figure 1.



**Figure 1.** Classroom Action Research Model (Harwini, 2019; Supriatna, 2018)

Classroom Action Research (CAR) can also bridge the gap between theories and educational practice. This happens because the activity is carried out alone, in the own class by involving the students themselves, through a planned action, implementation, evaluation, and reflection. In this way, feedback is obtained systematically about what has been done in teaching and learning activities to well implemented in the class they are engaged in. If there is a theory that doesn't fit with the conditions in the class (Susilowati, 2018). Through discussion, reflection provides the basis for the improvement of the plan. Reflection (contemplation) is an activity of analysis, interpretation, and explanation of all information obtained from observations on the implementation of actions (Martika Megariani, 2018). The research subjects were 18 students of class I, learning was done online using the zoom facility. The media used in learning are prayer films, recordings of prayer readings, image media and presentation slides for teaching. Researchers develop lesson plans and media that are assessed by experts. The criteria for learning media are the suitability of content, picture/sound and quality. The results of the assessment of learning media are declared appropriate and can be used in learning prayer for elementary school children. The implementation of learning uses online and researchers collaborate with teachers and principals to provide assessments related to the learning process in schools (Bolghari & Hajimaghsoodi, 2017). Reflection is used to make plans not continue. If it turns out that the corrective action has not succeeded in solving the problem that becomes the teacher's concern, the results of data analysis and reflection are used to re-plan corrective action, even if a new plan is needed (Bashan & Holsblat, 2017; Rijali, 2019). Data collection methods using observation and interviews. The media assessed consisted of audio, visual and short Film media. The assessment of the learning process consists of teacher and student observations. Observations of teacher assessments were conducted by referring to the instrument guidance as presented in Table 1, Table 2, and Table 3.

**Table 1.** Guidance of Teacher Observation

No.	Aspects	Indicators	Available/Done	
			Yes	No
1.	Planning	Learning Media Lesson plan Online learning facilities	Implemented	Not Implemented
2	Implementation	Online Device Readiness Say greetings Starting with a prayer Doing Apperception	Implemented	Not Implemented
	Core	Doing a question and answer Presentation of prayer Prayer Movie Screening Explanation of series images	Implemented	Not Implemented

No.	Aspects	Indicators	Available/Done	
			Yes	No
3	Closing	Listen to the recording with the media Giving appreciation Evaluate with ask questions Assignment	Implemented	Not Implemented

**Table 2.** Instruments of Students' Understanding of Prayer (Ability to Memorize Sholat Reading)

No	Sholat	Rating				
		Very Insufficient	Insufficien	Sufficient	Good	Very Good
1.	Intention					
2.	Ifitah					
3.	Ruku					
4.	I'tidal					
5.	Sujud	<60	60 - 69	70 - 79	80 - 89	90-100
6.	Sitting Between 2 Sujud					
7.	Tasyahud Awal					
8.	Tasyahud Akhir					
9.	Salam					

**Table 3.** Instruments of Students' Understanding of Prayer (Ability to Sholat Movements)

N	Sholat	Rating				
		Very Insufficient	Insufficien	Sufficient	Good	Very Good
1.	Stand Up Straight					
2.	Takbir					
3.	WithArms					
4.	I'tidal					
5.	Sujud	<60	60 - 69	70 - 79	80 - 89	90-100
6.	Sitting Between 2 sujud					
7.	Tasyahud Awal					
8.	Tasyahud Akhir					
9.	Salam					

The data analysis used is narrative-qualitative, which describes the findings obtained in the implementation of the action in the form of diagrams and tables. Classroom action research data in the form of qualitative and quantitative data (Sutton & Austin, 2015). The data in this study were obtained through observation, interviews, and tests. Observations were made on each activity that took place, to find out whether the use of audio-visual media in an effort to improve students' prayer abilities. While quantitative data were analyzed using descriptive statistics, quantitative data were in the form of student test scores (Mixdam, 2018; Rijali, 2019). The presentation of data in quantitative research is carried out in brief descriptions, charts and the like to make it easier for researchers to understand what is happening, plan further work based on what has been understood. The analysis uses the percentage statistical formula (Adhimah, 2020; Supriatna, 2018). Individual mastery in the material is said to be achieved if the student's score is greater than or equal to the KKM (*Minimum Completeness Criteria*), which is 75 then classical mastery is achieved if the student passes the KKM as much as 85%. Teacher and student activities are said to be good if they get results of at least 75%. (Supriatna, 2018) Rated minimum completeness criteria established by deliberation teachers based on intake, complexity, and the carrying capacity of the schools that result in minimal completeness criteria in a school different from other schools (Mardapi et al., 2015).

### 3. RESULT AND DISCUSSION

#### Result

##### The Use of Audio-Visual Media

This action research uses audio-visual learning media; namely in the form of Reading Record of Sholat, pictures of Sholat sequences, and films of sholat. All of these media are summarized in the form of presentations

that are taught in learning and parents can also repeat the explanation when teaching them back to their children. The types of media used can be seen in Table 4.

**Table 4.** Types of Sholat Learning Media Used

No	Picture Of Learning Media	Type Media
1	Recording of sholat readings	Audio media
2	Sholat movement series images	Visual media
3	Film of Sholat	Audio-visual Media

The results of the expert assessment were carried out by 5 people consisting of 1 Islamic religious education expert, 1 educational technology expert, 1 media expert, and 2 senior teachers. The results of the media assessment can be seen in Table 5.

**Table 5.** The results of the assessment of prayer media by experts

No	Type Media	Result	Information
1	Prayer Reading Recording Media	91.25	Proper to use
2	Visual Media (pictures)	91.75	Proper to use
3	Film Media	86.75	Proper to use

Media that has been validated and declared feasible then its use is stated in the RPP (Learning Implementation Plan) which is also validated by experts. The results of the lesson plan can be seen in Table 6.

**Table 6.** Rating result of The Lesson Plan

No	Rating Items	Results	Criteria
1	Planning	80	Good
2	Implementation	85	Good
3	Evaluation	90	Good

Sholat learning begins in early March 2021, and the implementation lasts for 3 weeks for cycle 1 (first). This activity is carried out to strengthen students' understanding of the lessons that have been delivered using audio media. In addition, this activity aims to measure the effectiveness of the learning that has been carried out. Activities that can be carried out include discussions, observations, experiments, exercises, and adaptation tests.

### Student Sholat Ability

The results in cycle 1 showed an increase in students' prayer ability both in memorizing prayer readings and accuracy in prayer movements. In the ability to memorize prayer readings, students who get good, very good scores, or have reached the KKM (Minimum Completeness Criteria) of 95%, while for the ability to perform prayer movements correctly all students reach the KKM (Minimum Completeness Criteria) a score of 100%. The results of the first cycle prove that prayer learning using audio, visual and audio visual media simultaneously is successful if the ability of the child who reaches the KKM is more than 85% and the achievement of teacher activity reaches more than 75%. (Mardapi et al., 2015; Supriatna, 2018).

## DISCUSSION

The success of prayer learning after improvements have been made using audio media in the form of recordings of prayer readings, visuals with images of prayer and audio-visuals in the form of films. It turns out that the media used is not only more effective in improving students' abilities but can also motivate students to learn. Children prefer to learn by using more interactive media. Interactive media such as videos can also avoid children's boredom in learning (Nurfadhillah et al., 2021; Widiani et al., 2018). Even though the children are enthusiastic, it is found that learning can be disrupted by poor quality media, monotonous and boring (Anggraeni & Maryanti, 2021; Rahmi & Samsudi, 2020). This is a challenge for teachers how to continue to be creative in making prayer learning media that is interactive and continuously updated. The follow-up in this research is that researchers will develop an android application for students to learn to pray using interesting cartoons and facilitated with other learning media as reinforcement such as games, picture cards, and a number of questions that challenge children to think. This application is expected to answer the challenges of parents' needs and can facilitate independent learning at home (Azizah et al., 2022; Hamzah et al., 2019).

The use of audio-visual media in 32 third grade elementary school students about learning role playing using audio-visual media. The results showed that there was an increase in speaking skills after learning role

playing using audio-visual media. Changes in students can be seen when students are free to make decisions and express them in classroom learning (Istiqomah et al., 2020; Mashudi et al., 2021). The result of classroom action research in grade V elementary school, shows that the use of audio-visual media is able to provide learning situations that have an impact on improving students' speaking skills (Hariani et al., 2018; Istiqomah et al., 2020). Questions related to the effectiveness of learning using audio-visual by Novi Marlina, Renny Dwijayanti, and Irin Widayati, research with a quantitative approach produces data that the use of audio-visual learning media can improve learning outcomes, critical thinking skills, and student activities (Marlena et al., 2019; Nur Kholis, 2016). Findings on the use of audio-visual media are widely written in both national and international journals. However, learning to pray with audio-visual media during a pandemic is a challenge in itself. This is a solution idea but not all teachers think that this can be an effective option in teaching prayer to children. Through the application of film as a medium used by students to process information, it shows that film applications can improve students' ability to process information. The results of Lusiana et al.'s research can be used as consideration for teachers so that students have the ability to process information to be more meaningful (Puspitarini & Hanif, 2019; Widiani et al., 2018).

In addition, various audio, visual, and audio visual media can facilitate students' diverse learning styles. Bobbi DePorter said that students' learning styles consist of 3 types, namely visual, auditory and kinaesthetic (Albeta et al., 2021; Nur Kholis, 2016). How to learn children with visual learning styles pay more attention to explanations made using pictures or eye contact about what is being studied (Jongerius et al., 2020; Kartika et al., 2019). Students who have a visual learning type will quickly learn the subject matter presented in the form of writing, or pictures. On the other hand, material that is only conveyed verbally or gestures is still poorly understood (Andriyan et al., 2021; Bambaeroo & Shokrpour, 2017). Students with the auditory type, easily learn the subject matter presented in the form of sound so that the information conveyed by the teacher will be easily absorbed by the child, such as radio/cassette sound and friends (discussion) (Azzahrah Putri et al., 2021; Wulandari et al., 2019). Students with a kinesthetic style like the process of how messages are conveyed through the body and voice when they study the learning material when it is delivered (Kartika et al., 2019; Xu, 2011). Children with a kinesthetic learning style like to move and need elements of physical movement (Marlena et al., 2019). Media that contains elements of motion and sound such as films can facilitate kinesthetic type children (Azis et al., 2020; Mulia, 2019). The use of media that facilitates all types of children's learning, will be able to provide learning motivation for all children. Teachers can also keep the child's focus on the material being taught, and on online learning situations, the role of parents and other family members. Moreover, it is related to the habit of praying, a behavior that becomes a daily routine at home considering that the prayer is carried out 5 times a day as a form of obligation that must be carried out by Muslims wherever they are. Parents are the closest environment for children and the right example in developing good values in social skills (Sopiyana & Budiman, 2018; Suharsiwi & S. Pandia, 2020).

### Understanding Sholat

Understanding Sholat is related to understanding that does not only involve the cognitive domain, but also affective and psychomotor. The cognitive domain is included in the stage of understanding (comprehension) for memorizing sholat readings and application (Dian et al., 2019). While the affective domain of students who are aimed at learning sholat is the attitude of valuing values or values adopted. The psychomotor domain enters the stage of natural reaction or mechanical response, where at this level students can demonstrate sholat movements that have been seen without having to be given an example. The ability of students to know the sholat readings and recall them then can recite the readings automatically, the same without being added or subtracted. Regarding this, there are 3 (three) general understandings, first, understanding translation, i.e., the ability to understand the meaning contained in it (translation understanding). So the sholat readings will be better if students can understand the contents, this can add to the solemnity of students in worship. Second, understanding interpretation, but for elementary school students, understanding interpretation in sholat is still too difficult for children to understand, and so in understanding extrapolation (Mustika, 2015).

### Study and Learning

In general, the concept of learning is closely related to behavior change through a series of experiences (Rahmah, 2018). Learning experiences are obtained by children through their immediate environment such as family, school, association with friends, and also information obtained from films, as well as social media. Especially in an era that still has to impose environmental restrictions, and learning is done online. School children interact more virtually, and socialization is limited because they are around the house for a long time. Factors that influence effective learning to be influenced by internal factors such as intelligence, motivation, self-confidence, emotional stability, commitment, and health. While external factors include methods and approaches used by teachers/parents, supporting facilities, learning media used, quality of peers, and learning environment (Fitrianti & Nur, 2018). This is also in line with the research study of Efriza et al, which discusses the factors

that affect student learning outcomes (Efriza et al., 2020). This is related to the factors of learning discipline, children's environment, as well as children's learning motivation, school curriculum, facilities and infrastructure. The child's environment is the teacher, parents and peers (Kartika et al., 2019). Learning is an attempt to make students learn or an effort made by the teacher to create classroom conditions so that learning activities occur (Keiler, 2018). In sholat learning, the teacher's efforts to carry out planned activities are efforts to manipulate learning resources so that the learning process occurs in students. Learning activities are efforts to manage the environment intentionally so that students form themselves positively under certain conditions (Yulihani et al., 2020).

### Audio-Visual Media

Learning media are all tools that can be used as teaching aids by teachers (Rahmi & Samsudi, 2020). The media as an intermediary tool in conveying messages, which indeed when viewed literally the word media comes from Latin, i.e., medium which means an intermediary from the source of the message and the recipient. (Wahyuningtyas & Sulasmono, 2020). Media has a function other than as a source of learning, which can overcome space and time, also has a communicative function, motivation, meaning, perception and individual equality, i.e., serving the needs of individuals who have different talents and interests (Coman et al., 2020). Individual differences are differences in the abilities and characteristics of students at certain age levels and in each group. Through learning activities including the use of media that can accommodate the individual differences of students (Zagoto et al., 2019). Audio-visual learning media are commonly used as learning media, especially during a pandemic through online learning, such as educational videos, video recording activities, the use of commercial films or TV programs, and even social networking podcasts. The diversity of use and allocation of audiovisual resources in the classroom is generally supported by the understanding that films and videos can: 1) allows critical perception for students, 2) arouse, strengthen the interest, and motivation of students, 3) bring everyday facts to class; and open channels of privileged access to the cognitive and affective levels (Pastor Junior & Tavares, 2019). Audio-visual media can improve children's ability to write, and children look more enthusiastic during learning (Halimatussakdiah et al., 2021; Suprianto et al., 2019). Writing skills can also be improved by using pictures (Idarliati, 2018).

Quoted from Suharsiwi et al, the use of film as a suitable medium for children at the kindergarten and elementary school levels in the learning process. They can enjoy learning visually and can repeat it if they wish. This is because the film can display moving images and sounds that provide a special attraction for children (Suharsiwi et al., 2021; Widiani et al., 2018). Likewise, the visual media used in this study through pictures of people sholat and performing ablution, this will have an attraction and pleasure in learning. Research related to the use of image media in improving the ability to write narrative essays in fifth grade students of SD Negeri 21 Teluk Menurai is categorized as very good, i.e., the results of the first cycle of student learning completeness are 52.94% and in the second cycle it increased to 88.24% so that there was an increase from the first cycle to the second cycle of 35.30%. This shows that the image media in this study using serial images is able to become a tool that leads to the development of thinking (cognitive), acting (affective), and skillful writing narrative essays (psychomotor) (Halimatussakdiah et al., 2021; Wibowo et al., 2020). The results of this study can contribute to educators and overcome learning problems in the pandemic era, it can also be done independently at home or with parental assistance. Learning media sound recordings, picture series and films can be played over so that it will increase children's understanding, this can also be a play while learning activity for children. However, technologically this learning media requires many revisions, both from pictures and game innovations that make children always repeat without getting bored. It is hoped that this research can be developed into an IT-based learning model or android application that teaches prayer in different ways. The features are made with an attractive approach, and can facilitate all children's learning styles and can also be accessed for children with special needs.

## 4. CONCLUSION

The results of the study concluded that audio, visual, and audio visual learning media were effectively used to improve students' understanding of prayer. The use of audio-visual media such as films makes learning more interesting, motivating and eliminating boredom in the online learning process. Future development requires developing media innovations, such as using animated films, android applications for prayer materials, children's comics and many other interactive media needed in online learning. Parental guidance is also very important, especially in assisting prayer practices, and instilling prayer habits by reminding children to be disciplined in praying 5 times a day.

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