



Audio Media in Islamic Religious Education Learning

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Abstract. *The learning process is the process of communication between teachers and students through verbal language as the main medium for delivering learning material. In these conditions, the learning process depends on the teacher as a learning resource. However, not all teaching materials can be presented directly by the teacher. To learn about the life of living creatures on the seabed, it is not possible for the teacher to guide students directly to the bottom of the ocean, or to divide the human chest just to learn how the organs of the human body work. However, the teacher can use various kinds of tools in delivering learning material. This learning aid is meant by media or teaching aids. In PAI learning, so that the learning material provided is more easily understood by students, it takes media to help the delivery process. Through the media (tools), it is expected that the same perception will occur between teachers and students. Moreover, Islamic Education is education that is very important for human life, especially in achieving inner peace and mental health in general. Audio media can be used as an alternative to learning PAI.*

Keywords: *Audio Media, Learning, Islamic Religious Education.*

Abstrak. Proses pembelajaran adalah proses komunikasi antara guru dan siswa melalui bahasa verbal sebagai media utama penyampaian materi pembelajaran. Dalam kondisi semacam ini, proses pembelajaran sangat tergantung kepada guru sebagai sumber belajar. Namun, tidak semua bahan pelajaran dapat disajikan oleh guru secara langsung. Untuk mempelajari bagaimana kehidupan makhluk hidup di dasar laut, tidak mungkin guru membimbing siswa langsung menyelam ke dasar lautan, atau membelah dada manusia hanya untuk mempelajari cara kerja organ tubuh manusia. Akan tetapi guru dapat menggunakan berbagai macam alat bantu dalam menyampaikan materi pembelajaran. Alat bantu belajar inilah yang dimaksud dengan media atau alat peraga pembelajaran. Dalam pembelajaran PAI, agar bahan pelajaran yang diberikan lebih mudah dipahami oleh siswa, diperlukan media yang membantu proses penyampaian tersebut. Melalui media (alat bantu), diharapkan akan terjadi persepsi yang sama antara guru dan siswa. Apalagi Pendidikan Agama Islam yakni pendidikan yang sangat penting bagi kehidupan manusia, terutama dalam mencapai ketentraman bathin dan kesehatan mental pada umumnya. Media Audio bisa digunakan sebagai salah satu alternatif pembelajaran PAI.

Kata Kunci: Media Audio, Pembelajaran, Pendidikan Agama Islam.

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INTRODUCTION

The rapid development of knowledge and technology has indirectly brought us into the era of Industry 4.0. These developments have brought significant changes to the order of human life, especially education. In line with these developments, the curriculum has also been improved. The implementation of the 2013 curriculum (K-13) has consequences for teachers who must be more qualified in carrying out learning activities. This is for the application of a scientific approach (5M) which includes observing, questioning, gathering information, reasoning/associating, and communicating (Vienna: 2017). Then optimizing the role of teachers in implementing 21st century learning and HOTS (Higher Order Thinking Skills). Higher Order Thinking Skills (HOTS) as a student's thinking skill in obtaining new information stored in their memory, then connecting and conveying it for the expected purpose (Nofiana:2016). King et al in kropf (2013) stated that higher-order thinking skills in students can be empowered by assigning unusual and uncertain problems, so that students successfully explain, decide, demonstrate, and produce problem solving in the context of knowledge and experience.

The concept of higher-order thinking comes from Bloom's Taxonomy. Bloom classifies the levels of the thought process from high to low level (Bloom:1956). There are six levels of Bloom's taxonomy: knowledge, understanding, application, synthesis, and evaluation. The first and second levels of Bloom's taxonomy are considered low-level thinking skills, while the other four levels are classified as higher-level thinking skills (Miller:1990). However, Anderson and Krathwohl have revised the use of Bloom's Taxonomy as a conceptual framework for higher-order thinking skills research (Krathwohl:2002). Pohlet in Hoff (2004) reveals that the higher-order thinking skills in the revised Bloom Taxonomy are skills that involve analysis, evaluation, and creation. Anderson (2001) states that indicators for measuring higher-order thinking skills include analyzing, evaluating, and creating.

In the 2013 curriculum concept, Islamic Religious Education makes students master four core competencies that are in accordance with Islamic Religious Education. Religious education itself will always be integrated in every learning, both direct and indirect learning in all subjects (Hidayati: 2017). Islamic religious education is one of the subjects found at all levels of education in Indonesia from the elementary education level to the higher education level. As a lesson that must be delivered, of course, teachers can

use various ways to convey the lesson so that it can be well accepted by students. The delivery of subject matter can utilize audio technology. With the use of audio technology, it is hoped that the learning atmosphere and the quality of learning and learning outcomes can be improved.

The use of learning media in education must be adjusted to teaching materials so that their use can be proportional. Learning media is currently undergoing a very drastic development. Starting from the use of human-based media to developing to very complex media used in the learning process. All of these developments are none other than to advance the current education. In the teaching and learning process, the presence of tools/media has a fairly important meaning. Because in these activities, the unclarity of the material conveyed can be helped by presenting the media as an intermediary. However, despite the importance of tools/media for the achievement of educational goals, there are still many educational institutions that do not attach importance to a tool/media.

It is proven that there are many cases of educators who do not use media in accordance with the materials taught, for example, in learning Islamic religious education, students experience many difficulties in absorbing and understanding the lessons delivered, educators have difficulty conveying the subject matter, many students feel bored with Islamic religious education lessons. This can be identified as a problem of lack of understanding by educators in the application of media in learning.

RESEARCH METHODS

This study uses a qualitative method with a descriptive approach to describe the use of audio media in learning. Primary and secondary data were obtained from literature studies in the form of books related to audio media for learning, documents collecting related documents, such as lesson plans, audio materials and relevant journals. After the data is obtained, data analysis is carried out using qualitative analysis to get the results as appropriate.

RESULTS AND DISCUSSION

PAI Subject Structure

Islamic religious education is a conscious and planned effort to prepare students to know, understand, believe, and believe in the teachings of Islam, followed by demands to respect adherents of other religions in relation to harmony between religious

communities until the realization of national unity and unity and to achieve this understanding, there must be a series of mutual support, including:

1. Islamic religious education as a conscious effort, namely a guidance, teaching and/or training activity that is carried out in a planned and conscious manner of the goals to be achieved.
2. Students who want to be prepared to achieve their goals, in the sense that they are guided, taught and/or trained in increasing their beliefs, understanding, appreciation and practice of the teachings of Islam.
3. Educators/Teachers (GBPAI) who carry out guidance, teaching and/or training activities consciously for their students to achieve certain goals.

PAI activities are directed to increase belief, understanding, appreciation, and practice of students and students, which in addition to forming piety or personal qualities, as well as to form piety or personal qualities, also form social piety. According to Zakiyah Darajdat (1989; 87) quoted by Abdul Majid and Dian Andayani, "Islamic religious education is an effort to nurture and nurture students so that they can always understand the teachings of Islam thoroughly, then live the goal, which in the end can practice and make Islam a view of life".

In learning activities, students are facilitated to be actively involved in developing their potential into competencies. Teachers provide learning experiences for learners to carry out a variety of activities that allow them to develop their potential into competencies set out in curriculum documents or more.

This learning experience is increasingly increasing into the habit of independent learning and as one of the foundations for lifelong learning. In the 2013 Curriculum, two modes of learning process were developed, namely the direct learning process and the indirect learning process. The direct learning process is an educational process in which students develop knowledge, thinking abilities and psychomotor skills through direct interaction with learning resources designed in the syllabus and lesson plans in the form of learning activities.

In PAI learning, in order for the subject materials provided to be easier for students to understand, media that helps the delivery process is needed. Through the media (tools), it is hoped that there will be the same perception between teachers and students.

Moreover, Islamic Religious Education is a very important education for human life, especially in achieving inner peace and mental health in general.

Islam is the best life guidance, the most effective deterrent of wrong and unscrupulous deeds, and a moral controller that is powerful. For this reason, it is necessary for teachers to have the ability to convey Islamic religious materials/teachings so that they are easily accepted and do not cause misperception for students in practicing Islamic religious teachings (Ermawati: 2014).

PAI Learning Media

Learning media is one of the important factors in improving the quality of learning. This is due to technological developments in the field of education that demand efficiency and effectiveness in learning. To achieve an optimal level of efficiency and effectiveness, one of the efforts that needs to be made is to reduce, if necessary, eliminate the dominance of verbalistic lesson delivery systems by using learning media.

Learning media is everything that is able to convey messages (learning materials), so that it is able to stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals. According to Gerlach and Ely (1971), media when understood broadly is people, materials or events that build conditions that enable students to acquire knowledge, skills or attitudes. The development of learning media is an effort to prepare a learning media program that is more focused on learning media planning. The media that will be displayed or will be used in the teaching and learning process is first planned and designed according to the needs of the field or students (Syeful bahri: 2002).

The learning process is the process of communication between teachers and students through verbal language as the main medium for delivering learning materials. In this kind of condition, the learning process is highly dependent on the teacher as a source of learning.

However, in reality, not all study materials can be presented by teachers directly. To learn how living things live on the seabed, it is impossible for teachers to guide students directly to dive to the bottom of the ocean, or split human chests just to learn how the organs of the human body work. However, teachers can use various tools in conveying pursuits. This learning aid is what is meant by media or learning aids (Sanjaya:2011) Related to the learning of Islamic Religious Education, the media used

also varies. The Prophet's efforts in instilling the religious creed that he brought can be easily accepted by his people by using the right media in the form of media examples/examples of the Prophet's own good deeds (Uswatun Hasanah). The term "Uswatun Hasanah" in the world of education can be identified with the term "demonstration", which is to give examples and show how to do or do something. This media is always used by the Prophet in teaching religious teachings to his people, for example in practicing prayer and others.

Furthermore, through role models or models of good deeds and actions, religious teachers will be able to cultivate good traits and attitudes towards students. Therefore, Islamic Religious Education media can be interpreted as all activities related to Islamic religious education materials, both in the form of tools that can be demonstrated and techniques/methods that can be effectively used by religious teachers in order to achieve certain goals and do not contradict Islamic teachings (Ramayulis: 2002).

In connection with the use of media in learning activities, teachers need to be careful in selecting and or determining the media to be used. Meticulousness and accuracy in the selection of media will support the effectiveness of the learning activities carried out. In addition, learning activities become interesting so that they can motivate learning, and students' attention becomes centered on the topics discussed in the learning activities they carry out.

The meticulousness and accuracy in choosing learning media is influenced by many factors such as the breadth of knowledge and understanding of teaching staff about the criteria and factors that need to be considered as well as the procedure for selecting learning media.

Basically, learning media is an intermediary to make it easier to convey messages for teachers to students. In this rapid development of technology, media in learning has also developed. The number of these media comes by offering their own characteristics. The media, on him, brings its shortcomings and advantages. So teachers must be able to choose effectively and efficiently. The following description will discuss these things so that we can choose learning media more appropriately.

Before considering choosing media, learners or teachers certainly believe that the media is an intermediary to make it easier to convey messages. The message that the

teacher wants to convey is in accordance with what is desired or right to the person who receives the message, namely the student.

According to Prastya (2016), the nature of the consideration of choosing the media. First: Teachers should feel familiar with the media, because this will make the activity effective and controlled because the media is known and can be mastered.

Second: Feeling that the medium he uses can do more than he can do. This means that with the use of certain media, teachers and students are able to achieve certain targets or even more than the desired targets. It is not allowed because they only follow the trend of technological developments but do not know what the use is in achieving the target. Or even more because the media teachers and students forget about the substance of learning.

Third: The media he chooses can attract students' interest and attention. With this media, students' attention can be focused on the teacher in conveying the message. Students are motivated and amazed to want to learn and develop knowledge as conveyed by the teacher in front of the class. Teachers are able to focus students' attention is one of the indicators of effective communication in education.

Audio Media in PAI Learning

The discussion of learning using audio media cannot be separated from the auditory aspect itself. Hearing is a tool for listening. Listening is actually a complex process that involves four elements: 1) listening, 2) paying attention, 3) understanding and 4) remembering elements. Thus listening is a selective process to pay attention, hear, understand and remember auditory symbols (Munadi: 2013). Audio media has the ability of media to evoke auditory sensory stimulation. The main feature of this media is that the message poured through audio is poured in auditive symbols, both verbal and non-verbal.

As a learning medium, there are several models or learning patterns by utilizing audio media, namely: the first model is integrated with print media (in the form of modules), the use of audio is integrated with modules, to obtain maximum learning results students are required to be patient and meticulous, because students have to go back and forth between turning off the audio to see the module or closing the module and playing and listening to the audio. The integration can be pure, but it can also be semi-integrated. Integration purely means between learning materials that cannot be separated. Students must have and utilize both in the learning process.

The second model is through audio media where participants are invited to actively participate in learning activities, even though the invitation to participate is only pseudo. With an interactive model, it seems as if there is a two-way communication between the peer and the narrator who brings the learning material in audio media. In interactive learning, feedback is provided by the audio medium itself. Students are asked to match the answers with the answers given through audio media

Audio media in learning has advantages and disadvantages. The advantages of audio media are:

1. Able to overcome space limitations and allow to reach a wide range of targets.
2. Able to develop the imagination of listeners.
3. Able to focus students' attention on the use of words, sounds and the meaning of the words/sounds.
4. It is very appropriate to teach music and language, language laboratories cannot be separated from this medium, especially to practice listening.
5. Able to influence the atmosphere and behavior of students through background music and sound effects.
6. It can present a deepening program of material presented by teachers or people who have expertise in certain fields so that the theme discussed has good quality from a scientific point of view, because it is always equipped with the results of observation and research.
7. Able to do certain things that are difficult for teachers to do, namely presenting the experience of the outside world, into the classroom so that audio media allows to present actual things and thus can provide an atmosphere of freshness to some of the topics discussed.

The disadvantage of this audio media is the one-way nature of communication. And its presentation only relies on one sense (Munadi:2013). In terms of learning Islamic religious education subjects in madrasas, teachers can use audio media for the sake of learning. Some of the Islamic religious education materials that can be applied using audio media are as follows:

1. According to the author, SKI material can be used using audio media, namely by making a drama or audio play with a duration of 15 to 20

minutes. Teachers can create plays and/or plays in the form of audio recordings. The players are from students. This drama/radio play program can provide quite good benefits for students in understanding historical events.

2. Fiqh subjects can also use audio media, namely by making material into talk show material, for example, discussions about the meaning of zakat, taxes, alms and infaq.
3. As for the subject of the Qur'an, the audio media of hadith can be used as a facilitator from the mouth to know the letters of hijaiyah to the media of reading the Qur'an in accordance with the rules of tajweed.
4. Likewise, the subject of moral beliefs can be modified into talk shows that discuss various subjects in the moral beliefs material.
5. Arabic language subjects in madrasas are included in the group of Islamic religious education subjects and the use of audio media is very suitable for Arabic language lessons. With this media, students can learn/listen to expressions from native speakers, students can also learn the intonation of the language used by native speakers. Students can also practice Arabic speech with this audio medium.

CONCLUSIONS AND SUGGESTIONS

Islamic Religious Education Media can be interpreted as all activities related to Islamic religious education materials, both in the form of tools that can be demonstrated and techniques/methods that can be effectively used by religious teachers in order to achieve certain goals and not contradict Islamic teachings. The purpose of using Islamic religious education learning media is so that the learning process of Islamic religious education can take place properly. Islamic religious education learning media can be classified into two types, namely material media and non-material media.

The implementation of Islamic educational media must be based on two principles, namely: (1) Facilitating and not complicating, and (2) Encouraging and not troublesome. In implementing Islamic religious education learning media, it must be done in an appropriate and practical way that suits the needs of students, so that the teaching and learning process can run effectively and efficiently. In addition, the selection of teaching

methods that are suitable for learning media is also very important because it will have an impact on the achievement of learning goals.

Audio media has the ability of media to evoke auditory sensory stimulation. The main feature of this media is that the message expressed through audio is poured in auditive symbols, both verbal and non-verbal. The application of audio media in learning Islamic religious education, according to the author, is very good because it can increase the effectiveness of the presentation of Islamic religious education materials in schools or madrasas. By using this media, the subject matter can be presented more attractively and the learning atmosphere can be effective.

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