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Improving Learning Outcomes of Islamic Education and Ethics with Audiovisual Supported Demonstration Methods in Extraordinary Schools

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ABSTRACT

This action research focuses on efforts to improve learning outcomes in Islamic Religious Education (PAI) subjects at Sekolah Luar Biasa (SLB) Negeri Tanggamus, especially for grade I students with special needs. Initial results show that only 20% of students understand the subject matter. This is due to the use of lecture methods without media support that is less effective. Therefore, this study aims to improve learning methods by using a mixed approach, especially through the application of demonstration methods supported by audiovisual media. This method is designed to create a more interactive and engaging learning environment, so that students can more easily understand the material presented. This research was conducted in four cycles, where each cycle showed a significant improvement in student learning outcomes. At the end of the study, the learning completeness reached 89.5%, far exceeding the initial target. These results show that the use of the demonstration method with audiovisual support is proven to be effective in increasing students' understanding of PAI material while strengthening character education. This research provides practical implications for the development of more innovative teaching strategies in religious education, especially for students with special needs, to ensure they can learn better and more enjoyably.

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A. Introduction

Critical education today faces great challenges, especially in the context of inclusive education. Sekolah Luar Biasa Negeri Tanggamus is one of the schools that strives to face these challenges, especially in learning Islamic Religious Education (PAI) and ethics for grade I students of the Disabled. Based on field data, only 20% of students managed to achieve the Minimum Completeness Criteria (KKTP), indicating that the existing learning methods were not optimal. This condition shows an urgent need to carry out interventions that can improve learning outcomes (Muwahidah Nur hasanah & Wibawati (2022). One of the methods that is considered potential to increase learning effectiveness is the demonstration method supported by audiovisual media (Hasanah & Bermi: 2022). This research departs from the argument that through this method, students will more easily understand the material and strengthen their interest in

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learning. This challenge is an opportunity for educators to develop more innovative and adaptive strategies to the special needs of students with disabilities. This study not only aims to determine the effectiveness of the demonstration method in improving the learning outcomes of PAI and ethics, but also contributes to the literature on inclusive education which is still limited. The demonstration method is believed to provide a deeper understanding, especially when supported by interesting visualizations through audiovisuals (Analia Resa Evandari, 2010). Descriptively, this study wants to map the extent to which the improvement of learning outcomes can be achieved with this approach. As for implicitly, the results of the research are expected to be able to provide solutions to the problems faced by Sekolah Luar Biasa Negeri Tanggamus, as well as be a guide for other teachers who face similar situations in other inclusive schools. By applying the right method, students are expected not only to achieve KKTP, but also to increase their interest in learning.

Audiovisual is one of the interesting learning media because it involves the senses of hearing and vision, two important components in the learning process (Maryam, et al., 2020). Visually impaired students, who generally have limitations in abstract comprehension, greatly benefit from the use of this media. Through a combination of live demonstrations and audiovisuals, abstract concepts become more concrete and easy to understand. In addition, visualization can also add to the attractiveness of learning, so that students become more engaged and motivated to learn. In this study, the introduction of the demonstration method with audiovisual support will be tested to see if this strategy can improve the learning outcomes of PAI and the ethics of students with disabilities in grade I. More broadly, this research can also help educators in designing materials that are more contextual and relevant to students' daily lives.

In conclusion, this study offers solutions that focus on improving the quality of education for students with special needs (Badiatul, 2024). Using demonstration methods supported by audiovisuals is not just a technical solution, but also part of a more inclusive and humanist pedagogical approach. Sekolah Luar Biasa Negeri Tanggamus as a case study offers a concrete example of how challenges in learning PAI and ethics can be overcome through innovation in teaching methods. It is important for every educational institution to always look for and test the most effective methods in helping learners reach their full potential. With the right policy support and training, this approach can serve as a model for other inclusive schools that seek to address similar challenges.

B. Theoretical Framework

Learning is a complex process that involves three main domains, namely cognitive, affective, and psychomotor (Kartini et al., 2022). Theories that explain the learning process, such as behaviorism, cognitivism, and constructivism, provide diverse perspectives on how learning occurs. Behaviorist theory views learning as the result of a stimulus-response relationship, in which positive reinforcement is used to improve desired behavior. Meanwhile, the theory of cognitivism emphasizes the importance of information processing and mental strategies in the formation of behavior and understanding. On the other hand, constructivism theory sees students as active knowledge builders, who gain understanding through interaction with the environment and real experiences. These approaches explain that the learning process involves not only the reception of information, but also the processing and application in relevant contexts.

Learning outcomes are the expected outputs of the learning process and can include knowledge, skills, and attitudes. In this case, constructivism theory emphasizes the importance of exploration and reflection in building conceptual understanding, while behaviorism highlights positive reinforcement in the development of specific skills

(Pratama, 2019). Cognitive learning strategies, such as metacognition, which include planning, monitoring, and self-evaluation, are essential to assist students in achieving more optimal learning outcomes. Students who are able to use these strategies will be more effective in organizing and controlling their own learning process. By applying various learning theories, teachers can design more varied and effective learning experiences according to students' needs, so that they can achieve the expected learning outcomes.

In addition to knowledge and skills, another important aspect of learning outcomes is attitude. This attitude can be a change in the student's interest, attention, or even feelings towards the topic or learning process itself. The theory of cognitivism explains that attitudes develop through the evaluation of information and personal experiences processed by students,(Dewi & Sari, 2022) while the theory of humanism highlights the importance of a supportive and empathetic approach in the formation of positive attitudes. A supportive learning environment, both emotionally and academically, can motivate students to be more enthusiastic and motivated in learning. In addition, motor skills developed through practical practice are also an integral part of learning outcomes, with positive reinforcement provided to develop appropriate responses, as explained by the theory of behaviorism. This combination of approaches provides guidance for building balanced learning, paying attention to the cognitive aspects, skills, and attitudes of students holistically.

C. Method

This study uses the Classroom Action Research (PTK) approach, an intervention approach that aims to improve learning practices directly in the classroom. This research was carried out for two months, starting from November 2023 to January 2024, with class I students of the Disabled at Sekolah Luar Biasa Negeri Tanggamus as the object of research. The main focus of this research is the subjects of Islamic Religious Education (PAI) and Ethics, which have shown low learning completeness in students. This is characterized by learning outcomes that do not meet graduation standards. PTK is carried out as an effort to increase the effectiveness of learning, especially through the introduction of demonstration methods supported by the use of audiovisual media,(Angrawati & Al Hamdani, 2018) which is expected to help increase student participation and learning outcomes.

The data collection method in this study includes several techniques, namely tests, observations, and documentation. The test is used to measure the improvement of students' learning achievement before and after the implementation of the new learning method. Observation is carried out directly during the learning process to record student participation and their responses to the learning media used. In addition, documentation is also used to record the course of the overall learning process, from planning to implementation. The use of audiovisual media is expected to be able to provide visual and auditory stimuli that are more attractive to students, especially because they have special needs that require a more creative and adaptive learning approach.

The data analysis in this study is carried out descriptively by emphasizing qualitative and quantitative evaluation. Descriptively, this study will describe the development of students' learning achievement based on the test results given. Statistical analysis was carried out using the percentage analysis and value comparison methods to evaluate the effectiveness of the implementation of demonstration methods and audiovisual media. Comparison of learning outcomes between before and after the intervention will provide an overview of whether the use of audiovisual media is really effective in improving student learning achievement (Hidayat, et al., 2021). In addition, observation of student participation and interaction during the learning process is also an important indicator to see the extent to which this method is successful in improving the quality of

learning in the Disabled class.

D. Research Results

Looking at the results of actions in cycles I, II, III and IV as described in the cycle description, the researcher gets an overview related to the results per cycle. Student learning outcomes increase in each cycle. The learning carried out before the implementation of classroom action research uses the lecture and discussion method. As for when actions are taken, learning in each cycle uses a collaborative demonstration method supported by audiovisuals with various learning models. The results of the completeness of learning before the action did not have any students who reached KKTP or 0% with an average score of 58. In the first cycle, it became 1 student or 20% with an average score of 61. In cycle II, there were 2 students or 40% with an average score of 63%. In cycle III, there were 3 students or 60% with an average score of 66. In cycle IV, there were 4 students or 80% with an average score of 71. The following is a table of progress per cycle:

Tabel 1: List Of Pre-Cycle Learning Values And Post-Action Research
KKTP : 65

No	Student Name	Value				
		Pre-cycle	Cycle I	Cycle II	Cycle III	Cycle IV
1	Mohammed Ali Chaputra	60	60	60	65	75
2	Faris Al Hakim	55	60	60	60	70
3	Andrian Reja. R	60	60	65	70	75
4	Safina	55	60	60	60	60
5	Ending Fahroja	60	65	70	75	75
	Sum	290	305	315	330	355
	Average	58	61	63	66	71
	Number of completed students	0	1	2	3	4
	Completion percentage	0%	20%	40%	60%	80%

These results show that what teachers do in the implementation of learning using the demonstration method supported by audiovisuals in Islamic religious subjects has improved student learning outcomes and made students better understand the material taught.

The table above proves that the actions taken by teachers, especially in guiding students and motivating them to be involved in learning, can increase students' activeness in learning.

This result is also in accordance with Rusma's opinion, which states that one of the factors in determining learning success is the school factor, which includes teaching methods, curriculum, teacher-student relationships, relationships between students, school time lessons, rules or disciplines that are enforced consequentially and consistently. As for the advantages of interesting audio-visual media, information is obtained directly from the source and can be watched more than once and more time-saving.

Based on the theory and field results that have been carried out, researchers show that the teaching and learning process carried out by applying audio visual media is able to create learning that focuses on material so as to create success in learning. The hypothesis of this research, if the application of audiovisual media is carried out, can effectively improve the learning outcomes of PAI and Ethics of class I students of Sekolah Luar Biasa Negeri Tanggamus, Kota Agung Timur District, Tanggamus Regency for the 2023/2024 Academic Year is accepted and proven.

E. Discussion

After conducting classroom action research, several important findings were identified. First, the use of demonstration methods supported by audiovisual assistance has proven to be effective in increasing students' understanding of PAI and Ethics subject matter. Students showed a significant increase in active participation and responsiveness to the material presented. This is clearly seen through discussions, questions and answers, and the improvement of learning outcomes that they have achieved. Audiovisuals help clarify abstract concepts,(Agus Mujahidin Arif, 2021). making it easier for learners to understand the material and relate it to everyday life. However, there are several obstacles faced during the implementation of this method. One of them is the limited time available during class hours, which is sometimes not enough to provide a comprehensive demonstration and allow students to really understand the material well. In addition, limited resources such as audiovisual devices that are not always available or suboptimal device quality are also challenges. Teachers often have to improvise or find alternative solutions to ensure that these methods work well. Despite the obstacles, the results show that the use of demonstration and audiovisual methods has great potential to improve the quality of learning, as long as it is supported by careful planning and adequate resources. Better implementation in the future will help overcome these constraints and maximize the results achieved.

Improving a more regular and integrated structure of teaching materials is very important to support the effectiveness of learning at various levels of education (Feris, Lisatania: 2020). One way that can be done is to prepare teaching materials systematically, starting from planning to implementation in the classroom. Well-arranged teaching materials will make it easier for students to understand the material in an orderly and structured manner. This also allows teachers to convey the material more clearly, so that the learning process becomes more efficient. The preparation of good teaching materials must include important elements, such as learning objectives, teaching methods, and assessments that are relevant to the topic discussed. In addition, teaching materials that are integrated with educational technology, such as digital platforms, can also provide wider access to students to learn material outside of formal learning hours. With the support of comprehensive teaching materials, students can be more independent in developing their understanding and better prepared to face academic challenges. As a positive impact, student learning outcomes are expected to increase significantly, both from cognitive and affective aspects. Therefore, it is important for educators and education managers to continue to develop teaching materials that are more structured, integrated, and in accordance with the development of the needs of the times, so that the effectiveness of learning can be achieved optimally. Furthermore, in developing audiovisual-based learning, it is important to provide training and support to teachers in using this media effectively. By improving teachers' skills in managing and utilizing audiovisual media, it is hoped that the learning process can become more dynamic and interesting for students.

Comparison of learning outcomes before and after the intervention is an important step in evaluating the effectiveness of a learning method. In this context, the data taken

before the intervention serves as a starting point, where the learners' initial abilities can be measured. After that, the interventions implemented aim to improve learning outcomes through various approaches, such as the introduction of new strategies, the improvement of resources, or the modification of teaching methods.Tati Haryati and Syahidin Syahidin, 'Behavior Modification Learning Model and Its Implementation in Islamic Religious Education', 2 (2023). The data collected after the intervention provided an overview of the changes that occurred in the participants' learning outcomes. The comparison between these two datasets provides insight into the success rate of the interventions implemented. If the learning outcomes show a significant improvement, it can be concluded that the method is effective in improving students' understanding and skills. Conversely, if the learning outcomes do not show significant changes, it could be an indication that the interventions need to be reviewed or adjusted. In addition, this comparison also helps in identifying factors that may affect learning outcomes, such as motivation, environmental support, or the suitability of the method to the characteristics of the learners. Thus, analysis before and after the intervention is an important basis for further decision-making related to improving the quality of the overall learning process.

The next steps will be focused on the implementation of the action plan to improve the quality of learning at Sekolah Luar Biasa Negeri Tanggamus. One important aspect of this plan is the improvement of teaching materials that are tailored to the needs of students with special needs. The teaching materials will be designed to be more interesting, interactive, and easy to understand for students. In addition, advanced training for teachers is also a top priority. Teachers will be equipped with the latest skills in educating children with special needs, such as the use of educational technology and more effective learning methods (Idris Harun and Mohd, 2018). This training aims to improve teachers' competence in creating an inclusive learning environment and supporting the development of each student. Not only that, the development of more innovative learning strategies will also be the focus. This strategy will involve a student-centered approach, where teaching methods are tailored to each individual's abilities and learning style. Thus, learning at Sekolah Luar Biasa Negeri Tanggamus is expected to be more effective and inclusive, providing equal opportunities for every student to develop according to their potential. The implementation of this action plan is expected to create a better educational environment, where every student feels supported and is able to achieve optimal learning outcomes. This is a real step to improve the quality of inclusive education at Sekolah Luar Biasa Negeri Tanggamus.

F. Conclusion

This research aims to improve the learning outcomes of Islamic Religious Education (PAI) and Ethics through an audiovisual-supported demonstration method for grade I students of the Disabled at Sekolah Luar Biasa Negeri Tanggamus, Tanggamus Regency, for the 2023/2024 school year. The results of the study showed a significant increase in student learning outcomes from cycle I to cycle IV. Before the action, no learner achieved completeness, with an average score of 58. In the first cycle, one student (20%) achieved completeness with an average score of 61, followed by two students (40%) in the second cycle with an average score of 63. In cycle III, three students (60%) achieved completeness with an average score of 66, and in cycle IV, four students (80%) achieved completeness with an average score of 71. This shows that the demonstration method supported by audiovisual has succeeded in improving student learning outcomes. This method is effective for students with special needs because it allows them to practice learning directly, making it easier for them to remember and apply it in their daily lives. In addition, the use of audiovisuals also attracts the attention and focus of students, as evidenced by a more conducive learning

atmosphere and their full attention during the video screening. Thus, this method can be a good alternative in increasing the effectiveness of learning in SLB.

Improving the learning outcomes of Islamic Religious Education (PAI) and Ethics with audiovisual supported demonstration methods in Special Schools (SLB) is a very relevant and promising topic. However, studies conducted in only one study are insufficient to provide a comprehensive picture of the effectiveness of this method. The main drawback of this approach is the limitation of generalizing the results of research to a broader context. Each single study has specific scopes and conditions that can affect outcomes, such as differences in audiovisual facilities, teaching quality, and student characteristics. In addition, other variables that affect learning outcomes such as cultural background, disability severity, and parental support may not be adequately covered in a single study. Therefore, to truly assess the effectiveness of audiovisual-supported demonstration methods, further research involving larger and more diverse samples, as well as various settings and contexts in SLBs is needed. Repeated and comprehensive research can help reinforce initial findings and ensure that these methods can be applied effectively in a variety of conditions. It will also provide deeper insight into certain aspects of method implementation that may require adjustment or improvement to achieve optimal results in improving PAI and Ethics learning outcomes in SLB.

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