Using Audio Visual Media to Improve Muhadatsah Learning for Class VII Students at Mts Negeri 1 Tapanuli Tengah

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ABSTRACT: *This study aims to analyze: 1) teacher planning in the use of audio-visual media in the seventh grade Muhadatsah learning at MTs Negeri 1 Tapanuli Tengah, 2) the use of audio-visual media to improve Muhadatsah learning in seventh grade students at MTs Negeri 1 Tapanuli Tengah, 3) student learning outcomes by using audio-visual media in learning Muhadatsah class VII MTs Negeri 1 Tapanuli Tengah.*
This research was carried out with a qualitative approach, because the focus of the research is how to use audio-visual media in Muhadatsah learning, the reason the researcher uses this type of qualitative research is because the problem is not clear, holistic, complex, dynamic, and full of meaning so it is impossible for data on social situations to be captured. with instruments such as tests, questionnaires, interview guidelines. The results showed that: 1) In planning the use of audio-visual media, the teacher paid attention to the competency standards contained in the 2013 Curriculum. By paying attention to the existing competency standards, the material used did not deviate from the existing signs. Teachers also pay attention to the availability of supporting facilities and infrastructure so that the learning process can run smoothly and in accordance with the objectives. 2) Implementation of the use of audio-visual media in learning has a positive impact on students. Students get a new learning atmosphere, the classroom atmosphere becomes more interactive, learning becomes interesting, students become more enthusiastic and more motivated to take part in learning. 3) Learning outcomes have increased after the teacher uses audio-visual media. The increase in learning outcomes is also followed by an increase in the absorption of students in receiving lessons. As well as increasing the percentage of Minimum Completeness Criteria (KKM).

Penelitian ini bertujuan untuk menganalisis: 1) perencanaan guru dalam penggunaan media audio visual dalam pembelajaran Muhadatsah kelas VII MTs Negeri 1 Tapanuli Tengah, 2) penggunaan media audio visual untuk meningkatkan pembelajaran Muhadatsah pada siswa kelas VII MTs Negeri 1 Tapanuli Tengah, 3) hasil belajar siswa dengan menggunakan media audio visual pada pembelajaran Muhadatsah kelas VII MTs Negeri 1 Tapanuli Tengah.
Penelitian ini dilakukan dengan pendekatan kualitatif, karena fokus penelitiannya adalah bagaimana penggunaan media audio visual dalam pembelajaran muhadatsah,

alasan peneliti menggunakan jenis penelitian kualitatif ini karena masalahnya tidak jelas, holistik, kompleks, dinamis, dan penuh makna sehingga tidak mungkin dapat ditangkap data situasi sosial. dengan instrumen seperti tes, angket, pedoman wawancara. Hasil penelitian menunjukkan bahwa: 1) Dalam merencanakan penggunaan media audio visual, guru memperhatikan standar kompetensi yang terdapat dalam Kurikulum 2013. Dengan memperhatikan standar kompetensi yang ada, maka materi yang digunakan tidak menyimpang dari rambu-rambu yang ada. Guru juga memperhatikan ketersediaan sarana dan prasarana pendukung agar proses pembelajaran dapat berjalan dengan lancar dan sesuai dengan tujuan. 2) Penerapan penggunaan media audio visual dalam pembelajaran berdampak positif bagi siswa. Siswa mendapatkan suasana belajar yang baru, suasana kelas menjadi lebih interaktif, pembelajaran menjadi menarik, siswa menjadi lebih antusias dan lebih termotivasi untuk mengikuti pembelajaran. 3) Hasil belajar mengalami peningkatan setelah guru menggunakan media audio visual. Peningkatan hasil belajar juga diikuti dengan peningkatan daya serap siswa dalam menerima pelajaran. Serta meningkatkan persentase Kriteria Ketuntasan Minimal (KKM).

Keywords: *Media, Audio, Visual, Muhadatsah.*

INTRODUCTION

The learning process includes interrelated components, including teaching objectives, teachers and students, lesson materials, teaching and learning methods/strategies, tools/media, learning resources and evaluation (Sukewi, 1994, p. 23). Teachers have a very important role in improving the quality of learning because they are directly involved in efforts to foster and develop students' abilities (Buchari, 2018). In addition, the use of media is also very influential in delivering learning materials (Laksana & Saputro, 2016), because if the teacher presents learning materials using interesting media, it can increase student interest in learning and make it easier for students to understand lessons so that it affects their learning outcomes.

Interesting learning media are media with a developing technology base such as comics media (Nuraini & Saputro, 2019; A. D. Saputro, 2017; N. and A. D. Saputro, 2017), novels (A. D. Saputro, 2016), and audio visuals (Asrofi, 2017). One of the media used in learning which is believed to be able to improve students' understanding and motivation is audio-visual media. Audio-visual media is one of the alternative means in carrying out the technology-based learning process. Audio-visual technology-based learning can be used as an alternative means of optimizing the learning process, due to several aspects, including: a) Easy to package in the learning process; b) More interesting for learning; c) Can be fixed at any time (Haryoko, 2009, pp. 1–10).

According to Arsyad (Arsyad, 2002, p. 94) Audio-visual media is a visual media in which sound elements are added to the production. In other words, there is a voice in the form of an explanation that will make the visual media more lively and easy to understand for anyone who accesses it.

The application of audio-visual media is closely related to learning, especially for students who are still lacking in understanding the lesson. In this case, audio-visual media can be used as a tool to demonstrate a concept, clarify learning messages and provide more concrete explanations, besides that audio-visual media can also improve student understanding because students not only listen but can also see the

material displayed more clearly. varies. The use of audio-visual media can be applied to various subjects at school, one of which is Muhadatsah lessons (Asrofi, 2017).

Muhadatsah lessons are one of the Arabic language classes taught at Madrasas or Islamic Boarding Schools, both at the Tsanawiyah (MTs/SMP) and Aliyah (MA/SMA) levels. In learning Arabic, Muhadatsah lessons are intended to facilitate communication skills (Maharah Kalam or Maharah Lughah) between one another. Maharah Kalam is the essence of learning Arabic, being able to communicate directly or indirectly using Arabic.(Abidin dkk., 2022)

Muhadatsah can be said to be one of the effective techniques in learning maharah kalam (Ilmiyah, 2019). Many schools and Islamic boarding schools implement muhadatsah as a lesson in maharah kalam for their students or because Muhadatsah lessons are already included in the Islamic Lesson Curriculum in Madrasahs by the Ministry of Religion.(Abidin & Arifin, 2021)

The results of the author's initial observations at MTs Negeri 1 Tapanuli Tengah in Muhadatsah learning, it appears that there are still students who have not been able to understand the lessons they have learned so that it affects student learning outcomes. This is especially clear when the teacher asks students to speak (muhadatsah) with their friends in fluent and correct Arabic, but the student still cannot pronounce it fluently. In addition, many of the students did not know the meaning of the Arabic mufrodat they spoke.

Based on the above background, the formulation of the problem in this study include: 1) How is the teacher planning in using audio-visual media in Muhadatsah learning for class VII students at MTs Negeri 1 Tapanuli Tengah?, 2) How is the use of audio-visual media to improve Muhadatsah learning in class VII students at MTs Negeri 1 Tapanuli Tengah? , 3) How are student learning outcomes using audio-visual media in Muhadatsah learning for seventh grade students at MTs Negeri 1 Tapanuli Tengah?

LITERATURE REVIEW

Several previous studies that are relevant to this writing are: Noza Aflisia's article describes the existence of bi'ah lughawiyah as an Arabic-language medium as an effort to improve students' muhadastah abilities. The research method uses qualitative descriptive, data collection by observation tests and interviews and then data analysis using Miles and Huberman. The results of his research show the importance of bi'ah lughawiyah as a forum for improving Arabic communication skills and having a medium and high existence (Aflisia & Harahap, 2019).

In line with the existence of the use of media in Muhadatsah learning, written by Nurul Ilmiyah who conducted a case study research on the use of Arabic learning media in Muhadatsah Courses. The results of his research show the ineffectiveness of using Arabic learning media in Muhadatsah courses due to campus facilities that do not yet have supporting media. learning (Scientific, 2019).

Next, the use of media in learning Anip Dwi Saputro reviews the effectiveness of using comics media to improve learning achievement in Islamic Religious Education lessons. The use of comics media as learning can be used effectively, both in the classroom and outside the classroom. This research is quantitative based using the Gain Score test. The conclusion shows that the treatment class using comics media experienced a significant increase in learning outcomes compared to those using conventional learning media (N. and A. D. Saputro, 2017).

Furthermore, research on the use of flash Mx-based media in Muhadatsah learning was written by Farida Nur Jannah who carried out a learning analysis using

flash MX which resulted in a valid category, so that it could be used in muhadatsah learning (Jannah & Ghozali, 2020). Finally, it is still related to the use of smartphone audio-visual media in learning Arabic Muhadatsah written by Imam Asrofi. The results of his research show that the Audio Visual Smartphone Media is very helpful and can be used for individual and group study or and can be used for learning in the classroom or outside the classroom (Asrofi, 2017).

Based on some of these literature sources, the authors see that not many have discussed the use of audio-visual media for improving learning. So the author focuses on the use of audio-visual media to improve muhadatsah learning for students at MTs Negeri 1 Tapanulis Tengah. The difference with the previous research that the author has described above lies in the subject and object of the study of muhadatsah learning, in order to re-examine the concept of audio-visual learning, the use of audio-video in Arabic-language muhadatsah learning, and evaluations related to the effectiveness of learning using audio-visuals.

METHODS

This research was carried out with a qualitative approach, because the focus of the research is how to use audio-visual media in Muhadatsah learning, the reason the researcher uses this type of qualitative research is because the problem is not clear, holistic, complex, dynamic, and full of meaning so it is impossible for data on social situations to be captured. with instruments such as tests, questionnaires, interview guidelines.

Data are writings or notes about everything that is heard, seen, experienced and even thought by researchers during data collection activities and reflecting these activities into ethnography. Lofland (Moleong, 2004, p. 57). The data collected in this study is data that is in accordance with the research focus, namely the use of audio-visual media. The types of data in this study are divided into two, namely: (1) primary data, and (2) secondary data. Primary data obtained in the form of verbal or words and behavior of the subjects (informants) related to the characteristics of the use of Audio-Visual Media in Muhadatsah Subjects at MTs Negeri 1 Tapanuli Tengah.

The data collection method is the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection method, the researcher will not get data that meets the data standards set (Sugiyono, 2011, p. 308).

There are three techniques/methods used to collect data in this study, namely: (1) interviews, (2) observation of the scene and (3) study of documentation.

FINDINGS AND DISCUSSION

1. **Teacher planning in the use of audio-visual media in Muhadatsah learning for seventh grade students at MTs Negeri 1 Tapanuli Tengah**

    Muhadatsah's learning planning at MTs Negeri 1 Tapanuli Tengah in the teaching and learning process using audio-visual media is in line with the planning theory itself. In planning the use of audio-visual media in Muhadatsah learning for class VII students at MTs Negeri 1 Tapanuli Tengah, the teacher pays attention to the competency standards in these subjects, which are contained in the 2013 Curriculum. existing signs. Also pay attention to the selection of appropriate learning techniques and strategies, so that learning objectives can be achieved optimally.

Teachers also pay attention to the availability of supporting facilities and infrastructure so that the learning process using audio-visual media can run smoothly. Infrastructure facilities in the implementation of learning with audio-visual media are television, video, computers, LCDs that are found in each class and laboratory.

The success of an activity is largely determined by its planning. If the planning of an activity is well designed, then the activity will be easier to carry out, directed and controlled. Likewise, in the teaching and learning process, in order for the implementation of learning to be carried out properly, a good learning planning is needed.

Learning planning acts as a reference for teachers to carry out learning activities so that they are more directed and run effectively and efficiently. In other words, learning planning acts as a scenario for the learning process.

With the use of audio-visual media used by teachers, it indirectly improves their skills in developing models for delivering learning materials which previously used the lecture method more. In delivering learning materials, teachers skillfully operate and present learning materials using audio-visual media, learning materials are displayed through LCDs in the classroom and the material presented by teachers to students is quite interesting with pictures, slides and short films.

The main task of the teacher is to teach. Teaching is conveying knowledge to students (transfer of knowledge). Here the teacher is required to be able to explain the subject matter to students in a professional manner. In practice the teacher can use learning media and learning resources that are relevant to the learning objectives.

The use of Audio Visual Media in Muhadatsah Learning by using Arabic language assessments then the researchers gave a questionnaire/questionnaire to the students so that the learning outcomes in the interest class in Muhadatsah learning students of class VII MTs Negeri 1 Tapanuli Tengah increased and were very helpful in the learning process both individually or group. Because from the results of the assessment with Hiwar's teaching materials/conversations and questionnaires/questionnaires with questions to choose answers.

The use of Audio Visual Media in learning Muhadatsah class VII students of MTs Negeri 1 Tapanuli Tengah as a whole in memorizing hiwar/conversations of VII students, some can and some cannot. I can, because maybe here the children's abilities vary depending on their respective abilities and the time factor cannot because the time given is very short, therefore from memorizing hiwar/conversations the students as a whole have results (A and B).

The use of Audio Visual Media in Muhadatsah learning for class VII students of MTs Negeri 1 Tapanuli Tengah as a whole in question and answer in conversation some can and some cannot because some of the dialogues are memorized and some are not memorized, therefore from the question and answer between opposite students with conversation or dialogue material, then students get the results (A and D).

The use of Audio Visual Media in Muhadatsah learning for seventh grade students of MTs Negeri 1 Tapanuli Tengah as a whole in free conversation (muhadatsah) students are able or able, because in this conversation students are asked to express as they wish in their own style so that students are able to develop their potential through their thoughts.

2. **Use of Audio Visual Media in Muhadatsah Learning for Class VII Students of MTs Negeri 1 Tapanuli Tengah**

The results of the research that the researchers conducted on the Muhadatsah learning of class VII students of MTs Negeri 1 Tapanuli Tengah found that the use of audio-visual media in the implementation of learning consisted of several steps, including:

a. The teacher prepares the classroom by arranging student seats and media positions,

b. The teacher prepares media tools such as laptops, projectors, screens, and others.

c. The teacher prepares a video that will be displayed according to the theme being taught and ensures that the video is suitable for the learning that will be used.

d. The teacher ensures that the student's sitting position is comfortable while listening to the video, so that students are not noisy and can listen well.

e. The teacher invites students to observe the video shown.

f. Guiding students to find information and discuss based on the video shown.

The process of implementing learning in each meeting uses audio-visual media, in the first cycle of the first meeting the activities carried out are observing videos, discussing, and presenting the results of group discussions that have been carried out. Meanwhile, at the second meeting, students watched videos, weighed, processed data and presented the results of the work they had done. In cycle 2, the first meeting after watching the video, students looked for information about the video they watched, then retold based on the information obtained, and presented the results of group work that had been done together. Meanwhile, at the second meeting, students looked for information and presented the results they had done.

Evaluation of learning in this study was carried out by conducting observations to provide an assessment of student activities and teacher activities in the learning process, the results of student response questionnaires and interviews with Class VII teachers. Evaluation of student activities and teacher activities in this study was carried out at each meeting during the learning process. The results of observation of student activities have increased from cycle I to cycle II. This can be seen from the average score in the first cycle of the first meeting which was obtained at 3.00. At the second meeting, the result was 3.20. Meanwhile, in the second cycle of the first meeting, the result was 3.60. And at the second meeting of 4.30. Audio visual media is used in thematic learning, making students more active in learning, while the teacher only provides direction and supervises them in working together to complete the given task.

Teacher activity also increased from cycle I to cycle II. This can also be seen from the average value obtained in the first cycle of the first meeting, which was 3.43. At the second meeting of 3.57. While in the second cycle the first meeting obtained an average value of 4.07. At the second meeting it was 4.35. The teacher's activities in delivering learning have been in accordance with the plans prepared by researchers in using audio-visual media.

Based on the results of student answers from the questionnaires that have been distributed by researchers, it can be seen that 87.5% of students find it easier to understand the material using audio-visual media, 83.3% of student activity is more visible during the learning process, student interest in audio-visual media reaches 92 %, 100% of students liked the way the teacher taught

using audio-visual media, and 92% of students also stated that using audio-visual media they were easier and more compact in working with their respective groups.

Based on the results of interviews with Class VII teachers conducted by researchers, it can be concluded that the use of audio-visual media in learning is in accordance with the theme being taught, can make students more active and work together in learning. Use of audio-visual media for Class VII teachers or teachers who hold thematic subjects need to be improved again, so that teachers are more capable and accustomed to using audio-visual media, especially in thematic learning in the future.

Through the implementation of learning in cycle 1, students still need a lot of teacher guidance to be more active in learning, some students are still not brave enough to express opinions, teachers need to adjust learning activities with the time available, need to improve ways to motivate students related to the theme that will later effect on student learning activities. In the second cycle the teacher fixes it by providing guidance to students when carrying out learning activities, providing more interesting motivation and confidence in students so that students are more active in learning, enthusiastic and courageous in expressing opinions, the teacher has carried out learning activities in accordance with the lesson plans that have been prepared. designed according to the time available.

The use of Audio Visual Media in Muhadatsah learning for class VII students of MTs Negeri 1 Tapanuli Tengah by using Arabic language assessments then researchers also gave questionnaires/questionnaires to students, so the learning outcomes in class VII students of MTs Negeri 1 Tapanuli Tengah increased and were very helpful in the process learning either individually or in groups. Because from the results of the assessment with Hiwar's teaching materials/conversations and questionnaires/questionnaires with questions to choose answers.

The use of Audio Visual Media in Muhadatsah learning for class VII students of MTs Negeri 1 Tapanuli Tengah as a whole in memorizing muhadatsah/conversations of class VII students some can and some cannot, because maybe here children's abilities vary depending on their respective abilities and time factors that do not it could be because the time given was very short, therefore from memorizing the muhadatsah text/conversations the students as a whole were with the results (A and B).

The use of Audio Visual Media in Muhadatsah learning for class VII students of MTs Negeri 1 Tapanuli Tengah as a whole in question and answer in conversation some can and some cannot because some of the dialogues are memorized and some are not memorized, therefore from the question and answer between opposite students with conversation or dialogue material, then students get the results (A and D).

The use of Audio Visual Media in Muhadatsah learning for seventh grade students of MTs Negeri 1 Tapanuli Tengah as a whole in free conversation in the Alhiwar lesson/conversation students are able or able, because in this conversation students are asked to express what they want in their own style so that students are able to develop their potential through their thoughts.

Implementation The use of audiovisual media in learning has a positive impact on students, students get a new learning atmosphere, the classroom atmosphere becomes more interactive, learning becomes interesting and

students become more enthusiastic about participating in learning. The implementation of learning with audio-visual media took place very lively, students got a new learning atmosphere, students' enthusiasm for learning was very high and students did not get bored quickly in participating in the learning process, especially in Muhadatsah learning.

3. **Student Learning Outcomes After Teachers Use Audio Visual Media in Class VII Muhadatsah Learning at MTs Negeri 1 Tapanuli Tengah**

The use of appropriate media is an alternative to overcome the low learning outcomes of students, especially in Muhadatsah learning. The use of appropriate learning media in teaching is expected to improve student learning outcomes. The selection of media must consider in terms of its suitability to the material being taught and the student's circumstances which include the ability and time they have. One of the successes of education is indicated by the increasing student learning outcomes. Factors that influence the level of student learning outcomes include the media used in learning.

Learning outcomes are patterns of changes in thinking, values, understanding, attitudes, appreciation and skills. Learning outcomes are a result of the teaching and learning process obtained by students in the form of cognitive, affective, and psychomotor abilities that can be seen after the learning process is carried out.

Student learning outcomes after the teacher uses audio-visual media have increased, as evidenced by the results of student tests, the average grade of the class and the absorption of students in receiving lessons have increased.

The improvement is felt when the teacher uses audio-visual media, when explaining the material students listen well and students are very motivated to take part in teaching and learning activities so that it results in increasing student learning outcomes.

The results of the assessment on Muhadatsah learning of seventh grade students of MTs Negeri 1 Tapanuli Tengah as a whole in. If one class can imitate hiwar/conversation and can follow it, the students as a whole get the result (A). The results of the research from the Muhadatsah learning assessment of seventh grade students of MTs Negeri 1 Tapanuli Tengah as a whole in memorizing hiwar/conversation texts some can and some cannot, because maybe here the abilities of children are different and the possible factors can be due to a short time because it's from memorizing the students' hiwar/conversations as a whole with results (A and D).

The results of the study using the Muhadatsah learning assessment of seventh grade students of MTs Negeri 1 Tapanuli Tengah as a whole in question and answer in conversation some can and some cannot because some of the dialogues are memorized and some are not memorized therefore from the question and answer between opposite students with conversation or dialogue material, then students get the results (A and D).

The results of the study using Muhadatsah learning for seventh grade students of MTs Negeri 1 Tapanuli Tengah as a whole in free conversation in muhadatsah learning/conversation students are able or able, because in this conversation students are asked to express as they wish in their own style so that students are able to develop their potential through their thoughts. So with that the overall result gets (A).

CONCLUSION

Based on the results and discussion of the research above, the researchers conclude that:

1. Teacher planning in the use of audio-visual media in Muhadatsah learning for seventh grade students at MTs Negeri 1 Tapanuli Tengah.

    Planning the use of audio-visual media, the teacher pays attention to the competency standards contained in the 2013 Curriculum. By paying attention to the existing competency standards, the material used does not deviate from the existing signs. Teachers also pay attention to the availability of supporting facilities and infrastructure so that the learning process can run smoothly and in accordance with the objectives.

2. Teacher implementation in the use of audio-visual media in Muhadatsah learning for class VII students at MTs Negeri 1 Tapanuli Tengah

    The implementation of the use of audio-visual media in learning has a positive impact on students. Students get a new learning atmosphere, the classroom atmosphere becomes more interactive, learning becomes interesting, students become more enthusiastic and more motivated to take part in learning. The use of audio-visual media in Muhadatsah learning for class VII students at MTs Negeri 1 Tapanuli Tengah can be done by: a) The teacher prepares the classroom by arranging student seats and media positions, b) Preparing media tools such as laptops, projectors, screens, and prepare the video to be shown. c) Ensure that the video is appropriate for the learning to be used. d) The teacher ensures that the student's sitting position is comfortable while listening to the video, so that students are not noisy and can listen well. e) Invite students to watch the video together.

3. Student learning outcomes after the teacher uses audio-visual media in learning Muhadatsah class VII students at MTs Negeri 1 Tapanuli Tengah Learning outcomes have increased after the teacher uses audio-visual media.

    The increase in learning outcomes is also followed by an increase in the absorption of students in receiving lessons. As well as increasing the percentage of Minimum Completeness Criteria (KKM).

    The learning outcomes of Muhadatsah (speaking in Arabic) grade VII students at MTs Negeri 1 Tapanuli Tengah improved and were very helpful in the learning process, either individually or in groups. Because of the results of the assessment with Hiwar's teaching materials/conversations and given a questionnaire/questionnaire with questions with the results obtained (A) or (Very Good) and detailed as follows:

    a) Overall in Muhadatsah learning, some grade VII students can and some cannot, because maybe here the child's abilities vary depending on their respective abilities and the time factor is limited because the time given is very short, therefore from memorizing hiwar/ the conversation students overall get results (A and B).

    b) Overall in the question and answer questions in the conversation I gave questions and answers between students who were opposite the conversation or dialogue material, the students got the results (A and D).

    c) Use of Audio Visual Media in Arabic Muhadatsah Learning/Free Conversation to Increase Interest in Muhadatsah Learning for Grade VII Students

    d) Student learning outcomes can experience an increase in learning during two cycles. At the first meeting students obtained an average score of 53.43 and students who finished studying were 6 students, out of 26 students, while at

the second meeting students scored 57.28 with students who completed learning as many as 8 students and 24 students who did not complete. At the third meeting the average value obtained by students was 62.18 with the number of si. There were 21 students who completed self-study and 13 students who did not complete, while at the fourth meeting the students got an average score of 76.25 with 27 students who completed their studies and 5 students who did not complete their studies. And has reached the KKM score (65).

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