THE INFLUENCE OF AUDIO-VISUAL MEDIA ON STUDENT LEARNING OUTCOMES

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Abstract

This research aims to determine the relationship between the influence of the use of audio visual media on PAI learning outcomes and students' character. Learning using audio visual media is learning where educators can more easily convey material that is difficult for students to understand, and can provide understanding, experience, train them to think, focus more on learning Islamic Religious Education and Character by referring to values and teachings. -Islamic teachings so that students have good behavior and get good grades in learning. Continuously develop learning media for themselves so that students do not get bored while learning. So learning using audio-visual media has the aim of helping and as a tool for transferring knowledge from educators to students who believe in Allah and carry out his commands in accordance with the values of Islamic teachings. This type of research is descriptive quantitative research and the research design is correlational. The research sample used a systematic sampling technique, namely using special criteria for a sample of 60 respondents. The data collection technique uses observation, questionnaires and documentation techniques, while the data analysis technique uses descriptive and inferential statistical techniques using SPSS version 24.0 software. (1) The results of this research indicate that the level of achievement of Audio Visual Media on Student Learning Outcomes in Islamic Religious Education and Character Education Subjects for Classes VIII J and VIII K at SMP Negeri 1 Banjaran has increased significantly. This is proven by the total score obtained of 0.992 or 99.2% of the set criteria. (2) PAI teachers at SMP Negeri 1 Banjaran often use audio visual media when providing Islamic Religious Education lesson material. (3) The use of audio-visual media on student learning outcomes in Islamic Religious Education and Character subjects for classes VIII J and VIII K at SMP Negeri 1 Banjaran has a positive effect. This is proven by the results of the Pearson correlation test calculation of 0.505 with a significance value of 0.000 < 0.05, which means the correlation between variable X (Audio Visual Media) and Variable Y (Student Learning Outcomes) with a moderate correlation value.

Keywords: ***Influence of Audio-Visual Media, PAI Learning Outcomes, Students.***

1. INTRODUCTION

The learning process and learning atmosphere greatly support the success of an education. Learning can occur because of a person's interaction with their environment which eventually results in a change in behavior in several aspects, namely cognitive, affective and psychomotor aspects (Jihad &; Haris, 2012). While learning is defined as a complex activity, namely delivering material orally and in writing, creating a conducive atmosphere, guiding students in learning, motivating

students and assessing the results of student learning activities carried out by teachers to create an environment that builds students to want to learn (Susanto, 2013). Education is very important given to every human being to make him an intelligent and good moral person because the fact is that humans at birth do not know anything.

Every teacher wants their students to be smart children and get the best learning results in carrying out learning. However, when looking at reality, it is not easy, therefore, the effort to realize this is to carry out an interesting learning process, thereby reducing or even eliminating the psychological burden on students (Siti Kalisom, 2020/2021). Interesting learning will certainly run well if accompanied by the preparation of a learning atmosphere that can encourage students to deepen the learning material. So that what teachers need to prepare is to prepare learning media well, a learning environment that is arranged according to the material to be learned, and use learning methods that are in accordance with student characteristics (Hamzah &; Nurdin, 2012). When viewed from the actual conditions in this study, a learning innovation is needed so that the atmosphere in the classroom becomes interesting and fun and can increase student learning motivation. The preparation of interesting learning by teachers greatly determines the learning process to be more effective and efficient, so teachers should always be able to innovate so that learning is interesting for students.

State Junior High School 1 Banjaran is one of the State Junior High Schools in Banjaran precisely on Jalan Raya Banjaran No 13, Banjaran, Banjaran District, Bandung Regency. Students at this school come from diverse backgrounds and with diverse intelligences. The average student when given learning methods as usual during learning such as lecture methods, questions and answers and so on they easily feel bored, bored, sleepy and like they have no motivation in learning, this can be seen from the habits of students who often enter late as well as from learning results that are under KKM. As was the case in class VIII J and class VIII K which amounted to 60 students, where before the learning innovation in PAI learning in particular, only 5 students or about 9% exceeded KKM, 20 students or 33% met KKM and 35 students or 58% less than KKM. This shows that lack of learning motivation for students can cause learning cannot run well because with low student motivation in learning, it can certainly cause learning goals cannot be achieved, besides that teachers focus on explaining the material while students do not focus on paying attention and so on. For this reason, in overcoming this, a more interesting and interactive learning innovation is needed. One form or way that can help teachers and students of State Junior High School (SMP) 1 Banjaran in a more interesting and interactive learning process is to use technology-based learning media. Where this media is expected to improve student learning outcomes and cause curiosity and interest in student learning, so that they can be actively involved in the learning process.

Based on dialogue with 3 PAI teachers with Mrs. Een Cohmayarida, M.Pd, Mr. Anzas Asmara, S.Pd., I, and Mr. Tansa Gasira Baskara, S.Pd., I the media in the school are PAI textbooks, Student Worksheets (LKS), White Board, and Audio Visual media such as VCD (Digital Cassette Video). The use of media is adjusted to the material to be delivered. Meanwhile, media such as the internet are used to find learning materials (Principal of SMP Negeri 1 Banjaran, Friday, April 21, 2023 at 10.00 WIB).

Based on the results of a pre-survey conducted that PAI teachers use audio-visual media through LCD, laptops in the form of Videos or VCDs are good in terms of learning PAI lessons, but there are still some students whose learning outcomes are not in accordance with the KKM (Minimum Completeness Criteria) determined by PAI teachers, so that value data and learning media data are produced.

Table 1 Results Data Before Research on Learning Outcomes Scores of PAI Class VIII J and Class VIII K Subjects in State Junior High School (SMP) 1 Banjaran for the 2022/2023 Academic Year

No	Valu	Category	Sum	Presentation

	e		Student	%
1	>75	Complete	25	42%
2	<75	Unfinished	35	58%
Total			60	100%

Student data from Class VIII J and Class VIII K at SMP Negeri 1 Banjaran.

The technology-based learning media used in State Junior High School (SMP) 1 Banjaran is Audio Visual Media which is a learning media with the delivery of material and its absorption through the senses of sight and the sense of hearing. This media has advantages, including easy to understand, enjoyable, easy to obtain and produce by yourself (Azhar Arsyad, 2013). In addition, 3-dimensional audio-visual media gives a pure impression, with the sound produced will cause reality in the image to become pure expression so that by watching learning videos and listening to sound, students can see purely so that learning can be easier to capture.

SMP Negeri 1 Banjaran applies audio-visual learning media to be used by every teacher, especially PAI teachers in the learning process. In its application, State Junior High School (SMP) 1 Banjaran certainly facilitates facilities and infrastructure to support learning with audio-visual media, namely by providing media such as projectors and screens as well as speakers that are good enough to be used by every class and every level. However, from the teaching materials themselves, the school handed over to their respective teachers to find and develop them according to their respective knowledge and creativity. With the application of learning media, student learning motivation increases because it is attractive to students. At first students felt bored and bored because of the same method, namely the lecture method, question and answer and so on, after the existence of this audio-visual learning media students became more focused on paying attention, even learning became more meaningful and students became easier to understand and master learning even though there were some students who were slow in understanding but they still paid attention to learning with this audio-visual media. This audio-visual learning media can also improve the learning outcomes of students of State Junior High School (SMP) 1 Banjaran.

State Junior High School (SMP) 1 Banjaran also not only facilitates media to support the technology-based learning process, but also facilitates by providing training to each teacher, where the training is training both held by the school and training outside the school. Training held by the school is carried out 2 times in 1 semester. In the application of audio-visual media in State Junior High School (SMP) 1 Banjaran after receiving training, teachers often apply it, especially PAI teachers often use audio-visual media adapted to the teaching material that will be given to students. In addition to training provided by schools in improving teacher performance, teachers themselves also often practice through *platforms* such as YouTube and exchange knowledge with other teachers in developing audio-visual media.

Canva application training as a strategy to improve *the knowledge technology* of secondary school teachers at SMPN Negeri 1 Banjaran. Canva application training activities for secondary school teachers are carried out to optimize knowledge technology capabilities which have implications for improving the ability *of Technological Pedagogical Content Knowledge* (TPACK) in utilizing learning applications. From the results of research that I have researched in the field at SMPN Negeri 1 Banjaran, it was found that the use of Canva in making learning media runs optimally. For this reason, so that teachers can more optimally use learning media through Canva, the Canva training team provided a Canva application training as a strategy to improve the knowledge technology of *State* Junior High School 1 Banjaran teachers. This activity was opened by the principal of SMPN 1 Banjaran, Mr. Dodi Akhadi, S.Pd, M.Pd.

With several methods carried out such as the presentation of the introduction of the application and Canva features, after that the team shared the Canva Pro account with the teachers. The features of the Canva Pro application are more complete and include all the features needed to design learning devices and media. After that, in the discussion and question and answer activities, as well as Practical Work, teachers were given the opportunity to ask things that were not understood related to the Canva application. Then continued with the provision of structured tasks as well as consultation and mentoring of activity participants. The training is carried out with the aim of the output produced in this training, teachers have new knowledge in utilizing technological advances, especially the use of the Canva application which can be used to support the application of *Technological Pedagogical Content Knowledge* (TPACK) in learning activities.

The learning outcomes of students of State Junior High School (SMP) 1 Banjaran after the implementation of technology-based learning media, namely audio-visual media, provide good results. The learning outcomes of students who were initially under KKM, after using audio-visual media have improved. The average student has met the KKM standard and even some students have exceeded the KKM standard, this shows good results from the learning process that takes place. Where initially only 25 students met the KKM and 35 students who had not completed or had not met the KKM. After the audio-visual media was used, there was an increase of 99.2%, to 57 students who met the KKM and only 3 students who did not meet the KKM. In addition, currently students' learning motivation continues to be maintained and even increased, they are very enthusiastic and enthusiastic in learning when the learning process takes place using audio-visual media.

Table 2 Student Grade Data Before and After Using Audio Visual Learning Media

	Meet and Exceed KKM	Has Not Met KKM
Before the Use of Audio Visual Media	25	35
After Use of Audio Visual Media	57	3

Media is not only as tools and materials but also as things that can enable students to gain knowledge, so in general according to Gerlach media includes people and equipment materials (Indah Ayu Ainina, 2014). State Junior High School (SMP) 1 Banjaran, teachers as a medium are facilitators for students to gain knowledge supported by teaching material media such as projectors as a support in the audio-visual media-based learning process. As facilitators, teachers should have knowledge and skills in using various kinds of learning media, including technology-based learning media such as audio-visual media. Although at first teachers at Sekolah Menengah Junior (SMP) Negeri 1 Banjaran stuttered technology, over time, now teachers at Sekolah Menengah Junior (SMP) Negeri 1 Banjaran have been able to use these technology-based learning media.

In using audio-visual media, there are several things that must be considered by teachers, including teachers must prepare in advance the right and appropriate learning units to achieve the expected learning objectives and teachers must also know the duration of the audio-visual media to be used (Suyahman, 2021). Meanwhile, the current condition in SMP Negeri 1 Banjaran is still constrained by limited time that must be faced by teachers even though it has previously been included in the RPP. However, SMP Negeri 1 Banjaran is not perfect. The limited time faced by teachers in using audio-visual media and limited material recording are problems that must be faced by teachers.

From the description above, it can be understood that, learning media is a set of tools or complements used by an educator in communicating with students. Thus, the use of media is expected to help teachers solve problems in the learning process so that teaching and learning activities can run as expected.

2. IMPLEMENTATION METHOD

This type of research is descriptive quantitative research and the research design is correlational. The research sample used a systematic sampling technique, which uses special criteria for a sample of 60 respondents. Data collection techniques use observation, questionnaire, and documentation techniques while data analysis techniques use descriptive and inferential statistical techniques using the help of SPSS software version 24.0.

3. RESULTS AND DISCUSSION

This research is quantitative where the data produced will be in the form of numbers. The data obtained was analyzed using Microsoft *excel 2010* program and *Statistical Product and Service Solution (SPSS) 24.0 For Windows.* This research was conducted by taking samples from one population, then using questionnaires as a data collection tool.

The data generated from the questionnaire is in the form of numbers, which is then analyzed using the *Microsoft excel 2010* program and *Statistical Product and Service Solution (SPSS) 24.0 For Windows.*

The purpose of this study is to determine the influence of the use of audio-visual media on the implementation of Islamic Religious Education and Ethics learning in schools.

The data obtained from the results of the study were used by researchers to answer the formulation of the problem and test hypotheses that had been made previously by researchers, namely the influence of the implementation of Islamic Religious Education learning and Ethics Using Audio Visual Media on Student Learning Outcomes at school.

With Ha : The Better the Implementation of Islamic Religious Education and Ethics Learning Using Audio Visual Media, the Better the Learning Outcomes of Students in Schools.

Dan Ho : The lower the implementation of Islamic Religious Education and Ethics Learning Using Audio Visual Media, the lower the Learning Outcomes of Students in Schools.

E. Discussion

Researchers used research results based on respondents' answer scores obtained from questionnaires. Each respondent's answer was given a tiered score using a Likert scale with answer choices 1 to 5. Value 5 (five) is obtained if the respondent answers strongly agree (SS), Value 4 (four) is obtained if the respondent answers affirmatively (S), Value 3 (three) is obtained if the respondent answers undecided (R), Value 2 (two) is obtained if the respondent answers disagree (TS), Value 1 (one) is obtained if the respondent answers strongly disagree (STS).

To test the effect of the use of audio-visual media on student learning outcomes, it will be tested through variable X (use of audio-visual media) and variable value Y (student learning outcomes).

1. Descriptive Analysis

Descriptive analysis is a statistic to analyze data that has been collected and then described, described, and concluded to the public. The following are the results of descriptive

analysis of the two variables, namely variables X (Audio Visual Media) and Y (Student Learning Outcomes).

a. Variable X (Audio Visual Media)

Based on the results of the questionnaire distribution on August 11-12, 2023, the following data were obtained:

Table 3 Descriptive Statistical Results (Variable X)

Statistics						
		TOTAL_X1	TOTAL_X2	TOTAL_X3	TOTAL_X4	TOTAL_X5
N	Valid	60	60	60	60	60
	Missing	0	0	0	0	0
Mean		29,85	29,77	29,82	29,80	29,75
Std. Error of Mean		,097	,120	,110	,116	,129
Median		30,00	30,00	30,00	30,00	30,00
Mode		30	30	30	30	30
Std. Deviation		,755	,927	,854	,898	1,002
Variance		,570	,860	,729	,807	1,004
Range		5	5	5	5	5
Minimum		25	25	25	25	25
Maximum		30	30	30	30	30
Sum		1791	1786	1789	1788	1785

The results showed that the variable scores of audio-visual media use were between 25 to 30, the mean (average value) of variables X.1, X.2, X.3, X.4, and X.5 was 29.85, 29.77, 29.82, 29.80, 29.75, median (middle value) 30. The mode (frequently occurring value/score) is 30, the variance (a measure of the spread of data from its mean value) for X.1, X.2, X.3, X.4, and X.5 is 0.570, 0.860, 0.729, 0.807, 1.004. The standard deviations (the value of the amount of data that differs from the mean value) of X.1, X.2, X.3, X.4, and X.5 are 0.755, 0.927, 0.854, 0.898, 1.002.

b. Varibel Y (Student Learning Outcomes)

Based on the results of the questionnaire distribution on August 11-12, 2023, the following data were obtained:

Table 4 Descriptive Statistical Results (Variable Y)

Statistics				
		TOTAL_Y1	TOTAL_Y2	TOTAL_Y3
N	Valid	60	60	60

	Missing	0	0	0
Mean		24,87	24,87	24,70
Std. Error of Mean		,073	,077	,117
Median		25,00	25,00	25,00
Mode		25	25	25
Std. Deviation		,566	,596	,908
Variance		,321	,355	,824
Range		4	3	4
Minimum		21	22	21
Maximum		25	25	25
Sum		1492	1492	1482

The results showed that the variable scores of student learning outcomes were between 21 to 25, the mean (average value) of variables Y.1, Y.2, and Y.3 was 24.87, 24.87, and 24.70. Median (middle value) 25. The mode (frequently occurring value/score) is 25, the variance (a measure of the data spread of the mean value) for Y.1, Y.2, and Y.3 is 0.321, 0.355, and 0.824. The standard deviations (the value of many data that differs from the mean value) of Y.1, Y.2, and Y.3 are 0.566, 0.596, and 0.908.

2. Test the hypothesis

Based on the results of the research described above, it brings researchers to the discussion of research results and then to prove the hypotheses that have been drawn previously by researchers will be proven through testing validity, reliability, correlation and simple linear regression.

a. The Effect of the Use of Audio Visual Media on Student Learning Outcomes in PAI and Ethics Subjects

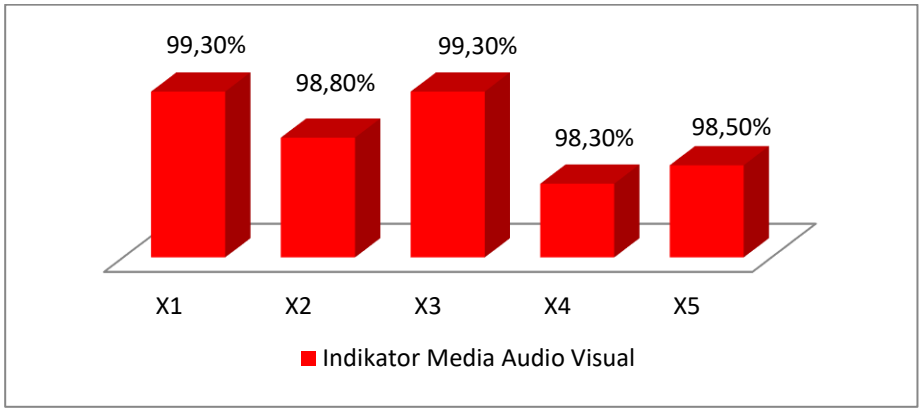
To determine the effect of the use of audio-visual media on student learning outcomes in PAI and ethics subjects, researchers used questionnaire data. The questionnaire consists of several indicators. The following are the results of respondents' answers based on audio-visual media variables and student learning outcomes with the following indicators:

1) Variable X (Use of Audio Visual Media)

The results of respondents' responses related to understanding these indicators can be seen that the results of questionnaires from Audio Visual Media (X) variables with teaching indicators attract more students' attention so that they can foster learning motivation with the aim of learning the average student answer score of 98.5%. This means that the use of audio-visual media can make students want to learn more about the material delivered by the teacher. While the student answer score of 0.7% is the answer from students who are not Muslim (non Muslim).

The following is the data from the questionnaire that has been obtained can be illustrated in the diagram as follows:

Diagram 1 Variable X Questionnaire Results

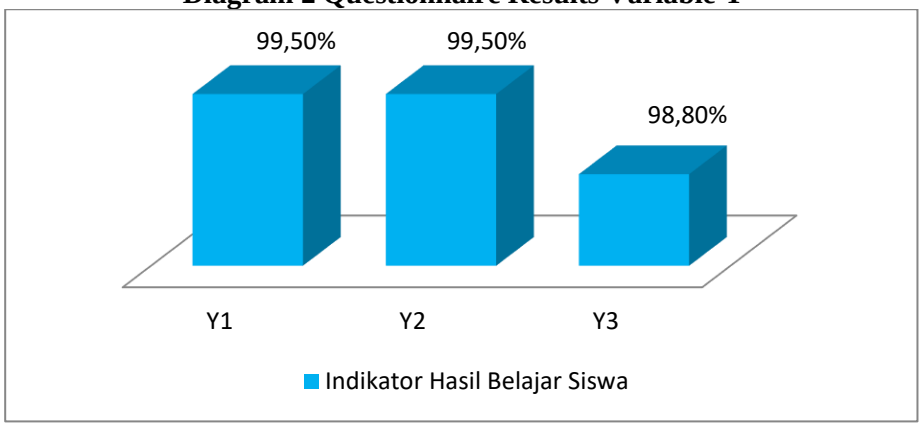


2) Variable Y (Student Learning Outcomes)

The results of respondents' responses related to understanding these indicators can be seen that the results of the questionnaire from the variable Student Learning Outcomes (Y) with the Psychomotor Realm indicator average student answer value of 98.8%. While the student answer score of 0.7% is the answer from students who are not Muslim (non Muslim).

The following is the data from the questionnaire that has been obtained can be illustrated in the diagram as follows:

Diagram 2 Questionnaire Results Variable Y



After the researcher gets the data from the respondent questionnaire results from variable X and variable Y, the researcher will test the influence of the Audio Visual Media variable (X) and the Student Learning Outcome variable (Y) using a computer program application or *Software Statistical Package for the Social Sciences (SPSS) 24.0 for Windows.*

3. Validity Test

The validity test is carried out to find out whether each statement item used in this study is valid or not. This validity test is carried out by comparing the calculated r value with the table r value. If the value of r count is greater than the r value of the table then the item is valid, and vice versa if r count is smaller than r table then the item is invalid. The validity testing in this study using a computer program application or *Software Statistical Package for the Social Sciences (SPSS) 24.0 for Windows.*

This questionnaire used 40 statement items to measure the effect of the use of audio-visual media on student learning outcomes. The following are the results of validity testing

using a computer program application or *Software Statistical Package for the Social Sciences (SPSS) 24.0 for Windows.* Then the result of r count is compared with the r value of the table.

Based on all the questions given to students with the data findings above, the questions that have been asked in this study are valid questions. Validity is a property of measuring instruments that support the level of accuracy, closeness and validity of a measuring instrument to make measurements. The formula used to find validity is the product moment correlation formula.

4. Reliability Test

The next stage after conducting a validity test is to conduct a reliability test. Reliability tests were used to determine the reliability of the statement items used in this study. The reliability test in this study was conducted on 60 respondents in classes VIII J and VIII K with a total of 40 statement items.

Reliability testing is indicated by the *Cronbach Alpha coefficient.*This reliability test is carried out to determine the consistency and accuracy of measurements. According to Wiratna Sujarweni (2014), the questionnaire is said to be reliable if the *Cronbach Alpha* value > 0.6. Reliability calculation of research instruments using *Cronbach Alpha values*, using computer program applications or *Software Statistical Package for the Social Sciences (SPSS) 24.0 for Windows.*

By using *Software(SPSS) 24.0 for Windows* obtained the *Cronbach Alpha* value as follows:

Table 5 Questionnaire Reliability Test Results for Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
,902	25

After knowing the results of the validity of the data from both variables, then proceed with the data reliability test.

Based on the reliability table of variable instrument X (audio-visual media) obtained *Cronbach's Alpha* value of 0.902 ≥ 0.60 at a significant level of α = 5%, then the statement instrument has high *reliability*. So, test instrument data on variable X is mostly valid and *reliable* for all instrument items, so it can be used for data measurement in the context of data collection.

Table 6 Questionnaire Reliability Test Results for Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
,875	15

Based on the reliability table of variable instrument Y (student learning outcomes) obtained *Cronbach's Alpha* value of 0.875 ≥ 0.60 at a significant level of α = 5%, then the statement instrument has high *reliability*. So, test instrument data on variable Y is mostly

valid and *reliable* for all instrument items, so it can be used for data measurement in the context of data collection.

X and Y in this study are reliable, meaning that the items in the statement in the questionnaire representing variables X and Y have a level of reliability or are consistent and precise in measurements for this study.

5. Correlation Test

After it is known that the statement items in this study are valid and reliable, researchers conduct a correlation test, aiming to determine the relationship between the two variables and to find out the similarity of the trend of the two variables, whether when the value of a variable increases it will also be followed by an increase or maybe a decrease in the value of other variables. Or there may also be no pattern of trend similarity between the two variables (Bens Pardamean et al, 2018).

This study used the Pearson Correlation Test method. The type of relationship between the independent variable (X) and the bound variable (Y) can be positive and can be negative. By having a basis for decision making if the significance value < 0.05 then correlated and if the significance value > 0.05 then it is not correlated.

The Pearson Correlation Test has guidelines for the degree of relationship, namely:

- If the Pearson Correlation value is 0.00 – 0.20, it means that there is no correlation
- If the Pearson Correlation value is 0.21 – 0.40, it means that the correlation is weak
- If the Pearson Correlation value is 0.41 – 0.60, it means that the correlation is medium
- If the Pearson Correlation value is 0.61 – 0.80, it means that the correlation is strong
- If the Pearson Correlation value is 0.81 – 1.00, it means a perfect correlation

If the significance value is exactly at 0.05, you can compare the Pearson Correlation with the R table. If Pearson Correlation > r table means related, and if Pearson Correlation < r table means unrelated.

The following are the results of the correlation test from this study:

Table 7 Correlation Test

Correlations

		AUDIO-VISUAL MEDIA	STUDENT OUTCOMES
AUDIO-VISUAL MEDIA	Pearson Correlation	1	,505**
	Sig. (2-tailed)		,000
	N	60	60
STUDENT OUTCOMES	Pearson Correlation	,505**	1
	Sig. (2-tailed)	,000	

	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlation Test Conclusion:

Based on the calculation results using SPSS, it can be seen that the Pearson Correlation value is 0.505 with a significance value of 0.000 < 0.05 which means that it correlates between the independent variable (Use of Audio Visual Media) to the dependent variable (Student Learning Outcomes) with this value, it can be seen that the type of correlation is a moderate correlation.

The Pearson correlation involves one *dependent variable* and one independent variable (Widyanti Ratna Safitri, 2012-2014). The Pearson correlation test is used to determine the degree of closeness of the relationship between two variables on an interval or ratio scale, normally distributed, which will return the value of the correlation coefficient with values ranging between -1, 0, and 1. A value of -1 means that there is a perfect negative correlation value, 0 means there is no correlation and a value of 1 means there is a perfect positive value (Yennita Sihombing, et al 2019). So that the occurrence of a perfect correlation or positive value on variable X (Audio Visual Media) and variable Y (Student Learning Outcomes) are both positively correlated.

6. Simple Linear Regression Test

The purpose of the regression test is to find out or look for the possibility of a causal relationship between two variables by making a model to predict the value of a variable in the future. In regression tests, two types of variables are known, namely independent variables and dependent variables. An independent variable is a variable that can affect the value of the dependent variable. If analogous, the independent variable is a cause, while the dependent variable is an effect (Bens Pardamean, 2018).

This study uses a simple linear regression analysis, which has a decision-making basis that compares the significance value with a probability value of 0.05. If the significance value < 0.05, it means that variable X has an effect on variable Y, and if the significance value > 0.05, it means that variable X has no effect on variable Y.

Simple linear regression analysis is an approach method for modeling the relationship between one dependent variable and the independent variable. In simple regression analysis, the relationship between variables is linear, where changes in variable X will be followed by changes in variable Y constantly.

The main purpose of using this regression is to predict or estimate the value of the dependent variable in relation to the independent variable thus, decisions can be made to predict how much the value of the dependent variable changes when the value of the variable is raised and lowered (Sofar Silaen et al, 2013). The following are the results of the regression test in this study:

Table 8 Model *Summary Table*

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505a	,255	,242	1,638
a. Predictors: (Constant), AUDIO-VISUAL MEDIA				

From the table of the summery model of the simple linear regression test, it can be explained that the magnitude of the correlation / relationship value (R) is 0.505. From this output, a coefficient of determination (R square) of 0.242 was obtained, which contains the understanding that the influence of the independent variable (Audio Visual Media) on the dependent variable (Student Learning Outcomes) is 24.2%.

Table 9 Table Anova

ANOVAa

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	53,144	1	53,144	19,811	,000b
	Residuals	155,589	58	2,683		
	Total	208,733	59			

a. Dependent Variable: STUDENT LEARNING OUTCOMES
b. Predictors: (Constant), AUDIO-VISUAL MEDIA

Regression Test Conclusion:

The anova test is a special form of statistical analysis that is widely used in experimental research. The anova test is also a form of statistical hypothesis test where we draw conclusions based on inferential statistical data or groups (Sugiyono, 2010). Based on these outputs, it can be seen that the value of F count = 19.811 with a significance level of 0.000 < 0.05, then the regression model can be used to predict the participation variable or in other words there is an influence of the Audio Visual Media variable (X) on the Student Learning Outcome variable (Y).

4. CONCLUSION

The analysis described in this thesis, which discusses the Influence of Audio Visual Media on PAI Learning Outcomes and Student Ethics, can be drawn the following conclusions:

The level of achievement of Audio Visual Media on Student Learning Outcomes in the subjects of Islamic Religious Education and Ethics Class VIII J and VIII K at SMP Negeri 1 Banjaran has increased high. This is evidenced by the total score obtained 0.992 or 99.2% of the established criteria.

PAI teachers at SMP Negeri 1 Banjaran often use audio-visual media when providing Islamic Religious Education learning materials. The use of audio-visual media on student learning outcomes in the subjects of Islamic Religious Education and Ethics classes VIII J and VIII K at SMP Negeri 1 Banjaran has a positive effect. This is evidenced by the results of calculating the pearson correlation correlation test of 0.505 with a signification value of 0.000 < 0.05 which means that it correlates between variable X (Audio Visual Media) to Variable Y (Student Learning Outcomes) with a moderate correlated value.

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