

Effectiveness Of Using Video Audio Visual Media In Forming Social Attitudes On Akidah Akhlak Lessons Students Of The Mtsn Cisaat Cirebon IX Class

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Abstract: The purpose of this study is to see the effectiveness of using audio visual media in shaping social attitudes. The research methodology used is statistical analysis with an inference approach, This research included pre-experimental design with one group pre-test-post-test design. The results showed that the use of audio-visual media to increase the formation of social attitudes showed significant results.

Keywords: audio visual; social attitude

1 INTRODUCTION

The 2013 curriculum is rooted in a competency-based curriculum. Competence here is interpreted as the ability of a person to behave, use knowledge and skills to carry out a task in school, society, and the environment in which the person interacts. The element of change in the 2013 curriculum lies in four components which include graduate competency standards, content standards, process standards and assessment standards. Competency standards are then operationalized in the form of core competencies. Core competencies must describe a quality that is balanced between the achievement of hard skills and soft skills. Furthermore, core competence is broken down into what is called basic competence which is defined as content or competency which consists of attitude, knowledge and skill that are based on core competencies that must be mastered by students. These competencies are developed by taking into account the characteristics of the educator, the initial abilities, and the characteristics of a subject. (Abdul Majid, 2014: 50-52). Next thing that needs to be emphasized is the standard process that emphasizes the scientific approach which emphasizes activities: observing, asking, trying/exploring, reasoning/ associating and communicating. The standard of assessment emphasized in authentic assessment is described as an assessment of the development of students, because it focuses on their developing ability to learn how to learn about the subject. This assessment is expected to be able to describe the attitude, skill and knowledge of what students have or haven't had, how they apply the learning process, and so on. (Abdul Majid, 2014: 240). From several aspects in the 2013 Curriculum there is one aspect that needs to be taken into consideration that is related to the learning process or attitude internalization and its implications for authentic assessment. Although the attitude learning process emphasizes more on the indirect teaching process at the time of learning knowledge and the application of knowledge or skills, (Abdul Majid, 2014: 50), however, it does not mean that it cannot be taught in direct teaching or more even worse the

learning process can hardly be identified, or in other languages it is never intentionally done systematically. For this reason, efforts to use methods and media are needed to develop attitudes. One method that can be used is motivation. However, the motivational method is more emphasized in the verbal form by relying solely on the auditory system of students. For this reason, a motivational method is needed that does not rely solely on the auditory system but also combines with other sensory senses, which in this case is vision. The combination of these two sensor systems is assumed to produce learning or changes in students' social attitudes. The media that facilitates it is found in audio visual media. One form of audio visual media used in this case is video. The video used in this case is a video that contains a moral message that is packaged in a story that is common in everyday life. Moral messages are made intentionally and dramatically by presenting settings and roles that are easy to understand and combined with such dynamic background effects. The end result is a video that can arouse the heart of the viewers and at the same time influence the tendency of their behaviors to match what they see. This study aims to look at the effectiveness of the use of audio visual media in shaping social attitudes at MTs N Cisaat Cirebon since this islamic school is one of the model schools and getting assistances from foreign institutions related to learning processes.

2 LITERATURE RIVIEW

Media is generally interpreted as middle, intermediary or introduction that comes from Latin medius. In general, media is defined as all forms of intermediaries to spread or convey messages and ideas to the recipient. The National Education Association (NEA) defines media as objects that can be manipulated seen, heard, read or discussed along with the instruments used for these activities. (Mukminan, 2009: 97) Audio visual media is a means or complete media to collaborate visual forms with audio. According to Syaiful Bahri and Aswan (2002: 141) audio-visual media is a media that have better abilities because it covers two aspects at once. According to Amir Hamzah Sulaiman (1985: 11) audio-visual devices are tools "audible" meaning that they can be heard and tools that are "visible" means that they can be seen that function so that communication becomes effective. Andre Rinanto (1982: 21) added that audio-visual media is a media

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consisting of visual media synchronized with audio media, which is very possible for two-way communication between the teacher and student in the teaching and learning process. Attitude is an evaluation of object, issue or people. Attitude is based on affective, behavioral and cognitive information. Affective components consist of one's emotions and feelings towards a stimulus, especially positive or negative evaluations. Behavioral components are the way people act in response to a stimulus. The cognitive component consists of one's thought about certain object such as a fact, knowledge and belief. (Shelly E Taylor, 2009: 165). Meanwhile, social attitude is closely related to norm and value system that exist in a group, where certain individual becomes a member or a desire to establish organizational structural relation and or desire to have psychological relationship. It can also be said that social attitude is closely related to several other concepts of social psychology such as commitment, personal involvement (ego involvement), either in a particular system of norms or values, or certain groups, or perhaps personal involvement in other persons outside themselves. (Alex Sobur, 2003: 371).

3 METHODOLOGY

This research included pre-experimental design with one group pre-test-post-test design (Sugiyono, 2009: 74). The reason researcher chooses experimental research was because researcher wanted to know the effect of using audiovisual media in class IX moral learning in MTs N Cisaat Cirebon. Meanwhile, the reason for choosing the one group pre-test-post-test design method is because of the large population and to facilitate the study of just one class. In this design one group of subjects was used, first the measurement (pre-test), then carried out the treatment (treatment), then carried out the measurement again (post-test). Thus the result of treatment can be known more accurately, because it can be compared with the situation before and after being treated. In this study the sample was first given a pre-test, then treated with audiovisual media and after that was given a post-test. Then it was analyzed whether there was an effect of the use of audiovisual media and its effectiveness compared to class with a conventional media.

4 RESULT AND DISCUSSION

The social attitude shown by class VIII students of MTs N Cisaat Cirebon is based on the the attitude scale questionnaire distributed that the average score data (mean) obtained from the control class is 32.8500, while the mean score result from the control class is 34.6750. The minimum values are 19.00 and 27.00, the maximum values are 38.00 and 40.00. And the results of the N-gain analysis obtained an average experimental class learning outcomes of 0.0292 including very low criteria. Based on the results of the normality test, the sig value is obtained. N-gain experimental class with the Kolmogorov-Smirnov test obtained 0,000 below 0.05, thus H_0 is rejected and H_a is accepted, meaning that the data gain of the experimental class from the population that is not normally distributed. Mann Whitney shows Mean Rank or average rank for each group. That is, in the group to one the average rating is 21.90 higher than the second rank average of 19.10. From the calculation result showed a value of U of 172 and a value of w of 382. If it is converted to the value of Z then the magnitude is -763. The sig value or P Value is 0.446 > 0.05 so that according to the basis of decision making in the Mann Whitney Test it can be concluded that H_0 is accepted.

Then there is no significant difference. From the calculation results show that the value of U is 190 and the value of w is 400. If converted to the value of Z then the magnitude is -277. The sig value or P Value is 0.782 > 0.05 so that according to the basis of decision making in the Mann Whitney Test it can be concluded that H_0 is accepted. Then there is no significant difference. From the calculation results obtained the effect size d-Cohen equal to 0.8 see from the criteria proposed by Cohen in calculating the effect size, if $d > 0.8$, it can be concluded that the result of the effects are moderate. Based on the result of the research and analysis of the data shows that the use of audio-visual video media has an effect on the formation of social attitudes in students of MTs N Cisaat Cirebon. In detail the increase in social attitudes includes: increasing ethical sensitivity of students from 78.75% to 87.5%. This means that if students are faced with a particular situation they will consider it to be moral. This can also mean that students will be sensitive or concerned about a moral event. There was an increase in students' ethical considerations from 93% to 93.25%. This means that if students are faced with certain situations, they will tend to have solutions or alternative actions to be taken. This can also mean that when students are faced with a moral event they will have a view of what they must do. There was an increase in students' ethical motivation from 86.75% to 87.75%. This means that when faced with a certain moral situation students have the power to encourage them to intervene or be involved in these moral events so that they can direct the desired event and avoid the unwanted consequences that may not only be possible or not. morality even other aspects of the consequences of an event. There has been an increase in students' ethical behavior from 69.25% to 75.5%. This means that after students have ethical motivation or strength or ability in themselves related to a moral event then the next is ethical action or behavior itself. In this level, the normative values students have cognitively can be actualized in real actions

5 CONCLUSIONS

The influence of the use of audio visual media on the social attitudes of students in moral learning at MTs N Cisaat Cirebon is relatively small because the media is U value of 172 and the value of w is 382. If it is converted to the value of Z then the magnitude is -763. The sig value or P Value is 0.446 > 0.05, so that according to the basis of decision making in the Mann Whitney Test it can be concluded that H_0 is accepted, which means there is no significant difference. The magnitude of the effect of the use of audio visual media on the social attitudes of students in moral literacy at MTs N Cisaat Cirebon is of moderate effect because the effect size d-Cohen is 0.8 looking at the criteria proposed by Cohen in calculating the effect, if $d > 0.8$.

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