

Film Learning Media and Increasing Students' Learning Concentration

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Abstract: *This study aims to find out whether there is an effect of using audio-visual film media on the learning concentration of students in the class X Al-Qur'an Hadith subject at MA Daarul Ma'arif. In this study the authors use quantitative methods with a correlation approach. The population is all class X with a sample of 43 people from the results of the slovin formula. In the process of collecting data, the author uses observation techniques, interviews and questionnaires or questionnaires. The results of the questionnaire on the use of audio-visual film media that the average response of the respondents was 82.63% and the student learning concentration questionnaire that the average response of the respondents was 85.58%, which means that the two score variables were in the high category. The results of the coefficient test hypothesis from the coefficient table can be seen at a significant level of 0.039 which means that it is based on the provisions of the p-value. Because the significance of $0.039 < 0.05$ then H_0 is rejected, which means H_a is accepted. This means that the regression coefficient is constant significant.*

Keywords: *Film Media, Learning Concentration, Al-Qur'an Hadith*

Introduction

Advances in science and innovation have brought about change significant aspects of humans, including schools. Training is teaching and learning actions both face-to-face and personal. Given the instructive difficulties in further education, learning Mixtures have turned into a typical practice in colleges. Lots elements that influence or support the success of students and educators in the learning process (Arsyad, 2019).

Learning media aims to improve student learning so as not to be bored, lazy when learning activities. The function of the media is to help the learning process and one of the efforts to improve the quality student education (Supriyono, 1991).

Learning concentration is the ability to focus thinking or sorting information that is not needed in a learning system that should be considered by the instructor is a means to create an atmosphere who are fun and have the option to think well when learning takes place. In the learning and learning process when unfocused or not thinking when the teacher explains, it can be said that there is saturation in the delivery of the material. In this way, the atmosphere that help needed. One of the efforts made is by using learning media or video shows, such as

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showing recorded films, with the aim that students are not tired in learning learning system (N. & H.B., 1973).

Based on the results of observations, there are students who complain when the process learning takes place, the learning atmosphere is saturated and boring, learning monotonous only with the lecture method. So that students do not concentrate in following the lessons of the Qur'an Hadith (Assya'bani et al., 2021).

Based on the results of interviews several problems related to learning media, including learning that takes place using media packages, Al-Qur'an, blackboard. Less media used varies, researchers have not met teachers who use film media. So that students are not enthusiastic in learning and do not pay attention to the teacher. Students also find it difficult to understand the material presented.

The nature of learning can be influenced by several variables including students, educators, subjects, educational programs, learning techniques, schools and learning framework. With this media, it is believed that it can help students to more concentration, clarity of mind, have fun and get used to it with the material independently.

Thus, based on the description above, the things that obstacles in learning Al-Qur'an Hadith in class X MA Daarul Ma'arif caused by the use of learning media in the learning process teaching that has not been maximized by the teacher so that students are not enthusiastic in learning teaching and learning process.

The presence of learning media in the educational process and learning affects the level of focus so that students effectively obtain, digest and pay attention to the material presented by straightforward. Therefore, the use of media is relied on to help instructor in dealing with problems in the learning system so that the exercise show can run according to its shape. From the description of the problems above, it can be concluded that the media can used as a learning medium to optimize the learning process teaching on Al-Qur'an Hadith material, to conduct research with the title "The Effect of Using Audio Visual Film Media on Concentration" Student Learning in Al-Qur'an Hadith Subjects for Class X Students at MA Daarul Ma'arif 2021/2022".

Literatur Review

E-Learning theory describes the principles of cognitive science by using effective multimedia using technology. Audio-visual media are types of media which, in addition to containing sound elements, also contain images that can be seen. Film has many meanings, each of which has a meaning that can be described broadly. Film is a social communication medium formed by the merging of two senses, sight and hearing, which has a core or story theme that reveals a lot of social reality that occurs around the local environment where the film itself grows (Budiarti et al., 2021).

The development of this hoarding media innovation has changed the importance of film from a term that alludes to the material, to a term that alludes to the type of art in general media. In short, today's film is defined as a kind of work that uses sound and visuals as the medium (Jamun, 2018). The film's ability in developing experience relates to three things, specifically for mental purposes, for psychomotor purposes, and for emotional purposes. In accordance with mental goals, films can be used to:

1. Shows recognition or separation of important variables of movement feeling, such as the speed of moving objects, and so on.
2. Indicate the rules and standards. Films can also display the development of verbal articulation, such as in still images and print media. For example, to show the importance of authenticity, courage, etc.
3. Show examples of appearance models, especially in situations that show human communication.

Related to psychomotor goals, films are used to show examples of ability development. This medium can also reverse or speed up motion, show me how. Utilize an instrument, how to do an activity, and so on. Likewise, this film can also provide delayed criticism to students outwardly to show their level of ability in reducing developmental abilities, after some time later. Films should be selected to fit the lesson being taught. For this reason, the teacher must know the available films and see them first. To find out the benefits for the lesson. After the film is shown, a discussion needs to be held, which also needs to be conveyed beforehand. There are times when certain films need to be screened twice or more to pay attention to certain aspects. So that the children do not only view the film as entertainment, they were previously assigned to pay attention to certain things. After that it can be tested how much they can catch from the film (Imam Tabroni et al., 2022).

Using film media in education and classroom teaching is very useful, especially for: Develop students' thoughts and opinions, increase memory in lessons, develop students' fantasy power, and growing interest and motivation to learn (Monette et al., 2013).

Steps for Utilizing Film Media. There are several steps that must be taken in the use of film as a teaching medium. These steps are as follows:

1. The teacher prepares learning tools, tools and materials for the implementation of learning activities.
2. The teacher chooses a film that fits the learning material.
3. The teacher motivates learning by doing chants, brain exercises.
4. The teacher connects the material with the material in the previous chapter.
5. The teacher conveys the theme and learning objectives.
6. The teacher presents film shows that are in accordance with the learning material.
7. The teacher divides the students in the class into several groups.
8. The teacher asks each group to write down the results of their assignments and present them.
9. The teacher asks questions.
10. The teacher concludes the learning material.
11. The teacher closes the teaching and learning activities

Characteristics of Film as a Learning Media

In short, what can be seen in a film should be able to provide tangible results for the audience. In assessing whether a film. Oemar Hamalik suggests that a good film has the following characteristics: Can attract the interest of students, True and authentic, Up to date in setting, clothing, and environment, In accordance with the maturity of the audience, Vocabulary of the

language used correctly, Unity and sequence is quite regular, The technique used is sufficient to meet the requirements and is quite satisfactory. In summary, it can be said that a film is said to be good if it meets several requirements, including being very attractive to students and authentic, up to date, in accordance with the child's maturity level, the language is good and appropriate, encouraging student activity in line with the content of the lesson and satisfying in terms of technique (Wang, 2012).

Concentration is a state of mind or conditioned association that is activated by sensations in the body. To activate sensations in the body need a relaxed state and a pleasant atmosphere, because in a tense state a person will not be able to use his brain optimally because the mind becomes empty (McMillan & Schumacher, 2001) Concentration is the ability to focus thoughts or mental abilities in sorting out unnecessary information and focusing only on needed information. Concentration is needed in learning. Without this learning will not be effective and will cause a person's attention to disperse towards an object (Susanti, 2021).

Cassification of learning behavior that can be used to determine the characteristics of students who can concentrate as follows: Cognitive behavior, namely behavior related to knowledge, information, and intellectual skills problems. In this cognitive behavior, students who have learning concentration can be seen through: The readiness of knowledge that can appear immediately if it is found, Comprehensive in the interpretation of information, Apply the acquired knowledge, Able to conduct analysis and synthesis of knowledge obtained, Effective behavior, namely behavior in the form of attitudes and apperception. In this behavior, students who have learning concentration can be seen through: The existence of acceptance, namely a certain level of attention, Response, namely the desire to react to the material being taught, Expressing a view or decision as an integration of a person's beliefs, ideas and attitudes, Psychomotor behavior. In this behavior, students who have learning concentration can be seen through: There is proper limb movement or in accordance with the teacher's instructions, Non-verbal communication such as facial expressions and meaningful movements (Hill, 1990).

Language behavior. In this behavior, students who have a concentration in learning can be seen through their well-coordinated and correct language activities. Based on the description above, it can be concluded that the characteristics of students who can concentrate on learning appear in their attention focused on things explained by the teacher or the lessons they are studying (Trilling & Fadel, 2009).

Methodology

In conducting research that will take place, researchers using quantitative methods with a correlation approach to find out two variables that have an influence between the variable x and the variable y, where variable x is the effect of using audio visual media and variable y is the concentration of student learning. This research is conducted to find out the effect of using audio-visual film media on learning concentration students of Al-Qur'an Hadith at MA Daarul Ma'arif.

Findings & Discussion

After calculating the collected data, it can be found the number of scores variable use of audio-visual film media obtained through data collection = 1,066. Thus the value of using audio media

visual film $1.066 : 1290 = 0.82 = 82.63\%$ of the expected. So, value use of audio visual film media = 82.63% of the expected. Results expected is 100%.

After calculating the collected data, it can be found the number of scores variable student learning concentration obtained through data collection = 1.104. Thus the value of student learning concentration $1.104 : 1290 = 0.85 = 85.58\%$ of expected. So, the value of student learning concentration = 85.58% than expected. The expected result is 100%.

Based on the results of the analysis of the data obtained in Table 7.4 Correlations that the correlation between the use of audio-visual media films on student learning concentration has a positive relationship. Score There is a significant relationship between the use of audio-visual film media on students' learning concentration ($0.039 < 0.05$) this shows that there is a significant relationship significant. The relationship between the use of audio-visual film media on student learning concentration of 0.316.

Based on the results of SPSS output, the R value is 0.316, it means the relationship between the use of audio-visual media and learning concentration strong student. If the value of the correlation coefficient R is squared, it is $0.316 \times 0.316 = 0.100$ obtained the value of the coefficient of determination. This shows that the dependent variable can be explained by the independent variable by 31.6% and the rest which is 68.4% influenced by other factors outside of this study.

With this it can be said that the higher or the more frequent using audio-visual media, the higher the concentration of student learning (Ladera, n.d.). Again Also, if the use of film audio-visual media continues to be improved then concentration of student learning will be more focused in learning (Schunk, 2015). Side effects The results of this study have similarities with previous research on positive influence of the use of learning media on PAI learning achievement. Past exploration also shows there is a positive influence of the use of learning media on class x Islamic religious education learning achievement (Tabroni, 2019).

Based on the results of data analysis and processing in this study It can be said that the use of film audio-visual media has a role in which is important in increasing the concentration of student learning. Until the process Al-Qur'an Hadith learning with audio-visual film media will increase the maximum concentration of learning. Thus there is the effect of using audio-visual film media on learning concentration class X students in the subject of Al-Qur'an Hadith at MA Daarul Ma'arif.

Conclusion

Based on the results of research and data analysis that the author collect, with the problem formulation "Is There Any Effect of Use" Audio Visual Film Media on Students' Concentration of Learning Al-Qur'an Hadith Class X at MA Daarul Ma'arif?" then the writer concludes as following: After calculating the collected data, it can be found the number of scores variable use of audio-visual film media obtained through data collection = 1,066. Thus the value of media use audio-visual film $1.066 : 1290 = 0.82 = 82.63\%$ of the expected. So the value of using audio visual film media = 82.63% of the expected. The expected result is 100%. After calculating the collected data, it can be found the number of scores variable of student learning concentration obtained through collecting data = 1.104. Thus the value of student learning concentration is $1.104 : 1290 = 0.85 = 85.58\%$ of the expected. So the concentration value

student learning = 85.58% of the expected. Expected results is 100%. Based on the Coefficients table, it is known that the calculated T value is 2.130 and the T table 2.020 so $2.130 > 2.020$, and the significant value or probability is 0.039. So based on statistical testing H_0 is rejected and H_a is accepted. Thus it can be interpreted that there is a moderate influence between the variables of the use of audio visual film media on concentration student learning. It can be said that the use of Audio Visual Film media has a very important meaning for learning, so that students become more vibrant, fun, less tiring/repetitive, simpler and remembering examples, so that developing experiences can work properly and correctly.

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