

**THE INFLUENCE OF LEARNING MEDIA USE
AUDIO VISUAL ON STUDENT LEARNING OUTCOMES
ON THE SUBJECT OF MORAL BELIEFS AT MAN 2 BANDUNG
REGENCY**

**Muhammad Rizky Ali Maulana¹, Miftahul Huda², Imas Kurniasih³, Mukhlisah⁴,
Moch Fadlani Salam⁵, Supala⁶**

¹⁻⁶Universitas Muhammadiyah Bandung

Email: ¹⁾akurizkyali@gmail.com, ²⁾miftah.elhuda@umbandung.ac.id,
³⁾Imaskurniasih@umbandung.ac.id, ⁴⁾mukhlisah@umbandung.ac.id, ⁵⁾elfadlan@gmail.com,
⁶⁾supala@umbandung.ac.id

Abstract

Audio-visual learning media are channels of message delivery that utilize the senses of hearing and sight. In the subject of Akidah Akhlak, they serve as a bridge to enhance student learning outcomes. Learning outcomes are the results achieved in the form of numbers or scores obtained after being given a learning outcome test at the end of each lesson. The use of audio-visual learning media in the subject of Akidah Akhlak can be a bridge to improve student learning outcomes. The purpose of this study is to determine 1) the percentage level of the use of audio-visual learning media, 2) the percentage of student learning outcomes in the subject of Akidah, 3) the extent of the influence of using audio-visual learning media on student learning outcomes. This research uses a quantitative approach with a total of 36 respondents, and data collection tools in the form of observation, questionnaires, and documentation. The results showed that: 1) The use of audio-visual learning media in the subject of Akidah Akhlak obtained a percentage score of 38% in the sufficient category; 2) Student learning outcomes in the subject of Akidah Akhlak obtained a percentage score of 44.4% in the sufficient category; 3) The influence of using audio-visual learning media on student learning outcomes in the subject of Akidah Akhlak had a very significant effect with a percentage score of 94%.

Keywords: *Use of audio-visual learning media, Akidah Akhlak, student learning outcomes*

1. INTRODUCTION

Learning is an activity that is carried out deliberately or unintentionally by each individual, so that there is a change from not knowing to knowing, from not being able to walk to being able to walk, not being able to read to being able to read and so on (Makki et al., 2019). Learning means learning activities carried out by learners and teachers. The learning process becomes a system in learning. The learning system consists of several components that interact with each other until effective interaction is obtained (Makki et al., 2019). Learning media is one of the components of learning that has an important role in teaching and learning activities. Munadi defines learning media as "everything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipients can carry out the learning process

efficiently and effectively". Kustandi & Sutjipto (Nurdyansyah, 2019). Audio visual learning media is defined as a medium in which there is a combination of image elements and also sound elements. For example, video recordings, movies, television and so on. The results obtained will be better and more interesting if the audio-visual learning media is inserted by the teacher when explaining a material (Anwar et al., 2022). The subject of moral beliefs has a very important role in shaping student behavior, because with moral beliefs lessons, students are not only directed to the happiness of life in this world, but also directed to the achievement of life for happiness in the hereafter.(Sefriani et al., 2024) The learning outcomes obtained from students are useful and important information for both students and teachers, including students' parents. It should be noted that the importance of student learning outcomes for teachers is useful for information and as a measuring tool for the level of effectiveness and success during teaching and learning activities (Sartika et al., 2022).

Based on pre-observation during the Introduction to the Educational Environment (PLP) which was held at MAN 2 Bandung Bandung Regency, the author sees that learning in the subject of Moral Faith has been done learning using learning media. The sign that at MAN 2 Bandung Bandung Regency have carried out learning well. However, when it is used, there are still shortcomings, such as limited projectors, loudspeakers, and *São* to connect to the internet (Alti et al., 2022). Based on the above background, and when pre-observing, the author is interested in conducting a research with the title "The Effect of the Use of Audio Visual Learning Media on Student Learning Outcomes in the Subject of Moral Beliefs at MAN 2 Bandung Bandung Regency".

The objectives to be achieved in this study are:

1. To find out what percentage of the use of audio-visual learning media in moral faith subjects at MAN 2 Bandung , Bandung Regency.
2. To find out what percentage of student learning outcomes in the subject of moral beliefs at MAN 2 Bandung , Bandung Regency.
3. To find out how much influence the use of audio-visual learning media has on student learning outcomes in the subject of moral beliefs at MAN 2 Bandung , Bandung Regency.

THEORETICAL STUDIES

A. Definition of Learning Media

Media comes from Latin and is the plural form of the word "medium" which literally means "intermediary or intermediary" thus the media is a vehicle for distributing learning information or distributing messages. While learning media is a lifeless tool, it is neutral. From the description above, it can be understood that learning media is a tool that can be used as an intermediary of messages to students in the teaching and learning process can run well because the existence of learning media will be able to stimulate students' minds and attention to be active and conducive in the teaching and learning process in the classroom (Zailani et al., 2023).

B. Utilization of Learning Media

The use of learning media means the ability of learners to utilize and benefit for the benefit of learners all existing learning media, both those used in schools and outside schools. In more detail, the benefits of using learning media are:

1. Provide feedback for learning improvements that have been ongoing or are planned.
2. The subject matter for learners is more functional and feels beneficial for them.

3. Provide direct enrichment experience to learners on what has been conveyed by learners.
4. Accustoming learners to be more convincing about the learning being taught, so that it will cause respect and admiration for learners.
5. The learner's feelings will be felt deeply in him by meeting the concepts taught by the learner with what he gets outside of school.
6. Indirectly, learners are accustomed to conducting comparative studies of the material provided by the teacher with those obtained from learning media outside the school (Ramli, 2012).

C. Definition of Audio Visual Learning Media

Audio-visual learning media is a medium for distributing messages by utilizing the senses of hearing and sight. In general, visual audio media according to Edgar Dale's experience cone theory has a higher effectiveness than visual or audio media (Sukiman, 2012).

D. Steps to Use Audio Visual Learning Media

Learning media that have been selected to be used effectively and efficiently need to take steps systematically. According to Muhammad Ramli, there are three main steps that can be done, namely preparation, implementation/presentation, and follow-up (Ramli, 2012). Below will be explained each step as follows:

1) Preparation

Preparation means the activities of a teacher who will teach using learning media. Activities that can be carried out by teachers in the preparation step include making a plan for the implementation of learning as if you are going to teach as usual, in the learning implementation plan include the media to be used, study the instruction manual or accompanying materials that have been provided, prepare the equipment that will be used so that in its implementation there is no rush and looking again and students can see and hear well.

2) Implementation/presentation

Teachers when carrying out the learning process using learning media need to consider such as, ensuring that all media and equipment are complete and ready to be used, explaining the goals to be achieved, explaining what students must do during the learning process, avoiding incidents that can disturb concentration, and student calm.

3) Follow-up

This activity needs to be carried out to strengthen students' understanding of the material discussed using media. In addition, this activity is intended to measure the effectiveness of the learning that has been carried out. Activities that can be carried out include discussions, experiments, observations, exercises and tests. (Kristanto, 2016)

E. Definition of Learning Outcomes

Learning outcomes are composed of two words that form them, namely results and learning. Results provide meaning refers to an achievement due to the implementation of a process or activity that results in a functional change in inputs. Meanwhile, learning is a form of growth for changes in a person that is expressed in a new way of behaving thanks to experience or practice. (Nurfajri & Hanipudin, 2023)

Learning outcomes according to Bloom in Purwanto are classified into three domains that need to be considered in every teaching and learning process. The three domains are cognitive, effective,

and psychomotor domains. The cognitive realm includes learning outcomes related to memory, knowledge, and intellectual abilities. The effective realm includes learning outcomes related to attitudes, values, feelings, and interests. The psychomotor realm includes learning outcomes related to physical or movement skills supported by psychic abilities. (Adibah, 2021)

F. Understanding the Subject of Moral Faith

The subject of moral faith is a lesson that has the purpose of fostering and increasing the faith and piety of students which is manifested in commendable morals, through the provision and accumulation of knowledge, appreciation, and practice of students about Islamic faith and morals, so as to become Muslim human beings who develop and increase the quality of their faith and piety to Allah SWT. (Inayati et al., 2023)

2. IMPLEMENTATION METHOD

This study uses a quantitative research method. In quantitative research methods, generally the problems studied have a wider scope and more complex variations compared to qualitative research. Quantitative research is more systematic, planned, structured, clear from the beginning to the end of the research and not influenced by the circumstances in the field. In a narrower scope, quantitative research is defined as research that uses a lot of numbers, starting from the process of data collection, data analysis and data appearance (Priadana & Sunarsi, 2021). This study took samples from one class out of a total of ten existing classes, namely grades 10-4 consisting of 36 students.

Data collection methods are techniques or methods that can be used by researchers for data collection. Researchers can use one or a combination of techniques depending on the problem they are facing or being researched. In quantitative research, data collection techniques are known: observation, questionnaires, and documentation.

Data analysis techniques are analytical activities in a study that are carried out by examining all data from research instruments, such as notes, documents, test results, recordings, and others. This activity is carried out so that the data is easier to understand, so that a conclusion is obtained. The data analysis used was the validity test, reliability test and chi squared.

3. RESULTS AND DISCUSSION

1. Research Results

This research was carried out on May 6, 2024 at MAN 2 Bandung, Bandung Regency. Madrasah Aliyah Negeri 2 Bandung Regency is located on Jalan Sastra no. 21 C Solokanjeruk Bandung Regency. This location is located on a district road adjacent to the Abdurrahman bin Auf Grand Mosque, the KUA Office, and the State Elementary School. This location makes MAN 2 Bandung Bandung Regency in a rural community that can be reached by all parties.

a) Validity Test

Validity is a measure that shows the level of validity or validity of an instrument. Because there are 12 questions in the measurement scale, there are also 12 product moment correlation calculations that are carried out, and the result is a calculated rxy value (0.980), the next step is to compare the calculated rxy price with the table rxy price. The rxy price of the table with N is 36 and the significance level of 5% is 0.329 and the significant level of 1% is 0.424. Based on the results of

the calculation above, it turns out that the r_{xy} calculation is 0.980 greater than the r_{xy} value of the table 0.329, that means that the question is said to be valid.

b) Reliability Test

Reliability is an index that shows the extent to which a measuring tool can be trusted to be reliable. Based on the results of the calculation, the reliability value is 1,000, which means that the question is said to be valid with very high criteria.

c) Variables for the Use of Audio Visual Learning Media for grades 10-4 MAN 2 Bandung Bandung Regency

To find out in general data on the influence of the use of audio-visual learning media, the researcher enters in the form of numbers whose provisions are as follows:

Answer is never scored 1

Answers are rarely given a score of 2

Answers are sometimes scored 3

Answers are often scored 4

Answers are always scored 5

The analysis of the percentage of questionnaire results on the use of audio-visual learning media is explained in the following frequency table:

USE OF AUDIO VISUAL LEARNING MEDIA

		Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Less	$X \leq 30$	3	8,3	8,3	8,3
	Less	$30 < X \leq 38$	7	19,4	19,4	27,8
	Enough	$38 < X \leq 46$	14	38,9	38,9	66,7
	Good	$46 < X \leq 54$	9	25,0	25,0	91,7
	Excellent	$54 < X$	3	8,3	8,3	100,0
	Total		36	100,0	100,0	

Table 1 Frequency Distribution of Questionnaire Results for the Use of Audio Visual Learning Media

Based on the data above, it can be concluded that those who answered very poorly with a score of 8.3%, answered less with a score of 19.4%, answered enough with a score of 38.9%, answered well with a score of 25.0%, and who answered very well with a score of 8.3%, then it can be concluded that the use of audio-visual learning media is included in the category of sufficient with a percentage of 38.9%.

d) Variables of Learning Outcomes for Students in Grades 10-4 MAN 2 Bandung Bandung Regency

After knowing the data on student learning outcomes, then look for measurement categories in the research subjects which are divided into five, namely very lacking, lacking, sufficient, good, and very good.

STUDENT LEARNING OUTCOMES

		Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Less	$X \leq 77$	1	2,8	2,8	2,8
	Less	$77 < X \leq 81$	8	22,2	22,2	25,0
	Enough	$81 < X \leq 85$	16	44,4	44,4	69,4
	Good	$85 < X \leq 89$	10	27,8	27,8	97,2
	Excellent	$89 < X$	1	2,8	2,8	100,0
Total		$X \leq 77$	36	100,0	100,0	

Table 2 Criteria for Student Learning Outcomes

Based on the data above, it can be concluded that those who answered very poorly with a score of 8.3%, answered less with a score of 22.2%, answered enough with a score of 44.4%, answered well with a score of 27.8%, and who answered very well with a score of 2.8%, then it can be concluded that student learning outcomes are included in the category of sufficient with a score percentage of 44.4%.

e) Analysis of the Influence of the Use of Audio Visual Learning Media on Student Learning Outcomes in Moral Faith Subjects Grades 10-4 MAN 2 Bandung Bandung Regency

After the data on the influence of the use of audio-visual learning media and student learning outcomes were successfully collected, then to be able to test the hypothesis proposed by the author in this study, namely "There is an effect of the Use of audio-visual learning media on student learning outcomes in the subject of Moral Beliefs Grade 10-4 MAN 2 Bandung Regency" The researcher will perform calculations to obtain the results of acceptance or rejection of the hypothesis using the product moment correlation formula, as for the hypothesis formulation as follows:

Ha: There is an influence of the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs

H0: There is no effect of the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs

Based on the data obtained in this study, the data will be analyzed later. The next step is to compile and create a table containing data on the influence of learning media and learning outcomes of moral beliefs. For more details, see the following table:

**USE OF AUDIO-VISUAL LEARNING MEDIA * STUDENT LEARNING
OUTCOMES Crosstabulation**

		STUDENT LEARNING OUTCOMES					Total
		Very Less	Less	Enough	Good	Excellent	
USE OF AUDIO VISUAL LEARNING MEDIA	Very Less	1	2	0	0	0	3
	Less	0	6	1	0	0	7
	Enough	0	0	14	0	0	14
	Good	0	0	1	8	0	9
	Excellent	0	0	0	2	1	3
Total		1	8	16	10	1	36

Table 3 Data recapitulation on the use of audio visual learning media on student learning outcomes in the subject of moral beliefs grade 10-4 MAN 2 Bandung Bandung Regency

f) Chi Square Test (x2)

Next, calculate using the Chi Square (x2) formula. The Chi Square calculation is used by entering the data into the work table to find the price of chi squared. Based on the results of the calculation, it can be seen that the price of chi squared (x2) with a niali of 87.8. Then to find out whether or not there is an influence of the use of audio-visual learning media on student learning outcomes, it must be tested with chi squared (x2) on the test criteria table for degrees of freedom (df) and get a df value of 16. Using df of 16, the price of chi squared (x2) is obtained at a significant level of 5% of 26.296 thus the price of chi squared calculated (x2 hit) of 87.8 is greater than the chi squared table (x2 tab) at a significant level of 5% at db=16, therefore H0 is rejected. So the Ha that was proposed, namely "There is an influence of the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs in grades 10-4 MAN 2 Bandung, Bandung Regency" was accepted.

Furthermore, to find out how much influence one factor has on another, the contingency coefficient denoted by C with the value . In order for the obtained price C to be used to assess the degree of association between variables, the price of C is compared with the maximum contingency coefficient by obtaining a value . The closer it is to the price of $C = 0,842$ $C_{max} = 0,894$, the more degree of association there is, in other words that one factor is related to another. The calculation is obtained at the price of C = with $C_{0,842_{max}} =$, then the maximum KK coefficient table is seen, which is related quite closely or to the criteria with the percentage by obtaining a value $0,894KK = 94\%$

From this calculation, the comparison of Chitung= with $C_{0,842_{max}} = 0,894$ which is then seen in the KK table from the results of consultation with the KK table, the result is obtained that the relationship between the two variables is at a high criterion of , this proves that there is an influence between the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs in grades 10-4 MAN 2 Bandung, Bandung Regency.94%

2. Discussion of Research Results

a) The Use of Audio Visual Learning Media in the Subject of Moral Beliefs in Grades 10-4 MAN 2 Bandung , Bandung Regency

Based on research conducted on May 6 at MAN 2 Bandung, Bandung Regency in grades 10-4, it is to find out whether there is an influence of the use of audio-visual learning media on student learning outcomes. Researchers sampled 36 students from all 10th grades. This is based on the results of observations during the PLP. The reason is because in grades 10-4 when compared to other classes, it is superior in terms of education during the learning process and follows the learning process very well.

The results of the research obtained from the formulation of the first problem are "what is the percentage of the use of audio-visual learning media in the subject of moral beliefs?" The result of the descriptive analysis calculation on variable X is 38.9% which has been interpreted with a table of value interval criteria to obtain **a sufficient** predicate, then it can be concluded that variable X, namely the use of audio-visual learning media in the subject of moral beliefs in grades 10-4 MAN 2 Bandung, Bandung Regency, received the predicate **of Sufficient**. The use of audio visual learning media is carried out well by teachers from the activities and the time of implementation. Because basically the use of media in learning can help students in providing a good experience. The use of media in learning can make it easier for students to understand something abstract to be more concrete. The use of learning media in the learning process will contribute to the effectiveness of achieving learning objectives.

b) Student Learning Outcomes in Moral Beliefs Subject Grades 10-4 MAN 2 Bandung Bandung Regency

Learning outcomes are the result of the interaction of student learning actions or teaching actions carried out by teachers, teaching actions end with evaluation processes, while learning actions are the culmination of the learning process by assessing the students' own abilities. Learning outcomes are the results of educators' assessments of students after learning, where the learning outcomes of these students can be influenced by several factors, including the use of learning media available at school.

Learning outcomes according to Bloom in Purwanto are classified into three domains that need to be considered in every teaching and learning process. The three domains are cognitive, effective, and psychomotor domains. The cognitive realm includes learning outcomes related to memory, knowledge, and intellectual abilities. The effective realm includes learning outcomes related to attitudes, values, feelings, and interests. The psychomotor realm includes learning outcomes related to physical or movement skills supported by psychic abilities

The results of the research obtained from the second formulation of the error are "what percentage of student learning outcomes in the subject of moral beliefs in grades 10-4?" the result of the calculation of descriptive analysis on variable Y with a value of 44.4%. which has been interpreted with a table of value interval criteria to obtain **a sufficient predicate**, then it can be concluded that variable Y, namely the learning outcomes of students in grades 10-4 MAN 2 Bandung, Bandung Regency, received the predicate **of Sufficient**.

c) The Effect of the Use of Audio-Visual Defense Media on Student Learning Outcomes in the Subject of Moral Beliefs Keals 10-4 MAN 2 Bandung Bandung Regency

Based on the results of the hypothesis test using chi squared Based on the table above, it can be seen that the price of chi squared (χ^2_{hit}) with a value of 87.8 is then consulted with the price (χ^2

tabs), at a significant level of 5% and 1% with $df = 16$, namely at a significant level of 5% (χ^2_{tab}) with a value of 26.296 and a significant level of 1% (χ^2_{tab}) = 32. This shows that (χ^2_{hit}) is greater than (χ^2_{tab}) which is $26,296 < 87.8 > 32$. Thus meaning that the alternative hypothesis H_a is accepted and the zero H_0 hypothesis is rejected. So it can be known that there is an influence of the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs in grades 10-4 MAN 2 Bandung , Bandung Regency.

Furthermore, based on the results of the calculation above, to find out how much is related between one factor and another, namely between free variables (the use of audio-visual learning media) and bound variables (student learning outcomes), you can use the contingency coefficient formula (C). The results of the calculation obtained are the values of $C =$ and $C_{0,842_{\text{max}}} =$ which are presented to a value of 94%. When viewed in the table of contingency coefficients, then seen from the table of maximum C coefficients, namely the interest in the influence of the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs 0,894 in grades 10-4 MAN 2 Bandung Bandung Regency is very significant.

Based on the results of analysis and data processing in this study, it can be said that audio visual learning media has a very important meaning with student learning outcomes, so that the learning process using audio visual learning media will increase maximum student learning outcomes. Therefore, this shows the influence of the use of audio-visual learning media on student learning outcomes in the moral faith learning subjects of grades 10-4 MAN 2 Bandung , Bandung Regency.

4. CONCLUSION

The conclusion explains what to expect in the Introduction section, as well as the conclusion of the *Results and Discussion section* . Conclusions can also be added to development plans for future service implementation. The conclusion of this study is based on the formulation of the following research problems:

- 1) Based on the results of the research that has been analyzed, it can be concluded that the use of audio visual learning media in the subject of moral beliefs in grades 10-4 MAN 2 Bandung, Bandung Regency obtained a score percentage of 38.9% with the category of adequate.
- 2) Based on the results of the research that has been analyzed, it can be concluded that the learning outcomes of students in the subject of moral beliefs in grades 10-4 MAN 2 Bandung Bandung Regency obtained a score percentage of 44.4% with the category of adequate.
- 3) Based on the results of the research that has been analyzed, it can be concluded that the influence of the use of audio-visual learning media on student learning outcomes in the subject of moral beliefs in grades 10-4 MAN 2 Bandung Bandung Regency has a very significant influence with a score percentage of 94%.

1. Suggestion

Based on the conclusions described above, according to the results of the research that the researcher has carried out, the author will submit the following suggestions:

- 1) For teachers. The systematic use of audio-visual learning media in moral faith subjects needs to be maintained in order to obtain satisfactory results. So that student learning outcomes are getting better.

- 2) For students. It is hoped that students can be more active in the learning process in the classroom and understand the material given by the teacher better and ask questions that are not yet understood, so that they can improve learning outcomes, especially in the subject of moral beliefs
- 3) For the next researcher. This research is still incomplete due to several other factors that affect this research, so there is a need for refinement and complement to this research. Research development is also necessary, because some things that affect research can develop or change in a certain period of time.

REFERENCES

- Adibah. (2021). Pengaruh Media Video Pembelajaran Terhadap Hasil Belajar Aqidah Akhlak Siswa Kelas X MA Balongrejo Sumobito Jombang. Vol. 6 No. 1, 89–112.
- Alti, R. M., Anasi, P. T., & Silalahi, D. E. (2022). Media Pembelajaran. PT. Global Eksekutif Teknologi.
- Anwar, F., Pajarianto, H., & Herlina, E. (2022). Pengembangan Media Pembelajaran “Telaah Prespektif Pada Era Society 5.0.” Tohar Media.
- Inayati, S., Salmiwati, Juniadi, & Januar. (2023). Pengaruh Pembelajaran Akidah Akhlak Terhadap Kecerdasan Sosial Siswa Kelas XI Di MAN 2 Kota Bukittinggi. Vol. 1 No. 8, 680–695.
- Kristanto, A. (2016). Media Pembelajaran. Penerbit Bintang Sutabaya.
- Makki, I., Aflahah, & Afandi, Moh. (2019). Konsep Dasar Belajar Dan Pembelajaran. Duta Media Publishing.
- Nurdyansyah. (2019). Media Pembelajaran Inovatif. Umsida Press.
- Nurfajri, A. S. D. A., & Hanipudin, S. (2023). Hubungan Antara Hasil Belajar Akidah Akhlak Dengan Self Control Siswa MAN 2 Cilacap. Vol. 8 No.1, 32–42.
- Priadana, S., & Sunarsi, D. (2021). Metode Penelitian Kuantitatif. Pascal Books.
- Ramli, M. (2012). Media Dan Teknologi Pembelajaran. IAIN Antasari Press.
- Sartika, S. B., Untari, R. S., Rezania, V., & Rochmah, L. I. (2022). Buku Ajar Belajar dan Pembelajaran. Umida Press.
- Sefriani, Y., Trisno, B., & Zunaldi. (2024). Peran Teknologi Dalam Meningkatkan Keaktifan Siswa Kelas X Dalam Pembelajaran Akidah Akhlak Di MAN 1 Pasaman. Vol. 4 No. 1, 65–71.
- Sukiman. (2012). Pengembangan Media Pembelajaran. Pedagogia.
- Zailani, Basri, S., & Sugianto. (2023). Hubungan Penggunaan Media Pembelajaran Dengan Prestasi Belajar Pada Mata Pelajaran Akidah Akhlak Siswa Kelas Vii MTs Al Khairiyah Talang Padang Kabupaten Tanggamus Tahun Pelajaran 2022/2023.