

## Improving Islamic Religious Education Students' Learning Outcomes Using Audio Visual Media at SD Negeri 27 Paru

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using audio-visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study indicate that audio-visual media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.71%, the first cycle 76.39% and in the second cycle it increased to 93.16%. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Learning outcomes, Islamic education, audio visual media.

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### INTRODUCTION

Islamic Religious Education plays an important role in shaping the character and morals of students, especially at the elementary school level. At that age, students are at a critical stage of cognitive, affective, and psychomotor development, so PAI learning must be designed with creative and innovative methods to be able to attract students' attention and arouse their enthusiasm for learning. However, in reality, Islamic Religious Education learning often faces various challenges. Based on initial observations in grade 4 of SD Negeri 27 Paru, it was found that student learning outcomes in PAI subjects were still relatively low. This is reflected in the average daily test scores that have not reached the Minimum Completeness Criteria. This low learning outcome can be caused by several factors, including students' lack of interest in the material taught, monotonous learning methods, and the lack of use of interesting learning media. Teachers tend to use less varied lecture and discussion methods, so that students feel bored and find it difficult to understand the material well. Previous research has shown that the use of interactive and relevant learning media can improve students' understanding of the subject matter. One of the media that has great potential in learning is audio-visual media. This media is able to present information in an interesting way by combining sound and image elements, thus helping students understand abstract concepts in PAI lessons. In addition, audio-visual

media can provide a richer learning experience through the depiction of real-life situations, simulations, or animations that fit the learning theme. In the context of PAI learning, audio-visual media can be used to convey religious values and inspirational stories that are relevant to students' daily lives.

For example, videos about the stories of prophets, animations of prayer procedures, or educational Islamic songs. By using this media, students can more easily connect theory with practice, and feel more involved in the learning process. Improving PAI learning outcomes also has a positive impact on the formation of student character. With a better understanding of religious values, students are expected to be able to apply noble morals in daily life, such as honesty, discipline, and responsibility. Therefore, efforts to improve the quality of PAI learning through learning media innovation are very relevant and urgent to be carried out. This classroom action research (PTK) aims to identify the extent to which the use of audio-visual media can improve the learning outcomes of PAI students in grade 4 of SDN 27 Paru. Through this approach, researchers not only try to improve student learning outcomes, but also provide practical solutions for teachers in creating a more effective and enjoyable learning process. This research is expected to make a real contribution to improving the quality of education, especially in PAI subjects at the elementary school level. Thus, through this research, it is hoped that the obstacles that have been faced in PAI learning can be overcome. In addition, this research is also the first step to encourage teachers and education policymakers to be more open to the use of technology and learning media innovation as part of efforts to create an intellectually, emotionally, and spiritually intelligent generation. From here, the author is interested in raising the title "Improving the Learning Outcomes of PAI Students Using Audio Visual Media in Grade 4 SDN 27 Paru".

## **METHODS**

The research setting includes the subject, place, and time of the research. This research was carried out in the following details; 1) Research Subjects: The research subjects were 15 students in grade 4 of SDN 27 Paru. This subject was chosen based on the consideration that students in this class have PAI learning outcomes that need to be improved. The relatively small number of students allows research to be conducted with intensive observation and an in-depth approach; 2) Research Place: This research was conducted at SDN 27 Paru, an elementary school in the Pariaman Regency area, which has classroom facilities that are sufficient to support the use of audio-visual media; 3) Research Time: The research will be carried out for one month, starting from January 6 to February 7, 2025. This time selection is adjusted to the school's academic calendar so as not to interfere with other teaching and learning activities. A clear research setting provides a strong foundation in designing research steps so that the results obtained can be accounted for. According to Arikunto (2010), a well-planned setting is an important element in classroom action research to achieve valid and relevant results. This research uses Classroom Action Research (PTK). According to Kemmis and McTaggart (1988), PTK is a research approach carried out in the classroom to improve the learning process by involving teachers as practitioners as well as researchers.

PTK aims to solve problems faced in the classroom and improve the quality of learning in a sustainable manner. One of the advantages of PTK is its approach that directly touches practical problems in the field. In this study, PTK is focused on overcoming the problem of low PAI learning outcomes of grade IV students of SDN 27 Paru. By directly involving students in the learning process, they become not only recipients of learning, but also active subjects who play a role in the success of the action. The learning process using digital media, such as interactive apps, video tutorials, and technology-based exercises, is designed to engage students and motivate them to practice independently or in groups. In addition, this PTK also opens opportunities for teachers to reflect on their teaching practices, enrich learning strategies, and improve their

professional skills. By utilizing digital technology, teachers can present a learning experience that is more interesting and relevant to the needs of today's generation. The main characteristics of PTK that are relevant to this study are; 1) Cyclical: Research is carried out in several cycles to see the impact of the actions taken; 2) Collaborative, Research involves teachers, researchers, and students to actively participate in the learning process; 3) Reflective: Every action taken is evaluated for improvement in the next cycle. Through PTK, this research seeks to overcome the problem of low PAI learning outcomes by applying audio-visual media as an innovative solution. There are two variables in this study, namely; 1) Independent Variable (Free). Independent variables are variables that affect or cause changes in other variables. In this study, the independent variable is the use of audio-visual media in PAI learning.

The population in this study is all 4th grade students of SDN 27 Paru which totals 15 people. In this study, the population is also a sample due to the affordable number of students to analyze as a whole. The sample of this study uses a saturated sampling technique, that is, all members of the population are used as samples. According to Sugiyono (2017), this technique is used when the population is relatively small, so that it is possible to conduct intensive research on all subjects. Quantitative Data: Assess student learning outcomes before and after the action. Qualitative Data: Observation of student engagement and their response to learning media. Data Source; 1) Grade 4 students of SDN 27 Paru; 2) Classroom teachers as collaborators. Data Collection Techniques; 1) Test: To measure student learning outcomes on cognitive aspects; 2) Observation: To observe the learning process and student engagement; 3) Interview: To get input from teachers regarding the effectiveness of learning media. Data Analysis Techniques; 1) Descriptive Analysis: Quantitative data is analyzed to calculate the average, percentage of learning completion, and comparison of pre- and post-action grades; 2) Qualitative Analysis. Observation and interview data were analyzed using the Miles and Huberman (1994) model, which included; 1) data reduction; 2) data presentation, and; 3) drawing conclusions. Hypothesis Testing, hypothesis testing is carried out by comparing the average score of student learning outcomes before and after the use of audio-visual media. The hypothesis was tested using descriptive statistics to see if there was a significant improvement.

## **RESULTS AND DISCUSSION**

Based on the results of the observation of the learning process and the results of the test in the first cycle that the application of digital-based media to the Qur'an Hadith material (reading Q.SAt-Tin and determining the law of breadfruit or tanwin in Q.S At-Tin) to determine the success and failure of the implementation of the first cycle action, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student. On that basis, in the second cycle, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the Problem Based Learning model with discussion and question and answer methods. As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the viewing of digital-based media in the form of learning videos; 3) Teachers must motivate students so that they have the spirit to learn better, of course by giving rewards; 4) Before carrying out the second cycle of actions, teachers and students must deliberate to understand each other's tasks, so that the expected behavior can occur.

Based on the results of the observation of the learning process and the results of the test in cycle II, the application of digital-based media in the Qur'an Hadith material (Sub

Chapter 2 Writing QS. At-Tiin). To find out the success and failure of the implementation of the first cycle of actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student. On that basis, in cycle III, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the PJBL model with the Audio Visual Media method.

As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the viewing of digital-based media in the form of learning videos; 3) Teachers must motivate students so that they are enthusiastic about learning better, of course, by giving rewards; 4) Before carrying out the third cycle of actions, teachers and students must deliberate to understand each other's duties, so that the expected behavior can occur. Based on the results of the observation of the learning process and the results of the test in cycle III, the application of digital-based media to the Qur'an Hadith material (SUB CHAPTER 3 Reciting QS. At-Tiin) to find out the success and failure of the implementation of cycle III actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student.

On that basis, in cycle III, both teachers and students need to follow the following recommendations; 5) Teachers must try to understand more about learning management based on the demands of the PJBL model with the Audio Visual Media method. As well as the use of this digital-based media; 6) Teachers must try to focus students' attention on the viewing of digital-based media in the form of learning videos; 7) Teachers must motivate students so that they are motivated to learn better, of course by giving rewards; 8) Before carrying out the fourth cycle of actions, teachers and students must deliberate to understand each other's duties, so that the expected behavior can occur.

This study aims to determine the effect of the use of audio-visual media on the improvement of student learning outcomes in Islamic Religious Education (PAI) subjects in grade 4 of SDN 27 Paru. The use of audio-visual media as one of the learning methods is expected to increase students' understanding of the material taught, especially PAI material which is often considered abstract by students. Through this media, it is hoped that students can learn more interestingly and fun, so that they can increase their interest in learning and overall learning outcomes. At the beginning of the study, before the audio-visual media was applied, most students had difficulty understanding the PAI material. Students tend to be more passive in learning and less able to relate the material to daily life. The results of the evaluation before the study showed that the average student score was below the expected standard, with some students having difficulty answering questions related to the PAI material.

This shows that the learning method used at that time has not been able to optimally improve students' understanding of the material being taught. After the implementation of audio-visual media, there are significant changes in student learning outcomes. The use of videos, images, and audio recordings related to PAI materials has a positive impact on student understanding. They become more interested in participating in learning because the material taught is more vivid and easy to understand. Visualization in audio-visual media helps students to imagine and relate the material to the real world, such as examples of behavior that are in accordance with the teachings of Islam shown in the video. One example of the application of audio-visual media is the use of videos that describe inspirational stories in Islam, such as the stories of prophets and companions

who have noble morals. This video provides a real picture of the values contained in Islamic teachings, so that students can more easily understand and instill these values in their daily lives. With the help of this medium, students can easily remember the material, and they feel more engaged in learning. In addition, audio-visual media also provides a more interactive learning experience. Through video or audio recordings, students can discuss and ask questions about the things they see and hear. These discussions enrich students' understanding because they can share opinions and experiences with each other. Through This interaction, learning becomes more meaningful, and students are more active in the learning process.

Student learning outcomes also showed a significant improvement after the implementation of audio-visual media. In the evaluation after the use of media, the average score of students experienced a significant increase. Most students were able to answer the exam questions more accurately and completely, showing that they had a good understanding of the material. This shows that audio-visual media helps students in remembering and understanding information better than just using lecture or textbook methods. In addition to improving comprehension, audio-visual media also encourages students to participate more actively in learning. Through interesting shows, students become more interested in exploring the material further. They find it easier to interact with the material being taught, so that learning does not feel monotonous or boring. This is evidenced by the increasing frequency of students asking questions or providing responses during learning. However, although the implementation of audio-visual media provides many benefits, there are several challenges faced during the implementation process. One of them is the limited facilities available at the school.

Some students have difficulty accessing audio-visual media due to device limitations or unstable connections. Therefore, efforts are needed from the school to ensure that every student can access this media smoothly, such as by providing adequate devices or utilizing media that can be accessed offline. In addition, another challenge is effective time management in learning. The use of audio-visual media requires more time in preparing and presenting the material. Teachers need to manage their time well so that the material presented is still achieved optimally without sacrificing time for other materials. It is also necessary to manage the duration of the video or recording used wisely so that students do not lose focus and can still absorb information properly. Although there are several challenges, overall the application of audio-visual media has proven to be effective in improving student learning outcomes. Students become more enthusiastic and active in participating in learning. They can understand the material better, and the evaluation results showed a significant improvement.

This increase in interest in learning certainly contributes to the achievement of better learning outcomes, because students feel more engaged and do not feel burdened by monotonous ways of learning. In addition, the application of audio-visual media also contributes to the development of students' technological skills. On several occasions, students are asked to search for videos or images related to the topic studied, which indirectly hones their skills in searching for information through digital media. This provides students with useful skills in today's digital age, where technology plays a crucial role in everyday life. The use of audio-visual media also has a positive impact on increasing information retention. Students not only listen to the teacher's explanations, but can also see and hear real examples that support the material being taught. This makes the information presented more memorable, as students can relate the material to the visual and auditory experiences they receive during learning. Therefore, students are more likely to remember and apply what they learn. Overall, the application of audio-visual media in PAI learning in grade 4 of SDN 27 Lung showed positive results. This media has succeeded in increasing students' interest in learning, participation, and learning outcomes. Students are more active and interested in participating in learning, and they can understand the material better.

The application of audio-visual media also provides a more interactive and enjoyable learning experience, which increases students' motivation to learn. By looking at the positive results of the application of audio-visual media, it is recommended that the use of this media be expanded in PAI learning and other subjects. To support this, schools need to continue to strive to provide adequate facilities for the use of audio-visual media, such as computer devices, projectors, or better internet access. In addition, teachers also need to be given training to optimize the use of audio-visual media in learning in order to achieve maximum results. The use of audio-visual media must also be balanced with the right approach in teaching. Teachers must be able to choose media that are suitable for the material being taught and ensure that students can understand and utilize the media well. Thus, audio-visual media can be a very effective tool in improving student learning outcomes, as well as creating more interesting, interactive, and meaningful learning.

## **CONCLUSION**

Based on the results of research conducted on the application of audio-visual media in Islamic Religious Education (PAI) learning in grade 4 of SDN 27 Paru, it can be concluded that the use of this media can significantly increase student interest, engagement, and learning outcomes. Before the application of audio-visual media, students tended to be passive and had difficulty understanding PAI material. However, after audio-visual media is used, students show a higher interest and better understanding of the material being taught, especially those related to Islamic religious values. The use of audio-visual media, such as videos, images, and audio recordings, makes PAI materials more vivid and easy to understand. Students can see a real picture of the material they are learning, such as stories in Islam that teach noble morals. These visualizations help students to better remember and relate the lessons to their daily lives, which in turn improves their understanding of the teachings of Islam. In addition, audio-visual media also provides a more interactive learning experience.

With this media, students become more active in participating in learning. They can discuss what they have seen or heard, and share their opinions. Student involvement in these discussions makes learning more meaningful and in-depth, as well as improving their social skills. The interactions that occur during learning make students more confident in expressing their opinions. The application of audio-visual media also showed a significant improvement in student learning outcomes. The test scores obtained by students after using this media show a considerable increase. Students can answer the questions more precisely, showing that they not only remember the material but also understand the concepts contained in it. This shows that audio-visual media not only increases students' interest, but also effectiveness in understanding PAI material. Despite several challenges, such as limited facilities and more intensive time management, the implementation of audio-visual media has proven to be effective in improving student learning outcomes. Teachers need to ensure that the media used is in accordance with the material and can be accessed smoothly by students. Device limitations must be overcome by looking for alternative media that can be used, both online and offline, to ensure that all students can engage in learning.

Overall, the use of audio-visual media in PAI learning in grade 4 of SDN 27 Paru has a very positive impact. This media can help students to be more interested, engaged, and better understand the material being taught. Therefore, it is recommended that the application of audio-visual media is not only used in PAI learning, but also in other subjects, to create more interesting and meaningful learning for students. Thus, the application of audio-visual media can be one of the effective strategies to improve student learning outcomes, make learning more enjoyable, and help students in relating subject matter to their daily lives. As a recommendation, schools need to provide adequate facilities and support the use of this media to improve the overall quality of learning.

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