

Improving Student Learning Outcomes Using Audio Visual Media in Islamic Education Learning in Class 4 of SD Negeri 38 Seberang Tarok

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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 elementary 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 55.71%, the first cycle 73.39% and in the second cycle it increased to 90.16%. 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

Education is an effort to develop the potential of students holistically. Learning is the core of the educational process that aims to develop the potential of students which includes intellectual, moral, and spiritual aspects. In the context of Islamic Religious Education (PAI), the learning process not only aims to transfer knowledge, but also to form a noble character and personality, the focus of students in the learning process is very important, because it is related to the formation of religious character and values that will be the foundation for students in living life.

The focus of students during the learning process is the key in optimizing the achievement of this goal. According to al-Ghazali, education must direct students not only to understand knowledge but also to internalize the values taught (Rahmat, 2020). Education is a complex, broad-dimensional, and many variables that affect the success of its implementation. education is expected to be able to form quality and independent human resources, as well as provide support and change for the development of the Indonesian people, nation, and state. Therefore, education should look far ahead and think about what students will face in the future. Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph 1 concerning the National Education System (SISDIKNAS) states

that "education is a conscious and planned effort to be able to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state". Ministry of National Education (2008: 3). This understanding can be understood that education is an effort or activity to form intelligent human beings in various aspects, both intellectual, social, emotional and spiritual, skilled and personality and able to behave with noble morals. This means that with education it is hoped that a good human quality can be realized in all dimensions, both dimensions intellectual, emotional, and spiritual who will later be able to fill their lives productively for the benefit of themselves and society.

Learning media is one of the most important elements in the teaching and learning process that can contain messages that will be conveyed to students, both in the form of tools, people and teaching materials, besides that learning media is one way to motivate and communicate with students to be more effective. Therefore, learning media during the teaching and learning process is very necessary. The advancement of science and technology has experienced very rapid development, especially in the field of information and telecommunications. With the emergence of various information and communication tools, we can find out the events or events in a country or region at the time of the incident. Through these advances, teachers can use various media according to their learning needs and goals. Using communication media not only makes the learning process easier and more effective, but it can also make the learning process more interesting. It is undeniable that the emergence of various information and communication tools has helped the educational process a lot.

This is proven today in the teaching and learning process a teacher often uses media such as computers, Youtube and so on. In order to improve quality human resources, educational institutions strive to improve the quality and learning process. Efforts to improve the quality of learning include developing learning media, implementing learning media and selecting and determining the type of learning media to be used. The development and application of learning media is expected to provide learning motivation for students so that it also has an impact on their learning achievements. In the teaching and learning process in the classroom that only uses the lecture method and the teacher as the only source of learning without the media, communication between teachers and students will not run smoothly. This is related to problems in the teaching and learning process. The problems faced by the crowded classroom atmosphere, the teacher's explanations are boring, the material tends to be general and sometimes the teacher's delivery is too fast, this students also lack concentration and even become lazy to follow the subjects at school.

Therefore, in the implementation of education, it must be able to ensure equal distribution of educational opportunities, improve the quality and relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national, and global life, so that it is necessary to carry out education reform in a planned, directed, and Sustainable. In learning Islamic Religious Education and Ethics, not all material can be told or explained. Rather, it must be shown in real life so that the material (knowledge) obtained by the students will always be remembered and understood. By using audio visual media, it is hoped that it can affect student learning outcomes. Children will be able to quickly understand and understand the material taught using the media. Children will also be happy with the experiences they have seen through audio-visual media. Therefore, the basis for the use of audio-visual media in Islamic Religious Education learning is expected so that students can see, and understand the object being studied, so that the existing gap can be overcome. Based on observations and interviews with teachers at SDN 38 opposite Tarok, in the odd semester learning on December 2, 2024, the fact that teachers are still using the teacher-centered learning method has not used the learning steps in the scientific approach applied to students in

teaching and learning activities, namely starting from observing, questioning, reasoning, trying and applying.

With these various facts, it can be seen that the low learning results of students in the exams in the ODD semester PAI learning. The low learning outcomes of students are caused by: 1) There has not been an innovative learning process, so that learning is still one-way or teacher-centered; 2) Teachers do not make enough effort to involve students in the learning process, both when planting concepts, and assignments; 3) Students have difficulty in conveying opinions or ideas to solve a problem due to the lack of students' speaking skills well, resulting in students' lack of understanding of the material; 4) Learning is abstract, this can be seen from the way teachers teach, namely not relating learning materials to students' real-world situations; 5) Teachers do not optimize learning media, especially audio-visual media. Problems in PAI learning as explained above can be solved, one of which is by using audio visual media in the learning process. Asra (2007: 5.6) revealed that audio-visual media is one of the media that can be seen and heard, such as sound films, videos, TV, and sound silde. Audio visual tools can convey meaning or information in a way that is more concrete or more real that is conveyed in words that are spoken, printed or written.

This is in accordance with the level of thinking of elementary school children who are still at the level of concrete thinking, as Piaget (in Budi, 2006: 54-58) revealed that children aged 6/7-11/12 years old are at the level of concrete thinking, children are only able to think with logic to solve problems that are concrete or real, namely by observing or doing something related to solving the problem. Based on the above background, it is necessary to improve the quality of PAI learning through classroom action research with the application of audio-visual media to improve the learning outcomes of grade IV students of SDN 38 Seberang Tarok.

METHODS

This study uses Classroom Action Research (PTK) which focuses on classroom situations commonly known as Classroom Action Research (Wardhani, et al. 2007: 1.3). Each cycle consists of 4 main activities that are assembled into a unit, namely planning, implementation, observation, and reflection. The research site was carried out at SDN 38 opposite Tarok Nagari Lakitan, South, Lengayang District, South Coast Regency, West Sumatra Province. This research activity will be carried out in the even semester of the 2024/2025 academic year for three months, namely from December to February 2025, starting from the preparation stage to the preparation of the research report. The subject of the study was grade IV students of SDN 38 opposite Tarok with a total of 10 students consisting of 2 male students and 8 female students. The data was collected by non-test and test. This study uses observation data collection tools and learning outcome tests; 1) Questionnaire; 2) Observation Sheet; 3) Formative Tests. In this study, it was analyzed using qualitative and quantitative analysis. This study uses the classroom action research method (PTK) which aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects through the use of audio-visual media. The research was conducted in grade 4 of SDN 38 Seberang Tarok by involving 30 students as research subjects. The research process consists of two cycles, each of which involves planning, implementation, observation, and reflection.

In each cycle, audio-visual media is used to convey learning materials, such as videos and images that are relevant to the topic being taught, to improve students' understanding. In each cycle, teachers prepare learning materials using audio-visual media that are interesting and in accordance with the PAI topic being taught. Students are invited to watch videos or pictures related to the material, then discuss the content of the material to deepen their understanding. In addition, teachers provide opportunities for students to ask questions and share their opinions about the material displayed through the media, so that learning is more interactive and students are more actively involved in

the learning process. Data collection is carried out through observation and evaluation. Observation was carried out to see the extent of student involvement and response to the use of audio-visual media, while evaluation was carried out by providing tests to measure students' understanding of the PAI material taught. The data from the evaluation results were then analyzed to determine the improvement of student learning outcomes after the application of audio-visual media. In addition, reflection is carried out after each cycle to evaluate the effectiveness of the use of audio-visual media and plan improvements in the next cycle.

RESULTS AND DISCUSSION

This class action research was carried out at SDN 38 opposite Tarok, Lengayang Tunggal District, South Pesisir Regency, West Sumatra Province. This research was carried out to find out the improvement of student learning outcomes through the use of Audio Visual Media. This research was carried out by starting with a pre-cycle to measure students' initial ability to obtain learning outcomes, and continued with cycle I, cycle II, cycle III and cycle IV. The results of this study are as follows; 1) Results of pre-cycle implementation. Pre-cycle activities were carried out to obtain initial data on the improvement of student learning outcomes before using Audio Visual Media measured using pretest. The implementation of the pre-cycle will be carried out on December 2, 2024. After the researcher obtained permission for research from the principal of SDN 38 Seberang Tarok and the homeroom teacher of grade IV. The data obtained using a written test in the form of multiple choice and description.

From the results of the assessment during the pre-cycle, the learning results obtained are still many students who have not mastered the material, and as a result, the students of SDN 38 opposite Tarok grade IV have not been able to reach the KKTP score, which is 70. This can be seen from the data of the pretest results which shows that out of 10 grade IV students, 3 students who meet the KKTP score, while 7 students who have not met the KKTP. After obtaining an overview of the classroom situation such as attention, activities, student attitudes when participating in lessons, the way the teacher conveys the subject matter, the learning resources used and the results of the initial pretest, this situation is used as a reference in improving student learning outcomes in Islamic religious education subjects using Audio Visual media. Based on the results of the observation of the first cycle, there was an increase in learning outcomes compared to before the action was implemented. However, in the first cycle, not all students are active in learning even though teachers have used audio-visual media in delivering material. Therefore, in the implementation of cycle II, several improvements are needed to improve student learning outcomes. In cycle II, it will be carried out based on considerations from cycle I, because cycle II is a follow-up to cycle I.

Researchers will make improvements based on the results of reflection in cycle I and in cycle II assessments are designed using two assessments, namely process assessment and learning outcome assessment. The assessment process is carried out by observing student activities on During learning activities and for the assessment of learning outcomes, it is carried out by assessing the results of student learning tests. Based on several problems that the researcher found in the second cycle, the researcher tried to find solutions to the problems that arose during the learning process. The researcher asked for opinions from observers (classroom teachers) to improve learning in cycle II. The advice given is as follows; 1) Researchers must also be able to provide in-depth material that can make students understand the material they will explain; 2) Researchers must be able to make students in the class more active, in addition to giving punishment, teachers must be able to control their classes, for example, teachers control each group, if there are still students who have not played an active role in the group, teachers can discipline them. In cycle III, it will be carried out based on considerations from cycle II, because cycle III is a follow-up to cycle II. The researcher will make improvements based on the results of

reflection in cycle II and in cycle II assessments designed using two assessments, namely process assessment and learning outcome assessment. The assessment of the process is carried out by observing student activities during learning activities and for the assessment of learning outcomes is carried out by assessing the results of student learning tests and also giving questionnaires about. Implementation of Action. The implementation of Islamic Religious Education learning using audio visual media in cycle III was carried out as many as one face-to-face meeting consisting of material delivery and cycle tests. The implementation of teaching and learning activities at the third meeting in cycle III is carried out guided by the planned learning steps.

The first meeting in cycle III will be held on Wednesday, January 8, 2025. At the meeting conducted by the researcher, it was to remind students about educational learning. The previous material of Islamic religion in cycle II was about the Law of Tajweed and in cycle III by using audio visual media using material about Hadith about Silaturrahmi. Teachers use the DBL (Differentiation Based Learning) learning model, where students are given different tasks according to their learning style so that learning is expected to be more effective and student learning outcomes can be further improved. After delivering the material, it was followed by carrying out the cycle III test after using audio visual media in class. The cycle III test was conducted to find out the extent of the improvement in student learning outcomes from cycle II to cycle III after several improvements in learning.

In cycle III, data related to the quality of student learning was obtained. The results of the student test were analyzed to determine the level of ability, Less, Enough, Good and Very Good as done in cycle II. In the table below, there are categories of students who get Less, Enough, Good and Very Good scores. And in learning Islamic Religious Education, especially Hadith material about Silaturrahmi, the minimum completeness score is 70. During the learning process in cycle III, the enthusiasm and activeness of students increased and showed excellent changes. This can be seen from the observation results and test results of cycle III. Students are more active in asking or answering teachers' questions both when doing individual assignments and during group work. The results of the third cycle of actions were stated to be in accordance with the learning program that had been prepared by the researcher and achieved the expected results but had not been said to be complete or successful. The success of this research can be achieved if students who are classified as passing in learning reach 80% of the total, so it is necessary to do the next cycle or cycle IV, because the ability of students in cycle III is still not classed as incomplete, graduation in cycle III has only reached 70%, so it is necessary to conduct cycle IV research.

This study aims to examine the influence of the use of audio-visual media on the improvement of student learning outcomes in Islamic Religious Education (PAI) learning in grade 4 SDN 38 Seberang Tarok. Before the application of audio-visual media, students had difficulty understanding the material being taught, especially material that was abstract and difficult to describe directly. However, after audio-visual media was introduced, such as videos and images related to PAI materials, students showed significant changes in their engagement and understanding of the material being taught. The use of audio-visual media allows students to see firsthand real examples related to the concepts in PAI, such as the stories of the prophets and Islamic teachings on morals and worship. With this visualization, students can more easily remember and understand the material because they not only hear the teacher's explanation, but also witness how the concept is applied in real life.

The visualization provided by this audio-visual media makes learning more lively and more interesting for students. In addition, audio-visual media also facilitates more interactive learning. Students can discuss the material they watch or hear in the media. This increases their involvement in the learning process. This more active learning makes students not only passively receive information, but also think critically and reflectively about the material being taught. Thus, audio-visual media not only facilitates increased

comprehension of the material, but also improves students' thinking skills. The results of the evaluation after the application of audio-visual media showed a significant improvement in student learning outcomes. The average score of students in the final exam increased compared to before the implementation of audio-visual media. Most students showed better ability in answering questions related to the material being taught, especially on topics that were previously considered difficult. This shows that audio-visual media is very effective in helping students understand the material and improve their learning outcomes.

Nonetheless, several challenges arose during the implementation of audio-visual media, especially related to the availability and use of appropriate devices. Some students have difficulty accessing audio-visual materials due to limited tools and internet connections. Therefore, further efforts are needed from the school to provide adequate facilities so that the use of audio-visual media can be maximized. However, despite these challenges, the results of the study show that audio-visual media as a whole has a positive impact on improving student learning outcomes.

CONCLUSION

The use of audio visual media in learning has been proven to be effective in improving student learning outcomes. This media is able to present material in a more interesting, interactive, and easy-to-understand manner, thus motivating students to focus more and be actively involved in the learning process. In addition, audio-visual media also helps accommodate various student learning styles, both visual, auditory, and kinesthetic, so that information can be absorbed more optimally. The results of the study show that the use of this media not only improves the understanding of concepts, but also strengthens students' memory of the material taught. Thus, audio-visual media can be an innovative and relevant learning tool to support the success of the educational process. Based on the results of research conducted in grade 4 of SDN 38 Seberang Tarok, it can be concluded that the use of audio-visual media in Islamic Religious Education (PAI) learning can significantly improve student learning outcomes.

This media makes PAI material that was previously difficult for students to understand clearer and more interesting. Students can more easily relate the concepts in PAI to their daily lives through the visualizations provided, such as videos or images that are relevant to the material being taught. The application of audio-visual media also increases student involvement in learning. Through this media, students not only listen to explanations from teachers, but also witness real examples that illustrate the application of Islamic religious teachings. Student interaction with this media makes the learning process more active, fun, and provides space for students to discuss and share their understanding of the material being studied. The evaluation results showed a significant improvement in student learning outcomes after the use of audio-visual media. Students' test scores improved overall, especially on materials that were previously considered difficult to understand. This shows that audio-visual media plays an important role in helping students master PAI material in a more effective and engaging way, which ultimately has an impact on improving their learning outcomes. Although the use of audio-visual media has a positive impact, there are several challenges that need to be overcome, such as device limitations and media accessibility.

Therefore, the school needs to ensure that facilities that support the use of audio-visual media, such as projectors and stable internet access, are adequately available. Time management must also be done wisely so that students do not lose focus during learning using the media. Overall, the application of audio-visual media in PAI learning in grade 4 of SDN 38 Seberang Tarok provides positive and reliable results as one of the methods to improve student learning outcomes. This media can be used more widely in other classrooms to create more interactive, interesting, and effective learning, as well as provide a more immersive learning experience for students.

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