

# DARUSSALAM: Scientific Journal of Islamic Education

DARUSSALAM: Scientific Journal of Islamic Education

Volume 1 (2) 32 – 39 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

## Improving Islamic Education Learning Outcomes through Audio Visual Media at SD Negeri 12 Koto Tinggi

Milhasanah ✉, SD Negeri 12 Koto Tinggi, Indonesia

✉ [milhasanah531@gmail.com](mailto:milhasanah531@gmail.com)

**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 53.33%, the first cycle 73.33% and in the second cycle it increased to 91.66%. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Audio visual media, learning outcome, islamic education.

**Received** July 11; **Accepted** August 30, 2024; **Published** Decemebr 31, 2024

**Citation:** Milhasanah. (2024). Improving Islamic Education Learning Outcomes through Audio Visual Media at SD Negeri 12 Koto Tinggi. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(2), 32–39.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

The definition of education as stated in Law No. 20 of 2003 concerning the national education system is a conscious and planned effort 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. (Hermawan, 2013: 6.14). To achieve the curriculum targets that have been set, teachers must strive to implement the curriculum optimally and effectively. To achieve the curriculum targets that have been set, teachers must strive to implement the curriculum optimally and effectively. The most decisive activity in the successful implementation of the curriculum is the learning process or learning activities. Learning is a process that must be taken by students, but its essence and essence must be understood by teachers so that teachers can manage and guide the learning process in accordance with effective learning rules. (Wartini, 2011: 203) To realize the success of the learning process, in carrying out its function as an educational unit, a school needs to make a learning process plan, implement the learning process, assess learning outcomes and supervise the learning process.

In addition to the factors of educators and education personnel, in a school it is clear that there is a need for the support of facilities and infrastructure so that the learning process can take place effectively and efficiently. For this reason, Government Regulation No. 19 Chapter VII concerning the standard of facilities and infrastructure article 42 also states that every educational unit must have facilities that include furniture, educational equipment, educational media, educational books and other learning resources, consumables and other equipment. (Marissa et al., 2011).

Islamic Education is one of the most important subjects for elementary school students because it is the basis for the formation of their character and morals from an early age. At this stage, children are in a phase of very rapid cognitive and emotional development, so teaching Islamic values will help them understand the concept of faith, worship, and correct morals according to Islamic teachings. One of the main reasons why elementary school students must master Islamic Education learning is to instill faith and piety in Allah SWT. From an early age, children need to be introduced to the concept of monotheism, the pillars of faith, and the pillars of Islam so that they have a strong religious foundation. By understanding Islamic teachings well, they will grow up with strong beliefs and be able to carry out worship with full awareness. In addition, Islamic Education helps shape good morals and behavior. In Islam, morals have an important role in everyday life, such as being honest, patient, disciplined, and respecting parents and teachers. Through religious learning, students will learn about the importance of behaving well towards other human beings, so that they can become individuals with noble character and high morality. Mastery of Islamic Education is also important to help students understand and carry out worship properly. At elementary school age, children begin to learn and get used to performing prayers, reading the Qur'an, fasting, and understanding the meaning of other worship such as zakat and hajj. With a good understanding of worship, they will get used to carrying out religious obligations with full awareness and consistency. In addition to the spiritual aspect, Islamic Education also teaches social values that are important in community life. In Islam, values such as mutual cooperation, helping each other, and respecting differences are highly emphasized. Students who understand Islamic teachings well will find it easier to interact positively with peers, teachers, and their surroundings. Islamic Religious Education also plays an important role in shaping the character of discipline and responsibility. Islam teaches its followers to always value time, such as in performing the five daily prayers which must be done on time. By getting used to discipline in worship, students will also apply a disciplined attitude in learning activities and daily activities, so that they grow into responsible individuals. In addition, Islamic Education plays a role in fortifying students from negative environmental influences. In today's modern era, children are increasingly exposed to the negative influences of social media, bad relationships, and cultures that conflict with Islamic teachings. With a good understanding of religion, they will have a strong filter in filtering information and choosing behavior that is in accordance with Islamic values.

Islamic Religious Education also helps students understand the purpose of life and builds awareness of the importance of knowledge. In Islam, seeking knowledge is an obligation that must be carried out throughout life. By understanding this, students will be more motivated to learn, develop, and provide benefits to themselves and others. In addition to individual benefits, Islamic Education also contributes to building a harmonious and tolerant society. By studying Islam, students are taught to respect differences, uphold the values of brotherhood, and avoid attitudes that can cause division. This attitude of tolerance is important to create a peaceful environment full of mutual respect. Overall, mastery of Islamic Religious Education by elementary school students is very important in shaping their personality, morality, and social life. By understanding Islam deeply, they not only become individuals who are devout in worship, but also have good character, discipline, responsibility, and are ready to face various challenges of life with full awareness and Islamic values. Therefore, Islamic Education learning must

continue to be strengthened in order to produce a generation that is faithful, has noble morals, and contributes positively to society.

The use of audio-visual media in Islamic Education learning has a very important role in increasing the effectiveness of the teaching and learning process. This media combines sound and image elements that can help students understand religious concepts more clearly and interestingly. In today's digital era, the use of technology in education is growing, so that the use of audio-visual media is an innovative solution in delivering religious material more interactively. One of the main advantages of audio-visual media is that it helps students understand the material more easily. Concepts in Islamic Religious Education, such as the history of Islam, procedures for worship, or stories of the prophets, can be presented in the form of interesting animated videos or documentaries. With a supporting visual display, students can grasp the message to be conveyed more quickly than just reading text or listening to lectures. In addition, this media can increase students' interest and motivation to learn. Audio-visual-based learning provides a more enjoyable experience because it involves the senses of sight and hearing simultaneously. For example, videos that depict stories in the Qur'an can make students more enthusiastic in understanding the contents and meanings contained therein. The use of audio-visual media also makes it easier to understand abstract concepts in Islam. Some materials in Islamic Religious Education are abstract, such as the concept of divinity, angels, and the afterlife. With the help of visual illustrations, students can imagine the concepts more concretely so that they not only understand them theoretically but can also apply them in everyday life. In addition to improving understanding, audio-visual media also helps improve students' memory of the material being studied. Based on research in the field of education, information presented in the form of images and sound is easier to remember than information presented only in text form. Thus, the use of this media can help students remember lessons longer and reduce the possibility of forgetting the material that has been taught.

Another advantage of audio-visual media is that it helps teachers deliver material more effectively and efficiently. In Islamic Education learning, some concepts require direct demonstrations, such as the procedures for ablution and prayer. With video tutorials, students can see and imitate the correct movements, so that their understanding becomes better without having to rely entirely on the teacher's oral explanation. In addition, this media allows for more flexible learning. Students can access audio-visual materials anytime and anywhere, either through computers or smartphones. With video recordings of Islamic learning or podcasts, students can repeat the material that has been taught in class so that learning becomes more effective.

The use of audio-visual media can also increase student involvement in learning. Students are not only passive listeners, but can also be involved in discussions after watching or listening to a material. For example, after watching an Islamic film containing a moral message, students can be invited to discuss the wisdom that can be learned and how to apply it in their daily lives. In addition to the academic aspect, this media can also strengthen students' spiritual and emotional values. Listening to the recitation of the holy verses of the Qur'an through audio media or watching inspiring stories of the prophets in the form of films can arouse feelings and increase students' faith. Thus, religious learning is not only cognitive, but also has an impact on students' affective aspects. The use of audio-visual media in Islamic Religious Education learning is very important to improve the quality of learning, both in terms of understanding, memory, motivation, and student involvement. Therefore, teachers and schools must be more active in utilizing this technology so that religious material can be delivered in a more interesting and effective way, so that students can deepen Islamic teachings with full awareness and sincerity.

## **METHODS**

The research plan that will be used is classroom action research, which is research that has the main purpose of providing a qualitative research framework by teachers and researchers in complex classroom work situations. The research procedures and steps follow the basic principles that apply in action research which is a recycling process starting from the re-planning stage (Arikunto et al., 2007: 16). The class action procedure consists of three cycles, each of which is carried out according to the changes achieved, as designed in the factors investigated.

At first, the researcher reflects on the learning that has been carried out, identifies problems, then examines various ways in accordance with the material being taught. (Faidah, 2013: 16) As classroom research, CAR is able to recognize the existence of difficulties in the teaching and learning process, both in terms of teachers/teachers, students are able to interact between learning components (teaching materials, media, method approaches, strategies, classroom settings, assessments), so that they can find the right solution according to the real situation and conditions of the class. Thus, it promises a direct impact for educators to obtain theories that they build themselves, not those given by other parties. (Sasminanto, 2010: 2); This research is a classroom action research marked by a cycle. The study consists of 2 cycles. Each cycle consists of planning, implementation, observation and reflection.

In this study, quantitative data analysis techniques are used. Quantitative data was obtained from the results of evaluation tests in cycle I, cycle II and cycle III. The way to see the improvement in learning achievement from each cycle is to first look for the average score. The data that has been obtained through observation sheets and Islamic Education teaching results in the story material of the prophet Ibrahim (as) and the prophet Ismail (as) are then analyzed. It is used as a repair material in the next cycle. The data analysis used is descriptive analysis. The purpose of descriptive analysis is to describe the analysis data of teachers and students as well as student learning outcomes after learning using visual audio media.

## **RESULTS**

In this study, quantitative data analysis techniques are used. Quantitative data was obtained from the results of evaluation tests in cycle I, cycle II and cycle III. The way to see the improvement in learning achievement from each cycle is first to find the average grade of each cycle with the following formula, the data that has been obtained through observation sheets and tests of the results of the Islamic Education teaching in the story material of the prophet Ibrahim (as) and the prophet Ismail (as) are then analyzed. It is used as a repair material in the next cycle. The data analysis used is descriptive analysis. The purpose of descriptive analysis is to describe the analysis data of teachers and students as well as student learning outcomes after learning using visual audio media.

This study aims to evaluate the effectiveness of the use of audio-visual media in improving the learning outcomes of Islamic Education at SD Negeri 12 Koto Tinggi, Lubuk Sikaping District, Pasaman Regency. Data collection was carried out through pre-test and post-test tests, classroom observations, and questionnaires to get a more complete picture of the improvement of student learning outcomes after the application of audio-visual media. In the early stages of the research, a pre-test was carried out to measure the level of students' initial understanding of the Islamic Education material to be taught. The results of the pre-test show that the average score of students is below the minimum completeness criteria, which is set at school at 75. The average score of students on the pre-test was 60, with most students earning below the minimum completeness criteria. After the application of audio-visual media in learning, students are given a post-test with similar questions but adjusted to increased difficulty. The results of the post-test showed a significant improvement, with the average student score reaching 82, of which more than



85% of students managed to achieve minimum completeness criteria. This increase shows that audio-visual media is effective in increasing students' understanding of Islamic Education material, especially in understanding the basic teachings of Islam such as the pillars of Islam, the story of the prophet, and moral values in Islam. Observations made during the learning process showed an increase in student involvement in learning activities. Before using audio-visual media, many students looked passive in learning. However, after the implementation of audio-visual media, students are more active in participating in group discussions and asking questions. During a video screening or presentation, most students are focused and seem interested in the material presented. Group discussion activity also increased, with students sharing their opinions more often about the material they had watched in the videos.

This increase in engagement indicates that audio-visual media can stimulate students' curiosity and encourage them to be more active in learning. Learning that combines visual and auditory elements can help students more easily digest the material presented, as well as provide opportunities for them to apply knowledge through discussion and social interaction. One of the positive results of the application of audio-visual media is the improvement of students' social and collaborative skills. After watching the video or presentation, students are asked to discuss in groups about the material they have learned. This allows them to work together, listen to their friends' opinions, and share ideas to deepen their understanding. Based on the results of the questionnaire filled out by the students, most students felt that group discussions helped them better understand the material and feel more comfortable in learning. 87% of students stated that they found it easier to collaborate with their peers in understanding Islamic Education material after using audio visual media. In addition, this medium also helps students develop communication skills, as they must express their opinions clearly and listen to the views of others.

Students' learning motivation has increased significantly after the implementation of audio-visual media. Before the application of this method, some students seemed less interested in Islamic Education lessons, but after seeing videos and other audio-visual materials, many students revealed that they felt more interested and motivated to participate in learning. Based on the results of the questionnaire, around 80% of students felt that Islamic Education learning was more interesting and fun after using audio visual media. This shows that audio visual media can make Islamic Education lessons more relevant and interesting for students, which ultimately encourages them to be more enthusiastic about learning.

## **DISCUSSION**

The application of audio visual media in Islamic Education learning at SD Negeri 12 Koto Tinggi, Lubuk Sikaping District, Pasaman Regency shows a significant impact on improving student learning outcomes. Based on the analysis of data obtained from pre-test and post-test, class observation, and questionnaires distributed to students, it can be concluded that the use of audio-visual media plays an important role in improving students' understanding, involvement, and learning motivation in Islamic Education learning. The results of the pre-test carried out before the implementation of audio-visual media showed that the average score of students was below the minimum completeness criteria, which indicates the low understanding of students of the material taught. However, after the implementation of audio visual media, the post-test results showed a significant improvement, with the average student score reaching 82 and more than 85% of students managed to achieve minimum completeness criteria. This increase indicates that audio visual media is able to clarify and make it easier for students to understand Islamic Education material. Audio-visual media, such as learning videos and animated images, can illustrate abstract concepts in Islamic teachings, making them easier for students to understand compared to conventional learning methods that rely solely on verbal

lectures. Furthermore, the increase in student involvement in learning is also seen significantly after the implementation of audio visual media. Before the use of this media, most students tended to be passive in participating in Islamic Education learning.

Increasing learning motivation is also one of the positive results of the application of audio visual media. Students who were previously less interested in Islamic Education lessons, after using this media, feel more motivated and interested in participating in learning. In addition, the use of this media also improves students' social skills, such as the ability to cooperate and communicate with classmates in group discussions. However, this study also found several challenges, such as the limitations of technology facilities in schools and the limitations of devices owned by students. Therefore, to increase the effectiveness of the implementation of audio-visual media, improvements are needed in the management of technology facilities and the selection of media that are in accordance with the conditions and needs of students. Overall, the application of audio visual media in Islamic Education learning at SD Negeri 12 Koto Tinggi shows that this media can be a very effective tool in improving learning outcomes, motivation, and student engagement. Therefore, the use of audio-visual media should continue to be introduced and developed in Islamic Education learning to achieve more optimal educational goals.

However, after the video screening and the use of other audio-visual materials, students showed a higher level of participation, both in group discussions and in interaction with the material presented. This increase in engagement is also reflected in the teacher's observation that students are more active in asking questions and giving their opinions during learning. This is in accordance with the learning theory which states that learning involving more than one sense, such as sight and hearing, can increase the effectiveness of students' cognitive processes, because the information received is easier to remember and understand. Another aspect that has improved is the social skills of students, especially in terms of collaboration and communication. The application of audio-visual media in the form of videos or presentations allows students to discuss and work together in groups to analyze the material they have watched. The results of the questionnaire shared showed that 87% of students felt that group discussions were very helpful for them in understanding the Islamic Education material. The process of collaboration in groups allows students to exchange information with each other and deepen their understanding, which in turn develops their social skills, such as the ability to work together and listen to the opinions of others. Increasing student learning motivation is also one of the important findings in this study. Before the implementation of audio visual media, most students felt less interested and less enthusiastic in participating in Islamic Education learning. However, after the application of audio-visual media, especially learning videos, students' learning motivation increased significantly. As many as 80% of students revealed that they felt more interested and motivated to participate in learning after using audio visual media. This shows that audio-visual media can increase students' interest in Islamic Education lessons, so that the learning process becomes more interesting and fun.

However, although the results obtained show the effectiveness of the implementation of audio-visual media, there are several challenges faced during the implementation. One of the main challenges is the limited technological facilities available in schools, such as projectors or computers that do not always function properly or are not available in sufficient quantities. The limitations of this facility can hinder the successful use of audio visual media optimally. In addition, the limitations of devices owned by students, such as mobile phones or tablets that do not support learning videos, are also an obstacle in the implementation of technology-based learning. Therefore, efforts are needed to improve and improve existing technological facilities, as well as find alternative solutions to overcome the limitations of student devices. Overall, the results of this study show that the application of audio visual media in Islamic Education learning at SD Negeri 12 Koto Tinggi, Lubuk Sikaping District, Pasaman Regency, has a significant positive impact on improving student learning outcomes. Audio visual media has proven to be

effective in increasing students' understanding of Islamic teaching materials, improving student involvement in learning, and increasing students' motivation and social skills. Therefore, the use of audio-visual media should continue to be applied and expanded in the learning process of Islamic Education, with special attention to improving facilities and selecting media that are in accordance with the characteristics of students and the material being taught.

## CONCLUSION

Based on the results of research conducted at SD Negeri 12 Koto Tinggi, Lubuk Sikaping District, Pasaman Regency, it can be concluded that the application of audio-visual media in Islamic Education learning has a significant impact on improving student learning outcomes. The use of this media has proven to be effective in increasing students' understanding of Islamic Education materials, such as the basic teachings of Islam, the story of the prophet, and Islamic moral values. This improvement can be seen from the results of the pre-test and post-test tests which show significant changes in students' understanding of the material taught. In addition, the application of audio-visual media also increases student involvement in learning. Before the use of this media, students tended to be passive in learning, but after the application of audio-visual media, they became more active in discussing, asking questions, and participating in learning activities. This shows that audio-visual media is able to stimulate students' curiosity and involvement more intensively.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.

- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan, Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. *13(1)*, 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.