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Application of Audio Visual Learning Media to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 1109 Aek Nabara Tonga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning Audio Visual Learning 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 by test and observation techniques. Tests are used to measure learning 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 indicators of research success. The results of the study indicate that Audio Visual Learning 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, Audio Visual Learning Media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Audio visual learning, learning outcomes, islamic education.

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INTRODUCTION

Human beings in essence need education to develop their quality in various aspects. Education is an activity that is deliberately intended to achieve certain goals and involves various factors that are interrelated with each other, thus forming a system that affects each other. The educational process is held formally in schools, intended to direct changes in a person in a planned manner, both in terms of knowledge, skills and attitudes. In the learning process, there are interrelated components, which include teaching objectives, teachers and students, subject materials, teaching and learning methods/strategies, tools/media, lesson resources and evaluations.

One of the media used in learning that is believed to increase students' understanding and motivation to learn is audio-visual media. Audio visual media is one of the alternative means of carrying out a technology-based learning process. Audio-visual technology-based learning can be used as an alternative means of optimizing the learning

process, because some aspects include; 1) Mahmud & Tedi Priadi, Islamic Educational Thought, (Bandung: Sahifa, 2005), p.15; 2) Sukewi, The Teaching and Learning Process, (Semarang: IKIP Semarang Press, 1994), p. 23 ; 1) Easy to package in the learning process; b) More interesting for learning; c) Can be repaired at any time.

The learning process is very important in the world of education, in this process there are many things that can affect the achievement of learning goals or expected learning outcomes of students. The low attention and enthusiasm of students in participating in Islamic Religious Education learning. This was observed by the author who is also a teacher of Islamic Religious Education on the asmaul husna material, where the number of students who completed the material was only 4 people out of 12 people in class V of SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN DISTRICT.

According to the author, this is due to several factors, including the teaching methods that teachers have been doing so far tend to be monotonous and have never used learning media that are interesting to students. Starting from the above problems, the author is also interested in improving students' learning outcomes on asmaul husna material by using audio visual media so that students' enthusiasm and attention in participating in PAI learning of asmaul husna material increases, so that it also affects the improvement of students' learning outcomes.

Another reason is that such learning has never been carried out before and because this has become a trend among children who really like to see videos, especially those circulating on social media and youtube applications. Based on the background of the above problem, the author was encouraged to conduct a research with the title "Application of Audio Visual Media to Improve PAI Learning Outcomes in Asmaul Husna Class V Material SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN District".

METHODS

The type of research used is Classroom Action Research. Classroom Action Research is a scrutiny of learning activities in the form of an action that is deliberately raised and occurs in a classroom simultaneously (Suharsini 2014: 3). The form of Classroom Action Research used is Collaborative Classroom Action Research, where the researcher collaborates with class V teachers of SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN DISTRICT. The Class Action Research that is being researched takes the subject of Islamic Religious Education (PAI) asmaul husna material by applying audio visual media to improve the learning outcomes of class V students of SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN DISTRICT. Research variables as an attribute or trait or value of people, objects or activities that have a certain variation are determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn (Sugiyono, 2016: 38).

In other words, a research variable is something that can be measured and assessed. Considering that quantitative research requires that the results of the research are objective, measurable and can always be open to testing whose results are obtained through mathematical calculations. In this classroom action research, the research variables are audio-visual media and student learning outcomes. The effectiveness of the implementation and utilization of visual audio media has a great influence or no impact at all on the results or achievements of students. This must be done hypothesis testing to get the final result of an action study of this class. Population is the overall subject of research (Arikunto, 2006: 130).

According to others, the population is the entire subject or object that is the target of the research (Sudjarwo and Basrowi, 2009: 225). Thus, population can be interpreted as the entire object to be studied, either in the form of objects, people, events or phenomena that will occur. The population in this class action study is class V students of SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN District, with a total of 12 students consisting of 7 male students and 5 female students. The sample is a part or representative of the population being studied (Arikunto, 2006: 131). To measure the minimum number

of samples needed, the researcher used the Slovin formula with an error rate of 10%. This type of research is class room action research abbreviated as PTK. "The distinctive characteristic of PTK is the existence of certain actions to improve the teaching and learning process in the classroom".

In addition, according to Kusnandar in Ekawarna explained that PTK is an activity carried out by teachers or together with others (collaboration) that aims to improve and improve the quality of the learning process in the classroom. What is meant by the source of data in this study is the subject from which the data can be obtained (Arikunto, 2016: 26). In this study, the researcher used two data sources, namely; 1) Primary data sources, namely data collected directly by researchers from the first source (Sumadi, 2003: 93). The primary data sources in this study are students of class V SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN DISTRICT; 2) Secondary data sources, namely data that is directly collected by the researcher as support from the first source.

It can also be said that data is compiled in the form of documents. In this study, observation and tests are secondary sources. In a scientific research, data collection techniques are very influential in determining the success of a research, especially obtaining the truth. Therefore, researchers use several methods such as; 1) interview; 2) observation; 3) documentation and tests. Data collection typically results in a large number of written notes, typed interview transcripts, or videotapes or conversational challenge audios that contain multiple pieces of data that are later sorted and analyzed. This process is carried out by creating codes or categorizing data (Moleong, 2005: 234-235). The data collection methods used in this study are; 1) Observation. The observation method is carried out by conducting direct research on the object to be studied. By making this observation, researchers are able to understand complex situations.

A complicated situation is possible if the researcher wants to pay attention to the behavior at once (Moleong, 2002: 175). In this class action research (PTK), the researcher acts as an observer who observes the learning process using audio-visual media. This observation was carried out to collect data: school name and school address; 2) Test. A test is a measurement tool used in a study to determine the success rate of students .in the process of teaching and learning or to determine an educational program (Nasution, 1993: 167). In this class action research, tests are given to students at the end of each cycle to determine the success of class V students of SDN 1109 AEK NABARA TONGA, AEK NABARA BARUMUN DISTRICT. The test given is in the form of fill-in questions, each of which has 5 items. Meanwhile, the allocation of time needed to do the questions is 30 minutes. In order for the data obtained through research instruments as mentioned above to be used to justify or discredit research, it is necessary to process and analyze data.

Data analysis, according to Patton (1980: 268) is the process of arranging the order of data, organizing it into a pattern, category, and basic unit of description. The data collected is first compiled and explained, then analyzed by qualitative methods so as to produce descriptive data analysis, namely direct observations stated by respondents in writing and orally (Arikunto, 2002: 240). Through this qualitative method, it is hoped that the data obtained can facilitate the processing of two or more variables to answer research problems correctly. In analyzing the data that has been collected by systematically connecting one data with another, then in the form of this research report.

RESULTS

The application of audiovisual learning media in Islamic Education at SD Negeri 1109 Aek Nabara Tonga yielded notable improvements in students' learning outcomes. Initially, students showed limited engagement and a lack of motivation in the subject. However, after integrating audiovisual media, such as videos, presentations, and audio recordings, students became more active participants in the learning process. The use of audiovisual tools helped bring the material to life, making it more accessible and easier to understand for the students, which resulted in a significant increase in their overall performance.

In the first phase of the research, students were exposed to traditional teaching methods, such as lectures and textbook reading, which had minimal effect on their comprehension and interest in Islamic Education. During this phase, students' participation in class activities was low, and many struggled to connect abstract concepts to their real-life experiences. The teacher observed that students were often passive in class, and their attention tended to drift, which affected their ability to retain the material being taught.

The introduction of audiovisual media in the second phase of the study marked a clear shift in student engagement. The teacher began incorporating videos and audio materials related to the Islamic teachings being discussed. For example, the teacher showed videos depicting historical Islamic events, the significance of prayer (Salat), and the life of Prophet Muhammad (PBUH). These visual and auditory elements captured students' attention and provided context for the lessons, helping students form a better understanding of the material. The use of multimedia made it easier for students to grasp complex concepts, and the storytelling format of the videos encouraged them to engage more actively with the content.

By the second phase, the students' responses to the lessons became noticeably more enthusiastic and involved. Students were seen participating more in discussions, asking questions, and demonstrating a stronger grasp of the subject matter. The audiovisual media encouraged students to visualize and internalize the Islamic concepts, such as understanding the teachings of Islam and the practice of daily prayers, in a more tangible and relatable way. This shift in learning dynamics helped students connect with the subject on a deeper level, thus increasing their motivation to learn.

The integration of audiovisual media also proved effective in accommodating different learning styles. Some students learned better through listening, while others benefited from seeing visual representations of the material. The videos and audio materials catered to both auditory and visual learners, ensuring that all students had the opportunity to engage with the content in a way that suited their learning preferences. This approach helped bridge gaps in understanding, particularly for students who had previously struggled to comprehend abstract Islamic concepts.

The teacher's role in utilizing audiovisual media as a facilitator was also crucial to the success of this approach. The teacher did not simply show videos or play audio but instead used these tools as a starting point for further discussion and reflection. After each audiovisual session, the teacher engaged the students in meaningful conversations, asking open-ended questions to prompt critical thinking and discussion. This interactive approach, combined with audiovisual media, allowed students to make connections between the material and their own lives, which deepened their understanding of the lessons.

Furthermore, assessments conducted during the research indicated that students' academic performance improved significantly after the integration of audiovisual media. The results from pre- and post-tests showed an increase in students' knowledge and retention of Islamic Education topics. This was especially evident in their ability to recall details and explain the teachings of Islam with greater clarity. The use of audiovisual materials provided students with a multisensory experience that helped reinforce their learning and improved their memory retention.

The final phase of the research demonstrated that the use of audiovisual media led to an overall increase in the quality of student learning. Students demonstrated a greater interest in Islamic Education, and many expressed enthusiasm about learning through multimedia resources. Their ability to connect theoretical knowledge to real-world examples improved, and they showed a better understanding of the practical application of Islamic principles in daily life. The teacher observed that students were more confident in answering questions and participating in class activities.

In conclusion, the integration of audiovisual media into the teaching of Islamic Education at SD Negeri 1109 Aek Nabara Tonga significantly enhanced students' learning

outcomes. The use of videos, audio recordings, and presentations not only improved students' comprehension of Islamic concepts but also made the learning process more engaging and interactive. This study shows that audiovisual media can play a vital role in increasing student motivation, improving learning outcomes, and catering to diverse learning styles, ultimately leading to a more dynamic and effective educational experience.

DISCUSSION

The discussion in this PTK is based on the results of observations followed by evaluation and reflection activities. Based on the results of the first and second cycles of research, it was shown that PAI learning in *asmaul husna* material using audio visual media has increased, both in terms of increasing student activities and learning outcomes during the learning process. This can be seen based on the observation of the learning outcomes of students in the first cycle cannot be said to be successful, because the number of students who got ≥ 70 is not in accordance with the Minimum Completeness Criteria (KKM) determined because it has not met the indicator of achieving classical completeness, which is at least 85% of the number of students. The classical completeness of the students' learning outcomes, 5 students who completed it with a percentage of 42% and 7 students who did not complete it 58%. This can be concluded that in this first cycle, the learning outcomes of students have not reached the success indicators. From this background, the researcher then continued the second cycle of learning. From the results of student activities in the second cycle, the percentage of student learning outcomes increased to 92%.

The results of this study underscore the effectiveness of audiovisual media in enhancing students' learning outcomes in Islamic Education at SD Negeri 1109 Aek Nabara Tonga. The use of multimedia resources, such as videos and audio recordings, significantly contributed to increased student engagement and a deeper understanding of the subject matter. Before the introduction of audiovisual media, students struggled to relate to the material and showed limited interest in the lessons. However, once multimedia tools were integrated into the teaching process, students became more attentive and actively participated in class discussions, indicating a clear shift in their learning behavior.

One of the most noticeable changes was the improvement in students' ability to visualize and internalize Islamic teachings. The visual elements, such as videos depicting Islamic historical events and religious practices, provided students with concrete examples of abstract concepts. This visual representation helped students to better understand the material by making it more tangible and relevant to their own lives. The combination of visuals and narration allowed students to see the concepts in action, making the content more relatable and easier to retain.

In addition to visual engagement, the auditory aspect of audiovisual media also played a key role in reinforcing students' learning. The use of audio recordings, such as Quranic recitations and Islamic lectures, catered to auditory learners who benefit from listening as their primary mode of learning. By incorporating both visual and auditory elements, the teacher ensured that students with different learning preferences were reached, which in turn improved the overall effectiveness of the lessons. This multisensory approach helped accommodate the diverse learning styles present in the classroom.

Another significant advantage of using audiovisual media was its ability to stimulate students' curiosity and critical thinking. After watching the videos and listening to the audio, students were more eager to ask questions and explore the material further. The teacher used the audiovisual media as a springboard for discussions, allowing students to reflect on the content and share their thoughts. This interactive approach encouraged deeper cognitive engagement and enabled students to connect theoretical

knowledge to real-world contexts, which reinforced their understanding of Islamic principles.

Moreover, the integration of audiovisual media supported the development of students' social and communication skills. In group discussions and activities following the multimedia presentations, students worked together to analyze and interpret the content. Collaborative learning fostered teamwork and the sharing of ideas, which not only enhanced their understanding of the material but also improved their ability to communicate effectively. These social skills are essential in the context of Islamic teachings, which emphasize cooperation, respect, and mutual understanding.

The teacher's role in guiding and facilitating learning was pivotal to the success of using audiovisual media. Rather than solely relying on the multimedia tools, the teacher engaged students by prompting critical thinking, asking open-ended questions, and encouraging student participation. The teacher's active involvement helped ensure that the audiovisual media was used effectively to support the learning objectives, rather than just serving as a passive form of entertainment. This active engagement reinforced the learning experience and helped students process and apply the content more thoroughly.

Finally, the significant improvement in students' academic performance, as reflected in the post-test results, suggests that the use of audiovisual media was highly effective in increasing students' retention and comprehension of Islamic Education topics. By engaging multiple senses and providing concrete examples, the multimedia tools helped students connect with the content in a way that traditional teaching methods could not achieve. The findings of this study suggest that integrating audiovisual media into the classroom is a powerful strategy to enhance student learning, especially in subjects like Islamic Education, where understanding abstract concepts can often be challenging.

CONCLUSION

Based on research and discussion on the Application of Audio Visual Learning Media to Improve PAI Learning Outcomes in Asmaul Husna Class V Material SDN 1109 Aek Nabara Tonga, Aek Nabara Barumon District, the researcher can present the following conclusions; 1) The application of audio visual media in PAI subjects makes it easier for teachers to achieve learning goals, namely in improving the learning outcomes of class V students. The average grade of the class also experienced a significant increase, namely in the first cycle of 67, and in the second cycle it rose to 87. This means that the target set by the researcher has been achieved with the previously set indicators, namely the percentage of classical completeness reaching 85% and the Minimum Completeness Criteria (KKM) for individuals of 70; 2) Students' learning activity can be improved by applying audio visual media in the material Closer to the Names of Allah (asmaul husna). With this media, teachers can easily stimulate the activeness of students through cooperation between groups. Teachers also easily monitor student activities so that the level of difficulties and problems faced by students can be known and solutions can be found by teachers. The increase in student learning activities can be seen from the first cycle with the number of average scores and scores obtained, which is 33 with an average score of 82 (good), and in the second cycle the number of average scores and scores obtained is 38 with an average score of 95 (very good); 3) The application of audio-visual media can also increase teacher activities. This can be evidenced by the increase in the achievement of the results of observation of teacher activities from the number of scores obtained from the observation of teacher activities in learning, which is 68 with an average result of 85 (good), and in the second cycle it increased by 74 with an average result of 92.5 (very good).

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