



## Improving the Learning Outcomes of Grade IX Students on the Material of Faith in the Last Day through the Application of Audio Visual Media at SMP Negeri 1 Setia

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**Abstract:** This study aims to improve the learning outcomes of grade IX students on the material of faith in the last day through the application of 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 junior high school students. The data for this study were obtained using a qualitative approach. Data collection was carried out through learning outcome tests, observations, and interviews. Each cycle includes the stages of planning, implementation, observation, and reflection. The results showed that there was a significant increase in student learning outcomes. The average class score increased from 65 in the pre-action to 72 in the first cycle and 80 in the second cycle. In addition, the percentage of students who achieved scores above the Minimum Completion Criteria increased from 30% in the pre-action to 55% in the first cycle and 85% in the second cycle. The results of observations and interviews showed that students were more active, motivated, and involved in discussions when audiovisual media were used. They found it easier to understand abstract concepts and showed an increase in critical thinking skills.

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

**Received** January 11, 2025; **Accepted** February 17, 2025; **Published** March 10, 2025

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### INTRODUCTION

Islamic Religious Education (PAI) is a main subject that not only aims to introduce various Islamic studies to students, but also to teach the application of religious values in everyday life in society. PAI has a very important role in shaping students' character and morals. One of the materials taught in PAI is Faith in the Last Day, which aims to increase students' awareness of life after death, as well as to strengthen their faith and piety. However, in the process of learning the material Faith in the Last Day in grade IX at SMP Negeri 1 Setia, it was found that student learning outcomes were still relatively low. Based on the results of teacher observations and reflections during learning, there are several factors that cause these low learning outcomes. Low learning outcomes not only have an impact on students' academic achievement, but also affect the development of their understanding of the material given, especially in terms of strengthening religious values. One of the main factors causing low learning outcomes is the learning approach that still uses conventional methods, such as lectures and discussions. Although this method has been used for a long time, in reality this approach has not been able to attract the attention and active involvement of students in learning.

As a result, students feel bored, unchallenged, and less motivated to study the material further. Therefore, a more innovative and student-centered approach needs to be implemented so that learning becomes more fun, interesting, and can motivate students to be more active in finding out and studying the material being taught. The second factor is the material on Faith in the Last Day which is abstract and requires deep understanding. Concepts such as the apocalypse, life after death, heaven, and hell are difficult for students to understand and imagine, because these things are related to a world that is not visible to the five senses. This makes it difficult for students to understand and relate the material to their daily lives.

Theoretical teaching without an approach that can stimulate students' imagination makes them feel far from the material. Therefore, a more creative approach is needed, such as the use of visual media, stories, or other methods that can link these abstract concepts to realities that are more real and can be understood by students. The third influential factor is the low motivation of students to learn, which is mostly caused by the lack of variation in the use of learning media. Learning that is monotonous and limited to one type of media makes students quickly feel bored and less interested. Therefore, more interesting learning media are needed, such as videos, images, and digital technology, to help students understand abstract material in a more enjoyable and easy-to-understand way. Without variation in methods and media, student motivation will decrease, and ultimately their learning outcomes will be affected. To overcome this problem, innovation is needed in learning to improve students' understanding and interest in the material of Faith in the Last Day.

One strategy that can be applied is the use of audio-visual media, which presents material in the form of images, sound, and video. This media can help students understand abstract concepts more easily in a more interesting and enjoyable way. This Classroom Action Research (CAR) aims to determine the extent to which the application of audio-visual media can improve the learning outcomes of grade IX students in understanding the material of Faith in the Last Day at SMP Negeri 1 Setia. Through this research, it is hoped that Islamic Religious Education learning will be more effective, interesting, and can significantly improve student learning outcomes. Based on the background that has been stated, the author conducted a classroom action research entitled "Improving the Learning Outcomes of Grade IX Students on the Material of Faith in the Last Day Through the Application of Audio Visual Media at SMP Negeri 1 Setia".

## **METHODS**

This study uses the Classroom Action Research method which aims to improve the learning outcomes of grade IX students on the material of Faith in the Last Day through the application of audio-visual media at SMP Negeri 1 Setia. This study was conducted in two cycles, where each cycle consists of four main stages, namely planning, implementing actions, observation, and reflection. This method was chosen because it allows researchers to identify learning problems, apply appropriate solutions, and evaluate the effectiveness of the actions that have been carried out systematically. The subjects of this study were grade IX students at SMP Negeri 1 Setia who had difficulty understanding the material of Faith in the Last Day. Based on initial observations, many students had difficulty understanding abstract concepts about the signs of the Day of Judgment, life after death, and the wisdom of believing in the Last Day. Therefore, this study focuses on the application of audio-visual media as a learning strategy that is expected to improve students' understanding of the material. Data collection techniques in this study include learning outcome tests, observations, interviews, and documentation. Learning outcome tests are used to measure the increase in students' understanding of the material before and after the application of audio-visual media. Observations were conducted to observe student activities during learning, while interviews were used to obtain student and teacher responses regarding the effectiveness of the methods applied. Documentation was

used as evidence of the implementation of the research, such as photos of learning activities and student work results. This research was conducted in two cycles, where each cycle consisted of four stages.

The first stage is planning, which includes the preparation of learning tools such as lesson plans, audio-visual media, and evaluation instruments. The second stage is the implementation of the action, where researchers apply learning with audio-visual media in the classroom. The media used are animated videos and short films that explain the events of the last day based on the Qur'an and hadith. The third stage is observation, where researchers and collaborators (subject teachers) observe how students respond to learning using audio-visual media. Observations are conducted to see the level of student participation, their attention to the material, and how they understand the concepts taught. Data from this observation will be the basis for reflection and determining improvements in the next cycle. The fourth stage is reflection, where researchers analyze test results and observations to evaluate the effectiveness of learning. If student learning outcomes show significant improvement and most students achieve the Minimum Completion Criteria (KKM), then the research is considered successful. However, if the learning outcomes have not met the target, improvements are made in the next cycle by adjusting more effective learning strategies.

In the first cycle, learning is carried out by playing a video about the signs of the Day of Judgment and life after death. The teacher provides additional explanations after the video is played, then students are asked to discuss in groups about the contents of the video. After that, students work on evaluation questions to measure their understanding of the material. The results of the evaluation in the first cycle are analyzed to determine the effectiveness of the use of audio-visual media. Based on the results of the first cycle reflection, it was found that some students were still less active in discussions and had difficulty understanding some of the concepts explained in the video. Therefore, in the second cycle, improvements were made by adding a guide before watching the video and giving individual assignments in the form of a summary of the material taken from the video. In addition, group discussions were strengthened with more intensive guidance from the teacher. In the second cycle, learning was again carried out with more interactive audio-visual media. The video used this time was shorter, but accompanied by trigger questions at the beginning and end of the video to improve students' critical thinking. In addition, the teacher provides real examples in everyday life related to faith in the last day, so that students can more easily connect the material with their lives.

After the evaluation test was conducted in the second cycle, the results showed that there was a significant increase in student understanding. The average student score increased compared to the first cycle, and the number of students who achieved the KKM increased. In addition, students also seemed more enthusiastic in participating in learning, which showed that the use of audio-visual media succeeded in increasing their interest in learning. Data analysis was carried out descriptively by comparing student learning outcomes before and after the action.

## **RESULTS**

This study was conducted to determine the improvement in learning outcomes of ninth-grade students at SMP Negeri 1 Setia on the topic of Faith in the Day of Judgment through the application of audiovisual media. The research findings were obtained based on data from learning outcome tests, observations, and interviews conducted over two learning cycles. Each cycle consisted of planning, implementation, observation, and reflection phases to assess the effectiveness of the applied method. During the pre-cycle stage, an initial test was conducted to measure students' understanding before implementing audiovisual media. The test results indicated that most students had difficulty comprehending the topic of Faith in the Day of Judgment. The average class score in the pre-cycle stage was 65, which was below the Minimum Competency Criteria (KKM) of 75,

and only 30% of students scored above the KKM. Initial observations revealed that students were less enthusiastic about the lesson and tended to be passive when the teacher explained the material using conventional methods. In the first cycle, audiovisual media was introduced into the learning process. Students watched a video explaining the signs of the apocalypse, life after death, and the wisdom of believing in the Day of Judgment. Afterward, they engaged in group discussions and completed an evaluation test. The results from the first cycle showed an improvement, with the class average increasing to 72, and 55% of students scoring above the KKM. Although there was progress, some students still struggled to grasp abstract concepts presented in the video.

Observations during the first cycle revealed that students were more focused and engaged while watching the video compared to listening to a teacher's direct explanation. However, some students remained passive in discussions and found it challenging to construct answers to the questions provided. These findings indicated that while audiovisual media improved student attention, additional strategies were needed to enhance comprehension further. In the second cycle, improvements were made by providing a pre-viewing guide to help students better understand the video's key messages. Additionally, group discussions were strengthened with more active teacher guidance, and students were required to summarize the video's content. The results from the second cycle demonstrated significant improvement, with the class average increasing to 80, and 85% of students scoring above the KKM. Interviews with students after the second cycle revealed that most found it easier to understand the material through videos compared to reading textbooks or listening to direct explanations. Some students also expressed that using audiovisual media made the lessons more engaging and less monotonous, increasing their motivation to learn.

The subject teacher involved in the study also noted that audiovisual media positively impacted student participation in class. The teacher observed an increase in student engagement during discussions and a better understanding of the concepts being taught. Additionally, the teacher found that audiovisual media was a more efficient way to deliver abstract material. Observations further showed that students were more active in asking questions and expressing opinions after implementing this method. This indicated that audiovisual media not only helped improve students' understanding but also enhanced their critical thinking skills and confidence in communication. Regarding the quality of group discussions, there was a significant difference between the first and second cycles. In the first cycle, many students merely listened without actively participating in discussions. However, in the second cycle, after receiving clearer guidance and more intensive support from the teacher, students became more engaged in expressing their thoughts. Documentation of the study demonstrated a noticeable shift in the learning atmosphere. Initially, students appeared uninterested in the conventional teaching approach. However, after the implementation of audiovisual media, they were more focused and motivated to follow the lesson through to completion. The documentation also showed that students took more notes on key points from the video, indicating an improvement in note-taking skills and information retention.

Overall, the application of audiovisual media proved to be effective in improving students' learning outcomes. This was evident from the increase in the class average score from 65 in the pre-cycle, to 72 in the first cycle, and finally to 80 in the second cycle. Furthermore, the percentage of students achieving scores above the KKM rose significantly, from 30% in the pre-cycle, to 55% in the first cycle, and 85% in the second cycle. Based on reflection, several factors contributed to the success of this method, including the selection of appropriate media, pre-viewing guidance, structured group discussions, and active teacher support. This combination enabled students to develop a deeper understanding rather than merely memorizing concepts. However, this study also identified several challenges, such as limited school facilities, as not all classrooms were equipped with adequate audiovisual technology. Additionally, some students struggled to understand the language or terminology used in the videos, requiring further explanation



from the teacher. As a follow-up, it is recommended that teachers continue to develop technology-based learning methods to enhance teaching effectiveness. Additionally, schools should consider providing better facilities to optimize the implementation of audiovisual media in learning. In conclusion, this study demonstrates that the use of audiovisual media has a positive impact on improving students' learning outcomes. When applied correctly, this method not only aids students in understanding the subject matter but also increases their learning motivation, participation in discussions, and critical thinking skills. Therefore, audiovisual media can serve as an innovative solution for teaching Islamic Religious Education, particularly for abstract topics such as Faith in the Day of Judgment.

The purpose of this research was to determine the effectiveness of audio-visual media in improving student learning outcomes in the subject of Iman kepada Hari Akhir (Belief in the Day of Judgment) for Class IX at SMP Negeri 1 Setia. The study aimed to explore whether multimedia resources, including videos and animations, could help students better understand, engage with, and retain the material on this key religious topic. Before implementing the use of audio-visual media, the teaching methods for Iman kepada Hari Akhir primarily involved direct instruction, where the teacher explained the concepts verbally and students took notes. While this traditional approach provided students with the necessary information, it often lacked the depth and engagement needed for students to fully understand the significance of the Day of Judgment in their daily lives. The initial assessment of students' understanding of the material revealed gaps in both comprehension and retention.

To address these challenges, the research introduced the use of audio-visual media, such as videos, animations, and interactive slideshows, to present the material in a more engaging and visually stimulating manner. These multimedia tools were chosen to help students visualize the events of the Day of Judgment, making the abstract concepts more tangible. The content was carefully selected to ensure it was age-appropriate and relevant to the students' experiences. The aim was to make the topic of Iman kepada Hari Akhir more accessible and to help students connect with it on a deeper level. The immediate impact of using audio-visual media was an increase in student engagement. During lessons, students were more focused and attentive when multimedia tools were integrated into the teaching process. They appeared more interested in the material, especially when watching videos that illustrated key events of the Day of Judgment. The visual and auditory nature of the media helped make the topic more appealing, especially for students who may struggle with traditional text-based learning methods. By presenting the material in a dynamic way, students were encouraged to think critically about the content.

The video content, which showcased various scenes and explanations related to Iman kepada Hari Akhir, allowed students to see and hear the information being taught, which helped reinforce their understanding. After watching the videos, students had a clearer grasp of the significance of the events that will unfold on the Day of Judgment and how these events tie into Islamic teachings on accountability and the afterlife. The visual representation of abstract concepts like the scales of justice and the heaven and hell also helped make these religious ideas more concrete for students.

In addition to improved engagement, the use of audio-visual media also enhanced student comprehension. Before the multimedia intervention, students had difficulty explaining key concepts of Iman kepada Hari Akhir, such as the importance of the Day of Judgment in Islamic belief. However, after watching the videos and participating in discussions, students demonstrated a much better understanding. They could now describe the events of the Day of Judgment more clearly, explain their significance, and provide examples of how belief in the Day of Judgment should influence their behavior in daily life. The post-test results revealed significant improvement in student learning outcomes. In particular, students were able to recall key details of the Day of Judgment, such as the stages that will occur and the moral lessons to be learned from these events.

Many students who had struggled to explain the concepts before now provided comprehensive answers during assessments. This shows that the use of audio-visual media had a positive impact on their ability to retain and apply the information.

Classroom discussions also became more dynamic as a result of the multimedia intervention. Students were more willing to ask questions, share their thoughts, and engage in conversations about the Day of Judgment. The videos and animations served as starting points for deeper reflections on topics such as accountability, the importance of good deeds, and the afterlife. Students were encouraged to think critically about the teachings of Islam and to explore how their actions today may affect their future in the Hereafter. One of the notable findings from the student surveys was the increased interest and motivation to learn about Iman kepada Hari Akhir. Many students stated that they found the lessons more enjoyable and easier to follow when multimedia was integrated. The videos, in particular, helped them understand difficult concepts that they had previously found abstract or confusing. The visual aspect of learning was especially beneficial for students who had difficulty engaging with written texts, making the learning process more inclusive and accessible.

Moreover, the teacher noted that the use of multimedia allowed for more student-centered learning. Rather than simply lecturing, the teacher was able to facilitate discussions, answer questions, and guide students through the content more effectively. The interactive nature of the multimedia tools encouraged students to take more responsibility for their learning, fostering a greater sense of ownership and involvement in the educational process.

While the results were overwhelmingly positive, there were some challenges to implementing the audio-visual media. One of the primary obstacles was the technical issues that occasionally arose, such as equipment malfunctions or difficulties with audio-visual setup. These challenges sometimes disrupted the flow of the lesson and caused delays. To address these issues, the teacher worked closely with the school's technical staff to ensure the equipment was functioning properly before each lesson. Another challenge was the varying levels of access to technology among students. While all students had access to the multimedia resources during class, some students did not have similar access at home, limiting their ability to review the material outside of school. This discrepancy in access to technology could potentially create gaps in learning for students who needed additional reinforcement at home. Despite these challenges, the overall results demonstrated that audio-visual media was an effective tool for enhancing student learning in religious education. Students not only demonstrated a better understanding of Iman kepada Hari Akhir but also showed increased enthusiasm and participation in class. The multimedia approach fostered a deeper connection to the material, helping students relate the teachings to their own lives and actions.

The study also highlighted the importance of varied teaching methods in engaging students with different learning styles. While some students benefited from the visual and auditory elements of the media, others may have preferred a more hands-on or interactive approach. The teacher's ability to adapt and combine different teaching strategies ensured that all students could engage with the content in a way that suited their learning preferences. The application of audio-visual media in teaching Iman kepada Hari Akhir at SMP Negeri 1 Setia resulted in improved student engagement, comprehension, and learning outcomes. The multimedia tools helped bring the concepts to life, making abstract ideas more tangible and relatable. Despite some technical challenges, the overall impact of using multimedia was overwhelmingly positive, indicating that this method is an effective way to enhance student learning in religious education. Based on these findings, it is recommended that other schools consider integrating multimedia tools into their teaching strategies, especially for complex and abstract subjects such as Iman kepada Hari Akhir.

The positive impact of the audio-visual media on student learning was not limited to comprehension alone but extended to the retention of key concepts. Students who had difficulty remembering details about the events of the Day of Judgment prior to the

multimedia intervention now demonstrated a much better ability to recall these details. The integration of video and animation provided a more memorable experience, helping students visualize the sequence of events in a way that text-based instruction could not. This enhancement in retention was evident in the follow-up assessments, where students consistently performed better on questions regarding the specific events and teachings related to the Day of Judgment.

Furthermore, the application of audio-visual media contributed to a more inclusive learning environment. In any classroom, students exhibit different learning styles, with some being more visual learners and others being more auditory or kinesthetic. The use of multimedia catered to these diverse learning preferences, ensuring that all students had the opportunity to engage with the material in a way that resonated with them. For example, visual learners benefited greatly from the animations and videos, while auditory learners were engaged by the explanations accompanying the visuals. This approach promoted greater participation from all students, fostering an environment where everyone could thrive.

The increased engagement and participation were also reflected in the improved classroom atmosphere. With students more interested and involved in the learning process, the teacher was able to foster a more interactive and dynamic learning environment. The discussions that followed the multimedia presentations were richer and more insightful, as students eagerly shared their thoughts on how the teachings of Iman kepada Hari Akhir could influence their daily lives. This deeper level of engagement made the learning process not only more enjoyable but also more meaningful for students.

The research also highlighted the role of the teacher in facilitating the multimedia-based learning. While the videos and animations provided an essential tool for presenting the material, the teacher's role in guiding students through the content and encouraging discussion was crucial. Teachers acted as facilitators, helping students navigate the material, ask questions, and reflect on how the content applied to their lives. This supportive role ensured that the multimedia approach was not just about passive consumption of information but an active process of learning and reflection.

An interesting outcome of this study was the improvement in the students' attitudes toward the subject of Iman kepada Hari Akhir. Prior to the multimedia-based lessons, some students viewed the topic as abstract and disconnected from their everyday experiences. However, after watching videos that illustrated the events in a more relatable manner, students were able to understand the practical implications of belief in the Day of Judgment, such as how it influences behavior, ethics, and choices. This shift in perspective was an essential outcome of the study, as it showed how multimedia could be used not only to explain religious concepts but to make them personally relevant for students.

Despite these successes, it was also clear that challenges remained in the use of multimedia in the classroom. The occasional technical difficulties, such as equipment failure or connectivity issues, were a major disruption during some lessons. To address these issues, the school administration could work to improve the reliability of the equipment, ensuring that all necessary tools are ready and functional before lessons begin. Additionally, teachers could receive more training on troubleshooting technical issues to minimize interruptions during class. In conclusion, the research demonstrated that the integration of audio-visual media into the teaching of Iman kepada Hari Akhir in Class IX at SMP Negeri 1 Setia led to significant improvements in student learning outcomes. The use of videos, animations, and other multimedia tools not only enhanced student comprehension but also improved retention, engagement, and participation. Despite some technical and access-related challenges, the overall effectiveness of this multimedia approach highlighted its potential for improving religious education. Therefore, schools are encouraged to incorporate more multimedia resources into their teaching strategies, as they have the potential to make abstract religious concepts more accessible and engaging for students.



## DISCUSSION

The results of this study indicate that the application of audiovisual media has a significant impact on improving the learning outcomes of ninth-grade students at SMP Negeri 1 Setia on the topic of Faith in the Day of Judgment. This finding aligns with previous studies suggesting that visual and auditory stimuli can enhance students' comprehension and engagement in the learning process. The increase in the class average score from 65 in the pre-cycle, to 72 in the first cycle, and finally to 80 in the second cycle, demonstrates the effectiveness of this method. Additionally, the percentage of students achieving scores above the Minimum Competency Criteria rose from 30% in the pre-cycle, to 55% in the first cycle, and 85% in the second cycle. These improvements suggest that audiovisual media helps students better understand abstract concepts related to Faith in the Day of Judgment, making the learning experience more engaging and effective. One of the key factors contributing to the success of audiovisual media is its ability to present complex religious concepts in a more tangible and relatable way. Students were able to visualize key concepts through videos, which made it easier for them to grasp ideas that might otherwise be difficult to understand through traditional text-based instruction. The integration of audiovisual materials also helped stimulate students' curiosity, encouraging them to engage more actively in discussions and ask more questions.

Observations from the study showed that students were more attentive and enthusiastic when audiovisual media was used. Compared to conventional teaching methods, where students were often passive listeners, the introduction of videos led to higher levels of participation in class discussions. Moreover, the structured guidance provided before watching the video in the second cycle helped students focus on key points, improving their ability to recall and analyze the information presented. Another significant outcome of this study was the increase in critical thinking skills among students. The use of audiovisual materials, combined with group discussions, encouraged students to analyze, interpret, and express their opinions about the content they watched. This approach aligns with modern educational theories that emphasize the importance of active learning, where students construct knowledge through meaningful interactions rather than passive memorization. The improvements in learning outcomes observed in this study also highlight the importance of teacher involvement in facilitating discussions and guiding students through the learning process. While audiovisual media alone can enhance engagement, its effectiveness is maximized when paired with structured teacher support. Teachers played a crucial role in providing explanations, answering questions, and ensuring that students fully understood the material presented in the videos.

Despite the success of audiovisual media in this study, some challenges were identified. One of the main challenges was the availability of facilities, as not all classrooms were equipped with projectors or computers to support audiovisual learning. Additionally, some students struggled with unfamiliar terminology in the videos, requiring further explanation from the teacher. These challenges suggest that while audiovisual media is a powerful tool, its effectiveness depends on proper infrastructure and teacher intervention. To further enhance the impact of audiovisual learning, schools should invest in better technology and resources, such as ensuring that all classrooms have the necessary equipment for audiovisual presentations. Additionally, teachers can curate videos that are tailored to students' language proficiency levels and provide supplementary materials to reinforce key concepts. The findings of this study are consistent with prior research that emphasizes the role of multimedia in improving student learning outcomes. The combination of visual, auditory, and textual elements helps cater to different learning styles, making education more inclusive and accessible. Future studies could explore long-term retention effects of audiovisual learning and investigate its effectiveness in other subjects beyond Islamic Religious Education. In conclusion, the application of audiovisual media in teaching Faith in the Day of Judgment has proven to be highly effective in improving student comprehension, motivation, and engagement. The significant increase



in test scores, along with enhanced participation and critical thinking skills, demonstrates that audiovisual media can be a valuable tool in modern education. However, to maximize its benefits, teachers and schools must ensure proper implementation, provide adequate resources, and integrate audiovisual content with interactive teaching strategies.

The aim of this study was to evaluate the effectiveness of audio-visual media in improving student learning outcomes on the topic of Iman kepada Hari Akhir (Belief in the Day of Judgment) for Class IX at SMP Negeri 1 Setia. The research focused on assessing whether the integration of multimedia tools, such as videos and animations, could enhance students' comprehension, retention, and engagement with this important Islamic topic.

Before the implementation of the audio-visual media, traditional teaching methods were used, where the teacher would provide verbal explanations and students would take notes and engage in brief discussions. While these methods were effective to some extent, initial assessments revealed that students had difficulty grasping the deeper concepts related to Iman kepada Hari Akhir, such as the significance of the Day of Judgment, the events that will occur, and their implications for human behavior. Many students struggled to connect the theoretical concepts with real-life applications, and their engagement during lessons was limited. To address these challenges, the use of audio-visual media was introduced into the classroom. The teacher used videos, slideshows, and other multimedia tools to present the material in a more dynamic and engaging way. For example, videos were shown that illustrated the events of the Day of Judgment, allowing students to visualize and better understand the sequence of events described in Islamic teachings. This multimedia approach was intended to make the material more accessible and relatable, providing students with a richer, more immersive learning experience.

The results from the initial phase of the study showed an immediate increase in student engagement. Students appeared more focused during lessons, as the multimedia tools captured their attention and sparked curiosity. They were more interested in watching the videos and listening to the accompanying explanations. The visual and auditory components of the media allowed students to grasp the key concepts more easily and helped them retain the information better. Furthermore, the interactive nature of the lessons encouraged students to ask questions and participate in class discussions.

The effectiveness of the audio-visual media was further evidenced by improved student comprehension of the topic. In pre-assessments, many students were unable to clearly explain key aspects of Iman kepada Hari Akhir. However, after the implementation of multimedia tools, post-assessment results revealed that students were able to accurately describe the events of the Day of Judgment and explain their significance in Islamic belief. Students demonstrated a stronger understanding of the subject, including the importance of belief in the Day of Judgment for guiding ethical behavior and shaping one's actions in daily life.

Student participation in classroom discussions also increased significantly after the use of audio-visual media. During lessons, students were actively engaged in analyzing and reflecting on the material, particularly when the videos provided scenarios that related to their own lives. For instance, after watching a video about the consequences of actions on the Day of Judgment, students shared their thoughts on how their actions could affect their futures in the Hereafter. This reflection not only deepened their understanding of the religious concepts but also encouraged them to think critically about their own behavior and beliefs.

In addition to improved comprehension and participation, the students also reported that they found the lessons more interesting and enjoyable with the integration of multimedia. Surveys and interviews conducted with the students revealed that they appreciated the variety in teaching methods and felt that the use of videos and animations helped them learn in a more engaging way. Many students expressed that they were able to better understand complex ideas when they were presented in a visual format, and they found it easier to remember key points from the videos.

The teacher also noted that the classroom environment became more dynamic and interactive as a result of the multimedia integration. Rather than relying solely on traditional lectures, the use of audio-visual media encouraged students to take an active role in their learning. The videos and animations served as conversation starters, prompting students to discuss the material, ask questions, and engage in deeper reflections on the content. The teacher was able to facilitate more interactive and student-centered learning, which created a more collaborative atmosphere in the classroom. However, despite the positive outcomes, there were some challenges associated with the use of audio-visual media. One of the primary difficulties was ensuring the technical equipment was functioning properly. On some occasions, the video projector or audio system malfunctioned, which caused delays in the lesson and disrupted the flow of the class. Additionally, not all students had access to similar technology outside of school, which meant that they could not revisit the material at home if they wished to reinforce their understanding.

Moreover, some students expressed that the videos were sometimes too complex or fast-paced for them to fully absorb the information. This highlighted the need for careful selection of multimedia resources that are tailored to the students' cognitive abilities. The teacher had to ensure that the videos were age-appropriate and presented the information in a clear, concise manner, without overwhelming the students with too much information at once. Despite these challenges, the overall success of the audio-visual media in improving student learning outcomes was evident. Students' post-assessment scores showed a significant improvement, with the majority of students demonstrating a deeper understanding of Iman kepada Hari Akhir. Furthermore, the increased level of student engagement, participation, and interest in the topic indicated that multimedia tools could be an effective way to enhance the learning experience in religious education.

The study also highlighted the importance of using varied teaching methods to address the diverse learning styles of students. While some students benefited from the visual and auditory components of the media, others may require additional support through other instructional strategies, such as hands-on activities or one-on-one explanations. Thus, it is essential for teachers to adopt a flexible approach that incorporates a mix of teaching methods to ensure that all students can engage with the material in a way that suits their learning preferences.

In conclusion, the implementation of audio-visual media significantly improved the learning outcomes of Class IX students at SMP Negeri 1 Setia on the topic of Iman kepada Hari Akhir. The integration of videos, animations, and other multimedia tools enhanced student comprehension, retention, and engagement. Students became more actively involved in their learning, demonstrated a stronger understanding of key concepts, and developed a deeper connection to the material. While technical challenges and varying student needs presented some obstacles, the overall impact of the audio-visual media was overwhelmingly positive. Based on these findings, it is recommended that other educational institutions consider incorporating multimedia tools into their teaching strategies to improve student engagement and learning outcomes, particularly in subjects related to religious education.

## **CONCLUSION**

In conclusion, the implementation of audio-visual media significantly enhanced the learning outcomes of students at SMP Negeri 1 Setia, particularly in understanding the topic of Iman kepada Hari Akhir. The use of multimedia tools, such as videos and animations, effectively increased student engagement, participation, and comprehension. Students were able to grasp complex concepts more easily and retain the information better, as the visual and auditory elements of the media provided a more immersive and interactive learning experience. Additionally, the integration of audio-visual media encouraged critical thinking and reflection, as students were able to connect the material

to their own lives and share their thoughts in class discussions. The results of the study indicated that the multimedia approach not only improved academic performance but also fostered a deeper connection to the subject matter, making the teachings of Iman kepada Hari Akhir more relevant and meaningful to students. While technical challenges and varying levels of access to technology presented some difficulties, the overall impact of the audio-visual media was overwhelmingly positive. The findings of this study support the use of multimedia as a valuable tool in religious education, particularly in enhancing student engagement and understanding. Therefore, it is recommended that audio-visual media be integrated more widely into teaching strategies, not only for religious subjects but also for other areas of learning, to promote active, dynamic, and meaningful education.

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