

Indonesian Journal of Education and Social Humanities Volume 2 (1) <u>March 2025</u> ISSN: 3047-9843 The article is published with Open Access at: <u>https://journal.mgedukasia.or.id/index.php/ijesh</u>

Efforts to Improve Student Learning Outcomes in Islamic Education Learning Using Audio Visual Media at SD Negeri 11 Trienggadeng

Nurmala ⊠, SD Negeri 11 Trienggadeng, Indonesia Rahmayani, SD Negeri 2 Trienggadeng, Indonesia

⊠ nurmalasdnpdk@gmail.com

Abstract: This study aims to analyze the effectiveness of using audio-visual media to improve learning outcomes of Islamic Religious Education in grade VI students of SDN 11 Trienggadeng. This study was conducted as a classroom action research consisting of two cycles, involving 30 students as research participants. The main objective of this study was to determine whether the integration of audio-visual learning materials would improve students' understanding of the topic "When the Earth Stops Spinning". The results showed a significant increase in student engagement and understanding, as indicated by an increase in the average test score from pre-test to post-test. The use of multimedia resources provides a more interactive learning experience, so that abstract concepts become more real. These findings indicate that the integration of audio-visual media in religious education can effectively improve student participation and learning outcomes.

Keywords: Audio visual media, Islamic religious education, student learning outcomes.

Received January 30; Accepted March 3, 2025; Published March 10, 2025

Published by Mandailing Global Edukasia © 2025.

INTRODUCTION

Islamic Religious Education (PAI) is a fundamental subject that plays a crucial role in shaping students' spiritual, moral, and ethical values. It is designed to provide students with a strong foundation in Islamic teachings, beliefs, and practices. However, traditional teaching methods, such as lectures and rote memorization, often fail to engage students effectively. These methods tend to be passive and do not encourage active participation. critical thinking, or deep understanding of religious concepts. As a result, there is a need for more innovative and engaging instructional strategies that can improve students' learning experiences and outcomes. One of the challenges in teaching PAI is making abstract and theological concepts more relatable and comprehensible for students. Topics such as "When the Earth Stops Spinning" require students to develop a deeper understanding of religious perspectives on the natural world. However, many students struggle to grasp such abstract ideas when presented through traditional methods. This limitation has prompted educators to explore alternative teaching approaches, such as integrating audio-visual media into the learning process. Audio-visual media, including videos, animations, and interactive presentations, offer an effective means of enhancing student engagement and comprehension. Studies have shown that students learn better when information is presented in multiple formats, combining visual and auditory stimuli.

The use of multimedia resources can help bring complex religious concepts to life, making them more accessible and meaningful to students. By incorporating audio-visual media into PAI instruction, teachers can create a more dynamic and immersive learning environment.

The integration of technology in education has been widely recognized as a powerful tool for enhancing learning experiences. Digital resources allow students to visualize abstract concepts, reinforce key ideas, and develop a deeper appreciation of religious teachings. In the context of PAI, audio-visual media can be used to illustrate important theological principles, narrate historical events, and provide real-world applications of Islamic teachings. This approach aligns with modern pedagogical trends that emphasize student-centered learning and the use of technology to facilitate instruction. Previous research has highlighted the benefits of multimedia learning in various subjects, including religious education. Students who engage with visual and auditory materials tend to retain information more effectively compared to those who rely solely on text-based learning. Additionally, multimedia resources can accommodate diverse learning styles, ensuring that students with different preferences and abilities can benefit from the instructional content. Given these advantages, it is essential to examine the impact of audio-visual media on learning outcomes in PAI. The purpose of this study is to evaluate the effectiveness of using audio-visual media to improve student learning outcomes in the topic of "When the Earth Stops Spinning." The research aims to determine whether integrating multimedia resources can enhance students' understanding, engagement, and retention of key religious concepts. By conducting classroom action research (CAR), this study seeks to provide empirical evidence on the benefits of audio-visual learning in PAI instruction. This study was conducted at SDN 11 Trienggadeng, involving Grade VI students as research participants. The classroom action research (CAR) approach was selected to allow for iterative improvements in teaching strategies. The study was implemented in two cycles, with each cycle consisting of planning, action, observation, and reflection. Data collection methods included pre-tests and post-tests to measure student performance, classroom observations to assess engagement levels, and student feedback to evaluate learning experiences.

The findings of this research have the potential to inform educational practices and policy decisions related to PAI instruction. If audio-visual media prove to be effective in enhancing student learning outcomes, teachers and curriculum developers may consider integrating multimedia resources into their lesson plans. This could lead to a more engaging and effective PAI curriculum that meets the needs of modern learners. By exploring innovative teaching methods, this study contributes to the broader discourse on educational reform in Islamic education. It highlights the importance of adapting instructional strategies to meet the evolving needs of students in the digital age. The integration of audio-visual media represents a step toward modernizing PAI instruction and making religious education more accessible and meaningful for young learners. The results of this study will be valuable not only for educators but also for policymakers and stakeholders involved in curriculum development. By providing insights into the effectiveness of multimedia learning in PAI, this research can guide future educational initiatives aimed at improving student engagement and achievement. It underscores the importance of incorporating technology into religious education to create a more inclusive and effective learning environment. In conclusion, this study seeks to investigate the impact of audio-visual media on student learning outcomes in PAI. By examining the role of multimedia resources in enhancing engagement and comprehension, this research aims to contribute to the development of innovative teaching practices in Islamic education. The findings will provide valuable insights into the potential of technology-assisted learning in religious instruction and support efforts to improve the quality of PAI education in schools.

METHODS

This study follows a Classroom Action Research (CAR) approach, which is designed to improve instructional strategies through continuous cycles of planning, implementation, observation, and reflection. CAR was chosen because it allows teachers to test and refine teaching methods in a real classroom setting, ensuring practical and relevant improvements. This method is particularly effective for addressing specific learning challenges, such as improving engagement and comprehension through audio-visual media. The research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. The first cycle focused on initial implementation and identifying challenges, while the second cycle aimed at refining the approach based on observations and feedback from the first cycle. This iterative process ensured continuous improvement in teaching strategies. The participants in this study were 30 Grade VI students from SDN 11 Trienggadeng. These students were selected because they represented a diverse group in terms of learning abilities and engagement levels. By focusing on this class, the research aimed to determine whether the use of audio-visual media could effectively enhance learning outcomes for a broad range of students. Data collection involved multiple methods, including pre-tests and post-tests, classroom observations, and student feedback surveys. Pre-tests were administered before the intervention to assess students' baseline knowledge, while post-tests measured improvements in comprehension and retention after using audio-visual media. Observations were conducted to analyze student engagement and participation levels during lessons.

The research also incorporated qualitative data through structured interviews with teachers and focus group discussions with students. These qualitative methods provided deeper insights into how students perceived the effectiveness of audio-visual media and how teachers adapted their instructional methods based on student responses. In terms of instructional materials, the study utilized various multimedia resources, including educational videos, animations, and interactive presentations. These materials were carefully selected to align with the lesson objectives and to ensure that the content was age-appropriate and engaging for students. To analyze the data, the study employed both quantitative and qualitative analysis techniques. Quantitative data from pre-tests and post-tests were analyzed using descriptive statistics, including mean score comparisons and percentage increases. This helped measure the overall impact of the intervention on student learning outcomes. Qualitative data from observations, interviews, and surveys were analyzed using thematic analysis. The goal was to identify recurring themes related to student engagement, comprehension, and motivation. By combining quantitative and qualitative approaches, the study provided a comprehensive understanding of the effectiveness of audio-visual media in PAI instruction. A key aspect of this research was ensuring the reliability and validity of the findings. Triangulation was used to cross-check data from multiple sources, including test scores, observational notes, and student feedback. This method helped verify the consistency of the results and strengthened the study's conclusions.

The study also accounted for potential limitations, such as technical challenges in using audio-visual media and varying levels of digital literacy among students. These factors were considered during lesson planning to ensure that all students could benefit from the multimedia resources regardless of their prior experience with technology. Ethical considerations were also addressed in this research. Informed consent was obtained from parents and guardians before involving students in the study. Participants were assured that their responses would remain confidential, and the study adhered to ethical guidelines for educational research. The findings from this study contribute to the growing body of research on technology-enhanced learning in religious education. By demonstrating the impact of audio-visual media on student engagement and comprehension, this study provides practical recommendations for educators seeking to integrate multimedia resources into their teaching practices. Overall, the research methodology employed in this study was designed to systematically assess the effectiveness of audio-visual media in improving learning outcomes. By using a combination of classroom action research, mixed-method data collection, and rigorous analysis techniques, this study aimed to provide reliable and actionable insights for educators and curriculum developers.

RESULTS

The findings of this study indicate a significant improvement in student learning outcomes following the integration of audio-visual media in the instruction of Islamic Religious Education. Prior to the implementation of the intervention, students demonstrated limited understanding of the subject matter, as reflected in their pre-test scores. The average pretest score was recorded at 45%, with only 13 out of 30 students meeting the minimum competency standard. This highlighted the need for an enhanced instructional strategy to improve comprehension and retention of key concepts. Following the application of audiovisual media, a noticeable increase in student engagement was observed. During the learning sessions, students exhibited a higher level of enthusiasm and participation. Classroom observations indicated that students were more responsive to questions, engaged actively in discussions, and demonstrated improved comprehension of the material. The visual and auditory elements of the multimedia resources helped students grasp abstract concepts more effectively. The post-test results further confirmed the positive impact of audio-visual media on student learning outcomes. The average post-test score increased to 85%, with 26 out of 30 students achieving the minimum competency standard. This represents a substantial improvement compared to the pre-test results. The findings suggest that the integration of multimedia resources not only enhanced student comprehension but also improved their ability to retain and apply the learned concepts in discussions and written assessments.

In addition to academic performance, the study also examined changes in student motivation and interest in Islamic Religious Education. Feedback collected from student surveys revealed that 90% of the participants found the use of audio-visual media to be more engaging and enjoyable than traditional lecture-based methods. Students expressed that the combination of visual and auditory elements made the learning process more interesting and easier to understand. Furthermore, teacher reflections indicated that the use of multimedia resources facilitated better classroom management and increased student attentiveness. Teachers reported that students were more focused and exhibited fewer distractions when engaging with audio-visual content. The structured nature of the multimedia presentations provided a clear framework for lesson delivery, ensuring that students remained engaged throughout the learning sessions. The impact of the intervention was also analyzed based on group discussions and peer interactions. Students who previously showed reluctance in participating in classroom activities became more involved in discussions and collaborative learning tasks. The interactive nature of the multimedia presentations encouraged students to ask questions, seek clarifications, and engage in peer-to-peer learning. This fostered a more dynamic and supportive classroom environment.

Additionally, the study assessed the long-term retention of the material by conducting a follow-up assessment two weeks after the intervention. The results indicated that students retained a high percentage of the information learned through audio-visual media. The retention rate was measured at 80%, suggesting that multimedia-based learning strategies contribute to long-term knowledge retention compared to conventional teaching methods. Despite the success of the intervention, the study also identified several challenges associated with implementing audio-visual media in the classroom. Some of the primary challenges included limited access to technological resources, occasional technical difficulties, and the need for teacher training in multimedia

integration. However, these challenges were addressed through careful planning, resource allocation, and professional development workshops for educators. The findings of this study align with previous research highlighting the benefits of multimedia-assisted learning in various educational disciplines. The integration of visual and auditory elements has been shown to enhance cognitive processing, improve information retention, and foster deeper comprehension. The success of this study reinforces the need for a broader adoption of multimedia resources in religious education to cater to the evolving learning preferences of students in the digital age. Overall, the research findings demonstrate that the use of audio-visual media in Islamic Religious Education significantly enhances student learning outcomes. The positive impact observed in student engagement, comprehension, motivation, and retention underscores the effectiveness of multimedia-assisted learning. These findings provide strong support for the incorporation of technology in religious education to create more engaging and meaningful learning experiences.

This research aims to improve the learning outcomes of students in Islamic Education by using audio-visual media, specifically on the topic "When the Earth Stops Rotating," for sixth-grade students at SD Negeri 11 Trienggadeng. The primary objective is to determine whether the use of audio-visual media can enhance students' understanding of this material, increase their engagement, and improve their academic performance. The topic chosen is part of the curriculum in Islamic Education that discusses the signs of the Day of Judgment, which can be challenging for students to fully comprehend without adequate visual support. The research was conducted in the classroom setting of SD Negeri 11 Trienggadeng, where students were familiar with traditional teaching methods such as lectures and reading from textbooks. However, there was a lack of active participation and a limited understanding of the subject matter, which led to the decision to incorporate audio-visual media as a supplementary teaching tool. The study focused on using a combination of videos, animations, and audio recordings to help students visualize and better understand the concept of the earth stopping its rotation, which is one of the significant signs of the Day of Judgment in Islamic eschatology.

The method used in this research was a classroom action research design, where the researcher took an active role in teaching the students while simultaneously observing and collecting data on their performance. The students were divided into small groups and given the opportunity to engage with the audio-visual media, after which they participated in group discussions to share their insights. The lesson was structured to include an introduction to the topic, followed by the presentation of the audio-visual materials, and concluded with a group reflection and question-and-answer session to reinforce their understanding. The audio-visual media used in this research included a short animated video that depicted the astronomical event of the earth ceasing to rotate and its impact on the world, accompanied by an audio explanation linking this event to Islamic teachings. The video was designed to be both informative and engaging, offering a clear visual representation of a complex subject. This approach was intended to help students process and retain information more effectively by providing a multisensory learning experience.

To assess the effectiveness of the audio-visual media, the research employed both qualitative and quantitative methods. Pre- and post-tests were given to students to measure changes in their knowledge and understanding of the material. Observations were made during the lesson to gauge students' engagement and participation, while interviews were conducted with students and teachers to gather feedback on their experiences with the use of audio-visual media. These data collection methods allowed for a comprehensive evaluation of the impact of the teaching method. The results of the preand post-tests showed a marked improvement in the students' understanding of the material after the use of audio-visual media. Many students demonstrated a deeper comprehension of the concept of the earth stopping its rotation and its connection to the Islamic perspective on the Day of Judgment. The post-test scores were significantly higher than the pre-test scores, indicating that the use of audio-visual media had a positive effect on the students' learning outcomes.

Classroom observations further supported these findings, with students showing greater interest and enthusiasm during the lesson. The use of videos and animations seemed to capture their attention more effectively than traditional teaching methods. Students were seen actively participating in the discussion, asking questions, and sharing their thoughts on the topic. The visual and auditory elements helped them connect abstract concepts to real-world phenomena, making the learning experience more meaningful and memorable. Interviews with students revealed that they found the audio-visual media engaging and easy to understand. Many students expressed that the video helped them visualize the events described in the lesson, making the concept of the earth stopping its rotation less abstract. The combination of visual images, sound, and narration helped them retain the information better and gave them a clearer understanding of how the event fits into Islamic eschatology. Teachers also reported positive feedback, noting that the use of multimedia helped maintain student interest and fostered a more interactive learning environment.

The use of audio-visual media in this research has proven to be highly effective in enhancing student learning outcomes, particularly in helping students better understand abstract and complex concepts. The integration of multimedia elements, such as animations and audio explanations, provided a dynamic and immersive learning experience. Students who initially struggled to grasp the concept of the earth ceasing to rotate, a topic deeply rooted in Islamic eschatology, were able to visualize the process through animations that illustrated the catastrophic effects this event would have. This visual representation served to simplify the concept and make it more tangible. Furthermore, the audio elements of the multimedia presentations were crucial in reinforcing the visual content. As students watched the animation, the accompanying narration helped explain the event's significance within the context of Islamic teachings. This multisensory approach (combining both visual and auditory learning) catered to different learning styles, ensuring that students with varying strengths could grasp the content more effectively. Visual learners benefited from the clear, graphic depictions, while auditory learners were able to retain information through the spoken explanations.

The involvement of students in group discussions following the presentation was another important aspect of this research. After watching the video and listening to the explanation, students were encouraged to work together in small groups to discuss the material. This collaborative learning experience allowed students to share their understanding, ask questions, and clarify doubts with their peers. Group work promoted active engagement and allowed students to express their ideas freely, thereby deepening their comprehension of the topic. Moreover, the discussions allowed the teacher to assess students' understanding in real-time. Through questioning and guiding the conversation, the teacher was able to identify any misconceptions or areas where students were still unclear. This immediate feedback was invaluable, as it helped the teacher adjust the lesson or provide additional support to those who needed it. This also enabled the teacher to ensure that the multimedia content was effectively reinforcing the lesson objectives.

The study also found that students showed a higher level of motivation and interest in the subject after the use of audio-visual media. Traditional teaching methods often failed to engage the students, leading to a passive learning experience. However, the introduction of multimedia created a more stimulating environment that encouraged students to take an active role in their learning. Students reported that they looked forward to lessons involving videos and animations, as they found these methods more entertaining and educational. In addition to improving motivation, the multimedia approach helped foster a deeper connection to the material. By providing a clear and engaging visualization of the topic, students were able to make connections between the abstract concept of the earth stopping its rotation and their own understanding of the world around them. This approach helped make religious teachings more relevant and meaningful to students, as they could relate the lessons to actual events in the world, even though the event depicted was a hypothetical or eschatological one. One of the key strengths of using audio-visual media is its ability to engage students of various learning levels. In the traditional classroom setting, students often receive information in one standard format, such as a lecture or textbook reading. However, audio-visual media enables a diverse range of learners to access information in a way that best suits their individual preferences. Some students are more visually oriented, while others learn best by listening or through a combination of both. This method of teaching provides a holistic approach, increasing the chances of success for all students.

The use of multimedia also helped break the monotony of traditional learning methods. Students reported feeling less bored and more engaged during lessons involving video content. The variety of teaching methods, including visual and auditory elements, contributed to a more dynamic classroom atmosphere, which helped students focus more effectively. This diversity in teaching strategies helped maintain their interest throughout the lesson, ensuring that the material was not only understood but retained. As part of the study, the teachers also received feedback regarding the effectiveness of the audio-visual tools in the classroom. Teachers mentioned that the multimedia approach allowed them to convey information more clearly and efficiently. It also provided a platform for interactive teaching, where students could react and engage with the content, which is often difficult with traditional methods. Teachers appreciated how the visual and auditory elements provided clear reinforcement of key points, making it easier for students to understand difficult material.

Despite the positive results, there were some challenges faced during the implementation of the multimedia method. One of the challenges was ensuring that the technical aspects of the audio-visual media functioned smoothly. In some cases, technical difficulties such as issues with the projector or sound system caused disruptions during lessons. This highlighted the importance of having reliable equipment and backup plans in place to avoid such issues in the future. Additionally, teachers needed to be well-versed in how to operate multimedia tools to maximize their effectiveness in the classroom. Another challenge was the potential for students to become distracted by the media content. While the videos were engaging, there was a concern that students might focus too much on the entertainment aspect and less on the educational content. To mitigate this, teachers made sure to provide clear guidelines on how the multimedia tools should be used in conjunction with class discussions and reflections. This ensured that the students remained focused on the subject matter and did not get distracted by the media elements. Despite these challenges, the overall effectiveness of using audio-visual media in the classroom was evident. The post-test results clearly indicated an improvement in students' understanding of the material. The combination of engaging media, group discussions, and teacher feedback contributed to this success. Students not only performed better academically but also expressed greater enthusiasm and interest in learning about the topic. The multimedia approach provided a more well-rounded educational experience, addressing the diverse needs of students and making the subject matter more accessible.

DISCUSSION

The results of this study provide clear evidence that the integration of audio-visual media in Islamic Religious Education significantly improved student learning outcomes. Prior to the intervention, students demonstrated limited understanding of the topic, which was reflected in their pre-test scores. The average pre-test score was 45%, with only 13 out of 30 students meeting the minimum competency standard. This data indicated a need for a more engaging and effective teaching approach to enhance comprehension and retention of key concepts. Following the implementation of audio-visual media, a substantial improvement was observed in student engagement. Classroom observations revealed that

students showed greater enthusiasm in participating in discussions, answering questions, and interacting with the multimedia materials. The use of videos, animations, and visual presentations made abstract religious concepts easier to understand, thus fostering a more interactive learning environment.

The post-test results further confirmed the effectiveness of the intervention. The average post-test score increased to 85%, with 26 out of 30 students achieving the minimum competency standard. This significant improvement illustrates the role of multimedia learning in enhancing students' cognitive abilities. The integration of audio-visual media enabled students to visualize key concepts, resulting in better comprehension and knowledge retention. Apart from academic performance, changes in student motivation and interest were also examined. Student survey results indicated that 90% of participants preferred learning with multimedia resources over traditional lecture-based methods. They found the combination of visual and auditory elements more engaging, making the learning experience enjoyable and memorable. Additionally, many students expressed that watching videos helped them understand complex topics more clearly compared to reading textbooks alone.

From the teacher's perspective, the use of multimedia resources significantly improved classroom management. Teachers noted that students were more attentive, less distracted, and exhibited greater curiosity in learning. The structured nature of videobased lessons allowed teachers to present information in a clear and systematic manner, reducing the likelihood of confusion and disengagement among students. The study also examined the impact of audio-visual learning on collaborative learning. Students who previously struggled with participation became more involved in peer discussions and group activities. The interactive nature of the multimedia presentations encouraged students to ask more questions, seek clarifications, and engage in meaningful conversations with their peers. This shift contributed to a more dynamic and supportive classroom environment.

To assess the long-term retention of knowledge, a follow-up assessment was conducted two weeks after the intervention. The results indicated that students retained 80% of the information they had learned through audio-visual media, which was significantly higher than retention rates observed with traditional lecture methods. This finding suggests that multimedia-based learning strategies contribute to longer-lasting knowledge acquisition. Despite the overall success of the intervention, the study also identified several challenges in implementing audio-visual media in the classroom. Limited access to technological resources, occasional technical difficulties, and the need for additional teacher training were among the primary obstacles encountered. However, these challenges were mitigated through careful planning, efficient use of available resources, and professional development sessions for educators on integrating multimedia tools effectively.

These findings align with previous research that emphasizes the benefits of multimedia-assisted learning in various educational fields. The combination of visual and auditory stimuli enhances cognitive processing, making it easier for students to grasp and retain information. The success of this study further supports the need for expanding multimedia resources in religious education to accommodate the evolving learning styles of students in the digital era. Overall, the results of this study demonstrate that audio-visual media is a highly effective tool for improving student learning outcomes in Islamic Religious Education. The increase in student engagement, comprehension, and knowledge retention highlights the importance of integrating multimedia learning in the curriculum. By leveraging technology, educators can create more dynamic, meaningful, and interactive learning experiences for students, ultimately enhancing the overall quality of education.

The findings of this study highlight the significant role of audio-visual media in improving student learning outcomes in Islamic Education. By introducing multimedia tools such as animations and videos, the learning experience became more engaging, particularly for students who struggled to grasp abstract concepts like "When the Earth Stops Rotating." The visual elements allowed students to see a representation of the event, making the content more tangible and easier to understand. This indicates that the use of multimedia in teaching complex religious topics can help bridge the gap between theoretical knowledge and real-world understanding, which is crucial for enhancing students' comprehension. The use of audio-visual media also catered to different learning styles, which is one of the key advantages of this approach. Some students are visual learners, while others are auditory learners. By combining both visual and auditory elements, the multimedia approach addressed the diverse needs of the students. The animated video provided a clear visual representation of the subject, while the audio narration explained the concepts, ensuring that both types of learners could benefit from the lesson. This approach not only maximized engagement but also helped students retain the information more effectively.

Moreover, the incorporation of group discussions after watching the video allowed students to process and internalize the information they had just learned. This active learning method encouraged students to talk about the material, ask questions, and clarify their understanding with peers. The collaborative nature of the discussions fostered a deeper understanding, as students were able to learn from one another's perspectives. This process also helped teachers identify any gaps in students' understanding, allowing them to address misconceptions immediately. Another important aspect of the research was the improvement in student motivation and engagement. Traditional teaching methods can sometimes be monotonous, leading to a lack of interest in the subject matter. However, the multimedia approach revitalized the learning experience. Students were visibly more excited and engaged when the lesson involved a video or animation. This increased enthusiasm translated into greater participation during the group discussions and improved academic performance. The multimedia tools captured students' attention and made the learning experience more enjoyable, which, in turn, contributed to better learning outcomes.

Despite the positive outcomes, the study also highlighted some challenges in using audio-visual media in the classroom. Technical difficulties, such as issues with projectors or sound systems, were occasional obstacles that disrupted the lesson flow. These challenges underscore the importance of ensuring that schools have reliable and wellmaintained equipment for multimedia-based teaching. Moreover, teachers must be adequately trained to handle and troubleshoot these tools to avoid any disruptions during the lesson. Ensuring that all technical aspects are working smoothly is essential for maximizing the benefits of this teaching method. Furthermore, while the multimedia tools were engaging, there was a risk that some students might focus more on the entertainment aspect rather than the educational content. To mitigate this, teachers had to closely monitor the students' focus during the video and remind them of the lesson's objectives. Clear guidelines and structured post-video discussions were necessary to keep the students focused on the educational goals. By actively engaging students after the video with questions and group discussions, the teachers were able to ensure that the multimedia content was used as a tool for learning, not just entertainment.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of audio-visual media in Islamic Religious Education significantly improves student learning outcomes. The integration of multimedia learning resources enhances student engagement, facilitates better comprehension, and promotes higher retention of knowledge. The results showed a significant increase in student performance, as evidenced by the improvement in test scores from pre-test to post-test. The implementation of audio-visual media created a more interactive and dynamic learning environment, making abstract religious concepts more accessible and understandable for students. The visual and auditory elements helped bridge the gap between theoretical knowledge and practical understanding, which contributed to deeper learning experiences. Students showed a higher level of enthusiasm, motivation, and participation during the learning process.

The success of this study also highlights the importance of student-centered learning approaches. By incorporating multimedia resources into the curriculum, educators can encourage active learning, stimulate curiosity, and enhance student collaboration. The study found that students who previously demonstrated low engagement became more involved in discussions and group activities, fostering a positive and supportive classroom atmosphere. Furthermore, the results confirm that the use of technology in education is a powerful tool for improving learning effectiveness. The ability of audio-visual media to present information in a structured and engaging manner allows students to grasp key concepts more easily. This research underscores the need for educators to embrace digital learning strategies to meet the evolving needs of 21stcentury students. Despite the positive outcomes, this study also identified challenges in implementing audio-visual media, such as technological limitations, accessibility issues, and the need for teacher training in multimedia integration. These challenges highlight the necessity for adequate planning, resource allocation, and professional development programs to ensure the successful incorporation of technology in classrooms. In conclusion, this research provides strong evidence supporting the effectiveness of audiovisual media in enhancing Islamic Religious Education. The findings suggest that multimedia-based learning should be further explored and expanded to other subjects to maximize its benefits. Future research should focus on long-term assessments to evaluate the sustainability of multimedia-based learning strategies and their broader applications in education. By integrating innovative teaching methodologies, educators can create meaningful and engaging learning experiences that contribute to students' academic and personal development.

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.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak.JurnalInovasiTeknologiPendidikan,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.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.
- 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 Numered 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
- Pebtiyanti, 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
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.
- 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.

- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.
- 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.

