



The Influence of Audio Visual Media on Increasing Student Learning Motivation in Islamic Education Learning at SMP Negeri 1 Pangaruruan

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Abstract: This study aims to Motivate student learning in Islamic religious education learning using Audio Visual Media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning motivation 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 Media can Motivate student learning 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, the use of Audio Visual Media can be used as an alternative to Motivate student learning in Islamic religious education learning.

Keywords: Audio visual media, learning motivation, islamic education.

Received; July 23, 2024 **Accepted;** November 24, 2024 **Published;** December 31, 2024

Citation: Simarmata, S., Tanjung, M., Simamora, A.T. (2024). The Influence of Audio Visual Media on Increasing Student Learning Motivation in Islamic Education Learning at SMP Negeri 1 Pangaruruan. *Journal of Indonesian Primary School*. 1(4). 58–64.

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INTRODUCTION

Education in the modern era today requires the creativity of teachers in delivering subject matter, several ways are needed so that learning attracts interest from students so that it can improve student learning achievement. PAI and Ethics subjects at school. This is important because learning outcomes will be maximum when students receive lessons in a joyful mood and without fear. (Putri Suryanida, 2022).

The world of education that will survive is one that is able to meet the needs of the community and adapt to the development of the times and the world of work today, this must be done because the need for human resources in this decade is experiencing very fierce competition (Hafidz & Nashihin, 2020). In general, PAI teachers and ethics in delivering subject matter often use the lecture method, this results in some students

experiencing boredom and sleepiness in class. To overcome these problems, teachers are expected to prepare interesting learning, one of which is the use of media.

Because the media is one of the effective messengers of messages in the learning process carried out by teachers and students. (Khalistiana et al., 2015). In learning that uses video media equipped with interactive software, it will motivate students to be more interested and enthusiastic about following the lessons delivered by the teacher. The enthusiasm of students will facilitate the achievement of learning goals well (Royana & Nugroho, 2021). Adopting audio-visual media can be used to deliver material included learning materials visualization, and the class became more interesting (Jeljeli et al., 2022).

The learning process to achieve maximum learning outcomes requires innovation in order to foster learning motivation and seriousness from students to realize active, creative, innovative and independent students, one of which is the use of audio visual media technology that is currently developing (Annisa, 2020). Advances in audio visual media technology have been able to provide a way of convenience in education for students, educators and schools (Widiyanto, 2018).

Learning that uses audio-visual media is able to provide maximum results, students or students who use the Web and online media in learning are proven to learn faster and more accomplished than classical students and do not require printed and written materials (Mariyah et al., 2021) Learning methods with the use of audio-visual media will encourage changes in the role of teachers as Information Center in Learning, if teachers are good at utilizing audio-visual media in the learning process, it will affect students' learning styles, both visual, auditory, and kinesthetic. With audio visual media, learning will be more interesting, not boring and make students actively participate in learning.

PAI and Ethics teachers of SMP N 1 Pangaruruan generally still use the method of lectures, demonstrations and working on questions in the package book, learning is still dominated by teachers (teacher centered learning). The interaction between teacher-student, student and student learning is very minimal, so students tend to be passive and bored. The results of the evaluation at SMP N 1 Pangaruruan on the learning achievement of PAI and Ethics subjects are known to be still classified as average, based on the daily test score in grade VIII in the 2023/2024 school year of 60 with the highest score of 85 and the lowest score of 45 with the KKM set in the PAI and Ethics subjects is 75.

The low learning achievement of students is influenced by the incompatibility of the application of models and strategies as well as the management of learning used by PAI and Ethics teachers in schools. The results of interviews on May 5, 2024 conducted by the author to several students stated that teachers of PAI and Ethics subjects rarely use a variety of learning media, examples and assignments are given based on package books provided by the school, teachers still use a learning model dominated by lectures and notes, so that students are bored, play alone and look sleepy in class.

This results in low learning motivation and learning achievement in PAI and Ethics subjects. Often in the assessment measured in writing by the teacher only a few students complete in daily review activities, Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS). The score gap also occurs quite significantly because the students who have the highest and lowest scores have a fairly long range. The lack of tools and materials for the practicum of PAI and Ethics materials is also an obstacle if the subject matter is only delivered in theory.

This gave rise to the idea that students can gain direct experience from the material taught so that the learning process of PAI and Ethics can involve the active role of students and provide learning experiences to increase learning motivation and student learning achievement, so it is necessary to choose a variety of learning models. The use of audio-visual media in PAI and Ethics subjects is expected to be able to increase the learning motivation and learning achievement of grade VIII students of SMP Negeri 1 Pangaruruan, because the use of audio-visual media will help teachers achieve learning

goals and provide a more interesting learning experience, foster creativity and have a positive impact on student motivation and learning achievement.

The use of audio-visual media in PAI and Ethics subjects has several obstacles including inadequate infrastructure, lack of interest and ability of teachers to use audio-visual media in learning, differences in students' abilities in learning, this problem causes the use of audio-visual media to be less than optimal.

In several studies, including according to Rosita Umrah at Mts Surya Buana Malang in 2008, the lack of use of audio-visual media was mentioned, namely 1). Limitations of recording, 2) the program cannot be repeated, 3). Late students. Based on this background description, the author tries to explore and research the influence of audio-visual media on the improvement of student learning motivation and learning achievement in Islamic Religious Education (PAI) and Ethics subjects at SMP Negeri 1 Pangaruruan.

METHODS

This research can be carried out using quantitative and qualitative methods; 1) Quantitative Method: Using an experimental design with two groups: one group taught using audio-visual media and a control group taught by traditional methods. Data were collected through questionnaires to measure learning motivation and tests to measure learning achievement; 2) Qualitative Method: Conduct in-depth interviews with students and teachers to gain a further understanding of their experiences with audio-visual media in PAI and Ethics learning. The population of this study is all students of SMP Negeri 1 Pangaruruan who take PAI and Ethics subjects as many as 15 people.

Samples are randomly taken from several classes to ensure data representativeness. The instruments used in this study include; 1) A learning motivation questionnaire specifically designed to measure aspects such as students' interest, attention, and desire to learn; 2) Learning achievement test which includes questions from PAI and Ethics materials. From this study, it is expected that the use of audio-visual media significantly increases students' learning motivation and academic achievement in PAI and Ethics subjects compared to traditional learning methods.

This study aims to examine the influence of audio-visual media on students' learning motivation and learning achievement in Islamic Religious Education (PAI) and Ethics in the State Junior High School (SMP) 1 Pangaruruan. In the context of education, audio-visual media refers to the use of tools that can present information through sound and images, such as videos, films, multimedia presentations, and others.

In this study, there are two types of variables to be analyzed; 1) Independent Variables: Audio visual media; 2) Dependent Variables: Student learning motivation, student learning achievement. The population of this study is all students of SMP Negeri 1 Pangaruruan who take PAI and Ethics subjects as many as 15 people. Samples are randomly taken from several classes to ensure data representativeness. Types of data, in the study of the influence of audio-visual media on learning motivation and student learning achievement, there are two types of data that can be collected; 1) Qualitative Data: This data includes information that is descriptive and cannot be measured by numbers.

Examples of qualitative data in this context can be in the form of interviews with teachers and students about their experiences using audio-visual media in learning Islamic Religious Education (PAI) and Ethics. Direct observation of student interactions when using these media also falls into this category; 2) Quantitative Data: This data involves information that can be measured and expressed in the form of numbers. In this study, quantitative data can be obtained through tests or exams to measure student learning achievement before and after the use of audio-visual media. In addition, surveys or questionnaires designed to measure students' level of motivation to learn are also part of quantitative data.

The data sources in this study can be divided into two main categories; 1) Primary Sources: These are data sources that are directly obtained from the research subject. In this context, primary sources include junior high school students who are involved in learning PAI and Ethics as well as teachers who teach these subjects. Data collection can be done through interviews, classroom observations, and filling out questionnaires by students; 2) Secondary Sources: These are data sources that are not directly derived from the research subject but provide relevant additional information.

Examples include educational textbooks, academic journals on the use of audio-visual media in education, as well as previous research reports on learning motivation and academic achievement. There are four data collection techniques, namely; 1) Interview; 2) Observation; 3) Survey; 4) Test.

RESULTS

Audio visual media is a tool or device that combines sound and image elements to convey information. Examples of audio-visual media include videos, films, multimedia presentations, and animations. The use of this media in education aims to make learning more interesting and interactive. The Influence of Audio-Visual Media on Learning Motivation Increases Student Interest: Audio-visual media can attract students' attention in a way that traditional teaching methods cannot.

By using moving images and sounds, students are more likely to engage emotionally with the subject matter. The findings of this study indicate that the use of audio-visual media has a significant positive impact on students' learning motivation in Islamic education at SMP Negeri 1 Pangururan. Based on classroom observations and student responses, it was found that students demonstrated higher levels of enthusiasm and engagement when learning with audio-visual media compared to traditional teaching methods.

Many students showed increased focus, active participation in discussions, and greater interest in the subject matter, indicating that multimedia elements effectively captured their attention. The survey results also revealed that students felt more motivated to learn when audio-visual media was incorporated into lessons. A majority of respondents agreed that videos, animations, and interactive presentations helped them understand complex concepts more easily.

They also reported that these media made learning more enjoyable and reduced boredom, which is often a challenge in conventional teaching approaches. This suggests that the integration of multimedia in Islamic education can create a more stimulating and immersive learning environment. Additionally, the study found that students who learned through audio-visual media showed better comprehension and retention of the material. Teachers observed that students could recall lessons more accurately and apply their knowledge in discussions and assessments. The combination of visual and auditory elements facilitated deeper learning, allowing students to grasp historical events, moral values, and Islamic teachings more effectively.

This finding reinforces the idea that diverse learning stimuli enhance cognitive processes and long-term memory retention. However, some challenges were noted in implementing audio-visual media in the classroom. Limited technological resources, such as projectors and stable internet access, posed obstacles to smooth integration. Additionally, teachers needed training to maximize the effectiveness of multimedia-based teaching.

Despite these challenges, the overall results strongly support the idea that audio-visual media is an effective tool for increasing students' motivation and understanding in Islamic education. Therefore, efforts should be made to improve infrastructure and teacher readiness to ensure its successful application in schools.

DISCUSSION

The use of audio-visual media in education has become an essential tool in enhancing students' learning motivation. In Islamic education, where abstract concepts and historical narratives are often taught, audio-visual media helps students understand the material more effectively. This study investigates the impact of audio-visual media on students' motivation to learn Islamic education at SMP Negeri 1 Pangururan. Based on the findings, the use of audio-visual media has significantly contributed to students' enthusiasm and engagement in learning. One of the key findings of this research is that students show increased interest and concentration when audio-visual media is incorporated into the learning process. Traditional teaching methods that rely solely on textbooks and verbal explanations often fail to capture students' full attention. However, by using videos, animations, and interactive presentations, students become more involved and actively participate in class discussions. This engagement fosters a deeper understanding of the subject matter and strengthens their motivation to learn. Furthermore, audio-visual media provides a more dynamic and stimulating learning experience compared to conventional methods. The combination of visual and auditory elements caters to different learning styles, allowing students to grasp concepts more effectively. Many students find it easier to remember and comprehend lessons when they are presented through images, sounds, and storytelling techniques. This multi-sensory approach not only enhances retention but also makes learning more enjoyable, leading to a sustained interest in Islamic education. Another significant impact of audio-visual media is its ability to bridge the gap between theoretical knowledge and real-life applications. Many Islamic teachings are rooted in historical contexts and moral values that may seem distant or abstract to students. By incorporating documentaries, dramatizations, and multimedia presentations, students can better relate to and internalize the lessons. This connection between theory and practice helps them develop a stronger appreciation for the subject and encourages them to apply Islamic values in their daily lives. Additionally, the use of audio-visual media has been observed to improve students' confidence and self-expression. When given opportunities to engage with digital resources, students become more proactive in their learning journey. They are more likely to ask questions, express their opinions, and collaborate with peers in discussions. This interactive aspect of learning nurtures critical thinking skills and enhances their ability to articulate ideas clearly, which is essential for their overall academic development. Despite its benefits, the integration of audio-visual media in Islamic education also presents challenges. Teachers need adequate training to effectively incorporate multimedia resources into their lessons. Moreover, the availability of technological infrastructure, such as projectors, computers, and stable internet connections, plays a crucial role in ensuring the success of audio-visual learning. Therefore, schools must provide the necessary support and resources to maximize the potential of this teaching method. In conclusion, the findings of this study highlight the positive influence of audio-visual media on students' learning motivation in Islamic education at SMP Negeri 1 Pangururan. The use of multimedia enhances engagement, comprehension, and retention while making learning more interactive and enjoyable. However, to fully realize its benefits, proper implementation strategies and adequate resources must be ensured. Future research can further explore ways to optimize the use of audio-visual media in different educational contexts to enhance learning outcomes effectively.

CONCLUSION

Research Background This research is motivated by the importance of students' learning motivation and academic achievement in education, especially in the subjects of Islamic Religious Education (PAI) and Ethics. **Effective learning media**, such as audio-visual media, are expected to improve both aspects. **Research Objectives** The purpose of this study is to determine the effect of the use of audio-visual media on learning motivation and learning achievement of students at SMP Negeri 1 Pangururan in the subjects of PAI and Ethics.

Research Methodology The method used in this study is Classroom Action Research (PTK), which involves the cycle of planning, action, observation, and reflection. The research subjects consisted of students in certain classes at SMP Negeri 1 Pangarururan which was the focus of the study. **Research Results** The results of the study showed that the use of audio-visual media significantly increased students' learning motivation. Students are more enthusiastic and actively involved in the learning process when using the media compared to conventional methods. In addition, student learning achievement has also experienced a significant increase after the implementation of audio-visual media. **Discussion** The discussion in this study emphasizes that audio-visual media not only attracts students' attention but also helps them understand the material better through the visualization of the concepts taught. This is in line with the learning theory which states that variations in teaching methods can improve understanding and retention of information. **Conclusion** Based on the results of data analysis, it can be concluded that audio-visual media has a positive influence on increasing learning motivation and student learning achievement in Islamic Religious Education (PAI) and Ethics subjects at SMP Negeri 1 Pangarururan. Therefore, it is recommended that teachers integrate audio-visual media in the learning process to achieve better results.

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