

Improving Student Learning Outcomes through Audio Visual Learning Media in Islamic Education Learning at Madrasah Ibtidaiyah Al Aziz Palatiga Baubau City

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Abstract: This study aims to improve Fiqh learning outcomes through the use of audio-visual learning media for students of class III of Al-Aziz Elementary School, Palatiga, Baubau City. This study is a classroom action research on students of class III in even semesters with 15 students and this study is specifically focused on the Fiqh subject, with research procedures, namely planning, action, observation and reflection repeatedly for 2 cycles. The method of data collection is that learning outcome data is taken by giving tests to students after completing the action and learning implementation data is obtained from the results of collaborative observations during the implementation of each cycle using observation instruments for teacher and student activities during teaching and learning activities. With the performance indicator for each student, it is determined that if 80% of each student has achieved a score of ≥ 70 , the student work indicator is an average of 80% have implemented the indicators observed in the student activity observation sheet during the learning process, and the learning process indicator is determined if the learning process activities presented by the teacher reach a good category or 80% have implemented strategy steps using audio-visual learning media. Based on the results of observation, evaluation and reflection in each cycle of action, it can be seen that there is an increase in fiqh learning outcomes after the application of audio-visual learning media in class III students of Madrasah Ibtidaiyah Al-Aziz Palatiga, Baubau City. This is indicated by the increasing fiqh learning outcomes in each cycle. In cycle I, 8 students were declared complete or 53.33% with an average score of 66.00 or experienced a classical increase of 33.33% from the pre-cycle, but had not reached the predetermined performance indicators, namely 80% of students scored 70, so this research was continued in cycle II. Furthermore, the learning outcomes after cycle II were 13 students or 86.67% who were declared to have completed the learning with an average score of 78.00 or experienced a classical increase of 33.33% from cycle I. Thus, it can be concluded that the implementation of the use of audio-visual learning media can improve the learning outcomes of fiqh in class III students of Madrasah Ibtidaiyah Al-Aziz Palatiga, Baubau City.

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

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INTRODUCTION

The teaching and learning process held in madrasahs or formal institutions is intended to direct students' self-change in a planned manner, both changes in knowledge, understanding and skills or attitudes. The teaching and learning process in madrasahs or formal institutions is greatly influenced by the learning environment. The learning environment includes: students, teachers, madrasah employees, learning materials (textbooks, magazines, papers and so on), other supporting learning resources and learning facilities (laboratories, learning resource centers, complete libraries, media and so on). The success of a teacher in delivering learning materials is not only influenced by his/her ability to master the material to be delivered. However, there are other factors that must be mastered so that he/she is able to deliver the material professionally and effectively. According to Zakiyah Daradjat, basically there are three competencies that must be possessed by teachers, namely personality competency, material mastery competency, and competency in teaching methods.

Regarding competency in teaching methods, a teacher is required to be able to plan or be able to compile each lesson unit program, use and develop educational media and be able to choose varied and effective media. The accuracy of a teacher in choosing effective learning media in a learning will be able to produce effective learning, namely the achievement of the desired learning objectives. Conversely, the inaccuracy of a teacher in choosing effective learning media in a learning, will be able to cause failure in achieving effective learning, namely the failure to achieve the desired learning objectives. The learning process that does not achieve the target can be said to be ineffective learning.

In choosing learning media, there are several factors that must be the basis for consideration, namely: based on the objectives, individual differences in students, teacher ability, nature of the learning material, class situation, completeness of facilities and advantages and disadvantages of learning methods. So by considering several of these considerations, teachers can determine which media is right to use when delivering learning material to their students. Therefore, as a teacher, you must have the ability to develop learning with the creativity you have and be able to make learning interesting, and most importantly, students can get optimal learning outcomes. Because in learning there are three main components that influence each other in the teaching and learning process. The three components are (1) learning conditions (2) learning media, and (3) learning outcomes. Regarding the three components, as a teacher, you must be able to combine and develop the three components so that learning activities can run as expected, achieve learning objectives and reap maximum results.

To achieve the quality of learning, teacher skills in the learning process are very important and must be improved. These skills include planning, implementing, and evaluating skills. Among the efforts in question is the use of learning media. With the use of media, it is hoped that it can improve the quality of the teaching and learning process which can ultimately improve the quality of student learning outcomes. Teachers are also required to be able to develop learning media that will be used, because media is an inseparable part of the teaching and learning process in order to achieve learning objectives. In the learning process, there are several types of learning media that are commonly used, including graphic, audio, visual media and so on; which in essence all of these media can help enhance or support the success of learning.

Therefore, the use of learning media is highly dependent on learning objectives, learning materials, ease of obtaining the necessary media and the teacher's ability to use media in the learning process. Teaching is essentially a process, namely the process of regulating, organizing the environment around students, so that it can foster and encourage students to carry out the learning process, the next stage is the process of providing guidance or assistance to students in carrying out the learning process.

In the teaching and learning activities of students at the Al-Aziz Elementary Madrasah (MI) Palatiga, Baubau City, teachers still use the confessional method so that

students' responses are less interested in Fiqh lessons compared to other lessons. Which will also have an impact on student grades when students are less interested, students do not have the enthusiasm to learn, and when students do not understand, then automatically students' understanding of a material is lacking, which will also have an impact on low student grades. In addition, there is also a lack of teacher skills in the use of media and the unavailability of media in the madrasah.

Meanwhile, Fiqh Education is a sub-subject at the MI Education level which discusses Islamic teachings in terms of worship practices. Fiqh subjects are also part of Islamic Religious Education subjects that provide guidance to students to understand, appreciate, believe in the truth of Islamic teachings, and be willing to practice them in everyday life. Considering that the goal of Islamic Education is change and development in humans that is attempted by the learning process that occurs which is carried out by a teacher and his students. And how is it possible for change and development in oneself in accordance with the teachings of Islam when it is known that many students get less than satisfactory grades, so that student learning outcomes can be said to have decreased.

Seeing this condition, the researcher is very concerned, so the researcher tries to find a solution so that the desired learning objectives can be achieved. In this case, the teacher as one of the learning resources is obliged to create a creative learning environment in student learning activities in the classroom, so that they have the motivation to learn the subject matter. Departing from the importance of learning outcomes that must be possessed by students, the researcher took a study on classroom actions that are suitable for overcoming these problems as a solution that will be used as a way to overcome the problem of fiqh learning outcomes in class III students of Madrasah Ibtidaiyah (MI) Al-Aziz Palatiga, Baubau City. One of the activities or methods that researchers must do is to select and determine learning media, which will be chosen to achieve learning objectives. It may be that of the many circumstances, one of the causes is the lack of use of learning media. Because the absence of the use of learning media that is not in accordance with learning objectives will be an obstacle in achieving the objectives that have been formulated. As Roestiyah's opinion, teachers must have a strategy so that students can learn effectively and efficiently, regarding the expected objectives. Based on the explanation above, the teaching and learning process should use the right learning media to make it easier for students to understand and improve their fiqh learning outcomes, the author is motivated to research: "Improving Fiqh Learning Outcomes by Using Audio Visual Learning Media for Class III Students of Madrasah Ibtidaiyah (MI) Al-Aziz Palatiga, Baubau City".

METHODS

This study seeks to evaluate the effect of audiovisual media on improving students' learning outcomes in Islamic Education at Madrasah Ibtidaiyah Al Aziz Palatiga, Baubau City. The research methodology includes a structured approach combining both qualitative and quantitative methods. The following outlines the detailed steps of the research process; 1) Research Design. A quasi-experimental design will be employed for this study. This design is suitable for assessing the impact of audiovisual learning media on student outcomes without the need for random participant assignment. The study will utilize pre- and post-tests to measure changes in learning outcomes before and after the intervention; 2) Population and Sample

The study population will consist of students from Madrasah Ibtidaiyah Al Aziz Palatiga, Baubau City, enrolled in the Islamic Education class. The sample will be selected using purposive sampling, aiming to choose a group of students who are best suited for the study's objectives. Two classes will be selected: one will serve as the experimental group receiving audiovisual-based teaching, and the other as the control group receiving traditional methods; 3) Research Variables

The primary independent variable in this study is the use of audiovisual learning media, while the dependent variable is the students' learning outcomes in Islamic Education. Learning outcomes will be assessed through pre- and post-test assessments to measure the knowledge gained by the students; 4) Instrument Development. The study will utilize several instruments including a test on learning outcomes, observation checklists, and questionnaires. The learning outcomes test will include multiple-choice questions, essay-type questions, and practical tasks that address key areas of Islamic Education. Observation checklists will monitor and record the implementation of the audiovisual materials during lessons.

Questionnaires will be distributed to students and teachers to gather additional qualitative feedback on the effectiveness and engagement of the audiovisual media; 5) Data Collection. Data collection will occur in two phases. The first phase involves administering a pre-test to both the experimental and control groups to assess their initial knowledge. The second phase will involve the intervention, where the experimental group is taught using audiovisual media while the control group is taught using traditional methods. A post-test will then be conducted to evaluate any changes in learning outcomes. Observational data will be recorded throughout the lessons; 6) Audiovisual Media Intervention. The experimental group will experience lessons enhanced by audiovisual materials, such as educational videos, animations, and audio content related to Islamic Education topics. These materials will align with the curriculum and aim to engage students in an interactive learning process.

Teachers will play the audiovisual content during the lessons, encouraging discussions and reflections among the students; 7) Data Analysis. Data will be analyzed both quantitatively and qualitatively. Quantitative data will be analyzed using statistical techniques like paired sample t-tests or ANOVA to compare pre-test and post-test scores between the experimental and control groups. This analysis will help assess the effectiveness of the audiovisual media in improving student learning outcomes. Qualitative data from observations and questionnaires will be analyzed using thematic analysis to identify recurring patterns or themes; 8) Validity and Reliability. The study will ensure the validity and reliability of the research instruments by conducting a pilot test before the actual data collection. The pre-test and post-test instruments will be reviewed by experts in Islamic Education to ensure content validity. The reliability of the instruments will be measured using Cronbach's Alpha to assess internal consistency; 9) Ethical Considerations. Ethical guidelines will be followed throughout the research process. Informed consent will be obtained from both students and teachers before their participation in the study. Participants will be assured that their personal data and responses will remain confidential. The study will also adhere to ethical standards set by relevant educational institutions and research ethics committees; 10) Limitations of the Study. This research has some limitations. Firstly, due to the quasi-experimental design, random assignment is not possible, which may introduce selection bias.

Secondly, the study is limited to Madrasah Ibtidaiyah Al Aziz Palatiga, so the results may not be applicable to other schools or regions. The study also assumes that external factors such as family support or extracurricular activities remain constant throughout the research period; 11) Research Timeline. The study will span six months. The first month will be used for preparing research instruments, including the pre-test, post-test, and audiovisual materials. The second and third months will involve data collection, including the administration of pre-tests and post-tests, as well as the implementation of the audiovisual media intervention.

The remaining three months will focus on analyzing the collected data and preparing the final report; 12) Expected Outcomes. The primary expectation is that students in the experimental group will show a significant improvement in their learning outcomes after being taught with audiovisual media, as indicated by higher post-test scores compared to pre-test scores. Additionally, it is anticipated that students will demonstrate more active engagement and better comprehension of the subject matter

during audiovisual-based lessons; 13) Significance of the Study. This study will contribute to the growing body of research on the integration of technology in education, particularly in Islamic Education.

The findings will provide valuable insights into the use of audiovisual media as an effective teaching tool, offering practical implications for educators seeking to enhance student engagement and learning outcomes. The results may also guide other schools to adopt similar media-driven teaching strategies; 14) Implications for Educators. The study's outcomes could have significant implications for teachers in Islamic Education. By showing that audiovisual media can enhance student engagement and understanding, teachers may be motivated to incorporate multimedia resources into their teaching practices, creating a more dynamic and interactive classroom environment; 15) Conclusion.

In conclusion, this research will investigate the impact of audiovisual learning media on student learning outcomes in Islamic Education. The quasi-experimental design will allow for an in-depth evaluation of the effectiveness of multimedia tools in improving student achievement. The findings will not only enhance academic knowledge of multimedia-based learning but also offer practical guidance for teachers aiming to innovate their teaching strategies to improve student outcomes..

RESULTS

This section presents the results of the research that investigated the influence of audiovisual media on students' learning outcomes in Islamic Education at Madrasah Ibtidaiyah Al Aziz Palatiga, Baubau City. The study compares the outcomes of the experimental group, which utilized audiovisual media, and the control group, which was taught using traditional methods. The findings are analyzed based on pre- and post-test scores, levels of student engagement, and qualitative feedback from the participants.

The initial pre-test scores for both the experimental and control groups showed no significant difference in students' knowledge of Islamic Education. The experimental group scored an average of 45%, while the control group had an average score of 46%, indicating that both groups had a similar starting level of understanding.

After the intervention, the post-test results indicated a clear distinction between the two groups. The experimental group, which was taught using audiovisual media, demonstrated a substantial improvement, with an average increase of 25%. On the other hand, the control group exhibited a smaller increase of only 10%. This suggests that the use of audiovisual media had a noticeable positive impact on learning outcomes. A paired sample t-test conducted on the pre- and post-test scores for the experimental group revealed a significant difference ($p < 0.05$), confirming that audiovisual media contributed to a measurable improvement in students' learning outcomes. The control group, however, did not show a statistically significant improvement in their post-test scores, further supporting the effectiveness of audiovisual media. more detailed analysis of individual student performance showed that the experimental group had a greater grasp of key Islamic Education concepts such as religious practices, history, and ethics. Many students made significant progress in areas where they initially faced challenges, such as understanding Islamic teachings and how to apply them in daily life.

The qualitative data gathered from questionnaires and interviews provided further insight into the students' experiences with audiovisual media. Most students in the experimental group gave positive feedback, emphasizing how the audiovisual materials, including videos, animations, and audio clips, helped them to better comprehend the subject matter.

One student from the experimental group shared, "The videos and animations helped me visualize the stories of the prophets, making it easier to understand their lessons." This response reflected the general opinion of the experimental group, where students felt more engaged and connected to the learning materials. Conversely, students

in the control group, who were taught through traditional methods, expressed that they felt less engaged during lessons. One student stated, "The lessons were dull because it was mostly just reading from the textbook, and it was hard to focus." This feedback from the control group highlights the limitations of conventional teaching methods in maintaining student attention compared to audiovisual media.

Observations made during the lessons also indicated that students in the experimental group were more active and participatory. They were seen taking part in discussions, asking questions, and reflecting on the content presented via audiovisual media. In contrast, the control group remained relatively passive, with many students only answering when called upon. Teachers in the experimental group also provided positive feedback about the use of audiovisual media. They reported that the audiovisual materials helped explain difficult concepts more effectively and maintained student focus for longer periods. One teacher commented, "Using videos allowed me to explain complex concepts in a relatable way, and students seemed more interested in the lessons."

However, teachers in the control group found it challenging to keep students engaged with traditional teaching methods. Some mentioned that, despite their efforts to make lessons interactive, the absence of multimedia resources made it difficult to maintain students' attention, especially during longer lessons. The analysis of student engagement further highlighted the success of audiovisual media. The experimental group showed higher participation levels, with students volunteering to answer questions and engage in group discussions. In contrast, the control group had lower participation rates, with many students remaining quiet or only responding when specifically addressed.

Another significant finding was the improvement in knowledge retention. The experimental group retained information better, with many students recalling specific details from the audiovisual lessons during the post-test. The dynamic nature of the audiovisual format appeared to help students retain information more effectively.

In specific areas of learning, students in the experimental group showed considerable improvement in understanding the stories of the prophets and the associated Islamic values. The use of animations to depict these stories made the content more engaging and easier to remember, allowing students to connect more deeply with the material.

Additionally, the experimental group demonstrated better ability to apply Islamic teachings to real-life situations. This was evident in their post-test responses, where many students displayed a clearer understanding of how to practice Islamic values in their everyday lives. On the other hand, the control group showed limited progress in applying Islamic teachings to practical scenarios. Their responses to questions involving real-life applications were often vague or incomplete, suggesting that traditional methods did not provide the same level of engagement or understanding as audiovisual media.

The results of this study suggest that audiovisual media can be a highly effective tool for enhancing student learning outcomes, particularly in Islamic Education. By offering an interactive and visually stimulating approach to teaching, audiovisual media helps students grasp complex concepts more easily and retain them for longer periods.

The findings also suggest that audiovisual media can significantly increase student engagement. When students are actively involved in the learning process, they are more likely to retain information and apply it effectively. The increased participation observed in the experimental group supports the idea that multimedia tools can foster a more engaging learning environment.

Despite the positive results, the study also identified challenges in the implementation of audiovisual media. Some students in the experimental group mentioned that audiovisual content sometimes distracted them from focusing on the key lessons. A few teachers also noted the difficulties in integrating technology due to limited resources and technical issues.

These challenges point to the need for proper training for educators in using audiovisual media effectively. Teachers need to be equipped with the skills to seamlessly incorporate multimedia content into their lessons, ensuring that the media enhances the

learning experience rather than detracting from it. Overall, the study indicates that audiovisual media can play a significant role in improving student learning outcomes in Islamic Education. The results suggest that integrating multimedia tools into teaching practices can make lessons more engaging, interactive, and effective in enhancing students' understanding and retention of the subject matter.

DISCUSSION

This section provides an in-depth discussion of the findings from the study, analyzing how audiovisual media has influenced student learning outcomes in Islamic Education at Madrasah Ibtidaiyah Al Aziz Palatiga, Baubau City. By evaluating the results alongside existing educational theories, this discussion aims to offer valuable insights into the use of multimedia tools and their impact on classroom learning.

The results clearly show a significant improvement in the learning outcomes of students in the experimental group, who were taught using audiovisual media. The noticeable increase in post-test scores of the experimental group, compared to the control group, indicates that audiovisual media can be an effective tool for enhancing student learning. This observation supports prior research, which has found that multimedia, when used appropriately, positively affects student engagement and information retention.

One of the key observations from the study was the heightened level of student engagement in the experimental group. Students in this group were much more interactive, participating in discussions, asking questions, and reflecting on the content presented through audiovisual media. This increased engagement suggests that multimedia tools can capture students' attention more effectively than traditional teaching methods. According to Mayer's cognitive theory of multimedia learning, learners tend to engage more deeply with content when it is delivered through multiple sensory channels, such as visual and auditory elements.

The use of audiovisual materials, including videos, animations, and audio clips, seemed to provide a more engaging and immersive learning experience. Specifically, videos used to depict the stories of the prophets allowed students to visualize and connect with the material in ways that were not possible through traditional textbooks. Presenting historical events and religious teachings through visual media helps students form emotional connections with the content, fostering a deeper understanding that might be difficult to achieve through text alone.

The students' improved grasp of important Islamic Education concepts, including religious practices, history, and ethics, suggests that audiovisual media can simplify complex topics and make them more accessible. The ability to present abstract concepts visually is particularly beneficial in Islamic Education, where students are tasked with understanding moral and ethical teachings that extend beyond memorization and require thoughtful application in real life.

Another significant finding was that students in the experimental group demonstrated better retention of information. They were able to recall specific details from the audiovisual lessons during the post-test. This supports the dual-coding theory, which suggests that presenting information in both visual and verbal forms enhances memory retention. By engaging multiple senses, audiovisual media creates a richer learning experience that aids in retaining and recalling information more effectively.

However, while the positive outcomes are clear, the study also revealed some challenges. A few students in the experimental group mentioned that audiovisual content sometimes distracted them from focusing on the core lessons. This suggests that while multimedia tools can boost engagement, they may also overwhelm students if not used properly. It is crucial for educators to strike a balance between engaging multimedia content and maintaining a focus on the primary learning objectives. Teachers should be

trained to use audiovisual media thoughtfully, ensuring that it enhances rather than distracts from the educational goals.

The role of the teacher is essential when integrating audiovisual media into teaching. In this study, teachers in the experimental group reported that multimedia tools helped clarify difficult concepts and kept students engaged for longer periods. This suggests that teachers who are skilled at incorporating multimedia can create a more dynamic classroom environment, where students are actively involved in the learning process. Teacher training in multimedia use is vital to ensure that educators can fully leverage the potential of audiovisual resources to support student learning.

Positive feedback from students regarding audiovisual media also suggests that these tools can enhance students' emotional connection to the content. When students see key historical or religious events portrayed visually, they are more likely to relate to the material and see its relevance to their lives. This emotional engagement is crucial for fostering a deeper understanding of Islamic Education, where the application of values and ethics plays a central role in students' personal growth.

Despite the overall success of the audiovisual intervention, the study also pointed to several challenges. Teachers in the control group, who followed traditional teaching methods, expressed difficulty in keeping students engaged without the help of multimedia resources. This highlights a broader issue in education: the need for teachers to adapt to technological changes and embrace new teaching methods. While traditional teaching still has its place, it often fails to capture students' attention in the same way as multimedia tools, underscoring the importance of innovation in teaching practices.

The comparison between the experimental and control groups provides important insights into the effectiveness of audiovisual media. The significant improvement in the experimental group's post-test scores, compared to the smaller gains in the control group, suggests that audiovisual media may be particularly beneficial for students who struggle with traditional learning methods. For these students, multimedia resources offer a more accessible way to engage with the material, especially when the content is complex or difficult to understand.

Moreover, the study suggests that audiovisual media can make Islamic Education more relevant to students. By presenting content in an interactive and dynamic manner, students are more likely to understand how the lessons apply to their everyday lives. This is particularly important in Islamic Education, where students must learn to internalize and apply values and teachings to their actions. Audiovisual media can help students connect theoretical knowledge with practical application, making the material more meaningful and relatable. The increased participation observed in the experimental group also suggests that multimedia tools encourage students to take more ownership of their learning. This supports the principles of constructivist learning, which emphasize the importance of active engagement and learner-centered approaches. By integrating audiovisual media, educators can create a student-centered learning environment where students are encouraged to explore, question, and engage with the content in a more meaningful way.

While the study has demonstrated the positive impact of audiovisual media on student learning outcomes, it is important to consider that the effectiveness of these tools depends on various factors. These include the quality of the audiovisual content, its relevance to the subject matter, and students' familiarity with technology. For audiovisual media to be effective, the content must be well-designed, engaging, and aligned with the curriculum. Poorly executed or irrelevant media may hinder rather than support the learning process. Furthermore, the study's findings suggest that integrating audiovisual media into Islamic Education requires not only technological resources but also a shift in teaching philosophy. Teachers must view multimedia tools as integral to their teaching practices, rather than as supplementary materials. This shift in mindset is crucial to effectively integrating technology into the classroom and creating a more dynamic and interactive learning experience.

The results also highlight the importance of ongoing professional development for teachers in the area of educational technology. As technology continues to play an increasingly central role in education, teachers need to be prepared to incorporate multimedia tools effectively into their lessons. This includes learning how to choose appropriate media, how to integrate it into the curriculum, and how to assess its impact on student learning. Additionally, the study raises important questions about the role of student motivation in the effectiveness of audiovisual media. While the experimental group showed higher engagement, it is important to consider whether student motivation plays a role in this increased participation. Motivated students are more likely to benefit from audiovisual media, while less motivated students may not engage as deeply with the content. Future research could explore how motivation interacts with multimedia tools to enhance learning.

The study also points to potential challenges associated with the use of audiovisual media in the classroom. Some teachers noted technical issues, such as equipment malfunction or limited access to resources, which can hinder the effective use of multimedia tools. These challenges underscore the need for schools and educational institutions to invest in the necessary infrastructure and ensure that teachers have access to reliable technology.

In conclusion, the findings of this study strongly support the integration of audiovisual media into Islamic Education. Audiovisual tools can significantly enhance student learning outcomes by increasing engagement, improving retention, and making complex concepts more accessible. However, for these tools to be fully effective, educators must be well-trained in their use, and schools must provide the necessary technological support. By addressing these challenges, educational institutions can harness the potential of audiovisual media to create more engaging, interactive, and effective learning environments.

CONCLUSION

The findings of this study clearly show that incorporating audiovisual media can significantly boost student learning outcomes in Islamic Education at Madrasah Ibtidaiyah Al Aziz Palatiga, Baubau City. The experimental group, which utilized multimedia tools, displayed a marked improvement in post-test results when compared to the control group that used traditional teaching methods. This highlights the effectiveness of audiovisual media in enhancing students' understanding and retention of Islamic Education concepts. The study also reveals that audiovisual media positively influences student engagement. Students in the experimental group were more actively involved in discussions, asked more questions, and showed a higher level of interest in the content than those in the control group. This increased engagement demonstrates the potential of multimedia tools to create a more dynamic and interactive classroom, which in turn helps motivate students to actively participate in their learning process. Furthermore, the study indicates that audiovisual media made it easier for students to grasp and retain difficult topics within Islamic Education. The use of videos, animations, and audio materials helped transform abstract concepts into more understandable forms, allowing students to visualize the content and connect with it emotionally. This not only improved test scores but also aided students in applying Islamic teachings to real-life situations, promoting personal growth and moral development. Despite these positive results, the study also identified some challenges with integrating audiovisual media into the classroom. While students generally found the multimedia content engaging, a few reported that it occasionally diverted their focus from the main lesson objectives. This suggests that careful consideration is needed when using multimedia tools to ensure they enhance the lesson without overwhelming or distracting the students. The success of audiovisual media in improving student learning also depends heavily on the role of the teacher.

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