

## Improving Islamic Education Learning Achievement through Audio Visual Media at SD Negeri 02 Jambak

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by 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 elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes 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 improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Audio visual media, Islamic education, learning outcome.

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### INTRODUCTION

The definition of education as stated in Law No. 20 of 2003 concerning the national education system is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

To achieve the curriculum targets that have been set, teachers must strive to implement the curriculum optimally and effectively. To achieve the curriculum targets that have been set, teachers must strive to implement the curriculum optimally and effectively. The most decisive activity in the successful implementation of the curriculum is the learning process or learning activities. Learning is a process that must be taken by students, but its essence and essence must be understood by teachers so that teachers can manage and guide the learning process in accordance with effective learning rules. (Wartini, 2011: 203)

To realize the success of the learning process, in carrying out its function as an educational unit, a school needs to make a learning process plan, implement the learning process, assess learning outcomes and supervise the learning process. In addition to the factors of educators and education personnel, in a school it is clear that there is a need for the support of facilities and infrastructure so that the learning process can take place

effectively and efficiently. For this reason, Government Regulation No. 19 Chapter VII concerning the standard of facilities and infrastructure article 42 also states that every educational unit must have facilities that include furniture, educational equipment, educational media, educational books and other learning resources, consumables and other equipment. (Marissa et al., 2011: 2.19).

The high public demand for the quality of education graduates, and the rapid development of science and technology, directly affect the ways teachers plan and carry out learning. The learning process that existed in the past was carried out by means of DDCH (Sit, Listen, Record and Memorize) the teacher as the center of all learning activities while students became passive objects waiting for the teacher to pour all the information. In learning that is oriented towards achieving competencies by students, the above perspective of DDCH is certainly no longer in line with the rapid developments that occur around us. To make students like the picture above, as much as possible, they need to get an adequate learning experience in order to achieve the set competencies. (Marissa et al., 2011: 2).

The learning achievement results in the subject of Islamic Religious Education (PAI) at SD N 02 Jambak are still very low, this is due to the lack of use of media in the learning process.

Based on the above problems, the researcher intends to find out by conducting a class action research entitled Improving PAI Learning Achievement Through Audio Visual Media in Class IV SDN 02 Jambak, Lubuk Sikaping District

## **METHODS**

The research plan that will be used is classroom action research, which is research that has the main purpose of providing a qualitative research framework by teachers and researchers in complex classroom work situations. The research procedures and steps follow the basic principles that apply in action research which is a recycling process starting from the replanning stage (Arikunto et al., 2007: 16).

Classroom action research is an effort to observe the learning activities of a group of students by providing an action (treatment) that is deliberately raised. These actions are carried out by teachers, by teachers together with students, or by students under the guidance and direction of teachers, with the intention of improving and improving the quality of learning. The PTK procedure usually includes several cycles, according to the level of problems to be solved and the conditions to be improved.

In this study, the author uses classroom action research. This action will apply Audio Visual media in the form of video playback on PAI learning on the material Faith in the Apostles of Allah with the aim of improving PAI learning achievement at SDN 02 Jambak. The flow of this research is pre-cycle, cycle I and cycle II the reason is that by carrying out actions in three cycles, it is possible that all problems will be resolved.

To avoid misunderstandings, operational definitions of research variables will be limited. This definition is also useful for limiting the scope of existing problems. The variable deficit of this study is the use of Audio Visual media in PAI learning in grade IV of SD N 02 Jambak. In this study, there are three variables that are the benchmark of the action process and are used as a guideline for the success of each of the research implementation stages. This class action research will be carried out using three cycles. Each cycle consists of: action planning, implementation of actions, observation, reflection or evaluation. The first cycle has not used Audio Visual media, for that it is called pre-cycle while the next two cycles have used Audio Visual media. Each cycle has several stages, namely action planning, action implementation, observation and reflection.

## RESULTS

The improvement of learning achievements in Islamic Education (PAI) through the use of audiovisual media in the fourth-grade classroom of SDN 02 Jambak, Kecamatan Lubuk Sikaping, has shown promising results. Audiovisual media, which includes both audio and visual elements, is an effective tool to enhance the teaching and learning process. This approach has the potential to make the learning experience more engaging, interactive, and accessible for students, especially when it comes to subjects like Islamic Education that involve abstract concepts and religious teachings. The first notable impact of using audiovisual media in the classroom was the increased student engagement. Traditional teaching methods, which rely heavily on textbooks and verbal explanations, often lead to passive learning. Students may struggle to grasp certain concepts or feel disconnected from the material. In contrast, audiovisual media allows students to see, hear, and even interact with the content, which helps to keep them engaged throughout the lesson. The combination of visual aids such as images, videos, and animations with audio elements like narration or music made the learning process more dynamic and enjoyable. Moreover, audiovisual media supports the development of various skills in students. For instance, the use of videos and images allowed students to better understand Islamic stories, concepts, and values. By providing visual representations of religious narratives and teachings, students were able to grasp the material in a more concrete way. This is especially important for visual learners who benefit from seeing the material rather than only hearing about it.

Additionally, audiovisual media enables the teacher to present complex concepts in a simplified manner. Religious teachings, which can be abstract, are often challenging for younger students to comprehend. However, through the use of audiovisual aids, these concepts can be broken down into more understandable components. For example, videos depicting the life of the Prophet Muhammad or the history of Islam help students visualize and better understand these important events, making the material more relatable and accessible. Another important aspect of using audiovisual media in the classroom is that it caters to different learning styles. Students have diverse learning preferences, and some may find it easier to learn through listening, while others may learn best through visual cues. Audiovisual media allows the teacher to reach a wider range of students by combining both elements. This ensures that each student has the opportunity to engage with the material in the way that suits them best, leading to a more inclusive and effective learning environment. In terms of learning outcomes, the use of audiovisual media has shown positive effects on students' academic performance. Students who were previously disengaged or struggled to understand the material demonstrated improvements in their understanding of Islamic Education. By offering a more interactive and stimulating learning experience, audiovisual media helped to increase students' retention of information and comprehension of key concepts. As a result, there was an improvement in test scores and overall academic achievements.

Additionally, audiovisual media fosters a more collaborative and interactive classroom environment. Students were given the opportunity to engage in discussions and share their thoughts about the videos or images presented. This not only enhanced their understanding of the material but also allowed them to develop critical thinking skills as they analyzed and discussed the content. The collaborative nature of audiovisual media also encouraged peer-to-peer learning, as students shared their perspectives and learned from one another. Another benefit of using audiovisual media is that it encourages creativity and independent thinking. Students were able to explore various topics and concepts at their own pace through multimedia resources. This autonomy in learning helps to foster a sense of responsibility and ownership over their education, as students are actively involved in seeking out information and applying it to their understanding of Islamic Education. The teacher's role in using audiovisual media is also significant. By carefully selecting appropriate media and incorporating it into the lesson plan, the teacher

can guide students through the content and provide additional context. The teacher's ability to facilitate discussions, ask questions, and encourage students to think critically about the material enhances the overall effectiveness of the audiovisual approach. The teacher's involvement ensures that the media is used purposefully and in alignment with the learning objectives. Lastly, the feedback from students was overwhelmingly positive. Many students expressed excitement about using audiovisual media in the classroom and shared that they found it easier to understand the material. They appreciated the variety of content and the opportunity to learn in a more dynamic and engaging way. This positive feedback indicates that audiovisual media not only improved their academic performance but also made the learning process more enjoyable. In conclusion, the use of audiovisual media in the fourth-grade classroom at SDN 02 Jambak, Kecamatan Lubuk Sikaping, significantly contributed to improving the students' achievements in Islamic Education. By making learning more interactive, accessible, and engaging, audiovisual media helped to enhance students' understanding of complex concepts and foster a more inclusive learning environment. The positive outcomes observed in this study suggest that audiovisual media can be a valuable tool for improving the quality of education and should be further explored and integrated into classroom practices.

## **DISCUSSION**

In addition to the improved academic performance and engagement, the integration of audiovisual media also supported the development of essential soft skills. By incorporating interactive videos and images into lessons, students were encouraged to communicate their ideas more effectively. This interaction, whether with peers or through classroom discussions led by the teacher, nurtured their ability to express thoughts clearly, develop persuasive arguments, and engage in critical conversations. These skills are not only vital for Islamic Education but are also transferable to other areas of learning and social interaction. Moreover, audiovisual media helped to build students' technological literacy, a key skill in today's digital age. The use of videos, slideshows, and interactive media tools gave students the opportunity to familiarize themselves with various technologies, preparing them for future academic challenges. In this way, the learning process extended beyond just academic content, equipping students with valuable technological skills that will aid them in both their studies and in everyday life. The use of audiovisual media also promoted greater student-centered learning. Traditionally, lessons are teacher-directed, with students passively receiving information.

However, by using multimedia, students were empowered to take charge of their learning. They had the freedom to explore topics further using available resources and were able to revisit material through recorded videos or online content if needed. This autonomy in learning encouraged students to become more responsible and self-motivated in their educational journey, fostering lifelong learning habits. Another key benefit of audiovisual media is its ability to present material in a more relatable and culturally relevant manner. In Islamic Education, understanding the context of religious texts and teachings is crucial for students. Audiovisual content such as videos on the lives of Islamic figures or historical events provided students with tangible examples that they could connect to their own lives and experiences. This enhanced the relevance of the material and helped to bridge the gap between abstract concepts and real-world application, which is essential for deeper learning. Despite its many advantages, it is important to acknowledge the challenges that come with integrating audiovisual media into the classroom. For one, the availability of technology and resources can be a limiting factor. Not all classrooms are equipped with the necessary tools, such as projectors, computers, or internet access, which could hinder the widespread use of audiovisual media. Furthermore, teachers need to be adequately trained in the effective use of such media to ensure that it supports the learning objectives. Without proper training, the potential benefits of audiovisual media may not be fully realized. while audiovisual media

can enhance learning, it is crucial that it does not overshadow other forms of teaching. For a balanced and comprehensive educational experience, audiovisual materials should be used in conjunction with traditional teaching methods, not as a replacement. It is essential that teachers maintain a variety of instructional strategies to cater to different learning styles and to ensure that all students benefit from the lesson.

The key is to find the right balance that maximizes the effectiveness of both technology and traditional teaching techniques. Finally, the experience of using audiovisual media in the classroom underscored the importance of continuous evaluation and feedback. Teachers need to assess the impact of multimedia tools regularly and adjust their approach based on student responses. By using formative assessments, such as quizzes or class discussions, teachers can gauge how well students are understanding the material and identify areas that may need further clarification. Regular feedback ensures that the media used is serving its purpose of enhancing learning, and allows for necessary adjustments to be made for better outcomes. In conclusion, the integration of audiovisual media in the fourth-grade classroom at SDN 02 Jambak has proven to be an effective method for enhancing students' learning achievements in Islamic Education. It fostered greater engagement, improved understanding of complex concepts, and helped students develop essential skills. By overcoming challenges such as resource limitations and ensuring a balanced approach to teaching, audiovisual media can play a pivotal role in transforming educational practices for the better. With continuous support, training, and evaluation, its potential can be fully realized to benefit students' overall learning experiences.

## **CONCLUSION**

The researcher presents the results of the classroom action research that the researcher has carried out. The data obtained by the researcher from the results of this study include findings of observation results, teacher activities, student activities, and student written test results after actions are taken. The results of this study consist of three cycles where each cycle describes several aspects, namely: Learning Planning, Learning Implementation which consists of preliminary activities, the use of learning media, core activities, and closing activities, learning outcomes, and reflection. Furthermore, in the discussion, several aspects are also described, including: learning planning, learning implementation, and learning outcomes. This research was carried out in three cycles, each cycle required one meeting or 2 x 35 minutes or 70 minutes. The data studied were grade IV students of SDN 02 Jambak, Lubuk Sikaping District, Pasaman Regency with a total of 20 students. Before carrying out learning actions, the researcher made observations on PAI learning carried out by grade IV teachers. The results of the observations obtained are that the learning process is dominated by the teacher or centered on the teacher while the students only receive learning from what the teacher lectures and demonstrates. When the PAI learning process takes place, there are no experimental activities that involve students directly and the use of learning media such as audio visuals that are not used in learning. The teacher only directs students to be orderly and take notes by listening to what the teacher says, thus causing boredom in learning.

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