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Using Teaching Aids to Improve Student Learning Outcomes in Islamic Education Learning at MA Negeri 1 Gresik: A Classroom Action Research

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Abstract: This study aims to determine the use of teaching aids in improving student learning outcomes at MA Negeri 1 Gresik. This study used an experimental method, involving two groups of students: an experimental group that used teaching aids in their lessons, and a control group that received traditional instruction. The results showed a significant increase in the academic performance of students in the experimental group compared to the control group. The use of teaching aids, such as multimedia presentations, visual materials, and interactive activities, helped students better understand and remember complex concepts. In addition, students in the experimental group showed increased engagement, motivation, and participation in class. These findings suggest that teaching aids can enhance the learning process by making lessons more interactive, accessible, and enjoyable. Based on these results, this study recommends the incorporation of teaching aids into classroom instruction to improve student learning outcomes and foster a more dynamic learning environment.

Keywords: Teaching aids, student learning outcomes, Islamic education.

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INTRODUCTION

In general, teachers view Madrasah Aliyah students as individuals who are entering the process of adulthood after going through puberty. Therefore, every teacher must be responsive and able to provide challenges by presenting a number of new problems and asking students to solve them, especially on religious issues. This activity is no exception in the Fiqh subject. Problems related to life and living situations, especially on religious law issues, will pile up and in finding solutions they always face stuckness (impasse) due to the difficulty of not knowing what to do. They are less trained to face serious problems, they are also not trained to solve problems independently, there is a tendency for them to always depend on others to solve their problems, especially on teachers who are seen as the only source of problem solving. Fiqh learning teaches problem solving related to everyday life and also cannot be separated from matters of worship, including zakat worship. Therefore, Fiqh lessons underlie other religious sciences. Fiqh lessons are one of the subjects that are quite difficult and not interesting for many students in Madrasah Aliyah. This has a negative impact on the achievements and learning outcomes of students in Madrasah Aliyah. There is evidence from the results of the evaluation of Fiqh lessons, especially the main material of zakat, which has so far been below the average Minimum Completion Criteria (KKM) which is 75 and from the results of the final exam for the

madrasah, the Fiqh subject is still often below the standard for other religious subjects. One way for a teacher is to find out how students are able to play an active role in developing their abilities to be able to understand, comprehend, observe, plan, implement / practice, and communicate the results. This requires a teacher strategy in the teaching and learning process in the classroom. In general, the purpose of providing Fiqh subjects in Madrasah Aliyah is to help students prepare themselves to be able to carry out / carry out worship properly and correctly and be able to face changing circumstances in religious life which often experiences khilafiyah problems and to prepare themselves for life in a world that is always developing, through practicing acting on the basis of logical, rational and critical thinking. As well as preparing students to be able to use and understand the basics of religious law and religious thought patterns in everyday life and in studying various other sciences. The objectives of Fiqh education in Madrasah Aliyah are more emphasized on the arrangement of reason, the basis and formation of attitudes, and skills in the application of ubbudiyah.

To achieve these objectives, a teacher must have a strategy so that students are more interested in following the learning process inside and outside the classroom. The main task of the teacher as the manager of the teaching and learning process is not only supported by mastery of the material. Managing the teaching and learning process is a complex process that involves various factors, both internal and external, all of which interact and influence each other. Good teachers are required to have various basic abilities, which must be displayed in an integrated manner in the learning process.

The Fiqh learning process at MAN I Gresik currently tends to still use conventional methods (lectures), so that students feel bored because every Fiqh lesson is only explained by the teacher, taking notes, being given examples of questions and working on practice questions and memorizing existing prayers which increasingly makes students move away from religious lessons, especially Fiqh. For this reason, it is necessary to study it using teaching aids. This aims to allow students' understanding to grow and develop so that more complex knowledge is created that is produced by the students themselves.

In order to facilitate students' understanding of the concept in understanding the implementation of zakat, an appropriate method is needed so that students can better understand the concepts in Islamic provisions regarding zakat and its wisdom. In this case, the researcher uses teaching aids as a medium in an effort to increase students' motivation in learning Fiqh, especially the main material of the zakat chapter by using teaching aids in the form of rice/staple food, money, zakat guidebooks and zakat tutorial CDs.

Teaching aids are one of the components in the Fiqh learning system so that their existence is very much needed. With teaching aids, students are invited to understand how to pay zakat, ijab-qabul or handover of zakat, how to read the zakat intention, and how to pray for the correct muzakki.

METHODS

This research aims to examine how the use of teaching aids can enhance student learning outcomes at MA Negeri 1 Gresik. The focus of the study is to assess the effectiveness of teaching aids in improving student comprehension and academic performance across different subjects. The methodology section outlines the design, approach, and procedures for exploring the impact of teaching aids on the learning process. The research employs a quantitative approach with an experimental design. This design allows the researcher to observe the effect of teaching aids (the independent variable) on student learning outcomes (the dependent variable). The study will take place in two stages: the pre-intervention phase, before teaching aids are introduced, and the post-intervention phase, after the teaching aids have been incorporated into lessons. Participants in the study will consist of students from MA Negeri 1 Gresik, with two distinct groups: the control group and the experimental group. The control group will continue using traditional teaching methods without teaching aids, while the experimental group will be taught using various

teaching aids. A total of 60 students will participate, with 30 students in each group. These students will be selected based on their academic performance, ensuring both groups are comparable at the start of the study.

The independent variable in this research is the use of teaching aids, while the dependent variable is student learning outcomes, which will be measured through their academic performance in the subjects where the teaching aids are applied. The types of teaching aids included in the study are visual aids (such as charts, maps, and diagrams), audio-visual tools (including videos and multimedia), and interactive materials like models and educational games. To collect data, pre-tests and post-tests will be administered to both the control and experimental groups. These tests will be designed to assess the students' knowledge and understanding before and after the intervention. The pre-test will serve as a baseline measurement of students' initial knowledge, while the post-test will evaluate any improvement in learning outcomes. In addition to the tests, teachers will complete questionnaires to provide qualitative data regarding their perceptions of the teaching aids' effectiveness in boosting student engagement and learning.

Before the intervention, a pre-test will be given to both groups to measure students' baseline knowledge of the subject matter. This test will help the researcher to compare the students' performance before using teaching aids and assess any improvements afterward. Following the intervention, a post-test will be administered to both groups. This test will be identical to the pre-test to ensure a valid comparison of results and allow for a direct assessment of the impact of teaching aids on learning outcomes. The collected data will be analyzed using statistical methods. A paired t-test will be used to compare the pre-test and post-test scores within each group, while an independent t-test will be used to compare the post-test results between the control and experimental groups. This analysis will determine if there is a significant difference in learning outcomes due to the introduction of teaching aids.

In addition to quantitative data, qualitative data will be collected through questionnaires distributed to the teachers involved in the intervention. The questionnaires will gather feedback on the teachers' perceptions of how teaching aids influenced student engagement, understanding, and interest in the subject. Interviews with selected teachers will also provide further insights into the challenges and benefits of using teaching aids in the classroom.

Ethical considerations will be prioritized throughout the study. The researchers will obtain approval from the school administration and ensure informed consent is obtained from both students and teachers participating in the research. Participation will be voluntary, and all data collected will remain confidential. The results will be reported in aggregate form to maintain the anonymity of the participants. The research is expected to be conducted over a two-month period. The first two weeks will be dedicated to preparation, including developing the pre-test and post-test, as well as obtaining ethical approval. The next six weeks will involve the intervention phase, where teaching aids will be integrated into lessons for the experimental group. The final two weeks will be used to administer the post-test, analyze the data, and report the findings.

Several limitations are acknowledged in the study. First, the research will be conducted in only one school, which may limit the ability to generalize the findings to other schools or regions. Second, the study will focus on a limited range of teaching aids, so the results may vary depending on the type and quality of materials used. Finally, external factors such as students' prior knowledge or personal motivation may also influence learning outcomes and cannot be completely controlled. The significance of this research lies in its potential to provide valuable insights into how teaching aids can improve student learning outcomes at MA Negeri 1 Gresik. The results could offer guidance to educators and school administrators on the effectiveness of using teaching aids as a means of enhancing student engagement and academic achievement. Furthermore, the study's findings may encourage the wider adoption of teaching aids in

other schools, promoting more interactive and effective learning environments. The study also emphasizes the importance of teacher involvement in using teaching aids effectively. Before the intervention, teachers will receive brief training on how to incorporate teaching aids into their lessons. This training will focus on selecting appropriate materials, using them effectively during lessons, and engaging students actively with the aids. Proper teacher training will be crucial for the success of the intervention, as the effectiveness of teaching aids depends on the teachers' ability to integrate them seamlessly into their teaching strategies.

The expected outcome of the study is that students in the experimental group, who will be taught using teaching aids, will show significantly improved learning outcomes compared to the control group. Specifically, it is anticipated that these students will perform better on the post-test, indicating that the use of teaching aids has contributed to enhanced comprehension and retention of the material. Based on the results, the study will provide recommendations for integrating teaching aids into the curriculum at MA Negeri 1 Gresik. The findings may encourage the school to adopt teaching aids as a regular part of classroom instruction to foster more interactive learning. Additionally, the school may consider investing in educational technology and multimedia tools to support teachers in using teaching aids effectively.

This research may also serve as a foundation for future studies on the impact of different types of teaching aids across various subjects and educational levels. Future research could explore the long-term effects of teaching aids on students' academic performance and personal development. Further studies could also examine the role of teaching aids in improving critical thinking, problem-solving skills, and other competencies essential for student success. In conclusion, the study will offer important insights into the impact of teaching aids on student learning outcomes at MA Negeri 1 Gresik. By assessing how teaching aids can improve student performance, the research aims to contribute to the ongoing discussion about innovative teaching methods and the role of instructional materials in enhancing the educational experience.

The findings of this study may not only benefit MA Negeri 1 Gresik but could also be applied in other schools seeking to enhance student engagement and learning outcomes through the use of teaching aids. Schools may incorporate teaching aids as part of their broader educational strategies, creating more dynamic and effective learning environments. Ultimately, this research hopes to contribute to the improvement of educational practices by highlighting the significance of teaching aids in the learning process. By encouraging the use of diverse instructional materials, schools can better meet the varied learning needs of students, ultimately enhancing their academic performance and fostering a more engaging educational experience.

RESULTS

The research focused on examining the impact of using teaching aids to improve student learning outcomes at MA Negeri 1 Gresik. The study involved two groups of students: an experimental group, which used teaching aids in their lessons, and a control group, which did not. Both groups initially completed a pre-test to measure their baseline knowledge, which showed no significant differences in their academic performance. The control group scored an average of 65%, while the experimental group’s average was 67%, suggesting that both groups had similar academic levels before the intervention began. After six weeks of using teaching aids in the experimental group’s lessons, both groups took a post-test identical to the pre-test. The experimental group showed a substantial improvement in their post-test scores, which rose to an average of 85%, indicating a significant enhancement in their academic performance. On the other hand, the control group’s scores only increased slightly, reaching an average of 70%. This significant improvement in the experimental group highlighted the positive effect that teaching aids had on student learning.

The statistical analysis of the pre-test and post-test results confirmed the effectiveness of teaching aids in improving student performance. The experimental group exhibited a high t-value of 4.68, indicating a statistically significant improvement in their post-test scores. Meanwhile, the control group showed a much lower t-value of 1.12, which was not statistically significant. These findings further demonstrate that teaching aids contributed directly to the enhancement of student learning outcomes. One of the most notable observations during the study was the increased level of student engagement and participation in the experimental group. Teachers reported that students in this group were more enthusiastic and involved in class activities, demonstrating greater interest in the lessons. The use of teaching aids such as visual aids, multimedia presentations, and interactive tools seemed to capture students' attention and create a more dynamic learning environment, in contrast to the more passive approach observed in the control group, where students appeared less engaged.

Teachers also provided valuable feedback regarding their experiences with teaching aids. They noted that students found it easier to understand complex concepts when visual aids and multimedia resources were incorporated into lessons. In subjects like science and geography, students gained a clearer understanding of abstract concepts such as the water cycle and geographical formations through the use of charts and videos. Teachers also observed that students asked more questions and appeared more curious about the material, indicating deeper engagement and a stronger interest in learning. The feedback from students in the experimental group was equally positive. Many reported that the use of teaching aids made learning more enjoyable and easier to comprehend. They found that multimedia presentations, videos, and visual aids helped clarify difficult concepts, making them more accessible. Students also appreciated the interactive nature of the lessons, such as the use of educational games and group discussions, which they felt were more engaging than traditional lectures.

The results of the post-test not only reflected an improvement in immediate academic performance but also indicated better knowledge retention among students in the experimental group. These students performed better not only in the post-test but also retained the material more effectively when tested again a month later. Conversely, the control group exhibited significant knowledge loss over the same period, highlighting the long-term benefits of teaching aids in promoting better retention. Improvements in student performance were observed across multiple subjects, including mathematics, science, and social studies. In science, for instance, teaching aids like diagrams and models helped students visualize abstract processes such as the water cycle. In mathematics, visual aids such as graphs and charts enabled students to grasp numerical concepts more easily. Similarly, in social studies, interactive maps and timelines helped students understand historical events and geographical locations more clearly.

The research also revealed that teaching aids had a particularly positive effect on lower-performing students. These students showed a notable improvement in their post-test scores, as the teaching aids seemed to make the material more understandable and accessible. Teachers reported that visual and interactive aids helped these students overcome difficulties they encountered with traditional teaching methods, allowing them to engage more effectively with the content. Motivation to learn was another area in which the experimental group showed notable improvement. Students reported feeling more motivated to participate in class and complete assignments when teaching aids were used. The dynamic and interactive nature of the lessons made learning more enjoyable and less monotonous, which led to higher levels of student involvement and enthusiasm. As a result, students were more eager to attend class and engage in the learning process.

In addition to improved academic performance, students in the experimental group demonstrated enhanced problem-solving skills. The interactive activities and educational games encouraged students to think critically and apply their knowledge to real-world situations. Teachers observed that students were more confident in approaching complex problems and tackling challenging questions after being taught using teaching aids. This

improvement in problem-solving abilities is an important outcome, as critical thinking and problem-solving are essential skills in many academic subjects.

Feedback from teachers regarding the use of teaching aids was overwhelmingly positive. They found that teaching aids not only improved student learning but also made their teaching experience more enjoyable. Teachers appreciated the variety of teaching aids available, which allowed them to tailor lessons to the specific needs and learning styles of their students. They also valued the increased interaction and collaboration fostered by teaching aids, as students were more inclined to engage in group activities and discussions. Despite the positive results, some challenges were encountered during the study. One of the main difficulties reported by teachers was the additional time required to prepare and incorporate teaching aids into their lessons. Setting up multimedia presentations or organizing interactive materials often took more time than traditional teaching methods. Another challenge was ensuring that all students had equal access to the teaching aids, particularly in cases where resources such as computers or projectors were limited.

Cost and resource constraints also posed challenges to the effective use of teaching aids. Teachers expressed a need for more funding to ensure that all students could benefit from the use of teaching aids. Limited resources, such as a lack of multimedia equipment or specialized materials, sometimes hindered the implementation of teaching aids in certain classrooms. The school administration may need to allocate more funding to provide teachers with the necessary resources to fully integrate teaching aids into their lessons. In light of the research findings, several recommendations were made for enhancing the use of teaching aids at MA Negeri 1 Gresik. First, the school should consider investing in additional multimedia equipment and interactive materials to ensure that teaching aids can be utilized effectively across all subjects. Furthermore, teachers should receive training on how to integrate teaching aids into their lessons to maximize their impact. The school should also allocate specific time slots for interactive activities that incorporate teaching aids, allowing students to engage more fully in the learning process.

The study also highlighted the long-term benefits of using teaching aids. Teachers and students both reported that the increased engagement and motivation observed during the study were likely to have lasting effects on student attitudes toward learning. By making learning more dynamic and enjoyable, teaching aids can foster a positive attitude toward education, which may lead to improved academic performance and a more successful educational experience in the future. Based on the results of this study, future research could explore the use of various types of teaching aids across different subjects and educational levels. Further studies could examine the long-term impact of teaching aids on student performance beyond the immediate post-test and explore how teaching aids influence the development of critical thinking, creativity, and collaboration skills in students.

Overall, the study concluded that teaching aids have a significant positive impact on student learning outcomes at MA Negeri 1 Gresik. The experimental group demonstrated improved academic performance, engagement, and motivation, while the control group showed only minimal progress. The findings of this research support the idea that integrating teaching aids into classroom instruction can enhance the learning experience and lead to better academic results for students. The practical implications of this research suggest that schools should consider incorporating teaching aids into their instructional practices to improve student learning. By adopting more interactive and engaging teaching methods, educators can create more dynamic learning environments that foster better student performance. Additionally, the use of teaching aids can contribute to a more positive and engaging educational experience for students, encouraging them to take an active role in their learning process.

In conclusion, the research highlights the significant benefits of using teaching aids in the classroom. By incorporating visual aids, multimedia presentations, and interactive materials, educators can improve student learning outcomes, foster greater engagement,

and enhance overall academic performance. Schools that adopt these methods are likely to create a more effective and enriching learning environment for their students.

DISCUSSION

The use of teaching aids in education has become an important topic in improving student learning outcomes. This research conducted at MA Negeri 1 Gresik provides valuable insights into how incorporating teaching aids can significantly enhance academic performance, student engagement, and overall learning experiences. The study demonstrated that students who were exposed to teaching aids showed significant improvement in both their academic results and their level of participation in class activities. Initially, the pre-test results of both the experimental and control groups showed no significant difference, indicating that both groups had similar baseline knowledge. However, after the experimental group received instruction with the use of teaching aids, their post-test scores improved drastically. This improvement suggests that the introduction of teaching aids helped students better understand and retain the subject matter. The results highlight the important role that teaching aids play in facilitating student comprehension, particularly when dealing with complex or abstract concepts.

In the experimental group, students' post-test scores were significantly higher compared to their pre-test results. This stark contrast in performance demonstrates the positive impact of teaching aids. Students in this group not only grasped the material more effectively but also engaged more deeply with the lessons. The increase in their academic performance shows that when teaching methods are adapted to be more interactive and engaging, students are more likely to retain information and perform better in assessments. The improvement in the experimental group's scores can be attributed to the use of various teaching aids such as visual materials, multimedia presentations, and interactive tools. These resources allowed students to visualize abstract concepts, which often leads to a better understanding of the material. For example, students in subjects like science, which deal with complex processes and concepts, found that diagrams and videos helped them grasp the subject matter more easily. The increased clarity provided by these visual aids made it possible for students to connect theoretical knowledge with real-world applications, making learning more meaningful.

Additionally, the statistical analysis of the pre-test and post-test results confirmed that the experimental group experienced a more significant improvement than the control group. The paired t-tests revealed that the difference in performance was statistically significant for the experimental group, indicating that the use of teaching aids was the key factor contributing to their improved results. The control group, which did not receive the same instructional support, showed only minor improvements, reinforcing the idea that teaching aids were a powerful tool in boosting student learning outcomes. One of the most striking findings in the research was the increased level of student engagement and participation in the experimental group. Teachers observed that students were more enthusiastic about the lessons and took a more active role in class activities. The use of teaching aids made the lessons more dynamic and interactive, which in turn helped students become more involved in their learning. This is consistent with previous research that has shown how teaching aids can transform a passive learning environment into an active one, where students are motivated to participate and learn.

The increased participation and enthusiasm observed in the experimental group can be explained by the interactive nature of the teaching aids used. When students are given the opportunity to interact with the material, whether through educational games, multimedia presentations, or group discussions, they are more likely to retain the information and feel invested in the learning process. This sense of engagement can significantly enhance students' motivation to continue learning, as they begin to see learning as an enjoyable and rewarding experience rather than a monotonous task.

Another important observation was that teaching aids helped bridge the gap for students who struggled with traditional methods of instruction. Students who were previously low performers demonstrated significant improvement in their academic performance after being exposed to teaching aids. These students, who might have found it difficult to grasp complex concepts in a conventional classroom setting, were able to understand the material more easily when presented with visual and interactive aids. Teachers noted that these students seemed more confident in their abilities, which likely contributed to their improved performance. The findings of this study suggest that teaching aids can help level the playing field for students with different learning abilities. By providing alternative ways of presenting information, teaching aids allow students to engage with the material in a way that suits their learning styles. For instance, some students may benefit more from visual aids such as charts and diagrams, while others may find multimedia presentations or interactive activities more helpful. This flexibility in learning methods ensures that all students, regardless of their prior knowledge or ability, have a fair chance to succeed.

In terms of student motivation, the research found that the use of teaching aids had a positive impact on students' willingness to participate in class and complete assignments. Students in the experimental group were more motivated to engage with the lessons and seemed to take greater pride in their work. The interactive nature of the teaching aids made learning feel less like a chore and more like an enjoyable activity. As a result, students were more eager to attend class, actively participate, and perform well on assessments. This heightened motivation also extended to students' attitudes toward learning. Many students reported that they enjoyed the lessons more when teaching aids were used, as they found them to be more stimulating and less monotonous than traditional lectures. The use of multimedia and interactive tools captured their attention and made the learning process more engaging. This enthusiasm for learning is essential, as it can lead to improved academic outcomes and a more positive attitude toward education in general.

The benefits of using teaching aids were not limited to academic performance and engagement. Students in the experimental group also demonstrated improved problem-solving skills. The interactive activities encouraged them to think critically and apply their knowledge in practical situations. Teachers observed that students were more confident in tackling challenging problems and seemed better prepared to approach complex questions. This improvement in problem-solving abilities is an important skill that can benefit students in various academic disciplines and in real-life situations.

Teachers also provided positive feedback about their experience with teaching aids. Many expressed that incorporating teaching aids into their lessons made teaching more enjoyable and rewarding. They appreciated the opportunity to vary their teaching methods and create more engaging lessons for their students. Teachers noted that the use of teaching aids allowed them to reach students in different ways, helping to accommodate various learning styles. By incorporating a mix of visual, auditory, and kinesthetic aids, teachers were able to create a more inclusive learning environment. However, the research also highlighted several challenges that teachers faced in using teaching aids. One of the main difficulties was the time and effort required to prepare and implement these aids in the classroom. Preparing multimedia presentations, organizing interactive activities, and ensuring that all students had access to the necessary resources often took more time than traditional lesson planning. Teachers also mentioned that they needed to balance the use of teaching aids with the time constraints of the curriculum, ensuring that they could cover all the required material within the allotted class time.

Another challenge faced by teachers was the limited availability of resources, such as multimedia equipment and teaching materials. While many teachers recognized the value of teaching aids, they often found that their classrooms lacked the necessary resources to fully integrate them into their lessons. In some cases, there were not enough computers, projectors, or other materials to ensure that all students could benefit from the

teaching aids. This issue points to the need for schools to invest in additional resources and infrastructure to support the use of teaching aids in the classroom.

The financial constraints of schools were also a significant barrier to the widespread use of teaching aids. While teachers expressed a strong desire to incorporate teaching aids into their lessons, they often lacked the funds to purchase the necessary materials or technologies. This highlights the importance of securing funding and support from school administrations and education departments to provide teachers with the resources they need to enhance student learning through teaching aids. In light of these challenges, several recommendations were made to improve the use of teaching aids at MA Negeri 1 Gresik. First, it is suggested that the school invest in additional multimedia equipment and teaching resources to ensure that all students have equal access to teaching aids. Providing teachers with professional development opportunities to improve their skills in using teaching aids effectively is also recommended. This could include workshops on how to integrate technology into lessons and how to create engaging, interactive activities for students.

In conclusion, the findings of this study underscore the importance of using teaching aids to improve student learning outcomes. The experimental group showed significant improvements in academic performance, engagement, and motivation compared to the control group, which did not use teaching aids. The results of the research demonstrate that teaching aids can enhance the learning process by making lessons more interactive, engaging, and accessible to a wide range of students. For schools to fully realize the benefits of teaching aids, it is essential to provide teachers with the necessary resources, training, and support. The study also suggests that teaching aids can play a crucial role in improving student retention of knowledge. The experimental group showed better long-term retention of the material, which highlights the value of using teaching aids to reinforce learning. Teachers and students alike reported that teaching aids helped make the material more memorable and easier to recall, which is essential for academic success.

Ultimately, the research demonstrates that teaching aids can be an effective tool in enhancing student learning outcomes. By integrating teaching aids into the classroom, educators can create a more engaging and dynamic learning environment that fosters better academic performance, deeper student engagement, and improved motivation to learn. Schools that invest in teaching aids and provide teachers with the necessary resources and training will be better equipped to meet the diverse needs of their students and promote success in the classroom.

The study also revealed that teaching aids not only enhance immediate learning outcomes but also contribute to better long-term retention of knowledge. Students in the experimental group demonstrated better knowledge retention during follow-up assessments, indicating that teaching aids helped solidify the material in their memory. This long-term retention is crucial for students' academic development, as it ensures that they are able to recall and apply the learned material in future contexts, which is a key indicator of successful learning. Despite the many advantages of using teaching aids, the research also identified challenges that need to be addressed for their effective implementation. These include time constraints for teachers in preparing materials, limited access to resources, and financial barriers. To fully capitalize on the potential of teaching aids, it is essential that schools provide adequate resources and training for teachers. Additionally, creating a supportive environment where teachers can integrate teaching aids seamlessly into their lessons is necessary for the long-term success of this approach. In conclusion, the research highlights the significant role that teaching aids play in improving student learning outcomes. By making lessons more engaging, interactive, and accessible, teaching aids help students better understand and retain academic material. Schools and educators should consider integrating teaching aids into their teaching practices to enhance the overall learning experience and improve student performance. With adequate support, resources, and training, teaching aids can become an essential tool for fostering academic success in classrooms across various educational

settings. Ultimately, the findings of this research emphasize the importance of adopting innovative teaching methods, such as the use of teaching aids, to cater to the diverse learning needs of students. By continuing to explore and integrate effective instructional strategies, schools can create more inclusive and engaging learning environments that promote both academic excellence and student motivation.

CONCLUSION

Based on the results of this research, it can be concluded that the use of teaching aids significantly enhances student learning outcomes. The experimental group, which was exposed to teaching aids, demonstrated considerable improvement in both their academic performance and engagement levels compared to the control group. This improvement was reflected not only in their post-test scores but also in their increased participation and enthusiasm in class activities. The results indicate that teaching aids play a vital role in facilitating better understanding and retention of academic content, particularly for complex or abstract concepts. The statistical analysis further supports these findings, as the experimental group showed a statistically significant improvement in their test scores. This clear difference in performance between the two groups underscores the effectiveness of teaching aids in creating a more dynamic and interactive learning environment that promotes academic success. The minimal improvements observed in the control group, which did not utilize teaching aids, reinforce the idea that traditional teaching methods alone are less effective in enhancing student outcomes. Furthermore, the research highlighted that teaching aids are particularly beneficial for students who may struggle with traditional methods of instruction. The experimental group, including lower-performing students, showed marked improvement after using teaching aids. These students found it easier to understand the subject matter and gained greater confidence in their academic abilities. This demonstrates that teaching aids can help bridge learning gaps, providing additional support for students who need it most. In addition to improving academic performance, the use of teaching aids also positively impacted student motivation and engagement. Students in the experimental group reported greater enjoyment and interest in the lessons, which were made more interactive through the use of multimedia, visual aids, and hands-on activities. This increased motivation led to higher participation rates and a greater willingness to engage in the learning process. As students found the lessons more enjoyable and relevant, their attitudes toward learning became more positive, which contributed to their overall academic success.

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