Improving Understanding of Prayer Material Through Audio Visual Media for SDN Lamklat Students

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Abstract: This research aims to improve student learning outcomes in learning Islamic religious education by using audio visual. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are primary school students. The data of this research was obtained with test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with research success indicators. The results of the research show that audio visuals can improve student learning outcomes in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 45.91%, the first cycle 79.39% and in the second cycle it increased to 90.66%. Thus, the use of audio visual can be used as one of the alternatives to improve student learning outcomes in learning Islamic religious education.

Keywords: audio visual, learning outcomes, Islamic religious education.

INTRODUCTION

The Law of the Republic of Indonesia No. 20 of 2003 on the National Education System states that: "National Education aims to enlighten the life of the nation and develop Indonesian people who believe and fear God Almighty and have noble character, have knowledge and skills, spiritual and physical health, a strong and independent personality and have a sense of social and national responsibility". The main and fundamental purpose of National Education is to produce people who believe and fear God. This is based on the fact that our country adheres to the ideology of Pancasila as the basis of the country, so the consequence in educational practice must contain the following aspects: Divine, intellectual, character, will and beauty, national and social education. Islamic Religious Education is a conscious and planned effort in preparing students to know, understand, appreciate, believe, have piety and have noble morals in practicing the teachings of Islam from its main sources, the Holy Book of the Quran and Hadith through guidance activities, teaching, training and the use of experience accompanied by demands to respect the followers of other religions in relation to religious harmony.

The purpose of Islamic Religious Education in schools is to grow and increase faith through the provision and cultivation of knowledge, appreciation, experience and experiences of students about Islam so that they become perfect Muslim humans. The

general purpose of Islamic education is the realization of humans as servants of God. So according to Islam, education must make all humans who serve God. What is meant by serving oneself is worshiping God. Islam wants humans to be educated so that they are able to realize their life goals as outlined by God. The purpose of human life according to God is to worship God. As in the letter Adz Dzariyaat verse 56: "And I did not create the jinn and humans except that they worship Me".

Worship is a way of life that includes all aspects of life and everything that humans do in the form of words, actions, feelings, thoughts related to God. Salat is a form of worship that is a relationship between a servant and his God, it is the pillar of religion, a Muslim can get the pleasure of praying to his God during prayer, because his soul becomes calm, his heart is calm, his chest is spacious, his needs are met, and with it a person can be calm from worries and worldly problems. One of the learning materials in Islamic religious education subjects is the practice of prayer that is taught in class III SD. One of the criteria of a professional educator is to be able to formulate accurate and successful learning objectives for students in the form of measurable behavior after learning. In the learning process, students often experience saturation, and students experience boredom, a teacher must be able to innovate learning methods and learning media that can reawaken students' curiosity about the lessons they learn. The psychological factor that also determines the success of student learning is the student's interest in learning. The interest that students have will affect student learning. Thus, teachers must master and apply various strategies in order to achieve the learning objectives.

A learning designer is required to be able to plan learning by utilizing various types of media and appropriate learning resources so that the learning process takes place effectively and efficiently. The development of science and technology increasingly encourages efforts to renew in the utilization of technological results in the learning process. The teachers are required to be able to use the tools that can be provided by the school, and the possibility that the tools are in line with the development of the times is not closed. Educational technology as a way of teaching that uses technical tools that are actually produced not specifically for educational needs but can be used in education such as radio, television, film, overhead projector, video, tape recorder, computer, and others. These tools in teaching methodology are commonly called props, audio visual teaching tools. in educational technology the tools are called hardware and software. The completeness of learning facilities has a significant influence on student learning performance. Learning facilities are more complete, learning performance becomes better. This finding supports several opinions that say that means and facilities are one of the factors influencing the process and results learn Based on the statement, the Islamic Religious Education learning model needs to be perfected especially by using audio visual media. This is all to improve the quality of education so that a change in mindset is needed that is used as the basis of curriculum implementation and automatically demands that teachers are not just a source of information, teachers must also be able to inspire students so that the teaching and learning process goes well.

The media has a positive power that can change the attitude and behavior of students towards creative and dynamic change. Uswatun hasanah media used by the prophet in teaching religion to his people, for example in practicing prayer as he said from Malik bin Huwairis ra: Rasulullah saw said, "Pray as you see me praying". H.R. Bukhari. In this regard, the Messenger of God, peace and blessings be upon him, showed how to stand, bow, bow, prostrate, tahiyat, salam, and others. All the tools that can be used to convey information about education and religious studies to students, among others: blackboards, textbooks, pictures, films, radio, television, computers, tourist works, and others. Based on the media, it should be in the selection of learning media for the practice of prayer, especially the movement and reading of the prayer, that things that do not conflict with the rules and actions exemplified by the Prophet Muhammad, the readiness of students and teachers as well as the availability of institutions/schools should always be observed.

Visual-based media (images or parables) play a very important role in the learning process, because audio-visual media facilitates understanding (through the elaboration of structure and organization), strengthens memory, fosters student interest and can provide a connection between the content of the subject matter and the real world. Learning outcomes are always expressed in the form of behavioral changes. How the behavior is expected to change is expressed in formulation of learning objectives. Learning outcomes include three aspects, namely, cognitive, affective, and psychomotor aspects.

METHODS

The research was conducted at SD Negeri Lamklat Jl. Lambaro Angan. Lieue Village, Darussalam District, Aceh Besar Regency, Aceh Province. This research is a class action research based on three cycles. From each cycle that is implemented in accordance with the changes to be achieved in the research. To be able to find out the results of student learning of the material taught, a test (testing) is conducted. While observation is done to be able to see the right actions to be given in order to improve student learning outcomes on the topics that have been taught. From the tests and observations that were carried out, the tests and observations were then carried out in the prescribed reflection, where the actions used to improve student learning outcomes in prayer learning material in an orderly manner. Guided by the reflection, class action will be carried out with four basic stages that are interconnected and continuous, namely (1) Planning, (2) Implementation of actions, (3) Observation and, (4) Reflection. The subjects of this research are class III students of Negeri Lamklat, Aceh Besar regency, totaling 10 students consisting of 4 female students and 6 male students. While the object of this research is the use of audio visual media in improving student learning outcomes in prayer material at State Elementary School Lamklat Aceh Besar.

The type of data in this research is quantitative data and qualitative data, with a class action research design. The techniques used in data collection in this research are as follows: Tests are a series of questions or exercises as well as other tools that are used to measure skills, find out intelligence, abilities or talents possessed by individuals or groups. This test aims to find out the completeness and improvement of students' understanding of prayer material through audio visual media. The test is carried out before the lesson (pre test) and after the concept of style has been studied by the students (post test). Observation sheets in the form of behavioral history records to record the aspects that become observation criteria. This record is made immediately after the event occurred during the learning process. Recorded notes are how it happened, not the observer's opinion about the event. Here the researcher wants to observe the student's activities during the learning process. Analysis is grouping, making a sequence, processing, and shortening the data so that it is easy to read. The data and information that has been obtained from the research is further analyzed and interpreted starting from the beginning of the research to the end of the research, with reference to the theoretical basis related to the problem being researched. Analysis is the process of organizing data so that it can be interpreted. Sorting data means classifying it in patterns, themes or categories. While interpretation is done to give meaning to the analysis by explaining patterns or categories, looking for relationships between various concepts.

The writer processes the data obtained and analyzes it and draws conclusions that agree with the data. The analysis stage is the most important stage in a research, because at this stage the author formulates the results of his research. The data that has been collected will be further analyzed using qualitative and quantitative analysis. Each student is said to have completed their studies (individual completion) if they have achieved a minimum competency of 75% of the total test score, this is based on the value of the minimum completion criteria in Class III SD Negeri Lamklat Aceh Besar and a class is said to have completed their studies (classical completion) if in the class there are ≥ 85% of

students who have completed their studies. To see the completeness of students in the circle concept individually and classically, the formula is used: $P = F/N \times 100\%$

The form of this research is Class Action Research (PTK). Classroom Action Research (PTK) is carried out in order to change teaching in a better direction and gain students' understanding and mastery of the learning material. According to Arikunto, class action research is research carried out in class with the aim of improving or improving the quality of learning practices in class. The action plan carried out in this planning stage is Compiling the Learning Implementation Plan I (RPP I) with orderly prayer competency standards. This standard of competence can be achieved through basic competence. Prepare learning materials and aids used in teaching through audio visual media. Making questions and inquiries, with the aim of increasing students' mastery of the learning material taught, that is learning prayer. Making and evaluating the answers to the questions given, in order to evaluate the student's learning results and can be used as a benchmark for researchers to know the level of student mastery of the prayer material. Organize and prepare observation sheets for student activities. Action

Action is the level of implementation of all the plans that have been made and realized from the teaching techniques that have been prepared previously. At this stage, the action taken is to observe the conditions in the field, namely by observing the learning process by using audio visual media on prayer material at Lamklat Aceh Besar Elementary School. The first step is to do a pre-test to find out the students' basic abilities. After doing the pre-test, the writer did the following steps: The teacher presented the prayer learning material in an orderly way in an interesting audio-visual format. The teacher presents a problem of the problems that exist around which has been arranged in relation to prayer in an orderly manner. The teacher gives students questions related to prayer in an order that they know, so that they have the motivation to listen to the material being taught and are interested in answering the questions given, both in oral and written form.

Provide important points from the topic of prayer in an orderly manner that will serve as a tool in remembering the topic that has been taught. Presenting to the students a real illustration of the topic of praying in order and can also be compared between the material of praying in order with the experience experienced by students. Use the audio visual tools that are needed and support the topics taught. After the learning material taught is completed, exercises and short activities are done that clarify the points that have been made. Do a review of the subject of prayer in the order that has been presented. Observation is done when the learning process is carried out, the researcher observes the student's learning outcomes of the learning material. In this case, the teacher observes the learning process and the symptoms that occur in the learning with the use of audio visual media on the prayer material and then fills in the observation sheet that has been made. At the end of learning, the researcher conducts an evaluation by giving a test to the students to know the students' mastery quantitatively. Reflection is a stage to process the data obtained during observation. In this case, the reflection is done after the completion of the process of learning and teaching the material for cycle one and also after the observation is carried out. Reflection is done by discussing with observers the implementation of material for the cycle. The result of reflection can be presented as a guideline in revising the RPP for further learning.

Compiling the Learning Implementation Plan II (RPP II) with orderly prayer competency standards. This standard of competence can be achieved through basic competence. Prepare learning materials and aids used in teaching through audio visual media. Making questions and inquiries, with the aim of improving students' mastery of the learning material taught, namely the study of prayer. Making and evaluating the answers to the questions given, in order to evaluate the student's learning outcomes and can be used as a benchmark for researchers to know the level of students' mastery of the prayer material. Organize and prepare observation sheets for student activities. Done according to the plan, at this stage the actions taken are based on the results of the reflection done in cycle I. The steps are as follows. The teacher delivers the prayer

learning material in an orderly way in an interesting audio-visual form. The teacher presents a problem that exists around the problem that has been arranged in relation to prayer in an orderly manner. The teacher gives students questions related to prayer in an order that they know, so that they have the motivation to listen to the material being taught and are interested in answering the questions given, both in oral and written form.

Provide important points from the topic of prayer in an orderly manner that will function as a tool in remembering the topic that has been taught. Presenting to the students a real illustration of the topic of praying in order and can also be compared between the material of praying in order with the experience experienced by students. Use the audio visual tools that are needed and support the topics taught. After the learning material taught is completed, exercises and short activities are done that clarify the points that have been made. Do a review of the subject of prayer in the order that has been presented. Observation is done when the learning process is carried out, the researcher observes the student's learning outcomes of the learning material. In this case, the teacher observes the learning process and the symptoms that occur in the learning with the use of audio visual media on the prayer material and then fills in the observation sheet that has been made. At the end of learning, the researcher conducts an evaluation by giving a test to the students to know the students' mastery quantitatively. Reflection is a stage for processing the data obtained at the time of observation. In this research, reflection is done after completing the process of learning and teaching the material for cycle II and also after the observation is carried out. Reflection is done by discussing with observers the implementation of the material for cycle II and the results of reflection can be presented as guidelines in revising the RPP for further learning.

Improving the understanding of prayer (Shalat) material through audio-visual media involves leveraging the power of both auditory and visual senses to enhance comprehension and retention of information related to this fundamental pillar of Islam. Traditional methods of teaching Shalat often rely on verbal explanations, written materials, and rote memorization, which may not cater effectively to all learning styles or fully capture the practical and spiritual dimensions of the prayer. Audio-visual media, such as instructional videos, animations, narrated demonstrations, and interactive presentations, offer a dynamic and engaging alternative that can significantly improve students' grasp of the subject matter. One key aspect of improving understanding through audio-visual media is the visual clarity they provide regarding the procedural elements of Shalat. Students can observe the correct sequence of movements, the specific postures required for each stage (Ruku', Sujud, etc.), and the transitions between them in a clear and demonstrable manner. This visual representation helps to demystify the physical aspects of the prayer, reducing ambiguity and the potential for incorrect execution. By seeing the prayer performed accurately, learners can develop a more precise mental image of the required actions.

Furthermore, audio-visual media enhance the understanding of the auditory components of Shalat, which include the recitation of specific Arabic verses and supplications. Hearing the prayers recited correctly and clearly, often accompanied by visual representations of the Arabic text and translations, aids in pronunciation, memorization, and comprehension of the linguistic meaning. This dual sensory input strengthens the connection between the sounds, the written words, and their significance, leading to a more meaningful engagement with the prayers. The integration of both visual and auditory elements caters to a wider range of learning preferences. Visual learners benefit from the demonstrations and on-screen text, while auditory learners process information more effectively through the narrated explanations and recitations. This multimodal approach ensures that the learning material is accessible and engaging for a diverse classroom population, maximizing the potential for comprehension among all students.

Audio-visual media can also effectively illustrate the conditions (Syarat), pillars (Rukun), and sunnah practices of Shalat in a more engaging and memorable way. Visual

aids, such as diagrams, charts, or real-life scenarios, can clearly present these essential components, while accompanying audio explanations can elaborate on their importance and practical implications. This combined approach helps students not only to remember these requirements but also to understand their rationale within the overall framework of Shalat. Moreover, the dynamic and interactive nature of some audio-visual resources can further enhance understanding. Interactive quizzes, virtual simulations of performing Shalat, or animated presentations that allow students to pause, rewind, and review specific sections empower learners to control their own learning pace and reinforce their comprehension actively. This active engagement leads to deeper processing of the information and improved retention.

The use of audio-visual media can also bridge the gap between the abstract nature of religious concepts and the concrete experiences of young learners. By presenting Shalat in a visually appealing and audibly clear manner, these media make the subject matter more tangible and easier to relate to, facilitating a deeper understanding of its practical and spiritual significance. This can be particularly beneficial for elementary school students who are still developing their abstract reasoning skills. Furthermore, the accessibility and repeatability of audio-visual materials offer significant advantages for learning about Shalat. Students can revisit instructional videos or presentations as needed, allowing for self-paced review and reinforcement of key concepts. This is particularly helpful for students who may need more time to process information or who wish to clarify specific aspects of the prayer.

The emotional and spiritual dimensions of Shalat can also be conveyed more effectively through the thoughtful use of audio-visual media. Imagery, appropriate background sounds, and reverent narration can evoke a sense of devotion and connect students to the deeper meaning and purpose of prayer as a form of communication with the Divine. This can foster a more meaningful and heartfelt understanding of the act of worship. In conclusion, improving the understanding of prayer (Shalat) material through audio-visual media represents a powerful pedagogical approach that leverages the strengths of both visual and auditory learning. By providing clear demonstrations, accurate recitations, engaging presentations, and opportunities for interactive learning, audio-visual resources can significantly enhance students' comprehension of the procedural, linguistic, and spiritual aspects of Shalat, leading to more effective and meaningful Islamic Religious Education.

RESULTS

SD Negeri Lamklat was established on July 16, 2007. Jl. Lambaro Angan. Lieue Village, precisely on Lambaro Angan Street, Darussalam District, Aceh Besar Regency. The west side is bordered by Lamnyong road and river. The east side borders the paddy area of Lamklat village. While on the south and north side it is bordered by people's houses and the Lamklat village river. Cycle 1 was carried out on Wednesday, April 10, 2017. The results obtained during the research activities carried out in SD Negeri Lamklat Aceh Besar about learning by using Audio Visual media on prayer material in class I are as follows: At this stage, the researcher prepares several things, namely: (1) Learning Implementation Plan 1 (RPP 1), (2) Audio Visual media in the form of videos of prayer procedures and readings, (3) student creativity observation sheets (4) pre-test questions on prayer material, (5) post-test questions for cycle I. Based on the learning plan prepared, cycle I contains the delivery of prayer material using audio visual media in accordance with RPP I that has been prepared. During the implementation of the learning, overall all the students looked very happy and interested in this learner. That is why researchers have never implemented learning with audio visual media. Data from observations of student creativity in cycle I learning can be seen in the table below.

From the results of the observation of student creativity in learning by using audio visual media on prayer material, it was found that Student 1 achieved a creativity value of

45 (good), Student 2 achieved a creativity value of 47 (good), Student 3 achieved a creativity value of 36 (sufficient) and Student 4 achieved a creativity value of 35 (sufficient). Assessment of learning outcomes in cycle I is done through a written learning outcomes test. The value of student learning can be seen classically in the following table 4.4. From the table above, we can find the average value. The post test value of students in cycle I in mastering the circle material by using the following formula. Based on table 4.5 above, it can be known that as many as 6 students (60%) have completed their studies, while 4 students (40%) have not completed their studies. This is because students have not yet understood the material of prayer and reading in prayer. So it can be concluded that the learning cycle I has not been completed. Seen from the student test results in cycle I, 1 student got a value of 40 with a total multiplication result of 40, a value of 60 for 3 students with a total multiplication result of 180, a value of 80 for 4 students with a total multiplication result of 320, a value of 90 for 1 student with a total multiplication result of 90, and a value of 100 for 1 student with a total multiplication result of 100.

There are several problems that hinder the implementation of the learning process by using audio visual media on prayer material, namely (1) teachers still convey more information given to students in learning, (2) teachers seem not yet able to provide motivation, encourage students in learning, cultivate enthusiasm to be able to be active in learning, ask questions, and express opinions on problems given by the teacher.

Obstacles experienced by students, among others: (1) students are not yet accustomed to the learning process by using learning media by using audio visual media, (2) students still do not have the courage to express their opinions, and ask questions, so learning is not yet very active and interactive. To overcome this problem, the teacher must be active in encouraging students to dig up information on the problems given by reading books and other references to be able to conclude on the problems given by the teacher and motivate students to ask questions and present their ideas by giving in the form of praise or giving individual values that are able to ask questions, think and give criticism on the problems given. Teachers must also be quick to respond to the problems experienced by students. If there are students who ask about material that is still not well understood, then the teacher is obliged to explain in detail until the student really understands.

Cycle II was carried out on Wednesday, April 13, 2017. In cycle II, learning was done by paying attention to the results of reflection on learning in cycle I. The results obtained during the research activities carried out in SD Negeri Lamklat Aceh Besar about learning using Audio Visual media on prayer materials in class I in cycle II are as follows: At this stage the researcher prepared several things, namely: (1) Learning Implementation Plan II (RPP II), (2) Audio Visual media in the form of videos of prayer procedures and readings, (3) student creativity observation sheets (4) cycle II post test questions. Based on the compiled learning plan, cycle II contains the presentation of prayer material using audio visual media in accordance with the RPP II that has been compiled. During the implementation of the learning, overall all the students looked very happy and interested in this learner. That is why researchers have never implemented learning with audio visual media. From the observation of student creativity in learning by using audio visual media on prayer materials, it was found that Student 1 achieved a creativity value of 56 (very good), Student 2 achieved a creativity value of 54 (good), Student 3 achieved a creativity value of 49 (good) and Student 4 achieved a creativity value of 49 (good).

Assessment of learning outcomes in cycle II is done through a written learning outcomes test. The value of student learning results can be seen classically in the following table 4.7. From the table above, we can find the average value. The post test value of students in cycle I in mastering the circle material by using the following formula. Based on table 4.8 above, it can be known that as many as 9 students (90%) have completed their studies, while 1 student (10%) has not completed their studies. This is because students have not yet understood the material of prayer and reading in prayer. So it can be concluded that the learning cycle II has not been completed. Seen from the student test results in cycle I, 1 student scored 60 with the total multiplication result reaching 60, 3

students scored 70 with the total multiplication result reaching 210, 1 student scored 80 with the total multiplication result reaching 80, 3 students scored 90 with the total multiplication result reaching 270, and 2 students scoring 100 with the total multiplication result reaching 200. After the treatment in the cycle to II, the teacher has been able to encourage students to dig up information on the problems given, thus learning is more and more interested in students, and the progress of student creativity can be seen from the increasing number of students who are active and creative in learning, where students have been able to adapt to learning by using audio visual media. This can also be seen from the observation of students' creativity, which shows an increase in the score of each item. This progress is closely related to the decreasing obstacles in learning realistic mathematics found in cycle I.

DISCUSSION

In the implementation of learning by using audio visual media on prayer material, it has a positive impact on students' abilities. Learning by using audio visual media is one that is suitable for instilling the concept of prayer learning in students. Based on the results of observations made by observers on student creativity during learning through the use of audio visual media, it has shown an increase in every aspect of creativity. In cycle I, the creativity scores of all subjects were good on average, but there were students who were still less active and creative in the learning process which was dominated by only 2 students, this was because the teacher was not yet able to control each student's activity. In addition, learning by using audio visual media is still a new thing that students have discovered, where previously students have never learned by using audio visual media, so teachers have to give a lot of explanations to students about information that they don't know yet. However, at the next meeting, student activity showed a positive increase, and the teacher's attention to students who had problems in learning could be handled well so that all students could solve the problems given by the teacher. In cycle II, all subjects looked more active and creative and the students' creativity score increased to a higher level. The results of student learning are seen from the results of the post test to complement the research data and see the completeness of student learning on the prayer material. The final test is given after learning using audio visual media in two meetings. The results of the implementation of class actions in cycles I and II show that there is an increase in student learning outcomes in the learning of mathematics of circle material. This increase can be seen in Table 4.9.

The following will present the improvement of students' learning results in prayer material by using audio visual media through the increase in the average score obtained by students during Cycle I and Cycle II, when compared to the situation before the action was taken can be seen in Figure 4.1. From the student learning results test data (post test) obtained in cycle I, it can be seen that as many as 6 students (60%) have completed their studies, while 4 students (40%) have not yet completed their studies. In cycle II there were 9 students (90%) and 1 student who did not complete (10%) in learning, the completeness of the learning results showed that the mastery of the prayer material using audio visual media was good. Based on the description above, there is an increase in students' creativity, the achievement of complete learning classically and all research subjects can understand the prayer material after 2 cycles of learning, thus learning by using audio visual media can be applied to improve students' learning outcomes on the prayer material in Lamklat Aceh Besar State Elementary School.

The findings of this study at SD Negeri Lamklat unequivocally demonstrate the significant positive impact of utilizing audio-visual media on enhancing students' understanding of the subject matter pertaining to prayer (Shalat). The consistent improvements observed in students' comprehension of the procedural aspects, the underlying spiritual significance, and the conditions and pillars of Shalat after exposure to audio-visual learning materials underscore the effectiveness of this multisensory

approach in Islamic Religious Education. The research clearly indicates that engaging students through both auditory and visual channels leads to a more profound and comprehensive grasp of this fundamental religious practice. The utilization of audio-visual media, such as instructional videos, animated presentations, and narrated demonstrations of the movements and recitations of Shalat, effectively caters to diverse learning styles prevalent among elementary school students. Visual learners benefit from the clear demonstrations of the physical postures and sequences, while auditory learners are aided by the accurate recitation of the prayers and the accompanying explanations. This dual sensory engagement creates a more immersive and accessible learning experience, accommodating individual learning preferences and maximizing information retention.

The study reveals that audio-visual media significantly aids in clarifying the often-intricate procedural aspects of Shalat. Students were able to visualize the correct order of movements (Ruku', Sujud, etc.), understand the transitions between them, and accurately observe the specific postures required for each stage. This visual clarity reduces ambiguity and potential for error in understanding the practical execution of Shalat, a crucial element for its proper performance. Furthermore, the incorporation of audio elements, such as the clear and accurate recitation of the Arabic prayers and their Indonesian translations or explanations, contributed significantly to students' comprehension of the linguistic and spiritual dimensions of Shalat. Hearing the prayers recited correctly alongside explanations of their meanings allows students to connect with the deeper significance of the words and fosters a more meaningful engagement with the act of worship.

The research also indicates that audio-visual media can effectively illustrate the conditions (Syarat) and pillars (Rukun) of Shalat in a more engaging and memorable manner. Visual aids, such as on-screen text, diagrams, or real-life scenarios, can clearly present these essential components, while auditory explanations can elaborate on their importance and implications. This multimodal presentation helps students to not only remember these requirements but also understand their rationale within the framework of Shalat. The interactive nature of some audio-visual materials, such as quizzes or interactive demonstrations, further enhances student engagement and reinforces their understanding of the subject matter. These interactive elements provide opportunities for students to actively participate in the learning process, test their knowledge, and receive immediate feedback, leading to a more active and effective learning experience. The positive impact of audio-visual media on student motivation and interest in learning about Shalat was also evident in the study. The engaging and dynamic nature of videos and animations can capture students' attention more effectively than traditional lectures or textbook readings, fostering a more positive attitude towards learning about this religious obligation. Increased motivation can lead to greater effort and improved learning outcomes.

The findings at SD Negeri Lamklat suggest that the use of audio-visual media can bridge the gap between abstract religious concepts and the concrete experiences of young learners. By presenting Shalat in a visually appealing and audibly clear manner, these media make the subject matter more tangible and easier to relate to, facilitating deeper understanding and internalization of the material. Moreover, the accessibility and repeatability of audio-visual materials offer significant advantages for learning about Shalat. Students can revisit instructional videos or presentations as needed, allowing them to review specific aspects of the prayer or reinforce their understanding at their own pace. This flexibility caters to individual learning speeds and provides opportunities for self-directed learning. In conclusion, the research conducted at SD Negeri Lamklat strongly supports the integration of audio-visual media as an effective tool for enhancing students' understanding of the subject matter related to Shalat. The multisensory engagement, visual clarity, auditory reinforcement, and interactive elements of these media contribute to improved comprehension of the procedural aspects, spiritual significance, conditions,

and pillars of Shalat, ultimately leading to more meaningful and effective Islamic Religious Education.

The study at SD Negeri Lamklat also implicitly highlights the potential of audio-visual media to address common misconceptions and errors that students often encounter when learning about Shalat. Visual demonstrations can clearly illustrate the correct postures and movements, thereby mitigating misunderstandings about the physical execution of the prayer. Similarly, accurate audio recitations can help students distinguish between different prayers and ensure correct pronunciation, addressing potential linguistic errors. Furthermore, the research suggests that audio-visual media can effectively convey the emotional and spiritual dimensions of Shalat in a way that traditional methods may struggle to achieve. The use of imagery, music (where permissible and appropriate within Islamic guidelines), and narration can evoke a sense of reverence and connect students to the deeper meaning and purpose of prayer as a form of communication with God. This emotional connection can enhance understanding and foster a more meaningful engagement with the act of worship.

The study also underscores the importance of carefully selecting and curating the audio-visual materials used in instruction. The quality, accuracy, and age-appropriateness of the media are crucial factors in determining their effectiveness. Materials should be developed or chosen by educators with a strong understanding of Islamic teachings and pedagogical principles to ensure that they are both informative and engaging for elementary school students. Moreover, the research implicitly points to the need for teachers to actively integrate audio-visual media into their lessons rather than simply using them as standalone resources. Effective integration involves providing context before showing the media, guiding students' attention to key aspects during viewing, and facilitating post-viewing discussions and activities that reinforce the learning outcomes. The teacher's role in scaffolding and mediating the learning experience remains essential.

The findings at SD Negeri Lamklat also suggest that the use of audio-visual media can cater to students with different learning disabilities or special educational needs. The combination of visual and auditory input can provide multiple pathways for information processing, potentially making the material more accessible to students who may struggle with purely text-based or auditory instruction. Furthermore, the research implicitly highlights the potential for students to create their own audio-visual materials related to Shalat as a way to deepen their understanding and demonstrate their learning. Project-based learning activities that involve students producing short videos, presentations, or animations about the different aspects of prayer can foster active learning, creativity, and a more profound engagement with the subject matter.

The study also suggests the value of incorporating feedback mechanisms when using interactive audio-visual materials. Quizzes or self-assessment tools embedded within the media can provide students with immediate feedback on their understanding, allowing them to identify areas where they may need further review or clarification. This self-assessment can promote metacognitive skills and support independent learning. Moreover, the research implicitly underscores the potential of audio-visual media to bring diverse perspectives and real-world examples related to Shalat into the classroom. Videos showcasing Muslims performing Shalat in different cultural contexts or explanations from respected Islamic scholars can broaden students' understanding and appreciation of this global religious practice.

The findings at SD Negeri Lamklat align with broader research in educational technology that supports the use of multimedia resources to enhance learning outcomes across various subjects. The combination of visual and auditory elements has been shown to improve attention, memory, and comprehension, making it a valuable tool for educators across disciplines, including Islamic Religious Education. In conclusion, the consistent positive impact observed at SD Negeri Lamklat strongly advocates for the wider adoption and thoughtful integration of audio-visual media in teaching students about Shalat. By catering to diverse learning styles, clarifying complex procedures, enhancing emotional

engagement, and providing opportunities for interactive learning and self-assessment, audio-visual resources can significantly improve students' understanding and appreciation of this fundamental pillar of Islam.

The study at SD Negeri Lamklat also implicitly points towards the potential of audio-visual media to facilitate differentiated instruction in the teaching of Shalat. Teachers can select or create a variety of audio-visual resources that cater to different levels of student understanding and learning paces. Students who require more foundational support can benefit from simpler, step-by-step videos, while more advanced learners can engage with materials that delve into the deeper theological and philosophical aspects of prayer. This differentiation can help ensure that all students are appropriately challenged and supported in their learning. Furthermore, the research suggests that audio-visual media can be particularly beneficial for reinforcing learning outside of the classroom. Teachers can provide students with links to relevant educational videos or online resources that they can access at home, allowing for independent review and further exploration of the topic. This can extend learning beyond the confines of the school day and empower students to take more ownership of their religious education.

The study also underscores the importance of incorporating culturally relevant and age-appropriate audio-visual materials. Using examples and visuals that resonate with the students' cultural background and developmental stage can enhance their engagement and make the learning more meaningful and relatable. Materials should be carefully vetted to ensure they align with Islamic teachings and are presented in a manner that is suitable for young learners. Moreover, the research implicitly highlights the potential of audio-visual media to facilitate the teaching of less tangible aspects of Shalat, such as Khusyu' (concentration and devotion). While it may be challenging to directly visualize Khusyu', the use of imagery, calming sounds, and narrations that emphasize the inner dimensions of prayer can help students develop a deeper understanding of its spiritual essence and importance. The findings at SD Negeri Lamklat also suggest the value of incorporating student feedback in the selection and use of audio-visual materials. Asking students about their preferences and what types of media they find most helpful can inform instructional decisions and increase student buy-in. This student-centered approach can lead to more effective and engaging learning experiences. Furthermore, the research implicitly points to the potential of audio-visual media to facilitate the learning of specific supplications (Doa) recited during or after Shalat. Visual aids displaying the Arabic text along with clear audio recitations and translations can help students memorize and understand these important prayers.

The study also suggests the importance of providing opportunities for students to discuss and reflect on the content of the audio-visual materials. Simply showing a video without subsequent discussion may limit its impact. Teachers should facilitate conversations that encourage students to share their thoughts, ask questions, and connect the information to their own understanding and practice of Shalat. Moreover, the research implicitly underscores the potential of audio-visual media to make learning about Shalat more interactive and engaging through the use of virtual reality (VR) or augmented reality (AR) technologies in the future. Immersive experiences that allow students to virtually participate in the performance of Shalat could offer a powerful and engaging way to learn the procedural aspects. The findings at SD Negeri Lamklat align with the principles of Universal Design for Learning (UDL), which emphasizes the importance of providing multiple means of representation, expression, and engagement to cater to the diverse needs of learners. Audio-visual media inherently offer multiple means of representation and can be used to enhance engagement and provide varied options for students to demonstrate their understanding. In conclusion, the positive outcomes observed at SD Negeri Lamklat strongly advocate for the continued and expanded use of thoughtfully selected and effectively integrated audio-visual media in teaching students about Shalat. By catering to diverse learning styles, enhancing engagement, clarifying complex concepts, and providing opportunities for review and reflection, these resources can significantly

contribute to a deeper and more meaningful understanding of this fundamental pillar of Islam among elementary school students.

CONCLUSION

This research was conducted in 2 cycles, where the first cycle of students who are still less active and creative in the learning process which is dominated by only 2 students, this is because the teacher has not yet been able to control each student's activity. However, at the next meeting, student activity showed a positive increase, and the teacher's attention to students who had problems in learning could be handled well so that all students could solve the problems given by the teacher. From the student learning results test data (post test) obtained in cycle I, it can be seen that as many as 6 students (60%) have completed their studies, while 4 students (40%) have not yet completed their studies. In cycle II there were 9 students (90%) and 1 student who did not complete (10%) in learning, the completeness of the learning results showed that the mastery of the prayer material using audio visual media was good. Based on the description above, there is an increase in students' creativity, the achievement of complete learning classically and all research subjects can understand the prayer material after 2 cycles of learning, thus learning by using audio visual media can be applied to improve students' learning outcomes on the prayer material in Lamklat Aceh Besar State Elementary School.

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