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Application of Audiovisual Learning Media to Improve Islamic Education Students' Learning Outcomes at SD Negeri 12 Batang Nadenggan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using audio visuals. 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 using 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 visuals 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 45.89%, the first cycle 69.77% and in the second cycle it increased to 89.52%. Thus, the use of audiovisual can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, islamic education, audiovisual.

INTRODUCTION

Humans inherently require education to develop their potential in various aspects. Education is an intentional activity aimed at achieving specific goals, involving various interconnected factors that form a system of mutual influence. The process of education is conducted formally in schools, designed to guide personal transformation in a planned manner, addressing aspects of knowledge, skills, and attitudes. In the learning process, there are several interrelated components, including educational objectives, teachers and students, learning materials, teaching methods/strategies, tools/media, learning resources, and evaluation. One of the media used in education, which is believed to enhance students' understanding and motivation, is audiovisual media. Audiovisual media is an alternative tool in technology-based learning processes. Technology-based audiovisual learning can be used as an alternative to optimize the learning process due to

several reasons: a) It is easy to integrate into the learning process; b) It is more engaging for learning; c) It can be modified and updated at any time.

According to Sadiman in his book *Media Pendidikan* (1996:6), media refers to various forms of tools that can present messages and stimulate students to learn. Arsyad (2014:4) implicitly states that learning media includes physical tools used to convey teaching content, such as books, tape recorders, cassettes, video cameras, video recorders, films, slides, photographs, pictures, graphics, televisions, and computers. Another perspective is offered by Sumiati (2008:162), who identifies three forms or formats of learning media: sound (audio), form (visual), and motion (motion). Rusman et al. (2011:218) describe video as a series of moving images accompanied by sound, forming a unified sequence that delivers messages for achieving learning objectives, stored in media such as tapes and disks. Video is often used in interactive learning, and as Arsyad (2014:36) explains, interactive learning media is a system of delivering lessons through video recordings controlled by a computer, allowing students to actively respond, which in turn determines the speed and sequence of content delivery.

Suprijanto (2005:171) asserts that audiovisual media is more effective in learning because it simultaneously covers auditory (hearing) and visual (seeing) media. Audiovisual media serves as a medium for presenting content that is absorbed through both sight and sound, helping students acquire knowledge, skills, or attitudes. Examples of audiovisual media include films, slides, and digital audiovisual media (Widaryanto and Sulfemi, 2016: 1-10). From the explanations of the experts above, it can be concluded that learning is an interactive process between teachers and students using demonstration methods and various media. The use of audiovisual media in learning can assist students in achieving the expected learning outcomes and can make the learning experience more meaningful for them. Audiovisual media has several objectives in learning, as outlined by Anderson (1994:102). These include cognitive, affective, and psychomotor goals. Cognitive goals involve developing cognitive partners, which encompass the ability to recognize and stimulate movement and coordination. Audiovisual media can also present still images without sound, such as photos and film frames, to teach knowledge about certain laws and principles. It can also be used to demonstrate examples and behaviors, especially in interactions among students. Affective goals include the ability of audiovisual media to convey information effectively in the affective domain, influencing attitudes and emotions through effects and techniques. Psychomotor goals involve demonstrating skills related to movement, where audiovisual media allows for the display of skills, either by slowing down or speeding up the motion being shown.

The use of audiovisual media aims to enhance cognitive abilities by providing stimuli through moving images and sounds, while also delivering messages that influence attitudes and emotions. Based on these objectives, the benefits of audiovisual media in the learning process include: (1) capturing students' attention when delivering material, (2) fostering learning motivation, and (3) providing learning experiences by summarizing lessons through videos. However, audiovisual media also has its advantages and disadvantages. Some of the advantages include: it can be used for group learning, it can be used immediately, it allows for repeated use, it can present physical objects that cannot be easily described in the classroom, it can present dangerous objects safely, it can offer detailed presentations, it does not require a dark room, it can be slowed down or sped up, and it presents both images and sounds. The disadvantages include: it is difficult to revise, relatively expensive, requires special expertise, and requires complete equipment. Learning media serves as an important resource that helps transmit messages and overcome obstacles such as differences in learning styles, interests, intelligence, sensory limitations, physical disabilities, geographical distance, time constraints, and more. Additionally, media should stimulate students to recall what they have learned while also providing new learning stimuli. Good media will also engage students in giving responses, feedback, and encourage them to perform practices correctly.

Regarding previous research, the author reviewed studies relevant to this topic. The first is a study by Fahrul Rijal at STIS Al-Aziziyah Sabang, titled Penggunaan Media Audio Visual Dalam Peningkatan Hasil Belajar Materi Rukun Iman Pada Peserta didik Kelas I SD Negeri 49 Kota Banda Aceh. The research used classroom action research, which included several stages: planning, action, observation, and reflection. The results showed that students' learning outcomes using audiovisual media improved, with average scores increasing from 53.43 in the first meeting of cycle I to 76.25 in the second meeting of cycle II. This demonstrated that audiovisual media significantly improved students' learning outcomes.

The learning process is critical in education, as many factors influence the achievement of learning objectives and the desired student learning outcomes. Low attention and enthusiasm among students in following Islamic Religious Education lessons were observed, especially in the topic of Asmaul Husna. Out of 16 students in the fifth grade at SDN 12 Batang Nadenggan, only 7 students successfully mastered the material. According to the author, this issue is caused by several factors, including the monotonous teaching methods previously employed by the teacher and the lack of engaging learning media. To address this issue, the author is motivated to improve students' learning outcomes on the Asmaul Husna material by utilizing audiovisual media. This is expected to increase student enthusiasm and attention during Islamic Religious Education lessons, leading to improved learning outcomes. Another reason for this initiative is that such a teaching method has not been implemented before, and because videos, especially those circulating on social media or YouTube, have become a trend among children, they tend to be more interested in visual content.

Based on the background of the problem mentioned above, the author is encouraged to conduct research with the title, "Application of Audiovisual Learning Media to Improve Islamic Education Students' Learning Outcomes at SD Negeri 12 Batang Nadenggan "

METHODS

The research method used in this study is Classroom Action Research (CAR), which is a study focusing on learning activities and deliberate actions in a classroom setting (Suharsini, 2014:3). This study specifically employs Collaborative Classroom Action Research, where the researcher collaborates with the fifth-grade teacher at SDN 12 Batang Nadenggan. The research focuses on Islamic Education (PAI), particularly the Asmaul Husna material, and applies audiovisual media to improve students' learning outcomes. The research variables include audiovisual media and student learning outcomes. The effectiveness of audiovisual media in improving student performance is assessed through hypothesis testing to determine its impact. The study population consists of 16 fifth-grade students at SD Negeri 12 Batang Nadenggan, with 7 male and 9 female students. A sample size was determined using Slovin's formula, with a margin of error of 10%.

This research is a Classroom Action Research (CAR), aimed at improving the teaching and learning process in the classroom through specific actions. The primary data source is the fifth-grade students, while secondary data is gathered from observations and tests. The data collection methods include interviews, observation, documentation, and tests. These methods allow the researcher to collect and analyze data from various sources such as field notes, interview transcripts, or audio/video recordings. Observations focus on the process of learning with audiovisual media, while tests assess students' performance after each cycle.

To ensure the validity of the data obtained through research instruments, data processing and analysis are essential. According to Patton (1980:268), data analysis involves organizing and categorizing data into patterns and descriptive units. Initially, the data is organized and explained, then analyzed using qualitative methods to produce descriptive insights. This process includes direct observation, which is recorded either in

writing or orally (Arikunto, 2002:240). The analysis aims to connect different data points systematically to answer the research questions accurately. The data analysis methods include analyzing learning outcome tests to determine students' mastery of the material. The success of learning outcomes is based on the percentage of students achieving a score of 65 or above, with a classical mastery rate of 75% or more. Additionally, motor activities are measured using an observation sheet with a rubric that rates performance on a scale from 1 to 5. The scores are then analyzed using percentage analysis to assess the implementation of each indicator. This process ensures that the research is valid and reliable in its findings.

RESULTS

SD Negeri 12 Batang Nadenggan is strategically located in the South Labuhanbatu District, Sungai Kanan Subdistrict, specifically on Batang Gogar Street, Batang Nadenggan Village, Sungai Kanan Subdistrict, South Labuhanbatu District. This school has eight classrooms for teaching and learning activities, one office for the principal and teachers, one library, one health room, one teacher's restroom, and separate restrooms for male and female students, all located in separate areas.

The school was built from scratch on vacant land. The educators are expected to continually develop their competencies to create a learning atmosphere that aligns with expectations. In efforts to improve the quality of primary education services, the school is equipped with educational facilities and a library as essential components for Active, Innovative, Creative, Effective, and Enjoyable Learning (PAIKEM), along with an LCD projector to assist teachers in delivering lessons. Additionally, the teaching staff holds Bachelor's degrees in education. Since its establishment, under the leadership of Mrs. Siti Hanipa Siregar, S.Pd, as the principal, the school has made significant progress in both academic and non-academic aspects. This is evident through various improvements, such as the addition of classrooms and renovations of existing school facilities.

Based on the existing problems, a plan has been made to focus on improving student learning outcomes by using audio-visual media in the teaching of Islamic Education and Character Education. This action is expected to enhance student learning results. In the planning phase, the teacher sets the objectives for the lesson using audio-visual media, which include academic goals and creating a pleasant learning atmosphere. The academic goal is for students to increase their learning activities and achieve a minimum mastery criterion of 70, with a classical completion rate of 85%. The goal of creating a pleasant learning environment is to engage students and encourage teamwork through the use of audio-visual media in learning Islamic Education and Character Education. The planning includes several steps: creating teaching modules and action scenarios, selecting a colleague as a collaborator, preparing teaching media or teaching aids, preparing worksheets for students, and developing observation sheets for student engagement and teacher performance. During the action phase, the researcher implements the learning process using audio-visual media. The first meeting lasts 105 minutes, held on Monday, December 20, 2025, focusing on the topic "Let's Get to Know Allah through the Asmaul Husna."

The discussion in this Classroom Action Research (CAR) is based on observations followed by evaluation and reflection activities. The results from the first and second cycles show that the teaching of Islamic Education (PAI) on the topic of Asmaul Husna using audio-visual media improved, both in terms of student engagement and learning outcomes during the teaching process.

This can be seen from the observation of student learning outcomes in the first cycle, which were not considered successful. The number of students achieving a score ≥70 did not meet the Minimum Mastery Criteria (KKM) because it failed to meet the classical completion indicator of at least 85% of the total number of students. In the first cycle, 5 students (42%) achieved mastery, while 7 students (58%) did not. Therefore, the

results in the first cycle did not meet the success indicators. Based on this, the researcher proceeded with the second cycle. In the second cycle, the student activity results showed an improvement, with the percentage of students reaching the mastery level increasing to 92%.

DISCUSSION

The application of audiovisual learning media in improving Islamic Education (PAI) students' learning outcomes at SD Negeri 12 Batang Nadenggan demonstrates several positive impacts. This study highlights how audiovisual media facilitates the learning process, enhances student engagement, and boosts academic achievement. First, the use of audiovisual media in teaching PAI on the topic of Asmaul Husna proved to be an effective tool for both teachers and students. The data from the research shows that in the first cycle, only 42% of students achieved the required mastery criteria, but by the second cycle, the success rate increased significantly to 92%. This is a clear indication that the audiovisual media positively impacted students' understanding and retention of the material. The average class score also increased from 67 to 87, surpassing the Minimum Mastery Criteria (KKM) of 70. This reflects the successful integration of audiovisual media into the teaching process.

Second, audiovisual media played a key role in enhancing student activity. By using visual and auditory elements, students were more engaged and could connect better with the material, particularly the Asmaul Husna topic. The collaboration encouraged by the media helped foster teamwork and active participation among students. This engagement was also evident in the improved scores from the first cycle (82, good) to the second cycle (95, very good), demonstrating a clear increase in student involvement and enthusiasm. Third, the application of audiovisual media also resulted in an improvement in teacher activity. Teachers could better manage classroom interactions and effectively address students' needs, leading to an increase in the teacher's activity score. From a score of 68 in the first cycle, the teacher's activity score rose to 74 in the second cycle, with the overall rating moving from "good" to "very good." This shows that the teacher was able to adapt their teaching strategies to incorporate the audiovisual tools, further enhancing the quality of the learning experience. In conclusion, the application of audiovisual media significantly contributed to improving both student learning outcomes and the overall teaching process in Islamic Education at SD Negeri 12 Batang Nadenggan. The study shows how multimedia tools can enhance learning effectiveness, stimulate student engagement, and support teachers in achieving their instructional goals.

CONCLUSION

Based on the research and discussion on the application of audio-visual learning media to improve learning outcomes in Islamic Education (PAI) on the topic of Asmaul Husna for Grade V students at SDN 12 Batang Nadenggan, Sungai Kanan District, Labuhanbatu Selatan, the following conclusions can be drawn: 1) The application of audio-visual media in the PAI subject facilitates the teacher in achieving the learning goals, specifically in improving the learning outcomes of Grade V students. This is evident from the increase in the percentage of classical learning mastery at each stage. In the first cycle, the mastery percentage was 42%, while in the second cycle, it reached 92%. The class average score also showed significant improvement, from 67 in the first cycle to 87 in the second cycle. This means that the researcher's target has been achieved, with the established indicator of classical mastery reaching 85% and the Minimum Mastery Criteria (KKM) of 70 per individual; 2) The activity level of students can be enhanced by using audio-visual media in the material "Closer to the Names of Allah" (Asmaul Husna). This media helps the teacher stimulate student engagement through group collaboration. The teacher can also easily monitor student activity, which allows for identifying difficulties or problems faced

by the students and finding solutions. The improvement in student activity can be seen from the first cycle, where the total score and average score were 33 and 82 (good), respectively. In the second cycle, the total score and average score increased to 38 and 95 (very good). 3) The application of audio-visual media also improves teacher activity. This can be proven by the increase in the teacher's activity score from the observation results, with a score of 68 and an average of 85 (good) in the first cycle, and an increase to 74 with an average of 92.5 (very good) in the second cycle.

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