Efforts to Improve Islamic Religious Education Learning Outcomes by Using Audio Visual Media for Elementary School Students

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Abstract: This research aims to improve students' learning outcomes in Islamic religious education learning using audio-visual media. This research uses a type of classroom action research. This research design uses the Kemmis & Mctaggart design with four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. Data was obtained using test and observation techniques. The data obtained was then analyzed using descriptive statistical techniques. The research results show that audio visual media can improve learning outcomes of students in Islamic religious education learning by implementing audio visual media. This can be seen in the first cycle, the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at state elementary school 081228 Sibolga was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle. Based on this, audio visual media can be used as a medium that can be considered by teachers to overcome the problem of low learning outcomes, especially in learning Islamic religious education.

Keywords: audio visual media, elementary school, islamic education, learning outcome.

INTRODUCTION

Islamic Religious Education is one of the subjects that plays an important role in shaping the character and personality of students. Through learning Islamic religious education, students are expected to be able to understand and practice religious values in everyday life. One of the important materials in Islamic religious education is learning the Qur'an, including understanding the holy verses such as QS. Al-Ma'un which teaches the values of social concern and sincerity in worship.

For the Indonesian people, religion is something important. From a historical perspective, the people of the Archipelago have long been known by the international community as a religious society. Even though it is not a religious state, Indonesia places

religion as something very important. In fact, the first principle of Pancasila as the basis of the state reads: Belief in the One Almighty God. From the understanding above, it can be understood that the Indonesian state is built on the religious foundation of its people. Article 31 of Law Number 20 of 2003 concerning the National Education System states that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. From the mandate of the legislation as above, the subject of religious education must be given to students, from Kindergarten to College (PT).

The subject of Islamic Religious Education substantially contributes to providing mitigation to students to practice the values of religious belief (tauhid) and good morals in everyday life. Religious education is intended to increase spiritual potential and shape students to become people who believe and fear God Almighty and have noble morals. Noble morals include ethics, character, and morals as a manifestation of religious education. Increasing spiritual potential includes the introduction, understanding, and instillation of these values in individual or collective social life. The increase in spiritual potential ultimately aims to optimize the various potentials possessed by humans whose actualization reflects their dignity as God's creatures. Islamic Religious Education is provided by following the guidance that religion is taught with a vision to create humans who are pious to Allah SWT. and have noble morals, and aims to produce humans who are honest, fair, have good character, are ethical, respect each other, are disciplined, harmonious and productive, both personally and socially. The demands of this vision encourage the development of competency standards in accordance with the level of schooling which are nationally characterized by the following characteristics: 1) More emphasis on achieving complete competencies in addition to mastery of material., 2) Accommodating the diversity of needs and educational resources available., 3) Providing greater freedom to educators in the field to develop learning strategies and programs in accordance with the needs and availability of educational resources.

Islamic Religious Education is expected to produce people who always strive to perfect their faith, piety, and morals, and actively build civilization and harmony in life, especially in advancing a dignified national civilization. Such people are expected to be resilient in facing challenges, obstacles, and changes that arise in social interactions both locally, nationally, regionally and globally. Educators are expected to be able to develop learning methods in accordance with competency standards and basic competencies. Achievement of all basic competencies of commendable behavior can be done irregularly. The role of all elements of the school, parents of students and the community is very important in supporting the successful achievement of the goals of Islamic Religious Education.

The quality of learning in class V of State Elementary School 081228 Sibolga semester I of the 2024-2025 academic year on the main material of reading QS. Al-Ma'un has not been as expected. This is indicated by the average test score which is less than the Learning Objective Achievement Criteria (75) that has been determined, namely from the number of 15 students only 6 students have completed or met the Learning Objective Achievement Criteria, while the other 9 students scored less than Objective Achievement Criteria, and after averaging from 15 students the average score was 71.5. In addition, the learning situation in the class is passive, this is indicated by: lack of student attention in receiving lessons, lack of student courage in asking questions, lack of student enthusiasm in following lessons, lack of student sincerity in reading lesson materials, lack of student sincerity in answering questions from the teacher, so that it seems that the teacher is the main source in the class.

There are many ways that a teacher can do to make learning in the classroom effective, one of which is the use of media that can activate students. From the results of

the observation, it can be concluded that the conditions as described above are caused by the learning method chosen by the teacher is not yet appropriate. Therefore, the teacher will try to use one of the media, namely Audio Visual Media to improve the learning achievement of Islamic Religious Education on the main material of reading QS. Al-Ma'un in class V students of semester I of the 2024/2025 Academic Year of Elementary School 081228 Sibolga, so this Classroom Action Research is entitled, "Efforts to Improve Islamic Religious Education Learning Outcomes on QS. Al-Ma'un Material Using Audio Visual Media in Class V Students of Semester 1 of the 2024/2025 Academic Year of Elementary School 081228 Sibolga".

METHODS

The approach used in this classroom action research is a descriptive qualitative approach, namely an analysis that emphasizes the discussion of data and research subjects by presenting data systematically and not concluding the results of the research. A descriptive qualitative approach is used to describe the learning outcomes of students' Islamic Religious Education. This approach includes the average value of students' daily test scores, assignment and homework scores, maximum scores, minimum scores, and ideal scores. In addition, a descriptive qualitative approach is used to describe student learning outcomes, teacher abilities in managing learning, and student responses during the learning process.

This classroom action research is carried out in a minimum of two cycles. Each cycle consists of 2 meetings (3 x 35 minutes), namely 1 meeting for face-to-face and 1 meeting for evaluating learning outcomes. Changes in action are made in each cycle according to the objectives to be achieved. The implementation of the research for both cycles is as follows, 1) Cycle I is carried out with 1 meeting, as many as 3 lesson hours (3x 35 minutes) with the subject matter of Writing the meaning and main message of Q.S Al-Ma'un: 107., 2) Cycle II is carried out with 1 meeting, as many as 3 lesson hours (3x 35 minutes) with the subject matter of Reading and forms of assistance as evidence of loving orphans in Q.S Al-Ma'un: 107. In this study, the subjects of the study were grade V elementary school students in the 2023/2024 academic year consisting of 15 students, 7 boys and 8 girls. A study requires a sample to be studied to achieve the objectives of the study. The data from the samples studied are data needed by researchers for the data analysis process. The sample to be studied is still a population selected by the researcher. According to Sugiyono, "population is a generalization area consisting of samples that have certain quantities and characteristics that are applied by researchers to be studied and then conclusions are drawn." The population used by the author is the fifth grade students of SD Negeri 081228 Sibolga in the 2024/2025 academic year.

The students consist of 15 students, 7 boys and 8 girls. The research sample which is still a population must be narrowed down into a research sample. Sudjana stated that "A sample is a part taken from a population." In line with Sudjana's opinion, Sugiyono stated that "a sample is part of the number and characteristics possessed by the population." Based on this statement, the sampling must come from the selected population. The sampling technique used by the author in this study is to use the nonprobability sampling technique. According to Sugiyono, "non-probability sampling is a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample." One of the sampling techniques that will be used by the author from nonprobability sampling is purposive sampling. By using purposive sampling, the sample is determined intentionally by the researcher based on certain criteria or considerations so that it does not go through the selection process as is done in the random technique. The author chose fifth grade students of State Elementary School 081228 Sibolga from a previously determined population as a sample for research.

Data from the results of memorization ability tests of QS. Al-Maun students. The data sources used in this study were obtained from planning, implementation,

observation, and reflection on fifth grade students of State Elementary School 081228 Sibolga. The researcher explains the stages in classroom action research, where the stages of classroom action research include planning, implementation, observation, and reflection. More clearly, the stages are as follows. The stages of cycle 1 in this study include 4 stages. 1) planning stage. What is done at this planning stage is to conduct a curriculum analysis to determine the flow of learning objectives that will be delivered to students (determining the subject matter, developing learning scenarios), Creating Teaching Modules, creating Student Worksheets, Creating instruments used in classroom action research, Compiling learning evaluation tools. This stage includes the implementation of the learning process by applying audio-visual media which is carried out based on the teaching modules that have been created accompanied by learning devices that have been prepared in advance, namely question and answer cards, and research instruments, namely learning outcome tests for cycles I and II, student learning observation sheets. The implementation of actions in this first cycle is carried out in 2 meetings, including the following Implementing actions that refer to the scenario, Presenting learning materials using learning models, Students are given the opportunity to provide responses to the material being taught, Making observations.

The observation stage is carried out during the learning process. Observation activities are carried out by observers, namely colleagues by filling out observation sheets. Reflection, Reflection is done at the end of the cycle. The results obtained at the observation stage are collected and then analyzed. The results of the first cycle analysis are used as a reference by the author to plan the second cycle., 1) Things that have not been successfully followed up, while those that are good are maintained or improved, so that the results achieved in the next cycle are as expected and should be better than the previous cycle., 2) Analyze the data that has been collected in the observation stage., 3) Next, examine the weaknesses and strengths of each student and then make improvements in the next cycle. The stages of cycle 1 in this study include 4 stages of planning, implementation, observation, and reflection by making several improvements according to the shortcomings found in cycle I.

In cycle II, this was also carried out in 2 meetings. The stages of implementation include, 1). Planning, Making a learning plan based on the first cycle. This means improving and increasing the quality of learning., 2) Implementation of actions. The teacher carries out learning with the make a match learning model based on the learning plan and the results of cycle I., 3) Observation, Basically the observation stage in cycle two is the same as the observations that have been carried out previously. The researcher recorded all findings with changes that occurred in students and carried out an evaluation of student learning outcomes at the end of the cycle II action., 4) Reflection, Reflecting on the implementation of the second cycle and making conclusions about the audio-visual media used in improving student learning outcomes on the material by improving the cycle's actions. This classroom action research was carried out through 2 cycles to see the improvement in student learning outcomes in improving Islamic religious education subjects through audiovisual media.

In collecting research data, it can be done in several effective and measurable ways, including: Observation is a way to conduct an assessment by means of direct and systematic observation. The data obtained are recorded in an observation note, the recording activity is part of an observation, the data needed from the observation is in the form of student activity in the class in the first cycle to the final cycle. The expected success indicator in the research conducted is the learning outcomes of grade V students in learning aqidah akhlak has shown an increase in each cycle. This means that this research is said to be successful if students' interest in learning reaches 85%.

The data obtained from the research either through observation, tests or by using other methods are then processed with descriptive analysis to describe the state of increasing achievement of success indicators for each cycle and to describe the increase in student achievement in the material Q.S Al-Ma'un / 107 / 1-7 after using the make a match

method. As for the data collection technique in the form of quantitative data presented based on numbers, the analysis used is a percentage with the following formula, Score Achieved Value X 100 = Sugiono said data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, compiling them into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easy to understand by oneself and others.

The data analysis process carried out by researchers is with the following steps, 1) Data Reduction. Data reduction means summarizing, choosing, the main things, focusing on the important things, looking for themes and patterns and discarding the unnecessary. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and search for it if needed. The reduced data includes observation data in the use of audio-visual media., 2) Data Presentation, After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. By displaying data, it will be easier to understand what is happening, plan further work based on what has been understood. Drawing conclusions is a process of reviewing the correctness of the data obtained in the implementation of the research. After all the data is presented in the report, the researcher draws a conclusion which is the answer to the research hypothesis. This research is said to be successful if students' interest in learning reaches 85%.

RESULTS

This research was carried out using two actions consisting of two cycles, in accordance with Classroom Action Research. Implementation of the action was carried out in two cycles consisting of one meeting in each cycle. The purpose of describing the results of this research is to see an increase in clean living behavior and student learning outcomes in Islamic religious education material through the use of audio visual media at Elementary School 081228 Sibolga. Where these measurements are carried out using student observation sheets, student learning outcomes and teacher activity sheets during the learning process. This research was carried out in semester 1, so the material in this research consisted of the first and second cycles about Everything is Clean and Life is Comfortable (Elements of Fiqh: Thaharah). The results of the two cycles that have been obtained based on the research results are as follows.

First Cycle

The first stage in this first cycle is the planning stage. Planning in this first cycle is to determine the material that will be taught to students through the use of audio-visual media. The determination of learning materials is adjusted to the development of the current school curriculum, namely the 2013 curriculum towards the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students will be assessed based on the observation sheets and learning outcomes that have been prepared previously.

Next is the action stage. Actions or implementation in the first cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the material "Everything is Clean, Life is Comfortable (Fiqh Elements: Thaharah)". Learning activities through the use of audio visual media are carried out with the aim of improving healthy and clean living behavior as well as student learning outcomes in Islamic education learning.

The first cycle of this research was carried out on 31 October - 1 November 2023. The research was carried out at Elementary School 081228 Sibolga in class V through the use of audio visual media. The number of class VII$_A$ students consists of 30 people. The time required for the research is 15 minutes for initial activities, 95 minutes for core activities and 10 minutes for final activities.

The initial activity in this first cycle was carried out for 15 minutes. This initial activity begins with preparing media/props/materials, namely; (a) prepare media/props/materials (b) Media: LCD Projector, Laptop, interactive learning CD, (c) Props: Active speakers, (d) Materials: Cardboard paper, markers, or other required media. Stages Next, start learning by opening greetings and praying. Teachers also pay attention to students' readiness, check attendance, ensure neatness of clothing, check students' sitting positions and seats. Providing apperception and motivation to students. The teacher conveys the scope of the learning material. The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, as well as providing information regarding the scope and assessment techniques. Direct students to sit in groups. The teacher distributes LKPD to each group. The teacher distributes written test sheets as an initial assessment. Students work on pretest questions in the form of descriptions.

The core activities in the cycle are carried out for 95 minutes. In the core activity the teacher directs students using the lecture method, the teacher provides a brief explanation about the meaning of thaharah and its relationship to prayer. The teacher shows a learning video related to thaharah and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to conclude the meaning of Thaharah based on the video presented. Through the demonstration method the teacher again demonstrated the material on how to live a clean life through posters. Teachers guide students to apply clean living methods in everyday life.

Next, through the question and answer method the teacher checks students' understanding of the meaning of thaharah and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Teachers provide feedback and clarification if necessary. Through the lecture method the teacher explains the difference between hadats and najis. The teacher explains in detail the characteristics of each, and provides real examples to clarify the concept. Through direct practice, teachers train students to purify themselves from small hadas.

Students are asked to discuss in groups to: (a) Look for examples of unclean mukhaffafah in everyday life and how to purify it; (b) Identify examples of unclean mutawassithah in everyday life and how to clean them and; (c) Identify examples of unclean mughaladah in everyday life and how to purify them.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed by saying hamdallah.

During the learning process, the researcher also carried out observation activities. This observation was carried out to observe the activities of teachers and students in learning. The results of observing teacher activities in the first cycle showed that the percentage obtained was 64%. This percentage value includes the "Bad" criteria. So it can be stated that teacher activity in the first cycle has not yet increased, so learning activities can be carried out in the second cycle. Furthermore, the results of observations of student learning activities show that the average percentage obtained is 50% of students carrying out clean living behavior activities. The results obtained are still not considered optimal, so it is necessary to carry out research activities in the second cycle.

After observing the process of teacher activities and student activities in maintaining clean living behavior, the next stage is to assess student learning outcomes

related to understanding the Thaharah material. Student learning outcomes can be achieved by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the first cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 58.67. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 12 students were in the category of passing the minimum completeness criteria, while 18 other students were not. This shows that the percentage of completeness of student learning outcomes is only 66.67%. Further cycles are needed to achieve indicators of research success.

The next stage carried out in this research was the reflection stage. At this stage, an analysis of research achievements and in-depth evaluation is carried out to find the problems encountered during the research process. The results of this reflection are also used as recommendations for improvement in the next cycle. Based on the results of research conducted in the first cycle, it was found that teacher activities in Teaching Module 1 were included in the Sufficient category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is low. In fact, when providing a lecture method, teachers are still lacking in providing a brief explanation of the meaning of thaharah and its relationship to prayer. Even the other items on average are still in the sufficient category, so an in-depth review is needed so that all learning implementation plans can proceed well. Therefore, it is very necessary to continue improvements in the second cycle.

Student activities during learning activities in the first cycle with the average score obtained was 50% included in the sometimes category. This is because the activities of maintaining clean living behavior have not been implemented optimally by students. Thus, the implementation of clean living behavior needs to be increased again, so that students have the habit of carrying out this behavior.

Second Cycle

Planning activities in the second cycle are a continuation of the learning activities in the first cycle which need to be improved again from the planning process to implementation. The planning activity is to determine the teaching material to be studied through audio-visual media. Determination of learning materials is adjusted to the current development of the school curriculum, namely the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students are assessed based on the observation sheets and learning outcomes that have been prepared.

Actions or implementation in the second cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the Learning Objectives contained in the material "Everything is Clean, Life is Comfortable (Fiqh Elements: Tharah)". The learning activities carried out through the use of audio-visual media are aimed at ensuring that students are able to tell about the circumstances that cause someone to have great hadas and how to purify them using their own words in a straightforward and firm manner, and students are able to practice the procedures for thahara (purifying) from large hadas. Apart from that, students also obtain student learning outcomes in Islamic education learning. For more details, it can be stated as follows.

The second cycle of this research was carried out at Elementary School 081228 Sibolga in class V through the use of audio visual media. The number of class V students

consists of 30 people. The time required for research is 10 minutes for initial activities, 100 minutes for core activities and 10 minutes for final activities. The initial activity in this second cycle was carried out for 10 minutes. This initial activity begins with preparing media/props/materials, namely; (1) Prepare media/props/materials consisting of; (a) Media: LCD Projector, Laptop, Interactive learning CD, (b) Props: Active speakers, (c) Materials: Cardboard paper, markers, scoops or other required media. (2) Starting the lesson by opening greetings, saying hello and praying, (3) Checking attendance, neatness of clothes, checking the students' sitting position and seating, (4) Providing apperception and motivation to students, (5) The teacher conveys the scope of the learning material , (6) The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, and provides information regarding the scope and techniques of assessment (syntax 1 of the direct learning model), (7) Directs students to sit in groups, (8) The teacher distributes sheets student work for each group.

The core activities in the second cycle were carried out for 100 minutes. In the core activity the teacher directs students through the lecture method, then the teacher gives a brief explanation about the meaning of thaharah (purification) from the big hadast. The teacher shows a learning video about procedures for cleansing from major hadas and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to discuss in groups to summarize the understanding of mandatory bathing procedures based on the video presented.

The teacher asks students to appear to present the results of the group discussion. Through the demonstration method the teacher demonstrated again the material on procedures for purification from the great hadast through a poster display. The teacher guides students while showing posters, the teacher invites students to interact. The teacher asks students to identify certain steps or asks if there is anything that needs to be explained further. Through the question and answer method, the teacher checks students' understanding of the meaning of big hadas and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Through direct practice, teachers train students to purify themselves from major hadast.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed with prayer.

Next, the observation stage is carried out. The observations carried out in the second cycle consist of one action. During the learning activities, observations are made by observers regarding teacher activities and student activities during the learning process. The observation stage in this research study was carried out to determine the activities of teachers and students in increasing purification behavior by applying audio-visual media to Islamic religious education material at State Elementary School 081228 Sibolga, Sibolga city. The results of observations in the second cycle showed that the percentage obtained was 86.4%. This percentage value includes the "Very Good" criteria. So it can be stated that teacher activity in the second cycle has increased according to expectations, then research activities can be stopped in this second cycle.

Apart from teacher activities, further observations were made of student activities during the learning process. Student activities were carried out to measure the level of clean living behavior through the application of audio visual media to Islamic religious education material at Elementary School 081228 Sibolga. The observation results show that the average percentage obtained is 86% of students carrying out purification behavior activities. The results obtained are considered maximum, so there is no need to carry out research activities in the next cycle.

After observing the process of teacher activities and student activities in maintaining purifying behavior, the next stage is to assess student learning outcomes

related to understanding thaharah (purification) material from the great hadast. Measuring student learning outcomes can be done by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the second cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 82.83. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 23 students were in the category of passing the minimum completeness criteria, while 7 other students were not. This shows that the percentage of completeness of student learning outcomes is only 76.67%. From these results, no further cycles are needed because the research success indicators have been achieved.

Next is the final stage, namely the reflection stage. Based on the results of research conducted in the second cycle, it was found that teacher activities in Teaching Module II were included in the Good category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is in the good category. In fact, when providing a lecture method, the teacher was very good and improved from the first cycle in providing a brief explanation of the meaning of thaharah. Even the other items on average are still in the good category, so an in-depth review is not needed so that all learning implementation plans can proceed well.

Student activities during learning activities in the second cycle obtained an average score of 86%, including in the frequent category. The percentage of student learning outcomes obtained an average value of 82.83% and the minimum classical completeness criteria value obtained was 76.67%. Based on the percentage results obtained, the value is > minimum completeness criteria, so it can be concluded that the use of audio visual media in the second cycle can increase student activity and student learning outcomes. Thus it can be stated that learning activities in the second cycle have improved better.

DISCUSSION

This research succeeded in improving students' learning outcomes and clean living behavior by using audio-visual media in Islamic education learning. Increased learning outcomes are obtained through student interest in learning media. This is in accordance with the findings of Lubis (2023) who stated that one of the benefits of using learning media is to attract students' attention to the learning process. Furthermore, (Gogahu & Prasetyo, 2020) stated that the presence of learning media in the learning process will have a psychological impact on students which makes them more enthusiastic or motivated to participate in the learning process. High motivation will make it easier to achieve learning goals (Ricardo & Meilani, 2017). Achieving learning goals will be directly proportional to increasing student learning outcomes (Lubis, 2019).

Increasing clean living behavior can be obtained from audio-visual media content that displays illustrations of the process of maintaining cleanliness. This provides students with an example of how to develop clean living behavior. Content content in the media is one way that can be used to convey values to readers (Lubis & Wangid, 2019). Furthermore, Fatimah & Maryani (2018) stated that character formation for elementary school students is much easier through learning media by inserting material about values in the media. The content of values in the audio visual media used in this research makes it easier for students to understand the concept of maintaining a clean life in everyday life. Apart from knowing the concepts or techniques, students are also motivated to maintain cleanliness by seeing the benefits gained from maintaining cleanliness. This is in accordance with the findings of Lubis et al. (2021) which states that students can be motivated to do something they see in learning media created by the teacher, so that they imitate it in their daily life.

CONCLUSION

This research succeeded in proving that audio visual media can improve students' learning outcomes and clean living behavior. Increasing students' clean living behavior through the application of audio visual media in Islamic religious education material at State Elementary School 081228 Sibolga in Sibolga city was carried out over two cycles. In the first cycle the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at State Elementary School 081228 Sibolga was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle.

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