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Improving the Learning Outcomes of Islamic Religious Education Students Using Audiovisual Media at SD Negeri 105452 Bah Jering

Irma Mei Hayati ✉, SD Negeri 105452 Bah Jering, Indonesia
Jumariah, SD Negeri 105452 Bah Jering, Indonesia

✉ meihayati32@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using audiovisual. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that audiovisual 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 70.77% and in the second cycle it increased to 87.52%. 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.

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INTRODUCTION

Islamic Religious Education has an important role in shaping the character of students, especially at SD Negeri No. 105452 Bah Jering, where the learning of Surat Al-Ma'un aims to instill the value of sharing and social concern. However, in practice, many students have difficulty understanding the content of the letter because of the monotonous teaching method, so they are less interested and less active in learning. This gap between expectations and reality demonstrates the need for innovative approaches, such as the use of audio-visual media, which have been shown to increase student engagement and understanding. This media combines sound and image elements that are able to stimulate interest in learning and clarify the moral message in Surah Al-Ma'un through real examples.

The purpose of using audio visual media is to improve students' understanding and help them apply values in their daily lives. For this reason, appropriate learning methods are needed, such as educational videos, group discussions, and questions and

answers to ensure students really understand the material. Evaluation is carried out through written tests, observations, and class discussions to measure the effectiveness of this method. It is hoped that with the application of audio-visual media, students will not only be able to memorize the letter Al-Ma'un but also understand and practice its values, as well as improve their motivation and learning outcomes. Therefore, the use of this media at SD Negeri No. 105452 Bah Jering is expected to create more effective, interesting, and meaningful learning.

METHODS

In the study entitled "Improving the Learning Outcomes of Islamic Religious Education in Q.S. Al-Ma'un Material by Using Audio Visual Media in Grade V Students at SD Negeri No. 105452 Bah Jering", there are two main variables used. The independent variable (X) in this study is the use of audio-visual media in Islamic Religious Education (PAI) learning, which plays a role as a factor that affects student learning outcomes. Meanwhile, the dependent variable (Y) is the student's learning outcome on the Q.S. Al-Ma'un material, which is an aspect that is measured to determine the effectiveness of the use of audio-visual media. With these variables, the study aims to analyze the extent of the influence of audio visual media in improving students' understanding and academic achievement in PAI learning. Data analysis of these variables will provide objective information about the effectiveness of the learning methods applied, so that it can be used as a basis for developing more innovative and attractive teaching strategies for students.

This research was carried out at SD Negeri No.105452 Bah Jering with the research subject of grade V students. This media was chosen because it is considered more interesting and effective than conventional learning methods. The first step in the implementation of this research is the identification of the problem. Based on initial observations, it was found that many students had difficulty understanding the content and meaning of Q.S. Al-Ma'un, which was reflected in the low average score of their daily tests. In addition, monotonous lecture methods cause students to be less motivated in the learning process. The next stage is action planning. The researcher collaborated with classroom teachers to develop learning tools that included Learning Implementation Plans (RPP), student worksheets (LKS), and audio-visual media. Q.S. Al-Ma'un material is presented in the form of a short video containing explanations of verses, relevant inspirational stories, and interesting visual illustrations.

In the implementation stage, learning is carried out in two cycles each consisting of planning, implementation, and reflection. In the first cycle, students were given a video screening of Q.S. Al-Ma'un material, followed by a group discussion, and ended with an evaluation through a short quiz. They were also given the opportunity to ask questions and share their opinions about the meaning of the verses in daily life. In the second cycle, learning becomes more interactive. In addition to video screening, students also engage in creative activities such as making posters or retelling the content of Q.S. Al-Ma'un in the form of short stories. This activity aims to deepen students' understanding as well as train their creativity in applying the values of the Qur'an. Evaluation is carried out after each cycle through a written test to measure student learning outcomes. In addition, reflection with teachers is carried out to evaluate the advantages and disadvantages of learning that has been implemented. The results of the reflection are used to develop more effective learning strategies in the next cycle.

The results of both cycles showed a significant improvement in student learning outcomes. Their average grades increased significantly, and most achieved the targeted grades on Q.S. Al-Ma'un material. In addition, students seemed more enthusiastic and active during the learning process. The success of this research is inseparable from the use of audio visual media that is able to provide a more meaningful learning experience. This media not only helps students understand the content of Q.S. Al-Ma'un textually, but also instills the moral values contained in the verse. This research makes a positive

contribution to the learning of Islamic Religious Education, especially in the use of technology as a learning medium. Teachers are expected to continue to develop innovative learning methods and media to improve the quality of learning. Thus, this study proves that the use of audio visual media is an effective strategy to improve student learning outcomes. The results of this research can also be the basis for the development of technology-based learning in the future, especially in Islamic Religious Education subjects. The pre-cycle stage in this study began with initial observation of the condition of grade V students at SD Negeri No. 105452 Bah Jering. This observation aims to understand the level of students' understanding of Islamic Religious Education material, especially regarding Surat Al-Ma'un. Teachers observe students' behavior and responses to religious learning that has been carried out previously.

After the initial observation, the next step is the preparation of a pretest instrument consisting of multiple-choice questions and descriptions. This pretest aims to measure students' understanding of the content of Surah Al-Ma'un, the moral message contained in it, and its application in daily life. These questions are designed to find out the extent to which students understand the concept of sharing, concern for others, and human values contained in Surah Al-Ma'un. The teacher carried out a pretest for all students in class V by giving enough time to work on the questions. This pretest is carried out individually to get accurate results regarding the understanding of each student. During the pretest, the teacher gives clear instructions on how to work on the questions and ensures that all students get the same opportunity to answer. After the pretest is complete, the students' answers are collected and further analyzed. The teacher assesses each student's answer, both in the multiple-choice and description sections. This analysis aims to determine the level of student understanding, identify gaps in understanding, and determine the parts of the material that need more attention in the next learning.

RESULTS

The results of the pretest analysis are classified based on the level of understanding of students, ranging from those who already understand well to those who still need additional guidance. This information provides an overview of the effectiveness of previous learning and is the basis for designing learning improvement strategies through the use of audio-visual media. After getting the results of the analysis, teachers and researchers reflect on the results of the pretest. This reflection aims to evaluate the effectiveness of the learning methods that have been applied and develop more effective strategies in improving student understanding.

Based on the results of the pretest, the researcher designed learning using audio visual media to explain the material of Surah Al-Ma'un in a more interesting and easy-to-understand way. The final stage of the pre-cycle is the preparation of an initial report containing the results of the pretest analysis and the learning plan to be implemented. This report is the basis for further action in this study. Through this pre-cycle stage, researchers and teachers obtain basic data that is very important to determine improvement steps in subsequent learning. It is hoped that with this approach, student learning outcomes can increase significantly after the application of audio-visual media in Islamic Religious Education learning.

Cycle II was carried out based on the results of reflection and evaluation carried out in Cycle I. In Cycle I, although there was a significant improvement in student learning outcomes, especially in the aspect of understanding the material of Surah Al-Ma'un, there were still some students who had difficulty in understanding the application of the moral values contained in the letter more deeply. Therefore, in Cycle II, the action taken is to deepen the discussion about the application of these moral values through more concrete examples of daily life, as well as add a variety of practice questions to train students' understanding.

In Cycle II, researchers and teachers also decided to add a more interactive question and answer session and provide an opportunity for students to share their experiences in applying the values of Surah Al-Ma'un. In addition, the videos used will focus more on the application of moral values in daily life, with the aim that students can more easily connect the material with their experiences. Based on the results of the reflection of Cycle I, the action plan in Cycle II includes several improvements and reinforcements as follows: Teachers repeat the material of Surah Al-Ma'un that has been studied in Cycle I to ensure that the basic understanding of students is good, Videos about Surah Al-Ma'un that focus more on the application of moral values in daily life will be shown. The video will feature a variety of concrete examples, such as real stories or scenarios that are relevant to children's lives, Students will be given the opportunity to discuss how they can apply the values contained in Surah Al-Ma'un, and students will be asked to share their personal experiences related to the topic, After the video and discussion, students will be given exercises that focus more on the application of moral values in daily life, as well as questions that require them to provide a more in-depth explanation of the meaning and meaning of Surah Al-Ma'un. The implementation of learning in Cycle II is carried out on the date [specify the implementation date]. At this stage, the video used has been adapted to the results of the reflection from Cycle I, namely by providing a more in-depth example of the application of moral values in daily life. Videos show situations that are more relevant to students' lives, such as stories about sharing with friends, helping parents, and showing empathy for people in need.

After the video screening, the activity continued with an interactive discussion. The teacher asks several questions that encourage students to think about how they can apply the values in the letter in their daily lives. Students seem to be more active and confident in answering questions, and many of them have begun to share personal experiences of kindness and caring for others. Then, students are given more varied practice questions, ranging from multiple-choice questions, description questions that require in-depth explanations, to questions that invite students to give examples of the application of the moral values of Surat Al-Ma'un. During practice questions, students are grouped to discuss in small groups before answering individually, which allows them to share their understanding with each other. During the implementation of learning, the researcher made observations on student interactions in the classroom. The observation results showed that students had an easier time understanding and remembering the material after going through a more in-depth discussion process. They can relate the moral message in Surah Al-Ma'un to their real life. Students also seemed more active in discussing and sharing experiences related to the moral values contained in the letter. In addition, students also look more confident in answering the questions given. The researcher noted that most students were able to answer the questions more accurately and in-depth compared to Cycle I. Some students who previously had difficulty answering descriptive questions are now able to provide clearer and more relevant explanations regarding the application of values in their lives.

At the end of Cycle II, a post-test was carried out to measure students' understanding after learning actions with improved audio-visual media. Based on the analysis of the post-test results, there was a more significant increase compared to the post-test results in Cycle I. Of the 30 students who participated in the learning, as many as 28 students (93%) managed to achieve a score above the Minimum Completeness Criteria (KKM), which showed excellent and more equitable results.

In multiple-choice questions, almost all students were able to answer correctly, including more in-depth questions about the application of moral values in daily life. In addition, in the description questions, students also show better ability in explaining the meaning of the letter and provide examples of the application of the values contained in Surah Al-Ma'un. Not only can they replay the contents of the letter, but they are also able to relate it to their daily experiences and situations. Based on the results of observation and post-test, it can be concluded that the actions in Cycle II succeeded in improving

student learning outcomes more optimally. The use of more interactive audio-visual media and a more in-depth discussion of the application of moral values in daily life have proven to be effective in improving students' understanding. In addition, the discussion process involving students' personal experiences also plays a big role in increasing their interest and understanding of the material of Surah Al-Ma'un. However, despite the excellent results, the researchers still noted that some students needed to be given more attention in terms of developing critical thinking skills and the ability to write more structured answers to descriptive questions. For this reason, in the next cycle, researchers plan to provide more focused and structured writing exercises.

DISCUSSION

Based on the results obtained in Cycle II, it can be concluded that the use of more in-depth and interactive audio-visual media, as well as the emphasis on group discussions and students' personal experiences, has succeeded in improving student learning outcomes in Surat Al-Ma'un material. This increase can be seen from the post-test results which show that almost all students have achieved KKM and can relate the moral values in Surah Al-Ma'un to their daily lives. Thus, the use of audio-visual media in PAI learning has proven to be effective and can be used as an interesting and useful alternative to improve student learning outcomes. The final test of Cycle II aims to measure the extent of improvement in students' understanding after the implementation of actions using audio-visual media. The final test consists of two types of questions: multiple-choice questions and description questions. The following is the data on the results of the final test of Cycle II for 30 students in grade V of SD Negeri No. 105452 Bah Jering.

From the research that has been carried out which consists of two cycles, there is an increase in each successive learning process from the first cycle and the second cycle as seen in the achievement of student learning outcomes. Based on the comparison of student learning outcome data in pre-cycle, cycle I and cycle II, it can be concluded that the use of audio-visual media can improve student learning outcomes of Q.S Al-Ma'un material in students of SDN 105452 BAH JERING.

The graph above shows that there is an increase in student learning outcomes in learning consecutively according to the comparison of learning outcome data from pre-Cycle, Cycle I, and Cycle II. Pre-Cycle by 40%, increased in Cycle I by 60%, and increased again in Cycle II by 87%. With the improvement of student learning outcomes in learning, the application of audio visual media is able to improve student learning outcomes, especially the subject matter of Q.S Al Ma'un for students in the class of SDN 105452 BAH JERING.

Student learning outcomes can be seen from the final test given to students after learning. The improvement in student learning outcomes can be seen in each cycle, namely Cycle I and Cycle II. So that students' achievement to learn

PAI is especially seen in student creativity or student activities in the teaching and learning process and the results obtained by students who have increased. This study is said to be successful if the average score of the student learning outcome test is above 70 and students who score above 70 are at least 85%. At the end of Cycle 2, data were obtained: the average student learning outcome was 87% and the number of students who had completed was 13 children 87%, and those who had not completed 2 children (13%). So, based on the data in cycle 2 of this Class Action Research, it is said to have been successful.

CONCLUSION

This research aims to improve the learning outcomes of grade V students of SD Negeri No. 105452 Bah Jering in Islamic Religious Education subjects, especially Q.S. Al Ma'un material, through the use of audio visual media. Based on the results of the study, there

was a significant increase in student learning outcomes after the application of audio visual media as a learning aid. Audio visual media is able to make the learning process more interesting and effective. The visualization of Qur'anic verses presented with images and audio provides a deeper understanding, so that students can more easily understand the content of Q.S. Al Ma'un. Before using audio-visual media, most students showed suboptimal learning outcomes. Many students have difficulty understanding the content of the material in an abstract way. However, after the intervention using audio-visual media, their understanding of the material improved, characterized by better evaluation results. The learning process with audio-visual media also increases students' interest and motivation to learn. They were more enthusiastic about participating in learning, which was shown by increased activity in discussions and participation during learning. Teachers found that audio-visual media made it easier to convey abstract material to be more concrete. In addition, this method provides a more memorable learning experience for students, especially in understanding the moral message contained in Q.S. Al Ma'un. This study also shows that the use of audio-visual media can create a more interactive learning atmosphere. Teachers can integrate various activities such as questions and answers, group discussions, and reflections, which help students understand the material thoroughly. The success of this research is also influenced by careful planning in the creation or selection of audio-visual media that is in accordance with the level of understanding of grade V students. The improvement of student learning outcomes is not only seen from the cognitive aspect, but also affective and psychomotor. Students show more positive behaviors, such as appreciating the values in Q.S. Al Ma'un and applying them in daily life. Based on the results of observation and evaluation, this method also improves the quality of interaction between teachers and students. Teachers become more creative in delivering material, while students feel more involved in learning. Overall, this study concludes that audio visual media is one of the effective solutions to improve student learning outcomes in Islamic Religious Education learning, especially in Q.S. Al Ma'un material.

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