

Implementation of Audio Visual Media to Improve the Quality of the Process and Learning Outcomes of Students at SD Negeri 4 Meurah Dua

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Abstract: Classroom Action Research was carried out at SD Negeri 4 Meurah Dua with a research subject that focused on grade V students totaling 22 students. This research is based on the lack of student learning outcomes in memorization. Based on the initial observations made previously, the learning process carried out before students directly memorized themselves individually, not guided by the teacher, so students were less courageous and confident in their memorization results. Another factor that is a problem in the memorization process is the lack of repetition. Therefore, audio visual is very suitable in whether through the implementation of Audio Visual media can improve the quality of the process and learning outcomes of grade V students of SD Negeri 4 Meurah Dua, Pidie Jaya Regency on the subject of telling the Story of the Prophet in the first semester of the 2024/2025 Academic Year. The implementation of learning outcomes also increased, namely in the first cycle 45.45% and in the second cycle it reached 86.36%. Based on these results, applying the *tikrar* method to the Telling the Story of the Prophet material has increased student learning outcomes. Likewise, the results of observations in the first cycle were 83% and the second cycle was 92.22%. Thus, the level of success of student activities based on the observations of the two observers is included in the category of very good.

Keywords: Learning process, audio visual media, Islamic education.

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INTRODUCTION

Learning is a process designed to create educational environments and services that support the development of diverse students' potentials, abilities, interests, talents, and needs. In the learning process, there is interaction between teachers and students, as well as between the students themselves, which is expected to be able to encourage the achievement of learning goals optimally. In order for these goals to be achieved, the right learning strategy is needed, including the planning and implementation of systematic and directed learning activities. Learning strategies are the main key so that the expected competencies can be achieved effectively and efficiently (Rahman, 2024).

One of the challenges faced by the world of education today is the low interest of students in Islamic Religious Education (PAI) subjects. Many students consider PAI to be a less interesting subject, thus having an impact on their learning outcomes which tend to be low. This is reflected in the results of learning evaluations that are often substandard, both in semester exams and final exams, so that they demand serious attention from educators

(Sakardi, 2021). To overcome these problems, teachers are required to be able to choose and apply learning methods or models that are in accordance with the characteristics of PAI material and student conditions. Innovation in learning strategies is very important so that PAI learning becomes more lively, interesting, and relevant for students. A fun, interactive, and contextual approach is believed to increase students' participation and understanding of the religious values taught (Hasim, Kusen, Hartini, & Daheri, 2021).

In the framework of national education development, basic education has a very strategic role. Through the nine-year compulsory education program, the government seeks to improve the quality of Indonesia's human resources from an early age. As stipulated in Law Number 2 of 1989 concerning the National Education System, Chapter V Article 13 paragraph 1, basic education is held to develop basic abilities and provide the knowledge and skills needed to live community life, as well as prepare students to continue to secondary education (Rahman, 2024). The two main goals of basic education are to equip students with basic knowledge and skills, especially religious education, for community life, and to prepare students to continue to secondary education with moral and manners provisions (Sakardi, 2021).

In the basic education process, teaching and learning activities are a factor that greatly determines the achievement of student competencies. This activity is an interactive process between teachers and students, which requires the creation of a conducive and effective atmosphere. One of the important topics in PAI is to tell the story of the Prophet. For most students, this material is still taken through the memorization stage, so students with low memory experience difficulties. If they forget the facts or the order of the story, it will be difficult to solve the related problems. Therefore, teachers must create an engaging, interactive, and contextual learning atmosphere for students to be more active and confident (Hasim et al., 2021).

Islamic Religious Education aims to produce human beings who have faith, piety, noble character, and are active in building a harmonious and dignified civilization. Students are expected to be able to face challenges, obstacles, and changes that occur in social relations at the local, national, and global levels. Islamic Religious Education emphasizes balance and harmony between human relationships with Allah SWT, relationships with fellow humans, relationships with oneself, and relationships with the surrounding environment. The scope of PAI in elementary school includes the Qur'an and Hadith, Aqidah, Morals, Fiqih, as well as Islamic Dates and Culture (Rahman, 2024).

Educators are expected to develop learning methods that are in accordance with competency standards and basic competencies. The success of achieving all competencies, especially commendable behavior, requires the participation of all elements of the school, parents, and society. One effective way to improve learning outcomes is the use of learning media that can activate students. In this context, audio-visual media is considered relevant to improve PAI learning achievement, because this media is able to provide concrete examples, attract attention, and make it easier for students to understand (Sakardi, 2021).

SDN 4 Meurah Dua Pidie Jaya Regency is one of the elementary schools that always strives to improve its quality and achievements. So far, the PAI learning process at the school still uses a simple method, where the teacher only gives verbal explanations. This condition causes the learning process to tend to be one-way, students are less active, and learning creativity is limited. Based on the observations of grade V teachers, most students still have difficulty in learning the material of telling the Story of the Prophet. The level of learning completeness of students who obtain a minimum score of 6 only ranges from 60–70% (Hasim et al., 2021; Rahman, 2024).

A variety of factors affect student learning outcomes, including school, teacher, parent, and the student themselves. Even so, the application of the right learning media can improve the quality of the learning process, not only emphasizing memorization, but also students' understanding and skills. Thus, the use of audio-visual media is expected to improve the quality of students' learning processes and outcomes, especially in the

material of telling the Story of the Prophet, as well as supporting the achievement of more optimal PAI competencies (Sakardi, 2021; Hasim et al., 2021).

METHODS

This research is a Class Action Research (PTK) carried out at SDN 4 Meurah Dua, Pidie Jaya Regency. The research location was chosen based on the consideration that grade V students still have difficulties in understanding the material of Islamic Religious Education (PAI), especially in the sub-subject of telling the Story of the Prophet. This research was carried out in the first semester of the 2024/2025 Academic Year, starting in the odd semester of 2024. The research subjects consisted of 18 students in grade V of SDN 4 Meurah Dua, a PAI teacher who also acted as a researcher, and an observer who was in charge of making observations during the learning process. The selection of the subjects of this research aims to obtain representative data on student activity, teacher performance, and learning outcomes achieved through the implementation of Audio Visual Media in PAI learning.

The variables of this research consist of three main aspects. First, the student's activeness in the learning process, which includes active participation, involvement in discussions, courage to ask questions, and the ability to do the assigned assignments. Second, the teacher's activeness and ability to carry out learning, including material preparation, teaching strategies, classroom management, media use, and evaluation skills. Third, the learning outcomes of PAI achieved by students, which are measured through tests at the end of each cycle as well as the ability to understand and tell the Prophet's story. These variables are the main focus of the research because they are believed to affect the effectiveness of the implementation of Audio Visual Media in improving the quality of learning and student achievement.

Research data was obtained through several data collection instruments. First, the results of the students' PAI test in the sub-subject tell the story of the Prophet, which is given at the end of each cycle to find out the achievement of competence and the success of the learning process. Second, observation of student activities using the Student Observation Sheet (LOS), which assesses various aspects, including attendance, concept understanding, ability to complete assignments, courage to ask questions, ability to answer questions, and activeness in group discussions. Third, observation of teachers' activities using the Teacher Observation Sheet (LOG), which includes the skills of opening lessons, managing teaching and learning activities, managing classes, presenting materials, conducting evaluations, fostering creativity in independent learning, implementing Audio Visual Media, mastering the material, using the right methods, communicating effectively, helping students overcome learning difficulties, and closing lessons well. All the data obtained is then analyzed to assess the effectiveness of learning, find weaknesses, and plan improvements in the next cycle.

The research procedure is carried out through two cycles, each consisting of four stages, namely planning, implementation of actions, observation, and reflection. In Cycle I, the planning stage is carried out by preparing a lesson plan (RP), preparing media and teaching aids, presenting materials, making daily test questions, and compiling Student Observation Sheets (LOS) and Teacher Observation Sheets (LOG). The implementation stage of the action lasted for three meetings, with details of four Hours of Lessons (JP) for the material telling the Story of the Prophet, and one JP for deepening the material and tests. The observation stage is carried out simultaneously by teachers and observers, who observe the activities of students and teachers, discuss the results of observations, and assess students' understanding through the tests that have been given. The analysis or reflection stage is then carried out to evaluate the success of learning based on the indicators that have been determined, find shortcomings, and plan improvements for cycle II.

The results of reflection in Cycle I show that the average student activity is still quite low, because some students experience embarrassment or lack confidence to appear in front of the class. Nevertheless, the application of the discovery method with Audio Visual Media and teaching aids helps encourage students' activities, so that they dare to express their opinions and improve their understanding of the material. Teacher activities in Cycle I are also still below the target, especially in classroom management and language skills and writing on the board, because teachers are not fully used to using Audio Visual Media. Student learning outcomes in this cycle are still mostly below the learning completion target, so improvements are needed for the next cycle.

Based on the reflection of Cycle I, the planning stage of Cycle II is carried out with improvements and adjustments. Teachers redesign lesson plans, prepare additional props, and organize students in groups of two to practice together. The material taught in Cycle II includes the peculiarities of the behavior of the Prophet David a.s., with three meetings of 4 JP each, including deepening of the material and tests. At the implementation stage, teachers continue to guide students while providing opportunities for them to discover concepts independently through group practice. The observation stage is carried out simultaneously by teachers and observers, covering student activities, teacher activities, and learning outcomes through the final test of the cycle.

Reflections in Cycle II show an increase in students' activity due to direct involvement in group practice, which makes them more courageous and confident in expressing opinions and completing assignments. Teacher activities also increased compared to Cycle I, because teachers have known their previous weaknesses and are able to manage learning more effectively, including in the use of Audio Visual Media. Student learning outcomes also increased, reflected in higher learning completeness and better understanding of the material. The success indicators of this research were determined based on three main criteria. First, the average student activity is at least 70%. Second, the average teacher activity is more than 80%. Third, at least 80% of students achieve grades of 6 or more for a grade range of 0 to 10. If these three indicators have not been met, the research cycle continues with improvements in learning procedures or methods, so that classroom conditions can be improved gradually until the success target is achieved. Thus, this classroom action research aims to increase student activity, teacher effectiveness, and PAI learning outcomes through the systematic and structured implementation of Audio Visual Media.

RESULTS

The classroom action research (PTK) carried out at SDN 4 Meurah Dua, Pidie Jaya Regency for grade V students aims to increase student activity, teacher activity, and Islamic Religious Education (PAI) learning outcomes through the use of Audio Visual Media. The research subjects consisted of 11 grade V students, a PAI teacher who was also a researcher, and an observer who observed the learning process. This research was carried out in two cycles, namely Cycle I and Cycle II, with stages of planning, implementation, observation, and reflection. Data was collected through student observation sheets (LOS), teacher observation sheets (LOG), and learning outcome tests given at the end of each cycle.

The results of observations in Cycle I showed that the average student activity in the first meeting was 49%, while in the second meeting it increased to 63%, so that the average student activity in Cycle I as a whole was 56%. The low student activity is mainly seen in the aspect of having the courage to move forward, raise your hand, respond to friends' work, ask questions to teachers, and do assignments independently. Some students still show shyness, are reluctant to interact, or rely solely on classmates when facing difficulties. The increase in activity at the second meeting showed a positive response of students to the learning strategies applied, although their activity was not evenly distributed across all aspects of learning.

Regarding teacher activities, the observation results in Cycle I showed an average of 76% teacher skills. The weakness of teachers is mainly in the aspect of effective use of language and writing material on the board, as well as the application of Audio Visual Media which is still not optimal. Teachers' uncertainty in utilizing media has an impact on the effectiveness of learning, so that teacher-student interactions are not fully interactive. Nevertheless, some aspects of teachers' skills, such as material presentation and classroom management, have shown good results and supported the learning process.

The results of the learning test in Cycle I showed that only 7 students out of 11 students (64%) completed their studies, while 4 students (36%) obtained a score below 6.0. This shows that although some students have understood the concept of the material of telling the Prophet's story, they still have difficulty in applying the concept to the story or daily life situation. The success indicators set for learning completeness have not been achieved in Cycle I, so reflection shows the need for improvement in the next cycle. Overall, the results of Cycle I showed an increase in student and teacher activities, but the learning process and student learning completeness were still below the expected target.

Based on the evaluation and reflection of Cycle I, teachers designed improvements for Cycle II, including improving weaknesses in language and writing on the board, as well as improving the application of Audio Visual Media by practicing the material in groups in each bench. This step aims to encourage active student engagement, increase their courage to ask and respond to questions, and deepen understanding of concepts through hands-on practice. The implementation of Cycle II still follows the planning, implementation, observation, and reflection stages, with an emphasis on increasing student interaction and the effectiveness of the use of learning media.

The results of observations in Cycle II showed a significant increase in student activities. The average student activity at the fourth meeting was 77%, and at the fifth meeting it increased to 86%, so that the average student activity in Cycle II was 82%. This increase can be seen in the aspects of students' courage to express opinions, ask questions to teachers, respond to friends' work, and actively participate in group practices. Students become more confident, dare to appear in front of the class, and show even activeness in various aspects of learning. These behavioral changes show that the use of Audio Visual Media has significantly increased student motivation and participation.

Teacher activity in Cycle II also increased to 95%. Teachers succeeded in correcting the weaknesses that appeared in Cycle I, including language skills, writing on the board, and the application of more effective Audio Visual Media. Teachers are able to better manage the classroom, provide clear direction during group practice, and actively guide students. According to the observer's assessment, the interaction between teachers and students has become smoother and more conducive, and the implementation of Audio Visual Media has been running optimally. Teachers are no longer awkward in using media, so that communication and the learning process become more interactive and support the achievement of learning goals.

The results of the learning test at the end of Cycle II showed that all students achieved learning completeness, which was 100%. All students obtained a score above 6.0, with the ability not only to master the concept of the material of telling the Prophet's Story, but also to be able to apply the concept to everyday story problems. This indicates that the indicators of research success, namely average student activity of at least 70%, average teacher activity of more than 80%, and student learning completeness of at least 80%, have all been fulfilled in Cycle II.

The recapitulation of the results of the study showed a significant increase between Cycle I and Cycle II. Student activity increased from 56% in Cycle I to 82% in Cycle II, teacher activity increased from 76% to 95%, and student learning completeness increased from 64% to 100%. This improvement shows that the application of Audio Visual Media makes a significant contribution to improving the quality of PAI learning processes and outcomes, especially in the material of telling the Prophet's Story.

Overall, this study shows that the use of Audio Visual Media is able to increase student activity, teacher effectiveness, and learning outcomes. The students' activities become higher, they are more daring to interact, ask questions, and respond to the material presented. Teachers' activities also increase with the ability to manage classrooms and apply more effective media. Student learning completeness reaches the expected target, showing that learning becomes more fun, interactive, and relevant to student characteristics. These findings confirm that Audio Visual Media can be an alternative effective learning method to improve student learning achievement, especially in PAI learning at SDN 4 Meurah Dua, and can be used as a model for application in other classrooms with similar conditions.

DISCUSSION

Effective learning relies heavily on the active involvement of both students and teachers. The results of classroom action research at SDN 4 Meurah Dua show that the application of audio-visual media can increase student activities in the learning process of Islamic Religious Education, especially in the material of telling the Story of the Prophet. In the first cycle, the average student activity reached 56%, increasing to 82% in the second cycle, while teacher activity also increased from 76% in the first cycle to 95% in the second cycle. This increase was followed by an improvement in student learning outcomes, which was initially 64% in cycle I, increasing to 100% in cycle II. These results show that interventions in the form of audio-visual media are effective in increasing student activity and teacher skills, which in turn contributes to learning success (Arikunto, 2013).

The increase in student activity occurs because the learning methods applied facilitate their active involvement. Audio-visual media not only presents the material in an interesting way, but also encourages students to interact with their peers through discussions and joint practices. According to Santrock (2018), interactive media-based learning can increase student motivation and involvement, thereby facilitating the process of understanding concepts. This can be seen from the increase in student activity in the aspect of daring to appear in front of the class, responding to friends' work, asking questions, and answering teachers' questions. The activeness of these students is an important indicator that learning is not only memorized, but also develops critical and communicative thinking skills (Slavin, 2018).

In addition, teacher skills play a central role in learning success. In the first cycle, the activeness of teachers was still relatively low because they were not used to using audio-visual media and were still awkward in communicating with students. However, through reflection and improvement in cycle II, teachers are able to manage the classroom more effectively, present the material clearly, and make optimal use of audio-visual media. This is in line with the opinion of Hattie (2009) who stated that the quality of teacher teaching has a significant effect on student achievement. Teachers' skills in opening lessons, developing learning activities, presenting materials, and managing classes contribute to increasing student activity and material understanding.

The use of audio-visual media in learning also supports various student learning styles, both visual, auditory, and kinesthetic. According to Fleming and Mills (1992), students have different learning preferences, and the use of diverse media can meet these needs. In this study, audio-visual media helped students understand the concept of telling the Prophet's story better because they were able to see the visualization of the story, hear the narrative, and practice with their classmates. This approach makes learning more enjoyable, lowers students' fear or embarrassment to participate, and improves material retention.

Furthermore, learning that involves hands-on practice and group collaboration provides a more meaningful learning experience. Johnson, Johnson, and Holubec (2013) mentioned that cooperative learning increases students' responsibility for their own

learning as well as social skills. This can be seen in cycle II, where students work in pairs to practice the material, so that there is an increase in students' activity and courage in expressing opinions. This activity has direct implications for improving learning outcomes, where all students in cycle II managed to achieve complete scores.

Active student involvement and teacher teaching quality also correlate with higher learning outcomes. According to Marzano, Pickering, and Pollock (2001), teaching strategies that emphasize active interaction, feedback, and the use of learning media can improve students' academic achievement. In this study, the use of audio visuals allowed teachers to provide clear demonstrations, guide students in understanding concepts, and provide timely evaluations. As a result, students were able to apply the material to story questions and daily activities better than in cycle I.

In addition to the academic aspect, the use of audio-visual media also supports students' affective development, such as confidence, motivation, and a positive attitude towards lessons. According to Gagne, Wager, Golas, and Keller (2005), learning involving multisensory stimuli is able to increase students' intrinsic motivation, so that they are more eager to learn. In the context of this study, students who were initially shy and reluctant to participate in cycle I became more active and confident in cycle II, as evidenced by the increase in the percentage of student activity from 56% to 82%.

Furthermore, the success of the use of audio-visual media in PAI learning also shows that learning method innovation is very important to overcome students' low interest in learning. According to Rosenshine (2012), teaching strategies that combine traditional instructional methods and learning technology can improve concept understanding and learning completeness. This is consistent with the findings of the study, where the integration of audio-visual media improves the quality of student learning processes and outcomes, while creating a more interactive and fun classroom atmosphere.

In addition, the increased active participation of students has implications for the achievement of research success indicators, namely at least 80% of students complete their studies. This improvement is inseparable from the role of teachers in planning and reflecting on each learning cycle, which allows for continuous improvement of teaching strategies. According to Burns (2010), classroom action research is effective if teachers carry out cycles of planning, action, observation, and reflection to improve learning processes and outcomes. Thus, this study proves that the application of audio-visual media in PAI learning can significantly improve student activities, teacher skills, and learning outcomes. The increase in student activity from 56% to 82%, teacher activity from 76% to 95%, and learning completeness from 64% to 100% show that audio-visual media is effective in creating interactive, fun, and meaningful learning. The results of this study are in line with the literature that emphasizes the importance of innovative learning strategies, active student engagement, and the quality of teacher teaching in improving students' academic achievement.

CONCLUSION

Based on the results of the research and discussion presented in Chapter IV, it can be concluded that through the implementation of learning with audio-visual media, it can improve the quality of the PAI learning process and outcomes, especially the subject of telling the Story of the Prophet of grade V students of SD Negeri 4 Meurah Dua, Pidie Jaya Regency. This can be seen from the average student activity of 56% in the first cycle increased to 82% in the second cycle, the average teacher activity was 78% in the first cycle and 96% in the second cycle, and student learning outcomes measured by the level of learning completeness which was initially 64% increased to 100% in the second cycle.

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