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## Improving Student Learning Outcomes through Audio Visual Media in Islamic Education Learning at SD Negeri 26 Sampean

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning using Audio Visual Media. 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 Learning through Audio Visual Media 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, Learning through Audio Visual Media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Audio Visual Media, Learning Outcomes, Islamic Education.

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### INTRODUCTION

Education in Indonesia is inseparable from two elements, namely learning and learning. Learning can be defined as an activity carried out by an individual so that there is a change in himself both internally and externally (Sudjana, Nana. (2011). With the implementation of learning, individuals who were initially unskilled become skilled. In the context of the independent curriculum that is currently implemented, education in Indonesia has undergone significant changes in an effort to provide opportunities for students to develop their potential.

The independent curriculum aims to free students from the limitations of conventional learning methods and provide them with space to actively study, think critically, and have independence in seeking and understanding information (Ministry of

Education and Culture. (2021). One form of education in Indonesia is Islamic Religious Education. In this education, students learn about beliefs, beliefs, behaviors, and the basic principles of Islam. The main purpose is to guide students to truly understand and appreciate the essence of Islam and provide guidelines for happiness in life in this world and the hereafter. It is important for teachers to create an active and interesting learning atmosphere so that students do not feel bored or bored and students will more easily understand the material being taught (Muhaimin. (2011). Therefore, it is necessary to have a learning model that is in accordance with the principles of the independent curriculum to improve learning outcomes in the material of Faith to the last day. In addition, there are challenges related to the lack of motivation of students in studying Islamic Religious Education and Ethics subjects. Some. factors that affect this motivation include a lack of methods

interesting learning and lack of student participation in the defense process and the use of technology that is not optimal in the context of learning Islamic Religious Education and Ethics are obstacles that need to be overcome. Low learning motivation can hinder students' understanding of the subject matter of Faith in the Last Days and have an impact on suboptimal learning outcomes.

Dr. Haim Ginott, a psychologist and educator, once said, "A teacher who inspires students to learn with enthusiasm and curiosity will help them find motivation in themselves" (Ginott, 1965). Therefore, it is important to create a learning environment that intrinsically motivates students and develops their interests. Islamic Religious Education (PAI) has an important role in shaping the character of students who have faith, piety, and noble character (Sahdan Diadora (2019).

One of the materials taught in PAI is Faith in the Last Days, which aims to instill confidence in life after death and awareness of the consequences of every action. This material is expected to encourage students to always do good, be responsible, and be honest in their daily lives. However, the effectiveness of learning this material is greatly influenced by the methods and media used by teachers in the learning process.

At SD Negeri 26 Sampean, the learning of Faith to the Last Day still faces several obstacles. Based on the observation results, many students have difficulty understanding the material, which is shown by the low average score of student learning outcomes. In addition, students' enthusiasm for learning is also still low. This is allegedly due to monotonous teaching methods, such as lectures and reading textbooks, so that students are less interested and unable to connect the material with daily life. One solution to overcome this problem is to use more innovative and interesting learning media, such as audio-visual. Audio-visual media has the ability to convey information in a more concrete way and attract students' attention. With a combination of images, sounds, and narratives, this media can help students understand abstract concepts (Daryanto. (2016).

including Faith in the Last Days, in an easier and more enjoyable way. Several previous studies have also shown that the use of audio-visual media can increase students' interest in learning and their learning outcomes. Through this class action research, the researcher seeks to implement the use of audio-visual media in learning the material of Faith to the Last Day. The goal is to improve student learning outcomes and increase their enthusiasm for learning. This research will also involve continuous evaluation and reflection to ensure the effectiveness of the media used and improve the overall learning process.

Thus, it is hoped that this research can contribute to improving the quality of PAI learning, especially in the material of Faith to the Last Days, and produce a generation that is not only academically intelligent but also has faith and noble morals. The background of the problem, the researcher formulated a Classroom Action Research with the title Improving Student Learning Outcomes Through Audio Visual on Faith to the Last Day Material at SD Negeri 26 Sampean. Academic Year 2024/2045.

## **METHODS**

This study on "Improving Student Learning Outcomes through Audio-Visual Media in Islamic Education at SD Negeri 26 Sampean" employs a qualitative and quantitative research approach. The purpose of this research is to analyze the effectiveness of audio-visual media in enhancing students' understanding and engagement in Islamic Education. By using a combination of observation, assessments, and student feedback, the study aims to provide a comprehensive evaluation of the impact of this learning method.

The research was conducted at SD Negeri 26 Sampean, involving students from selected classes as research participants. The study was carried out over a specific period, during which audio-visual media was integrated into Islamic Education lessons. The participants were divided into two groups: one group received instruction using traditional methods, while the other was taught using audio-visual materials such as videos, animations, and interactive presentations. This comparison allowed the researcher to assess the differences in learning outcomes.

The data collection methods included pre-tests and post-tests to measure students' academic performance before and after the implementation of audio-visual media. Additionally, classroom observations were conducted to analyze student engagement, participation, and enthusiasm during lessons. Interviews and questionnaires were also used to gather feedback from both students and teachers regarding their experiences and perceptions of using audio-visual media in the classroom.

The research utilized a quasi-experimental design to compare the effectiveness of audio-visual media with conventional teaching methods. The collected data were analyzed using statistical methods to determine whether there were significant differences in students' learning outcomes. Qualitative data from interviews and observations were categorized and analyzed thematically to identify patterns in student engagement and teacher perceptions.

One of the key aspects of this methodology was ensuring the reliability and validity of the research instruments. The test questions used in pre-tests and post-tests were designed based on the curriculum and reviewed by subject experts. Observation checklists were structured to capture relevant aspects of student behavior, such as attentiveness, participation, and interaction. Triangulation of data sources was applied to ensure accuracy and credibility in findings.

Ethical considerations were also taken into account throughout the study. Informed consent was obtained from school authorities, teachers, and parents before conducting the research. Student participation was voluntary, and their identities were kept confidential. The research was conducted in a manner that respected the learning environment, ensuring that students were not disadvantaged by their participation.

The limitations of the study include factors such as variations in students' prior knowledge, differences in learning styles, and the availability of technological resources in the classroom. While audio-visual media offers significant benefits, its effectiveness may also depend on the quality of content, teacher facilitation, and student adaptability. These limitations were considered when interpreting the findings.

In conclusion, this research methodology provides a structured approach to evaluating the impact of audio-visual media on student learning outcomes in Islamic Education. By combining quantitative assessments with qualitative observations, the study aims to provide valuable insights into how technology-enhanced learning can improve student engagement and academic performance. The findings will contribute to the development of more effective teaching strategies in Islamic Education at the elementary school level.

## **RESULTS**

The findings of this study on "Improving Student Learning Outcomes through Audio-Visual Media in Islamic Education at SD Negeri 26 Sampean" reveal a significant

improvement in students' understanding and engagement when audio-visual media is integrated into the learning process. Compared to traditional teaching methods, students who were taught using videos, animations, and interactive presentations demonstrated a deeper comprehension of Islamic concepts and values. This suggests that audio-visual media is an effective tool in enhancing learning outcomes in Islamic Education.

One of the most notable improvements observed was in students' academic performance. The pre-test and post-test results showed a considerable increase in scores among students who were taught using audio-visual media. The experimental group, which used audio-visual learning tools, performed significantly better than the control group, which relied solely on conventional teaching methods. This indicates that multimedia-based instruction helps students absorb and retain information more effectively.

Another key finding was the increased level of student engagement in the classroom. Observations revealed that students displayed higher levels of enthusiasm and participation during lessons that incorporated audio-visual elements. They showed greater interest in the subject matter, asked more questions, and actively participated in discussions. This engagement led to a more dynamic and interactive learning environment, which further contributed to improved learning outcomes.

The study also found that audio-visual media helped cater to different learning styles. Some students learn best through visual representation, while others benefit from auditory explanations. By combining both elements, audio-visual media provided a more inclusive learning experience that accommodated diverse student needs. This adaptability allowed students to grasp complex Islamic teachings more easily and retain information for a longer period.

Furthermore, students demonstrated a better ability to apply Islamic teachings in real-life situations. Lessons that included visual storytelling, animated moral dilemmas, and interactive content helped students relate Islamic values to their daily lives. For example, when learning about honesty or compassion, students were more likely to recall and implement these values after engaging with audio-visual materials that illustrated real-life examples.

The research also highlighted positive feedback from teachers regarding the use of audio-visual media. Many teachers reported that their students were more responsive and attentive during lessons, making classroom management easier. Teachers also found that using multimedia tools allowed them to explain abstract religious concepts in a more engaging and understandable way, thereby reducing student confusion and misconceptions.

However, the study also identified some challenges in implementing audio-visual media. Some technical difficulties, such as limited access to projectors, unstable internet connections, and a lack of multimedia resources, occasionally hindered the effectiveness of the lessons. Additionally, some students initially found it difficult to adjust to this new learning method, requiring additional guidance and support from teachers to fully benefit from the multimedia approach.

Despite these challenges, the overall response from students and teachers was overwhelmingly positive. Students expressed a preference for lessons that included visual and audio elements, stating that they found them more enjoyable and easier to understand. Teachers also expressed interest in incorporating more audio-visual materials into their future lesson plans, recognizing their value in making Islamic Education more interactive and meaningful.

The findings also suggest that continuous training and support for teachers are essential in maximizing the benefits of audio-visual media. Educators need to be equipped with the necessary skills to effectively integrate multimedia into their teaching strategies. Schools should also invest in improving technological infrastructure to ensure that all students have access to high-quality audio-visual learning materials.

In conclusion, the study demonstrates that the integration of audio-visual media in Islamic Education significantly enhances student learning outcomes. It improves academic performance, increases engagement, caters to different learning styles, and helps students apply religious teachings in real life. While challenges exist, they can be addressed through better infrastructure, teacher training, and the development of high-quality educational content. These findings reinforce the importance of incorporating technology into education to create a more effective and engaging learning environment for students.

## **DISCUSSION**

The findings of this study indicate that the use of audio-visual media in Islamic Education at SD Negeri 26 Sampean has significantly improved student learning outcomes. Compared to traditional teaching methods, audio-visual media provides a more engaging and interactive learning experience. The increased student interest and enthusiasm observed during lessons suggest that multimedia tools help capture students' attention, making learning more enjoyable and effective. By incorporating videos, animations, and interactive presentations, students were able to better understand abstract religious concepts and apply them to their daily lives.

One of the key benefits of audio-visual media is its ability to accommodate different learning styles. While some students learn best through text-based explanations, others benefit from visual and auditory stimuli. The combination of images, sound, and motion allows students to grasp complex concepts more easily and retain information for a longer period. This inclusive approach ensures that all students, regardless of their preferred learning style, have an equal opportunity to succeed in their studies.

Additionally, the study highlights the role of audio-visual media in improving student engagement and participation. Traditional lecture-based methods often lead to passive learning, where students simply listen and memorize information. However, the use of multimedia encourages active learning by stimulating curiosity, prompting discussions, and fostering critical thinking. As a result, students become more involved in the learning process, which enhances their overall academic performance.

The research also emphasizes the importance of integrating real-life applications into Islamic Education. Many students struggle to connect religious teachings with their everyday experiences. By using visual storytelling, animated scenarios, and real-world examples, audio-visual media helps bridge this gap. Students were more likely to internalize Islamic values and apply them in their daily interactions, reinforcing the moral and ethical lessons taught in class.

Despite its numerous advantages, the study also identifies some challenges in the implementation of audio-visual media. Technical limitations, such as inadequate resources, lack of equipment, and unstable internet connections, can hinder the effectiveness of multimedia-based learning. Furthermore, not all teachers are fully equipped with the necessary skills to integrate technology into their lessons. To address these issues, schools should invest in proper infrastructure, provide teacher training, and develop high-quality educational content to support multimedia learning.

In conclusion, the integration of audio-visual media in Islamic Education has proven to be an effective strategy for improving student learning outcomes. It enhances comprehension, increases engagement, supports different learning styles, and promotes real-life application of religious values. While challenges exist, they can be mitigated through proper planning, resource allocation, and teacher development. Moving forward, schools and educators should continue to explore the potential of multimedia learning to create a more dynamic and meaningful educational experience for students.

## **CONCLUSION**

The implementation of audio-visual media in Islamic Education at SD Negeri 26 Sampean has significantly improved student learning outcomes. Compared to traditional teaching methods, audio-visual tools such as videos, animations, and interactive presentations have made lessons more engaging and easier to understand. Students demonstrated higher comprehension levels and better retention of information, proving that multimedia-based learning is an effective approach in religious education. One of the most significant findings of this study is the increase in student motivation and participation. The use of multimedia captured students' attention and encouraged active involvement in the learning process. They showed greater enthusiasm during lessons, asked more questions, and engaged in discussions more frequently. This indicates that learning through visual and auditory elements fosters a deeper interest in Islamic teachings, making the subject more relatable and meaningful. Additionally, the study highlights the benefits of audio-visual media in catering to diverse learning styles. Some students learn best through visual representation, while others prefer auditory explanations. By combining both, multimedia-based instruction ensures that all students receive information in a way that suits their learning preferences. This inclusivity contributes to better academic performance and enhances the overall effectiveness of Islamic Education. Despite its advantages, the study also identifies several challenges in the implementation of audio-visual media. Limited technological resources, lack of teacher training, and occasional technical difficulties were some of the obstacles faced during the research. However, these challenges can be addressed through proper investment in infrastructure, continuous professional development for teachers, and the creation of high-quality multimedia learning materials to support Islamic Education. In conclusion, the findings of this study suggest that integrating audio-visual media into Islamic Education can significantly enhance student learning outcomes. It not only improves comprehension and engagement but also promotes the practical application of Islamic teachings in daily life. To maximize its benefits, schools should prioritize the use of multimedia tools, provide adequate resources, and train teachers to effectively incorporate technology into their lessons. Moving forward, audio-visual media has the potential to transform Islamic Education into a more interactive, dynamic, and impactful learning experience for students..

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