

## Improving Student Learning Outcomes Using Audio-Visual Media in Learning Islamic Religious Education in Grade 4 SD N 11 Lubuk Gadang



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### Abstract

This study aims to improve students' learning outcomes in Islamic Religious Education (PAI) at SDN 11 Lubuk Gadang through the application of audio-visual media. The research uses the Classroom Action Research (CAR) method with two cycles, each consisting of planning, implementation, observation, and reflection. The results show that in Cycle I, despite some progress, students' learning outcomes were still low, with only 60% achieving mastery. In Cycle II, after improvements were made, there was a significant increase with 80% of students reaching mastery. The use of more interactive audio-visual media and the implementation of the Problem-Based Learning (PBL) model proved to enhance student engagement and understanding of the material. Based on these results, it can be concluded that optimal use of audio-visual media can improve student learning outcomes and make learning more engaging and effective.

**Keywords:** Learning Outcomes, Audio Visual

### Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SDN 11 Lubuk Gadang melalui penerapan media audio-visual. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) dengan dua siklus, yang masing-masing terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil penelitian menunjukkan bahwa pada Siklus I, meskipun ada kemajuan, hasil belajar siswa masih rendah dengan hanya 60% yang mencapai ketuntasan. Pada Siklus II, setelah perbaikan dilakukan, terdapat peningkatan signifikan dengan 80% siswa mencapai ketuntasan belajar. Penggunaan media audio-visual yang lebih interaktif dan penerapan model Problem-Based Learning (PBL) terbukti meningkatkan keterlibatan siswa dan pemahaman mereka terhadap materi. Berdasarkan hasil ini, dapat disimpulkan bahwa penggunaan media audio-visual yang optimal dapat meningkatkan hasil belajar siswa dan membuat pembelajaran lebih menarik dan efektif.

**Keywords:** Learning Outcomes, Audio Visual

## INTRODUCTION

Education is a comprehensive effort to develop learners' potential holistically. In the context of Islamic Religious Education (PAI), learning objectives are not only limited to the transfer of knowledge, but also focus on the formation of noble character and personality. Therefore, the focus of learners in the learning process becomes very important, especially because of the formation of character and religious values that will form the foundation of their lives. Education must try to internalize these values so that students not only understand knowledge but also make it a guideline in their daily lives (Rahmat, 2020).

Along with the times, education is expected to form quality and independent human resources. This is in line with the hope that education in Indonesia can provide support for the progress of society and the country. To achieve these goals, education must be able to adapt to the future needs of students and provide relevant learning. The National Education System as stated in the Law of the Republic of Indonesia No. 20 of 2003 states that education must be able to develop the potential of students in various dimensions, including spirituality, intelligence, noble character, and skills that are useful for individuals, communities and nations.



Learning media plays an important role in creating an effective and interesting learning process. Advances in information and communication technology have opened up great opportunities for the development of more interactive and innovative learning media. With various tools such as computers, videos, and online platforms such as YouTube, the learning process can be more interesting and easily understood by students. The use of learning media can accelerate students' understanding of the material being taught, as it can present information in a more concrete and visual way, which is very effective for improving students' memory and understanding.

However, in reality, many classes still use traditional, teacher-centered learning methods. This can be seen in the learning process at SDN 11 Lubuk Gadang, where teachers still rely on lectures and do not involve students in learning activities. The lack of use of learning media, especially audio-visual media, affects students' low learning outcomes. Decreased concentration and interest in learning is one of the factors causing low student achievement in exams, as seen from the data on the completeness of student learning outcomes which only reached 30%. Learning that does not involve students actively, both in conceptualization and in the discussion process, causes students to have difficulty in understanding the material in depth.

The importance of using audio-visual media in learning Islamic Religious Education can be a solution to the problems faced. This media can help students understand the material more concretely, especially since children at elementary school age are at the concrete thinking stage according to Piaget. By using audio-visual media, such as videos and sound films, students can see and hear information directly, which makes learning more interesting and easy to understand. In addition, this media can also help students in linking learning materials with real-life situations, which in turn will increase students' understanding and engagement in the learning process.

Thus, classroom action research that integrates the use of audio-visual media can be an effective alternative to improve the quality of PAI learning. This approach is expected to improve student learning outcomes, improve learning motivation, and create more innovative and enjoyable learning. As a solution to the problem of abstract and uninteresting learning, the use of audio-visual media provides opportunities for students to participate more actively and gain a better understanding of the material being taught.

## **METHODS**

This research uses the Classroom Action Research (PTK) method, which aims to improve the quality of learning in the classroom through planned and systematic action cycles. Classroom Action Research (CAR) is a research approach that prioritizes active participation between researchers and students in an effort to improve learning. The PTK process is carried out in several interrelated and continuous cycles, with each cycle consisting of four main steps, namely planning, implementation, observation, and reflection (Wardhani, et al. 2007: 1.3). Through this cycle, a significant improvement in the quality of learning and student learning outcomes is expected.

In the planning stage, researchers design the learning activities to be carried out, including the selection of appropriate media, such as audio-visual media, as well as the strategies to be applied. In the implementation stage, the planned activities are implemented in the classroom by actively involving students in the learning process. Observations were conducted continuously to monitor the learning process, record students' progress, and document students' responses and interactions with the learning. Furthermore, in the reflection stage, researchers analyze the results of observations and evaluate the success or shortcomings of

the actions that have been taken. Based on the results of this reflection, researchers will design improvements or changes in the next cycle to achieve better results.

This research was conducted at SDN 11 Lubuk Gadang which is located in Nagari Lubuk Gadang, Mapat Tunggal District, Pasaman Regency, West Sumatra Province. This location was chosen because it is a school environment that requires improvement in terms of learning methods and learning outcomes, especially in Islamic Religious Education (PAI) subjects. This research was conducted in the even semester of the 2024/2025 academic year, starting from December to February 2025, which included the preparation stage to the preparation of the research report. With a duration of three months, this research is expected to provide optimal results through the application of audio-visual media in the learning process.

The subjects in this study were grade IV students of SDN 11 Lubuk Gadang totaling 10 students, consisting of 2 male students and 8 female students. The selection of grade IV students was made because their age and stage of cognitive development were suitable for the application of audio-visual media in learning. This study will assess the effect of audio-visual media on student learning outcomes, both in cognitive, affective, and psychomotor aspects. Therefore, the diversity of student characters is also an important factor that will be considered in each action cycle.

To obtain valid and comprehensive data, this study used two data collection techniques, namely non-test and test techniques. The non-test technique is conducted through observation, which aims to observe teacher performance during the learning process as well as student responses in the affective and psychomotor aspects. This observation will record how students interact with audio-visual media and their involvement in the learning process. In addition, observations of students' affective aspects, such as their attitudes and motivation during learning, will also be made to assess how much audio-visual media affects their emotions and interest in PAI materials.

Meanwhile, the test technique is used to measure students' cognitive learning outcomes through formative tests. This test will be given after the application of audio-visual media in learning to determine the extent to which students can master the material that has been taught. The results of this formative test will provide an overview of the increase in students' understanding of PAI material after the application of audio-visual media. The data from the formative tests will be analyzed to determine the effectiveness of using the media in improving student learning outcomes. The combination of non-test and test data will provide a complete picture of the impact of the application of audio-visual media in PAI learning at SDN 11 Lubuk Gadang.

## **RESULT AND DISCUSSION**

### ***RESULT***

The results of the research in Cycle I showed that although there were some progress in learning Islamic Religious Education using audio-visual media, the results achieved were not fully satisfactory and still needed further improvement. Cycle I was carried out with the aim of improving the learning outcomes of fourth grade students of SDN 11 Lubuk Gadang in understanding the material of Surah At-Tin. Learning carried out through the Problem Based Learning (PBL) model accompanied by the use of audio-visual media, such as power points and videos, aims to provide a deeper understanding of Islamic teaching material.

In the planning stage, researchers prepared all aspects necessary for the success of learning, including teaching modules, learning media, and observation sheets. The implementation of learning in the first meeting on December 24, 2024 was carried out by inviting students to discuss the problems presented in the learning video regarding the

meaning of surah At-Tin, especially regarding the concept of "ahsani takwin". The use of audio-visual media aims to attract students' attention and improve their understanding of the material being taught. During the learning process, students are divided into groups to discuss and find solutions to the given problems, which also aims to improve social skills and cooperation among students.

The formative test results showed that despite the improvements, students' learning outcomes still varied. Of the 10 students who participated in the learning, 6 students achieved a complete score with a score above 70, while the other 4 students had not yet achieved completeness. The average student score in cycle I was 67, which was still below the expected minimum completion score of 70. Based on the score distribution, most students were in the "Poor" and "Fair" categories, with only two students achieving the "Excellent" category. This suggests that despite the positive impact of using audio-visual media, understanding of the material still needs to be further improved.

Observations made during cycle I revealed that although most students showed interest and positive responses to the use of audio-visual media, students' engagement in learning still needed to be improved. Only 30% of students were seen actively listening and paying attention to the media used, while only 40% of students showed focus during learning. Students who actively ask questions or give responses to the material taught are still limited. This shows that although audio-visual media can increase student attention, more effective learning strategies are still needed to increase student interaction and participation in the classroom.

Reflection at the end of cycle I showed that although learning by using audio-visual media had shown signs of improvement, the level of student learning completeness still needed to be improved. Therefore, corrective measures will be taken in cycle II. Things that need to be improved include increasing student involvement, strengthening understanding of the material, and utilizing audio-visual media more effectively. Researchers plan to optimize the use of more interesting media and increase interaction between students in groups so that they are more active in discussions and other learning activities.

In Cycle II, improvements were made based on the results of Cycle I reflection to increase the effectiveness of learning using audio-visual media. Researchers updated the learning materials by adding media variations, such as more interactive videos and more interesting visuals. Learning was implemented in two meetings, where each meeting was optimized with more time for group discussions and opportunities for students to ask questions. The grouping of students was also adjusted to ensure they worked more effectively in the discussion.

The implementation of learning is carried out using a more structured Problem-Based Learning (PBL) model, where students are given problems relevant to the material of surah At-Tin and invited to find solutions through audio-visual media. In this activity, students are more actively involved in discussions, both with classmates and with the teacher. Formative tests were conducted after the lesson, and the results showed significant improvement in students' understanding.

From the results of the formative test in Cycle II, 8 out of 10 students achieved completeness with a score above 70, while only 2 students were incomplete. The average score in Cycle II reached 78, which was higher than the average in Cycle I which was only 67. The distribution of scores showed that 50% of students were in the category of "Very Good," 30% in the category of "Good," and 20% in the category of "Fair." No students scored below 70. There were no students who scored below 70.

Observations during Cycle II showed an increase in student engagement. A total of 60% of students actively listened to the material, while 70% of students were involved in discussions and asked questions during learning. This increase shows that the application of audio-visual

media in Cycle II succeeded in attracting students' interest and attention, as well as improving their understanding of the material.

Reflection from Cycle II shows that the use of audio-visual media can significantly improve student learning outcomes. All students achieved learning completeness, and the majority of students showed improvement in engagement and understanding of the material. However, the researcher suggested that more time be given for interactive discussions and that the method be further improved in the next cycle to achieve more optimal results.

## ***DISCUSSION***

Based on the results obtained in Cycle I and Cycle II, it can be seen that there is a significant improvement in student learning outcomes, both in terms of cognitive scores and student involvement in learning. To understand the improvement, we can examine the results using relevant theories in education, especially those related to active learning and the use of audio-visual media.

### **Cycle I Results**

In Cycle I, the students' classical completeness score only reached 60%, with 4 out of 10 students not reaching the minimum score of completeness. This shows that although audio-visual media was used, its effectiveness in facilitating students' understanding was not fully maximized. Based on the observation results, students' involvement in learning activities was also still relatively low, with only 30% of students showing active involvement in listening to the media, and 40% who were focused during the lesson.

According to active learning theory (Freeman, 2014), student engagement greatly affects their understanding of the subject matter. One of the factors influencing this low engagement could be due to ineffective time management or the use of media that is less appealing to some students. Therefore, even if audio-visual media is used, disinterested or unfocused students can lead to low learning outcomes. However, despite the shortcomings, the results of Cycle I illustrate that the application of audio-visual media and the PBL approach began to show a positive impact. Cycle I became the basis for further improvement in Cycle II.

### **Cycle II Results**

In Cycle II, there was a significant improvement in student learning outcomes, where 80% of students achieved mastery with an average score of 78. The observation results also showed that 70% of students were actively involved in discussions and asking questions during learning. This increase showed that improvements in planning, implementation, and media used had a positive impact on students' understanding.

The use of more interactive audio-visual media in Cycle II succeeded in attracting more student interest, which is in accordance with the theory of constructivism (Piaget, 1973) which emphasizes the importance of meaningful learning experiences. With more interesting media, students can more easily understand the concepts taught, especially those related to the material of Surah At-Tin which has philosophical meaning. Students' active involvement in group discussions also shows that problem-based learning (PBL) succeeds in improving their ability to think critically and work together, which is in line with the results of a study by Hmelo-Silver (2004) which states that PBL can improve students' problem-solving skills.

In addition, the increase in student engagement and understanding in Cycle II is in line with the principle of multimedia learning proposed by Mayer (2009), which states that learning will be more effective when using media that combines text, images, and sound together, such as in the use of power points and videos utilized in this study.

## CONCLUSION

The comparison of Cycle I and Cycle II results provides a clear picture of the importance of more structured learning management and more optimal use of media to improve student learning outcomes. Although the use of audio-visual media has been implemented since Cycle I, significant differences were seen in Cycle II after some improvements were made to certain aspects.

In Cycle I, although audio-visual media was used, student involvement was still limited. This could be due to the lack of variety in the utilization of media and methods used. The low involvement of students in discussion activities and interaction with the media indicates that the audio-visual media has not been able to fully attract students' attention and support their understanding effectively. In this case, inappropriate time management and lack of active interaction between students can hinder a deeper learning process. As a result, only 60% of students achieved learning completeness with varying results, with some students still struggling to understand the material well.

However, in Cycle II, with the evaluation and improvements made based on the results from Cycle I, learning became more effective. The implementation of a more structured Problem-Based Learning (PBL) technique and increased interaction between students, both in group discussions and question and answer activities, had a positive impact. PBL encourages students to participate more actively in learning, find solutions to the problems posed, and think critically in linking the material to their daily lives. The addition of more interactive learning videos and adjustments to the context of students' lives also proved to be able to increase their involvement in the learning process.

The improvement in learning outcomes seen in Cycle II is also closely related to the principles of multimedia learning, which suggest that the use of multiple modalities such as images, text and sound in learning media can improve student understanding. The use of more varied and in-depth audio-visual media, by utilizing PowerPoint and relevant videos, not only conveys information clearly, but also provides visual stimulation that strengthens students' understanding of the material being taught.

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