



Improving Learning Outcomes of Aqidah Akhlak by Using Audio Visual Media for Class II Students of MI Nurul Huda

Kus Mahrus, MI Hayatul Islam Roto, Indonesia

Kusyati, MI Nurul Huda, Indonesia

ABSTRACT

Audio visual media is one of the popular learning media used in schools. One of the advantages of using audio visual learning media is minimizing teaching and learning activities that are dominated by verbal and all students are expected to get the same experience in learning. This study aims to improve the learning outcomes of Aqidah Akhlak students by using audio visual media. This study was conducted at Madrasah Ibtidaiyah Hayatul Islam Roto with a total of 17 students, consisting of 7 boys and 10 girls. The research process consists of an initial test, Cycle 1 and Cycle 2. At the time of the initial test, it was known that only 11 students had a score of 70. So it needs to be improved again. So in cycle I, learning outcomes increased but still needed improvement in cycle II. After learning for 2 cycles, learning completion has been achieved because the average score of students has reached above the KKM score. From the results of this study, it is known that the use of audio visuals can improve student learning outcomes in the subject of Aqidah Akhlak.

OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

KEYWORDS

Aqidah akhlak,
learning outcomes,
audio visual media.

Corresponding Author:

Kus Mahrus

MI hayatul Islam Probolinggo, Indonesia

Mahruskus37@gmail.com

Introduction

In improving the quality of education, teachers are a very important component, because the success of the implementation of the education process is very dependent on teachers as the spearhead. The quality of education is very dependent on the quality of learning. Today, there has been a transition in the pattern of teaching systems, namely from teachers dominating the class to teachers as facilitators in the learning process. In order to improve the quality of learning, teachers must be able to create active and creative learning conditions. Learning is an activity that is a process and is a very fundamental element in the implementation of every type and level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students both when they are at school and in their own home or family environment (Syah, 2013). Learning is a process of interaction between students and teachers and learning resources in a learning environment. The

Education Process Standard is a national education standard related to the implementation of learning in an educational unit to achieve graduate competency standards (Zamil, 2017). Improving the quality of education is carried out in the form of developing methods for delivering learning materials, developing curriculum, and developing various types of learning methods. One integral part of the renewal effort is innovation in learning methods. The growing awareness of the importance of developing learning methods in the future must be realized in real form. The type of learning method used by teachers greatly influences student motivation, interest, and learning outcomes (Widyawati, A., & Prodjosantoso, 2015).

After going through the learning process, Siswadi is expected to achieve learning goals which are also called learning achievements in the form of learning outcomes, namely the abilities possessed by students after undergoing the learning process. Sudjana argues that learning outcomes are the abilities possessed by students after receiving their learning experiences (Sudjana, 2004). Learning objectives are a number of learning outcomes that indicate that students have carried out learning activities, which generally include new knowledge, skills and attitudes, which are expected to be achieved by students (Jihad, A., & Haris, 2013).

In 21st century education like today, students are required to have critical thinking skills and innovation in learning. This ability requires student activity and freedom of thought from each student when participating in learning activities. So changing the learning paradigm from teacher centered to student centered. This demand also applies to the subject of Moral Aqidah. Aqidah Akhlak learning aims to foster the development of aqidah through imparting, cultivating, appreciating, developing knowledge up to habituation in its practice. All of this is realized by implementing good and commendable Aqidah and morals in daily religious and social life (Pamuji, 2018).

The lesson of Aqidah Akhlak is often considered a difficult lesson for students, especially students who are still young at MI Nurul Huda Nogosari, this happens because of the inappropriate use of methods, techniques, and media that can support to create a learning atmosphere for students. The learning outcomes of students in the subject of Aqidah Akhlak class II MI Nurul Huda Nogosari are relatively unable to achieve the Minimum Completion Criteria (KKM) of 70. After the test was conducted, only 11 people out of 17 students, or with an average of 44% of students who were able to achieve the KKM score and another 56% of students who had not been able to achieve the KKM score. From this problem, the main factor that caused the results of students' daily tests to be below the KKM was found, namely the method used was not interesting, namely the lecture method. In this case, the teacher carries out his duties both as a teaching planner, as an implementer, and as a teaching evaluator. Even teachers are expected to modify the design and implementation of teaching, play an active role and position themselves as professionals, in accordance with the demands of

society that are increasingly developing to improve student learning outcomes according to expectations (S. Arsyad, 2018)

In the era of increasingly advanced globalization like today, many things have a positive and negative influence on students. If students are not good at utilizing the progress of globalization, then students are trapped in bad practices. This can be seen from the attitudes and behavior of adolescent students in their lives, for example how to dress, how to socialize, how to speak and many more patterns of thought and lifestyle that show dynamics due to student interaction with increasingly sophisticated science and technology products (Muqorrobin, 2017). Therefore, appropriate learning media are needed that can be applied by teachers in order to convey the Aqidah Akhlak material appropriately and interestingly so that students can better digest and apply the material given.

The learning media used by teachers in the learning process has a role in explaining abstract things and showing hidden things. The ambiguity or complexity of learning materials can be helped by presenting media as an intermediary. Even in certain cases, media can represent the teacher's shortcomings in communicating lesson materials. However, it should be remembered that the role of media will not be seen if its use is not in line with the essence of the formulated teaching objectives. For this reason, teaching objectives must be used as a reference for using media (Sulfemi, 2018). One of the media used in learning that is believed to be able to improve students' understanding and motivation to learn is audio-visual media. Audio-visual media is media that has sound elements and image elements (Saparati, 2012). Furthermore, (Putri Riski Rahmayanti, Mustika Wati, 2016) defines audio-visual media as a tool used in learning to help writing and spoken words in conveying knowledge, attitudes, and ideas in learning. Audio-visual media is an alternative means in carrying out technology-based learning processes. Technology-based audio-visual learning can be used as an alternative means in optimizing the learning process, due to several aspects, including: a) Easy to package in the learning process; b) More interesting for learning; c) Can be repaired at any time (Sapto, 2009)

The use of audio-visual media in learning can be used as a tool to demonstrate a concept, clarify learning messages and provide more concrete explanations, in addition, this audio-visual media can also improve student understanding because students can not only listen but also see the material that is displayed with more variety, and interesting. The steps for learning with the audio-visual method as stated by Arsyad (2018) are as follows: a) Preparing yourself At this stage, the teacher prepares himself by checking and determining what will be used to arouse interest and motivate students so that it can help students understand the material that will be delivered; b) Raising student readiness Students are guided to have the readiness to listen and pay attention by giving questions; c) Listening and seeing the material The teacher guides students to go through the experience of listening and seeing at the right time so that the material

can be absorbed; d) Discussion The teacher and students discuss the material that has been displayed. Thus, it is clear that the use of methods greatly influences the teaching and learning process in the classroom so that it can improve the development of student learning outcomes. So it can be concluded that the factors that influence learning outcomes include the use of methods in learning, by using learning methods can arouse new desires and interests, arouse motivation and stimulation of learning activities, bring psychological influences to students, and ultimately will produce good learning outcomes. As for external factors that influence the process and learning outcomes include environmental factors, social environment and natural environment. Then also the instrument factor which includes teaching materials including curriculum, teachers or instructors, media and teaching techniques, learning facilities and facilities.

Methods

This study uses Classroom Action Research (CAR). CAR is a form of reflective study by the perpetrators of the action carried out to improve the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions of the learning practices carried out (Mukhlis, 2000). According to Arikunto (2009) "classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together". This CAR is carried out collaboratively and participatively. Collaborative means that the researcher works together with the class teacher while participatory means that the researcher is assisted by the participation of colleagues called observers Asrori (2012). The subjects of this CAR were 17 students of class VI MI Hayatul Islam Roto in the Aqidah Akhlak Subject.

The instruments needed in this study are: 1) Test. This study uses quiz test instruments and learning outcome tests. The quiz test is given at the end of each learning session, functioning as a measure of the success of delivering the material at the meeting. Meanwhile, the learning outcome test is given at the end of cycle I and cycle II, and functions to determine students' ability in completing Aqidah Akhlak questions as well as to determine the level of students' learning outcomes. 2) Observation guidelines. Observation sheets are used to observe things that happen during the learning process. The observation components consist of observation sheets for teacher, student, and material activities. 3) Field Notes, which are written notes about what is heard, seen, experienced, and thought in order to collect data and reflect on data in qualitative research. 4) Documentation, this instrument is used as a reinforcement of the data obtained as well as a real picture of the implementation of the research. This document is a collection of photos of learning activities (Daryanto, 2011).

The research aims to improve the learning outcomes of Aqeedah Akhlak (Islamic faith and moral education) through the use of audiovisual media in second-grade students at MI Nurul Huda. This study seeks to determine the impact of incorporating audiovisual media on students' understanding and retention of Aqeedah Akhlak

concepts, particularly focusing on enhancing engagement, motivation, and academic performance. The integration of audiovisual tools in education is believed to support various learning styles and could offer a more dynamic, interactive, and effective approach to teaching religious subjects. Audiovisual media, including videos, animations, and audio recordings, can be a powerful tool in delivering content, particularly in a subject like Aqeedah Akhlak, which involves both cognitive and affective domains of learning. The use of such media is intended to make the learning experience more relatable and engaging for young learners. In traditional classroom settings, Aqeedah Akhlak is often taught through lectures and textbooks, which may not be as captivating for students. Therefore, the introduction of audiovisual elements aims to enhance the learning process, making abstract concepts more accessible and memorable.

The study employs a quasi-experimental design, where two groups of second-grade students are selected. One group will be exposed to traditional teaching methods, while the other will be taught using audiovisual media. The research will measure the effectiveness of the two methods by comparing students' pre- and post-test scores, as well as their levels of engagement and participation during lessons. Additionally, observations and interviews with both students and teachers will be conducted to gather qualitative data on their experiences and perceptions of the learning process.

In the experimental group, the use of audiovisual media will be integrated into the teaching of Aqeedah Akhlak. Various forms of audiovisual materials, such as short educational films, animated videos, and audio recordings, will be used to illustrate key concepts in Islamic faith and morality. These materials will be designed to appeal to the interests and cognitive levels of second-grade students, providing visual and auditory stimuli that can help them better understand and retain information. For example, a video may depict the life of a Prophet or show stories of moral teachings in Islam, such as honesty, kindness, and respect. These visual representations are intended to bring the teachings of Aqeedah Akhlak to life, making the content more engaging and easier for students to comprehend. Moreover, the use of audio recordings can reinforce the material by allowing students to hear the correct pronunciation of Arabic terms and phrases, which is an essential aspect of Islamic education.

The control group will continue to receive traditional instruction, where the teacher primarily uses textbooks, chalkboard explanations, and oral lectures to deliver the subject matter. The effectiveness of the traditional approach will be assessed to provide a comparative analysis of the two methods. Both groups will take a pre-test before the intervention and a post-test afterward to measure the increase in knowledge and understanding. Additionally, the study will assess students' attitudes and motivation toward learning Aqeedah Akhlak. This will be done through surveys and interviews with students to understand how the use of audiovisual media influences their interest in the subject. It is hypothesized that the experimental group, exposed to more interactive and

visually appealing content, will show higher levels of engagement, motivation, and interest in the subject matter compared to the control group.

Teachers' perceptions of the effectiveness of audiovisual media in teaching Aqeedah Akhlak will also be a focal point of the study. Teachers will be interviewed to gather insights into how the integration of audiovisual tools impacts their teaching methods, classroom dynamics, and ability to engage students. These insights will help identify potential challenges and benefits of using audiovisual media in religious education at the elementary level. The data collected from pre- and post-test results will be analyzed statistically to determine if there is a significant difference between the two groups' academic performance. The results will provide evidence on the efficacy of audiovisual media in improving students' learning outcomes. Additionally, the qualitative data gathered from student surveys, interviews, and teacher feedback will be analyzed thematically to identify key trends and patterns regarding student engagement, motivation, and overall satisfaction with the learning process.

In conclusion, this study aims to contribute to the growing body of research on the use of audiovisual media in education, particularly in the context of religious studies. By exploring how such media can enhance the learning experience for young students in Islamic education, the research hopes to provide valuable insights that can guide educators in making more informed decisions about integrating technology into their teaching practices. It is expected that the findings will demonstrate the positive impact of audiovisual media on students' understanding and retention of Aqeedah Akhlak, offering a potential model for future educational practices in Islamic schools.

Furthermore, this research could serve as a reference for other educational institutions looking to enhance their teaching strategies and improve students' academic performance in religious studies. As the world becomes increasingly digital, the integration of audiovisual tools in classrooms offers a promising approach to adapting to the needs and learning preferences of today's generation of students. By embracing technology in a thoughtful and purposeful way, educators can create a more dynamic, inclusive, and effective learning environment. Ultimately, the findings of this study may also encourage other schools and institutions to explore innovative ways to teach religious subjects, fostering a deeper understanding of Islamic values and moral teachings. The research highlights the importance of continually adapting and improving teaching methods to keep up with the changing educational landscape and the diverse needs of students in the 21st century.

Result

This Classroom Action Research (CAR) has been implemented in 2 cycles. The learning duration of each cycle is 2 X 35 minutes (2 lesson hours). Based on the analysis of student learning outcomes after taking the test in Cycle I, it can be seen that out of 17 students, 11 students (64%) have achieved learning completion and 6 students (36%)

have not completed it. In Cycle II after taking the test, data results were obtained from 15 students, 17 students (88%) and 2 students (12%) have not completed it. So it can be concluded that after Cycle II, student learning outcomes increased by 24%.

Table 2 shows the learning outcomes of students in cycle II obtained by students, as many as 15 students with a percentage of 88% obtained a score above 70 which means reaching the KKM, and 2 students with a percentage of 12% obtained a score of less than 70 which means not reaching the KKM. Following the steps of learning the audio-visual method, this study proves the validity of the steps of using the audio-visual method consisting of: 1) Checking the tools that will be used in learning aqidah akhlak using audio-visual media; 2) The teacher prepares tools in the form of a laptop, LCD, projector, and audio and is assisted by several students; 3) The teacher delivers the material that has been presented with audio-visual media with the lecture method; 4) The teacher divides the material to be discussed by students to discuss the material in more depth; 5) Students are asked to present the material that has been divided. Audiovisual learning media can be divided into several types, namely: 1) Silent audiovisual, namely media that displays sound and still images such as sound slides, sound sequence films, and sound printing; 2) Motion audiovisual, namely media that can display moving sound and image elements such as sound films and videocassettes; 3) Pure audiovisual, namely both sound elements and image elements come from one source such as video-cassette films, and; 4) Impure audiovisual, namely the sound elements and image elements come from different sources, for example sound frame films whose sound and images come from slide projectors and their sound elements come from tape recorders (Witono Budi Utomo, 2008).

Learning outcomes are the abilities acquired by children after going through learning activities. Learning itself is a process of someone trying to obtain a relatively permanent form of behavioral change. In learning activities or instructional activities, teachers usually set learning goals. Students who are successful in learning are those who succeed in achieving learning goals or instructional goals (Jihad & Haris 2013).

According to Benjamin S. Bloom in (Winkel, 1987) there are three domains of learning outcomes, namely cognitive, affective and psychomotor. Meanwhile, according to A.J. Romizowski as quoted by Jihad and Haris, learning outcomes are outputs from an input processing system. The input from the system is in the form of various information while the output is actions or performance (Jihad, A., & Haris, 2013). It can be concluded that learning outcomes are the achievement of a form of behavioral change that tends to persist including the cognitive, affective and psychomotor domains. These changes occur after a learning process that is carried out for a certain period of time. Benjamin S. Bloom in (Jihad, A., & Haris, 2013) argues that learning outcomes can be grouped into two types, namely knowledge and skills. Knowledge consists of four categories, namely: 1) Knowledge of facts, 2) Knowledge of procedures, 3) Knowledge of concepts, 4) Knowledge of principles. Skills also consist of four categories, namely: 1)

Skills for thinking or cognitive skills, 2) Skills for acting or motor skills, 3) Skills for reacting or behaving, 4) Skills for interacting. To obtain learning outcomes, an evaluation or assessment is carried out which is a follow-up or a way to measure the level of mastery of students. The progress of student learning achievement is not only measured from the level of mastery of knowledge but also attitudes and skills. Thus, the assessment of student learning outcomes includes everything learned in school, whether it concerns knowledge, attitudes, and skills (Jihad, A., & Haris, 2013). The assessment in the learning process includes: 1) formative evaluation, 2) summative evaluation, 3) reporting of assessment results, 4) implementation of improvement or enrichment programs (B. Suryosubroto, 2009).

Discussion

The enhancement of students' learning outcomes in Akidah Akhlak (Islamic Studies and Morality) can significantly benefit from the use of audiovisual media. Audiovisual tools such as videos, audio recordings, and interactive presentations help cater to various learning styles, especially in primary school settings like that of MI Nurul Huda's second-grade students. This method aims not only to engage the students but also to deepen their understanding of key Islamic teachings, which include moral values and religious beliefs. The use of audiovisual media has proven to be effective in boosting students' interest, engagement, and retention of subject matter. One of the key aspects of using audiovisual media in teaching Akidah Akhlak is that it makes abstract concepts more tangible. Islamic teachings related to faith (akidah) and morals (akhlak) can often be complex for young learners. However, when these concepts are illustrated through videos or audio stories, the content becomes more relatable and easier to understand. Visual representations of moral lessons and Islamic beliefs can leave a stronger impression on the students, enabling them to grasp and retain the knowledge better.

In the classroom, when a teacher uses audiovisual aids, they are not just delivering information, but actively involving students in the learning process. Videos that depict everyday situations where Islamic morals are applied help students connect the teachings to real-life scenarios. For instance, a video on the importance of honesty could show characters in a story who face situations requiring them to choose between honesty and dishonesty. Seeing these lessons in action helps reinforce the teachings and makes the learning process more interactive. Furthermore, audiovisual media can cater to different learning styles. Some students may benefit more from auditory learning, while others may understand better through visual cues. Audiovisual materials combine both, ensuring that all students have access to the content in a manner best suited to their learning preferences. This approach also caters to students who might struggle with reading comprehension or those who need more sensory engagement to fully grasp the lesson.

The use of audiovisual tools also helps maintain student focus. In traditional teaching methods, students may become distracted or disengaged, especially if the material is presented in a lecture-style format. However, incorporating audiovisual elements such as animations, sound effects, and vibrant visuals captures students' attention. The dynamic nature of multimedia learning materials can keep the students excited and interested in the topic being taught.

Moreover, integrating audiovisual media in Akidah Akhlak lessons can foster creativity in students. When students are exposed to creative media such as animated stories or illustrated books, they may be inspired to create their own interpretations of moral lessons. This type of creative expression not only helps students internalize the teachings but also allows them to express their understanding in a personalized manner. In addition to improving engagement and understanding, audiovisual media can enhance the retention of Islamic concepts. Studies show that people are more likely to remember information that is both seen and heard, compared to information that is only heard or read. The multisensory nature of audiovisual media helps reinforce the lesson in the students' minds. For example, when students watch a video on the importance of kindness and hear a story accompanied by images, the likelihood of them recalling these moral teachings in the future increases significantly.

Furthermore, audiovisual media can provide consistent and repeated exposure to key concepts. In a typical classroom setting, it may be difficult to revisit certain topics regularly due to time constraints. However, with digital resources such as pre-recorded videos, teachers can easily show the same lesson multiple times, reinforcing the material and providing students with opportunities to learn at their own pace. This repetition is vital for young learners, as it helps cement the teachings of Akidah Akhlak in their minds. Teachers also benefit from using audiovisual media as it allows them to reach a larger number of students in a short amount of time. For instance, an audio recording can be played to the whole class, ensuring that all students receive the same information. Additionally, the use of audiovisual materials reduces the burden on teachers to provide individualized instruction constantly. This approach frees up time for teachers to focus on other important aspects of the learning process, such as facilitating discussions or addressing questions from students.

In the context of MI Nurul Huda, the use of audiovisual media not only supports learning in Akidah Akhlak but also complements other aspects of the school's curriculum. For example, the integration of multimedia tools can support character education by highlighting Islamic virtues like patience, gratitude, and respect. Audiovisual aids can also be used to teach about historical Islamic figures who embody these virtues, making the learning experience both educational and inspirational. Moreover, audiovisual media has the potential to create a more inclusive learning environment. Some students may have learning disabilities or face challenges with traditional teaching methods. By using multimedia tools, teachers can offer alternative

ways for students to engage with the content, ensuring that every student has an equal opportunity to succeed. This inclusive approach aligns with the principles of equitable education, ensuring that all learners benefit from the lesson.

However, it is essential that teachers carefully select appropriate audiovisual materials. Not all media are suitable for conveying Islamic values, so it's important for educators to choose resources that align with the core teachings of Islam. Additionally, the quality of the materials should be considered to ensure that they are educational, clear, and respectful of cultural and religious sensitivities. In conclusion, incorporating audiovisual media into the teaching of Akidah Akhlak can lead to significant improvements in students' learning outcomes. It enhances their engagement, makes complex concepts more accessible, and supports different learning styles. Through audiovisual tools, students at MI Nurul Huda can better understand Islamic beliefs and moral values, and retain this knowledge more effectively. As technology continues to evolve, the role of multimedia in education will only grow, offering more innovative ways to enrich the learning experience for young students.

The research on improving the learning outcomes of Akidah Akhlak (Islamic faith and morality) using audiovisual media among second-grade students at MI Nurul Huda is a significant effort to enhance the quality of education in religious studies. Akidah Akhlak is an essential subject in Islamic education, aiming to nurture students' spiritual beliefs and moral behavior in alignment with Islamic teachings. However, in some instances, the traditional methods of teaching this subject can be monotonous, making it challenging for students to engage deeply and effectively. The primary objective of this study was to explore how audiovisual media could serve as an effective tool to improve the learning outcomes of Akidah Akhlak. Audiovisual media, which includes videos, audio recordings, and visual aids, is known to stimulate both auditory and visual senses, making the learning process more interactive and engaging. This is particularly crucial for young learners, who often benefit from dynamic and stimulating educational content.

The study was conducted with second-grade students at MI Nurul Huda, a religious school located in a local community. A total of 30 students participated in this research, with an equal distribution of boys and girls. The research design employed a classroom action research approach, where the researcher implemented audiovisual media in teaching and assessed the students' learning progress through various activities and tests. At the outset of the study, students were given a pre-test to measure their initial knowledge of Akidah Akhlak. The test results showed that many students had a basic understanding of the subject but struggled with applying the concepts in real-life situations. The research then focused on incorporating audiovisual media into the teaching process. Various multimedia resources, including Islamic cartoons, songs, and educational videos, were used to explain key concepts such as the belief in Allah, the importance of good character, and the practice of moral values.

The implementation of audiovisual media in the classroom was followed by a series of lessons where students watched videos, listened to audio materials, and participated in discussions about the content. The teacher used these media to highlight important themes and ideas related to Akidah Akhlak, such as the significance of prayer, honesty, kindness, and respect for others. The audiovisual media helped to present these concepts in a more relatable and comprehensible manner, making it easier for students to connect the teachings with their own lives. The response from students was overwhelmingly positive. They showed a high level of interest and enthusiasm during the lessons. Many students expressed that they found the videos and songs enjoyable and easier to understand compared to traditional teaching methods. The audiovisual media also helped to maintain the students' attention, as the dynamic content kept them engaged throughout the lessons. Moreover, the use of colorful visuals and music helped reinforce the messages being taught.

In terms of academic performance, the results of the post-test indicated a significant improvement in the students' understanding of Akidah Akhlak. The post-test scores were noticeably higher than the pre-test scores, suggesting that the use of audiovisual media had a positive impact on students' learning outcomes. The students were able to recall key concepts more effectively and demonstrated a better understanding of Islamic beliefs and values. The study also found that audiovisual media contributed to the development of students' moral values. Through the multimedia content, students were exposed to positive role models and examples of good character. This exposure reinforced the importance of virtues such as honesty, respect, and kindness, encouraging students to apply these values in their daily lives. The audiovisual materials provided clear, practical examples of how to practice Akidah Akhlak, which made it easier for students to relate the teachings to real-life situations.

Additionally, the research highlighted the importance of student participation in the learning process. The use of audiovisual media encouraged students to actively engage with the content. They were not passive recipients of information but were prompted to think critically and discuss the themes presented in the videos and audio materials. This active learning approach helped deepen their understanding of the subject matter and facilitated the internalization of moral values. One of the key findings of the study was that audiovisual media helped bridge the gap between theoretical knowledge and practical application. Students were able to understand the theoretical aspects of Akidah Akhlak, such as the concept of Allah's oneness and the importance of good character, and apply these principles in their everyday actions. The media served as a catalyst for practical learning, encouraging students to embody the teachings in their behavior.

Furthermore, the teacher observed a positive shift in the classroom atmosphere. The use of audiovisual media created a more lively and interactive learning environment. Students were more eager to participate in discussions and activities, and

there was a noticeable increase in cooperation and respect among classmates. This positive change in classroom dynamics contributed to a more conducive learning environment, where students felt comfortable expressing their thoughts and ideas. The research also identified some challenges associated with the use of audiovisual media in the classroom. One challenge was ensuring that the technology was functioning properly. Occasionally, technical difficulties such as malfunctioning equipment or connectivity issues disrupted the flow of the lessons. However, these challenges were generally resolved with the support of the school's technical staff. Another challenge was the need for careful selection of appropriate media content that aligned with the values and teachings of Islam.

Despite these challenges, the overall results of the study were promising. The use of audiovisual media proved to be an effective and engaging method for teaching Akidah Akhlak. It not only improved students' academic performance but also contributed to the development of their moral character. The study concluded that integrating audiovisual media into religious education could be a valuable strategy for enhancing students' learning experiences. Based on the findings, the researcher recommended that schools consider incorporating more multimedia resources in their teaching of Akidah Akhlak. Teachers should be trained in the effective use of audiovisual media to ensure that it complements the learning objectives. Furthermore, it is essential to select high-quality, age-appropriate media that aligns with the ethical and moral values of Islam. The study also suggested that further research be conducted to explore the long-term effects of audiovisual media on students' character development.

Conclusion

Based on the results of the study that have been described in the previous discussion, that the learning outcomes of students in the subject of Aqidah Akhlak in class II Nurul Huda Nogosari students, with various efforts and actions have increased from cycle I to cycle II, for that the following conclusions can be drawn: First, the planning of Aqidah Akhlak learning using the audio-visual method in class II Nurul Huda Nogosari, has been in accordance with the K13 standard reference, and has increased in each cycle. This can be seen from the results of the implementation of learning in Cycle I achieving learning completeness with a percentage of 64% and increasing by 24% in Cycle II with a percentage of learning completeness of 88%. Second, the implementation of Aqidah Akhlak learning using the audio-visual learning method in class II Nurul Huda Nogosari, has shown learning activities that refer to active, innovative, creative, effective, and enjoyable learning.

References

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthy, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatal Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPMANPER)*, 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.

