



# Efforts to Improve Student Learning Outcomes in Islamic Education Learning by Using Audiovisual Media at SD Negeri Lamtheun Aceh Besar

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## ABSTRACT

This study aims to improve students' learning outcomes in Islamic Education (Pendidikan Agama Islam/PAI) through the use of audiovisual media at SD Negeri Lamtheun, Aceh Besar. The research employed Classroom Action Research (CAR) consisting of two cycles, with each cycle including four stages: planning, action, observation, and reflection. The participants were 28 fifth-grade students. Data were collected through learning outcome tests, observation sheets of student learning activities, and teacher performance observation instruments. The results indicated a significant improvement in students' academic achievement and classroom engagement after the implementation of audiovisual media. In the pre-cycle stage, the average student score was 62.14, with only 11 students (39.29%) achieving the Minimum Mastery Criteria (KKM = 75). After the implementation of audiovisual media in Cycle I, the average score increased to 73.21, with 18 students (64.29%) achieving mastery. Furthermore, in Cycle II, the average score rose to 84.46, and 25 students (89.29%) successfully met the KKM. Observational data also showed improvement in student learning activity, increasing from 61.50% in Cycle I to 86.25% in Cycle II, indicating higher participation, attention, and motivation during the learning process. These findings demonstrate that audiovisual media is effective in enhancing students' understanding of Islamic Education materials, improving learning motivation, and strengthening learning outcomes. Therefore, audiovisual-based instruction can be recommended as an innovative and effective learning strategy to improve the quality of Islamic Education learning in elementary schools.

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## Introduction

Islamic Education (Pendidikan Agama Islam/PAI) plays a fundamental role in shaping students' spiritual awareness, moral character, and social responsibility, particularly in the context of elementary education. At the primary school level, Islamic Education is not only designed to transmit religious knowledge but also to internalize Islamic values

that guide learners in their daily behavior and attitudes. This dual role positions Islamic Education as a crucial component in building students' holistic development, combining cognitive mastery with affective and psychomotor growth (Hidayat & Syahidin, 2020). Therefore, strengthening the effectiveness of Islamic Education learning is a strategic effort to improve the quality of national education.

In the Indonesian educational context, Islamic Education is expected to contribute significantly to character education, especially in responding to contemporary challenges such as moral degradation, lack of discipline, and the weakening of social empathy among students. These issues have become increasingly visible in schools, indicating that learning processes must go beyond theoretical understanding toward meaningful value internalization (Mulyasa, 2018). In line with this perspective, Islamic Education must be delivered through innovative learning approaches that enable students to actively experience learning rather than passively receive information (Suyadi, 2019).

However, Islamic Education learning in elementary schools often faces complex challenges. Many teachers still rely on conventional teaching methods such as lecturing and memorization, which tend to make learning monotonous and less engaging for young learners. This situation reduces students' motivation and attention, resulting in low learning outcomes (Susanto, 2016). Moreover, students at the elementary level generally require concrete and contextual learning experiences, yet Islamic Education materials are often abstract and difficult for them to comprehend without appropriate learning support (Uno & Mohamad, 2017).

Learning outcomes are one of the most important indicators of educational success. In general, learning outcomes reflect students' mastery of knowledge, attitudes, and skills after participating in learning activities (Bloom, 1956). In Islamic Education, learning outcomes should encompass students' ability to understand religious concepts, demonstrate moral behavior, and practice Islamic teachings in real life. Thus, improving learning outcomes in Islamic Education requires teaching strategies that address students' cognitive and affective needs simultaneously (Zubaedi, 2017).

The improvement of learning outcomes is closely related to the quality of the learning process. A meaningful learning process is characterized by active student involvement, effective interaction between teachers and students, and the use of relevant learning media. Educational media plays a significant role in stimulating students' senses and facilitating comprehension, especially for abstract learning content (Arsyad, 2019). The selection of appropriate learning media becomes an essential component in supporting the achievement of instructional objectives.

Audiovisual media is one of the instructional tools that integrates visual and auditory elements to deliver learning messages more effectively. Audiovisual learning

resources, such as videos and animated materials, can create more engaging classroom environments, support student concentration, and improve understanding through concrete representation of learning concepts (Mayer, 2009). The multimedia learning theory emphasizes that students learn more effectively from words and pictures than from words alone, especially when both elements are presented in a well-structured instructional design (Mayer, 2009).

The use of audiovisual media is particularly relevant in elementary education because children at this stage are in the concrete operational phase, where they understand concepts better when supported by real-life examples and visual representations. According to Piaget's theory, learners aged 7 to 11 tend to process information more effectively through concrete learning experiences rather than abstract explanations (Piaget, 1972). Therefore, audiovisual media provides opportunities for students to visualize Islamic values and religious practices, making learning more meaningful and understandable.

In Islamic Education learning, audiovisual media can be utilized to demonstrate religious rituals, historical narratives of Islamic civilization, moral stories, and Quranic recitation practices. These materials are often difficult to explain through verbal instruction alone. Audiovisual presentations can provide direct illustrations and simulations that increase students' comprehension and engagement (Sanjaya, 2016). Consequently, audiovisual media can contribute to the improvement of learning outcomes by helping students connect theoretical religious knowledge with practical implementation.

The integration of technology-based media in Islamic Education is also aligned with the demands of 21st-century learning. The current educational paradigm encourages teachers to integrate digital tools to enhance learning effectiveness, promote critical thinking, and develop students' digital literacy skills (Trilling & Fadel, 2009). In addition, the use of audiovisual media supports student-centered learning, which emphasizes active participation and meaningful interaction between learners and learning content (Slavin, 2018).

Previous research has demonstrated that audiovisual media contributes positively to student learning achievement in various subjects, including religious education. Studies have shown that video-based instruction increases students' motivation and improves comprehension through the combination of visual and auditory stimulation (Kurniawan & Prasetyo, 2021). Furthermore, audiovisual media has been found to enhance students' memory retention and reduce cognitive overload when learning complex concepts (Sweller, 2011). These findings confirm that audiovisual media can serve as an effective instructional strategy for improving student performance.

In the context of Islamic Education, learning materials often involve values, ethics, and religious practices that require both cognitive understanding and affective appreciation. Therefore, teachers must design learning experiences that can touch students' emotional engagement. Audiovisual media has the potential to create emotional connections through storytelling, imagery, and sound effects that support value internalization (Hobri, 2018). This aligns with the affective learning domain, where students' attitudes and values are developed through meaningful experiences (Krathwohl, Bloom, & Masia, 1964).

Despite its potential benefits, many elementary schools in rural areas still underutilize audiovisual media due to limited facilities, lack of teacher training, or the persistence of traditional teaching mindsets. As a result, learning activities remain teacher-centered, and students experience difficulty understanding Islamic Education content. Such conditions may lead to low achievement scores and minimal student participation in classroom discussions (Rahman, 2020). This issue highlights the need for systematic efforts to improve instructional practices through media integration.

Classroom Action Research (CAR) is a practical research approach that enables teachers to identify learning problems and implement solutions through systematic cycles of improvement. CAR focuses on real classroom conditions and aims to enhance learning quality through reflective teaching practices (Kemmis & McTaggart, 2014). This research model is widely used in educational settings because it allows teachers to evaluate their teaching methods and refine instructional strategies based on observed results.

The application of CAR in Islamic Education is crucial because it provides an opportunity to develop contextual teaching practices that match students' needs. CAR allows teachers to observe student learning behavior directly and implement innovative strategies to address learning difficulties. In this regard, CAR becomes a relevant approach to test the effectiveness of audiovisual media in improving learning outcomes in Islamic Education learning at elementary schools (Burns, 2010).

The learning process in Islamic Education should encourage students to engage actively, develop moral awareness, and practice religious teachings in daily life. Teachers must create learning environments that foster interaction and reflection, not merely rote memorization. Effective learning media can support this process by providing attractive learning resources that stimulate curiosity and encourage participation (Djamarah & Zain, 2013). Therefore, audiovisual media can be considered as a pedagogical tool that supports interactive Islamic Education learning.

The current study is conducted at SD Negeri Lamtheun, Aceh Besar, where Islamic Education learning outcomes have not reached the expected mastery level. Preliminary observations indicated that many students struggled to understand Islamic Education

concepts due to limited use of learning media and teacher-centered instructional practices. Students showed low interest during learning activities, resulting in low achievement scores. This condition suggests that instructional improvement is urgently required to enhance student learning outcomes.

In response to this challenge, the use of audiovisual media is expected to create a more engaging learning atmosphere and provide concrete learning experiences for students. Audiovisual materials can present Islamic Education topics in an attractive way, enabling students to understand abstract concepts more easily. Moreover, audiovisual media supports active learning by encouraging students to observe, analyze, and respond to learning content through guided discussion (Rusman, 2017).

This study is significant because it contributes to the development of innovative instructional practices in Islamic Education at the elementary school level. The findings are expected to provide empirical evidence regarding the effectiveness of audiovisual media in improving student learning outcomes. Additionally, the study offers practical implications for Islamic Education teachers in designing interactive learning environments that promote better achievement and student engagement (Sugiyono, 2019).

The novelty of this research lies in its focus on the systematic implementation of audiovisual media through Classroom Action Research cycles in an Islamic Education learning context at an elementary school in Aceh Besar. While previous studies have examined audiovisual media in general education subjects, limited research has explored its structured application in Islamic Education learning using CAR as a reflective improvement method. This study aims to fill this gap by presenting evidence-based instructional improvement strategies (Creswell & Creswell, 2018).

Furthermore, the results of this study are expected to strengthen the theoretical understanding of multimedia learning in religious education contexts. The combination of multimedia learning theory and CAR provides a comprehensive framework for analyzing how audiovisual media influences learning outcomes and student engagement. This integration supports the argument that technology-based instructional media can enhance the effectiveness of value-based education when applied through systematic teaching reflection (Mayer, 2009; Kemmis & McTaggart, 2014).

Based on these considerations, the present study aims to improve student learning outcomes in Islamic Education learning by using audiovisual media at SD Negeri Lamtheun, Aceh Besar. Specifically, this study seeks to examine the improvement of students' learning achievement and classroom participation through the implementation of audiovisual media in two CAR cycles. The research is expected to provide insights for educators, researchers, and policymakers in promoting innovative

Islamic Education learning strategies to enhance educational quality in elementary schools.

The integration of audiovisual media in Islamic Education learning is a strategic response to current educational challenges, particularly in improving learning outcomes and increasing student engagement. By implementing audiovisual media through Classroom Action Research, teachers can develop more effective learning strategies that are aligned with students' developmental needs and contemporary learning demands. Therefore, this study is expected to serve as an academic contribution and practical solution for improving Islamic Education learning outcomes at the elementary school level.

## Methods

This study employed Classroom Action Research (CAR) as the research design, aiming to improve students' learning outcomes in Islamic Education learning through the implementation of audiovisual media. Classroom Action Research was selected because it allows researchers and teachers to identify instructional problems in real classroom contexts and implement systematic improvements through reflective cycles (Kemmis & McTaggart, 2014). The research was conducted in iterative cycles consisting of planning, action, observation, and reflection stages. This design enabled continuous evaluation and refinement of the instructional strategy to achieve the targeted learning outcomes (Burns, 2010).

The research was conducted at SD Negeri Lamtheun, Aceh Besar, Indonesia, during the second semester of the academic year 2024/2025. The participants of this study were 28 fifth-grade students, consisting of 15 male students and 13 female students. The selection of participants was based on the researcher's direct involvement as the classroom teacher and the identification of learning problems in Islamic Education instruction, particularly the low student achievement and limited learning engagement. The classroom context was characterized by heterogeneous academic abilities, where some students demonstrated adequate understanding of Islamic Education concepts, while many others experienced difficulties in comprehending learning materials delivered through conventional teaching methods.

The research was conducted in two cycles, with each cycle comprising four main stages: planning, action, observation, and reflection. The implementation followed the CAR model proposed by Kemmis and McTaggart (2014), which emphasizes the importance of systematic reflection for instructional improvement.

In the planning stage, the researcher identified instructional problems based on preliminary observation and student learning outcome data. Learning tools were prepared, including lesson plans, audiovisual learning media, student worksheets,

observation sheets, and assessment instruments. The audiovisual materials used in this study included Islamic Education learning videos relevant to the learning topics, such as moral values, worship practices, and short Islamic stories that were aligned with the fifth-grade curriculum. The learning objectives were designed to support students' understanding of Islamic Education concepts and improve their learning mastery.

In the action stage, the researcher implemented Islamic Education learning activities using audiovisual media in the classroom. The learning process began with an introduction to activate students' prior knowledge, followed by the presentation of audiovisual content through video-based instruction. Students were encouraged to observe the video carefully and participate in guided discussions. After the audiovisual presentation, students completed learning tasks and exercises to reinforce comprehension. The learning process was conducted using an interactive approach, where students were invited to ask questions, share opinions, and respond to the learning content under teacher facilitation. This approach was intended to increase students' motivation and engagement in Islamic Education learning (Slavin, 2018).

In the observation stage, the researcher collaborated with an observer to monitor and document the implementation of learning activities. Observations focused on student learning participation, attentiveness, interaction during discussions, and responsiveness toward audiovisual media. Teacher performance in managing learning activities was also observed. Observation data were recorded using structured observation sheets to ensure systematic documentation.

In the reflection stage, the researcher analyzed the findings from the learning outcomes test and observation results to evaluate the effectiveness of the instructional strategy. Reflection was conducted to identify strengths and weaknesses in the implementation process. The results of reflection became the basis for revising lesson plans and improving learning strategies for the next cycle. This reflective stage ensured that the learning intervention was continuously improved to achieve optimal outcomes (Creswell & Creswell, 2018).

Data in this study were collected using tests, observations, and documentation. Learning outcome tests were administered at the end of each cycle to measure students' achievement in Islamic Education learning. The tests consisted of objective and short-answer questions aligned with the learning indicators and instructional objectives. The tests aimed to assess students' comprehension of Islamic Education material delivered through audiovisual media.

Observation was used to collect data on student learning activities and teacher performance during the learning process. Student learning activity observation sheets included indicators such as attention to learning materials, active participation in discussions, responsiveness to teacher instructions, and collaboration with peers.

Teacher performance observation sheets focused on instructional management, clarity of explanation, classroom interaction, and effective integration of audiovisual media.

Documentation was used as supporting data to strengthen research validity. Documentation included student attendance lists, lesson plans, student worksheets, photographs of classroom learning activities, and student test results. Documentation provided additional evidence of the learning process and supported the interpretation of research findings (Sugiyono, 2019).

The research instruments consisted of learning outcome test sheets, observation sheets, and documentation guidelines. The learning outcome test instrument was developed based on the fifth-grade Islamic Education curriculum and validated through expert judgment to ensure content relevance. The observation instruments were structured using a rating scale format to quantify student learning activities and teacher performance. The use of structured instruments aimed to enhance the reliability of observation data and reduce subjectivity (Fraenkel, Wallen, & Hyun, 2019).

Data analysis was conducted using both quantitative and qualitative approaches. Quantitative analysis was applied to student learning outcome test results by calculating the mean score and the percentage of students achieving the Minimum Mastery Criteria (KKM). The KKM for Islamic Education learning at SD Negeri Lamtheun was set at 75. Learning mastery was determined by the percentage of students who achieved scores equal to or above the KKM. Improvement in learning outcomes was analyzed by comparing pre-cycle, Cycle I, and Cycle II results.

Qualitative analysis was applied to observation and documentation data. Observation results were analyzed descriptively to interpret changes in student learning activity and classroom engagement. Data were reduced, categorized, and interpreted to identify patterns of improvement across research cycles. The qualitative findings were used to explain how audiovisual media influenced student learning motivation and participation during Islamic Education instruction (Miles, Huberman, & Saldaña, 2014).

The success indicators in this study were determined based on student learning mastery and classroom learning activity improvement. The study was considered successful if at least 85% of students achieved the Minimum Mastery Criteria ( $KKM \geq 75$ ) by the end of Cycle II. In addition, student learning activity was expected to reach a minimum of 80% based on observation results. These criteria were established to ensure that instructional improvement was not only reflected in test scores but also in student engagement and participation during the learning process (Arikunto, 2016).

Ethical considerations were addressed by ensuring that the research was conducted with the approval of the school principal and in collaboration with classroom teachers. Students' identities were kept confidential, and all data were reported

anonymously to protect participant privacy. The implementation of audiovisual media was designed to support learning objectives without disrupting students' learning rights. The study also ensured that all learning activities aligned with school regulations and curriculum standards.

## Result

This Classroom Action Research was conducted in two cycles to examine the effectiveness of audiovisual media in improving students' learning outcomes in Islamic Education learning at SD Negeri Lamtheun, Aceh Besar. The results were obtained from student learning outcome tests administered in the pre-cycle stage, Cycle I, and Cycle II. In addition, observational data were collected to measure the improvement of student learning activities during the implementation of audiovisual media. The Minimum Mastery Criteria (KKM) applied in this study was 75.

### Student Learning Outcomes in Pre-Cycle, Cycle I, and Cycle II

The pre-cycle findings indicated that student learning outcomes in Islamic Education were relatively low. Most students experienced difficulty understanding the learning material when conventional teaching strategies were applied. The initial test results demonstrated that only a small proportion of students achieved the required mastery level.

After the implementation of audiovisual media in Cycle I, student learning outcomes increased significantly. Students showed better comprehension of the learning material, particularly because audiovisual media enabled them to observe and understand Islamic Education concepts more concretely. However, several students still did not achieve mastery, indicating that further instructional improvement was necessary.

In Cycle II, the learning strategy was refined based on the reflection of Cycle I. The teacher improved classroom interaction, provided clearer instructions, and maximized student involvement through guided discussions after the audiovisual presentation. The results of Cycle II showed a substantial improvement in student achievement, with most students reaching the mastery level. The summary of students' learning outcome test results is presented in Table 1.

**Table 1.** Student Learning Outcomes in Pre-Cycle, Cycle I, and Cycle II

Stage	Average Score	Students Achieving KKM ( $\geq 75$ )	Percentage of Mastery	Students Not Achieving KKM	Percentage Not Mastery
Pre-Cycle	62.14	11	39.29%	17	60.71%

Stage	Average Score	Students Achieving KKM ( $\geq 75$ )	Percentage of Mastery	Students Not Achieving KKM	Percentage Not Mastery
Cycle I	73.21	18	64.29%	10	35.71%
Cycle II	84.46	25	89.29%	3	10.71%

The data in Table 1 indicates a consistent increase in student learning outcomes from the pre-cycle stage to Cycle II. The average score improved from 62.14 in the pre-cycle stage to 73.21 in Cycle I, and further increased to 84.46 in Cycle II. This demonstrates that the use of audiovisual media had a positive impact on students' understanding of Islamic Education learning material.

Furthermore, the percentage of students achieving mastery increased substantially. In the pre-cycle stage, only 39.29% of students met the KKM. This increased to 64.29% in Cycle I, indicating that audiovisual media significantly contributed to improving student achievement. In Cycle II, the mastery level reached 89.29%, exceeding the predetermined success indicator of 85%.

These findings confirm that audiovisual media was effective in improving student learning outcomes, particularly when combined with teacher facilitation and active learning strategies.

### **Improvement of Student Learning Activities**

In addition to test scores, student learning activities were observed to measure engagement and participation during the learning process. The observation results were based on indicators such as attentiveness, participation in discussion, responsiveness to teacher questions, collaboration with peers, and enthusiasm during audiovisual learning sessions.

The implementation of audiovisual media in Cycle I increased student attention compared to conventional learning methods. Students appeared more focused while watching the video material, although some were still passive during discussions. This was reflected in the moderate level of student learning activity.

In Cycle II, student learning activities improved significantly. The teacher encouraged active discussion and asked students to summarize the audiovisual content. Students were also given opportunities to ask questions and express opinions. These improvements increased student participation and engagement, which contributed positively to their learning achievement. The observation results of student learning activities are presented in Table 2.

**Table 2.** Student Learning Activity Improvement in Cycle I and Cycle II

Cycle	Student Learning Activity Score	Percentage Category
Cycle I	61.50%	Moderate
Cycle II	86.25%	High

Based on Table 2, student learning activity increased from 61.50% in Cycle I to 86.25% in Cycle II. This improvement indicates that audiovisual media effectively stimulated student engagement and participation during the learning process. The increase in student activity also supports the improvement in learning outcomes, as active engagement is closely associated with better comprehension and achievement.

### Teacher Performance in Implementing Audiovisual Media

Teacher performance was also evaluated through observation to ensure that the implementation of audiovisual media was carried out effectively. In Cycle I, teacher performance was categorized as good, but several weaknesses were identified, such as limited classroom interaction and insufficient time allocation for student reflection.

In Cycle II, teacher performance improved significantly. The teacher became more effective in managing classroom discussions, guiding students to analyze the audiovisual material, and ensuring that all students participated actively. The improvement in teacher performance contributed to the overall success of the learning intervention. The summary of teacher performance observation results is presented in Table 3.

**Table 3.** Teacher Performance Improvement in Cycle I and Cycle II

Cycle	Teacher Performance Score	Category
Cycle I	70.00%	Good
Cycle II	90.00%	Very Good

The data in Table 3 demonstrates that teacher performance increased from 70.00% in Cycle I to 90.00% in Cycle II. This improvement reflects the teacher's enhanced ability to integrate audiovisual media into Islamic Education learning effectively.

The findings of this study confirm that audiovisual media contributed significantly to improving student learning outcomes, increasing student learning activity, and enhancing teacher instructional performance. The improvement across cycles demonstrates that the CAR approach was effective in identifying weaknesses and implementing instructional refinements.

## Discussions

The findings of this study indicate that the use of audiovisual media significantly improved student learning outcomes in Islamic Education learning at SD Negeri Lamtheun, Aceh Besar. The improvement was evident from the increase in students' average test scores and the mastery percentage across the research cycles. These results highlight the important role of audiovisual media in facilitating student comprehension and enhancing engagement in learning activities.

The pre-cycle results demonstrated that conventional teaching methods were insufficient to achieve optimal learning outcomes. Students' average score was only 62.14, with mastery achievement at 39.29%. This condition reflects the common problem in Islamic Education learning where teachers rely heavily on lecture-based instruction, resulting in passive learning and limited student involvement. Similar findings have been reported by Susanto (2016), who argued that teacher-centered learning methods reduce students' motivation and hinder meaningful comprehension, particularly in elementary education contexts.

After the intervention in Cycle I, students' average score increased to 73.21, and mastery achievement rose to 64.29%. This improvement suggests that audiovisual media provided more concrete learning experiences for students, enabling them to understand Islamic Education material more effectively. This finding aligns with the multimedia learning theory, which emphasizes that students learn better when instructional materials combine words and visuals rather than relying solely on verbal explanation (Mayer, 2009). Audiovisual media supports dual-channel information processing, where students can simultaneously receive information through visual and auditory pathways, leading to improved comprehension and memory retention (Paivio, 1991).

The increase in student learning outcomes also demonstrates that audiovisual media reduces learning abstraction. Islamic Education materials often involve concepts such as moral values, religious obligations, and historical narratives that are difficult for elementary students to comprehend through text-based explanation alone. Audiovisual presentations can provide contextual illustrations that help students connect learning material with real-life applications. This is consistent with Piaget's cognitive development theory, which states that elementary school students in the concrete operational stage learn more effectively through tangible and visual learning experiences (Piaget, 1972). Therefore, audiovisual media was an appropriate instructional tool to enhance comprehension of Islamic Education topics.

However, despite the improvement in Cycle I, the mastery level did not reach the success indicator of 85%. This indicates that the use of audiovisual media alone was not sufficient without strong teacher facilitation. Some students remained passive during discussions, and classroom interaction was not fully optimized. This finding supports the

view that instructional media must be accompanied by effective pedagogical strategies to ensure meaningful learning outcomes (Arsyad, 2019). Media is not an independent solution, but rather a tool that must be integrated with interactive teaching methods.

The results of Cycle II demonstrated a significant improvement in student achievement. The average score increased to 84.46, and mastery achievement reached 89.29%, exceeding the success indicator. This improvement indicates that instructional refinement and better classroom management played an important role in maximizing the effectiveness of audiovisual media. In Cycle II, the teacher improved the learning process by providing guided discussions, encouraging student participation, and offering opportunities for reflection. These strategies contributed to deeper comprehension and higher achievement.

The significant improvement in Cycle II supports the constructivist learning perspective, which emphasizes that students develop understanding through active engagement and interaction with learning materials. When students are encouraged to discuss and interpret audiovisual content, they actively construct meaning rather than passively receiving information (Vygotsky, 1978). This interaction enables students to internalize Islamic values more effectively, which is essential in Islamic Education learning.

The improvement in student learning activity also confirms the effectiveness of audiovisual media. Observation results showed that student activity increased from 61.50% in Cycle I to 86.25% in Cycle II. This finding demonstrates that audiovisual media can increase student attention, motivation, and participation in classroom learning. Student engagement is a critical factor influencing learning success, as active involvement leads to higher comprehension and better learning retention (Slavin, 2018).

This finding is also consistent with the motivation theory perspective, which states that attractive learning resources stimulate students' intrinsic motivation. Audiovisual media provides an enjoyable learning experience through images, sound, and storytelling, which can increase students' curiosity and enthusiasm for learning (Schunk, Meece, & Pintrich, 2014). In Islamic Education learning, motivation is essential because students must not only understand concepts but also develop willingness to apply Islamic teachings in their daily life.

Furthermore, audiovisual media provides emotional engagement that supports value internalization. Islamic Education is closely related to affective learning outcomes, including moral development and attitude formation. Videos containing moral stories, examples of worship practices, and Islamic historical narratives can create emotional connections that enhance students' understanding and appreciation of Islamic values. This aligns with Krathwohl et al. (1964), who emphasized that affective learning involves emotional responses and value internalization through meaningful experiences.

Teacher performance also improved significantly across cycles, which contributed to the effectiveness of the intervention. In Cycle I, teacher performance was 70.00%, categorized as good. In Cycle II, teacher performance increased to 90.00%, categorized as very good. This improvement indicates that the teacher became more skilled in integrating audiovisual media and facilitating interactive learning. This finding supports the argument that teacher competence in instructional design is a key determinant of successful media-based learning (Sanjaya, 2016).

The improvement in teacher performance also reflects the reflective nature of Classroom Action Research. CAR enables teachers to identify weaknesses and improve teaching practices through systematic cycles. The reflection stage allows teachers to evaluate learning processes, adjust strategies, and implement improvements in subsequent cycles (Kemmis & McTaggart, 2014). Therefore, CAR serves as an effective framework for enhancing teacher professionalism and improving classroom learning quality.

From a broader perspective, the results of this study demonstrate that audiovisual media can support 21st-century learning demands, which emphasize technology integration and student-centered learning. The use of video-based instruction encourages students to learn through digital resources, supporting digital literacy development. This is aligned with the 21st-century education framework that promotes the use of technology to enhance learning effectiveness and student competence (Trilling & Fadel, 2009).

In addition, audiovisual learning contributes to reducing cognitive overload in learning complex concepts. Sweller (2011) argued that learning becomes more effective when instructional materials are designed to reduce unnecessary cognitive load. Audiovisual media can simplify learning materials by presenting information in a structured and engaging format, helping students process information more efficiently. This is particularly relevant for Islamic Education topics that involve complex moral and theological concepts.

The findings of this study are also supported by previous research indicating that audiovisual media improves student achievement. For instance, Kurniawan and Prasetyo (2021) found that audiovisual learning significantly increased student learning outcomes by improving motivation and comprehension. Similarly, Rusman (2017) emphasized that audiovisual media enhances learning effectiveness by providing concrete and interactive learning experiences. Therefore, this study strengthens existing evidence regarding the positive impact of audiovisual media in education.

Nevertheless, this study also indicates that the effectiveness of audiovisual media depends on instructional implementation. In Cycle I, students were more attentive during video presentation but were still less active in discussion. This implies that

teachers must design follow-up learning activities to encourage student reflection and interaction. Without interactive engagement, audiovisual media may only serve as entertainment rather than an instructional tool. This finding supports Uno and Mohamad's (2017) view that media-based learning must be accompanied by meaningful learning activities to achieve instructional objectives.

In the Aceh Besar context, where Islamic Education is culturally significant, the use of audiovisual media provides an opportunity to strengthen students' religious understanding through contextual learning resources. Videos that incorporate local Islamic culture and daily religious practices can make learning more relevant to students' real-life experiences. Contextual learning is essential because students learn more effectively when learning materials are connected to their social and cultural environment (Johnson, 2002).

Overall, the findings of this study confirm that the use of audiovisual media in Islamic Education learning at SD Negeri Lamtheun, Aceh Besar significantly improved student learning outcomes and learning engagement. The improvement was achieved through systematic CAR cycles that refined instructional strategies and enhanced teacher performance. These results suggest that audiovisual media is a valuable instructional innovation that can be implemented to improve Islamic Education learning quality in elementary schools.

The implications of this study emphasize that Islamic Education teachers should integrate audiovisual media into classroom instruction as part of innovative learning strategies. Schools should also support teachers by providing adequate facilities and training to maximize media-based learning implementation. This study contributes to the development of evidence-based instructional practices in Islamic Education learning and provides a foundation for further research exploring multimedia integration in religious and character education contexts.

## **Conclusion**

This Classroom Action Research concludes that the implementation of audiovisual media effectively improved students' learning outcomes in Islamic Education learning at SD Negeri Lamtheun, Aceh Besar. The improvement was clearly demonstrated by the increase in the average student score from 62.14 in the pre-cycle stage to 73.21 in Cycle I and further to 84.46 in Cycle II, while the percentage of students achieving the Minimum Mastery Criteria ( $KKM \geq 75$ ) increased significantly from 39.29% to 64.29% and finally reached 89.29%. In addition, student learning activities improved from 61.50% in Cycle I to 86.25% in Cycle II, indicating that audiovisual media enhanced students' motivation, attention, and participation during the learning process. These findings confirm that audiovisual media not only supports cognitive achievement but also strengthens student engagement in value-based learning, making Islamic Education

instruction more meaningful and effective. Therefore, the integration of audiovisual media is strongly recommended as an innovative instructional strategy for Islamic Education teachers to enhance the quality of learning processes and student achievement in elementary schools..

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