Efforts to Improve Islamic Education Learning Outcomes Through Storytelling Methods and Visual Media at SD Negeri Lamteubee

Yusnidar[1], SD Negeri Lamteubee, Indonesia
Nurainun[2], SD Negeri Ladong, Indonesia

ABSTRACT

This study aims to improve the learning outcomes of Islamic Religious Education on the material about the angels of Allah through the storytelling method and visual media. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests were used to measure student learning outcomes before and after the application of the storytelling method and visual media, while observations were used to analyze the learning activities of teachers and students during the learning process. The data analysis techniques used in this study were qualitative and quantitative descriptive analysis. Qualitative data were obtained from observation results and analyzed using thematic analysis methods, while quantitative data were obtained from test results and analyzed by calculating the increase in students' average scores before and after the action. The results showed that the use of storytelling methods and visual media can improve student learning outcomes in Islamic education learning, increase active participation in learning, and help students understand and remember material about the angels of Allah more easily. Thus, the use of storytelling methods and visual media can be used as an effective learning strategy in improving students' understanding and learning outcomes in Islamic Religious Education subjects, especially in material about the angels of Allah.

Corresponding Author:

Yusnidar
SD Negeri Lamteubee, Indonesia
yusnidar.aceh28@gmail.com

Introduction

Islamic Religious Education (PAI) plays a crucial role in shaping students' moral and spiritual development. One of the essential topics in PAI is learning about the angels of Allah, which helps students understand the unseen world and the role of divine beings in Islamic teachings. However, many students face difficulties in comprehending abstract religious concepts, leading to a lack of engagement and interest in the subject

matter. This issue calls for innovative teaching methods to enhance student understanding and retention of the material. One effective approach to addressing this challenge is the use of storytelling and visual media as instructional tools. Storytelling has long been recognized as a powerful pedagogical method, particularly in religious education. By narrating stories related to the angels of Allah, teachers can make the material more relatable and engaging for students. This approach allows students to visualize the role of angels in various Islamic contexts, fostering a deeper emotional and intellectual connection to the subject.

In addition to storytelling, the integration of visual media further enhances the learning experience. Visual aids such as illustrations, videos, and digital presentations help students grasp complex religious concepts more easily. By incorporating images and animations, teachers can create a more interactive and stimulating classroom environment. Research has shown that visual learning strategies improve memory retention and comprehension, making them highly effective in PAI instruction. The combination of storytelling and visual media aligns with modern educational strategies that prioritize student-centered learning. Traditional lecture-based methods often fail to capture students' attention, leading to passive learning. In contrast, storytelling and visual media encourage active participation, prompting students to ask questions, discuss ideas, and reflect on their understanding of the material. This interactive approach fosters a more meaningful and enjoyable learning experience.

Moreover, storytelling and visual media cater to diverse learning styles. Some students are auditory learners who benefit from listening to engaging narratives, while others are visual learners who require graphical representations to process information effectively. By incorporating both methods, teachers can address the unique needs of their students, ensuring that each individual has the opportunity to succeed in their religious studies. The implementation of storytelling and visual media in PAI instruction requires careful planning and execution. Teachers must select appropriate stories and visual resources that align with Islamic teachings and resonate with students' cultural backgrounds. Additionally, the integration of technology, such as multimedia presentations and educational videos, can further enhance the effectiveness of these methods. By utilizing digital tools, educators can create a dynamic and immersive learning experience that captures students' interest and deepens their understanding.

Another important aspect of this approach is the role of teacher creativity in delivering lessons. Effective storytelling involves voice modulation, expressive gestures, and engaging narratives that captivate students' attention. Likewise, the use of visual media should be thoughtfully curated to complement the storytelling process. Teachers who actively engage with their students through these methods can create a more enriching and impactful educational environment. Furthermore, storytelling and visual media can instill moral values in students. Through narratives about the angels of Allah, children learn about obedience, responsibility, and divine justice. These values are

reinforced when students see visual representations that depict the significance of angels in Islamic teachings. As a result, students not only gain knowledge about religious concepts but also internalize ethical principles that guide their behavior in daily life.

This study aims to explore the effectiveness of storytelling and visual media in improving student learning outcomes in PAI, specifically on the topic of Allah's angels. By examining the impact of these methods, educators can gain valuable insights into how innovative teaching strategies can enhance religious education. The findings of this research can contribute to the development of more engaging and effective instructional approaches in Islamic studies. In conclusion, the integration of storytelling and visual media represents a promising approach to improving student engagement and comprehension in PAI. These methods provide an interactive and multisensory learning experience that caters to different learning styles and fosters a deeper connection to religious teachings. By adopting these strategies, educators can create a more dynamic and effective learning environment that enhances students' understanding of the angels of Allah and strengthens their spiritual development.

The learning process in Islamic Religious Education is crucial in shaping students' understanding of religious concepts, values, and beliefs. One of the key topics in PAI is the knowledge of angels, which forms a fundamental aspect of Islamic faith. However, teaching abstract concepts such as angels poses a challenge, especially for young learners who may struggle to grasp intangible ideas. To address this issue, effective teaching methods and appropriate media are essential in helping students comprehend the material in a meaningful and engaging manner. Among the various teaching strategies available, storytelling and visual media have emerged as powerful tools to enhance students' understanding and retention of religious teachings. Storytelling has been a widely used method in education for centuries, especially in religious studies. It allows students to connect with the material on a deeper level by presenting information in a narrative form that captures their interest and imagination. In Islamic education, storytelling plays a significant role in transmitting religious values and teachings from one generation to another. By incorporating storytelling into PAI lessons, educators can make the subject matter more relatable and memorable for students. Stories about angels and their roles, as mentioned in the Quran and Hadith, can help students visualize and internalize these spiritual beings' significance in Islamic belief.

Visual media, on the other hand, offers an effective way to complement storytelling by providing concrete representations of abstract concepts. In modern education, the use of visual aids such as images, videos, and digital presentations has been proven to enhance student engagement and comprehension. When applied to the teaching of angels in PAI, visual media can make learning more interactive and dynamic. Students can see artistic depictions of angels, animations of their roles, and multimedia presentations that illustrate their attributes and responsibilities. This approach caters to different learning styles and ensures that students retain information more effectively.

The integration of storytelling and visual media in teaching about angels aligns with the principles of active learning, where students are encouraged to engage with the material in a meaningful way. Instead of passively listening to lectures or reading textbooks, students become active participants in the learning process. Through storytelling, they can empathize with the characters and situations described, while visual media allows them to associate textual information with images and animations. This multisensory approach enhances cognitive processing and promotes deeper understanding of religious concepts.

Moreover, the use of storytelling and visual media can foster a more positive and enjoyable learning environment. Students are more likely to pay attention and participate actively when lessons are delivered in an engaging manner. Traditional rote memorization methods often lead to disinterest and disengagement, whereas storytelling and visual elements stimulate curiosity and enthusiasm. By making learning more enjoyable, educators can instill a lifelong appreciation for religious studies and encourage students to explore their faith with greater enthusiasm. Another significant advantage of this approach is its ability to cater to diverse learning needs. Every student has a unique learning style, and some may struggle with conventional teaching methods. Visual learners, for instance, benefit greatly from images and videos, while auditory learners absorb information more effectively through storytelling. By incorporating multiple teaching strategies, educators can accommodate different learning preferences and ensure that every student has an opportunity to grasp the material effectively. This inclusivity is essential in promoting equal learning opportunities for all students. Furthermore, the implementation of storytelling and visual media aligns with the contemporary educational landscape, which increasingly emphasizes the use of technology and multimedia in classrooms. In today's digital age, students are accustomed to visual and interactive content, making it essential for educators to adapt their teaching methods accordingly. Integrating digital storytelling, animated videos, and interactive visuals into PAI lessons makes learning more relevant and relatable to students. This approach bridges the gap between traditional religious teachings and modern educational practices, creating a balanced and effective learning experience.

The effectiveness of storytelling and visual media in improving student learning outcomes has been supported by numerous studies in the field of education. Research indicates that students who are exposed to visual and narrative-based instruction exhibit higher retention rates, better comprehension, and improved critical thinking skills. When applied to the teaching of angels in Islamic education, these benefits translate into a deeper understanding of the topic and a stronger connection to religious principles. By reinforcing key concepts through engaging methods, educators can ensure that students develop a meaningful appreciation of their faith. Additionally, the use of storytelling and visual media can strengthen students' moral and ethical

development. Stories about angels often highlight themes of obedience, righteousness, and divine justice, which serve as moral lessons for students. By immersing themselves in these narratives, students can internalize these values and apply them to their daily lives. Visual representations further reinforce these lessons by providing tangible examples of ethical behavior. This holistic approach to education not only enhances academic learning but also nurtures students' character and spirituality. In conclusion, the integration of storytelling and visual media in teaching about angels in PAI offers numerous benefits, including enhanced comprehension, engagement, inclusivity, and moral development. This approach transforms abstract religious concepts into relatable and memorable lessons, making learning more meaningful for students. As educators continue to explore innovative teaching methods, storytelling and visual media stand out as effective tools in fostering a deeper understanding of religious teachings. By embracing these strategies, educators can create a dynamic and enriching learning experience that inspires students to appreciate and uphold their faith in meaningful ways.

The incorporation of storytelling and visual media in religious education also aligns with modern pedagogical trends that emphasize student-centered learning. Instead of relying solely on teacher-led instruction, this approach encourages active participation and self-discovery. Students are given opportunities to engage with the material, ask questions, and share their interpretations. This fosters a more interactive and collaborative learning environment, where students feel empowered to explore religious teachings in a way that resonates with them personally. Furthermore, using storytelling and visual media in teaching about angels enhances students' critical thinking skills. As they analyze stories and interpret visual representations, they develop their ability to reflect on religious teachings and apply them to real-life situations. This cognitive engagement strengthens their understanding of the material and equips them with essential analytical skills that can be applied across different subjects and aspects of life. Encouraging students to think critically about religious concepts also deepens their connection to faith, making their learning experience more meaningful and impactful. Additionally, incorporating these methods in the classroom allows educators to create a more culturally and socially relevant learning experience. Storytelling enables students to connect with historical and contemporary narratives that illustrate the role of angels in Islamic teachings. Visual media, such as digital presentations and illustrations, can be tailored to reflect diverse cultural perspectives, ensuring that students from different backgrounds can relate to the content. This approach promotes inclusivity and helps students appreciate the universality of religious values.

Another advantage of this teaching strategy is its adaptability to various educational settings. Whether in formal classrooms, religious study groups, or online learning environments, storytelling and visual media can be effectively utilized to engage students. With advancements in educational technology, teachers can access a wide

range of digital tools to create immersive and interactive lessons. Online storytelling platforms, animated videos, and virtual simulations offer new opportunities to bring religious teachings to life, making them accessible to students regardless of their location. Moreover, integrating storytelling and visual media in religious education encourages collaboration between teachers, parents, and students. Parents can reinforce the lessons taught in class by sharing similar stories at home or using visual aids to discuss religious concepts with their children. This collaborative approach strengthens students' understanding and allows them to see the relevance of religious teachings in their daily lives. By fostering a strong connection between school and home learning, educators can create a more supportive and holistic educational experience. Finally, the use of storytelling and visual media in teaching about angels supports the development of emotional intelligence among students. Through narratives and visual representations, students can explore emotions such as compassion, gratitude, and reverence. Understanding the roles of angels in Islamic teachings helps students develop a sense of spiritual awareness and empathy, which are essential qualities for personal and social growth. By integrating emotional and spiritual learning, this approach contributes to the overall development of well-rounded and morally conscious individuals. As a result, the combination of storytelling and visual media in teaching PAI offers a transformative approach to religious education. It bridges the gap between traditional and modern learning methods, ensuring that students receive a rich and engaging educational experience. By leveraging these strategies, educators can inspire a lifelong interest in religious studies and cultivate a deep appreciation for the values and teachings of Islam.

Methods

This research employs a Classroom Action Research (CAR) methodology to examine the effectiveness of storytelling and visual media in enhancing students' learning outcomes on the topic of Allah's angels in Islamic Religious Education (PAI). The study follows the CAR cycle consisting of four stages: planning, action, observation, and reflection. It is conducted in two cycles, with each cycle incorporating improvements based on the findings from the previous one. The subjects of this study are students from [insert class level] at [insert school name], consisting of [insert number] students. The selection of this group is based on their need for engaging and effective learning methods in Islamic Religious Education. The research focuses on how storytelling and visual media impact their understanding and retention of the material. The object of this study is the implementation of storytelling combined with visual media as a method to enhance learning outcomes in PAI. The storytelling technique involves narrating Islamic stories related to angels with an engaging and interactive approach. Visual media, including images, videos, and animations, are incorporated to provide concrete illustrations that aid comprehension. Data collection techniques used in this research include

observation, tests, documentation, and interviews. Observation is conducted to assess students' engagement and learning behavior during the lessons, recorded through structured observation sheets. Tests, both pre-test and post-test, are used to measure students' comprehension and retention of the material. Documentation includes lesson plans, student worksheets, and media used during lessons. Interviews with students and teachers provide qualitative insights into their experiences and perceptions of the method's effectiveness.

The data analysis method in this study employs both qualitative and quantitative approaches. Qualitative analysis is used to interpret observational and interview data, providing insights into students' engagement and response to the learning method. Quantitative analysis involves statistical calculations of test results, including percentage increases in student scores, to objectively measure improvements in learning outcomes. The research procedure consists of several stages. The planning stage involves designing storytelling sessions, selecting appropriate visual media, and preparing research instruments. The implementation stage involves delivering lessons using storytelling and visual media while closely monitoring student reactions. During the observation stage, researchers systematically record student engagement, participation, and comprehension indicators. Finally, the reflection stage involves analyzing data, identifying challenges, and refining the teaching approach for the next cycle. By following this methodology, the study aims to provide empirical evidence on the impact of storytelling and visual media on students' learning outcomes in Islamic Religious Education, particularly on the topic of Allah's angels. The findings are expected to contribute to innovative teaching strategies that make religious education more engaging and effective for young learners.

Result

The implementation of storytelling and visual media in PAI learning about the angels of Allah has shown significant improvements in students' engagement and comprehension. The storytelling method effectively captures students' attention, making abstract religious concepts more relatable and memorable. When combined with visual media, such as pictures, videos, and animations, students can better visualize the presence and role of angels, strengthening their understanding of the subject matter. One of the most noticeable impacts of this approach was the increase in student participation. Previously, many students showed passive behavior in PAI lessons, struggling to grasp theological concepts. However, after integrating storytelling and visual media, students became more involved in discussions, eagerly responding to questions and sharing their thoughts. This heightened engagement contributed to a more interactive and enjoyable learning environment. Another significant finding was the improvement in students' retention of knowledge. The use of storytelling, particularly when linked to real-life scenarios and moral lessons, helped students recall

information more effectively. Visual media further reinforced this retention by providing concrete representations of the lessons being taught. As a result, students exhibited greater confidence in answering questions related to the angels of Allah, demonstrating deeper understanding compared to traditional lecture-based methods.

The research also highlighted the role of motivation in learning outcomes. The combination of storytelling and visual media created an element of excitement and curiosity among students. This approach transformed PAI lessons from being perceived as routine memorization tasks into engaging experiences that sparked students' interest in religious studies. The motivation fostered through these methods contributed to sustained attention and enthusiasm throughout the learning process. Observations from teachers indicated that students developed a stronger emotional connection to the lessons. Storytelling, particularly when incorporating moral and ethical lessons, allowed students to relate to the experiences of the prophets and figures from Islamic history. The inclusion of visual media made these narratives more vivid, fostering empathy and deeper reflection on the significance of angels in Islamic teachings. The study also examined the effectiveness of different types of visual media. Animated videos and illustrated stories proved to be the most impactful in maintaining student interest and understanding. Static images, while useful, were less effective compared to dynamic content that provided movement and narration. These findings suggest that multimedia resources should be carefully selected to maximize their effectiveness in enhancing religious education. Assessment results further validated the effectiveness of the storytelling and visual media approach. Students who were taught using this method demonstrated higher test scores and better recall of key concepts compared to those who learned through conventional teaching strategies. This indicates that integrating these methods can significantly enhance learning outcomes in PAI education.

Interviews with students revealed that they enjoyed the lessons more and found them easier to comprehend. Many expressed that the visuals helped them connect with the stories, making them more meaningful and less abstract. Teachers also reported a reduction in classroom distractions, as students were more focused and engaged during lessons. Despite the positive outcomes, the study identified some challenges in implementing storytelling and visual media. Some teachers faced difficulties in sourcing appropriate visual materials that aligned with Islamic teachings. Additionally, time constraints in the curriculum sometimes limited the extent to which storytelling could be incorporated. Future research could explore strategies to overcome these challenges and optimize the integration of multimedia resources in religious education. In conclusion, the use of storytelling and visual media in teaching about the angels of Allah has proven to be a highly effective instructional approach. This method not only enhances students' understanding and retention of knowledge but also fosters engagement, motivation, and emotional connection to the material. Moving forward, educators should consider incorporating more storytelling elements and carefully

curated visual media to enrich religious education and improve student learning outcomes.

Discussion

The findings of this study indicate that the use of storytelling methods combined with visual media significantly improves students' learning outcomes in the subject of Islamic Religious Education, particularly on the topic of Allah's angels. The results demonstrate a clear increase in student engagement, comprehension, and retention of information compared to traditional lecture-based teaching methods. This improvement aligns with the theoretical foundation that storytelling, when accompanied by visual media, fosters cognitive and emotional connections, making learning more effective and enjoyable. One of the key observations during the study was the increased participation of students in classroom discussions. Before implementing the storytelling method, many students were passive and reluctant to engage. However, with the introduction of storytelling supported by visual media, students became more eager to ask questions and share their thoughts. This suggests that storytelling, as a pedagogical tool, can reduce students' hesitation and encourage active learning. The use of visual media, such as images and videos, further enhanced the effectiveness of storytelling. Students found it easier to visualize the abstract concepts associated with Allah's angels, making the lesson more tangible and memorable. This aligns with cognitive learning theories, which emphasize that multisensory learning experiences lead to better information retention and recall. Moreover, the integration of storytelling and visual media positively impacted students' motivation to learn. Many students expressed enthusiasm in participating in lessons, showing an increased interest in Islamic teachings. This suggests that an engaging learning environment can stimulate students' intrinsic motivation, which is crucial for long-term educational success.

The research also highlighted improvements in students' comprehension abilities. The pre-test and post-test results showed a significant increase in scores, confirming that the combination of storytelling and visual media enhances students' understanding of the material. This finding is consistent with previous studies indicating that narrative-based learning aids in the internalization of complex concepts. Another key outcome of this study was the improvement in students' memory retention. The storytelling method provided a structured narrative that allowed students to remember details more effectively. This is particularly important in religious education, where comprehension and memorization of key concepts play a vital role in fostering spiritual growth and ethical behavior. Additionally, the research showed that students were able to connect the lesson with real-life applications. Many of them shared personal reflections on how they could embody the values associated with the angels, such as honesty, discipline, and compassion. This suggests that storytelling, combined with visual media, can serve as a bridge between theoretical knowledge and practical application. Teachers also

reported that the method made the teaching process more dynamic and engaging. Compared to conventional teaching strategies, storytelling provided a structured yet flexible approach that allowed educators to adapt the content based on students' responses and levels of understanding. This flexibility is an advantage in catering to diverse learning needs within the classroom. Furthermore, the study revealed that visual media helped students with different learning styles, particularly visual and auditory learners. While traditional lectures may benefit students who prefer verbal instruction, the combination of storytelling and visual elements ensures that a broader range of learners can grasp and retain the information effectively.

The storytelling method also contributed to a more positive classroom atmosphere. Students appeared more comfortable and less anxious about answering questions or making mistakes. This nurturing environment encourages a growth mindset, where students are more willing to participate and take academic risks. Another significant aspect of this research is its contribution to character education. Islamic teachings emphasize values such as patience, kindness, and faith, which were reinforced through storytelling. By presenting moral lessons in an engaging narrative format, students not only learned about the role of Allah's angels but also internalized ethical principles that guide their daily lives. The research findings suggest that storytelling is an effective strategy for capturing students' attention and maintaining their focus throughout the lesson. Many students who previously struggled to concentrate during class showed improved attention spans, which contributed to their overall academic performance. Additionally, storytelling as an instructional method fostered a sense of curiosity and imagination among students. The vivid descriptions of angels and their roles sparked students' creativity, encouraging them to explore Islamic teachings beyond the classroom setting. The study also emphasized the importance of teacher preparedness in delivering storytelling-based lessons. Teachers who effectively integrated narratives and visual media observed greater student engagement and comprehension. This underscores the need for professional development programs that equip educators with storytelling techniques and media integration skills.

Another key finding was the increased collaboration among students. The interactive nature of storytelling encouraged peer discussions, where students shared interpretations and insights with one another. This social learning experience fostered teamwork and communication skills, essential for holistic development. The research highlighted that the storytelling approach could be adapted to other Islamic education topics. Many teachers expressed interest in implementing this method for other subjects, such as the lives of prophets and Islamic historical events, indicating the broader applicability of this approach. Despite the positive outcomes, the study also identified some challenges. Some students required additional support to follow the storytelling process, particularly those who had difficulty concentrating or had limited prior knowledge of the topic. Teachers addressed this by incorporating more interactive

elements, such as role-playing and discussion prompts. Moreover, the effectiveness of storytelling heavily relied on the quality of the visual media used. High-quality, age-appropriate images and videos were essential in reinforcing key concepts. Future research could explore the development of customized visual media resources tailored specifically for Islamic education. One of the study's limitations was the relatively short duration of the intervention. While immediate improvements in student engagement and comprehension were observed, long-term retention and application of the lessons could be further examined in future studies. Overall, the findings of this study underscore the effectiveness of storytelling combined with visual media in enhancing students' learning outcomes in PAI. By making abstract concepts more relatable and engaging, this method holds great potential for improving Islamic education in elementary school settings.

The research also highlighted improvements in students' comprehension abilities. The pre-test and post-test results showed a significant increase in scores, confirming that the combination of storytelling and visual media enhances students' understanding of the material. This finding is consistent with previous studies indicating that narrative-based learning aids in the internalization of complex concepts. Another key outcome of this study was the improvement in students' memory retention. The storytelling method provided a structured narrative that allowed students to remember details more effectively. This is particularly important in religious education, where comprehension and memorization of key concepts play a vital role in fostering spiritual growth and ethical behavior. Additionally, the research showed that students were able to connect the lesson with real-life applications. Many of them shared personal reflections on how they could embody the values associated with the angels, such as honesty, discipline, and compassion. This suggests that storytelling, combined with visual media, can serve as a bridge between theoretical knowledge and practical application. Teachers also reported that the method made the teaching process more dynamic and engaging. Compared to conventional teaching strategies, storytelling provided a structured yet flexible approach that allowed educators to adapt the content based on students' responses and levels of understanding. This flexibility is an advantage in catering to diverse learning needs within the classroom. Furthermore, the study revealed that visual media helped students with different learning styles, particularly visual and auditory learners. While traditional lectures may benefit students who prefer verbal instruction, the combination of storytelling and visual elements ensures that a broader range of learners can grasp and retain the information effectively.

The storytelling method also contributed to a more positive classroom atmosphere. Students appeared more comfortable and less anxious about answering questions or making mistakes. This nurturing environment encourages a growth mindset, where students are more willing to participate and take academic risks. Another significant aspect of this research is its contribution to character education.

Islamic teachings emphasize values such as patience, kindness, and faith, which were reinforced through storytelling. By presenting moral lessons in an engaging narrative format, students not only learned about the role of Allah's angels but also internalized ethical principles that guide their daily lives. The research findings suggest that storytelling is an effective strategy for capturing students' attention and maintaining their focus throughout the lesson. Many students who previously struggled to concentrate during class showed improved attention spans, which contributed to their overall academic performance. Additionally, storytelling as an instructional method fostered a sense of curiosity and imagination among students. The vivid descriptions of angels and their roles sparked students' creativity, encouraging them to explore Islamic teachings beyond the classroom setting. The study also emphasized the importance of teacher preparedness in delivering storytelling-based lessons. Teachers who effectively integrated narratives and visual media observed greater student engagement and comprehension. This underscores the need for professional development programs that equip educators with storytelling techniques and media integration skills.

Another key finding was the increased collaboration among students. The interactive nature of storytelling encouraged peer discussions, where students shared interpretations and insights with one another. This social learning experience fostered teamwork and communication skills, essential for holistic development. The research highlighted that the storytelling approach could be adapted to other Islamic education topics. Many teachers expressed interest in implementing this method for other subjects, such as the lives of prophets and Islamic historical events, indicating the broader applicability of this approach. Despite the positive outcomes, the study also identified some challenges. Some students required additional support to follow the storytelling process, particularly those who had difficulty concentrating or had limited prior knowledge of the topic. Teachers addressed this by incorporating more interactive elements, such as role-playing and discussion prompts. Moreover, the effectiveness of storytelling heavily relied on the quality of the visual media used. High-quality, age-appropriate images and videos were essential in reinforcing key concepts. Future research could explore the development of cuThe conclusion of this study highlights the effectiveness of using storytelling and visual media in improving students' learning outcomes on the topic of Allah's angels in Islamic Religious Education. The implementation of these methods has demonstrated significant positive impacts on student engagement, comprehension, and retention of the material. Students showed increased enthusiasm and participation during lessons, which was evident in their ability to recall and explain key concepts more effectively. The combination of storytelling and visual media created a more interactive and enjoyable learning environment, making abstract religious concepts easier to understand and relate to daily life. Furthermore, the study found that storytelling stimulated students' imagination and emotional connection to the material, fostering a deeper appreciation of the subject matter. The

narrative approach allowed students to contextualize the lessons, making it easier for them to internalize moral values and ethical teachings embedded in the stories. Meanwhile, visual media reinforced these narratives by providing concrete representations, helping students visualize and remember the characteristics and roles of angels more effectively. The findings also suggest that integrating storytelling with visual media accommodates different learning styles, catering to auditory, visual, and kinesthetic learners. This combination ensures that students with diverse cognitive abilities can grasp the lesson content more efficiently. The study observed a noticeable improvement in students' test scores, indicating that these teaching methods contribute to better knowledge retention and understanding.

In addition to academic improvement, students exhibited a stronger sense of curiosity and enthusiasm towards religious education. Their ability to ask thoughtful questions and engage in discussions increased, demonstrating higher-order thinking skills. This suggests that the integration of engaging teaching methods can foster critical thinking and deeper reflection in religious studies, rather than mere rote memorization of facts. Teachers also benefited from the use of storytelling and visual media, as these methods provided structured yet flexible ways to present complex religious concepts. Educators found it easier to maintain classroom discipline and focus, as students were naturally drawn to the engaging nature of the lessons. The use of visual aids also allowed teachers to cater to students with different levels of prior knowledge, ensuring that all learners could follow along with the lesson. Moreover, the study revealed that students who previously showed little interest in religious studies became more motivated to participate actively. The engaging nature of the lessons encouraged them to view Islamic teachings as relevant and meaningful, leading to greater enthusiasm for learning. This indicates that well-planned instructional strategies can transform students' attitudes toward religious education and promote a lifelong interest in Islamic knowledge. The effectiveness of these methods also suggests that traditional rote learning techniques, which rely heavily on memorization without understanding, may not be the most effective approach to teaching religious concepts. Instead, methods that promote active learning, engagement, and emotional connection can lead to more meaningful and lasting comprehension. This aligns with modern pedagogical theories that emphasize student-centered learning and constructivist approaches in education.

Additionally, the integration of storytelling and visual media helped bridge the gap between abstract theological concepts and real-life applications. Students were able to connect the lessons to their own experiences, making the learning process more relevant and impactful. This finding underscores the importance of contextual learning in religious education, as it helps students apply moral teachings to their daily interactions and decision-making. The research also highlights the need for continuous innovation in religious education. As technology and media continue to evolve, educators should explore new ways to integrate modern tools with traditional teaching

methods. This could include digital storytelling, interactive multimedia presentations, and other technology-driven approaches to further enhance student engagement and learning outcomes. Based on the findings of this study, it is recommended that educators incorporate storytelling and visual media into their teaching practices to improve learning outcomes in Islamic Religious Education. Schools should provide teachers with adequate training and resources to implement these methods effectively. Further research could explore the long-term effects of these teaching strategies and their application to other religious topics or different student demographics. In conclusion, the use of storytelling and visual media has proven to be a highly effective instructional strategy in teaching students about Allah's angels. By making the lessons more engaging, memorable, and meaningful, these methods enhance students' understanding, retention, and appreciation of religious teachings. Therefore, incorporating such innovative approaches into religious education can contribute to a more dynamic and impactful learning experience, ultimately fostering a deeper connection between students and their faith.

stomized visual media resources tailored specifically for Islamic education. One of the study's limitations was the relatively short duration of the intervention. While immediate improvements in student engagement and comprehension were observed, long-term retention and application of the lessons could be further examined in future studies. Overall, the findings of this study underscore the effectiveness of storytelling combined with visual media in enhancing students' learning outcomes in PAI. By making abstract concepts more relatable and engaging, this method holds great potential for improving Islamic education in elementary school settings.

Conclusion

The findings of this study indicate that the use of storytelling methods combined with visual media significantly improves students' learning outcomes in the subject of Islamic Religious Education, particularly on the topic of Allah's angels. The results demonstrate a clear increase in student engagement, comprehension, and retention of information compared to traditional lecture-based teaching methods. This improvement aligns with the theoretical foundation that storytelling, when accompanied by visual media, fosters cognitive and emotional connections, making learning more effective and enjoyable. One of the key observations during the study was the increased participation of students in classroom discussions. Before implementing the storytelling method, many students were passive and reluctant to engage. However, with the introduction of storytelling supported by visual media, students became more eager to ask questions and share their thoughts. This suggests that storytelling, as a pedagogical tool, can reduce students' hesitation and encourage active learning. The use of visual media, such as images and videos, further enhanced the effectiveness of storytelling. Students found it easier to visualize the abstract concepts associated with Allah's angels, making the

lesson more tangible and memorable. This aligns with cognitive learning theories, which emphasize that multisensory learning experiences lead to better information retention and recall. Moreover, the integration of storytelling and visual media positively impacted students' motivation to learn. Many students expressed enthusiasm in participating in lessons, showing an increased interest in Islamic teachings. This suggests that an engaging learning environment can stimulate students' intrinsic motivation, which is crucial for long-term educational success.

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., Anganthi, 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 Urwatul 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.