



# The Effectiveness of Using Visual Media in Improving Learning Outcomes on the Pillars of Islam Material at SD Negeri 0102 Sibuhuan

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## ABSTRACT

This Classroom Action Research (CAR) aims to determine the effectiveness of using visual media in improving the learning outcomes of grade 3 elementary school students on the Pillars of Islam material at SD Negeri 0102 Sibuhuan. The problem faced is the low learning outcomes of students in understanding and practicing the Pillars of Islam material, which can be seen from the low test scores and the lack of interest and participation of students in learning activities. Therefore, this study uses visual media as an effort to improve student understanding. The design of this study is classroom action research (CAR) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection. Data were collected through observation, interviews, and learning outcome tests. Data analysis was carried out by comparing student learning outcomes before and after the use of visual media in learning. The results of the study showed that the use of visual media can improve students' understanding and learning outcomes on the Pillars of Islam material. This is indicated by an increase in the average score of student learning outcomes tests in the second cycle, as well as an increase in students' active participation in discussions and learning activities. Based on these findings, it is recommended that the use of visual media be introduced and used routinely in learning, especially on materials that require concrete understanding such as the Pillars of Islam.

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## Introduction

Islamic Religious Education (PAI) plays an important role in the formation of character, morality, and faith of children, especially at the elementary school level. In

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Indonesia, Islamic Religious Education is given early on with the aim that students can internalize and practice Islamic teachings in their daily lives. One of the materials taught in grade 3 of elementary school is the Pillars of Islam, which consists of five main teachings of Islam that must be believed and implemented by every Muslim. The five pillars include: Shahada, Prayer, Zakat, Fasting, and Hajj. This material is very important because it is the main foundation in understanding Islamic teachings for students at the elementary level. However, based on the results of observations conducted at SD Negeri 0102 Sibuhuan, it was found that many students did not fully understand and remember the Pillars of Islam well. Most students have difficulty memorizing the order and meaning of each pillar of Islam, and many of them only remember without understanding the depth of meaning and its application in everyday life. Some of the problems that emerged were the lack of student motivation in learning PAI, monotonous learning methods, and minimal use of media that can attract attention and facilitate student understanding. Learning that focuses more on lectures and texts often makes students feel bored, especially if the material presented is abstract and difficult to understand without concrete illustrations.

This reduces students' interest in learning and has an impact on low test results and their understanding of the material being taught. In this condition, a more innovative and creative approach is needed so that students can understand and remember the Pillars of Islam material well. One solution that can be implemented is the use of visual media in learning. Visual media, such as images, videos, infographics, and animations, can be effective tools in helping students understand abstract concepts, clarify teaching, and increase the appeal of learning. In the context of learning the Pillars of Islam, visual media can display illustrations of how to carry out Prayer, Zakat, Fasting, and Hajj, so that students can more easily understand and relate theory to real practice. In addition, visual media can also accelerate student understanding, make the learning process more enjoyable, and support students with various learning styles, such as visual, auditory, and kinesthetic. In the increasingly developing digital era, visual media is also easily accessible through various digital devices such as computers, tablets, and smartphones. Thus, the use of visual media in Islamic Religious Education learning is expected to overcome existing problems and improve student learning outcomes.

Therefore, this study focuses on the effectiveness of the use of visual media in improving the learning outcomes of 3rd grade elementary school students on the material of the Pillars of Islam at SD Negeri 0102 Sibuhuan. Based on the results of observations and interviews with Islamic Religious Education teachers at SD Negeri 0102 Sibuhuan, the use of visual media such as images and videos has not been utilized optimally. Islamic Religious Education learning which is more often carried out using lecture and memorization methods is considered less effective in attracting students' attention and facilitating deep understanding of the material. In addition, although there is already supporting technology, the use of media such as video or animation for

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learning the Pillars of Islam is still rarely applied. This indicates the need for further research on how visual media can be applied in the learning process to improve students' understanding of the Pillars of Islam.

The purpose of this study was to assess the extent to which the use of visual media can improve students' understanding and learning outcomes in the material of the Pillars of Islam. It is expected that with the use of visual media, students can not only memorize but also understand the concepts contained in each pillar of Islam. Through this study, the author wants to contribute to efforts to improve and enhance the quality of Islamic Religious Education learning at SD Negeri 0102 Sibuhuan, so that students can more easily understand the material and get better grades in the exams or tests given. Furthermore, this study also aims to provide insight for educators, especially Islamic Religious Education teachers, regarding the importance of using visual media in learning to attract students' interest. By combining technology and visual media-based learning, it is hoped that learning will be more dynamic, enjoyable, and beneficial for the development of students' religious knowledge. In addition, this study also wants to provide a broader understanding of how technology can be utilized to support effective learning, especially in materials that require visual depiction so that students can understand them more easily. The importance of this study lies not only in efforts to improve students' understanding of the material, but also in the use of media that is relevant to the development of the times. In facing the era of globalization and rapid advancement of information technology, the use of visual media as part of the learning approach in the classroom will have a significant impact on the quality of education. Therefore, this study is expected to be a reference for other schools, especially in the context of Islamic Religious Education learning, to further utilize varied learning media that are in accordance with the needs and characteristics of students. Thus, the results of this study are expected to provide solutions to existing problems and provide broad benefits, not only for students and teachers, but also for the development of Islamic Religious education at the elementary level. This study is also expected to strengthen educational theories that prioritize the use of media as an effective means of improving the quality of learning in schools.

## **Methods**

This type of research is Classroom Action Research (CAR), which aims to improve student learning outcomes in the Pillars of Islam material through the use of visual media in grade 3 of elementary school. Classroom Action Research is an approach taken to improve learning practices in the classroom by carrying out certain actions, then evaluating and analyzing the results of these actions. According to Kemmis and McTaggart (1988), Classroom Action Research (CAR) has a cycle consisting of several stages, namely planning, implementation, observation, and reflection. Each cycle aims to improve the learning process gradually, with a focus on improving the quality of learning

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and student learning outcomes. The CAR in this study was carried out with the following steps: 1) Planning: Preparing a learning plan that uses visual media to help students understand the Pillars of Islam material; 2) Implementation: Implementing learning that uses visual media in teaching and learning activities in the classroom; 3) Observation: Observing and recording the teaching and learning process and student responses to the learning carried out; 4) Reflection: Analyzing the results of observations and learning actions taken to improve the quality of learning in the next cycle. This study is descriptive qualitative, which emphasizes more on the depiction and analysis of phenomena that occur during the learning process, and how the use of visual media can improve student learning outcomes. This study will evaluate whether the use of visual media can help students understand the material on the Pillars of Islam better, as well as increase student motivation and involvement in learning. In this study, the independent variables and dependent variables were further measured using more specific instruments, which allowed researchers to assess changes in student learning outcomes as a result of the use of visual media. The following is a more in-depth explanation.

Visual media used in learning the Pillars of Islam can include various different forms and types, which aim to enrich students' learning experiences. Some forms of visual media used in this study include: Pictures and Photos: Pictures that depict various activities in the Pillars of Islam, such as pictures showing how to perform Prayer, photos depicting Fasting, Zakat, and Hajj. These pictures are used to help students understand and remember the steps of worship more clearly. Videos and Animations: Videos that show worship practices such as Prayer, Fasting, and Hajj in the form of animations that simplify the explanation so that it is more interesting for 3rd grade elementary school students. The use of this animation allows students to see the worship process in detail and step by step, which makes it easier to understand. Infographics: Infographics that explain briefly and clearly about the Pillars of Islam, combining images, text, and symbols to make it easier for students to understand the concepts and relationships between each Pillar of Islam. This infographic will be used as supporting material in classroom learning. Slide Presentation: PowerPoint or presentation slides containing text, images, and simple animations to clarify Islamic teachings in an interesting and easy-to-understand way for students. The use of this visual media aims to increase student engagement, make it easier to understand, and increase the appeal of learning materials to make them more interesting and not boring. Visual media can help students not only understand the Pillars of Islam in theory, but also see how these practices are applied in real life.

Student learning outcomes in this study were measured in two main aspects, namely cognitive and affective aspects. Cognitive Aspect: This refers to students' knowledge and understanding of the Pillars of Islam material taught through visual media. Some indicators used to measure this cognitive aspect are: 1) Students' ability to

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explain the meaning and order of the Pillars of Islam; 2) Students' understanding of the basic principles of each Pillar of Islam, for example knowledge of the obligations of Prayer, Fasting, Zakat, and Hajj; 3) Students' ability to identify real examples and the relevance of the Pillars of Islam in everyday life. Measurement of the cognitive aspect is carried out using a written test consisting of multiple choice questions, short answers, and essay questions. These questions will test the extent to which students can remember, explain, and connect the material that has been learned. Affective Aspect: This refers to students' attitudes, motivations, and interests in the Pillars of Islam material. Some indicators used to measure this affective aspect are the level of student enthusiasm and participation during learning using visual media. Students' positive attitudes towards the Pillars of Islam material, for example their interest in worshiping or applying Islamic teachings in everyday life.

Students' ability to work together in groups and share knowledge related to worship practices. Measurement of this affective aspect is carried out through direct observation by the teacher, using an observation sheet that records students' attitudes and behavior during the learning process. Relationship between Independent and Dependent Variables. The use of visual media as an independent variable is expected to have a positive influence on student learning outcomes (dependent variable). By using visual media, students are expected to be able to more easily understand and memorize the order and meaning of the Pillars of Islam. Visual media is also expected to increase students' motivation in learning Islam, by making learning more interesting and not monotonous. Visual media helps students clarify abstract concepts that are sometimes difficult to understand through plain text alone, such as the concept of the obligation to pray, fast, zakat, and hajj. Thus, visual media can be expected to improve both the cognitive (knowledge) and affective (attitude and motivation) aspects of students towards the material of the Pillars of Islam. Population and sample are important elements in research related to the subject to be studied. Determination of this population and sample will affect the accuracy and representativeness of the data obtained in this study.

The population in this study were all 3rd grade elementary school students at SD Negeri 0102 Sibuhuan, who were registered in the 1st semester of the 2024/2025 academic year. This population consists of students who take Islamic Religious Education (PAI) lessons with the material of the Pillars of Islam, which includes the five main teachings in Islam that must be believed and accepted by every Muslim, namely the Creed, Prayer, Zakat, Fasting, and Hajj. The number of students in this population is around 30-35 people who are divided into one class with relatively homogeneous characteristics in terms of age and early educational background. All students in this class follow the same curriculum and have quite varied levels of learning ability, which is an important reason why this study was conducted to determine the effect of visual media on learning.



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The sample in this study is a small part of the population that will be taken by purposive sampling or purposeful sampling, namely by selecting students who are considered representative and meet certain criteria for this study. The sample to be used consists of 20-25 students selected based on several considerations, including: Initial ability of students in understanding the material of the Pillars of Islam: Students who have diverse abilities will be easier to observe to determine the differences in learning outcomes before and after the use of visual media. Active involvement of students in previous learning: Students who are active in participating in learning will be easier to interact with and provide feedback on the use of visual media. Diversity of student understanding levels: Sampling from students who have different levels of understanding will provide a clearer picture of the effectiveness of visual media in improving student learning outcomes. Several criteria that will be used to select research samples are: Students who are active in learning: Based on initial observations, students who actively participate in Islamic Religious Education learning will be easier to invite to understand and respond to learning using visual media. Students with diverse learning abilities: Selecting students who have different levels of understanding will allow researchers to see whether the use of visual media can have a positive impact on all groups of students, both those with high, medium, and low learning abilities.

Students who can communicate well: Sampling also takes into account students' ability to communicate well, to ensure that observation and interview results can be obtained more effectively. The number of samples taken for this study was 20 students selected from grade 3 of elementary school at SD Negeri 0102 Sibuhuan. This sample is considered to be sufficiently representative of the class population and can provide valid and reliable data for research analysis. Sampling in this study was carried out using Purposive Sampling, which is selecting students deliberately based on certain criteria that are relevant to the research objectives. By using this technique, researchers can select students who have characteristics that are in accordance with the research objectives, namely students who take part in PAI learning with the material of the Pillars of Islam and are ready to be given learning using visual media. Data collection in this study is a very important process to obtain relevant and in-depth information regarding the influence of the use of visual media on student learning outcomes. Therefore, the type of data, data sources, and data collection techniques used in this study must be carefully selected so that the data obtained can provide a clear picture of the effectiveness of visual media in learning the Pillars of Islam. This study uses qualitative data and quantitative data, which will be analyzed to determine the effect of using visual media on student learning outcomes.

## **Result**

In this section, the researcher will present the results of the research conducted in Cycle 1 regarding the Effectiveness of Using Visual Media in Improving the Learning

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Outcomes of Grade 3 Elementary School Students on the Pillars of Islam Material at SD Negeri 0102 Sibuhuan. The results of the study will be presented based on data obtained from the pre-test, post-test, observation, and student interviews, as well as documentation of learning that has been carried out in Cycle 1. The pre-test was given before learning began to determine the level of students' initial understanding of the Pillars of Islam material. Based on the results of the pre-test, the majority of students showed a low understanding of the material. The average pre-test score of students was 50.6 with a standard deviation of 6.8, which indicates that most students did not understand the five pillars of Islam well, although some students could remember some basic information. After learning was carried out using visual media, a post-test was conducted to measure the increase in students' understanding. The results of the post-test showed a significant increase compared to the results of the pre-test. The average post-test score of students increased to 76.3 with a standard deviation of 8.2, which indicates a significant increase in students' understanding of the Pillars of Islam material. This shows that the use of visual media in learning has a positive effect on improving student learning outcomes. To test whether there is a significant difference between the pre-test and post-test scores, an analysis was conducted using a paired sample t-test. The results of the t-test showed that the p-value = 0.01 ( $p < 0.05$ ), which means that there is a significant difference between the students' pre-test and post-test. This confirms that the use of visual media in learning is effective in improving student learning outcomes on the Pillars of Islam material.

In the first cycle, observations were conducted to see the extent of student involvement in learning using visual media. Based on the observation sheet, it was seen that most students seemed more enthusiastic and active in group discussions after seeing the material presented through visual media. The activities involved included group discussions, questions and answers, and practical activities related to the pillars of Islam. However, some students seemed to still need more time to fully understand the material. Interviews were conducted with several students after the learning to find out their opinions regarding the use of visual media. Based on the interview results, most students said that visual media (such as pictures, videos, and animations) made it easier for them to understand and remember the material on the Pillars of Islam. They felt more interested and motivated to learn because the material presented was more interesting and lively. However, some students still felt that there were some concepts that needed to be explained further.

The Islamic Religious Education teacher who teaches in grade 3 of SD Negeri 0102 Sibuhuan was also interviewed to get his opinion regarding the use of visual media in learning. The teacher said that the use of visual media was very helpful in clarifying concepts that might be difficult for students to understand, such as the order of the pillars of Islam and how to implement them. The teacher also noted that students seemed more interested and active during the learning. However, the teacher suggested

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that the time used for visual media be extended so that all students could follow better. Documentation in the form of photos and videos during the learning process showed a more interactive and interesting atmosphere in the classroom. Several students were seen actively discussing with their friends after watching a learning video explaining the Pillars of Islam. This documentation also shows that visual media can make abstract material more concrete and easier for students to understand. Based on the results obtained in Cycle 1, it can be concluded that the use of visual media in learning the Pillars of Islam material in grade 3 of SD Negeri 0102 Sibuhuan has a positive influence on improving student learning outcomes. There is a clear increase in the average score of the written test results between the pre-test and post-test, which shows that students understand the material better after using visual media. In addition, student involvement in learning also increased, as reflected in the results of observations and interviews. However, some students still need more time to fully understand the material, and the time given for the use of visual media needs to be extended. The researcher will continue to Cycle 2 by making improvements based on the findings in Cycle 1, especially regarding the duration of use of visual media and additional explanations for several concepts that are still difficult for some students to understand.

After making improvements based on the results obtained from Cycle 1, in Cycle 2 a more optimal application of the use of visual media in learning the Pillars of Islam material was carried out. Adjustments were made to several aspects, such as the time of use of visual media and more detailed explanations of concepts that were still difficult for students to understand. The following are the results obtained in Cycle 2: Before learning began, a pre-test was conducted to measure students' initial level of understanding of the Pillars of Islam material in Cycle 2. The results of the pre-test in Cycle 2 showed an improvement when compared to the results of the pre-test in Cycle 1. The average pre-test score of students in Cycle 2 was 56.7 with a standard deviation of 7.4. Although the increase was not significant compared to Cycle 1, most students had shown a better basic understanding of the Pillars of Islam material. After learning using more optimal visual media, a post-test was conducted at the end of Cycle 2. The results of the post-test in Cycle 2 showed a significant increase compared to the results of the pre-test. The average post-test score of students was 82.5 with a standard deviation of 6.3. This shows that most students have achieved a better understanding of the Pillars of Islam material after the application of more varied visual media and more time for discussion and understanding of the material. As in Cycle 1, a paired sample t-test was conducted to test whether there was a significant difference between the pre-test and post-test. The results of the t-test in Cycle 2 showed a p-value = 0.0001 ( $p < 0.05$ ), which indicated that there was a significant difference between the pre-test and post-test results.

This confirms that the application of visual media in learning the Pillars of Islam material in Cycle 2 had a stronger positive impact in improving student understanding.



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In Cycle 2, observations of student engagement during the learning process showed significant improvements. Students were more active and enthusiastic in participating in learning, especially during group discussion activities and questions asked by the teacher. Most students seemed more focused and responsive to the visual media used, such as animated videos and images that clarified the sequence and method of implementing the Pillars of Islam. Several students who previously had difficulty also seemed to find it easier to follow the explanations and learning activities.

Interviews conducted after Cycle 2 revealed that most students felt more interested and motivated in learning the Pillars of Islam material. They expressed that visual media made learning more interesting and easier to understand. They found it easier to remember the order and meaning of each pillar of Islam, and to understand its application in everyday life. Several students also stated that the longer duration of time to use visual media really helped them understand each concept more clearly. However, there were several students who still felt that some concepts needed further explanation from the teacher. This shows that although visual media is very helpful, teachers still need to provide in-depth explanations in certain parts to ensure that all students understand the material well. The teacher who teaches in grade 3 of SD Negeri 0102 Sibuhuan also gave positive feedback on the implementation of visual media in Cycle 2. The teacher noted that students became more active and interacted more easily with the material being taught. The use of more varied videos and images made previously difficult-to-understand concepts clearer. The teacher also assessed that the extended time to use visual media and discussion activities helped students understand the material more deeply. However, the teacher suggested that time be given to provide additional explanations to some students who had difficulty, so that all students could follow the learning well.

Documentation in the form of photos and videos during the learning process showed more dynamic activities in the classroom. Some students were seen to participate more actively in group discussions and were able to connect the information they learned from visual media with their daily lives. Documentation also showed that the use of visual media not only attracted students' attention, but also made it easier for them to understand the concepts of the Pillars of Islam. Based on the results obtained in Cycle 2, it can be concluded that the application of visual media in learning the material of the Pillars of Islam has a significant positive effect on improving student learning outcomes. Significant improvements were seen in the results of written tests (pre-test and post-test), observations of student involvement, and interviews with students and teachers. Students showed better interest and understanding, and their involvement in learning became higher. However, although the results were satisfactory, there were still some students who needed further explanation to truly understand all the concepts. Therefore, it is recommended to continue the use of visual media in future learning, while paying attention to the individual needs of students and providing additional

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explanations if necessary. In this chapter, the researcher will discuss in depth the results obtained in Cycle 1 and Cycle 2 of the research conducted on the Effectiveness of Using Visual Media in Improving the Learning Outcomes of Grade 3 Elementary School Students on the Pillars of Islam Material at SD Negeri 0102 Sibuhuan. This discussion aims to further analyze whether the use of visual media can improve student learning outcomes and the extent to which visual media plays a role in facilitating students' understanding of the Pillars of Islam material.

In general, the results of Cycle 1 and Cycle 2 show that the use of visual media in learning the Pillars of Islam material has a positive impact on student learning outcomes. This can be seen from the significant increase between the pre-test and post-test scores in both cycles. In Cycle 1, the average post-test score increased from 50.6 (pre-test) to 76.3 (post-test), and in Cycle 2, the average post-test score increased further to 82.5. The use of visual media, such as images, animated videos, and visual-based presentations, has proven effective in visualizing more abstract material such as the Pillars of Islam. Concepts such as the order of the pillars of Islam and how to implement them are easier for students to understand after seeing images or videos that explain them practically. Visual media can make students more interested and actively involved in learning, as well as making it easier for them to remember and understand the material.

Observation results during learning showed a significant increase in student engagement in both cycles. In Cycle 1, students had shown a fairly positive response to visual media, but in Cycle 2, their engagement became higher. Students appeared more focused, actively asked questions, and participated in group discussions after watching videos and images related to the Pillars of Islam. This engagement reflects a better understanding of the material being taught. In Cycle 2 observations, more students were active in discussing and interacting with their friends about the material. This is in accordance with the theory of constructivism, which states that active learning based on group discussions is more effective in building student understanding. Learning that uses visual media provides a more real and easily understood context for students, so that they can be more connected to the material being taught. From the results of the paired sample t-test analysis, it is known that there is a significant difference between students' pre-test and post-test scores in both cycles. In Cycle 1, the t-test results showed a p-value = 0.01, which means that the use of visual media is quite effective in improving student learning outcomes. However, in Cycle 2, the test results showed a greater difference with a p-value = 0.0001 ( $p < 0.05$ ), indicating that after the improvements were made, the use of visual media was more effective in improving student learning outcomes.

The more significant improvement in Cycle 2 can be explained by several factors. First, the longer time of using visual media in Cycle 2 gave students more opportunities to understand the material in more depth. Second, additional explanations given by the

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teacher to explain concepts that were difficult for some students to understand made the material easier to digest. The results of interviews with students and teachers also strengthened the finding that visual media were very helpful in improving learning outcomes. Most students felt that the use of visual media made them more interested and easier to remember the material. They could see directly how each pillar of Islam is applied in everyday life, which cannot be achieved only with textbook texts. However, there were some students who still found it difficult to understand some concepts, especially in the more abstract parts of the Pillars of Islam such as Faith in Allah and Faith in the books of Allah. Therefore, although visual media provides many advantages, clear verbal explanations from teachers are still needed to ensure that all students can understand each material well.

From interviews with teachers, it is known that the use of visual media is very helpful in facilitating more interactive and interesting learning. Teachers suggest that learning with visual media continue, but with more flexible time adjustments so that all students can understand the material well. Although the use of visual media is very effective in clarifying more concrete material such as the order of the pillars of Islam and how to implement them, some abstract concepts still require more in-depth explanations. Visual media is indeed effective in introducing and visualizing basic concepts, but imagination and verbal reasoning from teachers are still very much needed to perfect students' understanding of the pillars of faith and other concepts that cannot be fully described with visual media.

Based on the results of this study, the use of visual media has proven effective in improving student learning outcomes in the Pillars of Islam material, but there are several aspects that still need to be considered: 1) Providing sufficient time for the use of visual media, especially so that students can truly understand every detail displayed; 2) Providing additional oral explanations by teachers regarding more abstract material such as faith in the books of Allah, which may not be fully understood just by looking at pictures or videos; 3) Using more varied visual media, including more interactive animations and utilizing other technologies to increase student engagement. With these improvements, it is hoped that learning using visual media will be more optimal and provide better results for students in understanding religious material more deeply.

## Discussion

**Qualitative Data:** Qualitative data is collected to describe students' attitudes, perceptions, and responses to learning using visual media. This includes observations of student interactions, levels of engagement, and their motivation during learning. This data will provide a deeper understanding of students' affective aspects (eg motivation and enthusiasm in learning). **Quantitative Data:** Quantitative data will be obtained through written tests given to students to measure their understanding of the Pillars of Islam material after using visual media. This quantitative data will be used to analyze

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how much student learning outcomes have improved objectively. The data sources used in this study consist of two main sources, 3rd grade elementary school students who are the objects of research. These students will provide data on their learning outcomes, both in the form of written tests and in the form of observations of their attitudes and engagement during learning. Islamic Religious Education (PAI) teachers at SD Negeri 0102 Sibuhuan who will provide insight into the learning process carried out and assess the success of using visual media in improving student learning outcomes. Relevant documentation, such as learning implementation notes, test questions used to measure student learning outcomes, and student attitude observation sheets.

Literature related to learning theories, visual media in education, and previous research that is relevant to support data analysis. To obtain valid and reliable data, several data collection techniques will be used, namely: Observations are conducted to obtain data on student attitudes, involvement, and interactions during learning using visual media. This observation will be conducted by researchers by directly observing the teaching and learning process in the classroom, including student reactions to the use of visual media. This observation is descriptive and ongoing, where researchers will record what happens in the classroom in detail, including how students respond to the material taught using visual media. The instrument used in the observation is an observation sheet containing the aspects observed, such as the level of student activity, learning motivation, and student responses to learning materials. A written test will be used to measure students' cognitive learning outcomes after learning about the Pillars of Islam using visual media. This test will consist of several types of questions, namely: 1) Multiple choice questions to measure students' factual knowledge; 2) Short answer questions to test students' understanding of the concepts that have been taught; 3) Essay questions to assess students' ability to explain in more depth about the Pillars of Islam. This written test will be conducted at the beginning of learning as a pre-test to measure students' understanding before using visual media, and at the end of learning as a post-test to measure the improvement in students' learning outcomes after using visual media. Interviews will be conducted to obtain more in-depth information about students' attitudes and opinions towards learning using visual media. This interview is semi-structured, where researchers will ask students open-ended questions about their experiences in participating in learning using visual media. Interviews will also be conducted with teachers to find out their views on the effectiveness of using visual media in improving student learning outcomes.

Documentation is used to document all learning activities carried out, such as photos or videos during learning with visual media, as well as students' written test results. This documentation will function as supporting evidence that can show the process and results of this study. The instruments used to collect data in this study were Observation Sheets to observe student activities during learning, Written Test Questions to measure students' understanding of the Pillars of Islam material, Interview Guides to

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obtain students' and teachers' opinions about the use of visual media in learning, Documentation in the form of photos, videos, and learning notes.

The data collection procedure will be carried out as follows: Pre-test: A written test will be conducted before learning begins to measure students' initial understanding of the Pillars of Islam material. Observation and Interview: During learning, observations are conducted to record student involvement and responses to the use of visual media. Interviews are also conducted at the end of the learning session to obtain student and teacher perspectives. Learning Implementation: Learning will be carried out using visual media, and researchers will monitor the interaction and effectiveness of the media in improving student understanding. Post-test: A written test is conducted after learning to measure student learning outcomes after learning with visual media. Documentation: All processes will be documented as reference material and evidence in the study. Data analysis techniques in this study are very important to ensure that the data collected can be analyzed appropriately and provide valid and in-depth results. Data analysis will be conducted using quantitative techniques to analyze the results of written tests and qualitative techniques to analyze the results of observations, interviews, and documentation. Thus, proper data analysis will help answer the research objectives regarding the effectiveness of using visual media in improving student learning outcomes.

Before conducting further analysis, the first step that must be taken is the normality test. This test aims to determine whether the distribution of pre-test and post-test data follows a normal distribution. Normality testing will be carried out using the Kolmogorov-Smirnov or Shapiro-Wilk Test, depending on the number of samples used. If the test results show that the data is normally distributed, then the analysis can be continued using parametric tests, such as the t-test. If it is not normally distributed, then a non-parametric test is used. After the normality test, the next step is to conduct a homogeneity test to determine whether the variances of the two groups (pre-test and post-test) are the same. This test can be done using the Levene Test or other homogeneity tests. This is important to ensure that the two groups to be compared have similar variances. After ensuring that the data meets the assumptions of normality and homogeneity, the next step is to conduct a paired sample t-test to test whether there is a significant difference between the pre-test and post-test results. This test is used to compare the average values before and after learning using visual media. The steps are as follows: 1) Calculate the average value and standard deviation of the pre-test and post-test; 2) Use the t-test formula to test the hypothesis whether there is a significant difference between the pre-test and post-test; 3) Draw conclusions based on the p-value, if the p-value  $< 0.05$  then the hypothesis is accepted which means there is a significant difference between the pre-test and post-test results, which indicates that the use of visual media has an effect on improving student learning outcomes. In addition to the t-test, descriptive analysis will also be used to describe the distribution of students'



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pre-test and post-test scores. This statistical description will include: 1) Average (mean): To determine the average score of students before and after learning; 2) Standard deviation: To measure the distribution of student scores and see variations in learning outcomes; 3) Frequency: To determine the number of students who get a certain score on the pre-test and post-test. Qualitative data obtained through observation, interviews, and documentation will be analyzed using descriptive qualitative analysis techniques. The steps used in analyzing qualitative data are: Interview and observation data in the form of transcripts will be categorized according to themes or topics that are relevant to the research objectives. For example, interview data related to students' attitudes towards the use of visual media will be categorized under the theme "student responses to visual media". Likewise, with observation results, data will be categorized based on the aspects observed, such as "level of student involvement" or "student learning motivation". After the data is categorized, the next step is to code each category that appears. This code will make it easier to identify relevant patterns for further analysis. After the coding process is complete, researchers will look for patterns and themes that can provide a clearer picture of the use of visual media and its impact on student learning outcomes.

After the data is categorized and coded, the next step is content analysis to identify the content and meaning of the collected data. In this analysis, the researcher will review the information contained in the interview transcripts, observations, and documentation to draw conclusions about students' and teachers' perceptions of visual media, and how the media contributes to student learning and learning outcomes. To increase the validity and reliability of the data, triangulation was conducted between quantitative and qualitative data. Triangulation aims to confirm findings obtained from various sources (for example, written test data and student interviews) to provide a more comprehensive picture of the effectiveness of visual media in learning. In addition, triangulation was also carried out by comparing the results of observations with the results of student and teacher interviews. After the analysis process is complete, the researcher will interpret the results of the analysis by connecting the findings in the qualitative and quantitative data. The researcher will explain how the use of visual media has a positive impact on student motivation and learning outcomes in the material of the Pillars of Islam, as well as how students respond to the use of the media. Based on the results of the quantitative and qualitative analysis, the researcher will draw conclusions that describe the effect of the use of visual media in improving student learning outcomes. In addition, researchers will also provide recommendations for the development of visual media-based learning on the Pillars of Islam material in grade 3 of elementary school, both for future teaching and for further research.

## Conclusion

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Berdasarkan hasil penelitian yang telah dilakukan pada siklus 1 dan siklus 2 tentang Efektivitas Penggunaan Media Visual dalam Meningkatkan Hasil Belajar Siswa Kelas 3 SD pada Materi Rukun Islam di SD Negeri 0102 Sibuhuan, dapat diambil beberapa kesimpulan sebagai berikut Penggunaan Media Visual Meningkatkan Hasil Belajar Siswa Penggunaan media visual yang bervariasi, seperti gambar, video animasi, dan presentasi visual lainnya, terbukti meningkatkan pemahaman siswa terhadap materi Rukun Islam. Hasil tes pre-test dan post-test menunjukkan adanya peningkatan yang signifikan dalam hasil belajar siswa setelah diterapkannya media visual. Rata-rata nilai post-test pada Siklus 2 mencapai 82,5, yang lebih tinggi dibandingkan dengan nilai pre-test yang hanya 56,7. Ini menunjukkan bahwa media visual membantu siswa lebih mudah memahami dan mengingat materi yang diajarkan. Keterlibatan Siswa dalam Pembelajaran Meningkatkan Keterlibatan siswa dalam proses pembelajaran mengalami peningkatan yang signifikan, baik dalam hal keaktifan bertanya, berdiskusi, maupun menjawab pertanyaan. Media visual menarik perhatian siswa dan membuat mereka lebih terlibat dalam pembelajaran, sehingga pembelajaran menjadi lebih interaktif dan menyenangkan. Observasi selama pembelajaran menunjukkan bahwa siswa menjadi lebih aktif dan bersemangat dalam mengikuti pembelajaran materi Rukun Islam setelah menggunakan media visual.

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