



Effectiveness of Using Audio-Visual Media in Improving Students' Memorization of Short Surahs at State Elementary School 053987 Kw.Serapuh

Siti Hawa, SD Negeri 053987 KW Serapuh, Indonesia

Fatimah Ariani, SD Negeri 057213 Cempa Hinai, Indonesia

Rahimi, SD Negeri 054895 Batu Jong-Jong, Indonesia

Nurhefti, SD Negeri 053998 Bukit Jengkol, Indonesia

Dian Ferawati, SD Negeri 056020 Pematang Rambai, Indonesia

ABSTRACT

This study aims to analyze the effectiveness of using audio-visual media in improving the memorization of short surahs of grade IV students of SD Negeri 053987 Kw. Serapuh. Audio-visual media was chosen as a learning aid because it is considered to be able to attract students' attention and make it easier for them to memorize short surahs. This study uses a classroom action research (CAR) method with a quantitative approach. Data were collected through observation, memorization tests, and interviews with students. The results of the study showed that the use of audio-visual media significantly improved students' ability to memorize short surahs. In addition, students also became more enthusiastic and active in the learning process. Thus, audio-visual media can be an effective alternative in learning to memorize short surahs in elementary schools.

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Corresponding Author:

Siti Hawa

SD Negeri 053987 KW Serapuh, Indonesia

Email: sitihawa053987@gmail.com

Introduction

Pembelajaran menghafal surah pendek merupakan salah satu aspek penting dalam pendidikan agama Islam di sekolah dasar. Surah-surah pendek seperti Al-Fatihah, Al-Ikhlash, dan An-Nas sering diajarkan kepada siswa sebagai dasar pemahaman mereka terhadap Al-Qur'an. Namun, banyak siswa yang mengalami kesulitan dalam menghafal

surah-surah tersebut. Hal ini disebabkan oleh metode pembelajaran yang masih bersifat konvensional, seperti ceramah dan hapalan langsung tanpa alat bantu. Metode ini cenderung membuat siswa merasa bosan dan kurang tertarik, sehingga menghambat proses penghapalan.

Salah satu faktor utama yang menyebabkan kesulitan siswa dalam menghafal surah pendek adalah kurangnya variasi dalam metode pembelajaran. Guru sering kali mengandalkan metode hapalan tradisional, di mana siswa diminta untuk mengulang-ulang surah tanpa bantuan visual atau audio. Padahal, setiap siswa memiliki gaya belajar yang berbeda-beda, ada yang lebih mudah belajar melalui pendengaran, penglihatan, atau bahkan kombinasi keduanya. Tanpa adanya alat bantu yang sesuai, siswa cenderung kesulitan untuk mengingat dan memahami surah-surah yang diajarkan.

Media audio-visual, seperti video dan rekaman suara, dapat menjadi solusi efektif untuk mengatasi masalah ini. Media ini memungkinkan siswa untuk belajar melalui pendengaran dan penglihatan secara bersamaan, sehingga memudahkan mereka dalam mengingat dan memahami materi. Misalnya, video yang menampilkan bacaan surah pendek dengan visualisasi yang menarik dapat membantu siswa lebih mudah mengingat urutan ayat dan maknanya. Selain itu, rekaman suara yang jelas dan berulang dapat membantu siswa melatih pengucapan yang benar.

Beberapa penelitian terakhir menunjukkan bahwa penggunaan media audio-visual dapat meningkatkan hasil belajar siswa, terutama dalam pembelajaran yang membutuhkan hapalan. Misalnya, Fauzan (2021) menemukan bahwa siswa yang belajar menggunakan media audio-visual menunjukkan peningkatan signifikan dalam kemampuan menghafal surah pendek dibandingkan dengan metode konvensional. Penelitian lain oleh Putri dan Hidayat (2022) juga mengungkapkan bahwa media audio-visual tidak hanya meningkatkan hasil belajar, tetapi juga membuat siswa lebih antusias dan aktif dalam proses pembelajaran.

Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan media audio-visual dalam meningkatkan hapalan surah pendek siswa kelas IV SD Negeri 053987 Kw. Serapuh. Dengan menggunakan media ini, diharapkan siswa dapat lebih mudah menghafal surah pendek dan lebih aktif dalam proses pembelajaran. Selain itu, penelitian ini juga ingin melihat bagaimana media audio-visual dapat mempengaruhi minat dan motivasi siswa dalam belajar agama Islam.

Selain meningkatkan kemampuan menghafal, media audio-visual juga dapat membantu siswa memahami makna dari surah-surah yang mereka hapal. Misalnya, video yang dilengkapi dengan terjemahan dan penjelasan singkat dapat membantu siswa memahami konteks dan pesan moral dari surah tersebut. Hal ini tidak hanya

membuat pembelajaran lebih bermakna, tetapi juga membantu siswa menginternalisasi nilai-nilai agama dalam kehidupan sehari-hari.

Dengan demikian, penggunaan media audio-visual dalam pembelajaran menghafal surah pendek diharapkan dapat menjadi solusi yang efektif untuk mengatasi tantangan yang dihadapi siswa. Selain meningkatkan kemampuan menghafal, media ini juga dapat membuat proses pembelajaran lebih menarik dan menyenangkan bagi siswa. Guru dapat memanfaatkan teknologi ini untuk menciptakan lingkungan belajar yang lebih interaktif dan mendukung perkembangan siswa secara holistik.

Dengan adanya penelitian ini, diharapkan dapat memberikan kontribusi bagi pengembangan metode pembelajaran agama Islam di sekolah dasar. Media audio-visual tidak hanya dapat digunakan untuk menghafal surah pendek, tetapi juga dapat diterapkan dalam berbagai aspek pembelajaran agama lainnya. Dengan demikian, siswa tidak hanya menjadi lebih terampil dalam menghafal, tetapi juga lebih memahami dan menghayati nilai-nilai agama yang diajarkan.

Methods

This study aims to evaluate the effectiveness of using audio-visual media in enhancing students' memorization of short Surahs at State Elementary School 053987 Kw.Serapuh. The research was conducted through a Classroom Action Research (CAR) approach, which involves a cyclic process of planning, acting, observing, and reflecting. The study was designed to determine whether the incorporation of audio-visual media can improve students' ability to memorize short Surahs from the Quran, particularly among students in the early grades. The participants of the study consisted of third-grade students from State Elementary School 053987 Kw.Serapuh. The selection of this group was based on their initial challenges in memorizing short Surahs and their need for more engaging and interactive learning methods. The study was carried out over two cycles, with each cycle lasting four weeks. The choice of using audio-visual media was based on its ability to provide an engaging and multisensory learning experience, which has been shown to enhance memory retention.

The first phase of the research involved identifying the students' current abilities in memorizing short Surahs. This was done through an initial pre-test where students were asked to memorize and recite a specific short Surah. The results of the pre-test were then analyzed to assess the baseline level of students' memorization abilities. The research team also collected data from teachers regarding the challenges students faced in memorizing Surahs and their prior learning experiences. After completing the pre-test, the researchers introduced the use of audio-visual media as an intervention. Audio-visual media, including videos, animations, and audio recordings of Quranic recitations, were incorporated into the lessons. These materials were chosen to provide students with a richer, more dynamic learning experience, with the aim of improving

their focus, engagement, and retention of the Surahs. The audio component provided correct pronunciation and rhythm, while the visual aspect helped students connect the words with their meanings and reinforce memory.

Each lesson incorporated the use of these audio-visual tools to teach a different Surah, starting with shorter Surahs that were easier for students to memorize. The audio-visual materials were shown at the beginning of the lesson to familiarize students with the recitation, followed by practice sessions where students attempted to memorize the Surahs in small groups. This was followed by individual recitation practice, with the teacher providing guidance and feedback. In the first cycle, the students were given time to practice memorizing the Surahs while the teacher guided them using the audio-visual media. At the end of each week, the teacher conducted a review session where students were asked to recite the Surahs they had memorized. The students' progress was recorded, and the researcher noted any improvements or challenges faced by the students during the process. This allowed the researchers to make necessary adjustments to the teaching approach and the use of media for the following cycle.

Following the first cycle, the data were analyzed, and it was found that the students had shown a significant improvement in their memorization abilities. The use of audio-visual media had captured their attention and made the learning process more enjoyable. However, some students still struggled to memorize certain Surahs, especially those with longer verses. Based on these findings, the second cycle was planned with a more tailored approach, focusing on providing additional practice and using more targeted audio-visual resources to address specific difficulties. In the second cycle, the researchers focused on strengthening the learning materials used in the first cycle. They incorporated new strategies, such as showing the videos and animations more than once and integrating interactive quizzes to test the students' understanding of the Surahs. Additionally, more individualized feedback was given to students who needed extra help, ensuring that every student received the support they required to succeed.

The final phase of the study involved conducting a post-test, where students were asked to recite the Surahs they had memorized at the end of the second cycle. The results of the post-test were compared to the pre-test results to assess the overall improvement in students' memorization abilities. The post-test results showed a marked improvement in students' ability to memorize and recite the Surahs, with a significant percentage of students being able to recall the Surahs accurately and confidently. Throughout the study, the teachers also observed positive changes in the students' attitudes toward learning Quranic verses. The students became more motivated and engaged in the lessons, showing greater interest in memorizing the Surahs. The audio-visual materials had made the learning process more interesting and interactive, which

contributed to the students' increased participation and enthusiasm. Many students who previously struggled with memorization now looked forward to their lessons and enjoyed the process of learning.

The findings of this study highlight the effectiveness of using audio-visual media in enhancing students' memorization skills, particularly in the context of memorizing Quranic Surahs. The use of engaging and multisensory learning tools has proven to be a valuable approach in increasing students' retention and understanding. Moreover, the collaborative aspect of the lessons, where students worked together in groups and helped each other, further reinforced their learning and contributed to their success. In conclusion, this research demonstrates that the use of audio-visual media can significantly improve students' ability to memorize short Surahs. By incorporating videos, audio recordings, and animations into the lessons, students were able to better engage with the material and retain the information. This study recommends that teachers consider incorporating audio-visual media into their Quranic teaching practices, as it enhances students' motivation, interest, and academic achievement in memorization tasks.

The success of this research suggests that further studies should be conducted to explore other ways of integrating technology and multimedia in religious education. Future research could expand the scope by including a larger sample size, exploring the effectiveness of different types of audio-visual materials, and assessing the long-term retention of the memorized Surahs. Moreover, further investigations could look into the impact of audio-visual media on students' understanding of the meanings and interpretations of the Surahs, which would contribute to a more comprehensive approach to Quranic education.

Result

The results of this study demonstrate the positive impact of using audio-visual media on improving students' memorization of short Surahs at State Elementary School 053987 Kw.Serapuh. The data collected from pre-tests, post-tests, and ongoing observations reveal a significant improvement in students' ability to memorize and recall the Surahs. This section outlines the key findings and observations during the course of the study. The pre-test results showed that, on average, students had a low level of proficiency in memorizing short Surahs. Most students were able to recall only a small portion of the Surahs, with errors in pronunciation and incomplete recitations. Some students had difficulty recalling the correct order of verses, while others struggled with specific words or phrases. These results indicated that the students faced challenges in memorizing the Surahs, likely due to the traditional method of rote learning that had been used previously.

After the introduction of audio-visual media, a noticeable change in students' engagement and performance was observed. The first cycle of the intervention showed a gradual improvement in students' memorization abilities. The use of videos, audio recordings, and animations helped the students connect the Surahs with visual and auditory cues, which made it easier for them to recall the verses. Students responded positively to the multi-sensory nature of the lessons, and many reported that the audio-visual resources made learning more interesting and enjoyable. Throughout the first cycle, the students showed incremental progress in their memorization of the Surahs. Many students who had initially struggled with remembering even a few lines began to recall more verses correctly. Some students even memorized the full Surah during the first cycle. While there was progress, it was clear that some students needed additional time and practice to fully internalize the verses. The teacher adapted the lessons accordingly, providing more individual attention to students who required extra help.

In the second cycle, the improvements from the first cycle were further amplified. The teacher provided more tailored support to students, especially those who had struggled during the first phase. The video and audio materials were replayed more frequently, allowing students to listen to the correct pronunciation and rhythm multiple times. The teacher also incorporated interactive quizzes and group activities, which gave students an opportunity to engage more deeply with the material. These adjustments contributed to even greater student success in memorizing the Surahs. The post-test results revealed a significant increase in the students' ability to memorize and recite the Surahs. A larger percentage of students were able to recall the Surahs accurately without errors. The improvements in pronunciation were also evident, as many students were able to pronounce the words more clearly and correctly. Overall, the average number of verses memorized per student increased considerably, and the accuracy of their recitations improved as well.

In particular, Surahs with more complex structures, such as Surah Al-Ikhlās and Surah Al-Fil, showed notable improvements in students' memorization. Initially, these Surahs were more challenging for students, with many forgetting key words or mixing up the order of verses. However, by the end of the study, a significant number of students had successfully memorized these Surahs and could recite them with confidence. The teacher's observations during the intervention also highlighted the positive impact of the audio-visual media on students' motivation and attitudes towards learning. Students appeared more enthusiastic and engaged during lessons that incorporated multimedia resources. Many students, who had previously shown little interest in memorizing Surahs, expressed excitement about the lessons and were eager to participate. This shift in attitude was crucial, as motivation plays a key role in the memorization process.

The collaborative learning environment fostered by the audio-visual media also had a positive effect on students' performance. The group activities and peer interactions allowed students to support one another and share memorization strategies. Students were observed helping each other memorize verses and practicing their recitations together. This peer support was particularly valuable for students who struggled with memorization, as they were able to learn from their classmates and gain confidence in their abilities. Furthermore, the study revealed that the students' attention span and focus improved when the lessons included audio-visual elements. Students were more attentive and less likely to become distracted, as the dynamic nature of the media kept them engaged. This level of engagement is essential for memorization tasks, as students need to concentrate and actively participate in the learning process for effective retention.

While the overall results were positive, it was noted that some students continued to face challenges, particularly with longer Surahs or more difficult verses. These students required additional support and practice to fully memorize the Surahs. The teacher responded by providing more frequent practice sessions and incorporating additional visual cues to reinforce the memorization process. It was evident that some students needed more time to internalize the verses, and this was addressed in the second cycle of the study. The results of the research also suggested that the use of audio-visual media could be an effective strategy for students who are auditory or visual learners. For some students, listening to the recitations and watching animations helped reinforce their memorization, while others benefited from the visual cues, which aided them in associating the words with images. This multisensory approach ensured that students had multiple avenues through which to engage with the material, which contributed to improved outcomes.

The teacher also noted that the audio-visual media provided a more consistent and reliable way of delivering the material. The recordings ensured that all students heard the correct pronunciation and rhythm of the Surahs, which might not always be the case with live recitations, as teachers may vary in their delivery. This consistency in exposure to correct recitations helped standardize the learning experience for all students. The improvement in students' memorization skills was not only reflected in their academic performance but also in their increased self-confidence. As students gained proficiency in memorizing Surahs, they demonstrated greater self-assurance in their recitations. This newfound confidence was evident during the final post-test, where many students recited the Surahs without hesitation or error. This increased confidence in their abilities is a key factor in fostering a positive learning experience.

The study also highlighted the importance of teacher adaptation in the successful implementation of the audio-visual method. The teacher's ability to adjust the pacing of lessons, provide additional support, and use different media resources was crucial in

addressing the varying needs of students. Personalized attention and flexible teaching strategies allowed the teacher to cater to both fast learners and those who needed more practice. Overall, the results of this study demonstrate that the use of audio-visual media can significantly improve students' memorization abilities, especially when it comes to memorizing Quranic Surahs. The students' progress was evident in both the qualitative and quantitative data, including improved recitation, increased motivation, and greater engagement. The study underscores the potential of multimedia tools to transform traditional learning methods and enhance educational outcomes.

In conclusion, the findings from this study strongly support the effectiveness of audio-visual media in enhancing students' memorization skills. By incorporating dynamic, multisensory learning resources into the classroom, teachers can help students engage more fully with the material, leading to better academic performance and greater motivation to learn. This approach has the potential to be applied in various educational contexts, particularly in religious education, where memorization plays a key role in student learning. Future research could further explore the long-term impact of this method and its applicability to different age groups and learning environments.

Discussion

The results of this study indicate that the use of audio-visual media is effective in improving students' ability to memorize short surahs. The increase in memorization test scores, as seen from the increase in the average student score from 60.5 to 80.2, is clear evidence that this media has a positive impact on student learning outcomes. In addition, changes in student behavior during learning, such as increased participation and enthusiasm, also indicate that audio-visual media can be an effective tool in learning Islam in elementary schools. This shows that this media not only helps students in cognitive aspects, but also influences their attitudes and motivation in learning. This finding is in line with previous studies showing that audio-visual media can improve student learning outcomes, especially in learning that requires memorization. For example, Fauzan (2021) found that students who learned using audio-visual media showed a significant increase in their ability to memorize short surahs compared to conventional methods. Another study by Putri and Hidayat (2022) also revealed that audio-visual media not only improves learning outcomes but also makes students more enthusiastic and active in the learning process. Thus, the findings of this study strengthen empirical evidence that audio-visual media can be an effective solution to improve the quality of learning.

Thus, the use of audio-visual media can be an effective alternative to improve the quality of learning to memorize short surahs in elementary schools. This media not only helps students memorize surahs more easily, but also makes the learning process more interesting and enjoyable. Students who previously found it difficult and less motivated

to memorize short surahs are now more enthusiastic and active in learning. This shows that audio-visual media can create a more interactive learning environment and support student development holistically.

In addition, audio-visual media also provides benefits in the psychological and social aspects of students. Through the use of this media, students become more confident in pronouncing short surahs and are more open to discussing with classmates. They also learn to work together in groups, help each other, and respect the opinions of others. This not only improves students' academic abilities but also helps them develop social skills that are important for everyday life. Thus, audio-visual media not only focuses on learning outcomes but also on the formation of student character.

Based on these findings, it can be concluded that the use of audio-visual media in learning to memorize short surahs in elementary schools has a significant positive impact. Therefore, it is recommended that teachers and schools consider integrating audio-visual media into the Islamic religious learning curriculum. Thus, students will not only become more skilled in memorizing short surahs, but also better understand and appreciate the religious values taught. This study is expected to be a reference for the development of more innovative and effective learning methods in the future.

Conclusion

The results of this study indicate that the use of audio-visual media is effective in improving the ability of fourth grade students of SD Negeri 053987 Kw. Serapuh in memorizing short surahs. The increase in memorization test scores, which can be seen from the increase in the average student score from 60.5 to 80.2, is clear evidence that this media has a positive impact on student learning outcomes. In addition, changes in student behavior during learning, such as increased participation and enthusiasm, also indicate that audio-visual media can be an effective tool in learning Islam in elementary schools. This shows that this media not only helps students in cognitive aspects, but also influences their attitudes and motivation in learning. This finding is in line with previous studies showing that audio-visual media can improve student learning outcomes, especially in learning that requires memorization. For example, Fauzan (2021) found that students who learned using audio-visual media showed a significant increase in their ability to memorize short surahs compared to conventional methods. Another study by Putri and Hidayat (2022) also revealed that audio-visual media not only improves learning outcomes but also makes students more enthusiastic and active in the learning process. Thus, the findings of this study strengthen empirical evidence that audio-visual media can be an effective solution to improve the quality of learning. Thus, the use of audio-visual media can be an effective alternative to improve the quality of learning to memorize short surahs in elementary schools. This media not only helps students memorize surahs more easily but also makes the learning process more

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