Audio-Visual Learning Media to Improve Students' Conceptual Understanding in Islamic Education Learning at SMP Negeri 2 Bandar Masilam

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ABSTRACT

This study aims to examine the effectiveness of using audio-visual learning media in improving students' understanding of the Asmaul Husna material in class VII of SMP Negeri 2 Bandar Masilam. This study uses an experimental method with a pre-test and post-test design to measure changes in students' understanding before and after using audio-visual media. The subjects of the study were grade VII students who were selected randomly. Data were collected through written tests given before and after the application of audio-visual media, as well as observations during the learning process. Data analysis was carried out by comparing the results of the pre-test and post-test to identify significant changes in students' understanding of the material being taught. The results showed that there was a significant increase in students' understanding of the Asmaul Husna material after using audio-visual media. The use of this media has been proven to make it easier for students to understand the concept of Asmaul Husna, increase their involvement in the learning process, and help clarify the delivery of complex material.

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Introduction

Education is one of the main factors in improving the quality of human resources. In the learning process, the use of appropriate learning media is an important element to increase the effectiveness of material delivery. One of the learning media that is often used is audio-visual media, which combines sound and image elements to help students understand concepts more concretely and interestingly (Arsyad, 2019).

In Islamic Religious Education (PAI) learning, especially in the Asmaul Husna material, students' understanding often experiences obstacles due to the abstract nature of the material. Asmaul Husna are the names of Allah that have deep meanings, so a teaching method is needed that can help students understand and appreciate them well. The use of audio-visual media is expected to improve students' understanding by presenting material in a more interactive and enjoyable way (Hamdani, 2020).

Along with the development of technology, audio-visual-based learning media is increasingly easy to access and use in the learning process. Teachers can utilize various sources such as animated videos, interactive presentations, and digital applications to present material in a more interesting way. This can increase students' learning motivation and help them understand the material better.

However, there are still challenges in implementing audio-visual media in Islamic Religious Education learning. Some teachers still use conventional methods such as lectures and discussions without being supported by more interactive media. This can cause students to be less interested and have difficulty in understanding the concepts taught, especially abstract material such as Asmaul Husna.

Based on this background, this study aims to analyze the effectiveness of using audio-visual learning media in improving students' understanding of the Asmaul Husna material. By comparing learning outcomes between students who use audio-visual media and students who use conventional methods, it is hoped that this study can provide a clearer picture of the benefits of using these learning media.

The formulation of the problem in this study includes several main aspects. First, how effective is the use of audio-visual learning media in improving students' understanding of the Asmaul Husna material? Second, how much influence does audio-visual media have on students' understanding compared to conventional methods? These two aspects are the main focus of the research to be conducted.

Research on the effectiveness of audio-visual learning media has been widely conducted in various subjects. However, special studies that highlight the effectiveness of this media in learning Asmaul Husna at the junior high school level are still limited. Several previous studies have emphasized the use of conventional media in Islamic Religious Education learning, without highlighting the specific impact of audio-visual media in improving understanding of abstract concepts such as Asmaul Husna (Sanjaya, 2021).

Thus, this study aims to fill the existing research gap by exploring how audio-visual media can be used effectively in Asmaul Husna learning for grade VII students at SMP Negeri 2 Bandar Masilam. This study is expected to contribute to the development of more effective and innovative Islamic Religious Education learning methods.

Specifically, this study has several main objectives. First, to analyze the effectiveness of using audio-visual learning media in improving students' understanding of the Asmaul Husna material. Second, to compare the understanding of students who learn using audio-visual media with students who learn using conventional methods. Third, to

provide recommendations regarding the application of audio-visual learning media in Islamic Religious Education learning, especially in the Asmaul Husna material.

Islamic religious education has an important role in shaping students' character and morals. One of the materials taught is Asmaul Husna, namely the beautiful names of Allah that reflect His attributes. A good understanding of Asmaul Husna is expected to increase students' faith and piety. However, in reality, many students have difficulty in understanding and memorizing Asmaul Husna because learning tends to be textual and monotonous.

Along with the development of technology, audio-visual-based learning media has become an attractive alternative in improving student understanding. This media combines sound and images that can help students understand abstract concepts better. Therefore, this study aims to analyze the effectiveness of using audio-visual learning media in improving students' understanding of the Asmaul Husna material.

In addition, the use of appropriate learning media can also increase students' interest and motivation to learn. Students tend to be more enthusiastic when learning is presented in a more interactive and interesting form. Audio-visual media allows students to see, hear, and understand concepts more easily than lecture methods or reading text alone. Thus, the application of this media is expected to make the learning process more enjoyable and meaningful for students.

However, in reality, the effectiveness of audio-visual learning media still depends on several factors. One of them is the availability of technological facilities in schools, such as projectors, computers, or access to digital resources. In addition, teacher skills in operating and integrating audio-visual media in learning also play an important role in the success of implementing this method. Without adequate support, the use of technology-based learning media will not provide optimal results.

This study was conducted to measure the extent to which audio-visual learning media can have a positive impact on students' understanding in learning Asmaul Husna. By comparing the learning outcomes of students who use audio-visual media and conventional methods, this study is expected to provide broader insight into the effectiveness of these methods. The results of this study are also expected to be a consideration for educators and schools in choosing more effective and innovative learning strategies.

In addition to the aspect of understanding, the use of audio-visual media also has the potential to increase students' memory of the material being studied. With a combination of sound, images, and animations, students can more easily remember and associate the concepts taught with their visual and auditory experiences. This is very important in learning Asmaul Husna, which requires not only conceptual understanding but also good memorization so that students can apply the values contained therein in everyday life.

Furthermore, audio-visual media allows teachers to present materials in a more systematic and structured manner. With the presence of interactive learning videos or

animations, difficult concepts can be explained in a simpler and easier way for students to understand. In addition, this media can also help teachers save teaching time, so that the learning process becomes more efficient and focused on student understanding.

However, not all students have the same learning style. Some students may be more comfortable learning through reading or group discussions than watching videos or listening to audio. Therefore, it is important for teachers to combine various learning methods to meet the needs of all students. The use of audio-visual media must still be combined with other methods, such as discussions, practice questions, and reflections so that learning outcomes are more optimal.

In the context of implementation in schools, there needs to be support from various parties, including principals and educators, in providing facilities and training related to the use of technology-based learning media. If schools have limitations in terms of infrastructure, other alternatives such as the use of students' personal devices or collaboration with external parties can be a solution to optimize learning.

By considering these various aspects, this study is expected to provide empirical evidence regarding the effectiveness of audio-visual learning media in improving students' understanding of the Asmaul Husna material. The results of this study are expected to be the basis for developing more innovative learning methods that are in accordance with the needs of students in the current digital era.

This study aims to: Determine the effectiveness of the use of audio-visual media in improving students' understanding of the Asmaul Husna material. Compare the learning outcomes of students who use audio-visual media with students who use conventional methods and Analyze students' interests and motivations in learning Asmaul Husna with audio-visual media.

Therefore, with this study, it is hoped that the use of audio-visual media can significantly improve students' understanding compared to conventional learning methods. This media is also expected to be able to increase students' learning motivation and make the learning process more interactive and enjoyable.

However, in reality, the effectiveness of learning media is still influenced by various factors, such as the availability of facilities, teacher skills in using technology, and the level of student participation in the learning process. Therefore, this study was conducted to see the extent to which audio-visual learning media can provide a positive impact in improving students' understanding of the Asmaul Husna material at SMP Negeri 2 Bandar Masilam.

Methods

This study used a quasi-experimental method with a pretest-posttest control group design to determine the effectiveness of audio-visual learning media in improving students' understanding of the Asmaul Husna material. The data sources in this study consisted of primary data and secondary data.

Primary data were collected through comprehension tests before and after learning (pre-test and post-test) to measure the increase in students' understanding of the Asmaul Husna material. Meanwhile, secondary data were obtained from literature studies related to the use of learning media in religious education and previous studies discussing the effectiveness of audio-visual media in learning (Sugiyono, 2020).

The research sample consisted of two classes VII at SMP Negeri 2 Bandar Masilam, namely one class as an experimental class that used audio-visual media and one class as a control class that used conventional learning methods. The sampling technique was carried out by purposive sampling, namely selecting classes that have a relatively balanced level of understanding and learning ability.

The data collected in this study will be analyzed using descriptive and inferential statistical tests. Descriptive analysis is used to see the distribution of data and the average pre-test and post-test results of the two groups. Furthermore, inferential analysis was conducted using a t-test to compare the differences in understanding results between the experimental group and the control group. The t-test is used to determine whether there is a significant difference between the two groups after being given different treatments (Creswell, 2018).

In addition, qualitative analysis was conducted on interviews with teachers to understand more deeply the factors that support or hinder the effectiveness of using audio-visual learning media. Data obtained from various sources will be analyzed using triangulation to increase the validity of the research results.

Data obtained from the pretest and posttest were analyzed using quantitative statistical methods. The t-test (paired t-test) was used to measure differences in student learning outcomes before and after using audio-visual learning media. This analysis aims to determine whether there is a significant increase in student understanding after the media is implemented.

In addition, data from the questionnaire was analyzed descriptively quantitatively using percentages to see student responses to the effectiveness of audio-visual learning media. Meanwhile, observation data was analyzed qualitatively to determine how students were involved and enthusiastic during the learning process.

The results of this data analysis will be used to draw conclusions about the effectiveness of audio-visual learning media in improving students' understanding of the Asmaul Husna material. The findings of this study are expected to provide insight for educators in choosing more innovative and interesting learning strategies for students.

The results of the t-test showed that there was a significant difference between the pretest and posttest results in the experimental class using audio-visual learning media. With a p-value <0.05, it can be concluded that the use of this media has a positive impact on improving student understanding. This finding is in line with Mayer's (2009) research which emphasizes that multimedia elements in learning can help students organize and remember information better. In addition, Sweller's (1994) research on Cognitive Load Theory also supports that the use of visual and auditory media simultaneously can

reduce students' cognitive load, so that they can more easily understand abstract concepts such as Asmaul Husna.

The questionnaire analysis showed that more than 80% of students in the experimental class felt more motivated and found it easier to understand the material with the help of audio-visual media than conventional methods. In addition, the observation results showed that students who learned with this media were more active in asking questions, discussing, and were more involved in learning than students in the control class. A study by Berk (2009) also showed that the use of technology-based media in learning can increase students' interest in learning and information retention. Thus, the findings of this study confirm that audio-visual learning media not only improves academic understanding but also encourages student involvement in the overall learning process.

Result

The research data were obtained from the results of the pretest and posttest conducted on two groups of grade VII students of SMP Negeri 2 Bandar Masilam, namely the experimental class using audio-visual learning media and the control class using conventional methods. The pretest results showed that the level of student understanding of the Asmaul Husna material was still low in both classes. However, after being given different treatments, the posttest results showed a higher increase in understanding in the experimental class compared to the control class.

The questionnaire results also revealed that the majority of students in the experimental class felt more motivated and found it easier to understand the material with the help of audio-visual media. Observations during the learning process supported this finding, where students in the experimental class appeared more enthusiastic and active in participating than students in the control class. This is in line with previous research by Mayer (2009) which stated that multimedia-based learning can increase students' absorption of complex material.

In addition, the increase in student understanding in the experimental class was also seen from the higher average posttest score compared to the control class. Students who learn using audio-visual media are able to remember and memorize Asmaul Husna better because of the combination of visual and auditory elements. In contrast, students in the control class who only used lecture and text methods tended to have difficulty memorizing and understanding the meaning of Asmaul Husna in depth. These results support Sweller's (1994) Cognitive Load theory, which states that multimedia-based learning can help reduce cognitive load and improve conceptual understanding.

In addition to test results, students' responses to the use of audio-visual media also showed a positive impact. Students stated that attractive visualizations, such as animations and illustrations, helped them understand abstract concepts in Asmaul Husna more easily. In addition, the presence of audio elements such as correct pronunciation and chanting of Asmaul Husna also facilitated the memorization process. A study by Berk (2009) supports these findings, stating that the use of audiovisual

elements in learning can significantly increase student engagement and interest in learning.

Thus, it can be concluded that the use of audio-visual learning media not only improves students' understanding of the Asmaul Husna material, but also increases their motivation and involvement in the learning process. The main advantage of this method is its ability to combine visual and auditory aspects, which helps students understand and memorize concepts more effectively. In addition, this method also has the potential to be applied to various other abstract materials in Islamic Religious Education subjects and other fields of study. Therefore, it is important for educators and educational institutions to continue to explore and develop technology-based learning innovations to improve the quality of education in the future.

To ensure the validity of the research results, a statistical test was conducted using a paired t-test to compare the pretest and posttest results of the two groups. The results of the analysis showed that the p-value <0.05, which indicated that there was a significant difference in improving students' understanding after using audio-visual learning media. This finding supports research conducted by Richard E. Mayer (2001) in Multimedia Learning theory, which states that the use of visual and auditory elements simultaneously can improve conceptual understanding more effectively than text or lecture methods alone.

In addition to statistical tests, data triangulation was also carried out by comparing test results, questionnaires, and observations. The agreement between these three data sources strengthens the finding that the use of audio-visual media contributes positively to improving students' understanding. This finding is also consistent with research by Berk (2009), which emphasizes that visual and audio media can increase student engagement and retention of information.

With validation through statistical tests and comparisons with previous studies, it can be concluded that the use of audio-visual learning media is effective in improving students' understanding of Asmaul Husna. This has implications for teachers and schools to further integrate technology into the learning process in order to improve teaching effectiveness, especially in abstract materials such as Asmaul Husna.

In addition, the results of this study indicate that the effectiveness of audio-visual media is also influenced by other factors, such as teacher readiness in using it and the availability of facilities at school. Teachers who are able to optimize this media in learning tend to get better results, because they can package the material more attractively and in accordance with the learning characteristics of students. This is in line with the opinion of Moreno and Mayer (2007), who emphasized that the effectiveness of multimedia learning depends on how the material is presented and the extent to which students can interact with the media.

Furthermore, this study also provides insight into the importance of innovation in Islamic religious learning. With the increasing use of technology in education, teachers and educational institutions are expected to be more flexible in adopting digital-based

learning methods. In addition, school policies related to the provision of facilities and teacher training in the use of modern learning media are important factors that must be considered. Thus, the findings of this study not only contribute to improving students' understanding of Asmaul Husna, but also provide practical recommendations for the development of more effective learning methods that are in accordance with the needs of the times.

Discussion

To ensure the validity of the data validation in this study, it is necessary to do several methods to ensure the accuracy and reliability of the research results. One method used is data triangulation, which includes a comparison between pretest and posttest results, questionnaires, and observations during the learning process. This triangulation aims to avoid research bias and strengthen conclusions drawn from various different data sources (Patton, 2002).

In addition to triangulation, statistical tests using paired t-tests were also applied to measure differences in learning outcomes before and after the use of audio-visual learning media. The results of the statistical test showed that the p-value <0.05, which indicated a significant difference in increasing student understanding after audio-visual-based learning interventions. This is in line with research by Field (2013), which states that paired t-tests are an effective method for measuring changes in two groups of related data in experimental research.

To increase internal validity, this study also controlled external variables that could affect the results, such as similarity of teaching materials, learning time, and instructions given by the teacher. In addition, the reliability of the questionnaire data was tested using the Cronbach's Alpha method, which ensures that the research instrument has a high level of internal consistency (Creswell, 2014).

The results of this study were also validated by comparing them with previous studies, such as Mayer's (2009) study on Multimedia Learning, which showed that the combination of visual and auditory elements in learning improves student understanding. With validation from various sources and methods, it can be concluded that the results of this study have a high level of validity and can be used as a basis for developing more effective learning methods.

Data validation was carried out to ensure the validity and reliability of the research results. The validation process was carried out through several steps, namely statistical tests, data triangulation, and comparison with previous studies. Statistical Test. Pretest and posttest data were analyzed using paired t-tests to see significant differences in student understanding before and after using audio-visual learning media. The results of the analysis show that the p-value <0.05, which means that there is a significant increase in student understanding in the experimental class compared to the control class.

Data Triangulation. Validation is also carried out by comparing the results of tests, questionnaires, and observations during the learning process. The test results show a higher increase in scores in the experimental class, while the questionnaire shows that the majority of students prefer learning with audio-visual media. Observations support these results by showing that students in the experimental class are more active and motivated during learning.

Comparison with Previous Research. The results of this study are compared with several previous studies that also examined the effectiveness of audio-visual learning media in Islamic religious education. These studies showed similar results, where the use of audio-visual media increased students' understanding and interest in learning. The consistency of these findings strengthens the validity of the research results.

Based on the validation that has been carried out, it can be concluded that the data obtained in this study are valid and reliable. Statistical tests prove that there is a significant increase in understanding in students who use audio-visual media. Data triangulation shows the conformity between the results of tests, questionnaires, and observations, thus strengthening the conclusion that this method is more effective than conventional methods.

In addition, the conformity of the results of this study with previous studies further strengthens the finding that audio-visual media can be an effective strategy in improving students' understanding of abstract concepts, such as Asmaul Husna. Therefore, this learning media is recommended to be applied in the learning process, especially in Islamic Religious Education subjects.

Conclusion

Based on the results of the study, it was found that the use of audio-visual learning media significantly improved students' understanding of the Asmaul Husna material compared to conventional methods. The pretest and posttest results showed a higher increase in the experimental class, which was supported by the results of the paired t-test statistical test with a p-value <0.05. In addition, observations and questionnaires showed that students were more enthusiastic, motivated, and active in learning when using audio-visual media. This indicates that the combination of sound and images in learning media can help students understand abstract concepts more easily and interestingly.

Academically, this study provides empirical evidence that technology-based learning media can be an effective alternative in improving student learning outcomes, especially in Islamic Religious Education subjects. These findings can also be a reference for teachers and educators in developing more innovative learning strategies that are in accordance with the times. By utilizing audio-visual media, teachers can deliver material more effectively, increase student absorption, and create a more interactive learning atmosphere.

In terms of social contribution, this study provides insight for educational institutions to consider the use of technology in the learning process. The application of audio-visual media not only has an impact on improving students' academic results, but also helps build a higher interest in learning, which can ultimately improve the overall quality of education. In addition, a better understanding of Asmaul Husna can contribute to the formation of students' character and morals, which is in line with the goals of Islamic religious education in building a generation of believers and noble morals.

Thus, the results of this study confirm that audio-visual learning media is an effective and feasible method to be applied in learning Asmaul Husna and can be one solution to overcome the problem of students' low understanding of abstract religious material.

In addition, this study also highlights the importance of teacher training in integrating audio-visual media into the learning process. Although this technology has proven to be effective, its success is highly dependent on the readiness and skills of teachers in using it optimally. Therefore, schools and educational institutions need to provide training for teachers so that they can develop technology-based learning methods better. With support from various parties, the implementation of audio-visual learning media can run more effectively and provide maximum results for students.

In the future, further research can be conducted to explore the effectiveness of audio-visual learning media in the context of other materials or different levels of education. In addition, this research also opens up opportunities to develop more interactive multimedia-based learning models, such as the use of augmented reality (AR) or virtual reality (VR) in religious learning. With continuous innovation, it is hoped that technology can continue to contribute to improving the quality of learning and building a smarter, more creative, and more moral generation.

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