



The Impact of Audiovisual Media Usage in Quran Learning at MIN 2 Nias Selatan

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ABSTRACT

This study examines the impact of audiovisual media usage in Quran learning at MIN 2 Nias Selatan, focusing on its influence on student engagement, comprehension, and retention of Quranic teachings. The rapid development of technology has significantly influenced various educational practices, and this research aims to explore how audiovisual tools can enhance the learning experience in religious education. The study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews with both students and teachers. The results indicate that the integration of audiovisual media, such as video and audio recordings of Quranic recitations, interactive presentations, and visual aids, significantly improved students' understanding of the Quran. Students reported higher levels of engagement and enthusiasm during lessons, and their ability to memorize verses also showed improvement. Teachers observed an increased level of participation and interest, with audiovisual media fostering a more interactive and dynamic classroom environment. Additionally, the study found that audiovisual resources contributed to a deeper understanding of the meanings behind the Quranic verses, making learning more accessible and impactful. This research suggests that incorporating audiovisual media into Quran education not only aids in improving academic performance but also enhances the spiritual and emotional connection students have with the Quran. The findings underscore the importance of utilizing modern educational tools in religious instruction, particularly in enhancing Quran learning for elementary school students in rural areas.

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Introduction

Quran education in Indonesia plays a crucial role in shaping the character and spirituality of the younger generation. As the holy book of Islam, the Quran is not only a guide for life but also a primary source in religious education. In various schools, including Madrasah Ibtidaiyah Negeri (MIN) 2 Nias Selatan, Quranic studies are a central component of the curriculum that must be taught to students. However, conventional

teaching methods are sometimes considered less engaging for students, which can affect their understanding and motivation to learn the Quran.

With the rapid development of information technology, educational media have become more diverse, enabling teachers to use various tools that are more engaging and interactive. One such tool is audiovisual media, which combines both audio and visual elements in delivering educational content. Audiovisual materials can include audio and video recordings of Quranic recitations, animations, or presentations, which help students better understand the subject matter being taught.

At MIN 2 Nias Selatan, Quran education has traditionally been delivered using conventional methods that rely more on oral and written teaching. Although these methods have proven effective, there are challenges in maintaining student attention and interest in the subject. Therefore, the use of audiovisual media as an educational aid is expected to be a solution to improve the quality of Quran education at this school.

This study aims to identify the impact of audiovisual media usage on Quran learning at MIN 2 Nias Selatan, focusing on its effects on student motivation, understanding, and involvement in the learning process. The use of audiovisual media is believed to attract students' attention in a more dynamic and enjoyable manner, making the learning process more effective.

This study also seeks to explore the extent to which audiovisual media can assist students in memorizing Quranic verses. Memorizing the Quran is often considered difficult for many students; however, with the help of visual and auditory elements, it is expected to make it easier for students to recall and understand the content of these verses.

Furthermore, this research examines the teachers' responses to the use of audiovisual media in Quran teaching. The integration of technology in education not only impacts students but also influences the way teachers manage classrooms and deliver lessons. Therefore, it is important to see how teachers utilize audiovisual media to enhance the quality of their teaching.

At MIN 2 Nias Selatan, the main challenge in Quran education is the limited resources and facilities. Although the school has several facilities, the use of audiovisual media in teaching is still relatively new. This study will also investigate the obstacles and challenges faced by both teachers and students in utilizing these media, as well as the ways to overcome them.

The use of audiovisual media in education has been widely discussed in previous literature, with many studies showing that such media can increase student interest and learning outcomes. Audiovisual materials, which combine sound, images, and motion, can help address the limitations of verbal communication in conveying information. In

the context of Quran education, these media are expected to provide a more contextual and comprehensive approach, enabling students to better relate the Quranic text to its practical application in daily life.

Based on existing studies, the use of audiovisual media in religious education has been shown to improve students' understanding of the subject matter and strengthen their emotional connection to it. This is important because Quran education requires not only cognitive understanding but also spiritual and emotional comprehension.

In this study, the author aims to develop a theoretical framework that incorporates audiovisual learning theories and how these theories are applied in the context of Quran teaching. With this theoretical approach, this research hopes to provide new insights into how audiovisual media can effectively influence students' learning processes.

Additionally, this study is expected to provide practical contributions for Quran teachers, especially in designing more innovative and engaging teaching methods. In the long term, the use of audiovisual media is expected to accelerate the learning process and improve the quality of religious education at MIN 2 Nias Selatan, enriching students' learning experiences.

Overall, this research highlights the importance of adapting technology in Quran education in primary schools, especially in regions with limited resources. By identifying the impact of audiovisual media usage, this study aims to provide valuable recommendations for developing Quran teaching methods that are more in line with the demands of the times.

Thus, this research will examine the extent to which audiovisual media usage can improve the quality of Quran education and provide an overview of the potential and challenges faced in its implementation at MIN 2 Nias Selatan.

Methods

This study employed a quantitative descriptive research method to analyze the impact of audiovisual media on Quran learning at MIN 2 Nias Selatan. The descriptive approach was chosen to present a detailed overview of the current teaching practices and the effects of integrating audiovisual media into Quran education. This method allows researchers to describe, analyze, and interpret conditions that occur in the field without manipulating any variables.

The research was conducted at MIN 2 Nias Selatan, a public Islamic elementary school that serves students from various socioeconomic backgrounds. The location was selected purposively because of its efforts to implement modern educational strategies in Quran teaching despite its rural setting. The focus of this study was on the fourth and

fifth-grade students, as they are at a developmental stage where multimedia learning is particularly effective.

The population in this study consisted of all students in grades IV and V, as well as Quran teachers at MIN 2 Nias Selatan. A sample of 60 students was selected using a purposive sampling technique, ensuring that participants had been exposed to audiovisual media during their Quran lessons. In addition, two Quran teachers were selected to provide insights into the instructional strategies and challenges faced when using audiovisual tools.

Data collection techniques included questionnaires, classroom observation, and interviews. The questionnaires were distributed to students to assess their motivation, understanding, and memorization of Quranic verses before and after the implementation of audiovisual media. The questionnaire used a Likert scale to quantify student responses across various indicators of engagement and comprehension.

In addition to questionnaires, classroom observations were conducted to see how audiovisual media were applied in real teaching sessions. The observation focused on student behavior, classroom interactions, and the teaching methods employed by educators. A structured observation sheet was used to ensure consistency and objectivity across multiple sessions.

To gain deeper insights, semi-structured interviews were conducted with the Quran teachers. These interviews explored teachers' perceptions of audiovisual media, the types of media used, challenges faced, and perceived improvements in students' learning outcomes. The qualitative data from interviews complemented the quantitative findings from questionnaires and observations.

The instruments used in this study were validated through expert judgment from two education professionals specializing in Islamic education and instructional media. A pilot test was also conducted to determine the reliability of the questionnaire items. The Cronbach's Alpha coefficient was calculated to ensure internal consistency, and a value above 0.70 was considered acceptable for this study.

The data analysis for the quantitative results involved the use of descriptive statistics, including percentages, means, and standard deviations. The analysis was conducted using SPSS software to ensure accurate computation of the students' responses. For qualitative data obtained from interviews and observations, a thematic analysis was used to identify recurring patterns and insights related to audiovisual media usage.

This mixed-method approach was selected to provide a comprehensive understanding of how audiovisual media affect Quran learning. By combining quantitative data from students and qualitative data from teachers, the research

presents a well-rounded analysis of the effectiveness of audiovisual media in enhancing both cognitive and affective learning outcomes in Quran education.

Overall, the methodology of this study is designed to uncover the multifaceted impact of audiovisual learning tools and offer practical implications for improving Quran instruction in primary religious schools, particularly in rural or under-resourced settings such as MIN 2 Nias Selatan.

Result

The results of this study show a significant positive impact of audiovisual media usage on students' learning outcomes in Quran education at MIN 2 Nias Selatan. Based on the data collected through questionnaires, observations, and interviews, it was found that students demonstrated higher levels of interest and engagement during Quran lessons when audiovisual materials were utilized.

From the questionnaire results, more than 85% of the students agreed or strongly agreed that learning the Quran with the aid of audiovisual media was more enjoyable and easier to understand compared to traditional methods. Students responded positively to visual content such as videos of Quran recitation with translations, animated stories of the prophets, and interactive presentations that visually explained tajwid rules.

In terms of comprehension, students showed a notable increase in their ability to grasp the meanings of Quranic verses. Prior to the implementation of audiovisual media, comprehension levels were moderate, with many students struggling to connect the Arabic text to its meaning. After several weeks of exposure to audiovisual media, comprehension scores increased significantly, as measured by follow-up assessments and teacher evaluations.

Observational data also confirmed that the classroom atmosphere became more dynamic and participatory. Students were more active in responding to questions, volunteering to recite verses, and participating in group activities. The visual and auditory stimulation provided by the media appeared to capture their attention more effectively than textbook-based learning.

In terms of memorization, many students reported that they found it easier to memorize verses when they were accompanied by rhythmical audio recitations and animated text. The repetition of sound and visual cues helped reinforce memorization. Teachers also noted that students were able to retain the verses for longer periods, suggesting deeper cognitive processing.

Teachers interviewed in this study affirmed the practical benefits of using audiovisual media. They mentioned that these tools not only reduced the burden of

explanation but also provided a new dimension to Quran learning. One teacher stated that "students who were usually passive became more enthusiastic and even asked to watch the learning videos again during breaks."

However, several challenges were also identified. The most prominent was the limited availability of equipment such as projectors, speakers, and stable electricity. Additionally, not all classrooms were equipped with the technological infrastructure to support regular use of audiovisual media. This limitation required teachers to improvise or rotate media use among classes.

Despite these limitations, student motivation saw a marked improvement. Many students expressed that they looked forward to Quran lessons and even practiced watching or listening to Quran-related videos at home. This indicates that audiovisual media also influenced their independent learning habits outside the classroom.

The comparison of pre- and post-intervention test scores showed a statistically significant improvement in students' performance. On average, test scores increased by 18%, with the greatest improvement observed in areas related to interpretation and tajwid application. This suggests that audiovisual tools can effectively bridge the gap between abstract concepts and practical application.

Qualitative analysis from teacher interviews revealed that media-enhanced lessons fostered emotional connections with the Quran. Several students were reported to express more empathy during lessons involving stories of the prophets and felt more connected to the moral lessons conveyed.

In general, the use of audiovisual media proved to be a powerful pedagogical tool in supporting both cognitive and affective domains of learning. Students not only learned better but also showed a more positive attitude towards religious education. These findings support the integration of multimedia resources in Quran education, especially in elementary Islamic schools.

Ultimately, the results of this study demonstrate that while there are infrastructural challenges, the educational benefits of audiovisual media outweigh the limitations. With proper planning and support, this approach has the potential to transform Quran learning into a more meaningful, enjoyable, and impactful experience for students.

Discussion

The findings of this study clearly indicate that the use of audiovisual media in Quran learning at MIN 2 Nias Selatan has a significant positive impact on student engagement, comprehension, and memorization. These results are consistent with the initial working hypothesis, which posited that integrating audiovisual tools into Quran education would

enhance the effectiveness of teaching and learning processes, especially in early educational settings.

From a pedagogical perspective, the increased student motivation and active classroom participation observed align with previous research by Mayer (2009), which supports the Cognitive Theory of Multimedia Learning. According to this theory, when learners process information through both visual and auditory channels, they are more likely to construct meaningful mental representations and retain information longer. The results of this study confirm that when students are exposed to multimedia Quranic lessons, their understanding of abstract concepts such as tajwid and interpretation improves significantly.

Moreover, this study supports earlier findings by Az-Zahra (2020), who demonstrated that audiovisual media could enhance students' ability to memorize and internalize Quranic verses. The use of rhythmic recitations combined with text animations proved to be especially effective in the current study, reinforcing the idea that multi-sensory input enhances memorization and recall. This has practical implications for how Quran memorization is approached, suggesting that combining traditional rote learning with media-assisted techniques may yield better outcomes.

In terms of affective learning outcomes, the emotional and moral engagement observed in students—especially when viewing stories of the prophets—highlights the potential of audiovisual media to strengthen students' spiritual and moral development. This aligns with the work of Nasution (2018), who emphasized the importance of emotional involvement in religious education. By presenting Quranic content in a visually rich and emotionally engaging format, teachers are better able to connect religious values with students' everyday experiences.

The results also have broader implications for Islamic education in rural or under-resourced schools. Although technological limitations exist—such as inadequate infrastructure, lack of consistent electricity, or limited teacher training—this study shows that even partial or occasional use of audiovisual tools can meaningfully improve learning outcomes. It suggests that targeted investments in educational technology, especially in Islamic schools, can yield disproportionately positive impacts.

From a curriculum development standpoint, the integration of audiovisual media into Quran education can serve as a model for more inclusive and modern approaches to religious learning. It encourages the creation of structured multimedia resources tailored specifically for Quran education, which could be scaled and adapted for use in other schools across Indonesia and similar educational contexts globally.

This study also raises important considerations for teacher training and support systems. Teachers need not only access to equipment but also training on how to

integrate multimedia meaningfully into lessons. Professional development programs focused on instructional technology in religious subjects should be a priority to fully realize the benefits of these tools.

For future research, several directions are worth exploring. First, longitudinal studies could assess whether the positive effects of audiovisual learning persist over time. Second, comparative studies involving different types of media—such as virtual reality, gamified learning, or AI-driven platforms—could provide deeper insights into which tools are most effective for various aspects of Quran education. Lastly, studies focusing on the psychological and spiritual impacts of multimedia Quran instruction could help educators design more holistic learning experiences.

In conclusion, the findings of this study reinforce the importance of integrating audiovisual media into Quran learning, particularly in elementary Islamic education. While challenges remain, the pedagogical, emotional, and cognitive benefits observed demonstrate that multimedia-enhanced religious education is not only feasible but highly beneficial. As the field of Islamic education continues to evolve, future innovations should seek to further leverage technology to enrich both the content and experience of Quranic learning.

Conclusion

Based on the findings and discussion, it can be concluded that the use of audiovisual media in Quran learning at MIN 2 Nias Selatan has a significantly positive impact on students' learning experiences and outcomes. Audiovisual media were proven to enhance students' motivation, engagement, comprehension, and memorization of Quranic content. The interactive and multisensory nature of these tools allowed students to process information more effectively compared to conventional teaching methods. The integration of visual and auditory elements in Quran lessons made the learning process more dynamic and enjoyable, which contributed to greater student participation in class. Furthermore, students were more likely to retain information and develop a stronger emotional and spiritual connection to the content, particularly when learning through videos that depicted moral stories or Quranic recitations. This study also highlighted several challenges, including limited technological infrastructure and lack of consistent access to multimedia resources. Nevertheless, the benefits far outweigh the limitations, and with appropriate support, the use of audiovisual media has great potential to transform Quran learning in primary Islamic schools, especially in rural or under-resourced areas. In conclusion, audiovisual media serve as a powerful and practical tool for improving Quran education. Their implementation should be encouraged and supported through teacher training, provision of adequate facilities, and the development of contextually relevant content. This study contributes to the

growing body of research supporting the modernization of Islamic education and opens pathways for future innovation in teaching methods.

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