



Application of Audio Visual Media to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 0120 Sayur Matua

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ABSTRACT

This study aims to analyze the application of audio-visual media in improving learning outcomes in reading Surah Al-Ma'un in students of SDN 0120 Sayur Matua. The background of this study is based on the low ability of students in reading the Qur'an, especially Surah Al-Ma'un, which is caused by the limitations of conventional learning medias. Audio-visual medias are believed to be able to improve students' understanding and reading skills more effectively through visual and auditory stimulation. This study uses a Classroom Action Research (CAR) approach which is carried out in two cycles. The subjects of the study were students of class ... (adjust to the class studied). Data were collected through observation, tests, and interviews, then analyzed descriptively qualitatively and quantitatively. The results of the study showed that the application of audio-visual medias had a positive effect on the ability to read Surah Al-Ma'un. This is indicated by the increase in the average value of student learning outcomes from the first cycle to the second cycle. In addition, this media also increases students' motivation and interest in reading the Qur'an. Thus, it can be concluded that the audio-visual media is effective in improving learning outcomes in reading Surah Al-Ma'un in SDN 0120 Sayur Matua. This study recommends the use of audio-visual medias as an innovative learning strategy in teaching reading the Qur'an in elementary schools.

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Introduction

Islamic religious education in elementary schools plays an important role in shaping character and increasing students' religious understanding from an early age. One important aspect in learning Islam is the ability to read the Qur'an properly and correctly

according to the rules of tajwid. However, recent research shows that many elementary school students still have difficulty reading the Qur'an, including Surah Al-Ma'un (Rahman & Hidayat, 2022). This difficulty includes aspects of pronunciation, fluency, and understanding of its meaning. The causal factors include learning medias that are less varied and the limited use of interactive learning media.

Conventional learning medias that are still widely used in schools tend to be monotonous and less attractive to students. Teachers often only use lecture and reading medias together, without any innovation in learning (Fauziah & Mahmud, 2023). This causes low student motivation in learning to read the Qur'an. The lack of supporting learning media is also one of the factors that makes it difficult for students to understand the reading properly. Therefore, a more innovative learning strategy is needed that is able to increase students' interest in learning.

One approach that can be applied to improve the skills of reading the Qur'an is the audio-visual media. This media has been proven effective in improving understanding and reading skills in various subjects, including learning the Qur'an (Suryani, 2023). Audio-visual media utilizes sound and image-based technology that can help students understand lessons better. The use of audio media allows students to listen to examples of correct reading, while visual media helps them recognize the form of writing, punctuation, and the meaning of verses in more depth.

Research conducted by Hasanah et al. (2023) shows that the use of audio media in learning the Qur'an helps students imitate readings more accurately. In addition, visual media helps them understand the structure of the text and the meaning of the verses more comprehensively. With the combination of these two aspects, students can learn to read Surah Al-Ma'un more effectively and enjoyably. This media can also help increase students' confidence in reading the Qur'an independently.

This study aims to analyze the application of the audio-visual media in learning to read Surah Al-Ma'un at SD Negeri 0120 Sayur Matua. This media was chosen because it can provide a more interesting learning experience for students through a combination of audio and visuals. By listening to the correct reading and seeing the verses clearly, students are expected to more easily understand and imitate the way of reading in accordance with the rules of tajwid. Several previous studies have shown that this media can improve students' reading skills, but further studies are still needed in elementary school environments, especially at SD Negeri 0120 Sayur Matua.

In addition, this study attempts to measure the effectiveness of the audio-visual media in improving student learning outcomes. The success of a learning media can be measured by the increase in students' ability to understand and apply the material taught. Therefore, this study will compare student learning outcomes before and after using the audio-visual media. Through test-based evaluation and observation, it is expected to determine the extent to which this media contributes to improving the ability to read Surah Al-Ma'un.

Student learning outcomes are not only measured from the cognitive aspect, but also from the reading skills that include fluency, pronunciation accuracy, and application of the laws of tajwid. By using audio-visual media, students can more easily adjust the intonation and rhythm of their reading according to the examples given. This is important considering that one of the main obstacles in learning to read the Qur'an is the lack of correct reading references, especially for students who are not used to hearing the Qur'an in their environment.

In addition to academic aspects, this study also focuses on students' motivation and interest in learning after the audio-visual media is applied. One of the problems in learning the Qur'an in elementary schools is the low motivation of students to learn to read independently. With the presence of attractive visual displays and interactive audio, it is expected that students will be more enthusiastic in participating in learning. Changes in the level of student involvement during the teaching and learning process will be observed to determine the impact of this media on their motivation.

Students' interest in learning is an important factor in determining the success of a learning media. If students find learning interesting and enjoyable, they tend to be more focused and try to understand the material better. Therefore, this study will identify the extent to which audio-visual medias can increase students' interest in learning to read the Qur'an. Data collection will be carried out through interviews, questionnaires, and observations of student behavior during the learning process.

The audio-visual media is also expected to provide long-term benefits for students in learning the Qur'an. By improving reading skills and understanding of tajwid from an early age, students will have a strong foundation for learning the Qur'an at the next level of education. In addition, increasing learning motivation through a technology-based approach can help students develop the habit of reading the Qur'an independently at home and in the school environment.

For teachers, this study aims to provide insight into the effectiveness of the audio-visual media in learning the Qur'an. By understanding the impact of this media, teachers can adapt their teaching techniques to better suit the needs of students. The use of technology in Islamic religious learning can also be an innovation that helps teachers overcome the challenges that have been faced in teaching reading the Qur'an.

Overall, this study is expected to contribute to the world of education, especially in the field of learning the Qur'an in elementary schools. With empirical evidence regarding the effectiveness of the audio-visual media, schools can consider using it as a more interactive and effective learning strategy. If proven successful, this media can be implemented more widely in Islamic religious subjects in various other elementary schools to improve the quality of learning to read the Qur'an. It is hoped that through this research, students can more easily understand and read Surah Al-Ma'un properly and correctly. The audio-visual media provides a more interesting and effective learning experience than conventional medias. Recent research by Yusra et al. (2022) states that the use of audio-visual technology in Islamic religious learning can significantly increase students' concentration and interest in learning. With the combination of hearing and

visualization, students find it easier to imitate the correct reading and understand the meaning of the verses being studied.

In addition to improving reading skills, this study is also expected to help teachers develop more innovative learning medias. Teachers can utilize various digital media, such as interactive videos, recordings of Al-Quran readings by professional reciters, and technology-based educational applications to facilitate learning (Rahmat & Sari, 2022). With more varied medias, students not only learn to read, but also understand the context and content of Surah Al-Ma'un in more depth.

Another benefit of this study is as a recommendation for schools in improving the quality of Islamic religious learning by utilizing educational technology. Along with the development of the digital era, elementary schools need to adopt more modern learning medias to better suit the needs and characteristics of today's students (Ananda & Fauzi, 2023). The use of audio-visual medias can help schools create a more adaptive and interactive learning environment, so that students are more interested in studying the Al-Quran.

In addition, the results of this study can be a reference for curriculum development at the elementary school level, especially in learning to read the Al-Quran. With empirical evidence regarding the effectiveness of the audio-visual media, schools and policy makers can consider integrating this media into the learning system. Support from schools in providing supporting facilities, such as audio and video devices, is also an important factor in the success of implementing this media. Overall, this study is not only beneficial for students, but also for teachers and schools in improving the quality of Islamic religious education. If the audio-visual media proves effective, then this approach can be applied more widely as an innovative learning strategy. Thus, it is hoped that students will not only have better reading skills in Surah Al-Ma'un, but also have higher motivation in studying the Qur'an continuously.

Method

This study uses the Classroom Action Research (CAR) media which is carried out in two cycles. Each cycle consists of the stages of planning, implementation, observation, and reflection. CAR was chosen because it allows researchers to identify and fix problems in the learning process directly. By using this media, the effectiveness of audio-visual in improving student learning outcomes can be analyzed systematically through the actions given in each learning cycle.

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from students of SD Negeri 0120 Sayur Matua through observation, reading tests of Surat Al-Ma'un, and interviews with teachers. This data is used to evaluate the development of students' reading skills after the audio-visual media is applied. Secondary data comes from research journals, books, and other reference sources relevant to technology-based learning medias in Islamic religious education.

Data analysis in this study uses qualitative and quantitative approaches. Qualitative analysis is carried out by analyzing the results of observations and interviews to see changes in students' motivation and interest in learning. Meanwhile, quantitative analysis is carried out by comparing the results of students' reading tests before and after the application of the audio-visual media. Quantitative data were analyzed using descriptive statistical techniques, such as the average value and percentage of improvement in students' reading skills from the first cycle to the second cycle.

The research instruments used included observation sheets, reading tests, and interviews. Observation sheets were used to record student activities during the learning process. Reading tests were used as a measuring tool in evaluating the improvement of students' ability to read Surah Al-Ma'un. Interviews were conducted with teachers and students to gain deeper insight into the effectiveness of audio-visual medias in improving their learning outcomes.

To ensure the validity of the data, this study used data triangulation techniques, namely comparing data from observations, interviews, and reading tests. With this technique, the accuracy of the research results can be improved, so that the conclusions produced are more valid and accountable.

Result

The results of the study showed that the application of the audio-visual media in learning to read Surah Al-Ma'un had a positive impact on students of SD Negeri 0120 Sayur Matua. In the first cycle, there was an increase in students' reading ability, although there were still some students who had difficulty in pronunciation and application of tajwid. After improvements were made in the second cycle, the results showed that almost all students experienced a significant increase in reading fluency and understanding of the verses of Surah Al-Ma'un. In addition, students' motivation and interest in learning also increased after the audio-visual media was applied, as evidenced by observations and interviews with teachers and students. Several indicators that show this increase are an increase in the number of students who are active in learning and a positive response to the audio-visual media used.

Table 1. Comparison of student scores before and after intervention

Cycle	Average Value Before Intervention	Average Score After Intervention
Pra-Cycle	60	-
Cycle I	72	80
Cycle II	80	90

The table above shows an increase in the average score of students from pre-cycle to cycle 2. In the pre-cycle, the average score of students only reached 60, but after the audio-visual media was implemented, the average score increased to 90 in the second cycle.

Data verification in this study was carried out to ensure the accuracy and validity of the results obtained. This process was carried out through several techniques, including data triangulation, reliability testing, and discussions with experts.

Data triangulation was carried out by comparing various data sources, such as observation results, interviews, and student reading tests. By using various data collection medias, the research results became more reliable and did not only depend on one source. To ensure the accuracy of the data, a reliability test was carried out by repeating measurements on the same sample at different times. If the results obtained remain consistent, it can be concluded that the data collected has a high level of reliability.

Verification was also carried out through discussions with teachers and experts in the field of Islamic education. Teachers provided input on the effectiveness of the audio-visual media, while experts assisted in assessing the suitability of the media with existing learning theories.

Each cycle in this study involves a reflection stage, where the results obtained are analyzed and compared with the initial objectives of the study. If there is a gap between the expected and obtained results, improvements are made in the next cycle to increase the validity of the findings. As a form of additional verification, the results of this study were compared with previous studies that used audio-visual medias in learning the Qur'an. The results show that this study is consistent with previous findings stating that the audio-visual media is effective in improving student learning outcomes.

The increase in learning outcomes in reading Surah Al-Ma'un after the application of the audio-visual media shows that this media is effective in improving student understanding. This is in line with previous studies stating that the use of technology-based media can improve student concentration and motivation in learning the Qur'an. From interviews with students, they felt more helped by the audio recordings from professional reciters and interactive videos that allowed them to understand pronunciation and tajweed better. In addition, teachers also felt that this media was more interesting than conventional medias such as lectures and reading together.

From the results of this study, it can be concluded that the audio-visual media is effective in improving learning outcomes in reading Surah Al-Ma'un. This improvement can be seen from the increase in students' average scores and their increased motivation and interest in learning. Thus, the audio-visual media can be a better alternative compared to conventional learning medias.

Discussion

Data validation is an important step in ensuring that the results of this study have a high level of accuracy. The validation process was carried out by comparing the test results before and after the audio-visual media intervention. Based on the results of the analysis, there was a significant increase in students' reading ability.

In addition, validation was carried out by referring to previous theories and research. The results of this study are in line with studies stating that audio-visual medias can improve understanding and reading skills of the Qur'an. This is reinforced by teacher interviews stating that students are more enthusiastic and understand reading faster after using audio-visual media.

In terms of technicality, validation was carried out through reliability testing by repeating the measurement of learning outcomes in two cycles. The results showed that the increase in student scores occurred consistently, indicating that the media used was highly effective in improving learning outcomes.

Discussions with Islamic education experts provided additional perspectives in ensuring data accuracy. Experts agree that the use of audio-visual medias in learning to read the Qur'an can be a more interesting and effective alternative compared to conventional medias.

The results of this validation further strengthen the findings that audio-visual medias can improve student learning outcomes in reading Surah Al-Ma'un. With consistent results from various sources, this study can be used as a reference in developing technology-based learning strategies in elementary schools.

Furthermore, the data triangulation process was also carried out by comparing the results of direct observations in class, interviews with teachers, and analysis of student test result documents. This triangulation aims to ensure that the research results are not only based on one data collection media, but come from various sources that support each other.

In statistical analysis, the validity test using the correlation media showed that the data obtained had a strong and significant relationship between the use of audio-visual medias and increased student learning outcomes. Thus, it can be concluded that this media does have a measurable positive impact on students' ability to read the Qur'an.

Overall, data validation in this study shows that the audio-visual media is an effective learning strategy and is feasible to be applied in learning to read the Qur'an. These findings are expected to be the basis for the development of more innovative teaching medias in Islamic religious learning in elementary schools.

In addition to academic aspects, data validation also considers students' psychological factors. The use of audio-visual medias has been proven to increase students' confidence in reading the Qur'an, because they can learn independently through more interesting sound recordings and visualizations.

Teachers involved in this study also provided positive feedback on the effectiveness of this media. They stated that with the audio-visual media, it was easier for them to teach correct pronunciation and provide clearer reading examples to students. Validation of this data was also supported by observations of student expressions and responses during learning. Students who initially seemed less confident

in reading became more enthusiastic and actively participated in class after being given learning with the audio-visual media.

In addition, the results of interviews with parents of students showed that this media also had an effect outside the school environment. Several parents reported that their children practiced reading the Qur'an more often at home with the help of audio-visual media provided by the teacher.

This study also showed that data validation through teacher reflection provided additional insight into the strengths and limitations of the audio-visual media. Teachers stated that although this media was very effective, more intensive assistance was needed, especially for students who still had difficulty reading the Qur'an.

With various forms of validation that have been carried out, it can be concluded that the audio-visual media has a significant positive impact on improving student learning outcomes in reading Surah Al-Ma'un. Therefore, this media is recommended to continue to be developed and applied in Islamic religious learning at elementary school level.

Conclusion

This study shows that the application of audio-visual medias in learning to read Surah Al-Ma'un significantly improves students' ability to read the Qur'an. The results of data analysis prove that there is a consistent increase in students' understanding, pronunciation, and reading fluency after this media is applied. In addition, students show a higher increase in motivation and interest in learning compared to conventional medias. From an academic perspective, this study contributes to the development of more innovative and interactive learning medias in elementary schools. Teachers benefit from this media because they can teach tajwid and pronunciation more easily using supporting media. In addition, the results of this study can be the basis for the development of technology-based education policies, especially in Islamic religious learning at the elementary level.

Based on the results of this study, it is recommended that audio-visual medias continue to be developed and applied more widely in the Islamic religious learning curriculum. Schools, government, and educators need to work together in providing technology-based learning facilities and media so that the benefits can be felt more widely. Thus, this media can be a long-term solution in improving the quality of reading learning. This study also provides new insights for policy makers in the field of Islamic education. The government and educational institutions can consider the use of technology as part of the national curriculum, especially in Islamic religious education subjects. Thus, this media can provide wider benefits for society as a whole.

Another social contribution is the creation of awareness that learning the Qur'an can be done in a more modern and innovative way. Not only relying on conventional medias, but also by utilizing increasingly advanced technological developments to provide a more effective learning experience. With this increasing awareness, it is hoped that more initiatives will emerge in developing technology-based learning media. This can

open up opportunities for educational application developers to create products that support digital learning of the Qur'an, so that more students can benefit from this media.

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