



Efforts to Improve Student Learning Outcomes by Using Audio Visual Media at MI Ma'arif NU I Rancamaya

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using audio-visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary madrasahs. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that audio-visual media learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

Learning and teaching are two concepts that cannot be separated from each other. Learning refers to what a person must do as a subject who receives lessons, while teaching refers to what a teacher must do as a teacher. In teaching and learning activities in Madrasahs, especially Madrasah Ibtidaiyah, in general there are two materials that must be taught, namely general knowledge material and Islamic religious knowledge material or Islamic religious education. Islamic religious education in madrasahs itself consists of four types of subjects, namely: Al-Quran and Hadith, Aqidah Akhlak, Fiqh and Islamic Cultural History. Each of these lessons is basically interrelated, the content fills and complements each other. In learning Aqidah Akhlak on the material of the sentences Thayyibah Subhanallah, Masya Allah, and Allahu Akbar in everyday life

is very important, both in individual and social life, as a manifestation of the teachings and values of Islamic aqidah. So far at MI Ma'arif NU 1 Rancamaya, especially class IV A, in the process of learning Aqidah Akhlak, the material still uses conventional methods or media. Where in this case, the learning process still relies on the teacher explaining the students listening, also sometimes students have discussions related to the existing learning.

Various learning media in the Aqidah Akhlak learning process have not been applied by teachers, so this still makes students less able to understand the material being taught. The development of the world of knowledge today, especially in the world of education, is required to be able to develop and even advance and improve the quality of human resources. Therefore, efforts to create a quality education system that is in accordance with the conditions of the country, namely those based on Pancasila, must be implemented, one of which must be there is a quality teacher who is able to realize the goals of national education, namely those who have pedagogical potential, personality competence, social competence, and professional competence.

In the world of education, teachers play an important role because the success of the teaching and learning process is largely determined by the teacher factor, the teacher's job is to convey to students through the communication process and the teaching and learning process that they carry out. The success of teachers in delivering material is very dependent on the interaction between teachers and students. Failure to interact will result in an impact on the message conveyed by the teacher. For this reason, a teacher is required to have pedagogical skills, namely having the ability to design and implement learning including the ability to use learning media.

Quality and meaningful teaching and learning activities for students in improving their knowledge, not only depend on the content of the subject matter, facilities and infrastructure, biological and psychological conditions of children and their socio-economic conditions, but also depend on the performance and professionalism of teachers in teaching. Every educator is required to consider learning needs that are in accordance with the child's developmental period 4 A qualified teacher will be able to determine the right way to teach in delivering their students to achieve the expected learning goals. In this context, the use of media or aids in the religious learning process is a primary need. The media for teaching religious education is an intermediary or messenger of the religious teacher's message to the recipient of the message, namely students. This learning media is very much needed in stimulating thoughts, feelings, attention and interests and attention so that the teaching and learning process occurs and can facilitate the delivery of Islamic religious education.

Furthermore, Azhar Arsyad stated that the use of learning media in the teaching and learning process can increase new interests, motivation and learning stimuli and can even bring psychological influences to students. Motivation is the power that drives individual activities/behavior, shows the situation within the individual that encourages

or moves individuals to carry out activities to achieve goals. Motivation is formed from forces that come from within and outside the individual, motivation has two functions, namely to direct behavior and activate behavior.

The principle of using learning media is that in using media, students must be prepared and treated as active participants and must take responsibility during learning activities. This is done as an effort to arouse or arouse students' interest so that they want to learn, to bind students' attention so that they are always tied to teaching and learning activities. Regarding the type of learning media, at this time the media as a teaching aid has developed so rapidly in accordance with technological advances. There are quite a lot of media varieties so that they can be utilized according to conditions, time, and material delivered, the most important thing to know is that each type has characteristics and capabilities in displaying messages and information. One of them is Audio Visual Media. This media is a visual media that combines the use of sound. Judging from the nature of the message received, this audio visual media receives verbal and non-verbal messages. Verbal messages are spoken language or words, and nonverbal messages are sounds and vocalizations such as grumbling, murmuring, music, and others. In short, audio visual media is media that relies on sound and sight or is related to the senses of hearing and sight.

Audio-visual materials can only be meaningful if they are used as part of the teaching process. Audio-visual equipment does not have to be classified as a learning experience obtained from the senses of sight and hearing, but as a technological tool that can enrich and provide concrete experiences to students. Audio-visual teaching adds an "audio" component to visual teaching, which conceptually does not actually provide much significant difference. Audio-visual teaching also has several weaknesses, namely overemphasizing the importance of the material rather than the development process and still viewing audio-visual materials as a teacher's teaching aid. 10

With audio-visual media, it is hoped that it can help students gain knowledge so that ultimately learning about *tayibah* sentences is more interesting and enjoyable and students avoid boring boredom, and most importantly it can help students to deepen further about *tayibah* sentences in practice in the midst of society because with these lessons students can remember them at home. This is very helpful for students to learn independently. The results of the author's observations and interviews in class IV A MI Ma'arif NU I Rancamaya showed that not all students were able to absorb the lessons of faith and ethics well, as evidenced by the low scores of students in the subject of faith and ethics. From the results of the author's interview with one of the teachers of Faith and Ethics at the madrasah, it was said that the lack of seriousness of students in the subject of Faith and Ethics was caused by the learning media used being inappropriate. The teacher only explained or lectured and demonstrated the material about *toyibah* sentences, then students were asked to repeat them one by one. With this pattern, not all students will be actively involved in learning. The enthusiasm, interest and motivation

of students were seen to be very low.¹¹ To overcome this problem so that it does not continue, a comfortable and pleasant learning atmosphere is needed, one of which is by using audio-visual media because using audio-visuals can convey more real information than that conveyed in words. By seeing and hearing, people who receive learning understand and comprehend more quickly. "We learn based on 10% of what we Then from the learning outcomes of learning Akidah and Akhlak with commendable moral learning material, the results are very concerning where only a few students know about good and bad morals in life.

Methods

This type of research is Classroom Action Research using the Kemmis and Mc Taggart model which uses a cycle. This model consists of 4 (four) steps, namely: Plan, Action, Observation, and Reflection. The method used in this study is descriptive qualitative with a classroom action approach (CAR). CAR focuses on the class or the learning process that occurs in the classroom, not on class input instruments (syllabus, lesson plans, materials, etc.) and output (learning outcomes). CAR must be directed or examine things that happen in the classroom. The meaning of class in CAR is a group of students who are learning which is not only limited to a closed room, but can also be when students are on a field trip, practicing in a laboratory, workshop, at home, or in other places, or when students are working on assignments given by teachers either at school or elsewhere.

The subjects of the study are all data sources in the study where data can be obtained.⁴⁷ Because the researcher uses a descriptive qualitative approach, the subjects of the study use respondents as sources of research information. The subjects of this classroom action research were 20 students of class IV A MI Ma'arif NU I Rancamaya in the 2023/2024 Academic Year, consisting of 12 male students and 8 female students. The object of this research is Audio Visual Learning Media. The collaborator in this classroom action research is Mrs. Siti Maesaroh. She is the Homeroom Teacher of Class IV B, so I made her a collaborator because she also teaches the Aqidah Akhlak material so that in the future she can provide input and direction to me in conducting research, especially in the learning process in the classroom.

The place of this classroom action research was carried out in class IV A MI MI Ma'arif NU I Rancamaya, Cilongok District, Banyumas Regency and the time of the research was carried out on August 2, 2023 - September 6, 2023. The research techniques that will be used for data collection are: 1) Observation. Observation is one approach to collecting data or information by focusing or paying attention precisely, recording the phenomena that arise and considering the relationship between aspects in the phenomena that arise. This observation aims to collect data on the ongoing teaching and learning process which includes the activities of teachers and students. In

conducting observations, researchers use observation research instruments. 2) Documentation. Documentation techniques are used to collect data related to the list of class IV A MI Ma'arif NU I Rancamaya students, the number of class IV A students and the list of class IV A student scores. 3) Tests. The test method is a series of practice questions and other tools used to measure the skills, knowledge, intelligence and abilities possessed by individuals or groups. This method is used to obtain the learning outcomes of class IV A MI Ma'arif NU I Rancamaya students in each cycle. This data analysis is carried out after the data obtained from the sample through the selected instrument and will be used to answer problems in the study or to test the hypothesis proposed through data presentation.

The data collected does not have to be all presented in the research report, the presentation of this data is in order to show data to readers about the reality that actually occurs in accordance with the focus and theme of the research, therefore the data presented in the study is of course data related to the discussion theme only that needs to be presented. In conducting this research, researchers can collect two types of data, namely: 1) Quantitative data in the form of figures on student learning outcomes. For example, looking for the percentage value of learning success; 2) Qualitative data is an expression that presents students about the process and learning outcomes they have obtained (happy or unhappy, satisfied or dissatisfied). The activity of analyzing the level of student success in the learning process is carried out at the end of each learning process in each cycle. This activity is carried out by researchers through an assessment by providing an evaluation in the form of test questions for each student; 2) Success Criteria. As a basis for this classroom action research, this Classroom Action Research is said to be successful if the following indicators are met: 1) There is an increase in student activity in learning activities; 2) The learning outcomes obtained by students have reached the KKM, which is 75; 3) Classical completeness of 75%.

Result

This Classroom Action Research was conducted at MI Ma'arif NU I Rancamaya, especially class IV A in the material of Aqidah Akhlak. In this study, the author used audio-visual media in the learning process of Aqidah Akhlak. This research was carried out in several cycles until the existing problems could be solved. Each cycle consists of: 1) Planning. The learning implementation plan includes the main topics, indicators, teaching and learning activities, sources / materials, methods, media, and assessments contained in the Learning Implementation Plan (RPP), Educators make a summary of the material of thoyibah sentences with Audio Visual and audio visuals to be used as media in learning, Prepare student observation sheets, Prepare student worksheets; 2) Implementation of Action. In implementing this classroom action, the researcher explained the material about the thoyibah sentence, the educator invited students to watch Audio Visual

media, the educator ordered students to make conclusions from the media they watched, the educator provided guidance during the learning process, the educator provided conclusions at the end of the learning, the educator provided an evaluation of learning outcomes in the form of giving 5 fill-in-the-blank questions, the educator evaluated students' answers and gave rewards in the form of grades; 3) Observation. Observation is a technique that is carried out by conducting careful observations and recording systematically. This observation is carried out to see directly the implementation of learning, whether all plans that have been made properly do not encounter obstacles that can result in less than optimal results. This observation is carried out from the beginning to the end of learning including learning outcomes to be analyzed later; 4) Reflection. In relation to the results of observations on the activities and learning outcomes above, the researcher determined: What have been achieved by students in learning Aqidah Akhlak on the material of thoyibah sentences after the learning process is completed, What have not been achieved by students in learning thoyibah sentences, What needs to be improved in learning in the next cycle.

In the planning stage, the researcher prepares a learning plan that will be implemented, namely: Preparing lesson plans, summarizing materials, compiling and preparing materials in Audio Visual, compiling and preparing observation sheets in the learning process, compiling and preparing evaluations. The research plan was implemented on Wednesday, August 9, 2023. Research in cycle 1 was carried out on Wednesday, August 9, 2023 on the subject of Aqidah Akhlak with the material of thoyibah sentences using audio visuals. The details of the implementation are as follows: 1) Initial activities. The teacher greets, the teacher asks how they are, the teacher invites students to remember the previous material, the teacher provides apperception by asking something related to the material, the teacher conveys the learning objectives. 2) Core activities. The teacher invites students to observe Power Point, The teacher invites students to observe the video in Power Point, The teacher gives questions to students according to the picture, After the questioning process, students are asked to find the answer to the question by reading the textbook, Then the teacher explains the material that has been read by students using Audio Visual, The teacher invites students to read verses related to the material together, The teacher provides reinforcement related to the material of the sentence thoyibah subhanallah, The teacher holds a question and answer session related to the existing material, The teacher provides an evaluation and students work on it. 3) Closing. Students with the help of the teacher are invited to make conclusions related to the material of the sentence thoyibah Teguh Sikapan with questions and answers, The teacher gives a message to students to always remember Allah with everything He created. 4) Observation. The observation stage in cycle 1, the observations made are: The activeness of students in asking questions, The activeness of students in answering questions given by the teacher, The understanding of students in the material taught

using Audio Visual media, The enthusiasm of students when learning using Audio Visual media. 5) Reflection. The reflection stage is carried out after the action stage and also the observation stage.

This stage is carried out with the aim of finding out whether learning using Audio Visual media has been maximally successful or not. And the results of the implementation in cycle 1 are that by learning using Audio Visual media, students become more focused in learning so that they are active in answering questions and more enthusiastic in learning. However, the results of the evaluation are still not satisfactory because students may need adjustments to the material and also the existing media.

Based on the results of the study of Aqidah Akhlak learning using Audio Visual media in an effort to improve the learning outcomes of Aqidah Akhlak. This is evidenced by the value of the Aqidah Akhlak learning completion achieved by students after the implementation of the learning model using Audio Visual media compared to the results of the Aqidah Akhlak learning completion before using Audio Visual media. Because Audio Visual media itself has several advantages, namely. 1) The material to be delivered in learning is more interesting; 2) Can create effective and efficient learning; 3) Learning materials are delivered in full through material pointers. The results obtained from the first cycle are that using Audio Visual learning media in the learning process has not gone well, this can be seen from the table of student scores. That is why the results of this study have not met the planned success indicators so that a second cycle of learning is needed.

In the planning stage, the researcher prepares a learning plan that will be implemented, namely: Preparing lesson plans, summarizing materials, compiling and preparing materials in Audio Visual, compiling and preparing observation sheets in the learning process, compiling and preparing evaluations. The research plan was carried out on Wednesday, August 6, 2023. The reflection stage was carried out after the action stage and also the observation stage. This stage is carried out with the aim of finding out whether learning using Audio Visual media has been maximally successful or not. And the results of the implementation in cycle II are that by learning using Audio Visual media, students become more focused on learning so that they are active in answering questions and are more enthusiastic in learning. However, the results of the evaluation are still not satisfactory because students may need adjustments to the material and the existing media. Based on the results of the study of Aqidah Akhlak learning using Audio Visual media in an effort to improve the learning outcomes of Aqidah Akhlak. This is evidenced by the learning completion value of Akidah Akhlak achieved by students after the implementation of the learning model using Audio Visual media compared to the results of learning completion of Akidah Akhlak before using Audio Visual media. Because Audio Visual media itself has several advantages, namely: The material to be

delivered in learning is more interesting, Can create effective and efficient learning, Learning materials are delivered in full through material pointers.

The results obtained from the first cycle are that using Audio Visual learning media in the learning process has not gone well, this can be seen from the table of student scores. That is why the results of this study have not met the planned success indicators so that a second cycle of learning is needed. Judging from the existing table, in cycle I the percentage of student learning completion is 60% or 12 students, while those who have not completed are 40% or 8 students.

In the second cycle, the percentage of student learning completion is 70% or around 14 students, while those who have not completed are 30% or 6 students. This means that from cycle 1 to cycle II there was an increase, although the increase was not very significant. This is because there are still students who are not serious in paying attention to the explanation of the material, are not careful in working on evaluation questions, so they get low scores. However, there are also some students who do not experience any changes, this is because they have very low memory. Not being able to understand questions that are made in literacy or in the HOTS question category, although various efforts have been made but still do not change and have not produced maximum results. This learning can be said to be successful if it reaches a completeness presentation of 80%, but in reality it has not reached the set completeness presentation. Therefore, further improvements will be made in cycle III. In the planning stage, the researcher prepares a learning plan that will be implemented, namely: Preparing RPP, summarizing the material, compiling and preparing material in power point, compiling and preparing observation sheets in the learning process, compiling and preparing evaluations. The research plan was carried out on Wednesday, August 30, 2023.

The research in cycle III was conducted on Wednesday, August 30, 2023, on the subject of Aqidah Akhlak with the material of the sentence thoyibah Allahu Akbar. In the implementation of cycle III, the researcher carried out the planned improvements to solve the problems in cycle II. This was done to minimize the shortcomings that occurred in cycle II so that they would not occur again in cycle III and the expected learning outcomes could be achieved. The results of the implementation of cycle III after changing the power point media which was more colorful with themes according to students and also changing the form of evaluation, the learning and learning outcomes of students experienced good changes or the evaluation scores of students increased. In addition, with a more varied power point, students are more focused on the learning process. In the second cycle, the percentage of student learning completion was 70% or around 14 students, while 30% or 6 students had not completed it. Meanwhile, in cycle III, the results of the percentage of student learning completion were 90% or 18 students, while those who had not completed were 10% or 2 students. These two students are special students who have below average abilities. This means that from

cycle II to cycle III there was a significant increase, because 90% of students had completed the learning.

Discussion

In the era of modern education, learning media plays an important role in the teaching and learning process. One of the media that can be used is audio-visual media. This media, which includes the use of images, sound, and video, is believed to improve student learning outcomes by providing a more interesting experience and facilitating understanding of the material being taught. At MI Ma'arif NU I Rancamaya, the use of audio-visual media has been identified as one of the effective efforts in improving student learning outcomes. The use of audio-visual media in the classroom provides an opportunity for students to not only hear, but also see the learning material. This can help students who have various learning styles, such as auditory and visual. By using media that combines elements of sound and images, students can more easily understand the concepts being taught. Thus, their learning outcomes can increase significantly. One example of the implementation of audio-visual media at MI Ma'arif NU I Rancamaya is the use of learning videos related to certain topics, such as mathematics, science, or language.

By using videos, students can see a live demonstration of how a concept or theory works, which is much easier to understand than just being explained verbally or with text. The videos presented are also often equipped with animations that explain step by step, which makes the material more interesting. Audio-visual media can also enrich students' learning experiences. For example, in history lessons, students can watch recordings of historical events, which can help them feel the atmosphere of that time. In addition, in language lessons, students can listen to and see conversations in the target language, which improves their ability to understand the language in a more contextual and applicable way. The application of audio-visual media at MI Ma'arif NU I Rancamaya is not just a matter of replacing traditional teaching methods. The use of this media also allows teachers to be more creative in presenting learning materials. Teachers can choose various types of media according to the topic being taught, such as learning videos, presentations with images or infographics, and audio recordings related to the lesson. This provides variation in learning methods that will attract students' attention. Improving student learning outcomes by using audio-visual media is an approach that utilizes technology to enrich the learning experience and facilitate understanding of lesson materials. Audio-visual media, which combines elements of sound and images, has the ability to convey information in a more interesting and interactive way. This can strengthen the understanding of concepts that are difficult to understand with just verbal or written explanations.

Students who previously may have difficulty understanding certain materials will find it easier to understand with visualizations or illustrations accompanied by

explanatory voices. The use of audio-visual media provides students with the opportunity to not only listen to explanations but also see concrete examples that are relevant to the material being taught. For example, in math or science lessons, the use of videos or animations that visually illustrate experiments or abstract concepts will make it easier for students to understand the processes or relationships that exist. This is especially useful for students who have a visual learning style, who find it easier to grasp information when seen in the form of images or videos.

One of the advantages of audio-visual media is its ability to make the learning process more interesting and not boring. By integrating elements of sound, images, and video, learning becomes more dynamic. Students are not only given material in the form of text or oral explanations, but can also feel a more vivid and real experience through the media. This will increase student attention and help them focus more on following the learning process. In addition, audio-visual media can reduce the boredom that students often experience when facing long or complex lesson materials. Audio-visual media also functions to accommodate various student learning styles. Each student has a different way of learning, some prefer to listen (auditory), some prefer to see (visual), and some prefer to learn by doing directly (kinesthetic). By using audio-visual media, teachers can present materials that can accommodate all of these learning styles, so that students can more easily understand and remember the material being taught. This will increase the effectiveness of the overall learning process. In addition, the use of audio-visual media supports more independent learning.

Students can access learning materials in the form of videos or audio recordings outside of class hours, so they can learn anytime and anywhere. This provides flexibility for students to repeat material that has not been understood or deepen their understanding of a particular topic. Thus, learning becomes more student-centered, who can control the speed and method of their learning. Overall, the use of audio-visual media has great potential in improving student learning outcomes. By utilizing this technology, learning can be more interesting, interactive, and effective. In addition, audio-visual media can help students understand the material more easily, increase their motivation to learn, and support more independent learning. All of these factors contribute to improving student learning outcomes, which will ultimately create a better and quality education process. In addition, the use of audio-visual media also makes it easier for students to visualize concepts that may be difficult to understand with verbal explanations alone.

For example, in mathematics lessons, students often have difficulty understanding the concept of fractions or geometry without visual images. With the help of animation or video, students can more easily imagine and understand the concept in real terms. Audio-visual media also supports a more interactive learning process. Through learning videos, students can be more actively involved, for example by discussing the contents of the video or answering questions that arise after watching. This makes learning not

only passive, but also active and involves students directly in the learning process. The importance of using audio-visual media also lies in its ability to motivate students. Interesting videos, with attractive graphics and clear storylines, can attract students' interest to study harder. They will not only wait until the lesson is over, but feel involved in more enjoyable learning. The more students feel involved, the higher their motivation to learn.

However, the implementation of audio-visual media also faces challenges. Not all teachers at MI Ma'arif NU I Rancamaya have sufficient skills to operate this technology properly. Therefore, training for teachers is very important. With good training, teachers can utilize audio-visual media more optimally, so that student learning outcomes can be more optimal. In addition, not all students have the same background in terms of understanding technology. Some students may find it difficult to use the devices or applications needed to watch videos or listen to recordings. Therefore, it is important for teachers to provide more structured teaching and provide opportunities for students to learn gradually. In addition to training for teachers, it is also important to ensure that the facilities needed for the use of audio-visual media are available. MI Ma'arif NU I Rancamaya must ensure that devices such as projectors, screens, and audio systems are in good condition and easily accessible to students. Without adequate facilities, audio-visual media cannot be used optimally.

Over time, the use of audio-visual media at MI Ma'arif NU I Rancamaya has been increasingly accepted and utilized in various subjects. As a result, students show a significant increase in understanding the material being taught. They not only understand the concept better, but can also apply the knowledge they gain in everyday life. Audio-visual media also has a positive impact on improving students' exam results. With a better understanding of the material, students can work on questions more accurately and quickly. This certainly has a direct impact on their exam scores, which are one of the indicators of successful learning. Overall, the implementation of audio-visual media at MI Ma'arif NU I Rancamaya has had a very positive impact on student learning outcomes. Not only does it help students understand the material better, but it also increases their motivation to learn. The use of this media opens up opportunities for improving the quality of education, which is very important in facing future educational challenges. In the future, MI Ma'arif NU I Rancamaya needs to continue to develop the use of audio-visual media in learning. One way is to update video materials or audio recordings regularly to stay relevant to developments in the curriculum and technology. This will ensure that the learning provided to students is always in accordance with the needs of the times.

In addition, the integration of audio-visual media with other learning methods can also increase diversity in the teaching and learning process. Teachers at MI Ma'arif NU I Rancamaya can try to combine the use of videos with group discussions or multimedia-based projects, which will enrich students' learning experiences. In this way,

students not only learn from one source, but can also develop critical and collaborative thinking skills. One thing that is no less important is the evaluation of the use of audio-visual media. MI Ma'arif NU I Rancamaya needs to conduct regular evaluations to determine the extent to which the use of this media has succeeded in improving student learning outcomes. Evaluation can be done through direct observation, interviews with students and teachers, and analysis of exam results or other assessments. Thus, efforts to improve student learning outcomes by using audio-visual media at MI Ma'arif NU I Rancamaya are a very strategic step. In addition to providing variation in the learning process, this media is also able to accommodate various student learning styles, increase motivation, and facilitate understanding of the material being taught. With good training for teachers and adequate facilities, the use of audio-visual media will continue to make a positive contribution to improving the quality of education at MI Ma'arif NU I Rancamaya.

Conclusion

In this cycle I classroom action research where the researcher used monotonous power point media in the learning process of Aqidah Akhlak on the material of the sentence of toyyibah Subhanallah in class IV A MI Ma'arif NU I Rancamaya, the results of the percentage of student learning completion were 60% or 12 students, while those who had not completed were 40% or 8 students. In the second cycle, the percentage of student learning completion was 70% or around 14 students, while those who had not completed were 30% or 6 students. While in cycle III where the researcher again changed the power point to a more lively one and also changed the form of evaluation, the results of the percentage of student learning completion were 90% or 18 students, while those who had not completed were 10% or 2 students. Both of these students are special students who have below average abilities. This means that from cycle II to cycle III there was a significant increase, because 90% of students had completed the learning. Learning Aqidah Akhlak class IV A MI Ma'arif NU I Rancamaya material on toyyibah sentences using audio video media, with various power point models can improve student learning outcomes, this is evident from the existence of PTK that the author has implemented in cycles I, II and III.

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