Indonesian Journal of Islamic Education

Research Method Challenges Audio-Visual Understanding of Asmaul Husna Learning Materials for Grade 4 of SD Negeri 101955 Naga Kisar

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Abstract: This study aims to examine the influence of the use of audio-visual media on students' understanding in learning Asmaul Husna material in grade 4 students at SD Negeri 101955 Naga Kisar. This study uses a quantitative research method with an experimental approach. The research design used is a pre-experimental design with the type of One-Group Pretest-Posttest Design. The research sample consisted of 6 grade 4 students who were selected using the purposive sampling technique. Before the treatment, students were given a pretest to measure their initial understanding of Asmaul Husna's material. Furthermore, students are given learning using audio visual media which contains explanations about Asmaul Husna in the form of interesting videos and animations. After learning, students are given a posttest to measure their improvement in understanding of the material. The data obtained from the results of the pretest and posttest were analyzed using descriptive statistical analysis techniques and t-test to find out if there was a significant difference between the pretest and posttest scores. The results of the study showed that there was a significant improvement in students' understanding after participating in learning with audio visual media, as evidenced by the increase in the average score from pretest to posttest. Based on the results of this study, it can be concluded that the use of audio visual media can increase students' understanding of Asmaul Husna material. Therefore, the use of audio-visual media is recommended to be applied in the learning process in elementary schools to increase students' absorption and interest in learning the material taught.

Keywords: Understanding, Audio Visual, Asmaul Husna, Learning, SD Negeri 101955 Naga Kisar,

INTRODUCTION

Education is an important factor in the development of students' character and knowledge, including in the teaching of religious values. One of the materials taught in elementary school is Asmaul Husna, which contains 99 good names of Allah SWT that describe His attributes. This material has an important value in shaping students' character, but it is often faced with challenges in the delivery process. Students in general need an interesting and easy-to-understand approach in order to absorb the material to the maximum.

In today's digital era, the use of learning media is very relevant to improve the quality of learning. One of the learning media that can be used is audio-visual media, which can combine audio (sound) and visual (image or video) elements to convey information in a more interesting and easy-to-understand manner. Audio visual media is expected to attract students' attention, increase engagement, and make it easier to understand the material presented, including Asmaul Husna material.

SD Negeri 101955 Naga Kisar is one of the elementary schools that teaches Asmaul Husna material to 4th grade students. However, based on initial observations, some students still have difficulties in understanding and memorizing Asmaul Husna. Therefore, a method is needed that can help students to more easily understand and remember this material. One possible solution is to use audio visual media that can present Asmaul Husna in a more interesting, interactive, and easy-to-digest way for students.

This study aims to explore the extent to which the use of audio-visual media can affect students' understanding of Asmaul Husna's material in grade 4 of SD Negeri 101955 Naga Kisar. This research is expected to contribute to efforts to improve the quality of learning in elementary schools, especially in teaching religious values through more interesting and effective media .

METHODS

This study uses a quantitative approach with an experimental method. The type of research applied is pre-experimental design with One-Group Pretest-Posttest Design. This study aims to measure the difference in students' understanding before and after using audio-visual media in learning Asmaul Husna material. The population in this study is all 4th grade students of SD Negeri 101955 Naga Kisar. The sample used was 30 grade 4 students who were selected by purposive sampling with the criteria of students who were active in teaching and learning activities and who had never received Asmaul Husna material through audio visual media before.

To collect data, this study uses three main techniques, namely tests, observations, and questionnaires. The test is used as the main instrument to measure students' understanding of Asmaul Husna's material, which is carried out twice, namely pretest before treatment and posttest after treatment. Pretest is given before students receive learning with audio-visual media to measure their initial level of understanding. After the learning is complete, students are given a posttest to find out the improvement of their understanding of the material taught. In addition, observations were made to observe students' activities during the learning process using audio visual media, so that their involvement and response to the material presented could be known. The questionnaire was also used to obtain additional data on students' perception of the use of audio-visual media in Asmaul Husna's learning.

This research procedure consists of several stages, starting with preparation, namely the preparation of Asmaul Husna learning materials which will be delivered through audio visual media in the form of an animated video containing an explanation of the 99 names of Allah SWT and their meanings. After that, students are given a pretest before learning begins

to gauge their initial understanding. Furthermore, treatment is provided where students participate in learning with interesting and easy-to-understand audio-visual media. After learning is complete, students are given a posttest to measure their understanding of the material that has been taught. In addition, observations were made on students to determine their level of involvement and response to the audio-visual media used.

The data obtained from the results of the pretest and posttest were analyzed using descriptive statistical analysis techniques and t-test for paired sample t-test. This analysis aims to find out whether there is a significant difference between students' pretest and posttest scores after using audio-visual media in Asmaul Husna's learning. If the significance value is less than 0.05 ($\alpha = 0.05$), it can be concluded that the use of audio-visual media has a significant effect on improving students' understanding.

RESULTS

Audio visual is a form of learning media that combines sound (audio) and images or videos (visual) in a complete unit. This media aims to convey information or learning materials in an interesting and easy-to-understand way for students, by utilizing both sensory channels, namely hearing and sight. In the context of elementary schools, the use of audio-visual media is very important because it can increase student engagement in learning. Students who tend to receive information more easily through images or videos, in addition to text, can more easily understand the material being taught. For example, in learning about Asmaul Husna, teachers can use an animated video that introduces the 99 names of Allah and their meanings, which is equipped with clear explanatory sounds and interesting images.

Some examples of audio-visual media that can be used in elementary schools include learning videos that explain certain topics such as history, natural sciences, or religious materials; PowerPoint presentations that combine images, text, and sound to help students remember information; educational films designed to educate and entertain, thus helping students understand the material in a more enjoyable way; and the use of audio such as music, narration, or dialogue to help students understand the learning material through hearing. By using audio-visual media, students not only receive information passively, but are also more active in processing the information they receive. This can strengthen their understanding and increase interest in learning, especially on materials that require visualization or a deeper understanding of concepts.

In this study, the use of audio-visual media in Asmaul Husna's learning in grade 4 of SD Negeri 101955 Naga Kisar was proven to have a significant impact on student understanding. The results obtained from the pretest and posttest showed an increase in students' understanding of the material after being given treatment in the form of audio visual media. The results of the study showed that students' understanding of Asmaul Husna's material increased significantly after learning using audio visual media. Before learning with this media, the average score of students in the pretest was only 60.5, but after participating in learning using audio visual media, the average score increased to 85.2. This shows that audio-visual media has a positive influence on students' comprehension because it allows them to access information in two sensory channels at once, namely sight and hearing, which has been proven to be more effective in improving comprehension and memory.

One of the reasons why audio-visual media can improve students' understanding is their ability to transform abstract material into more concrete. In this case, the names of Allah in Asmaul Husna that may be difficult to understand or memorize in the traditional way can be visualized in the form of interesting animations. This visualization helps students more easily associate the names with images or symbols that they can better understand. This is in line with the dual coding theory which states that information conveyed through visual and verbal channels will be easier for students to understand and remember. In addition, the animations used in the audio-visual media provide more dynamic and easy-to-digest explanations and help students associate the meaning of each name of Allah with relevant images or illustrations. For example, the names of Allah that relate to His attributes, such as "Al-Rahman" (the Most

Merciful) or "Al-Malik" (the Most Ruler), may be presented with images or symbols that depict compassion or power. Thus, students not only learn to memorize, but also understand the meaning behind the names.

During the learning process, students show a higher level of engagement when audio-visual media is used. Based on observations, students seemed more enthusiastic and actively participated in the discussion after watching an animated video explaining Asmaul Husna's material. They ask more questions and want to know more about the meaning of each name of God. This high level of student motivation and engagement can be explained by the theory of learning motivation which states that the use of interesting media can increase students' interest and attention. In this case, audio-visual media not only attracts students' attention, but also makes them feel more connected to the material being taught. This fun and interactive learning helps students feel more comfortable and open to material that may have previously been considered difficult or boring.

In addition to improving comprehension, the use of audio-visual media in Asmaul Husna's learning also helps students in the memorization process. Memorizing Asmaul Husna, which consists of 99 names, can be quite a daunting task if done conventionally. However, with visual elements in audio-visual media, students can more easily remember these names because of the association between names and pictures, as well as a brief explanation of their meaning. Previous research has also shown that the combination of visual and audio in learning media improves students' memory. Students who initially had difficulty memorizing the names of Allah due to memory limitations can now remember them more easily through the visual understanding that accompanies each name. Thus, audio-visual media can support students in achieving more holistic learning goals, namely deep understanding and better memorization skills.

The questionnaire distributed to students showed that most students felt more interested and easier to understand Asmaul Husna's material after using audio visual media. Students find that this method is more enjoyable compared to the traditional method that only uses textbooks or teacher lectures. They consider that visualization accompanied by audio narration is very helpful in understanding and remembering material in a more fun and interactive way. This positive response shows that audio-visual media can be an effective alternative in religious learning in elementary schools. However, there are still some students who find it a little difficult to memorize the pronunciation of God's names, which shows that while this medium helps in comprehension, additional practice is still needed in terms of pronunciation and writing.

Although the results of the study show that audio-visual media can improve students' understanding of Asmaul Husna, there are several challenges that need to be considered. One of them is the limited time available to optimize the use of audio-visual media in learning. Therefore, teachers need to plan the use of this media carefully so that the material can be delivered optimally. In addition, even though audio-visual media is effective in aiding comprehension, learning still requires repetition and continuous practice so that students can memorize the names of Allah well. Teachers can integrate other learning methods, such as interactive games or quizzes, to increase engagement and reinforce student memorization.

DISCUSSION

Based on the results of the research, the use of audio visual media has proven to be effective in increasing students' understanding of Asmaul Husna material. This can be seen from the increase in pretest and posttest scores, which shows that students are able to understand and memorize the names of Allah better after learning using this media. This finding is in line with the dual coding theory which states that information presented through a combination of visual and audio is easier to understand and remember compared to information that is only provided through one sensory channel.

In addition to improved understanding, the study also showed that student engagement in learning increased significantly. Observations in the classroom revealed that

students were more enthusiastic in discussing, asking questions, and interacting with the material after watching an animated video explaining the meaning of Asmaul Husna. This shows that audio-visual media is able to create more interactive and fun learning. These findings support the theory of learning motivation, which states that the use of engaging media can increase students' interest and attention to learning.

However, while audio-visual media provides many benefits, there are several challenges that need to be considered. One of them is the limited time that teachers have in designing and presenting material using this media. The use of video and animation requires careful preparation so that it can be adapted to the needs of students and the learning curriculum. In addition, not all students have the same ability to understand the material through audio visual media. Some students still have difficulty memorizing the pronunciation of God's names even though they understand their meaning better. Therefore, additional methods such as pronunciation exercises, interactive quizzes, or game-based learning are needed to strengthen students' memorization.

In the context of implementation in elementary schools, this study provides insight that the use of audio-visual media can be an innovative alternative to learning, especially in Islamic Religious Education subjects. Teachers can use technology to create more engaging and meaningful learning for students. However, the effectiveness of this medium still depends on the teaching strategies used, as well as the readiness of teachers to integrate them into the learning process. With good planning, audio-visual media can be a very useful tool in improving the quality of learning in elementary schools.

Overall, the results of this study support the use of audio-visual media as a learning strategy that can increase student understanding, engagement, and motivation. However, to overcome the existing challenges, additional efforts need to be made such as strengthening through other methods, effective time management, and continuous evaluation of the effectiveness of the media used. Thus, it is hoped that Asmaul Husna's learning will not only become easier for students to understand, but also more meaningful and fun for them.

CONCLUSION

Based on the results of the research on audio-visual understanding of Asmaul Husna's learning materials in grade 4 of SD Negeri 101955 Naga Kisar with six students, it can be concluded that the use of audio-visual media has a positive impact on students' understanding and involvement in learning. The use of animated videos that explain the names of Allah and their meanings has been proven to significantly improve students' understanding. The results of the pretest and posttest show that after learning using this media, students are better able to remember and understand the meaning of each name of Allah compared to the previous learning method.

In addition, audio-visual media also increases student involvement and motivation in the learning process. Students showed higher enthusiasm, were more active in discussions, and were more focused when following explanations through animated videos. A more interesting and interactive way of delivering material allows students to understand Asmaul Husna in a more fun way.

The effectiveness of audio-visual media is also seen in helping students memorize the names of Allah. The combination of images, animations, and sounds provides a clearer visualization, so students can more easily remember and relate each of God's names to relevant depictions. The students' response to the use of this media is also very positive. Based on the questionnaire given, the majority of students felt that this method was more interesting and easier to understand than traditional learning methods that only relied on texts or teacher lectures. They consider animated videos accompanied by sound as an effective tool in understanding and memorizing Asmaul Husna.

In addition to improving comprehension and memory, audio-visual media also contributes to increasing students' motivation to learn. They feel more interested and entertained during the learning process, which has a positive impact on their curiosity about

the material being taught. Thus, the use of audio-visual media in Asmaul Husna's learning not only helps students understand the material better, but also creates a more enjoyable and meaningful learning experience.

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