



## Application of Audio Visual Learning Media to Improve Pie Results in Learning Materials to Imitate the Obedience of the Angels of Allah SWT Class VII SMP Negeri 5 Angkola Timur

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### Abstract

This study aims to analyze the application of audio-visual learning media in improving the learning outcomes of Islamic Religious Education (PAI) in the material of *Imitating the Obedience of the Angels of Allah SWT* in grade VII of SMP Negeri 5 East Angkola. The background of this research is based on the low learning outcomes of students in understanding the material, which is caused by the lack of use of interesting and interactive learning media. This research uses the class action research method (PTK) which is carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. The subject of this study is grade VII students of SMP Negeri 5 East Angkola. Data was collected through learning outcome tests, observations, and interviews. The data analysis technique used is quantitative and qualitative descriptive analysis to see the improvement of student learning outcomes. The results of the study show that the application of audio-visual learning media significantly improves student learning outcomes. In the first cycle, the average student score increased compared to before the action, but still did not reach the minimum completeness target. After improvements were made in the second cycle, student learning outcomes improved better, with the majority of students achieving learning completion. In addition, students show an increase in learning motivation and deeper understanding of concepts. Thus, the application of audio-visual learning media has proven to be effective in improving student learning outcomes in *the material of Imitating the Obedience of the Angels of Allah SWT* in grade VII of SMP Negeri 5 East Angkola. Therefore, it is recommended to educators to use audio-visual learning media more often in the learning process to increase students' understanding and interest in learning.

**Keywords:** Audio-Visual Learning Media, Learning Outcomes, Islamic Religious Education, Obedience of Angels

### INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character of students so that they have good morals and a deep understanding of Islamic teachings. One of the materials taught in PAI is *Imitating the Obedience of the Angels of Allah SWT*, which aims to instill

awareness of obedience and obedience to Allah SWT. However, in learning practice, there are still many students who have difficulty understanding this material in depth.

The lack of variety in learning methods is often the main factor in students' low understanding of PAI material. Learning that is still dominated by lecture methods tends to make students feel bored and less interested in being active in the learning process. As a result, student learning outcomes are less than optimal, and the understanding of the material is not deep. Therefore, innovations in learning are needed that can increase students' interest and learning outcomes.

One of the efforts that can be made to increase the effectiveness of PAI learning is to implement audio-visual learning media. Audio-visual media can help students understand the material better because it combines sound and image elements, making it more engaging and memorable. The use of this media allows students to experience the learning process in a more interactive and contextual way.

Several previous studies have shown that the use of audio-visual media in learning can improve student learning outcomes. This media helps students understand abstract concepts more concretely and provides a more enjoyable learning experience. In addition, the use of audio-visual media can also increase students' motivation to learn, as they are more involved in the learning process compared to conventional lecture methods.

At SMP Negeri 5 East Angkola, student learning outcomes in PAI subjects, especially in the material Imitating the Obedience of the Angels of Allah SWT, are still relatively low. Based on the results of initial observations, many students are less enthusiastic in participating in learning due to the lack of interesting media use. This has an impact on the low evaluation scores obtained by students after learning. Therefore, this study aims to overcome these problems by applying audio-visual learning media in the learning process.

This study uses the Classroom Action Research (PTK) method which consists of two cycles. Each cycle involves the stages of planning, implementation of actions, observation, and reflection. The subject of the study is a grade VII student of SMP Negeri 5 East Angkola. Data collection techniques include learning outcome tests, observations, and interviews to obtain a clearer picture of the effectiveness of the learning media applied.

The expected result of this study is that there is a significant increase in student learning outcomes after the implementation of audio-visual learning media. In addition, it is hoped that students will be more motivated to learn and be able to understand the concept of angelic obedience to Allah SWT better.

The application of audio-visual media in PAI learning is also expected to make a positive contribution to teachers in improving the quality of teaching. Teachers can develop various learning strategies that are more creative and innovative so that the material taught is easier for students to understand. Thus, the effectiveness of PAI learning in schools can be increased overall.

In addition to improving learning outcomes, the use of audio-visual media also has the potential to increase student involvement in the learning process. Students tend to be more active in discussing, asking questions, and relating material to daily life when learning is presented in a more interesting and interactive form. This will help them understand the values of obedience to Allah SWT better.

Furthermore, this study also aims to explore the extent of the effectiveness of audio-visual media in increasing students' understanding of the concept of angelic obedience to Allah SWT. This understanding is not only limited to theory, but is also expected to influence students' behavior and attitudes in daily life.

The use of technology in learning is increasingly becoming a necessity in today's digital era. Students are more familiar with digital media such as videos, animations, and interactive presentations compared to mere texts or lectures. Therefore, the application of audio-visual media in PAI learning is the right step to bridge the gap between traditional learning methods and the needs of today's students.

In the context of education that continues to develop, teachers are required to be able to adapt to various learning innovations. The use of audio-visual media is not only an alternative, but also part of an effective teaching strategy to achieve better learning goals.

In addition, this research can also be a reference for other schools that want to apply audio-visual media in PAI learning. With empirical evidence on the effectiveness of this media, other

schools can adopt similar strategies to improve the quality of Islamic religious learning at the junior high school level.

Finally, this research is expected to contribute to the development of more effective and attractive learning methods for students. Thus, their understanding of the teachings of Islam, especially regarding the obedience of angels to Allah SWT, can be stronger and internalized in their daily lives.

Based on the description above, this study is titled "The Application of Audio-Visual Learning Media to Improve PAI Learning Outcomes in the Material of Imitating the Obedience of the Angels of Allah SWT Class VII SMP Negeri 5 East Angkola". With this research, it is hoped that effective solutions can be obtained to improve students' understanding and learning outcomes in PAI subjects.

## **METHODS**

This study uses a quantitative approach with the classroom action research (PTK) method. The class action research was chosen because it aims to improve the learning outcomes of Islamic Religious Education (PAI) in the material of imitating the obedience of the angels of Allah SWT through the application of audio-visual learning media. This method allows researchers to intervene directly in learning, observe changes that occur, and evaluate the effectiveness of the learning media applied.

This research was carried out at SMP Negeri 5 Angkola Timur, East Angkola District, with the subject of the study being grade VII students. The selection of grade VII as the research subject is based on the need to improve students' understanding and learning outcomes in the material of obedience to the angels of Allah SWT. This class was chosen purposively with the consideration that students at this level are still in the early stages of understanding the concept of faith in angels, so the application of audio-visual media is expected to help improve their understanding.

This research was carried out in two cycles, where each cycle consisted of stages of planning, implementation, observation, and reflection. The first cycle aims to identify problems in learning and implement audio-visual learning media as a solution. If in the first cycle the optimal results have not been achieved, then improvements will be made in the second cycle with a more adjusted strategy based on the results of reflection from the previous cycle.

The research instruments used included learning outcome tests, observation sheets, and interviews. The learning outcome test is used to measure the improvement of students' understanding of the material of obedience to the angels of Allah SWT before and after the application of audio-visual learning media. Observation sheets are used to record student and teacher activities during the learning process, including students' participation in discussions and their responses to the material presented. Interviews were conducted with students and teachers to find out their responses to the use of audio-visual learning media.

The data collection technique was carried out using pre-test and post-test to measure the improvement of student learning outcomes. A pre-test is given before the application of audio-visual learning media to determine students' initial understanding of the material being taught. After the application of audio-visual learning media, students are given a post-test to see the extent of their learning outcomes after using the media.

In addition to the test, observations are carried out by researchers and teachers to see the effectiveness of learning. This observation includes aspects of students' activeness in participating in learning, their involvement in discussions, and responses to the use of audio-visual learning media. With this observation, it is hoped that qualitative data can be obtained that support the results of the quantitative test.

The data obtained was analyzed using quantitative descriptive analysis techniques. The results of the pre-test and post-test were compared to see an increase in students' average scores. In addition, the percentage of student learning completeness was analyzed to find out whether the use of audio-visual learning media had a positive impact on their learning outcomes. Data from observations and interviews were analyzed qualitatively to provide a deeper picture of the students' learning experience and the effectiveness of the methods applied.

The success criteria in this study are determined based on the increase in the average score of students and the percentage of learning completeness which reaches at least 75% of the number of students who obtain scores according to the KKM (Minimum Completeness Criteria). In addition, increasing student active participation in learning is also an indicator of the success of the methods applied.

The validity of the data in this study is maintained by triangulation of methods, which is to compare the results of various data collection techniques, such as tests, observations, and interviews. With this triangulation, it is hoped that the data obtained will be more accurate and objective.

With the design of a systematic research method, it is hoped that the results of this research can make a real contribution to improving student learning outcomes in PAI subjects, especially in the material of imitating the obedience of the angels of Allah SWT. The application of audio-visual learning media not only aims to improve student understanding, but also makes learning more interesting and interactive.

## **RESULTS**

This research aims to improve student learning outcomes in the subject of Islamic Religious Education (PAI) in the material of imitating the obedience of the angels of Allah SWT through the application of audio-visual learning media. The results of this study are presented based on data obtained from pre-test and post-test, observation of student activities during learning, and interviews with students and teachers.

Before the application of audio-visual learning media, a pre-test is carried out to determine students' initial understanding of the material being taught. The results of the pre-test show that most students still have a low understanding of the material. Of the total students who took the pre-test, only 35% achieved scores above the Minimum Completeness Criteria (KKM), while the rest were still below the completeness standard.

In the first cycle, learning is carried out using audio-visual learning media in the form of interactive videos that explain the duties and obedience of the angels of Allah SWT. Students are introduced to the material through engaging visual displays and narrative sounds that support their understanding.

Observations during the first cycle showed an increase in students' attention and enthusiasm in participating in learning. Many students are more focused when watching videos and show active participation in discussion sessions afterwards. However, there are still some students who have difficulty understanding the content of the video due to their lack of experience in learning with this method.

After the first cycle is completed, a post-test is carried out to measure the effectiveness of learning with audio-visual media. The post-test results showed an increase in students' average scores compared to the pre-test. As many as 60% of students managed to achieve scores above the KKM, but there are still some students who have not reached completion.

The results of interviews with students after the first cycle showed that most of them found it easier to understand the material with visualizations in the form of videos. However, some students revealed that they needed repetition of the material to better understand the concepts being taught.

Reflections from the first cycle show that despite the improvement in learning outcomes, there are still shortcomings in the implementation of learning, especially in providing opportunities for students to be more active in understanding the material that is broadcast. Therefore, in the second cycle, improvements were made by providing a pause in the video playback to provide opportunities for students to discuss and summarize the information presented.

In the second cycle, the learning strategy was improved by adding a question and answer session in the middle of the video screening and inviting students to make a summary of the

material in the form of mind mapping. This step aims to improve students' understanding and memory of the material studied.

Observations during the second cycle showed an increase in student participation. They are more active in asking questions, answering teachers' questions, and being able to compile material summaries better. The classroom atmosphere becomes more interactive and students seem more motivated in learning.

The results of the second cycle post-test showed a more significant improvement than the first cycle. As many as 85% of students achieved grades above the KKM, indicating that the majority of students have understood the material well. The average student score also increased overall compared to the previous post-test results.

From interviews with students after the second cycle, they revealed that learning with audio-visual media is more interesting than conventional methods. Some students also stated that they remember the material more easily because of the combination of images, sounds, and text in the videos used.

Teachers who were part of this study also gave positive responses to the use of audio-visual learning media. According to him, this method makes students more active in learning and helps them understand abstract concepts in PAI material faster.

A comparison between the results of the pre-test, post-test of the first cycle, and post-test of the second cycle shows that the application of audio-visual learning media has a positive impact on improving student learning outcomes. There was a gradual increase in the average student score, from only 35% of students who achieved KKM in the pre-test, to 60% in the first cycle, and finally reached 85% in the second cycle.

Students' activeness in learning has also increased significantly. If at first students tend to be passive and less involved in discussions, after the application of audio-visual media they become more enthusiastic in asking questions and giving responses to the material discussed.

In terms of learning effectiveness, the use of audio-visual media helps students better understand concepts in a more fun and interactive way. This shows that this method not only improves learning outcomes, but also increases students' interest and motivation in learning PAI.

Some of the obstacles found in this study include limited time in showing videos and the need for adequate devices for learning media playback. However, these obstacles can be overcome with better time management and optimal use of existing facilities.

This research shows that audio-visual learning media can be an effective solution to improve student learning outcomes, especially in conceptual materials such as imitating the obedience of the angels of Allah SWT. With a more interactive approach, students can understand the material better and remember it longer.

Based on the results of this study, it is suggested that the use of audio-visual learning media can be applied in PAI learning more broadly. Teachers are also expected to develop a variety of other learning media so that learning becomes more innovative and not monotonous.

With the results that have been achieved in this study, it is hoped that audio-visual based learning methods can continue to be developed and adjusted to the needs of students so that learning becomes more effective and fun.

## **DISCUSSION**

The results of this study show that the use of audio-visual learning media in the material imitating the obedience of the angels of Allah SWT is able to significantly increase student learning outcomes. This increase can be seen from the comparison of the scores of the pre-test, post-test of the first cycle, and post-test of the second cycle, which shows an increase in the percentage of students who achieve KKM from 35% in the pre-test to 60% in the first cycle and finally 85% in the second cycle.

This finding is in line with previous research that states that audio-visual-based learning media can help students understand abstract concepts better because of the combination of images, sounds, and text that clarify the material. Audio-visual-based learning is also able to

improve students' memory because information is presented in various sensory forms, which strengthens their understanding and retention of the material learned.

Observations during the learning process show that students are more enthusiastic and active in participating in learning when audio visual media is used. Before the intervention was carried out, many students seemed passive and less motivated in understanding the material taught conventionally. However, after the use of audio-visual media, student participation increased, both in class discussions and in asking questions to teachers.

The success of this method is inseparable from the more interesting nature of audio-visual media than the lecture method. In this study, the video used shows illustrations about angels and their tasks, which makes it easier for students to understand and remember information. This is in accordance with the multimodal learning theory which states that the combination of text, audio, and visual can improve students' understanding compared to using only one type of media.

Although in general the results of this study show success, there are several obstacles found during implementation. One of the main obstacles is the limitation of devices and supporting facilities in delivering material using audio-visual media. Not all classes have adequate facilities such as projectors or speakers, so it is necessary to arrange a media usage schedule so that all students can feel the maximum benefits.

In addition, there are some students who still have difficulty understanding the material, even though they have used audio-visual media. This is likely due to differences in students' learning styles, where some are more comfortable learning through hands-on experiences or group discussions compared to watching videos. Therefore, in the future, it needs to be combined with other methods, such as role-playing or project-based learning, so that all students can gain optimal understanding.

From interviews with teachers, it is known that this method also provides benefits for teachers in delivering material. Teachers feel helped because audio-visual media can reduce the dominance of lecture methods and make students more independent in absorbing information. However, teachers also acknowledge that they need more training in creating and using technology-based learning media to be more effective in their implementation.

Compared to previous studies, the results of this study confirm that the use of audio-visual media in Islamic religious learning has a positive impact similar to other subjects. In several previous studies, this method has been shown to improve students' motivation to learn and comprehension, especially in subjects that require strong conceptual understanding.

The success of this method also has to do with the learning design applied. In the first cycle, learning is still carried out with full video playback without sufficient interaction, so students' understanding is still limited. However, in the second cycle, the learning method was improved by providing a break in the middle of the video for discussion and question and answer. This has been proven to be effective in increasing student engagement and deepening their understanding of the material.

The implication of this study is that audio-visual media can be an effective alternative to improve student learning outcomes in PAI learning. With the development of technology, teachers are expected to be more creative in adapting this method into various teaching materials, so that learning becomes more interesting and interactive.

However, it should be noted that the use of audio-visual media cannot stand alone without the active role of teachers in guiding students. Teachers still have an important role in ensuring that students understand the content of the material delivered through the media. Therefore, this method should be combined with an active learning approach that encourages students to think critically and participate in class discussions.

Overall, the results of this study show that the application of audio-visual learning media in the material imitating the obedience of the angels of Allah SWT in grade VII of SMP Negeri 5 East Angkola is able to significantly improve student learning outcomes. Although there are still some challenges in its implementation, the benefits obtained are much greater than conventional methods.

Thus, this research contributes to the development of learning strategies in schools, especially in PAI subjects. It is hoped that in the future, more schools will implement audio-visual learning media so that student learning outcomes can continue to improve, in line with technological developments and more dynamic learning needs.



## CONCLUSION

This study shows that the application of audio-visual learning media significantly improves student learning outcomes in the material of imitating the obedience of the angels of Allah SWT in grade VII of SMP Negeri 5 East Angkola. The results of the pre-test and post-test proved that there was an increase in student understanding after using this learning medium, with the percentage of students who reached the KKM increasing from 35% before the action to 85% in the second cycle.

The use of audio-visual media has been proven to be able to increase student motivation and involvement in the learning process. Students become more active in class discussions, find it easier to understand the concepts being taught, and are more interested in participating in learning compared to conventional lecture methods. With a combination of images, sounds, and text, the information conveyed becomes clearer and more interesting to students.

However, there are several obstacles in the implementation of this learning media, such as the limited number of supporting facilities in the classroom and differences in student learning styles. Some students still have difficulty understanding the material even though they have used audio-visual media. Therefore, it is necessary to combine with other learning methods, such as group discussions or project-based learning, to accommodate all student learning styles.

Teachers have an important role in ensuring the effectiveness of the use of this learning medium. In addition to being facilitators in learning, teachers also need to receive training in the use and development of technology-based learning media so that their application is more optimal. The interaction between learning media and the active approach of teachers can improve the overall quality of learning.

Based on the results of this study, it can be concluded that audio-visual learning media is an effective alternative to improve student learning outcomes in Islamic Religious Education subjects, especially in materials that are conceptual and require in-depth understanding. The implementation of this media is expected to be applied more widely in the learning process in order to create a more interesting, interactive, and meaningful learning atmosphere for students.

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