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Efforts to Improve Student Achievement in Fiqh Subjects on the Obligatory Prayer Material Through Audio-Visual Learning Media for 3rd Grade Students at SD Negeri No. 101105 Sayurmatinggi, Kabupaten Tapanuli Selatan

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Abstract:

This study aims to improve students' learning achievement in the Fiqh subject, particularly on the Obligatory Prayer material, through the utilization of audio-visual learning media. This classroom action research (CAR) was conducted in the 3rd grade of SD Negeri No. 101105 Sayurmatinggi, South Tapanuli Regency. The research method employed the Kemmis and McTaggart model, consisting of the stages of planning, action, observation, and reflection. The subjects of the study were 3rd-grade students who faced difficulties in understanding the procedures of the obligatory prayer in theory. The results of the study indicate that the use of audio-visual media significantly enhanced students' understanding and academic performance. Data were collected through learning outcome tests, observation, and interviews. After the implementation of audio-visual media, there was an improvement in the students' average scores from cycle to cycle, as well as increased student engagement in the learning process. Therefore, the use of audio-visual media proved to be effective in enhancing students' learning achievement on the Obligatory Prayer material, while also creating a more engaging and interactive learning experience.

Keywords: Learning achievement, Audio-visual media, Obligatory prayer, Fiqh, Interactive learning.

INTRODUCTION

Islamic education plays a crucial role in shaping the character and personality of students. One of the subjects taught in elementary school is Fiqh, which aims to provide understanding of Islamic rules, including the procedures for worship. Obligatory prayer (Sholat Fardhu) is one of the essential topics in Fiqh that students must master from an early age. A good understanding of obligatory prayer not only impacts students' cognitive aspects but also helps establish worship habits they will carry throughout their lives. However, in practice, many 3rd-grade students struggle to grasp the material on

obligatory prayer when it is taught only theoretically. They tend to find it difficult to memorize the sequence of movements and recitations in prayer when learning is solely based on lectures or textbooks. This affects students' performance in Fiqh, especially in understanding the correct procedures for performing prayer. Therefore, a more innovative teaching strategy is needed to help students better understand and apply the material they are learning. One approach that can be implemented in teaching is the use of audio-visual media. This media allows students to learn through a combination of sound and moving images, thus enhancing their comprehension of the material being taught. With audio-visual media, students can directly observe examples of how to perform obligatory prayer, from the intention (niat) and the opening Takbir (Takbiratul Ihram) to the final greeting (salam).

This can help students remember and imitate the prayer movements more effectively than by just listening to the teacher's explanation. In addition, audio-visual media also has the advantage of increasing students' interest in learning. At the elementary school level, children tend to be more interested in interactive and visual-based learning. If lessons are presented in an engaging manner, such as through educational videos or animations, students will be more enthusiastic about participating in the lessons. With increased interest, they will also find it easier to understand and retain the material being presented. This classroom action research (CAR) aims to determine the extent to which the use of audio-visual learning media can improve students' performance in understanding the topic of obligatory prayer. The study was conducted at SD Negeri No. 101105 Sayurmatinggi, South Tapanuli Regency, with 3rd-grade students as the subjects. Through this research, it is hoped that an effective solution can be found to improve students' learning outcomes in Fiqh. The research method used in this CAR follows the Kemmis and McTaggart model, consisting of four stages: planning, action, observation, and reflection. The research cycle is repeated until a significant improvement is observed in students' understanding and academic performance.

Data were collected through observation, interviews, and learning outcome tests conducted before and after the implementation of audio-visual media. This study is expected to provide teachers with alternative teaching methods that are more effective and engaging in delivering the obligatory prayer material. Furthermore, the results of this study can serve as an evaluation for schools in improving the quality of Islamic education. If the use of audio-visual media proves to be effective, this method can be applied to other topics in Fiqh or even other subjects. In conclusion, it is important for educators to continually innovate in presenting learning materials that meet the needs and characteristics of students. The use of audio-visual media is expected to be a solution for improving students' academic performance in understanding the procedures of obligatory prayer. Through this research, the results obtained are hoped to make a tangible contribution to improving the effectiveness of learning in elementary schools.

METHODS

The data sources in this research consist of primary and secondary data. Primary data were directly obtained from the 3rd-grade students of SD Negeri No. 101105 Sayurmatinggi as the research subjects. This data was collected through observations, interviews, and student learning test results before and after the use of audio-visual media. Additionally, the classroom teacher was also an important source of information, providing insights into the students' progress throughout the learning process. Meanwhile, secondary data came from various references supporting this research, such as books, journals, and previous studies relevant to the use of audio-visual media in learning. This secondary data was used to strengthen the theoretical foundation and

compare the research results with previous studies. Thus, this study has a strong basis for evaluating the effectiveness of using audio-visual media in enhancing students' understanding of the obligatory prayer material.

The results of the study show that the use of audio-visual learning media for the obligatory prayer material had a positive impact on improving the academic performance of the 3rd-grade students at SD Negeri No. 101105 Sayurmatinggi. Before the implementation of audio-visual media, the majority of students scored within the low to moderate categories. However, after the application of this learning media, there was a significant improvement in students' understanding of the material taught. The following are the score categories based on the score range before and after the implementation of audio-visual media:

Category	Score Range	Number of Students Before	Number of Students After
Very Good	86 – 100	0	8
Good	71 – 85	2	11
Fair	56 – 70	5	1
Poor	41 – 55	3	0

The results from the table above show that before using audio-visual learning media, most students fell into the "Fair" and "Poor" categories, with no students reaching the "Very Good" category. However, after the implementation of audio-visual media, 8 students were in the "Very Good" category, 11 in the "Good" category, and only 1 student remained in the "Fair" category. No students were in the "Poor" category anymore.

Data Verification The data verification process in this research was conducted to ensure the validity and accuracy of the results regarding the improvement in student achievement after applying audio-visual media to the subject of obligatory prayers. The verification process involved several stages: data triangulation, re-checking assessment results, and confirmation from the classroom teacher and students. These steps were intended to ensure that the data truly reflected the real learning conditions. Firstly, data triangulation was done by comparing the quantitative assessment results (pre-test and post-test scores) with data from observations and interviews. Observations were made during the learning process to monitor student engagement and participation. The results indicated an increase in student interaction in the classroom after using audio-visual media. Additionally, interviews with students confirmed that they found it easier to understand the material when presented through visual and audio media compared to lectures or textbooks alone. Secondly, re-checking of the assessment results was done to ensure no errors in recording student scores. Each pre-test and post-test result was double-checked by the class teacher and the research team to ensure the accuracy of the data. Furthermore, the students' scores were cross-referenced with their answers to confirm that the improvements were due to better comprehension of the material, not due to random factors or errors in grading.

Thirdly, confirmation with the class teacher was carried out to gain additional insights into the effectiveness of the audio-visual media in teaching. The teacher stated that this method not only helped students better understand the material but also increased their learning motivation. Some students who were previously less active in class became more enthusiastic and participated in class discussions after the media was implemented. This indicates that the method positively impacted not only academic outcomes but also the social-emotional aspects of students. From all the verification stages, it can be concluded that the data obtained is valid and reliable. The research

findings indicate a positive correlation between the use of audio-visual media and the improvement in student achievement in learning the subject of obligatory prayers. Therefore, this method can be considered for implementation in other subjects to create a more engaging and effective learning experience for students. The research results show that using audio-visual media in teaching obligatory prayers had a positive impact on improving the academic performance of grade 3 students at SD Negeri No. 101105 Sayurmatinggi. These findings align with previous studies, which highlight that audio-visual media can enhance students' understanding by combining appealing audio and visual elements. With visual representations of the correct prayer movements and clear audio for recitations, students were able to better understand and remember the material being taught.

Before the use of audio-visual media, most students were in the "Fair" and "Poor" score categories, indicating that previous teaching methods were not fully effective in enhancing students' understanding of obligatory prayers. One possible cause was the lack of variety in teaching methods, where lecture-style explanations and textbooks alone sometimes made students lose focus or interest in the material. After the use of audio-visual learning media, there was a significant improvement in student performance. The number of students in the "Good" and "Very Good" categories increased dramatically, while no students remained in the "Poor" category. This improvement suggests that audio-visual media helps students better associate information by not only listening to the teacher's explanations but also seeing examples of prayer movements and hearing appropriate recitations. Aside from academic improvements, another positive outcome observed was the increased enthusiasm and engagement of students in learning. Students became more active in asking questions, practicing prayers with more confidence, and even revisiting the material at home with the help of media provided by the teacher. This shows that audio-visual media not only improves understanding but also strengthens affective and skill-based aspects in Islamic religious education. From the teacher's perspective, the method also provided benefits in delivering the material. The teacher felt supported by the audio-visual media, which provided clearer and more engaging examples for the students.

Moreover, lesson time became more efficient, as students could see and hear the correct practices directly rather than relying solely on verbal explanations. As a result, the learning process became more efficient and produced better outcomes. However, despite the effectiveness of audio-visual media, there are some challenges to consider. One challenge is the availability of adequate facilities, such as projectors or speakers, in schools. Additionally, teachers need to ensure that the use of media does not replace direct interaction with students but rather supports and enriches their learning experience. Therefore, a combination of digital media and interactive methods should still be applied to maintain a balanced and engaging learning environment. Overall, the research strengthens the evidence that the use of audio-visual media in teaching can enhance students' understanding, especially in conceptual and practical subjects like obligatory prayers. Therefore, it is recommended that teachers explore more innovative learning media to create more engaging and meaningful learning experiences for students. This approach could be developed and applied to various other subjects as well.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of audio-visual learning media significantly improves the academic performance of third-grade students at SD Negeri No. 101105 Sayurmatinggi in understanding the subject of obligatory prayers. This improvement is evident from the pre-test and post-test results,

which show a significant increase in scores after the audio-visual-based teaching method was implemented. With the combination of visual and audio elements, students found it easier to understand the concepts and practices of prayer compared to conventional methods such as lectures or simply reading books. Beyond the academic aspect, this learning media also had a positive impact on students' motivation. They appeared more enthusiastic during lessons, more active in asking questions, and more confident in practicing the movements and recitations of prayer. This demonstrates that a more interactive and engaging approach can help increase student involvement in learning, especially for subjects that require both conceptual understanding and practical application. The success of using audio-visual media in this research was also supported by the role of the teacher in guiding and ensuring that students thoroughly understood the material. The teacher did not solely rely on the media as the main teaching tool but continued to provide direct guidance and facilitated discussions to deepen students' understanding. Therefore, it can be concluded that the combination of technology and interactive teaching methods is key to enhancing the effectiveness of learning. However, this research also revealed several challenges that need attention in the implementation of audio-visual learning media. One of the main challenges is the limited facilities in schools, such as the availability of projectors, speakers, and other resources, which need improvement.

Additionally, teachers must have the skills to select and manage the appropriate media to suit students' needs and learning objectives. Therefore, training and support for teachers in the use of educational technology are crucial to the success of this method. The findings from this research can serve as a reference for other teachers in applying audio-visual-based learning methods in their classrooms, particularly in Islamic religious education. With a more varied approach, it is hoped that students will better understand the religious concepts being taught, not only in theory but also in daily practice. Moreover, this research opens up opportunities for further exploration of the effectiveness of learning media in other subjects with similar characteristics. As a next step, it is recommended that future research delve deeper by involving more variables, such as the impact of audio-visual media on students' skills and character development. Additionally, long-term evaluations should be conducted to assess the lasting impact of using this media on students' understanding over a longer period. In this way, technology-based education can continue to evolve and provide maximum benefits for learning in elementary schools.

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