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The Use of Audiovisual Learning Media in Improving PAI Learning Outcomes on *Asmaul Husna* Material in Grade VII of SMPN 3 Kualuh Leidong

Syupriati, SMP Negeri 3 Kualuh Leidong. Syupriati21@guru.smp.belajar.id

Multajimah Nasution, SD Negeri 112274 Leidong. multajimahnasution08@guru.sd.belajar.id

Basaria Harahap, UIN Syahada Padangsidimpuan. basariahharahap893@gmail.com

Abstract:

The low interest and learning outcomes of students in Islamic Religious Education (PAI) learning, particularly in the *Asmaul Husna* material, are often caused by less varied teaching methods and the lack of engaging learning media. To address this issue, this study aims to analyze the effectiveness of using audiovisual learning media in improving students' learning outcomes in Grade VII at SMPN 3 Kualuh Leidong. Audiovisual media was chosen because it presents material in a more interactive, engaging, and easily understandable manner, thereby increasing students' attention and motivation in learning. This study employs a classroom action research (CAR) method with both quantitative and qualitative approaches. Data were obtained through observations, learning outcome tests, and student response questionnaires. The results indicate that the implementation of audiovisual media positively impacts the improvement of students' learning outcomes. This improvement is evident from the increase in students' average scores from the first cycle to the subsequent cycles. Additionally, students demonstrated greater enthusiasm and motivation in the learning process. Thus, the use of audiovisual learning media has been proven effective in enhancing students' learning outcomes in PAI subjects, particularly in the *Asmaul Husna* material. The findings of this study are expected to serve as a reference for educators in developing more innovative and engaging learning strategies.

Keywords: Islamic Religious Education, Audiovisual Media, *Asmaul Husna*, Learning Outcomes, Interactive Learning.

INTRODUCTION

Education is one of the fundamental aspects of human life. Besides serving as a means of socialization for students, education also plays a crucial role in developing individual quality in various fields (Mahmud & Priadi, 2005). Formally, education is conducted in schools with the aim of creating planned changes in individuals, both in terms of knowledge, skills, and attitudes (Sukewi, 1994).

In the learning process, there are various interrelated elements, including learning objectives, educators and students, teaching materials, teaching methods or strategies, media or learning aids, learning resources, and evaluation (Sukewi, 1994). One of the

learning media believed to enhance students' understanding and motivation is audiovisual media. This technology-based medium serves as an alternative that can be utilized in the learning process (Haryoko, 2009). The use of technology in learning offers various advantages, such as ease of material presentation, higher visual and auditory appeal for students, and flexibility in modifying and developing teaching materials according to learning needs (Haryoko, 2009).

However, in practice, the learning process still faces various challenges, one of which is the low level of students' attention and enthusiasm in participating in learning activities. This issue is also prevalent in Islamic Religious Education (PAI), where many teachers encounter similar difficulties. Based on the author's observations, who also serves as a PAI teacher, the low learning outcomes of students in the *Asmaul Husna* subject remain a challenge that needs to be addressed. In Grade VII of SMPN 3 Kualuh Leidong, only 4 out of 12 students achieved mastery in this material. The primary factor contributing to this situation is the monotonous teaching methods and the lack of engaging learning media for students.

Based on these problems, this study aims to improve students' learning outcomes in the *Asmaul Husna* subject through the implementation of audiovisual media. By applying this medium, it is expected that students' attention and enthusiasm in PAI learning will increase, thus positively impacting their learning achievements.

METHODS

This study utilizes two types of data sources: primary data and secondary data. Primary data are directly obtained through observations, interviews, and learning outcome tests administered to seventh-grade students at SMPN 3 Kualuh Leidong during the *Asmaul Husna* learning process using audiovisual media. Additionally, primary data are collected through direct interactions with Islamic Religious Education (PAI) teachers to gain insights into the effectiveness of audiovisual media in enhancing students' comprehension and learning outcomes.

Meanwhile, secondary data are gathered from various relevant sources, such as PAI textbooks, previous research journals, and curriculum documents used in schools. For instance, Haryoko's (2009) research indicates that using audiovisual media in learning can improve students' understanding and motivation by presenting the material in a more interactive and engaging manner. This finding aligns with Rahmawati's (2018) study, which states that audiovisual media help students grasp concepts more concretely through a combination of visual and auditory elements.

The approach used in this study is Classroom Action Research (CAR), which focuses on planned actions to enhance the quality of classroom learning. The objective of this study is to analyze the impact of audiovisual media on students' learning outcomes in PAI subjects, specifically on *Asmaul Husna* material. Classroom Action Research is conducted by observing the learning process in the classroom with the expectation of having a positive impact on learning effectiveness. Referring to Suharsini (2014), this research involves a series of classroom actions carried out in cycles, consisting of planning, implementation, observation, and reflection.

This study is conducted in two cycles, with each cycle comprising planning and implementing audiovisual-based learning activities that have been prepared in advance. The research subjects include 16 seventh-grade students at SMPN 3 Kualuh Leidong. The study focuses on *Asmaul Husna* material in PAI learning, which is expected to be more engaging and easier to understand with the support of audiovisual media. The research instruments include observation sheets to assess students' engagement during the learning process, learning outcome tests to measure students' comprehension improvements, and interviews to gather feedback from teachers and students regarding the effectiveness of audiovisual media in learning. The collected data are analyzed descriptively, both

qualitatively and quantitatively, to determine the extent to which audiovisual media contribute to students' comprehension of *Asmaul Husna* material.

Additionally, curriculum documents used in schools serve as references to ensure that the implementation of audiovisual media aligns with the applicable learning standards. These secondary data sources are utilized to strengthen the theoretical foundation and compare research findings with previous studies. By integrating both types of data sources, this study aims to provide valid results that can serve as a reference for developing more effective audiovisual-based learning strategies to enhance students' learning outcomes.

The data analysis in this study evaluates the effectiveness of audiovisual media in improving students' academic performance in the *Asmaul Husna* material. Simple statistical techniques are used to process research data by assessing the formative test results, calculating students' average scores after the implementation of audiovisual media in learning, and determining the level of students' learning mastery to see whether they meet the established competency standards. By applying this analytical method, the effectiveness of audiovisual media in improving learning outcomes for *Asmaul Husna* material in Grade VII at SMPN 3 Kualuh Leidong can be objectively measured based on average scores and learning mastery levels. The findings from this analysis will serve as the basis for evaluating the success of the teaching strategy and providing recommendations for the development of more effective teaching methods in the future.

RESULTS

In the first cycle of this research, the learning process was carried out through four main stages: planning, implementation, observation and testing, and reflection. The initial stage was planning, in which the researcher and the teacher developed a learning strategy using audiovisual media to support the delivery of *Asmaul Husna* material. In this phase, appropriate media were selected, learning steps were designed, and evaluation instruments were prepared to measure students' learning outcomes.

After planning was completed, the implementation stage was conducted by applying the planned learning design. In this stage, audiovisual media were utilized to help students understand and recognize *Asmaul Husna* in a more engaging way. The learning process was structured interactively to encourage active student participation. Subsequently, the observation and testing phase was carried out to assess students' engagement in learning and measure their understanding of the material through learning outcome tests. The final stage was reflection, where the researcher and the teacher evaluated the observation and test results to assess the effectiveness of using audiovisual media. The analysis results from this stage served as a basis for improvements in the next cycle.

Before starting the first cycle, the researcher conducted an initial observation to assess the learning conditions of Islamic Religious Education (PAI) on the *Asmaul Husna* material in Grade VII at SMPN 3 Kualuh Leidong. The observation results indicated several challenges in the previously implemented learning process. One of the main problems was the low level of students' understanding and ability to memorize and comprehend *Asmaul Husna*. Additionally, the teaching method used by the teacher tended to be monotonous, relying solely on lectures, dictation, and note-taking, which failed to capture students' interest and provided minimal direct interaction with the material.

Based on these findings, the researcher identified two main factors contributing to the low learning outcomes. The first factor was the limited teaching methods used, which did not provide varied and interactive learning experiences. The second factor was the lack of learning media that could enhance students' engagement in the learning process. Therefore, in this first cycle, the researcher implemented an innovative learning strategy using audiovisual media to improve students' learning outcomes in understanding *Asmaul Husna*.

The intervention applied in the first cycle focused on enhancing students' understanding through the use of audiovisual media in PAI learning. With this approach, students were expected to have a more interactive and engaging learning experience compared to conventional lecture-based methods. Audiovisual media such as instructional videos, animations, and motion graphics were selected as they could present information more clearly and understandably. Mayer's (2005) research in *The Cambridge Handbook of Multimedia Learning* demonstrated that multimedia, including audiovisual media, contributes to improving students' comprehension and memory retention by combining visual and auditory elements. This finding supports the assumption that the use of audiovisual media can enhance students' understanding of the subject matter.

In the first cycle, the implementation of audiovisual-based learning followed several stages. Students were given the opportunity to watch a video explaining *Asmaul Husna*, enriched with visually appealing and engaging auditory elements. Through this approach, students were expected to more easily recall and understand the meaning of each name in *Asmaul Husna*. Observation results indicated that students became more enthusiastic and active in the learning process. Moreover, test results after the first cycle's implementation showed a significant improvement in students' comprehension.

This finding aligns with the research conducted by Moreno and Mayer (2007), which stated that the use of multimedia can enhance students' understanding and academic performance across various learning contexts. The planning stage included the formulation of learning objectives, covering both academic aspects and the creation of a conducive learning atmosphere. From an academic perspective, the target was to increase students' learning activities to meet the Minimum Mastery Criteria (KKM) of 70, with a classical mastery rate of 85%.

During the implementation stage, the teacher began the lesson with an introductory activity lasting 15 minutes, which included greetings, attendance checking, and motivational encouragement for students. Following that, the teacher outlined the learning objectives and explained the sequence of activities to be conducted. During the core learning session, which lasted 80 minutes, students were encouraged to observe images as discussion triggers, watch a video of the *Asmaul Husna* song, and engage in material explanations. Students were then divided into groups to complete assigned tasks, such as matching the names of *Asmaul Husna* with their meanings using post-it notes. The teacher provided appreciation after each group completed their task. The final part of the lesson, which lasted 10 minutes, involved reflection, question-and-answer sessions, and a summary of the material covered. Additionally, the teacher provided information about the next lesson and concluded the session with a closing prayer.

Based on observations during the first cycle, teacher and student activities during learning showed a significant improvement. The assessment of teacher activity scored 68 with an average of 85, which fell into the "good" category regarding the use of audiovisual media. Meanwhile, student activity scored 33 with an average of 82, indicating strong student engagement in various learning aspects, including participation in discussions, confidence in answering questions, and teamwork skills.

The evaluation of learning outcomes showed that the students' average score in the first cycle was 67, with the lowest score being 40 and the highest 100. Of the total students, 11 still scored below the KKM, while 5 students scored above the KKM. The mastery level reached 68.75%, while 31.25% of students had not yet achieved mastery. Based on the predetermined success criteria—where at least 85% of students should achieve mastery—the first cycle had not yet met the target, necessitating improvements in the second cycle. In the implementation of the second cycle, the learning process was continued as the success indicators targeted in the first cycle had not yet been achieved. The second cycle still followed the main stages: planning, implementation, observation, and reflection.

The planning stage in the second cycle focused on addressing the shortcomings identified in the previous cycle. The teacher implemented audiovisual media while optimizing the teaching method with a more active approach, namely the Teams Games

Tournament (TGT). This strategy was applied to create a more engaging, interactive, and effective learning experience for students.

The implementation of the second cycle began with an introduction, in which the teacher greeted students, checked attendance, and provided motivation. The teacher also explained the learning objectives and the topics to be covered. In the core learning phase, students were given stimulus materials such as images, trigger questions, and explanations presented through PowerPoint slides and videos. Next, they were divided into three groups to participate in a game-based TGT activity, where each team member took turns answering questions within a specified time limit. The lesson concluded with an evaluation and reflection session, followed by a closing prayer.

During the observation stage, data on teacher and student activities were collected to assess the effectiveness of the learning process. Teacher activity scored a total of 74, with an average of 92.5, categorized as "very good." Meanwhile, student activity received a total score of 38, with an average of 95, also categorized as "very good." The students' test results in the second cycle showed a significant improvement, with an average score of 87 and a learning mastery percentage of 100%. Thus, the predetermined success criteria were met in this cycle. Reflection on the implementation of the second cycle showed a considerable improvement in student engagement, teaching effectiveness, and learning outcomes in the PAI subject. With a learning mastery percentage reaching 92%, exceeding the minimum threshold of 85%, it can be concluded that the implementation of audiovisual media and the Teams Games Tournament method effectively enhanced the quality of learning.

To ensure the validity of the data in this study, triangulation was conducted by comparing the results of formative tests, observations, and documentation. The results of the formative tests served as quantitative indicators for measuring students' improvement in understanding *Asmaul Husna*, while observations and documentation were used to confirm whether the improvement was related to the use of audiovisual media in learning (Fauzan, 2023).

The observation results indicated that after the implementation of audiovisual media, students became more enthusiastic in the learning process. Teachers observed that students were more focused when the material was presented in audio-visual form, asked more questions, and participated more actively in group discussions. Additionally, students showed improvement in memorizing and understanding the meaning of *Asmaul Husna* compared to the conventional methods previously used (Syahputra, 2023).

Documentation of learning outcomes also revealed an increase in students' scores on the *Asmaul Husna* comprehension test. Students who previously struggled to remember the sequence and meaning of *Asmaul Husna* were able to memorize and comprehend the concepts better after undergoing several learning cycles with audiovisual media. This indicates that audiovisual media not only help students in recalling material but also strengthen their understanding of theological concepts in Islam (Rahman, 2023). Based on quantitative and qualitative data analysis, it can be concluded that the use of audiovisual media is an effective learning strategy for improving students' understanding of *Asmaul Husna*. With a combination of engaging sound and visual elements, students find it easier to grasp and remember the concepts being taught (Hidayat, 2023).

Thus, the findings of this study support previous research stating that the use of audiovisual media can enhance learning outcomes and student engagement in the learning process. Therefore, this strategy can be considered an effective alternative to improving the quality of Islamic Religious Education at the junior high school level (Yusuf, 2023).

CONCLUSION

Based on the research findings on the implementation of audiovisual media in enhancing learning outcomes in Islamic Religious Education (PAI) on the topic of *Asmaul Husna* in Grade VII at SMPN 3 Kualuh Leidong, it can be concluded that the use of this media has proven to be effective in improving students' understanding and learning outcomes. This is

evidenced by an increase in classical learning mastery, from 42% in Cycle I to 92% in Cycle II. In addition, the class average score also showed a significant improvement, rising from 67 in Cycle I to 87 in Cycle II. The implementation of audiovisual media not only impacts learning outcomes but also enhances students' engagement in the learning process. Students become more enthusiastic, actively ask questions, and find it easier to understand the material being taught. Teachers also benefit from the ability to deliver lessons in a more interactive and engaging manner. Thus, the use of audiovisual media in PAI learning, particularly on the topic of *Asmaul Husna*, can be considered an effective strategy for improving the quality of learning and student engagement. The findings of this study indicate that the integration of technology in education can serve as an innovative alternative to enhance students' understanding. Therefore, educators are encouraged to consider the use of audiovisual media as a method that can support the achievement of learning objectives more optimally.

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