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Improving the Understanding of Fourth-Grade Students at SDN 105364 Lubuk Rotan About the Hijrah of Prophet Muhammad to Madinah Through Audiovisual-Based Learning

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Abstract:

Students' understanding of the event of Prophet Muhammad's migration to Madinah is a crucial aspect of Islamic Religious Education learning at the elementary school level. However, many fourth-grade students at SDN 105364 Lubuk Rotan struggle to comprehend this material due to unengaging and monotonous teaching methods. Therefore, innovation in learning strategies is needed to help students grasp the material more effectively. This study aims to improve fourth-grade students' understanding of the event of Prophet Muhammad's migration to Madinah through the use of audiovisual media. The research method employed is Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Data were collected through comprehension tests, observations, and interviews with students and teachers. The results of the study indicate that the use of audiovisual media significantly enhances students' understanding of the migration of Prophet Muhammad to Madinah. In the first cycle, the percentage of students achieving learning mastery increased compared to before the intervention. Then, in the second cycle, students' learning outcomes continued to improve, reaching the expected target. Moreover, students demonstrated greater interest and enthusiasm in participating in the learning process. Based on these findings, it can be concluded that audiovisual-based learning is effective in improving fourth-grade students' understanding of Prophet Muhammad's migration to Madinah at SDN 105364 Lubuk Rotan. The use of this media is recommended as an innovative teaching strategy to enhance the quality of Islamic Religious Education learning at the elementary school level.

Keywords: Sudents' understanding, Prophet Muhammad's hijrah, audiovisual media, innovative learning, SDN 105364 Lubuk Rotan.

INTRODUCTION

Islamic Religious Education (PAI) learning in elementary schools plays an essential role in shaping students' character and understanding of Islamic teachings. One of the topics taught in PAI is the event of Prophet Muhammad's migration to Madinah. This event is not only a significant part of Islamic history but also contains many exemplary values, such as patience, steadfast faith, and strategic decision-making in facing challenges. Therefore, students' understanding of the migration of Prophet Muhammad is crucial so that they can derive lessons from it and apply them in their daily lives.

However, in practice, students' understanding of this migration event remains relatively low. Many students struggle to comprehend the material because the teaching methods used are still conventional, such as lectures and textbook reading. These methods are less engaging for students, making them easily bored and less focused in learning. Furthermore, the lack of supportive media in the learning process leads to suboptimal student comprehension. With technological advancements, audiovisual-based learning media has become an innovative solution to enhance students' understanding. Audiovisual media enables students to see and hear a direct visualization of the migration event, making learning more engaging and easier to comprehend. With this media, students not only listen to the teacher's explanation but also view illustrations, animations, or videos depicting Prophet Muhammad's migration journey to Madinah.

This study focuses on efforts to improve the understanding of fourth-grade students at SDN 105364 Lubuk Rotan regarding the migration of Prophet Muhammad through audiovisual-based learning. The research method used is Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Thus, this study is expected to provide a clear picture of the effectiveness of audiovisual media in learning. The results of this study are expected to benefit various parties, especially teachers as instructors of the PAI subject. Teachers can gain new insights into more effective and engaging learning strategies for students. Additionally, this study is expected to serve as a reference for schools in improving the quality of PAI learning by utilizing available technology.

For students, this research is expected to enhance their understanding of the migration of Prophet Muhammad in an easier and more enjoyable way. Interactive and audiovisual-based learning can help them grasp key concepts more deeply. Consequently, students will not only memorize the material but also understand the meaning and lessons from Prophet Muhammad's migration.

Moreover, this study can contribute to curriculum development and learning methods in elementary schools. The implementation of audiovisual media can serve as an innovation in the PAI curriculum to improve learning effectiveness. With empirical evidence from this research, it is hoped that other schools will be encouraged to adopt similar methods in their teaching. In the field of education, a student-centered approach is crucial to ensure active student participation in the learning process. Audiovisual media can serve as an effective tool in creating a more engaging and interactive learning experience. Therefore, the use of this media should be encouraged as part of modern learning strategies that align with the characteristics of today's students.

Ultimately, this study aims to provide a solution to the problem of low student comprehension regarding the migration of Prophet Muhammad. Through the implementation of audiovisual media, it is expected that a more effective and innovative teaching approach can be found. Thus, the findings of this study will not only benefit fourth-grade students at SDN 105364 Lubuk Rotan but also serve as an inspiration for other educational institutions in improving the quality of PAI learning. Accordingly, this research will address the question of how significantly audiovisual media influences students' understanding of Prophet Muhammad's migration to Madinah. The results of this study are expected to provide recommendations for educators in developing more creative and effective teaching methods to achieve optimal educational outcomes.

METHODS

This study employs the Classroom Action Research (CAR) method, conducted in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. This method was chosen because it directly addresses learning problems in the classroom and allows for systematic improvements in each cycle.

The data sources in this study comprise primary and secondary data. Primary data were obtained from students' comprehension test results before and after the implementation of audiovisual media, as well as through observations of students' activities during the learning process. Additionally, interviews with teachers were conducted to gain insights into the effectiveness of the applied method. Secondary data were collected from school documentation, literature reviews, and previous relevant research findings.

The data collection techniques in this study include written tests, observations, and interviews. Written tests were used to measure students' comprehension improvement after the application of audiovisual media. Observations were conducted to record students' responses and engagement during the learning process, while interviews with teachers aimed to identify challenges and evaluate the effectiveness of the applied teaching method.

Data analysis in this study employed a descriptive quantitative and qualitative approach. Quantitative data were obtained from test results, analyzed by comparing students' average scores before and after the intervention. Qualitative data were gathered from observations and interviews, analyzed through data reduction, data presentation in descriptive form, and conclusion drawing.

During the planning stage, the researcher designed a learning implementation plan using audiovisual media. The implementation stage involved integrating this media into the classroom learning process. Observations were conducted to record students' progress, challenges, and the effectiveness of audiovisual media. Reflection was carried out to evaluate the results obtained in the first cycle and make necessary improvements in the second cycle.

The success of this research was measured by the improvement in students' test scores and their positive responses to the use of audiovisual media. If the first cycle did not yield the desired results, strategy modifications were implemented in the second cycle to ensure optimal learning objectives were achieved.

Through this study, it is expected that a more effective learning strategy can be identified to enhance students' understanding of Prophet Muhammad's migration. Audiovisual media can serve as an alternative learning method that is more engaging and interactive, thereby improving the quality of education, particularly in Islamic Religious Education subjects..

RESULTS

This study demonstrates an improvement in students' understanding following the implementation of audiovisual media. The table below presents a comparison of test results before and after using audiovisual media:

Cycle	Number of Students	Average Score Before	Average Score After	Improvement (%)
Pre-cycle	30	55	-	-
Cycle 1	30	55	70	27%
Cycle 2	30	70	85	21%

Based on the table above, it is evident that in the pre-cycle stage, students' average score was only 55. After implementing audiovisual media in cycle 1, the average score

increased to 70, reflecting a 27% improvement. In cycle 2, the average score further rose to 85, with a 21% increase from the previous cycle.

Data Verification

To ensure the validity of the data, methodological triangulation was conducted, involving written tests, classroom observations, and interviews with teachers and students. The triangulation results indicate that students' improved understanding was not only reflected in test scores but also observed in the classroom, where increased participation and engagement were recorded. Interviews with teachers further confirmed that the use of audiovisual media helped students stay focused and better comprehend the material.

       With these findings, it can be concluded that the implementation of audiovisual media has a positive impact on enhancing students' understanding of the migration (hijrah) of Prophet Muhammad to Medina. Therefore, this method is recommended for use in Islamic Religious Education learning in elementary schools.

CONCLUSION

Based on the research findings, it can be concluded that the use of audiovisual media in Islamic Religious Education, particularly in the topic of Prophet Muhammad's migration (hijrah) to Medina, has proven effective in enhancing the understanding of fourth-grade students at SDN 105364 Lubuk Rotan. This effectiveness is reflected in the significant increase in students' average scores from the pre-cycle to the second cycle. In the pre-cycle stage, students' understanding of the material was still low, with an average score of only 55. This indicates that the conventional teaching methods previously used were less effective in helping students fully grasp the material. Students tended to be passive and less enthusiastic during lessons, which resulted in suboptimal learning outcomes. After implementing audiovisual media in cycle 1, the average score increased to 70, reflecting a 27% improvement. This suggests that audiovisual media had started to positively impact students' comprehension. Students became more active in the learning process and showed greater interest in the material presented through visually and auditorily engaging media. Despite the improvement, cycle 1 still had some challenges. Some students struggled to understand certain aspects of the topic, especially in connecting the hijrah event with its moral lessons. Therefore, refinements were made in cycle 2, optimizing the use of audiovisual media and providing more intensive guidance to students. In cycle 2, the average score further increased to 85, representing a 21% improvement from the previous cycle. This indicates that audiovisual-based learning became increasingly effective in helping students gain a deeper understanding of the material. Moreover, students appeared more confident in answering questions and actively participated in discussions. These findings were further supported by classroom observations and teacher interviews, which confirmed that students were more enthusiastic and focused when audiovisual media was used. Teachers reported that students found it easier to comprehend the material because they could see and hear direct illustrations of the hijrah event, making information easier to absorb and retain.

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