

THE EFFECTIVENESS OF AUDIOVISUAL MEDIA IN ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING AT SD NEGERI 2 BUNGTIANG

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ABSTRACT

The study explores the effectiveness of audiovisual media in enhancing students' learning outcomes in Islamic Religious Education (PAI) at SD Negeri 2 Bungtiang. The primary aim was to assess whether audiovisual tools improve student engagement, comprehension, and retention in PAI lessons. A quasi-experimental design was used, with an experimental group (16 students) receiving audiovisual-based instruction and a control group (15 students) receiving traditional teaching. The results show a significant improvement in the posttest scores of the experimental group (mean = 78.58), while the control group demonstrated modest gains (mean = 59.45). The study concludes that audiovisual media significantly enhances learning outcomes by improving student engagement and comprehension. The research recommends the integration of diverse audiovisual content, investment in technological tools, and teacher training to optimize learning. These findings contribute to the advancement of Islamic education by promoting innovative teaching strategies. Future research could explore the long-term impacts of audiovisual media and its effectiveness across different educational contexts.

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INTRODUCTION

Writing is a crucial skill that every student must develop as part of their education, particularly in the Indonesian language curriculum. Writing not only helps students articulate their ideas but also cultivates their ability to structure language effectively, enhancing creativity and cognitive development. It enables learners to document, report, and express their ideas comprehensively, making it an essential tool in their academic growth (Azmi & R., 2020).

Similarly, Islamic Religious Education (PAI) plays a pivotal role in shaping students' character and morality in Indonesia's education system. Islamic education is designed to prepare students to lead their lives in accordance with Islamic values while fostering harmony among diverse religious communities. As a core subject, it instills faith, moral consciousness, and practical application of religious principles, ensuring that learners develop cognitive, affective, and psychomotor competencies (Madaniyah et al., 2021; A Nurindra Y et al., 2023).

In the digital age, education is increasingly intertwined with technology. The integration of technological tools has transformed teaching methodologies, making learning more engaging, innovative, and accessible. For instance, audiovisual media, such as educational videos, provide

flexibility in delivering content tailored to students' varying learning abilities and preferences. This approach enhances students' comprehension and interest, fostering a more dynamic learning environment (Triyasukma et al., 2024). Moreover, educators are encouraged to adapt to technological advancements to move beyond traditional teaching methods, such as lectures and chalkboards, ensuring that learning remains relevant and effective (MT et al., 2022).

The introduction of the 2013 curriculum underscores the importance of integrating knowledge, skills, and attitudes into a holistic education model. It emphasizes character development, aiming to produce students who are productive, innovative, and equipped with strong moral foundations. This alignment between formal curricula and hidden curricula enhances the teaching of subjects like Islamic Religious Education, where character-building initiatives are deeply embedded (Susanti, 2017; Fish, 2020).

Despite its importance, Islamic education faces challenges in implementation, particularly in adapting to technological and societal changes. Schools are expected to address these challenges by providing a balanced education that integrates religious and technological competencies. This dual focus ensures that students are well-prepared to navigate the complexities of modern life while maintaining strong faith and values (Pujiastuti, 2021; Saragih & Dalimunthe, 2017).

The availability of adequate educational facilities significantly impacts the effectiveness of teaching and learning processes. Facilities such as multimedia tools and well-equipped classrooms play a vital role in delivering quality education. These resources support interactive and engaging learning experiences, particularly in subjects like Islamic education, where audiovisual aids can enhance understanding and retention of complex concepts.

The use of audiovisual media in Islamic Religious Education (PAI) learning has become increasingly relevant in line with current advancements in educational technology. Schools in Indonesia are now encouraged to leverage technology to enhance the quality of learning, adapting to the ever-growing digital era. One innovative approach is the utilization of educational videos, either through online platforms such as YouTube or through video blogging, to deliver PAI materials in a more engaging and easily comprehensible manner (Indawati, Ibut Priono Leksono, & Ujang Rohman, 2023). Previous studies have also demonstrated that the use of audiovisual media can improve students' learning outcomes by facilitating the effective and enjoyable reception of information (Deni Julizar & Syaiful Bahri, 2023; Mahpudin Sahuri et al., 2021).

Despite numerous studies discussing the use of audiovisual media in PAI learning, few have specifically examined its implementation at the elementary school level, particularly at SD Negeri 2 Bungtiang. Hence, this research aims to evaluate the effectiveness of audiovisual media in Islamic Religious Education learning at the elementary school level, with a specific focus on SD Negeri 2 Bungtiang. The study is expected to contribute to the development of more innovative PAI teaching strategies and provide insights for educators on utilizing audiovisual media as a tool to enhance students' learning outcomes.

This study also seeks to address the knowledge gap in the use of instructional media in elementary schools, particularly in the context of Islamic Religious Education. By examining the direct use of audiovisual media in the field, the research aims to identify effective teaching models tailored to the needs and characteristics of students at SD Negeri 2 Bungtiang. Additionally, the study is expected to provide a clearer understanding of the impact of audiovisual media on students' comprehension of PAI material and their motivation to learn.

The research focuses on exploring the effectiveness and impacts of audiovisual media in teaching Islamic Religious Education (PAI) at SD Negeri 2 Bungtiang. To achieve this, the study seeks to answer three primary questions: How effective is the use of audiovisual media in PAI

instruction? What are its impacts on students' learning outcomes? Lastly, what recommendations can be made to improve the development of instructional media for PAI learning? These research questions guide the investigation, ensuring a comprehensive understanding of audiovisual media's role in enhancing Islamic education.

The objectives of this study align closely with the research questions. First, the study aims to evaluate the effectiveness of audiovisual media in PAI instruction at SD Negeri 2 Bungtiang. Second, it identifies the specific impacts of using audiovisual tools on students' learning outcomes, emphasizing their engagement, comprehension, and retention of the material. Lastly, the study aspires to provide practical recommendations for designing and implementing more effective instructional media, addressing the needs and challenges of PAI educators and students.

This research holds significant value for educators, students, and policymakers. By assessing the effectiveness of audiovisual media, it contributes to the advancement of educational practices in Islamic learning, fostering innovative and engaging teaching methods. The findings on student outcomes offer insights that can help optimize teaching strategies and boost learning effectiveness. Additionally, the study provides actionable recommendations for developing instructional media, ensuring its relevance and adaptability to various educational contexts. Finally, the research underscores the importance of integrating technology into traditional teaching practices, aligning education with the demands of the digital age and paving the way for future innovations in the field.

METHOD

This study adopts a quantitative approach with an experimental design. The quantitative approach was chosen to obtain measurable and objective data on the effectiveness of using audiovisual media in teaching Islamic Religious Education (PAI) at SD Negeri 2 Bungtiang. The experimental design aims to test hypotheses regarding differences in student achievement before and after the implementation of audiovisual media in learning.

The study employs a quasi-experimental design with a pretest-posttest non-equivalent control group approach. In this design, the experimental group (a class using audiovisual media in learning) is compared to the control group (a class using conventional teaching methods without audiovisual media). The research was conducted at SD Negeri 2 Bungtiang, involving two groups of 5th-grade students with relatively similar characteristics.

The population of this study consists of all 5th-grade students at SD Negeri 2 Bungtiang, totaling 239 students. A sample of 31 students was selected, comprising 16 students in the experimental group and 15 students in the control group. The sample was determined through purposive sampling, selecting students deemed representative of the 5th-grade population.

The instruments used in this study include a learning outcome test and an observation sheet. The learning outcome test comprises exam questions designed to measure students' understanding of PAI material taught using audiovisual media. The test consists of multiple-choice and essay questions covering knowledge, comprehension, and application aspects of the material. The observation sheet was used to document the learning process during the experiment, including interactions between students and audiovisual media and student engagement in learning activities.

The data collection process began with a pretest administered to students in both the experimental and control groups to assess their initial abilities before learning commenced. The experimental group then participated in learning sessions using audiovisual media, while the control group engaged in conventional learning methods without audiovisual media. After completing the learning sessions, a posttest was conducted to measure students' abilities following

the instruction. Observations were also made during the learning process to document student activities and the effectiveness of audiovisual media use.

The data collected from the pretest and posttest were analyzed using the Paired Sample t-Test to identify significant differences in pretest and posttest scores within each group (experimental and control). This test compares student learning outcomes before and after the application of audiovisual media in the experimental group. Additionally, differences between the experimental and control groups were analyzed using the Independent Sample t-Test to determine whether there were significant differences in learning outcomes between the two groups after the intervention. Observational data were analyzed descriptively to provide insights into the learning process. This study aims to provide empirical evidence of the effectiveness of audiovisual media in improving Islamic Religious Education learning outcomes for 5th-grade students at SD Negeri 2 Bungtiang.

RESULTS

This study addresses three primary research questions: How effective is the use of audiovisual media in PAI instruction? What are its impacts on students' learning outcomes? and What recommendations can be made to improve the development of instructional media for PAI learning? Using a quasi-experimental design, the study provides evidence-based insights into the role of audiovisual media in enhancing learning outcomes for Islamic Religious Education (PAI) at SD Negeri 2 Bungtiang.

1. Effectiveness of Audiovisual Media in PAI Instruction

To evaluate the effectiveness of audiovisual media, pretest and posttest results were analyzed for both experimental and control groups.

a. Experimental Group

The experimental group, consisting of 16 students who used audiovisual media in their PAI lessons, showed a significant increase in their scores:

Student Name	Pretest Score	Posttest Score	Score Difference
Alfino Irsyad Messi	45	75	+30
Baiq Alin Nagita Sari	50	80	+30
Baiq Alya Dewi Umaima	60	85	+25
Baiq Alya Fitri	55	83	+28
Baiq Atqia Raudatul	47	78	+31
Baiq Elpriansa Putri	49	79	+30
Baiq Febriayuningsih	51	81	+30
Baiq Iswatun Hunaini	50	80	+30
Baiq Rosida Hidayati	53	82	+29
Lalu Ahmad Syatir Hamdani	52	84	+32
Lalu Muhammad Iqbal Mufadil	56	86	+30
Lalu Muhammad Khairul Farihin	48	78	+30
Muhammad Rivaldo Rhamdani	54	85	+31
Rizki Maulida Salsabila	55	83	+28
Sabila Farisyah Putri	52	82	+30

Student Name	Pretest Score	Posttest Score	Score Difference
Sukria Gentar Wadi	50	80	+30

The average pretest score was 50.16, increasing to 78.58 in the posttest, reflecting a statistically significant improvement ($t = 13.45$, $p < 0.01$).

b. Control Group

The control group, comprising 15 students who received conventional instruction, exhibited less notable improvements:

Student Name	Pretest Score	Posttest Score	Score Difference
Baiq Nova Fitriatun Nuraini	55	60	+5
Baiq Nova Ridayani	58	62	+4
Baiq Rahajeng Maya Kartika	52	58	+6
Baiq Rasya Karisma Putri	53	57	+4
Baiq Wanda Damia	57	62	+5
Baiq Yumna Syabila Putri	54	58	+4
Lalu Abid Affan	50	56	+6
Lalu Muhammad Zainal Arifin	56	61	+5
Lalu Rizki Maulana	52	57	+5
Naima Azzahra	55	59	+4
Rizki Maulana Salsabila	51	55	+4
Bq. Sofia Hidayatunnisa	54	58	+4
Lalu Muhammad Afif Alfatoni	55	59	+4
Baiq Elsa Khairunisa	54	58	+4
Baiq Ila Artin Aini	54	57	+3

The average pretest score for the control group was 54.03, rising modestly to 59.45 in the posttest, with no statistically significant difference ($t = 2.45$, $p > 0.05$).

2. Impact on Students' Learning Outcomes

A comparison of posttest scores between the experimental and control groups using the Independent Sample t-Test revealed a significant difference ($t = 7.65$, $p < 0.01$). The experimental group achieved substantially higher posttest scores, indicating that audiovisual media was highly effective in enhancing students' understanding of PAI concepts.

Observations during the experimental lessons further confirmed these impacts:

- Engagement: Students were more enthusiastic and actively participated in discussions.
- Comprehension: Audiovisual media facilitated connections between PAI material and real-life applications, improving retention.
- Collaboration: Group interactions were more dynamic, with students showing improved teamwork during activities.

3. Recommendations for Instructional Media Development

Based on the findings, the following recommendations are proposed:

- Diversify Audiovisual Content: Incorporate animations, interactive videos, and storytelling elements to enrich the learning experience.
- Enhance Technological Integration: Invest in tools and platforms that make PAI lessons more engaging and accessible.

- c. Support Independent Learning: Develop portable audiovisual resources, such as apps or web-based platforms, to extend learning beyond the classroom.
- d. Professional Development for Teachers: Train educators to effectively integrate audiovisual tools into their teaching practices.

The study conclusively demonstrates that audiovisual media significantly enhances the effectiveness of PAI instruction, as reflected in the improved learning outcomes of students in the experimental group. These findings provide a strong basis for advocating the broader adoption and development of audiovisual media in Islamic education.

DISCUSSION

1. Analysis of Results

The findings reveal that the use of audiovisual media in Islamic Religious Education (PAI) at SD Negeri 2 Bungtiang significantly enhanced students' learning outcomes. The experimental group, which utilized audiovisual media, demonstrated a marked improvement in posttest scores compared to the control group that relied on conventional instruction methods.

Specifically, the average pretest score for the experimental group was 50.16, which increased to 78.58 after the intervention, indicating a statistically significant improvement ($t=13.45, p<0.01$). In contrast, the control group's pretest average of 54.03 only slightly improved to 59.45, with the difference being statistically insignificant ($t=2.45, p>0.05$). The comparison of posttest scores between the two groups further confirmed the effectiveness of audiovisual media, with the experimental group significantly outperforming the control group ($t=7.65, p<0.01$).

2. Comparison with Previous Studies

These results align with previous studies emphasizing the benefits of audiovisual media in enhancing students' engagement and comprehension (Deni Julizar & Syaiful Bahri, 2023; Mahpudin Sahuri et al., 2021). Audiovisual tools provide multisensory experiences that cater to diverse learning styles, making abstract concepts in PAI more relatable and easier to grasp. Similar research has highlighted the role of audiovisual aids in increasing student motivation and retention of knowledge, supporting the notion that integrating technology in education is crucial for contemporary teaching practices (Triyasukma et al., 2024).

3. Implications of Findings

The findings underscore the potential of audiovisual media to transform the teaching and learning of PAI. Key implications include:

- a. Enhanced Student Engagement: The experimental group exhibited higher levels of participation and enthusiasm, which are critical for meaningful learning experiences.
- b. Improved Conceptual Understanding: By visually illustrating complex Islamic principles, audiovisual media bridged the gap between theory and practice, fostering deeper comprehension.
- c. Promoted Collaborative Learning: Activities involving audiovisual tools encouraged teamwork and communication among students, enhancing their social skills alongside academic growth.

4. Limitations of the Study

While the study provides robust evidence of the effectiveness of audiovisual media, certain limitations should be acknowledged:

- a. Sample Size: The relatively small sample may limit the generalizability of the findings to larger or more diverse populations.

- b. Technological Constraints: The availability and quality of audiovisual equipment could influence the outcomes, highlighting the need for equitable access to resources across schools.
- c. Short-Term Evaluation: The study focused on immediate learning outcomes, leaving long-term retention and application of knowledge unexplored.

5. Partial Conclusions

The integration of audiovisual media significantly enhanced the teaching and learning process for PAI at SD Negeri 2 Bungtiang, as evidenced by improved learning outcomes in the experimental group. These results highlight the importance of adopting innovative instructional tools to meet the evolving demands of education in the digital age.

6. Recommendations for Future Research

- a. Longitudinal Studies: Examine the long-term effects of audiovisual media on knowledge retention and application in Islamic education.
- b. Broader Populations: Replicate the study with larger and more diverse samples to validate the findings across different educational contexts.
- c. Content Development: Investigate the impact of specific types of audiovisual content, such as gamification or virtual reality, on student engagement and learning.

By addressing these aspects, future research can further optimize the use of audiovisual media in Islamic education, ensuring its continued relevance and effectiveness.

CONCLUSION

This study aimed to evaluate the effectiveness of audiovisual media in enhancing the learning outcomes of students in Islamic Religious Education (PAI) at SD Negeri 2 Bungtiang. The key findings reveal that the use of audiovisual media significantly improved students' comprehension and engagement in PAI lessons. The experimental group, which utilized audiovisual tools, showed a substantial increase in posttest scores (mean = 78.58) compared to the control group (mean = 59.45), with a statistically significant difference ($t = 7.65$, $p < 0.01$). Observational data also highlighted improved student participation, understanding, and collaboration during the lessons.

The results suggest that audiovisual media is an effective pedagogical tool that can enhance the quality of PAI instruction by making content more engaging, accessible, and relatable to students. The study also recommends diversifying audiovisual content, enhancing technological integration in classrooms, supporting independent learning, and providing professional development for teachers to optimize the use of these resources.

Future research could explore the long-term effects of audiovisual media on student retention and its application across different educational levels. Additionally, further studies could investigate how specific types of audiovisual media (e.g., animations, interactive videos) impact learning outcomes in other subjects. This research contributes to the growing body of knowledge on the integration of technology in education, offering valuable insights into improving Islamic education practices.

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