



## APPLICATION OF AUDIO VISUAL METHOD TO IMPROVE STUDENTS' UNDERSTANDING OF PAI MATERIAL

Ahmad Fuad Abdul Baqi<sup>1</sup>, Fareed Ahmad Obaidy<sup>2</sup>

<sup>1</sup>Institut Ahmad Dahlan Probolinggo, Indonesia

<sup>2</sup>Maiwand University of Higher Education, Afghanistan

Email: ahmadfuad11@gmail.com

Received: Agustus 2025

Accepted: Agustus 2025

Published: Agustus 2025

### Abstract :

*The media has a very important role so that the position of the mass media becomes the main one in society. With the media, oral and written traditions in the learning process can be enriched with media such as audio-visual media, teachers can create various classroom situations, determine teaching methods that will be used in different situations and create a healthy emotional climate among students. In fact, this audio-visual media further helps teachers "bring" the world into the classroom. The learning method is an order or procedure that is arranged by educators regularly and systematically when delivering learning materials to students. The purpose of this study was to increase students' interest in learning PAI subjects at Miftahul Arifin Middle School by applying the audio visual method. In this study, the researcher used Classroom Action Research (CAR). From the results of the research that the researchers conducted, they were able to grow students' interest in learning in PAI subjects, namely by applying the audio-visual method. Student learning outcomes in cycle one reach an average of 75%, from this average value in the category that is still not finished, but in cycle two, student achievement increases by an average of 90% for the full type.*

**Keywords:** Audio Visual, Islamic Religious Education (PAI)

### Abstrak :

Media memiliki peran yang sangat penting sehingga posisi media masapun menjadi yang utama dalam masyarakat. Dengan adanya media maka tradisi lisan dan tulisan dalam proses pembelajaran dapat diperkaya dengan media seperti media audio visual, guru dapat menciptakan berbagai situasi kelas, menentukan metode pengajaran yang akan di pakai dalam situasi yang berlainan dan menciptakan iklim dengan emosional yang sehat diantara siswa. Bahkan media audio visual ini selanjutnya membantu guru "membawa" dunia kedalam kelas. Metode pembelajaran merupakan sebuah tatanan atau prosedur yang disusun oleh pendidik secara teratur dan sistematis saat penyampaian materi pembelajaran pada anak didik. Tujuan penelitian ini adalah untuk meningkatkan minat belajar siswa terhadap mata pelajaran PAI di SMP Miftahul Arifin dengan menerapkan metode audio visual. Dalam penelitian ini yang peneliti gunakan adalah Penelitian Tindakan Kelas (PTK). Dari hasil penelitian yang peneliti lakukan mampu menumbuhkan minat belajar siswa dalam mata pelajaran PAI yaitu dengan menerapkan metode audio visual. Hasil belajar siswa dalam siklus satu mencapai rata-rata 75%, dari nilai rata-rata ini pada kategori masih belum selesai, namun pada siklus dua prestasi siswa meningkat rata-rata 90% untuk tipe penuh.

**Kata Kunci :** Audio Visual, Pendidikan Agama Islam (PAI)

## INTRODUCTION

Learning is a combination of two words: "learn" and "teach." While teaching and learning occur simultaneously, they have different meanings. Teaching is an activity accompanied by learning, involving both an educator and students. Learning can also occur independently without a teacher. Therefore, learning is



a systematic interaction between educators and students aimed at achieving effective and efficient learning.

To achieve the goal of effective and efficient learning, learning media is needed. With the help of learning media, educators can easily stimulate students' thinking skills and their interest in understanding and listening to the content of the learning material. Media can also be presented in the form of images to engage students. Students will naturally avoid feeling bored or tired during learning if there's something that piques their interest. Educators can use media to stimulate learning, including videos, moving images, written text, and audio recordings.

From the description above, it can be concluded that media is a tool or learning demonstration material used by educators in delivering learning materials and is able to increase students' interest in focusing on understanding the material.

In the learning process at school, there are two subjects: students as learners and teachers as educators (Irmadhani et al., 2019) . In the teaching and learning interaction, a teacher as an instructor will strive to maximize their efforts by utilizing various skills and abilities so that students can achieve the desired goals (Rusdiana, 2021) . Therefore, teachers must be able to create a pleasant situation so that students can learn optimally. The communication process always involves three main components: the component that sends the message (the teacher), the component that receives the message (the student), and the component that sends the message itself (the learning material).

Sometimes, communication breakdowns occur in the learning process. This means that the lesson material or message delivered by the teacher is not optimally received by students (Widiya et al., 2022) . Students may only receive part of the material, or even worse, the students, as recipients of the material, fail to grasp what the teacher is saying.

In this case, for example, in the History of Islamic Civilization material, some students still struggle to understand the material well. This is because the teacher's delivery is still boring, due to the narrative nature of the material. Therefore, the teacher's role is very influential in student understanding. Teachers are expected to be able to convey material to students clearly and strategically. In reality, to date, some seventh-grade students at Miftahul Arifin Middle School still experience difficulties in understanding certain materials in Islamic Religious Education (PAI) lessons. As a result, students are unable to implement the material in their daily lives, and learning objectives are not optimally achieved.

Therefore, when delivering Islamic Religious Education (PAI) material to students, teachers must be able to choose appropriate learning methods and media. If teachers only use lectures to present music art material, it will certainly be boring and uninteresting for students, because the learning is solely teacher-centered. Lectures cannot engage students, so learning objectives are not optimal. One alternative to solving this problem is to use appropriate learning media.

One way to overcome these learning difficulties is by creating a fun and conducive learning environment. A comfortable and enjoyable learning environment will help students who are having difficulty absorbing the material. Equally important is the use of learning media. The use of learning media can be quite helpful for students who are having difficulty absorbing the material. Learning difficulties may arise because the material is abstract, making it difficult for the students to understand.

Technological advances are becoming increasingly sophisticated and modern, supporting efforts to utilize technology in delivering this material (Mujahidin et al., 2021). The role of media in everyday life is as a communicator, agent of change, and a means of interaction.

Teachers can utilize various learning media to optimize Islamic Religious Education (PAI) learning. One example is using audiovisual media to identify various PAI learning styles. Achieving success in the educational process is greatly influenced by the readiness of both teachers and students (Hamzah & Afiat, nd).

In this study, researchers used audiovisual media to achieve balanced competencies between attitudes (affective), skills (psychomotor), and knowledge (knowledge). The learning process requires the use of audiovisual media, such as the use of videos in learning. Its purpose is to engage students and broaden their horizons in learning.

The function of learning media according to Hamalik (Arsyad, 2006: 15), "the use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students." Learning messages delivered by teachers without using media will feel bland and will not leave a mark if they do not use media. Likewise, students' enthusiasm for learning is very low. When learning has reached a saturation point and there is no enthusiasm for students to continue learning activities, the presence of a media will feel very helpful and very necessary.

In this way, abstract and vague ideas become concrete and easily understood by students. When audiovisual media is used appropriately, students will be more involved in the learning process, enhancing their experience.

Learning media is a crucial part of implementing education in schools. Through learning media, teachers can more easily convey material, and students can learn more easily and effectively.

Based on the background of the problem above, the author wants to conduct a study entitled "Application of Audio Visual Methods to Improve Understanding of Islamic Religious Education Material in Students of Miftahul Arifin Bantaran Middle School, Probolinggo Regency".

Based on the background described above, the problem formulation in this study is: How to improve Islamic Religious Education learning through the application of audio-visual media in class VIII B of Miftahul Arifin Middle School?

Judging from the formulation of the problem, the aim of this study is to apply the audio-visual method in Islamic Religious Education learning in class VIII B of Miftahul Arifin Patokan Middle School, Bantaran District, Probolinggo Regency.

## **RESEARCH METHODS**

### **Research Site**

This research was conducted at Miftahul Arifin Junior High School in Patokan Village, Bantaran District, Probolinggo Regency. The study employed an audio-visual method to increase students' interest in Islamic Religious Education (PAI).

### **Types of Research Methods and Approaches**

The type of research applied in this study is classroom action research, namely research conducted in the classroom to systematically and carefully clarify facts regarding the process of student learning achievement.

The research approach that the author uses is a qualitative approach, which has natural characteristics (natural setting) as a direct and descriptive data source, because the process is more important than the results.

Qualitative research methods are research strategies based on the ideology of positivism, in collecting data or information that is analyzed scientifically (Kosim, 2020) .

The researcher used the Classroom Action research type with the aim of understanding and describing how to apply an audio-visual method to increase children's interest in learning Islamic Religious Education at Miftahul Arifin Patokan Middle School, Bantaran.

### **Data collection technique**

Data collection techniques are the most strategic step in research, as the primary goal is to obtain data. In qualitative research, data collection takes place in natural settings, using primary data sources, and data collection techniques primarily rely on participant observation and documentation.

### **Data Analysis Techniques**

Data analysis can be defined as the process of researching and compiling data. Qualitative data analysis in this study includes data in the form of sentences and activities at Miftahul Arifin Middle School. The data analysis process includes data reduction, data presentation, and drawing conclusions or verification.

## **RESEARCH RESULTS AND DISCUSSION**

The research stages that researchers carry out are based on the following cycles:

### **1) Pre Cycle**

**Table 1.1 Pre-Cycle Student Learning Outcomes**

NO	Minimum Competency (KKM)	Mark	Information	
			Completed	Not Completed
1	70	65	-	√

2	70	70	√	-
3	70	65	-	√
4	70	65	-	√
5	70	70	√	-
6	70	65	-	√
7	70	75	√	-
8	70	70	√	-
9	70	65	-	√
10	70	75	√	-
11	70	70	√	-
12	70	75	√	-
13	70	65	-	√
14	70	65	-	√
15	70	65	-	√
16	70	75	√	-
<b>Total Class Values</b>		<b>1100</b>	<b>8</b>	<b>8</b>
<b>Class Average Grade</b>		<b>68.8</b>	<b>50%</b>	<b>50%</b>

In Table 1.1 above, we can see the pre-cycle results: 8 students passed the KKM of 70, or approximately 50% of the total student body, and 8 students did not pass, or approximately 50% of the total number of students in class VII B of Miftahul Arifin Middle School. So, the average score for the total number of students is 68.8.

## 2) Cycle I

The results of the students' post-test conducted at the end of the learning cycle I stage using the discussion method for learning about faith and morals so that the student learning outcomes were obtained in table 1.2 below:

Table 1.2 Student Learning Outcomes in Cycle I

NO	Minimum Competency (KKM)	Mark	Information	
			Completed	Not Completed
1	70	70	√	-
2	70	70	√	-
3	70	65	-	√
4	70	70	√	-
5	70	65	-	√
6	70	70	√	-
7	70	75	√	-
8	70	65	-	√
9	70	65	-	√
10	70	70	√	-
11	70	70	√	-

12	70	75	√	-
13	70	70	√	-
14	70	70	√	-
15	70	70	√	-
16	70	75	√	-
<b>Total Class Values</b>		<b>1115</b>	<b>12</b>	<b>4</b>
<b>Class Average Grade</b>		<b>69.7</b>	<b>75%</b>	<b>25%</b>

In table 1.2 above, we can see the results of cycle I, namely that 12 students completed the KKM of 70 , or approximately 75% of the total students, and 4 students did not complete it, or approximately 25% of the total number of class VII B students at Miftahul Arifin Middle School. So the average score of the total number of students is 69.7.

#### Class Action Speculation Cycle I

The research results that the researcher obtained from the learning process in cycle I, the researcher identified the following shortcomings:

- The learning process using the discussion method is not yet effective, and the results obtained are still less than optimal.
- Student participation was very low during the learning process.

Therefore, the researcher will carry out cycle II actions to improve the learning outcomes obtained in cycle I. The researcher will change the method of delivering the lesson again but still using the discussion method to help students to be able to understand the lesson material in depth and achieve the learning objectives.

Table 1.3 Student Learning Outcomes in Cycle II

NO	Minimum Competency (KKM)	Mark	Information	
			Completed	Not Completed
1	70	75	√	-
2	70	75	√	-
3	70	70	√	-
4	70	75	√	-
5	70	70	√	-
6	70	75	√	-
7	70	80	√	-
8	70	70	√	-
9	70	70	√	-
10	70	75	√	-
11	70	75	√	-
12	70	80	√	-
13	70	75	√	-
14	70	75	√	-
15	70	75	√	-

16	70	80	√	-
<b>Total Class Values</b>		<b>1195</b>	<b>16</b>	
<b>Class Average Grade</b>		<b>74.7</b>	<b>100%</b>	

In table 1.3 above, it can be stated that the results of cycle II are that previously in cycle I, there were 12 students who completed the course, which is around 75% of the total number of students, and there were 4 students who did not complete the course in cycle I, which is around 25% of the total number of students, but now the learning outcomes of students in cycle II are 16 students in class VII B of Miftahul Arifin Middle School, the average value of the total number of students is 100%.

#### Class Action Speculation Cycle II

The results of observations in the learning situation of cycle II, researchers stated that there was an increase in student actions starting from student participation and achievements obtained by students. Students have started to be active in learning and students also, attention and curiosity about the material on faith and morals began to increase, students were also enthusiastic during the learning process, and the level of student understanding of the subject of faith and morals also improved.

So, it can be seen that the evaluation of cycle II was better than the previous cycle, namely 100% of students completed it.

#### Comparison of Student Learning Outcomes from Cycle I and Cycle II

Table 2.1 Comparison of Learning Outcomes in Cycle I and Cycle II

NO	STAGE	MARK	LEARNING OUTCOMES			
			Completed	Percentage	Not yet finished	Percentage
1	Cycle 1	69.7	12	75%	4	25%
2	Cycle 2	74.7	16	100%		

## CONCLUSION

A good teacher is a teacher who is able to convey his/her learning to students and conveying these learning messages definitely requires media so that the material conveyed can be received, understood, and comprehended well by students.

Audiovisual media is media that can produce images and even sound. One of the goals of using audiovisual media is to ensure students can hear the lesson clearly and not get bored, allowing them to listen clearly and directly see the learning process. Because if students only read or listen monotonously, it can be boring for them. So, how can educators capture students' attention and enthusiasm in the learning process? One way is by using audiovisual methods, especially in Islamic Religious Education (PAI) subjects.

The researcher conducted the data analysis process with several stages, namely pre-cycle, in which in this pre-cycle process students worked according

to the abilities of each individual before the application of the audio-visual method, the level of students' learning abilities and interests produced in this pre-cycle stage was still 50%. Then in the first cycle stage where students were introduced to the audio-visual method that the researcher carried out, the level of students' learning abilities and interests in the first cycle stage had reached 75%. And the last stage is cycle II where students had begun to recognize the audio-visual method that the researcher applied, so that students' learning abilities and interests in Islamic Religious Education subjects at Miftahul Arifin Middle School had reached 100% above the KKM.

## BIBLIOGRAPHY

- Ansori, MS (2019). *Kiai's Strategy in Empowering Students at the Apis Sanan Gondang Blitar Islamic Boarding School* . 3 (2), 128–136.
- Bararah, I. (2017). *Effectiveness of Learning Planning in Islamic Religious Education Learning in Schools* . 7 (1), 131–147.
- Darlis, A., & Khalidin, M. (2019). *Implementation of Audio Visual Learning Media in Improving Understanding of Learning the Qur'an and Hadith* . 1 (2), 113–123. <https://doi.org/10.47476/as.v1i2.126>
- Ernanida, & Yusra, R. Al. (2020). Audio Visual Media in Islamic Education Learning. *Al Murabbi* , 2 (1), 101–112. <https://doi.org/10.35891/amb.v5i1.1854>
- Fitriani, H., Iwan, & Khaeriyah, U. (2021). Application of Audio Visual Media to Improve Understanding of Islamic Religious Education Materials Amid the Covid-19 Pandemic for Grade VIII Students of SMP Negeri 12 Cirebon City. *Journal of Islamic Education* , 9 (1), 1–17.
- Hamzah, & Afiat, D. (nd). *Application of the Lecture Method with Audio Visual Media to Increase Interest in Learning Islamic Religious Education* . 1 (1), 42–50.
- Ilmiah, J., & Hadi, AL (2020). IMPROVING LEARNING ACHIEVEMENT THROUGH CREATIVE PROBLEM SOLVING LEARNING MODELS (IN THE STUDY OF AQIDAH AKHLAK) . 6 (1), 26–44.
- Irmadhani, R., Afifulloh, M., & Sulistiono, M. (2019). THE USE OF AUDIO VISUAL MEDIA IN IMPROVING THE UNDERSTANDING OF PAI SUBJECTS ON FASTING MATERIALS IN GRADE V SDN KARANGBESUKI 3, SUKUN DISTRICT, MALANG CITY. *Vicratina* , 4 (2), 65–71.
- Kosim, M. (2020). *Strengthening Character Education in the Industrial Era 4.0: Optimizing Islamic Religious Education in Schools* . 15 (1), 88–107. <https://doi.org/10.19105/tjpi.v15i1.2416>
- Manshur, U., & Ramdlani, M. (2019). Audio Visual Media in Islamic Education Learning. *Al Murabbi* , 5 (1), 1–8. <https://doi.org/10.35891/amb.v5i1.1854>
- Maurin, H., & Muhamadi, SI (2018). Lecture Plus Discussion and Assignment Method to Improve Student Learning Activities. *Al-Aulad: Journal of Islamic Primary Education* , 1 (2), 65–76. <https://doi.org/10.15575/al-aulad.v1i2.3526>
- Mujahidin, AA, Hasanah, AL, Andani, M., & Kurniawan, MA (2021). The Urgency of Audio Visual Media in PAI Learning During the Covid-19



- Pandemic. *MISYKAT Journal of Al-Quran Sciences Hadith Syari Ah and Tarbiyah* , 6 (2), 183. <https://doi.org/10.33511/misykat.v6n2.183-196>
- Putri, RDK (2019). *TEACHER STRATEGIES IN IMPROVING LEARNING OUTCOMES IN LEARNING CREED AND MORALS AT HIDAYATUL MUBTADIIN TASIKMADU MALANG ELEMENTARY SCHOOL* . 1 (1), 48-55.
- Rusdiana. (2021). *APPLICATION OF AUDIOVISUAL MEDIA IN IMPROVING THE MASTERY OF ISLAMIC RELIGIOUS EDUCATION CONCEPTS IN GRADE IX STUDENTS OF SMPN 7 TAMBAN* . 1 (1), 1992-2004.
- Widiya, Mukhlis, MA, & Hasibuan, ARM (2022). *Application of Audio Visual Media to Improve Students' Understanding of Islamic Studies Subjects for Class VII Students of Al-Hikmah Private Middle School, Pulau Banyak* . 2 (1), 576-590.