

Application of Audio Visual Media to Increase Students' Interest in Learning the Material of the Stories of the Prophets and Apostles in Grade IV of SD 027 Rambah in the Odd Semester of the 2024/2025 Academic Year

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Abstract,

This study aims to improve students' understanding of prayer material through the use of picture media in class IV SD 027 Rambah in the odd semester of the 2024/2025 academic year. The problem in this study is the low understanding of students in recognising the movements and recitation of prayers. The research method used was Classroom Action Research (PTK) carried out in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The research subjects were 24 fourth grade students. The instruments used include observation sheets, comprehension tests, and documentation. The results showed an increase in students' understanding of the prayer material from cycle I to cycle II. In cycle I, students' learning completeness only reached 62.5%, while in cycle II it increased to 87.5%. This shows that the use of picture media can help students understand the material more concretely and interestingly.

Keywords : PAI, picture media, understanding, prayer.

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I. INTRODUCTION

The background of the research on "Application of Audio Visual Media to Increase Student Learning Interest in the Material of the Story of Prophets and Apostles in Class IV SD 027 Rambah Odd Semester of the 2024/2025 School Year" departs from the phenomenon of the lack of learning interest seen in students in certain subjects, including in religious education learning, such as the material of the story of Prophets and Apostles. In the current

context, where information technology increasingly dominates education, the application of audio-visual media has been proven to be able to attract students' attention and support a more interactive and interesting learning process.

A number of studies have shown that the use of audio-visual learning media can significantly improve student motivation and learning outcomes. Harsiwi & Arini, (2020) emphasised the importance of quality learning media to facilitate effective

teaching and learning in the era of the industrial revolution 4.0. Research by Ikhsan & Humaisi, (2021) stated that students who learn using audio-visual media show a higher level of interest compared to traditional methods. This research is consistent with the findings of Olagbaju & Popoola, (2020), which showed that the use of audio-visual-based social media contributed to better learning outcomes, including increased student interest in learning.

Furthermore, research by Budiarti & Tantri, (2020) illustrates how audio visual media can provide a richer learning experience through the integration of visual and sound elements, which can help students understand more complex material, such as the stories of Prophets and Messengers. According to Kuncoro & Hidayati, (2021), learning videos play an important role in improving students' cognitive learning outcomes, which suggests that this type of media is particularly effective in learning contexts that require narrative and context-based understanding.

In addition, a pleasant learning climate can be improved by the use of audio-visual media, thus encouraging students to be more active in the learning process. Research conducted by Prasetyo et

al., (2022) revealed that the use of audio-visual media in history lessons showed a significant positive impact on student learning outcomes, and can be a relevant model to be developed in class IV SD 027 Rambah. The effectiveness of this type of media was also emphasised by Ikhsan & Humaisi, (2021), who found that audio visual media evokes higher motivation to learn among students.

Therefore, this study aims to explore the application of audio-visual media in the learning process of the material of the story of the Prophet and Messenger in class IV SD 027 Rambah. The use of media such as videos, presentations, and animations is expected to increase students' interest and seriousness in learning, as well as provide a deeper understanding of the values contained in the stories.

II. RESEARCH METHODS

The research method to be used in this classroom action research (PTK) is based on the Kemmis and McTaggart model, which consists of four main stages: planning, implementation, observation, and reflection. Through this approach, it is hoped that a systematic effort can be made to increase students' interest in learning, especially in learning the material of the

story of the Prophet and Messenger in class IV SD 027 Rambah.

Planning Stage: At this stage, researchers will identify the problems faced by students in learning the story of Prophets and Messengers. The researcher will design an action plan that includes the use of relevant audio-visual media to deliver the material in an interactive and interesting way. This plan will also involve determining indicators of success as well as evaluation tools to measure improvements in student interest and learning outcomes (Herlina & Guntara, 2021; Wahyuni & Safitri, 2021; Watini, 2019). **Implementation Stage:** In this stage, the planned actions will be implemented. Teaching will be conducted using audio-visual media, such as videos or animations depicting the stories of the Prophets and Messengers. The researcher will implement the learning activities in two cycles, where each cycle consists of several meetings. During this process, researchers function as facilitators who help students interact with the material presented (Herlina & Guntara, 2021; Sofia et al., 2023).

Observation Stage: During the implementation of the action, the researcher will observe the learning process. Data will be collected through direct observation as well as using instruments such as observation sheets to evaluate students'

activeness while learning and their response to the media used. This data generation aims to provide an overview of changes in students' interest in learning and ensure the effectiveness of audio-visual media in supporting learning (N. I. Ikhsan et al., 2022; Susilowati, 2018; Syafitri et al., 2023).

Reflection Stage: After each cycle, the researcher will analyse the collected data and information to assess whether the set objectives were achieved. This reflection includes a discussion of the strengths and weaknesses of the actions taken, as well as improvements that need to be made in the next cycle. This reflection process is important to improve better teaching strategies in the future (Anggriyan, 2022; Istianti et al., 2022).

This PTK method is expected to make a significant contribution to increasing the interest and learning outcomes of grade IV students of SD 027 Rambah in understanding the stories of Prophets and Messengers, as well as encouraging the wider use of audio-visual media in the context of education in primary schools.

III. RESEARCH RESULTS AND DISCUSSION

This research was conducted in two cycles with stages: planning, action implementation, observation, and

reflection. The goal was to increase the understanding of grade IV students of SD 027 Rambah on the material of prayer through the use of image media.

1. Observation Results of Teacher and Student Activities

Teacher and student activities during learning were observed using an observation sheet with a rating scale (1 = less, 2 = sufficient, 3 = good, 4 = very good). The average results of the observations are presented in the following table:

Table 1: Average Teacher and Student Activity Observation Scores

Cycle	Teacher Activity	Student Activity
I	3,00 (Baik)	2,75 (Cukup)
II	3,75 (Sangat Baik)	3,50 (Baik)

Based on the table, it can be seen that there was an improvement in the quality of learning from cycle I to cycle II, both in terms of teacher and student activeness. This shows that the approach used is increasingly effective in actively involving students.

1. Results of Evaluation of Student Understanding

Evaluation of students' understanding was done through a written test after each cycle, which included the introduction of

prayer movements, their sequence, and recitations.

Table 2: Student Comprehension Evaluation Results

Description	Pre-Action	Cycle I	Cycle II
		24	24
Number of Students		24	24
Students	10	15	21
Completed (≥ 75)	(41,7%)	(62,5%)	(87,5%)
Students Did Not Complete (< 75)	14 (58,3%)	9 (37,5%)	3 (12,5%)
Average score	69,3	74,6	81,4

Based on Table 1, the data shows a significant increase in both the average score and the number of students who achieved mastery. Before the action, only 41.7% of students were complete. After cycle II, the completeness increased to 87.5%. This shows that the use of picture media has a positive impact on students' understanding.

In the pre-action, it was found that most students had difficulty in understanding the sequence of prayer movements and linking them with the appropriate recitation. This can be seen from the initial evaluation results, where only 10 out of 24 students (41.7%) achieved a complete score (score ≥ 75), while the rest

did not meet the minimum completeness criteria. The class average score was also still low, which was 69.3.

In cycle I, learning actions began to be implemented by using picture media in the form of illustrations of the sequence of prayer movements accompanied by brief explanations. The teacher delivered the material classically, then students were asked to observe the pictures and discuss them. The teacher's activity in learning is considered good with an average score of 3.00, while student activity is still quite active with an average score of 2.75. The evaluation results showed an improvement: 15 students (62.5%) achieved mastery, and the class average score increased to 74.6. Despite the increase, there were still 9 students (37.5%) who were not yet complete.

Reflection on the implementation of cycle I showed that the use of picture media had helped students' understanding, but the presentation of pictures was still passive and not enough to involve students in direct activities. Therefore, in cycle II, several improvements were made, including: adding coloured pictures that were more interesting and interactive, linking each picture with the prayer recitation more clearly, and involving students in direct practice in groups.

The results were quite significant. Teacher activity increased to 3.75 (very good), while student activity reached 3.50 (good). Students were more active in discussing and trying to practise the prayer movements based on the pictures available. The learning atmosphere became more lively and fun. The evaluation at the end of cycle II showed that 21 out of 24 students (87.5%) had achieved learning completeness, with the class average score increasing to 81.4.

This increase illustrates that picture media is very effective in helping students understand the concept of prayer visually and concretely. Pictures are able to simplify abstract concepts, making them easy for primary school children to understand. In addition, this strategy also increases students' interest in learning, strengthens memory, and encourages active involvement in the learning process.

Overall, it can be concluded that the use of picture media in PAI learning on prayer material not only improves student learning outcomes, but also improves the quality of learning interactions in the classroom. This is in line with the characteristics of learning at the primary level, which emphasises a visual approach and hands-on activities in building students' understanding.

IV. CONCLUSION

The use of picture media is proven to be effective in improving students' understanding of prayer material in class IV SD 027 Rambah. Through a visual approach, students can more easily understand the sequence and meaning of each prayer movement and recitation. The increase in learning outcomes from cycle I to cycle II shows that this strategy is worth using as an alternative method in PAI learning, especially on practical materials. It is recommended for teachers to continue to innovate in using learning media in accordance with the characteristics of students so that the learning process becomes more meaningful and enjoyable.

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