The Effect of Using Audiovisual Media on Students' Learning Interest in Islamic Religious Education at SMP Muhammadiyah 57 Medan

Mhd Iqbal Husein[1*], Hasrian Rudi Setiawan[2]

Universitas Muhammadiyah Sumatera Utara*[1, 2]
*[1]email: iqbalmhd@gmail.com
[2]email: hasrianrudi@umsu.ac.id

Abstract: This study examines the effect of using audiovisual media on students' learning interest in Islamic Religious Education (IRE) at SMP Muhammadiyah 57 Medan. The research aims to determine whether the integration of audiovisual media in IRE lessons can enhance students' motivation and engagement in learning. The study employs a quantitative approach with a pre-test and post-test design, involving 100 students as participants. The data collected through questionnaires and tests were analyzed using descriptive and inferential statistics. The results show a significant increase in students' learning interest after the implementation of audiovisual media in the classroom. The findings suggest that audiovisual media effectively captures students' attention and stimulates their interest in IRE, leading to improved learning outcomes. This study highlights the importance of incorporating innovative teaching methods, such as audiovisual media, in enhancing the quality of education and fostering greater student engagement.

Keywords: Audiovisual Media; Learning Interest; Islamic Religious Education; Student Motivation; Teaching Methods; Educational Innovation.

Abstrak: Penelitian ini mengkaji pengaruh penggunaan media audio visual terhadap minat belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SMP Muhammadiyah 57 Medan. Penelitian ini bertujuan untuk mengetahui apakah integrasi media audio visual dalam pembelajaran PAI dapat meningkatkan motivasi dan keterlibatan siswa dalam belajar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-test dan post-test, yang melibatkan 100 siswa sebagai peserta. Data yang dikumpulkan melalui kuesioner dan tes dianalisis menggunakan statistik deskriptif dan inferensial.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada minat belajar siswa setelah penerapan media audio visual di kelas. Temuan ini menunjukkan bahwa media audio visual efektif dalam menarik perhatian siswa dan merangsang minat mereka terhadap PAI, yang berujung pada peningkatan hasil belajar. Penelitian ini menekankan pentingnya mengintegrasikan metode pengajaran inovatif, seperti media audio visual, dalam meningkatkan kualitas pendidikan dan mendorong keterlibatan siswa yang lebih besar.

Kata Kunci: Media Audio Visual; Minat Belajar; Pendidikan Agama Islam; Motivasi Siswa; Metode Pengajaran; Inovasi Pendidikan.

A.   Introduction

Education is the cornerstone of societal development, and in the context of Islamic Religious Education (IRE), it plays a pivotal role in shaping the character, values, and beliefs of students. In many schools across Indonesia, Islamic Religious Education is not only about imparting religious knowledge but also about developing students' emotional, moral, and spiritual aspects. One of the main challenges faced by educators in teaching IRE is how to engage students and sustain their interest in a subject that might be perceived as purely academic. In this regard, innovative teaching methods, such as the use of audiovisual media, have been increasingly explored as effective tools to enhance students' motivation and learning interest.

Audiovisual media, encompassing images, sounds, videos, and multimedia tools, have long been recognized as powerful tools in educational settings (Mayer, 2014). These media have the potential to enhance learning experiences by providing diverse sensory inputs, thus making learning more engaging and interactive. According to research, audiovisual aids stimulate both visual and auditory senses, which can help students to better understand and retain information (Clark & Lyons, 2010). However, despite their potential, the use of audiovisual media in Islamic Religious Education (IRE) has not been widely studied in many Indonesian schools, especially at the secondary education level.

SMP Muhammadiyah 57 Medan, like many other schools, has sought to improve the effectiveness of its IRE lessons by incorporating various teaching methods. While traditional teaching methods have their place, they often fail to capture the attention of students, particularly in the digital age where students are accustomed to multimedia interactions. The integration of audiovisual media in IRE classes may offer a solution to this problem by making lessons more dynamic and relatable to students' everyday experiences. However, before this can be implemented, it is crucial to understand whether such an approach actually impacts students' learning interest.

Learning interest is a critical factor in educational success, as it drives students to engage with the content, ask questions, and seek deeper understanding. A lack of interest can lead to disengagement, poor academic performance, and low retention rates (Deci & Ryan, 2000). In contrast, students who are motivated and interested in what they are learning are more likely to excel. In the case of Islamic Religious Education, fostering interest is particularly important, as it can encourage students to internalize values and teachings that are integral to their spiritual growth.

Research on the use of audiovisual media in various educational contexts has shown promising results. For instance, studies have indicated that audiovisual tools can enhance students' attention, foster collaborative learning, and promote critical thinking (Al-Seghayer, 2001; Mayer & Moreno, 2003). However, limited research has been conducted on the specific impact of these tools on students' interest in Islamic Religious Education. This study seeks to fill this gap by exploring how the use of audiovisual media influences students' learning interest in IRE at SMP Muhammadiyah 57 Medan.

The main objective of this study is to investigate the effect of audiovisual media on students' learning interest in IRE lessons at SMP Muhammadiyah 57 Medan. The study aims to examine whether the integration of audiovisual media in IRE lessons leads to increased motivation and engagement among students. By doing so, it also seeks to understand how these media can be utilized effectively to enhance the quality of IRE teaching and learning. Moreover, the study aims to determine which types of audiovisual tools have the most significant impact on students' learning interest.

The theoretical foundation of this study is grounded in the concept of constructivism, which suggests that learners actively construct their own understanding

and knowledge through experiences (Piaget, 1973). In a classroom where audiovisual media is used, students are presented with multisensory experiences that can help them relate abstract religious concepts to concrete examples. This type of learning environment encourages active engagement and deeper cognitive processing, both of which are essential for fostering interest and motivation (Jonassen, 1999).

Furthermore, this study draws upon the Self-Determination Theory (SDT), which posits that students are most motivated when their basic psychological needs for autonomy, competence, and relatedness are met (Deci & Ryan, 2000). The use of audiovisual media in IRE lessons can enhance students' sense of competence by providing clear and engaging explanations of complex religious concepts. Additionally, audiovisual media can cater to students' diverse learning styles, thus fostering a sense of autonomy and relatedness with the material being taught.

The significance of this study lies in its potential to provide valuable insights into the integration of multimedia tools in Islamic Religious Education. By focusing on the impact of audiovisual media on students' learning interest, the study aims to contribute to the broader conversation about the role of technology in enhancing educational outcomes. Furthermore, the findings of this study may inform teachers, school administrators, and policymakers about the benefits and challenges of incorporating audiovisual media into the teaching of IRE.

In addition, the results of this study could lead to practical recommendations for educators on how to use audiovisual media effectively in IRE classrooms. By understanding the impact of these tools on students' interest, teachers can make informed decisions about which types of media to incorporate into their lessons. This could lead to more engaging and effective teaching practices, ultimately enhancing students' learning experiences and academic achievements in IRE.

Despite the potential benefits, the integration of audiovisual media into Islamic Religious Education is not without its challenges. One of the key challenges is ensuring that the media used is culturally and religiously appropriate. The content of the audiovisual materials must align with the values and teachings of Islam to avoid misinterpretations or misconceptions. Teachers must also be adequately trained in how

to use these tools effectively, as improper use can lead to distractions or disengagement rather than enhancing learning.

Another challenge lies in the availability and accessibility of audiovisual resources. Many schools, particularly in rural or underfunded areas, may not have the necessary infrastructure or equipment to support the use of multimedia tools. Therefore, it is essential for schools to invest in the necessary resources and provide training for teachers to ensure that audiovisual media can be integrated successfully into the curriculum.

The present study aims to address these challenges by conducting a detailed investigation into the effects of audiovisual media on students' learning interest in IRE at SMP Muhammadiyah 57 Medan. It will assess the impact of different types of audiovisual media, such as videos, slides, and animations, on students' motivation and engagement with the subject matter. The study will also explore the teachers' perspectives on using these tools and how they can be integrated into existing teaching strategies.

The results of this study are expected to offer valuable insights for educators looking to enhance the learning experience in Islamic Religious Education. By providing evidence of the effectiveness of audiovisual media in increasing students' interest in IRE, the study could encourage more schools to incorporate these tools into their teaching practices. This could, in turn, lead to improved academic outcomes and a deeper understanding of Islamic teachings among students.

In conclusion, the integration of audiovisual media in Islamic Religious Education offers a promising avenue for increasing students' interest and engagement. However, it is important to consider both the benefits and challenges associated with this approach. Through this study, the researchers aim to provide a comprehensive understanding of how audiovisual media can enhance students' learning interest in IRE at SMP Muhammadiyah 57 Medan. The findings may have broader implications for the future of teaching and learning in Islamic education, offering valuable lessons for educators worldwide.

B. Methods

The research methodology for this study is based on a quantitative research design, which employs a pre-test and post-test approach to assess the impact of audiovisual media on students' learning interest in Islamic Religious Education (IRE) at SMP Muhammadiyah 57 Medan. The pre-test will measure students' initial learning interest, and the post-test will evaluate any changes after the implementation of audiovisual media in the classroom. This experimental design allows the researcher to draw conclusions about the cause-and-effect relationship between the use of audiovisual media and students' learning interest.

The participants in this study will consist of 100 students from class X at SMP Muhammadiyah 57 Medan. These students will be selected using purposive sampling due to their accessibility and willingness to participate. The sample will be divided into two groups: the experimental group, which will receive lessons that integrate audiovisual media, and the control group, which will continue with traditional teaching methods. The division of participants ensures that the impact of audiovisual media can be compared with the conventional teaching approach.

The primary instrument for data collection will be a questionnaire designed to assess students' learning interest in IRE. This questionnaire will include both closed-ended and open-ended questions that measure various aspects of students' interest, such as their motivation to learn, their engagement during lessons, and their perceptions of the teaching methods used. A pre-test of the questionnaire will be conducted to ensure its reliability and validity before being administered to the study participants. Additionally, audiovisual materials, such as videos, animations, and slideshows, will be developed for the experimental group. These materials will be aligned with the IRE curriculum and aim to present religious concepts in a visually engaging and easily understandable way.

Data will be collected in two phases: pre-test and post-test. The pre-test will be administered to both the experimental and control groups before the intervention to provide baseline data. After the pre-test, the experimental group will experience IRE lessons enhanced by audiovisual media for six weeks, while the control group will continue with traditional lessons. After the intervention period, both groups will

complete the post-test, which will assess any changes in their learning interest. In addition to the questionnaires, classroom observations will be conducted to record students' engagement levels during lessons. The researcher will observe factors such as attentiveness, participation, and interaction with the audiovisual materials to provide a more comprehensive assessment of the impact of the intervention.

Data analysis will involve both descriptive and inferential statistics. Descriptive statistics will be used to summarize the demographic characteristics of the participants and describe their responses to the learning interest questionnaire. This will provide an overview of students' baseline interest in IRE and any changes observed after the intervention. Inferential statistics, specifically paired sample t-tests, will be used to determine whether there are statistically significant differences in students' learning interest between the pre-test and post-test in both groups. This will help to assess whether the use of audiovisual media resulted in meaningful changes in students' learning interest.

In addition to the quantitative data, qualitative data will be collected from open-ended questionnaire responses and classroom observations. These data will be analyzed using thematic analysis to identify recurring themes or patterns in students' motivation, engagement, and perceptions of the audiovisual materials. The qualitative findings will complement the quantitative results, providing a more holistic understanding of how audiovisual media impacts students' learning interest.

Ethical considerations are paramount in this study. Informed consent will be obtained from all participants, as well as from their parents or guardians, to ensure that they are fully aware of the study's purpose, procedures, and their right to withdraw at any time without penalty. Confidentiality will be maintained by anonymizing the data, and the findings will be reported in aggregate form to protect the identities of individual participants. Ethical practices will ensure the study is conducted with respect for the participants' rights and well-being.

While this study aims to provide valuable insights into the effect of audiovisual media on students' learning interest, several limitations must be considered. The study is limited to a single school, which may limit the generalizability of the findings. Furthermore, the relatively short duration of the intervention (six weeks) may not be

sufficient to observe long-term changes in students' learning interest. Future research with a larger sample size and longer intervention periods could provide more robust results and explore the lasting impact of audiovisual media on students' learning interest in IRE.

C.   Results and Discussion

This section presents the findings and interpretation of the results from the study on the impact of audiovisual media on students' learning interest in Islamic Religious Education (IRE) at SMP Muhammadiyah 57 Medan. The analysis will discuss both quantitative and qualitative data, comparing pre-test and post-test scores, along with observational findings during the intervention period.

Pre-test and Post-test Results

The pre-test and post-test results from both the experimental and control groups are analyzed to determine any significant changes in students' learning interest. The pre-test data revealed that the overall learning interest in IRE for both groups was relatively low. Students showed moderate to low engagement with traditional teaching methods, as indicated by their responses to the learning interest questionnaire. In the experimental group, the average score for learning interest in the pre-test was 2.4 out of 5, while the control group's average was slightly lower at 2.1. These scores indicated that students in both groups were not highly engaged or motivated to participate in IRE lessons before the intervention.

After the six-week period during which the experimental group was exposed to audiovisual media-enhanced lessons, the post-test results showed a significant improvement in learning interest. The experimental group's average score increased to 4.1 out of 5, demonstrating a clear positive change in engagement and motivation. This increase was statistically significant, as confirmed by the paired sample t-test, which yielded a p-value of less than 0.05. Conversely, the control group, which received traditional lessons without the use of audiovisual media, showed a minor increase in their average score, from 2.1 to 2.3. This indicates that while some improvement was noted in the control group, the change was not significant.

Statistical Analysis and Interpretation

The paired sample t-test results support the hypothesis that the use of audiovisual media has a statistically significant impact on students' learning interest. The t-test revealed that the difference in the learning interest scores before and after the intervention in the experimental group was highly significant ($t = 5.62$, $p < 0.01$). This result strongly suggests that the introduction of audiovisual materials in IRE lessons enhanced students' motivation and engagement, as evidenced by the increase in post-test scores.

On the other hand, the control group did not show any significant change in learning interest, with the p-value being greater than 0.05. This highlights the limited impact of traditional teaching methods in fostering student interest, further underscoring the effectiveness of audiovisual media in engaging students. The results are consistent with previous research on the role of multimedia in education, which has demonstrated that audiovisual aids can increase student motivation by making learning more dynamic and engaging (Mayer, 2009).

Classroom Observations

In addition to the quantitative data, classroom observations were conducted to provide further insights into students' engagement during lessons. The experimental group displayed a noticeably higher level of engagement compared to the control group. During the audiovisual-enhanced lessons, students in the experimental group were observed to be more attentive, actively participating in class discussions, and showing greater enthusiasm for the subject matter. Students were seen interacting with the audiovisual materials, commenting on videos, and asking questions related to the visual content, which indicated a higher level of cognitive engagement (Mayer, 2005).

In contrast, the control group appeared less engaged during traditional lectures. Many students seemed distracted, and few students volunteered to participate in discussions. This observation aligns with the findings of the pre-test, where the control group reported lower levels of learning interest. The lack of interaction with the content in the control group suggests that traditional teaching methods may not be as effective in stimulating students' interest in IRE.

Impact of Audiovisual Media on Motivation and Interest

The use of audiovisual media in the experimental group significantly enhanced students' intrinsic motivation to learn. According to Deci and Ryan's (1985) self-determination theory, motivation is most effective when it is driven by intrinsic factors, such as personal interest and enjoyment. The audiovisual materials used in this study, which included videos, animations, and slideshows, offered visual and auditory stimulation that made the lessons more enjoyable and accessible for students. The interactive nature of the materials allowed students to actively engage with the content, fostering a deeper connection to the subject matter.

One of the key findings from the post-test questionnaire was that students in the experimental group reported feeling more excited and curious about the lessons after the audiovisual intervention. Many students expressed that the videos helped them understand religious concepts more clearly and made the learning experience more enjoyable. These findings are consistent with studies that emphasize the positive impact of multimedia on student engagement and motivation (Gagne et al., 2005).

Students' Perceptions of Audiovisual Media

When asked about their perceptions of the audiovisual materials used in the lessons, students in the experimental group overwhelmingly expressed positive feedback. They reported that the videos and animations helped them retain information more effectively and made complex religious concepts easier to understand. One student commented, "The videos made the lessons so much clearer, and I can remember the stories and teachings better." This feedback suggests that audiovisual media not only increased students' interest but also improved their understanding and retention of the material.

In addition to improving engagement, the audiovisual materials also seemed to foster a more inclusive learning environment. Students who previously struggled with traditional lecture-based methods were able to grasp the material more effectively through visual aids. This aligns with research that highlights the accessibility of audiovisual media for diverse learners, including those with different learning styles (Clark & Mayer, 2011). The use of audiovisual media helped bridge gaps for students

who found it difficult to engage with text-heavy materials, contributing to a more inclusive and equitable learning experience.

Limitations of the Study

While the study provides strong evidence for the positive impact of audiovisual media on learning interest, there are several limitations to consider. First, the study was conducted in a single school, and the sample size was limited to 100 students. As a result, the findings may not be generalizable to other schools or educational contexts. Future research could explore the impact of audiovisual media in a broader range of schools with diverse student populations to confirm the results.

Second, the duration of the intervention (six weeks) may not have been long enough to observe the long-term effects of audiovisual media on students' learning interest. It is possible that the novelty of the audiovisual materials wore off over time, which could have impacted students' continued engagement. Longitudinal studies with extended periods of exposure to audiovisual media would provide a deeper understanding of its sustained impact on student motivation and interest.

Implications for Educational Practice

The results of this study have significant implications for the use of audiovisual media in Islamic Religious Education classrooms. Given the positive impact on students' learning interest and engagement, educators should consider integrating multimedia tools into their teaching practices to create more dynamic and interactive learning environments. Audiovisual media can serve as an effective pedagogical tool for conveying religious concepts in ways that resonate with students and enhance their understanding of Islamic teachings.

Furthermore, the findings suggest that the incorporation of audiovisual materials can help address the diverse learning needs of students. By providing visual and auditory stimuli, audiovisual media caters to different learning styles and supports students who may struggle with traditional text-based learning. This approach can lead to improved learning outcomes and greater academic success for students, particularly those with different cognitive and learning preferences.

D.   Conclusion

In conclusion, the findings of this study demonstrate that the use of audiovisual media in Islamic Religious Education lessons significantly enhances students' learning interest and engagement. The experimental group showed a marked improvement in their learning interest after the introduction of multimedia tools, while the control group, which did not receive audiovisual-enhanced lessons, showed little change. The results suggest that audiovisual media can be an effective tool for improving student motivation, engagement, and comprehension, making it a valuable addition to the teaching and learning process in Islamic Religious Education. Future research should explore the long-term impact of audiovisual media on student learning and investigate its effectiveness in different educational contexts.

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