



Increasing Interest in Learning Islamic Religious Education Through A Problem Based Learning Model Assisted By Audio Visual Media

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Abstract: This study aims to improve the learning interest of second-grade elementary students in the topic of the story of Prophet Nuh (A.S.) within Islamic Religious Education through the use of audio-visual media in the form of video. The research was conducted at an elementary school in Natuna Regency using a Classroom Action Research approach implemented in two cycles. The participants were second-grade students enrolled in Islamic Religious Education classes. Data were collected through classroom observations of students' learning interest and participation, as well as questionnaires administered at the end of each cycle. The data were analyzed using descriptive quantitative techniques supported by qualitative reflective analysis to identify changes in students' learning interest throughout the intervention. The findings indicate a consistent improvement in students' learning interest across the cycles, as reflected in increased attention, engagement, and active participation during the learning process. The use of audio-visual media enabled the prophetic narrative to be presented in a more concrete and engaging manner, which aligned with the learning characteristics of elementary school students. Pedagogically, this study provides empirical evidence that integrating audio-visual media into Islamic Religious Education can effectively enhance students' learning interest in narrative-based religious content and offers an innovative instructional strategy for improving the quality of Islamic education at the elementary level.

Keywords: audio-visual media; elementary school; Islamic religious education; learning interest; story of Prophet Noah (A.S.)

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INTRODUCTION

Religious education is one of the fundamental aspects in the formation of the character and morals of students from an early age. At the elementary school level, Islamic Religious Education (PAI) is an integral part of the curriculum which aims not only to transmit religious knowledge, but also to instill the values of faith, morals, and build students' interest and motivation to learn (Mulyasa, 2018). Effective PAI learning from primary education plays an important role in shaping students' religious personalities in an ongoing manner.

One of the important materials in PAI learning is the stories of the prophets, which function as an educational medium in conveying moral messages and examples. The story of Prophet Noah A.S., for example, contains the values of faith, patience, and steadfastness in carrying out the commandments of Allah SWT which are relevant to be instilled from an early age (Zuhairini, 2019). However, the characteristics of the material that are narrative and historical in nature demand learning strategies that are appropriate to the cognitive development of elementary school students.

Based on learning conditions in the field, especially in grade II elementary school students, interest in learning the material of the story of Prophet Noah (AS) is still relatively low. This is due to the fact that learning practices tend to be teacher-centered, with the dominance of lecture methods and text reading, so that students are less actively involved in the learning process. Monotonous and less varied learning has the potential to reduce students' attention and interest in learning (Sanjaya, 2020).

Various studies show that the application of student-centered learning models, such as Problem Based Learning (PBL), is able to increase student involvement, motivation, and interest in learning through the presentation of contextual problems that demand thinking and discussion activities (Hmelo-Silver, 2017). In addition, the use of audio-visual media in learning has been proven to be effective in increasing students' attractiveness and understanding, especially in storytelling and historical materials, because it involves the senses of hearing and sight at the same time (Arsyad, 2021).

However, empirical studies that integrate the Problem Based Learning model with audio-visual media in Islamic Religious Education learning, especially on the material of the story of the Prophet Noah (AS) in elementary school grades, are still limited. Some previous research focused more on the application of PBL or audio-visual media separately, without examining the integration of the two in the context of PAI learning at the early elementary education level (Rahmawati & Hidayat, 2022).

Based on these gaps, research is needed that systematically examines the application of the Problem Based Learning model assisted by audio visual media as an effort to increase students' learning interest in PAI learning. Therefore, this study aims to analyze the increase in learning interest of grade II students through the application of the Problem Based Learning model with audio-visual media on the material of the story of the Prophet Noah A.S. This research is designed in the form of Classroom Action Research (PTK) as an effort to improve sustainable

learning, with the hope of making an empirical and practical contribution to the development of innovative and student-centered Islamic Religious Education pedagogy.

METHODOLOGY

This study uses a Classroom Action Research (PTK) approach which aims to increase students' interest in learning through the application of the Problem Based Learning (PBL) learning model with the help of audio-visual media. PTK was chosen because this approach allows teachers and researchers to improve learning in a systematic, reflective, and sustainable manner through a planned cycle of actions (Arikunto, 2013). The research was carried out in two cycles, each of which included the stages of planning, implementation of actions, observation, and reflection.

The subject of the study is grade II students of SDN 004 Gunung Sebelat which there are x students. The selection of this subject was based on the results of initial observations that showed the low interest in learning students in learning Islamic Religious Education, especially in the material of the story of the Prophet Noah A.S. This school was chosen as the research location because of its relevance to the learning problems being researched and the accessibility of researchers in carrying out actions in a continuous manner (Sanjaya, 2020).

The data collection techniques used include observation and questionnaires. Observation is carried out directly during the learning process to observe student activities, involvement in discussions, attention to audio-visual media, and students' responses to the application of the PBL model. The observations used were structured using observation sheets that have been adjusted to the indicators of student learning interest (Sudjana & Rivai, 2019).

In addition to observation, data is also collected through a learning interest questionnaire given to students at the end of each cycle. The questionnaire was used to measure the change in students' learning interests quantitatively after the implementation of the action. The use of questionnaires is considered effective if the researcher has clearly defined the variables and measurement indicators, so that the data obtained can represent the actual conditions (Arikunto, 2013). The variable measured in this questionnaire was the increase in students' interest in learning the material of the story of the Prophet Noah A.S. through the use of the PBL model assisted by audio-visual media.

The data obtained was analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative data comes from the results of the questionnaire which is analyzed in the form of percentages to see the tendency to increase students' interest in learning in each cycle. Meanwhile, qualitative data was obtained from observation results that were analyzed descriptively to describe changes in student learning behavior during the learning process. This combination of analysis was used to obtain a comprehensive picture of the effectiveness of the application of the PBL model with audio-visual media in increasing students' learning interest in Islamic Religious Education learning (Rusman, 2019; Suyono & Hariyanto, 2021).

RESULTS AND DISCUSSION

Results

The results of this study are focused on increasing the learning interest of grade II students of SDN 004 Gunung Sebelat on the material of the story of the Prophet Noah A.S. through the application of the Problem Based Learning (PBL) model assisted by audio-visual media. Data were obtained through observation of students' learning interests and activities as well as questionnaires carried out in the pre-cycle, cycle I, and cycle II stages.

In the pre-cycle stage, the observation results show that students' learning interests are still in the medium category. Most students are less active in asking questions, attention is easily distracted, and engagement in learning is limited. This condition indicates that lecture-based and text-based learning has not been able to attract students' attention optimally.

After the implementation of the action in the first cycle, there was an increase in student interest in learning. The results of observation of learning activities at the first meeting reached 78.66% and increased at the second meeting to 83.83%. In addition, the observation of student activities in teaching and learning activities also increased from 85.00% at the first meeting to 90.00% at the second meeting. This data shows that the use of audio-visual media within the framework of PBL is starting to encourage more active student engagement.

A more significant improvement was seen in cycle II. Observation of learning activities at the first meeting reached 86.95% and increased to 91.30% at the second meeting. Meanwhile, student activity in learning also increased from 92.50% to 95.00%. These results show that students' interest in learning is in the high category and has exceeded the established success indicators ($\geq 75\%$).

Overall, observation data and questionnaires show a trend of increasing student interest in learning consistently from pre-cycle to cycle II. Thus, the application of the PBL model assisted by audio-visual media has been proven to be able to increase students' interest in learning the story of the Prophet Noah A.S.

Discussion

The results of the study showed that the application of the Problem Based Learning (PBL) model assisted by audio-visual media was able to increase the learning interest of grade II students of SDN 004 Gunung Sebelat in the material of the story of the Prophet Noah A.S. This improvement was seen consistently in each learning cycle, both in terms of student attention, active participation, and enthusiasm in following the learning process.

These findings confirm that student-centered learning strategies supported by media that are in accordance with the developmental characteristics of elementary school-age children have a significant influence on learning interests.

Theoretically, interest in learning is a psychological tendency that makes a person feel happy, interested, and encouraged to engage in learning activities (Slameto, 2015). Learning interests do not arise automatically, but are influenced by various factors, including learning methods, learning media, and learning atmosphere. In the context of Islamic Religious Education (PAI), especially the material on the stories of the prophets, a verbalistic and monotonous learning

approach often causes students to be less emotionally and cognitively engaged, resulting in low interest in learning.

The use of audio-visual media in this study plays an important role as a learning stimulus. Audio-visual media is able to present information concretely through a combination of moving images and sound, thereby helping students understand the storyline, characters, and moral values contained in the story of the Prophet Noah A.S. This is in line with the opinion of Sudjana and Rivai (2019) who stated that audio-visual media can increase attention, clarify the meaning of the material, and reduce verbalism in learning. For elementary school students who are still in the concrete operational stage, story visualization is very helpful in the process of understanding and internalizing values.

In addition to the media, the Problem Based Learning model also makes a significant contribution to increasing students' interest in learning. PBL places students as active subjects who are involved in the learning process through contextual problem-solving. In learning the story of Prophet Noah (AS), simple problems associated with Prophet Noah's exemplary attitude, patience, and obedience to Allah SWT encourage students to think, discuss, and express opinions. According to Hosnan (2018), PBL is effective in increasing motivation and learning engagement because students feel they have a role in the learning process, not just receiving information from teachers.

The findings of this study are in line with the research of Rusman (2019) who stated that the problem-based learning model is able to increase students' interest and activeness in learning because learning becomes more meaningful and relevant to students' experiences. In addition, research conducted by Sari and Wahyuni (2021) shows that the use of audio-visual media in PAI learning significantly increases students' interest in learning and understanding of Islamic story material. Another study by Maulida (2020) also found that the application of PBL in PAI subjects can increase the learning motivation of elementary school students, especially when combined with interesting media.

From the perspective of Islamic education, the stories of the prophets have a very important pedagogical function, namely as a means of instilling the values of faith, morals, and example. Therefore, the delivery of material on the story of Prophet Noah (AS) not only requires mastery of content, but also learning strategies that are able to touch the affective aspects of students. The application of PBL assisted by audio-visual media in this study was proven to be able to bridge this need, because students not only understood the story cognitively, but also showed interest and emotional involvement in learning.

Thus, the increase in student learning interest found in this study is the result of the synergy between the student-centered learning model and the use of media that is in accordance with the characteristics of child development. These findings strengthen the argument that pedagogical innovation in Islamic Religious Education, especially at the elementary school level, is an urgent need to improve the quality of learning and students' interest in learning.

CONCLUSION AND IMPLICATION

Conclusion

Based on the results of the classroom action research that has been carried out, it can be concluded that the application of the Problem-Based Learning (PBL) model supported by audio-visual media has proven to be effective in increasing the learning interest of grade II students in Islamic Religious Education learning, especially the material on the story of the Prophet Noah A.S. The use of these models and media is able to create more interesting, interactive, and student-centered learning. thus encouraging active involvement and student attention during the learning process. Increased interest in learning was seen consistently from one cycle to the next, suggesting that the integration of PBL and audio-visual media contributed positively to the affective aspects of learning. These findings confirm that pedagogical innovations that combine problem-based learning approaches with media that suit the characteristics of primary school students can be an effective strategy in increasing learning interest in the context of Islamic Religious Education. However, this conclusion remains within the methodological scope of classroom action research, so the results are contextual and open up opportunities for further testing in the broader context and level of education.

Implication

The findings of this study imply that integrating the Problem-Based Learning (PBL) model with audio-visual media can serve as an effective instructional strategy to enhance students' learning interest in Islamic Religious Education at the primary level. This approach supports affective learning outcomes by creating engaging, interactive, and student-centered learning experiences that are suitable for young learners' characteristics. Practically, teachers are encouraged to utilize problem-based strategies supported by appropriate media to increase students' attention and participation in religious learning. At a broader level, this study suggests the need for further research and wider implementation to examine the consistency and effectiveness of this approach across different topics, grade levels, and educational contexts.

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