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Efforts of the Guidance Teacher in Improving Elementary School Students' Ability to Analyze the Meaning and Recite Al-Asmaul Al-Husna through Audio-Visual Media

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Efforts of the Guidance Teacher in Improving Elementary School Students' Ability to Analyze the Meaning and Recite Al-Asmaul Al-Husna through Audio-Visual Media

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ABSTRACT

Background: The use of audio-visual media is highly effective in enhancing student engagement and comprehension, particularly in subjects that require both auditory and visual stimulation, such as analyzing and reciting al-asmaul al-husna. **Objective:** The primary objective of this study was to evaluate the impact of audio-visual media on improving the ability of fourth-grade students at SDN 36 Bengkulu Selatan to analyze the meaning and correctly recite al-asmaul al-husna. **Method:** This research was conducted as classroom action research in 2023 at SDN 36 Bengkulu Selatan. A total of 24 fourth-grade students participated in the study. The Minimum Completeness Criteria (KKM) were used to assess the students' learning progress over three cycles of intervention. **Result:** This study indicated a significant improvement in students' ability to analyze and recite the al-asmaul al-husna. The average scores of the students increased progressively through each cycle, with the final cycle showing an 86.7% completion rate, surpassing the KKM threshold. **Conclusion:** The use of audio-visual media significantly enhanced the students' ability to analyze the meaning and recite al-asmaul al-husna. This research demonstrates that well-designed media tools can enhance the quality of learning in religious education, suggesting that teachers adopt such tools to create more effective and engaging learning environments. **Contribution:** This study contributes to the growing body of research on the use of technology in religious education by providing empirical evidence of the positive effects of audio-visual media in teaching al-asmaul al-husna.

1. INTRODUCTION

Teaching and learning are complex processes due to the interaction between individuals and their environment (Baharun, 2016). When teaching and learning occur formally in a school environment, the interactions that take place are influenced by the environment, which comprises students, educators, teaching materials, and various other learning resources and supporting facilities (Erwinsyah, 2017). The learning process is a form of communication (Mahadi, 2021). The communication process always involves three main components, namely the message sender (educator), the message receiver (student), and the message itself, which is usually in the form of learning materials (Purwanti, 2015; Manshur & Ramdlani, 2019).

Gagne and Briggs implicitly state that learning media includes tools that are physically used to convey teaching material, consisting of books, tape recorders, cassettes, video cameras, video recorders, films, slides (framed pic-

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tures), photos, pictures, graphics, and computers (Firmadani, 2020; Azhari, 2015). The use of learning media in the teaching and learning process has several benefits, namely that media can overcome various limitations in students' experiences (Fatria, 2017), media can overcome classroom space limitations, media enables direct interaction between students and the environment, media produces uniformity of observation, and media can instill correct, concrete, and realistic basic concepts (Mukaromah, 2020). The role of learning media is to clarify the presentation of messages and information. The primary function of learning media is to facilitate more effective learning (Wulandari & Mudinillah, 2022). The use of learning media can have a positive impact on learning outcomes if the media is used effectively (Anggraeni et al., 2021). Through learning media, abstract concepts that students find challenging will be illustrated tangibly, thereby stimulating their interest in learning (Yusuf, 2013). The urgency of learning media as a tool to facilitate the teaching and learning process, making communication between teachers and students more effective, as well as serving as a means to achieve more effective learning, thereby making the learning atmosphere in the classroom more interesting and enjoyable for students (Pahenra, 2020).

One type of learning media used is audio-visual media, which incorporates both sound and image elements (Setiyawan, 2020; Ichsan et al., 2021). This type of media has better capabilities because it includes both auditory (hearing) and visual (seeing) media (Himawan, 2022). Audio-visual media refers to an audio-visual aid, meaning materials or tools used in learning situations to convey knowledge, attitudes, and ideas through a combination of written and spoken words (Sulfemi, 2019).

The low level of student activity and learning achievement, especially in Islamic education learning, is caused by several factors, namely: (1) students are less active in learning; most students state that Islamic education learning is not enjoyable because it involves memorization; (2) teachers find it difficult to stimulate student activity; (3) most students find it difficult and seem afraid to express their opinions, and students are less active in the ongoing learning process (4) teachers find it challenging to find alternative teaching methods that are appropriate for Islamic education teaching (Wahyuningsih, 2020). Therefore, a solution is needed to overcome these problems. The goal is to incorporate audio-visual media into Islamic education learning. According to Gabriela (2021), audio-visual media is modern instructional media that is in line with the times (advances in science and technology), including media that can be seen and heard.

In this study, audio-visual media in the form of videos were selected for the activity of identifying the characteristics of procedural texts. Videos can depict an object in motion accompanied by natural sounds or appropriate sounds (Demillah, 2019). Audio-visual media, in the form of videos, can present information, describe processes, explain complex concepts, teach skills, summarize, or improve the ability to analyze meaning. Additionally, they can enhance the understanding of the Al-Asmaul al-Husna, including Al-Malik, Al-'Aziz, Al-Quddus, As-Salam, and Al-Mu'min, as well as extend the time and influence attitudes.

Previous studies related to the use of audio-visual media in learning show consistent results regarding improved learning outcomes, revealing that the use of audio-visual media can significantly increase student interest and understanding in elementary schools, especially in subjects that require visual and auditory reinforcement (Soltif et al., 2025; Mustami, 2024; Afrianti, 2025; Kholili et al., 2025; Az-Zahro, 2025). Other studies also show that audio-visual media, especially animated films, can enrich students' understanding of Islamic teachings in an engaging and easy-to-understand way. In addition, the effectiveness of audio-visual media in enhancing students' skills and motivation to learn, particularly in subjects considered less engaging, has also been demonstrated (Miranda et al., 2024; Zahroh et al., 2025; Awwaliyah, 2024; Sa'adiyah, 2023). These findings support the results of this study, which suggest that audio-visual media can be an effective tool in enhancing students' skills, including those in Islamic Religious Education.

Although many previous studies have shown the effectiveness of audio-visual media in improving student learning outcomes, especially in the context of learning that involves material that requires visual and auditory reinforcement, most of these studies have not specifically discussed the application of audio-visual media in Islamic education learning, especially in the material of al-asmaul al-husna. In addition, previous studies have generally not measured the long-term impact of using audio-visual media on students' understanding of the material after the learning period has ended. Many studies also focused more on the effectiveness of audio-visual media in increasing student motivation and interest, without exploring further how this media helps students understand and remember complex religious concepts. Therefore, this study fills this gap by focusing on the application of audio-visual media in IRE learning in elementary schools and measuring its impact on the understanding and memorization of al-asmaul al-husna.

The purpose of this study is to determine the extent of improvement in the ability to analyze the meaning and pronounce al-asmaul al-husna through audio-visual media in students at SDN 36 Bengkulu Selatan. The focus of this study is on the use of audio-visual media in enhancing the ability to analyze the meaning and pronounce al-asmaul

al-husna: Al-Malik, Al-'Aziz, Al-Quddus, As-Salam, and Al-Mu'min among fourth-grade students at SDN 36 Bengkulu Selatan.

2. METHOD

2.1 Research Design

This study employs a class action research design aimed at improving learning practices by addressing problems that arise in learning situations. This study focuses on exploring the effectiveness of various learning methods, including lectures, group discussions, and cooperative learning, in teaching Islamic Religious Education about the names of Allah. The model used in this study follows the spiral cycle developed by Kemmis and Taggart (Classroom Action Research) (Utomo et al., 2024), which consists of four main components: action planning, action implementation, observation, and reflection. These stages are repeated until the research objectives are achieved.

2.2 Research Subjects

This research was conducted at State Elementary School 35 in South Bengkulu in 2023. The research subjects were 24 fourth-grade students. These subjects were selected to explore how the application of specific learning methods can enhance student motivation, engagement, and understanding in Islamic Religious Education lessons, particularly regarding the names of Allah.

2.3 Data Collection

The data used in this study consisted of two types: qualitative data and quantitative data. Qualitative data were used to measure research variables, such as learning motivation, activity, and student understanding. This data was collected through the observation of student activities, including the completion of group assignments and learning activities conducted by the teacher. Quantitative data were obtained through summative tests used to assess students' understanding of the material taught. Data collection was conducted using observation and testing techniques, where the tests were designed in accordance with the material covered in each learning session.

2.4 Data Analysis

Data analysis was conducted using the Minimum Passing Criteria (MPC) to evaluate student test results. The formula used to calculate the average score is as follows:

Data analysis uses test results, namely the Minimum Passing Criteria (KKM) score, with the following formula:

$$M = \frac{X}{N} X100$$

Explanation:
M = Average score
X = Score obtained by students
N = Total number of students in the action class

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Cycle I Results

Based on the analysis results, the following is a summary of the scores and percentages of student learning outcomes for cycle 1:

Table 1. Summary of Student Learning Outcomes for Cycle 1

No	Subject	Minimum Passing Criteria	Value
1	AL	75	60
2	AC	75	20
3	CAC	75	45
4	CA	75	30
5	FF	75	70
6	HP	75	80
7	KZ	75	80
8	MA	75	50

No	Subject	Minimum Passing Criteria	Value
9	ME	75	70
10	NV	75	100
11	NRD	75	100
12	RNA	75	50
13	RMS	75	73
14	RVV	75	90
15	ZJ	75	35

Based on the table above, the analysis results show that the average student learning outcome in cycle I was 63.53%. The percentage of student learning outcomes is explained in the table below:

3.1.1. Cycle II

The recapitulation of scores and the percentage of student learning outcomes in cycle II are explained in the table below:

Table 2. Recapitulation of Student Learning Outcomes in Cycle II

No	Subject	Minimum Passing Criteria	Value
1	AA	75	80
2	AC	75	40
3	CAC	75	50
4	CA	75	40
5	FF	75	75
6	HP	75	85
7	KZ	75	85
8	MA	75	65
9	ME	75	70
10	NRD	75	90
11	RNA	75	70
12	RMS	75	80
13	RVV	75	90
14	ZJ	75	50

Based on the table above, the analysis results show that the average student learning outcome in Cycle II was 72.5%, indicating an increase in student learning outcomes from Cycle I. The percentage of student learning outcomes is explained in the table below:

3.1.1. Cycle III

Based on the analysis results, the following is a summary of the scores and percentages of student learning outcomes in cycle III:

Table 3. Summary of Student Learning Outcomes in Cycle III

No	Subject	Minimum Passing Criteria	Value
1	AL	75	82
2	AC	75	80
3	CAC	75	78
4	CA	75	60
5	FF	75	80
6	HP	75	85
7	KZ	75	85
8	MA	75	65
9	ME	75	80
10	NV	75	95
11	NRD	75	90
12	RNA	75	78
13	RMS	75	80
14	RVV	75	90

No	Subject	Minimum Passing Criteria	Value
15	ZJ	75	80

Based on the table above, the analysis results show that the average student learning outcome in Cycle III was 80.53%, indicating an increase in student learning outcomes from Cycle II. The percentage of student learning outcomes is explained in the table below:

3.1.1 Recapitulation (Percentage) of Student Learning Outcomes Between Cycles

Below is a recapitulation of student learning outcomes for cycles 1, 2, and 3, as explained in the table below:

Table 4. Recapitulation of Student Learning Outcomes for Cycles 1, 2, and 3

No	Category	Cycle 1 Frequency	Cycle 1 Percentage (%)	Cycle 2 Frequency	Cycle 2 Percentage (%)	Cycle 3 Frequency	Cycle 3 Percentage (%)
1	Completed	5	33.3 %	8	53.3 %	13	86.7 %
2	Not Completed	10	66.7 %	7	46.7 %	2	13.3 %
	Total	15	100 %	15	100 %	15	100 %

Based on the data in the table above, 15 students achieved or exceeded the Minimum Passing Grade (KKM) of 96% and an average learning outcome of 86.7%. Thus, this study is considered complete because it has exceeded the learning completion threshold of 75%. Thus, this study proves that the application of audio-visual media can improve student learning outcomes in the Asmaul Husna material for fourth-grade students at SD Negeri 36 Bengkulu Selatan in the odd semester of the 2024 academic year.

3.2. Discussion

In this study, the authors identified students' strengths and weaknesses after they had completed the learning process. The learning activities were conducted successfully in three cycles. The use of three cycles was necessary as the results from the second cycle were not satisfactory. After completing the learning activities through cycles I, II, and III, fourth-grade students at SDN 36 Bengkulu Selatan in the 2023/2024 academic year showed improvements in their learning outcomes. This classroom action research was conducted in three stages. During the Planning stage, preparation for learning with audiovisual media involved: (1) before presenting the learning material, the teacher explained the objectives to be achieved and motivated students to engage in learning, and (2) students were organized into heterogeneous groups consisting of 2-3 students in 5 groups, and learning took place in the classroom.

During the Activity and Implementation stage, the presentation of the material typically lasted 5-10 minutes. Before presenting the lesson, the teacher explained the learning objectives and motivated students to cooperate. The teacher delivered the material using educational videos in PPT format. The content covered the meaning of Asmaul Husna names such as Al-Malik, Al-Aziz, Al-Quddus, As-Salam, and Al-Mu'min (Sariyem, 2023). Each cycle of the initial learning activities involved the application of audiovisual media in the classroom. Students were divided into five groups. After conducting observations, the teacher distributed worksheets to the students, and the students worked in their groups with guidance from the teacher. Afterward, each group selected a leader to present their discussion results to the class, with the other groups responding. The teacher assisted students in addressing any questions or concerns they may have had.

During the Reflection stage, the authors identified the strengths and weaknesses of the learning process. Data analysis was conducted at this stage, and the results were used to evaluate the process and outcomes. Reflection was intended to assess what had happened and what had not, what had been achieved, why it occurred, and what should be done next. The reflection results helped determine the next steps for improving the subsequent cycle. The efforts made by the teacher to improve students' ability to analyze the meaning and pronounce Al-Asmaul Al-Husna through audiovisual media have proven effective in enhancing student learning outcomes. Using engaging media, such as videos and animations, made the learning process more interactive and enjoyable, thereby increasing students' interest in understanding religious material. In this study, the use of audiovisual media had a positive impact, as students became more focused and were able to easily remember and memorize Al-Asmaul Al-Husna. This also facilitated students' understanding of the meaning of each name in Al-Asmaul Al-Husna, rather than just reciting the names correctly. The improvement in students' ability to analyze the meaning and pronounce Al-Asmaul Al-Husna through audiovisual media yielded significant results. In the context of Islamic Religious Education, audiovisual

media can facilitate students' understanding of the material, particularly in learning the good names of Allah. This medium not only helps students understand the meaning and significance of each name but also provides them with a clear model for reciting these names. Through a combination of sound and visuals, students can see and hear the correct pronunciation, which directly influences the improvement of their recitation skills.

From a theoretical perspective, the integration of audiovisual media in education is supported by Dual Coding Theory, which posits that learning is enhanced when both visual and auditory channels are utilized (Li et al., 2022). This approach engages multiple cognitive pathways, improving students' ability to understand and retain information. In the case of teaching Al-Asmaul Al-Husna, audiovisual media present both visual representations and auditory models of pronunciation, enabling students to process and recall the material more effectively. Additionally, Constructivist Learning Theory emphasizes that learners actively construct knowledge through experiences (Zajda, 2021). By engaging with both visual and auditory elements, students can form deeper connections to the meaning and recitation of each name, making the learning process more meaningful (Newman, 2019).

Practically, the use of audiovisual media offers several benefits for classroom teaching, especially for elementary school students. In this study, the teacher's efforts to incorporate video and animation into the lesson enabled students to engage with the material interactively, thereby fostering greater interest and attention. The visual and auditory components of the media helped simplify complex religious concepts, making them more accessible and easier to understand for young learners (Abdulrahaman et al., 2020). Furthermore, audiovisual media supports Cognitive Load Theory, which suggests that simplifying the presentation of information reduces cognitive overload (Haryana et al., 2022). By using media to break down abstract concepts, such as the meanings of Al-Asmaul Al-Husna, students were able to absorb the material more efficiently, thereby improving their ability to analyze and recite the names correctly.

The use of audiovisual media made it easier for students to relate the meaning and significance of Al-Asmaul Al-Husna to concepts relevant in everyday life. By presenting engaging illustrations, students were not only able to learn theoretically but could also understand the concepts through simple, visual examples. This approach enabled students to remember better and appreciate the meaning of each name of Allah, ultimately enriching their spiritual understanding. This study demonstrates that combining visual and auditory aspects in learning increases students' absorption of the material. However, despite the positive effects of audiovisual media in improving students' understanding and recitation of Al-Asmaul Al-Husna, a challenge remains in the limited access and use of such media in schools with fewer resources. Therefore, schools must provide the necessary support in terms of equipment and resources to optimize the use of this media. With further development and broader use of audiovisual media, a more interactive and practical learning experience can be created, ultimately improving the quality of religious education in elementary schools.

This study affirms that audiovisual media significantly contribute to better learning outcomes. By utilizing appropriate technology, teachers can create a more effective learning environment where students not only acquire theoretical knowledge but can also apply what they have learned in practice. The success of this study is also due to the creativity of the teachers in selecting and using media that match students' characteristics. Therefore, teachers must continue to develop their skills in using educational technology to support the achievement of optimal learning outcomes, particularly in teaching religious material that requires a deep understanding, such as Al-Asmaul Al-Husna.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

This study demonstrates that the incorporation of audio-visual media in learning can significantly enhance student learning outcomes, particularly in Islamic Education instruction. The implication of this finding is the importance of developing and applying innovative and engaging learning media to increase student motivation and engagement in learning. For teachers, the results of this study offer insight into how audio-visual media can be utilized to enhance their teaching methods and improve students' understanding of the material being taught, such as in analyzing the meaning and pronunciation of al-asmaul al-husna.

4.1 Research Contributions

This study contributes to the development of more interactive and effective learning methods, especially in elementary schools. By demonstrating that audio-visual media can enhance students' ability to memorize and comprehend the meaning of al-asmaul al-husna, this research provides empirical evidence in support of the use of technology in religious education. Another contribution is the improvement of learning quality in schools that have

not fully integrated technology into their teaching and learning processes, providing a basis for further research on the use of audio-visual media in a broader context.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations, one of which is the limited sample size, comprising only 24 students from one class at a single elementary school. Therefore, the results of this study may not be fully representative of a larger population or of schools with different characteristics. In addition, although the use of audio-visual media has been proven to improve learning outcomes, limitations in technological facilities in some schools may affect the effectiveness of applying such media. This study also did not measure the long-term impact of using audio-visual media on students' understanding of Islamic education material outside the context of direct instruction.

5.1 Recommendation for Future Research Directions

Further research could expand the sample size and involve schools with different characteristics, including schools with limited access to technology, to explore the extent to which audio-visual media can be applied in various conditions. In addition, further research could focus on the long-term effects of using this media on students' understanding and appreciation of the material being taught, as well as looking at the differences between the use of audio-visual media in Islamic education teaching and other subjects. An evaluation of the technological devices used is also necessary to identify factors that influence the effectiveness of using media in learning.

6. CONCLUSION

The use of audio-visual media can increase teacher and student activity in the classroom learning process and increase student interest in learning. This is evident from the improvement in student learning outcomes in each learning cycle. Although there was no drastic improvement, the use of audio-visual media showed a significant improvement in each stage of the learning process. These findings highlight the importance of selecting the appropriate learning media to impact student learning outcomes, particularly in Islamic education subjects.

The use of audio-visual media has a positive impact, even though the improvement is not immediately apparent. However, with the use of interesting media, students become more active in learning and find it easier to absorb the information presented. The learning process began with the teacher explaining the learning objectives and motivating students to work together in groups. The teacher then delivered the material using instructional videos integrated into a PowerPoint (PPT) presentation, with topics related to the meanings of Asmaul Husna, such as Al-Malik, Al-Aziz, Al-Quddus, As-Salam, and Al-Mu'min.

In each cycle, the teacher distributes worksheets to the students and directs them to discuss the material in groups. After the discussion, each group elects a leader to present their discussion results to the class. Other groups respond to the presentation results. If students encounter difficulties, the teacher is ready to help answer questions or provide additional explanations. This study is expected to encourage teachers' creativity in finding the most effective solutions to enhance the Islamic education learning process and improve student learning outcomes.

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CRediT Authorship Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Zubaidah: Conceptualization, Methodology, Writing - Original Draft, Data Curation. Prio Utomo: Conceptualization, Writing - Review & Editing, Formal analysis. Rustam Samsi Hidayat: Conceptualization, Writing - Review & Editing. Irwan Satria: Conceptualization, Writing - Review & Editing

Declaration of Generative AI (GenAI) Usage in Scientific Writing

This research, titled Efforts of the Guidance Teacher in Improving Elementary School Students' Ability to Analyze the Meaning and Recite Al-Asmaul Al-Husna through Audio-Visual Media, utilized Generative AI (Gen AI) for various tasks, including drafting sections of the manuscript and assisting with language refinement. However, the analysis and conclusions were solely made by the authors, ensuring that the final interpretations and outcomes reflect the authors' expertise and critical evaluation. The AI was used as a tool to support the writing process while maintaining academic integrity and adherence to ethical guidelines. All instances of Generative AI usage in this article were conducted by the authors in accordance with the SAJGTIE GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no conflict of interest or potential conflict of interest with respect to the research, writing, and/or publication of this article.

Informed Consent Statement

The authors declare that this study was conducted in accordance with research ethics, including obtaining approval from the relevant institution. This process respects the autonomy of participants, ensures the confidentiality of their data, and prioritizes their safety and well-being, in compliance with applicable research ethics guidelines. Written and verbal informed consent, or assent for minors, was obtained from all participants involved in the study.

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