

Interactive Visual Learning Media to Enhance Students' Learning Outcomes in Islamic Religious Education on Peaceful Coexistence

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Abstract:

The low learning outcomes of students in the lesson "Living in Harmony Together" provided the context for this study. Conventional teaching methods tended to limit student engagement and made it difficult for students to understand the material. This classroom action research aims to improve students' learning outcomes by implementing interactive visual media. The study involved 16 fifth-grade students and was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Data were collected through observation, tests, and interviews. The results indicate consistent improvements in students' learning outcomes. In the pre-cycle stage, the average score was 65.25, with classical mastery reaching only 43.75%. After the implementation of interactive visual media in Cycle 1, the average score increased to 75.25, and classical mastery reached 75%. Further improvement was observed in Cycle 2, with the average score increasing to 84.6, and all students met the Minimum Learning Mastery Criteria, achieving 100% classical mastery. In addition, students demonstrated greater engagement, cooperation, and tolerance throughout the learning process. These findings indicate that interactive visual media are effective in improving students' learning outcomes on the topic "Living in Harmony Together." In practice, this study suggests that teachers are encouraged to integrate diverse and creative interactive media to strengthen student engagement and optimize learning outcomes in similar learning contexts.

Keywords: Interactive Visual Learning Media, Learning Outcomes, Islamic Religious Education, Character, Living in Harmony Together Material

Abstrak:

Rendahnya hasil belajar siswa pada pelajaran "Hidup Harmonis Bersama" menjadi konteks penelitian ini. Metode pengajaran konvensional cenderung membatasi keterlibatan siswa dan menyulitkan siswa untuk memahami materi. Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar siswa dengan menerapkan media visual interaktif. Penelitian ini melibatkan 16 siswa kelas lima dan dilakukan dalam dua siklus, masing-masing terdiri dari perencanaan, implementasi, observasi, dan refleksi. Data dikumpulkan melalui observasi, tes, dan wawancara. Hasil menunjukkan peningkatan yang konsisten dalam hasil belajar siswa. Pada tahap pra-siklus, nilai rata-rata adalah 65,25, dengan penguasaan klasik hanya mencapai 43,75%. Setelah implementasi media visual interaktif pada Siklus 1, nilai rata-rata meningkat menjadi 75,25, dan penguasaan klasik mencapai 75%. Peningkatan lebih lanjut diamati pada Siklus 2, dengan nilai rata-rata meningkat menjadi 84,6, dan semua siswa memenuhi Kriteria Penguasaan Pembelajaran Minimum, mencapai 100% penguasaan klasik. Selain itu, siswa menunjukkan keterlibatan, kerja sama, dan toleransi yang lebih besar sepanjang proses pembelajaran. Temuan ini menunjukkan bahwa media visual interaktif efektif dalam meningkatkan hasil belajar siswa pada topik "Hidup Harmonis Bersama". Dalam praktiknya, studi ini menyarankan agar guru didorong untuk mengintegrasikan beragam media interaktif yang kreatif untuk memperkuat keterlibatan siswa dan mengoptimalkan hasil belajar dalam konteks pembelajaran serupa.

Kata kunci: Media Pembelajaran Visual Interaktif, Hasil Belajar Pai Dan Budi Pekerti, Materi Hidup Damai Dalam Kebersamaan

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INTRODUCTION

Islamic Religious Education and Character Education play a strategic role in shaping students' personalities, fostering faithfulness, piety, and noble morals in accordance with Islamic teachings. This learning aims to provide a deep understanding of religious values while instilling positive habits that will form the foundation of the character of the nation's future generation. The focus of religious education is not only on cognitive aspects but also on affective and psychomotor aspects. Through this comprehensive approach, students are expected to internalize the values of tolerance, cooperation, and harmonious living, which are essential in social life (Rahman & Ahmad, 2020).

However, the reality on the ground often reveals a gap between the ideal goals of religious education and the results achieved. Many schools still face challenges in implementing effective learning, particularly in shaping students' holistic personalities. This challenge needs to be addressed through learning innovations tailored to students' needs. In this context, it is crucial to understand the factors that influence learning effectiveness and to seek more effective approaches to improve student learning outcomes.

In the context of learning at SD Negeri 3 Jambewangi, the fifth-grade topic "Living Peacefully in Togetherness" in Islamic Religious Education and Character Building is crucial. This material aims to instill the values of tolerance, cooperation, and mutual respect from an early age. These values are not only relevant in social life but also serve as an important foundation for building a harmonious society. However, implementing this material often faces obstacles, particularly in increasing student understanding and active engagement during the learning process.

Based on observations, student learning outcomes for the topic "Living Peacefully in Togetherness" remain relatively low. Of the 16 fifth-grade students, 56.25% have not met the Learning Objective Achievement Criteria of 70. The class average is only 65, indicating that most students have not fully understood the material. These results highlight the need for innovative learning approaches to improve student outcomes, particularly through more engaging and interactive media (Wulandari, 2022).

Previous studies have shown that active student engagement in learning is positively correlated with improved learning outcomes. Hasanah's (2020) research indicates that the use of conventional learning methods that lack variety often leads to low student motivation. For example, the lecture method tends to make students passive and less actively engaged in the learning process. Therefore, a learning approach that can activate students and motivate them to learn is needed.

Conversely, research by Arifin & Rahmawati (2021) shows that interactive visual learning media can provide a more engaging and effective learning experience. This media can increase student understanding by up to 75% because students can learn through concrete visualizations of concepts. This is particularly relevant for materials that require abstract visualization, such as the values of togetherness and tolerance in Islamic Religious Education learning. With this approach, students not only understand the material theoretically but also internalize these values in their daily lives.

This research aims to address the challenges of Islamic Religious Education and Character Building in the topic "Peaceful Living in Togetherness" by applying interactive visual learning media. With this approach, it is hoped that students will be more actively involved in the learning process, better understand the material, and be able to apply the values they learn in their daily lives. This innovation aligns with the findings of Yunus et al. (2020), who reported that interactive visual media can increase student engagement by up to 85%.

Theoretically, this study argues that interactive visual media can transform students' learning experiences into more meaningful ones through an engaging, contextual approach. This media not only enhances cognitive understanding but also builds students' character by integrating moral values. Furthermore, this

research is also important for providing concrete solutions to the challenges of learning in the digital era. As part of efforts to improve the quality of education, this research is expected to make a significant contribution to the development of technology-based learning models that are relevant to the needs of elementary school students.

Thus, this research is not only academically relevant but also has broad practical implications. Through the use of interactive visual media,

RESEARCH METHOD

This study used a qualitative approach and a Classroom Action Research (CAR) method based on the Kemmis and McTaggart model. The CAR was conducted in two cycles to improve students' understanding of the material "Peaceful Living in Togetherness" through interactive visual learning media. Each cycle included planning, action, observation, and reflection. This research aimed to directly improve learning quality by involving teachers as both researchers and implementers (Kemmis & McTaggart, 2000; Sanjaya, 2016).

The study was conducted at SD Negeri 3 Jambewangi for one month, from December 19, 2024, to January 19, 2025, involving 16 fifth-grade students as subjects. Activities included preparation, implementation of two action cycles, and evaluation of learning outcomes. The first cycle focused on initial implementation of the learning media, while the second cycle focused on reflection and improvement. Interactive visual media, such as animations and simulations, were used as the primary tools to support learning.

Data collection techniques included assessing learning outcomes through pre- and post-tests, observing student activities during learning, interviewing students and teachers, and documenting observations. Data were analyzed descriptively, quantitatively, and qualitatively. Improvement in student learning outcomes was measured using average grades and the percentage of learning completed, and data validity was strengthened through triangulation. Data analysis aimed to evaluate the effectiveness of interactive visual media in improving student understanding (Clark & Mayer, 2021; Fitria, 2022).

The study's success was measured using cognitive, affective, and psychomotor indicators. For the cognitive aspect, at least 85% of students were expected to achieve a score above the 70-point minimum (KKTP), with a 20% increase in the class average. For the affective aspect, students were expected to demonstrate tolerance and cooperation, and for the psychomotor aspect, students were encouraged to actively engage in visual media-based learning. This research demonstrates that the cyclical approach in CAR is effective in gradually improving the quality of learning (Setiawan, 2023).

RESULTS AND DISCUSSION

1. Pre-Cycle Conditions

During the pre-cycle phase, a pre-test was administered to assess students' understanding of the material "Peaceful Living in Togetherness." Of the 16 students, 9 had not yet met the Learning Objective Achievement Criteria (KKTP) of 70. The completion rate was only 43.75%, and the average student score was 65.25. This analysis indicates that the majority of students had difficulty understanding the material, necessitating more effective learning interventions. This low achievement rate provided an important backdrop for implementing interactive visual learning media to improve student understanding and engagement.

The pre-cycle score recapitulation results showed that of the 16 students, only 7 successfully completed the course, while the remaining 9 had not yet completed it. This lack of completion was caused by various factors, including low motivation to learn, limitations of the learning media used, and low student interaction during the lesson. Therefore, learning strategies need to be designed to address these obstacles, including the use of interactive visual media that can facilitate more engaging and effective learning.

2. Cycle 1 Results

In Cycle 1, more structured learning steps were designed. The selected material was "Peaceful Living in Togetherness," which was delivered through interactive visual media such as videos, animated images, and digital quizzes.

The teacher also developed a teaching module with activities that emphasized group discussions and interactive quizzes to assess student understanding. This step was expected to increase student engagement in the learning process.

Learning in Cycle 1 took place in a single three-hour session. The session included an introduction, core activities, and a closing. During the core activities, students watched an animated video related to the material, then held a group discussion about the values contained in the video. Each group then presented the results of their discussion to the class. The teacher used interactive quizzes on a digital platform to assess individual student understanding. This activity aimed to increase student engagement in learning.

The Cycle 1 evaluation results showed a significant improvement over pre-cycle conditions. Of the 16 students, 12 (75%) successfully achieved the KKTP (Competency Standard), and the class average increased to 75.25. This improvement demonstrates that interactive visual learning media can engage students and enhance their understanding of the material. However, four students still have not completed the course. Factors such as lack of active participation and difficulty understanding quiz questions are obstacles that need to be addressed in Cycle 2.

Students Name			Cycle 1 Values	Completion (Completed/Not Yet)
Ahmad	Prasetia	Wardana	70	Completed
Wijaya				
Aldo Dwiansyah	Kusuma		65	Not Yet
Cindy Dwi Oktafiana			75	Completed
Diah Rahel Tresnawati			80	Completed
Fitri Agustina			80	Completed
Gabrilila Margareta			70	Completed
Heri Setiyawan			65	Not Yet
Indra Andi Gunawan			85	Completed
Iqbal Dwi Prasetyo			72	Completed
Kian Afrianu			90	Completed
Lintang Vita Agustin			60	Not Yet
Mohammad Rifqi			80	Completed
Mutiya Dwi Wijayanti			70	Completed
Nada Fatin Shidqia Salsabila			90	Completed

Selo Priyonggo	75	Completed
Vino Ardiansyah	65	Not Yet

Table 1. Cycle 1 Score Summary

Reflections on Cycle 1 identified several strengths and weaknesses. The main strengths were increased student interest and the success of most students in understanding the material. However, weaknesses included a lack of guidance for passive students and the complexity of the interactive quizzes. Therefore, several revisions were planned for Cycle 2, including simplifying the interactive quizzes, adding reflection sessions with students, and providing more intensive guidance to students who had not yet completed the course.

3. Cycle 2 Results

Cycle 2 was conducted with improvements to the learning strategy. In addition to simplifying the interactive quizzes, the teacher added educational game activities aligned with the "Peaceful Living in Togetherness" material. The lesson began with a new video presenting peaceful solutions to conflict, followed by group discussions, presentations, and interactive quizzes. These activities were designed to actively engage students and support their understanding of the material.

The results of Cycle 2 showed significant improvement. All students (100%) passed the Qualifying Competency Test, and the class average increased to 84.6. Additional activities, such as educational games and simplified quizzes, were effective in helping students understand the material. Furthermore, previously passive students began to actively participate in group discussions and presentations. Based on these results, it can be concluded that interactive visual learning media is highly effective in improving student understanding.

Students Name			Cycle 2 Values	Completion (Completed/Not Yet)
Ahmad	Prasetia	Wardana	80	Completed
Wijaya				
Aldo Dwiansyah Kusuma			75	Completed
Cindy Dwi Oktafiana			85	Completed

Diah Rahel Tresnawati	90	Completed
Fitri Agustina	90	Completed
Gabrilila Margareta	85	Completed
Heri Setiyawan	80	Completed
Indra Andi Gunawan	85	Completed
Iqbal Dwi Prasetyo	80	Completed
Kian Afrianu	89	Completed
Lintang Vita Agustin	75	Completed
Mohammad Rifqi	90	Completed
Mutiya Dwi Wijayanti	85	Completed
Nada Fatin Shidqia Salsabila	95	Completed
Selo Priyonggo	90	Completed
Vino Ardiansyah	80	Completed

Table 2. Cycle 2 Score Summary

Reflections on the implementation of Cycle 2 indicate that a more varied and interactive learning approach can overcome student learning barriers. Student engagement in group discussions and educational activities is a crucial factor in successful learning. Although some students still require further guidance, the improvement in learning outcomes indicates that the implemented strategy has successfully improved the overall quality of learning.

Based on the research results, the use of interactive visual learning media has proven effective in improving student learning outcomes in the topic "Peaceful Living in Togetherness." The significant increase in class average scores and classical completion levels from pre-cycle to Cycle 2 demonstrates that this strategy can be an innovative learning solution. This research provides important implications for teachers to continue developing creative and interactive learning media to support student success in achieving learning objectives.

Interpretation of The Findings

The results of the study indicate that interactive visual learning media significantly improved student learning outcomes. In the pre-cycle, student completion rates were only 43.75%, which increased to 75% in Cycle 1 and reached 100% in Cycle 2. This improvement aligns with previous findings showing that the

use of interactive visual media can increase student engagement and in-depth understanding of the material (Mayer, 2014). Visual media helps students understand complex concepts in a simpler way through engaging visualizations. Group discussions, interactive quizzes, and reflective activities have been shown to increase student participation during learning. These activities motivate students to be more active, both individually and in groups. As reported by Hung et al. (2018), interactive activity-based learning can increase student motivation and provide opportunities for them to develop collaborative skills. In this study, previously passive student participation became more active, especially after adjustments were made in Cycle 2.

In Cycle 1, some students still struggled to understand the interactive quizzes. This demonstrates the importance of aligning media design with students' levels of understanding (Garrison & Kanuka, 2004). Adjustments made in cycle 2, such as simplifying quizzes and adding educational games, helped students overcome these obstacles. These results underscore the importance of continuous evaluation of learning media design to ensure it meets student needs.

The intensive reflection and guidance implemented in cycle 2 had a positive impact on student achievement, which had previously been incomplete. The reflective approach allows students to evaluate their understanding of the material (Kolb, 2015). Furthermore, intensive guidance provides additional support for students who need it, thus bridging gaps in their understanding.

The 100% completion rate in cycle 2 indicates the success of the digital media-based approach. This supports the view of Lestari et al. (2020), who stated that well-designed digital media can significantly increase learning effectiveness. This improvement also demonstrates that a technological approach in education is a relevant strategy for improving the quality of learning in the digital age.

The results of this study have significant implications for teachers in designing learning strategies. Teachers need to integrate technology into learning to increase student engagement and learning outcomes. However, it is also important to consider the diverse needs of students so that the learning strategies implemented can have maximum impact. Further research can be conducted to

explore the use of interactive visual media in various learning materials and educational levels.

CONCLUSION

This study demonstrates that interactive visual learning media is effective in improving student learning outcomes in the topic "Living Peacefully in Togetherness." In the pre-cycle phase, the classical completion rate was only 43.75% with an average score of 65.25. After implementing the media, there was an increase in Cycle 1, with a completion rate of 75% and an average score of 75.25. In Cycle 2, all students achieved 100% completion with an average score of 84.6. These findings indicate that interactive visual media can help students understand the material more deeply while increasing their active engagement through group discussions, interactive quizzes, and educational games. This innovative, technology-based learning approach has been proven to support the achievement of learning objectives more optimally.

However, this study has several limitations, namely the limited sample size of 16 students, the relatively short duration of the study, and the focus on only one learning material. These limitations mean that the research results cannot be fully generalized to a broader context. Therefore, further research is recommended to involve a larger number of participants, extend the implementation period, and test the effectiveness of interactive visual media across different materials and educational levels to obtain more comprehensive findings.

To support the sustainability of the results achieved, school principals are expected to facilitate the provision of technological resources and teacher training in developing interactive learning media. Teachers need to continuously improve their competencies in designing technology-based learning, provide more intensive mentoring, and conduct ongoing evaluations of the strategies implemented. Students are also expected to participate more actively and utilize learning media optimally to strengthen their understanding of the material.

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