

Improving Learning Outcomes of Asmaul Husana in Students Through Interactive Visual Media at MIS Al Qohariyah Tukdana Indramayu in the 2024/2025 Academic Year

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Abstract: *This classroom action research aims to improve students' learning outcomes on Asmaul Husna material using interactive visual media at MIS Al Qohariyah Tukdana Indramayu. The study was conducted in two cycles through planning, action, observation, and reflection stages. The subjects were 12 third-grade students. Interactive visual media was used to stimulate students' attention and active engagement. The findings showed a significant improvement in students' average scores, from 72.2 in the pre-cycle to 86.7 in the second cycle. Additionally, students' motivation and participation also increased. The use of Problem-Based Learning (PBL) supported critical thinking development and made learning more meaningful. This approach not only enhanced cognitive understanding but also fostered students' appreciation and practice of the values contained in Asmaul Husna in their daily lives. Therefore, interactive visual media proves to be an effective tool in improving the quality of Islamic Religious Education learning.*

Keywords: *Asmaul Husna, visual media, PBL, learning outcomes*

Abstrak: Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik pada materi Asmaul Husna dengan menggunakan media visual interaktif di MIS Al Qohariyah Tukdana Indramayu tahun ajaran 2024/2025. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing terdiri dari tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 12 siswa kelas III. Media visual interaktif dipilih karena mampu merangsang perhatian dan meningkatkan keterlibatan siswa secara aktif dalam pembelajaran. Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa dari nilai rata-rata pra siklus 72,2 menjadi 86,7 pada siklus II. Selain itu, ditemukan adanya peningkatan motivasi dan partisipasi siswa secara signifikan. Pembelajaran berbasis media visual interaktif memberikan pengalaman belajar yang lebih menyenangkan dan bermakna serta mendorong siswa untuk lebih memahami dan mengamalkan makna dari Asmaul Husna dalam kehidupan sehari-hari. Pendekatan Problem-Based Learning (PBL) turut mendukung peningkatan kemampuan berpikir kritis siswa. Dengan demikian, penggunaan media visual interaktif efektif dalam meningkatkan kualitas pembelajaran Pendidikan Agama Islam.

Kata kunci: Asmaul Husna, media visual, PBL, hasil belajar

INTRODUCTION

Education is an important foundation in building the character and morals of the younger generation. Through education, students are not only equipped with academic knowledge, but also spiritual and social values that shape their integrity and personality. In the context of Islamic Religious Education (PAI), one of the materials that has a strategic role in shaping students' religious character is learning Asmaul Husna. Asmaul Husna are the names of Allah SWT that reflect His Perfect attributes, such as Al-Wahhab (The Giver) and Al-Kabir (The Greatest). By understanding and practicing the values in Asmaul Husna, students are expected to be able to emulate the attributes of Allah in their daily lives.

However, the reality in the field shows that learning Asmaul Husna often does not attract students' attention. Many students only memorize without understanding the meaning, let alone applying it. This is due to the lack of innovation in presenting the material and the use of methods that do not actively involve students. The learning media used tend to be monotonous and have not utilized technological advances optimally.

Research by Hartandi et al. (2024) showed that technology-based media such as interactive visual applications can significantly increase students' interest in learning Islamic Religious Education. In line with that, the Problem-Based Learning (PBL) approach provides opportunities for students to be actively involved in the learning process through solving contextual problems that are relevant to their lives (Delina et al., 2024).

Based on this background, this study was conducted with the aim of determining the effectiveness of PBL-based interactive visual media in improving student learning outcomes on the Asmaul Husna material in class III of MIS Al Qohariyah Tukdana Indramayu. This study is expected to contribute to innovations in Islamic Religious Education learning that are more enjoyable, interactive, and meaningful. The main problem in this study is how the use of interactive visual media can improve student learning outcomes on the Asmaul Husna material. The objectives of this study are: (1) to improve student learning outcomes through interactive visual media; (2) to improve understanding and practice of the values in Asmaul Husna; and (3) to evaluate the effectiveness of the PBL approach in Islamic Religious Education learning.

RESEARCH METHOD

This study uses a Classroom Action Research (CAR) approach consisting of two cycles. Each cycle consists of four stages, namely: planning, implementation of actions, observation, and reflection. The subjects of the study were 12 students of class III MIS Al Qohariyah Tukdana Indramayu in the odd semester of the 2024/2025 academic year.

The instruments used in data collection include: (1) learning outcome tests in the form of multiple-choice questions to assess students' cognitive aspects; (2)

observation sheets for student and teacher activities; and (3) documentation of the learning process. Data analysis techniques use quantitative and qualitative descriptive analysis. Student grade data is analyzed to see improvements in learning outcomes, while observation data is analyzed to see student engagement and motivation to learn.

RESULTS AND DISCUSSION

In the initial conditions (pre-cycle), the average value of student learning outcomes was 72.2, which indicates that most students have not achieved the Minimum Completion Criteria (KKM) set. This indicates a gap between students' understanding of the material taught and the expected standards. The main cause of this low value may be related to the lack of in-depth understanding of the concept of Asmaul Husna, as well as the learning methods used at this stage are less able to attract attention and arouse students' interest. According to Gagne (1985), the lack of student involvement in learning can hinder the effectiveness of teaching, because low involvement will prevent students from absorbing and processing information optimally.

In addition, an important aspect that must be considered is that Asmaul Husna is material that requires a deeper conceptual understanding, because it is related to the attributes of Allah which are abstract and difficult to understand without the help of the right approach. In this case, the use of more innovative methods is needed so that students can understand and remember these attributes more easily and enjoyably. According to Bransford et al. (2000), to help students understand complex material, it is necessary to use an approach that accommodates various learning styles and facilitates understanding through fun and interesting experiences.

In cycle I, the application of interactive visual media in learning succeeded in increasing the average student score to 79.5. This increase indicates that the use of interesting visual media, such as pictures, diagrams, and animations, has a significant impact on improving students' understanding of the Asmaul Husna material. This visual media provides an opportunity for students to conceptualize previously abstract material into something more concrete and easy to understand. This is in line with Mayer's Multimedia Learning theory (2009), which states that the use of a combination of images and words can accelerate students' understanding and recall because of the processing of information through two channels (visual and verbal).

For example, the concept of the attributes of Allah depicted through animation and images enriches students' learning experiences. These attributes, which were initially abstract, become more real and easy to understand, and can be related to students' life experiences. Therefore, students not only understand the Asmaul Husna theory, but are also able to relate this knowledge to their social context and daily life. As explained by Sweller (1988) in the Cognitive Load

Theory, reducing cognitive load through the use of visual media can improve students' understanding of complex concepts.

In cycle II, the combination of interactive visual media and the Problem-Based Learning (PBL) approach showed a more significant increase, with the average student score reaching 86.7. The implementation of PBL invites students to be more actively involved in learning, because they are challenged to solve real problems that are relevant to the material being studied, namely the values contained in Asmaul Husna. This approach introduces real-life situations into learning, so that students not only memorize the attributes of Allah, but also apply them in their social interactions.

According to Thomas (2000), PBL is a very effective learning method to encourage students to think critically, creatively, and develop problem-solving skills. PBL not only focuses on mastery of the material, but also on the development of students' social and emotional skills, such as collaboration, communication, and problem solving in a group context. In this study, the application of PBL has been shown to encourage active student involvement in the learning process, both in group discussions and in solving problems relevant to their daily lives.

The application of PBL is in line with Piaget's Constructivism theory (1976), which states that the best learning occurs when students actively construct their own knowledge through meaningful experiences. PBL creates opportunities for students to develop deeper understanding through social interaction and collaborative problem solving.

In addition to improving learning outcomes, aspects of student motivation and involvement also experienced significant changes. Students showed higher levels of activity in asking questions, responding to questions asked, and engaging in group discussions. This reflects that they feel more motivated to learn. According to Ryan and Deci (2000), intrinsic motivation that arises when students feel involved in activities they enjoy is an important factor in increasing student engagement and learning outcomes. This intrinsic motivation is created when students feel that learning is fun and relevant to their lives, as created in the application of interactive visual media and PBL in this study. Students feel more appreciated and encouraged to actively participate in the learning process. According to Deci and Ryan (1985), active involvement in learning can increase students' self-confidence, which in turn can improve their overall learning outcomes. In this case, learning that is fun, interesting, and provides opportunities for students to interact with their friends in a more social context will greatly increase their engagement.

The implementation of PBL also provides students with the opportunity to develop critical and analytical thinking skills. By analyzing how the values of Asmaul Husna are applied in everyday life, such as in communicating with friends, family, and the community, students not only learn these concepts as theories, but also relate them to a broader social context. This shows the importance of

developing critical thinking skills in education, as explained by Facione (2011), that critical thinking involves the ability to systematically evaluate information and make decisions based on in-depth analysis.

In addition, through PBL, students also develop very important social skills, such as the ability to work in groups, respect the opinions of others, and collaborate in solving problems. These social skills are very important in everyday life, where problem solving often involves teamwork and effective communication. PBL provides space for students to practice these skills in a more practical context.

Overall, the results of this study indicate that the combination of interactive visual media and the Problem-Based Learning (PBL) approach makes a significant contribution to improving student learning outcomes, as well as their motivation and engagement in learning. The use of interactive visual media allows students to understand the material more easily and interestingly, while PBL teaches students to think critically, work together, and connect knowledge to real life. Therefore, these two approaches can be applied not only in learning Asmaul Husna, but also in various other subjects. This opens up opportunities for the development of more innovative and effective learning methods in improving the quality of education in the future.

CONCLUSION

Based on the results of the research that has been conducted through two cycles of classroom action, it can be concluded that the application of interactive visual media based on the Problem-Based Learning (PBL) approach has proven effective in improving student learning outcomes in the Asmaul Husna material in class III MIS Al Qohariyah Tukdana Indramayu. This increase is not only seen in the cognitive aspect through an increase in the average value from 72.2 to 86.7, but also in the affective and psychomotor aspects, where students show increased motivation, enthusiasm, and active involvement during the learning process. Interactive visual media is able to present abstract concepts of Asmaul Husna in a concrete and attractive visual form, so that it is easier for students to understand and remember. The use of this media also facilitates the creation of a fun learning environment, stimulates creativity, and improves critical thinking skills through problem-solving activities in accordance with the PBL approach. Based on these findings, it is recommended for Islamic Religious Education teachers to integrate interactive visual learning media in learning Asmaul Husna and other PAI materials in order to create a more meaningful learning experience. In addition, schools are expected to support the provision of learning technology facilities and training for teachers. Further researchers can develop interactive visual media with a similar approach to different materials to test the consistency of the effectiveness of this method. Thus, technology-based learning innovation is not only a complement, but also a strategic need in creating adaptive, creative, and relevant religious education to the challenges of the times.

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