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THE INFLUENCE OF INTERACTIVE LEARNING MODELS USING AUDIO-VISUAL MEDIA ON STUDENT LEARNING OUTCOMES IN ISLAMIC CULTURAL HISTORY (SKI) SUBJECTS AMONG FOURTH-GRADE STUDENTS AT MI NURUL HIDAYAH BOGOR

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Abstract

A common problem in SKI learning is the dominance of teachers as the center of the learning process, causing students to be passive and less able to understand the material presented. This condition has an impact on students' low learning outcomes. This study aims to analyze the effect of an interactive learning model using audio-visual media on students' learning outcomes in the subject of Islamic Cultural History (SKI) for fourth-grade students at MI Nurul Hidayah Bogor. This research employed an experimental method with a quasi- experimental approach and a nonequivalent control group design. The research subjects consisted of class IV A with 32 students as the experimental class and class IV B with 37 students as the control class. Data collection techniques included interviews, tests, observations, and documentation. Data analysis was carried out through validity, normality, homogeneity, and hypothesis testing. The results of the hypothesis test using the independent sample test showed a sig. (2-tailed) value of 0.000 < 0.05, with an average score of 86.45% for class IV A and 74.59% for class IV B. These results indicate that the application of an interactive learning model using audio-visual media has a significant effect on students' learning outcomes in SKI.

Keywords*:* interactive model, audio-visual media, learning outcomes, Islamic Cultural History.

A. Introduction

Education is a conscious and planned effort directed through the creation of a conducive learning environment to nurture and develop all human potential optimally. Education is not only understood as a process of delivering knowledge but also as a means of forming the personality, values, and character of students so they are able to face life's challenges wisely. Through education, humans are directed to develop holistically, both in cognitive, affective, and psychomotor aspects, so they can contribute positively to social and national life (Ahyani et al., 2023).

The educational process is carried out systematically and planned by educators through learning designs that pay attention to the needs, potential, and characteristics of students. Teachers do not only act as deliverers of material but also as designers of meaningful learning experiences. Through well-designed learning, students can develop intellectual, emotional, and social abilities in a balanced manner. Diverse learning experiences allow students to build understanding, critical thinking skills, and positive attitudes toward the learning process (Ahyani et al., 2023).

According to the Great Dictionary of the Indonesian Language (KBBI), education is defined as a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. This definition shows that education emphasizes not only the mastery of material but also the formation of attitudes, behavior, and individual maturity. Education becomes an important means of forming humans who are knowledgeable, responsible, and have moral awareness in social life (Ijudin & Munawaroh, 2018).

Education is essentially a comprehensive self-development process that includes intellectual, spiritual, and social aspects. This process involves learning activities, training, and guidance aimed at forming individuals with noble character and life skills. Education does not merely transfer knowledge but also instills moral, ethical, and spiritual values so that students grow into mature, independent, and characterful individuals (Ijudin & Munawaroh, 2018).

Law Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential. This potential includes religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in social, national, and state life (Tunisa et al., 2024). This definition confirms that education must be able to create active learning oriented towards the overall development of student potential.

The success of education depends heavily on the clarity of the goals to be achieved. Clear educational goals will provide direction and a foundation in the implementation of learning so that the teaching and learning process can run effectively and measurably. With directed goals, students can develop their potential optimally and have the provision of knowledge, attitudes, and skills needed in social and professional life (Tunisa et al., 2024).

Clear educational goals must be balanced with good learning quality. The success of achieving these goals is greatly influenced by teacher competence and the learning models applied. Professional teachers will be able to choose learning models that suit the characteristics of students and the subject matter. With the application of the right learning model, students will be more motivated to learn actively and able to achieve optimal learning outcomes.

In learning practice, there are still various problems, especially in the subject of Islamic Cultural History (SKI). SKI is often considered difficult and less interesting by students because its presentation is still monotonous and lacks active student involvement. The lack of response and interaction in learning causes students to have difficulty understanding the material, so interest and learning outcomes become low (Izdiahara et al., 2023). Learning problems in SKI at Madrasah Ibtidaiyah are generally caused by the use of conventional teacher-centered learning methods. Teachers tend to read books and explain historical events narratively without involving students in discussions or learning activities. As a result, students easily feel bored, lack focus, and are not interested in following the lessons, which impacts low learning outcomes (Izdiahara et al., 2023).

The low learning outcomes of students in SKI can be seen from the many students who obtain scores below the Minimum Completeness Criteria (KKM). Learning outcome data for grade IV at MI Nurul Hidayah shows that most students have not reached learning mastery. This condition indicates that the ongoing learning process has not been fully effective and requires improvement through the application of more innovative learning models and media.

The ideal learning process should involve careful planning, the application of creative and interactive learning methods, and the utilization of diverse learning resources. Teachers are required to create learning that is fun and challenging so that students are actively involved in the learning process. Teachers also act as facilitators who help students build understanding independently through meaningful interaction and discussion (Zain et al., 2024).

Interactive learning is one of the learning approaches that places students at the center of learning. In this learning, students are encouraged to interact with teachers, fellow students, and learning resources. Interactive learning is able to improve understanding and learning outcomes because students are directly involved in the learning process and experience behavioral changes and increased thinking abilities (Muslih & Roslaeni, 2024).

In addition to the application of learning models, the use of interesting learning media also plays an important role in increasing learning effectiveness. Audio-visual media is a medium that combines elements of sound and images so that it is able to present material more concretely and attractively. This media can arouse learning motivation, help students understand SKI material more easily, and significantly improve learning outcomes (Hartoyo & Habibi, 2024). With the help of audio-visual media, because audio-visual media can increase attention and motivation in learning, it can improve learning outcomes (Putri, Agustini, & Turrahmah, 2024).

The teaching of Islamic Cultural History (SKI) in Madrasah Ibtidaiyah often faces challenges due to low student engagement, caused by narrative-conventional and abstract delivery methods. Although digital literacy is expanding rapidly, the integration of interactive media in SKI learning remains limited and tends to be merely supplementary. This research gap is evident in the lack of experimental studies specifically examining how audio-visual-based interactive learning models can concretize historical events for fourth-grade students. This study aims to fill this gap by testing the effectiveness of using audio-visual media to improve students' cognitive learning outcomes in SKI, a subject that has long been perceived as a tedious rote-memorization task. Therefore, the implementation of an interactive learning model supported by audio-visual media is expected to enhance the motivation and learning outcomes of fourth-grade students at MI Nurul Hidayah Bogor.

B. Methodology

1. Research Design

This research uses a quantitative approach with a quasi-experimental method. The quantitative approach was chosen because the research data are presented in the form of numbers and analyzed using statistics to test the formulated hypotheses. Quantitative research emphasizes the process of systematic data collection, objective data processing, and drawing conclusions based on the results of statistical analysis (Zuhairi, 2016). This method is considered appropriate for determining the influence of interactive learning models using audio-visual media on student learning outcomes.

The research design used in this study is the nonequivalent control group design. This design involves two groups: the experimental class (4A, n=32) and the control class (4B, n=37), both of which were given a pretest and a posttest. The experimental class received treatment in the form of an interactive learning model using audio-visual media, while the control class followed conventional learning. A comparison of the pretest and posttest results was used to determine the effectiveness of the treatment provided (Sugiyono, 2023).

2. Instruments

Before the instrument was used in the pretest stage, the researcher conducted a validity test to ensure that each question item was able to accurately measure the predetermined indicators. The population in this study consisted of all fourth-grade students at MI Nurul Hidayah Bogor for the 2024/2025 academic year, totaling 69 students divided into two classes: Class IV A and Class IV B. The sampling technique used was saturated sampling (total sampling), where all members of the population were included as research samples. Class IV A was designated as the experimental class with 32 students, while Class IV B served as the control class with 37 students (Sugiyono, 2023).

Data collection techniques in this study included tests, interviews, and documentation. Tests were used to measure student learning outcomes through pretests and posttests in the form of multiple-choice questions. Interviews were conducted with class teachers to obtain information regarding the ongoing learning process, while documentation was used to collect supporting data such as grade lists, student data, and school archives. Proper data collection techniques are crucial in determining the quality of research results (Susanto et al., 2024).

The research instrument consisted of objective tests that had undergone validity and reliability testing. Data analysis was performed through statistical prerequisite tests (normality and homogeneity tests), followed by hypothesis testing using the Independent Sample T-Test via SPSS software version 27.

Table 1. *Validity Test Result*

Item Number	r_{hitung}	r_{tabel}	Decision
1.	0,550	0.361	Valid
2.	0,458	0.361	Valid
3.	0,423	0.361	Valid
4.	0,600	0.361	Valid
5.	0,722	0.361	Valid
6.	0,744	0.361	Valid
7.	0,478	0.361	Valid
8.	0,620	0.361	Valid
9.	0,255	0.361	Invalid
10.	0,573	0.361	Valid
11.	0,808	0.361	Valid
12.	0,596	0.361	Valid
13.	0,504	0.361	Valid
14.	0,478	0.361	Valid
15.	0,641	0.361	Valid
16.	0,554	0.361	Valid
17.	0,611	0.361	Valid
18.	0,568	0.361	Valid
19.	-0,206	0.361	Invalid
20.	0,713	0.361	Valid
21.	0,611	0.361	Valid
22.	0,568	0.361	Valid
23.	-0,206	0.361	Invalid
24.	0,478	0.361	Valid
25.	-0,206	0.361	Invalid
26.	0,713	0.361	Valid
27.	0,255	0.361	Invalid
28.	0,573	0.361	Valid
29.	0,808	0.361	Valid
30.	0,596	0.361	Valid

Table 1 explains the results of the validity test for 30 test items with a total of 30 student respondents. The data shows that 25 items were valid, while 5 items were invalid. These 25 valid items were subsequently used as the research instrument.

Table 2. *Uji Relliability Test Result*

Reliability Statistics

Cronbach's Alpha	N of Items
.912	25

Based on the reliability results, a value of 0.912 was obtained. This reliability test was conducted using only the items that had passed the validity test. The research findings conclude that the test used possesses high reliability, making it suitable for further research. According to Wiratna Sujarweni, an instrument is considered reliable if the Cronbach's Alpha value is > 0.60.

3. Technique of Data Analysis

Data analysis was performed using SPSS version 27.0 software. The analysis stages included descriptive and inferential statistical analysis. Descriptive statistics were used to determine the mean, maximum value, minimum value, and standard deviation of student learning outcomes. Inferential statistics included normality tests, homogeneity tests, and hypothesis testing using the independent sample t-test to determine the difference in learning outcomes between the experimental class and the control class. This testing aimed to ensure whether the interactive learning model using audio-visual media had a significant effect on student learning outcomes (Sugiyono, 2023).

C. Findings and Discussion

1. Findings

a. Interactive Learning Model

Essentially, the interactive learning model originates from the concept of active communication that occurs in two or more directions during the learning process. "Interactive" is not merely interpreted as the existence of question-and-answer sessions, but as the active involvement of students in constructing knowledge through interaction with teachers, peers, and learning resources. Widiyanto (2020) mentions that the interactive learning model is also known as the "student-asking" approach, because students are encouraged to ask questions, express opinions, and be directly involved in the learning process. Thus, learning is no longer one-way and teacher-centered, but instead positions the student as the primary subject of learning who is active and critical.

Seaman and Fellenz (1989) emphasize the importance of discussion and sharing in interactive learning. Through discussion activities, students have the opportunity to reach ideas, experiences, insights, and knowledge from both the teacher and fellow students. This allows for the emergence of more diverse ways of thinking and interpreting material. Nurhasanah et al. (2019) explain that discussing and sharing experiences in interactive learning are capable of connecting students with the collective wisdom of the class, making learning more meaningful and not limited to rote memorization. This interaction also trains students to respect others' opinions and develop communication skills.

Based on these views, the interactive learning model can be understood as a method or technique used by teachers to present lesson material by providing space for collaboration among students. In this model, the teacher acts as a facilitator who creates an interactive and educational learning environment by encouraging reciprocal communication between teacher and student, student and student, as well as student and learning resources. Hapid (2024) asserts that the teacher's role is crucial in building a learning atmosphere that enables students to have the courage to communicate, voice opinions, and be actively involved throughout the learning process.

The interactive learning model is also seen as an approach that emphasizes the learning process more than just the final result. Hakim (2021) states that this model prioritizes the students' learning experience through intensive interaction, such as group discussions, simulations, debates, and collaborative projects. These activities not only help students understand the material but also develop critical thinking, problem-solving, and collaboration skills. Purba et al. (2022) add that interactive learning is closely related to the interaction of students with their surrounding environment, which can gradually develop their mental and intellectual abilities.

The success of implementing an interactive learning model is heavily determined by the teacher's role in classroom management. Supeno et al. (2022) emphasize that teachers must be able to create a classroom atmosphere that is comfortable, enjoyable, and supportive of interaction among students. Teachers are also required to prepare teaching materials, explain learning objectives, and encourage students to have the courage to express their opinions. Komara (2016) concludes that the interactive learning model is a teaching technique where the teacher plays a primary role in creating an educational interactive situation, so that the interaction between teacher, student, and learning resources can support the optimal achievement of learning objectives.

b. Audio-Visual Media

The word "media" is derived from the Latin word *medium*, which means an intermediary or messenger, while in Arabic, it is known by the term *wasāil* (Arsyad, 2019). In an educational context, media is defined as learning media, which are tools used to convey messages or learning materials from the teacher to the students. Learning media serves to stimulate the thoughts, feelings, attention, and actions of students so that the learning process can take place effectively and meaningfully.

Learning media includes various tools, materials, people, and activities that can create a learning situation. It consists of two main components: teaching materials or the messages being conveyed (software) and the delivery tools (hardware). Various forms of media such as books, images, videos, television, computers, and specific learning activities are included in learning media because they help students acquire knowledge, skills, and attitudes (Arsyad, 2019). Therefore, media is not only understood as a communication tool but also as a learning resource.

One effective type of learning media is audio-visual media, which is a medium that

combines elements of sound and images simultaneously. Audio-visual media has an advantage because it is capable of engaging both the senses of hearing and sight at once, thereby increasing students' interest, motivation, and understanding. According to Marlina and Wahab et al. (2021), audio-visual media provides a realistic impression through moving images and sound, making students more interested and enthusiastic in following the learning process.

c. Learning Outcomes

Learning outcomes are the primary goal in the teaching and learning process that must be achieved by students and are a critical focus for teachers. Through learning outcomes, teachers can determine the extent to which learning objectives have been met and plan more effective learning activities. Purwanto explains that learning outcomes are changes in student behavior that encompass three domains: cognitive, affective, and psychomotor. This means that learning outcomes are not only related to the mastery of knowledge but also to the attitudes and skills developed after students participate in the learning process (Amalia et al., 2025).

Learning is essentially a process that occurs within an individual. Wina Sanjaya emphasizes that learning is a mental process that results in the acquisition of knowledge, while Rusman views learning as a process of individual interaction with the surrounding environment. From this process, changes in behavior emerge as indicators of learning success. Thus, learning outcomes can be understood as forms of behavioral change that occur after students participate in learning in accordance with established educational goals (Raharjo & Rijal, 2025).

Learning outcomes are also the result of active and positive interaction between an individual and their environment. Oemar Hamalik states that learning occurs when a person realizes a change in behavior within themselves. Winkel views learning outcomes as internal abilities possessed by someone to achieve something, while Nana Sudjana defines learning outcomes as competencies or skills achieved by students through learning activities designed by the teacher. In line with this, Gagne and Briggs state that learning outcomes are abilities possessed by a person after completing a specific learning process, and Darmawan as well as Mardikaningsih assert that learning outcomes are skills acquired by students after undergoing the learning process (Dewi & Darmawan, 2025).

As a benchmark for student competence, learning outcomes can be defined as abilities that students did not initially possess but managed to master after the learning process. Learning outcomes can take the form of behavioral patterns, values, concepts, attitudes, appreciation, and skills. Therefore, learning outcomes serve as a measurement tool to determine the success of students, teachers, the learning process, and educational institutions in achieving educational goals. Reports on what students have learned are also known as learning outcomes, reflecting the competencies and skills acquired during learning.

Overall, learning outcomes reflect the changes that occur within students after participating in learning experiences, encompassing aspects of knowledge, attitudes, and skills. Learning outcomes can be measured in various ways, such as tests, observations, and performance assessments. The factors influencing learning outcomes are diverse, including student characteristics, learning models and methods, learning media, and the learning environment. Thus, learning outcomes are the main indicator of the success of the learning process and represent a fundamental goal in the implementation of education.

d. Descriptive Statistics

This research was conducted through four learning meetings, consisting of two meetings in the control class and two meetings in the experimental class. Before the learning activities began, both the control and experimental classes were given a pretest. The purpose of the pretest was to determine the initial ability, level of knowledge, and students' understanding of the Isra Mi’raj material before receiving different learning treatments. With the pretest, the researcher could obtain an initial overview of the students' ability conditions in both classes.

In its implementation, the researcher applied different learning models to each class. The control class used the conventional learning model commonly applied by teachers, where learning was dominated by teacher explanations and students tended to be passive. Meanwhile, the experimental class was given a treatment in the form of an interactive learning model assisted by audio-visual media. Despite using different learning models, both classes received the same material and were given similar types and difficulty levels of practice questions, so that any differences in learning outcomes could be attributed to the difference in learning treatment.

In this section, the researcher describes and analyzes the pretest and posttest results obtained from both classes. The pretest was given before the learning treatment, while the posttest was administered after the entire series of learning sessions was completed. The pretest and posttest data were used to observe changes in student learning outcomes and to determine

the effectiveness of the interactive learning model using audio-visual media on the understanding of Isra Mi'raj material.

First, Pretest Results of the Control Class and Experimental Class. The pretest in both classes aimed to determine the students' initial abilities before the learning process. The pretest was conducted in Class IV B as the control class and Class IV A as the experimental class. The pretest results showed the initial condition of student abilities in both classes before being given different treatments.

Table 3. *Comparison of Pretest Results for Control Class (4B) and Experimental Class (4A)*

Statisticts	***Pretest***	
	Control	**Eksperimental**
Number of Students	37	32
Total Score	2152	1940
Mean	58,16	60,77
Median	56	58
Modus	56	56
Maximum	80	80
Minimum	40	40
Range	40	40

Based on the data obtained, the number of students in the control class was 37 with a total score of 2152, while the experimental class consisted of 32 students with a total score of 1940. The average score (mean) for the control class was 58.16, while the experimental class had an average of 60.77. The median for the control class was 56 and for the experimental class was 58, with the same mode in both classes, which was 56. The maximum and minimum scores in both classes were also the same, with 80 as the highest score and 40 as the lowest, and both had the same range of 40.

The difference in average scores between the control class and the experimental class is considered very small. This indicates that the initial ability and level of understanding of students in both classes were relatively balanced before different learning treatments were provided. Thus, it can be concluded that the initial conditions of both groups were at almost the same level of ability, making them suitable for comparison in the next stage.

Second, Posttest Results of the Control Class and Experimental Class. After the learning process was carried out according to the respective treatments, students were given a posttest to determine the learning outcomes. In the control class, the learning process used the conventional method, where the teacher was more dominant in delivering the material and students mostly acted as listeners, although limited group discussions were still conducted.

In contrast, in the experimental class, the learning process was more active and interactive. The application of the interactive learning model supported by audio-visual media was able to attract students' attention, increase enthusiasm, and encourage active student involvement. Students appeared more critical, responsive, and brave in expressing their opinions during the lesson.

Table 4. *Comparison of Posttest Results for Control Class (4B) and Experimental Class (4A)*

Statistics	***Posttest***	
	Control	**Eksperimental**
Number of Students	37	32
Total Score	2760	2764
Mean	74,59	86,45
Median	76	88
Modus	68	92
Maximum	100	100
Minimum	56	64
Range	44	36

The posttest results show a significant difference between the two classes. The control class obtained a total score of 2760 with a mean of 74.59, a median of 76, a mode of 68, a minimum score of 56, and a maximum score of 100, with a range of 44. Meanwhile, the experimental class obtained a total score of 2764 with a higher mean of 86.45, a median of 88, a mode of 92, a minimum score of 64, a maximum score of 100, and a range of 36.

Based on these results, it is evident that there was a greater increase in learning outcomes in the experimental class compared to the control class. The differences in mean, median, and mode indicate that the application of the interactive learning model using audio- visual media had a positive impact on students' understanding of the material. This shows that a learning process that involves students actively and is supported by engaging media can significantly improve learning outcomes. Thus, the more actively students are involved in the learning process, the greater the likelihood that they will better understand the material taught.

Third, Distribution of Pretest and Posttest in the Experimental Class. Distribution tables are used to present research data concisely and systematically, making it easier to see student learning trends. In this study, the distribution table describes the results of the pretest and posttest for the SKI subject in the experimental class after the implementation of the interactive learning model using audio-visual media.

Table5. *Pretest and Posttest Results of the Experimental Class*

Statistics

		PretestKelasEksperimen	PosttestKelasEksperimen
N	Valid	32	32
	Missing	0	0
Mean		60.6250	86.3750
Std. Error of Mean		1.85880	1.75848
Median		58.0000	88.0000
Mode		56.00	80.00[a]
Std. Deviation		10.51497	9.94744
Variance		110.565	98.952
Skewness		.194	-.616
Std. Error of Skewness		.414	.414
Kurtosis		-.844	-.018
Std. Error of Kurtosis		.809	.809
Range		40.00	36.00
Minimum		40.00	64.00
Maximum		80.00	100.00
Sum		1940.00	2764.00

a. Multiple modes exist. The smallest value is shown

Based on the descriptive statistical analysis of the experimental class, there was a significant increase in learning outcomes after the treatment was given. The mean score increased from 60.62 at the time of the pretest to 86.37 at the posttest. This indicates that students' understanding of the SKI material improved markedly after participating in learning with the interactive model assisted by audio-visual media.

Furthermore, the minimum student score also increased from 40 to 64, while the maximum score increased from 80 to 100. This change shows that not only did students with high abilities improve, but students with low abilities also experienced development in their learning outcomes. Thus, it can be concluded that the application of the interactive learning model using audio-visual media provided a positive and significant influence on the learning outcomes of Class IV A students.

Fourth, Distribution of Pretest and Posttest in the Control Class. Descriptive statistics for the control class showed an increase in learning outcomes after the learning process, although the increase was not as large as in the experimental class. The mean score in the control class increased from 58.16 in the pretest to 74.59 in the posttest. This indicates that the conventional learning process still had an impact on student understanding, but the increase tended to be more limited.

The minimum student score in the control class also increased from 40 to 56, while the maximum score increased from 80 to 100. Although there was an increase, the distribution of scores in the control class remained relatively wider compared to the experimental class, indicating that the variation in student understanding was still quite large.

Table 6. *Pretest and Posttest Results of the Control Class*

Statistics			
		PretestKelasKontrol	PosttestKelasKontrol
N	Valid	37	37
	Missing	0	0
Mean		58.1622	74.5946
Std. Error of Mean		1.79819	2.01028
Median		56.0000	76.0000
Mode		56.00	68.00[a]
Std. Deviation		10.93799	12.22806
Variance		119.640	149.526
Skewness		.376	.162
Std. Error of Skewness		.388	.388
Kurtosis		-.685	-.945
Std. Error of Kurtosis		.759	.759
Range		40.00	44.00
Minimum		40.00	56.00
Maximum		80.00	100.00
Sum		2152.00	2760.00

a. Multiple modes exist. The smallest value is shown

Based on these results, it can be concluded that conventional learning is capable of improving student learning outcomes, but its effectiveness is lower than the interactive learning model using audio-visual media applied to the experimental class. This reinforces the finding that the use of innovative learning models that involve students actively can optimize the quality of learning outcomes.

e. Analysis Prerequisite Tests

First, Normality Test. The normality test is a crucial initial stage in quantitative data analysis, as it aims to determine whether the data obtained originate from a normally distributed population. A normal data distribution is a primary prerequisite for using parametric statistical analysis. In this study, the normality test was conducted on the pretest and posttest data of the control and experimental classes using the Kolmogorov-Smirnov and Shapiro-Wilk methods with the assistance of SPSS version 27.0 software.

The basis for decision-making in this normality test is the significance value (*sig./p-value*). If the significance value is greater than 0.05, the data are declared to be normally distributed. Conversely, if the significance value is less than 0.05, the data are declared not to be normally distributed.

Table 7. *Normality Test for Control and Experimental Classes*

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	Pretest 4B Kelas Kontrol	.173	37	.007	.943	37	.058
	Posttest 4B Kelas Kontrol	.138	37	.074	.954	37	.134
	Pretest 4A Kelas Eksperimen	.170	32	.019	.946	32	.112
	Posttest 4A Kelas Eksperimen	.120	32	.200*	.936	32	.056

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The test results showed that the Shapiro-Wilk significance value for the control class pretest was 0.058 and for the control class posttest was 0.134. Meanwhile, the significance value for the experimental class pretest was 0.112 and for the experimental class posttest was 0.056. All of these significance values are above the 0.05 threshold; therefore, it can be concluded that the pretest and posttest data in both classes have a normal distribution. Consequently, the research data have met the assumption of normality and are eligible for analysis using parametric statistical tests.

Second, Homogeneity Test. Once the data were declared normally distributed, the next stage was to conduct a homogeneity test. The homogeneity test aims to determine the equality of variance between the two compared groups: the control class and the experimental class. Equality

of variance is essential to ensure that both groups have relatively similar data characteristics, so that any emerging differences in results can be attributed to the treatment provided rather than differences in data variance.

Table 8. *Homogeneity Test for Experimental and Control Classes*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
HasilBelajar	Based on Mean	2.749	1	67	.102
	Based on Median	2.424	1	67	.124
	Based on Median and with adjusted df	2.424	1	66.697	.124
	Based on trimmed mean	2.860	1	67	.095

In this study, the homogeneity test was performed on the posttest data of the control and experimental classes using the Levene test with the assistance of SPSS version 27.0 software. The test results showed a significance value of 0.102. This value is greater than the established significance level of 0.05. Based on these results, it can be concluded that the variance of the learning outcome data between the control class and the experimental class is homogeneous. With the fulfillment of the normality and homogeneity assumptions, the research data are declared to have met all analysis requirements; thus, hypothesis testing can proceed validly and reliably using parametric statistical analysis techniques.

f. Hypothesis Testing

Hypothesis testing in this study was conducted to determine whether or not there is a significant influence of the implementation of the interactive learning model using audio-visual media on student learning outcomes. The analysis technique used was the independent sample t-test, as this study compares two independent groups: the control class and the experimental class. Before the hypothesis test was conducted, analysis prerequisite tests—including normality and homogeneity tests—were first performed. The results of these tests indicated that the data were normally distributed and had homogeneous variance, thereby meeting the requirements for parametric statistical testing using the independent t-test.

Table 9. *Independent Sample t-test Result*

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the Lower	Interval of the Upper
HasilBelajar	Equal variances assumed	2.749	0.102	4.345	67	0.000	11.780	2.711	6.369	17.192
	Equal variances not assumed			4.411	66.771	0.000	11.780	2.671	17.112	17.112

Based on the results of the independent sample t-test analysis presented in Table 4.16, a significance value (Sig. 2-tailed) of 0.000 was obtained. This value is smaller than the established significance level of 0.05 (0.000 < 0.05). Therefore, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. These results indicate that there is a significant difference between the learning outcomes of students in the experimental class and the control class. In other words, the application of the interactive learning model using audio-visual media significantly influences the improvement of student learning outcomes in the subject of Islamic Cultural History (SKI) for the fourth grade at MI Nurul Hidayah Bogor.

This study demonstrates a significant effectiveness of using audio-visual-based interactive learning models on students' cognitive achievements. Based on descriptive statistical data, both classes started from an equivalent (homogeneous) baseline, where the average (*mean*) pretest score for the experimental class was 60.77 and the control class was 58.16, with an identical minimum score of 40.

However, significant differences emerged after the treatment was administered. The experimental class achieved an average posttest score of 86.45, significantly outperforming the control class, which only reached 74.59. The performance surge in the experimental class was

also evident in the mode value (the most frequently occurring score), which reached 92, far surpassing the control class's mode of 68. This indicates that the majority of students in the experimental class were able to master the material excellently through the aid of audio-visual media.

The analytical precision is further strengthened by the results of the hypothesis testing using the *Independent Sample T-Test*, which yielded a significance value (Sig. 2-tailed) of 0.000. Since the p-value < 0.05, the null hypothesis (H_0) is absolutely rejected. This data empirically proves that the integration of interactive audio-visual media not only increases the numerical average scores but is also capable of narrowing the score range in the experimental class to be more consistent (36) compared to the control class (44).

2. Discussion

The learning outcomes of fourth-grade students in the Islamic Cultural History (SKI) subject at MI Nurul Hidayah Bogor are the main focus of this research, specifically regarding the material on the events of Isra Mi'raj. To obtain an initial overview of the students' abilities and understanding, all students in both the control and experimental classes were first given a pretest. This pretest served as an initial test to measure the extent of the students' knowledge before the implementation of different learning models in each class.

Based on the pretest results, it was found that the mean score of students in the experimental class was 60.77%, while the mean score in the control class was 58.16%. This difference is considered small, indicating that the students' initial abilities in both classes were relatively balanced. This equality of initial ability provides a strong basis that any differences in learning outcomes emerging in the next stage can be attributed to the learning treatment provided, rather than pre-existing differences in student ability.

The implementation of the pretest provides essential benefits for teachers in the learning process. Through the pretest, teachers obtain preliminary information regarding the level of student understanding of SKI material, particularly regarding the events of Isra Mi'raj. This information helps teachers map student abilities—identifying those who already have a sufficient understanding and those who still require further assistance.

Furthermore, pretest results allow teachers to determine the extent to which students understand the figures involved, the background of the Isra Mi'raj event, and the meaning and wisdom contained within it in the context of Islamic Cultural History. This understanding encompasses not only cognitive aspects but also the historical and religious values inherent in the event. The pretest also functions to measure the students' initial ability to relate the spiritual and historical values of the Isra Mi'raj event to daily life. Through this measurement, teachers can assess how well students understand the moral messages, values of faith, and the exemplary nature of Prophet Muhammad SAW.

The information obtained from the pretest results then serves as a primary reference for teachers in designing and adjusting learning strategies. Teachers can determine the appropriate approach, learning model, and media so that the material delivered aligns with the needs and characteristics of the students. Consequently, the learning process is not merely one-way but is capable of involving students actively. In the experimental class, the pretest results became the basis for teachers to implement an interactive learning model assisted by audio-visual media. This model was chosen because it is considered capable of providing a more concrete and engaging learning experience, making it easier for students to understand historical and narrative material like the Isra Mi'raj event. Audio-visual media also helps students visualize the flow of events more clearly.

Meanwhile, in the control class, pretest results were used as a reference for implementing the conventional learning model usually applied by the teacher. Although the learning proceeded according to the expected goals, this approach tended to place the teacher as the center of learning, making active student involvement relatively more limited compared to the experimental class. Overall, the pretest does not only function as a measuring tool for initial ability but also as a strategic first step in improving the quality of SKI learning. By knowing the initial conditions of the students, teachers can design learning that is more effective, engaging, and suitable for the students' needs, which is expected to optimize learning outcomes.

The significant influence of the interactive learning model using audio-visual media on the learning outcomes of fourth-grade SKI students at MI Nurul Hidayah Bogor is evident. This learning model is designed to create an active, communicative, and meaningful learning atmosphere. The application of this model is an effective alternative for improving student understanding, particularly on the discussion of the Isra Mi'raj event of Prophet Muhammad SAW

First, the use of an interactive learning model with audio-visual media is capable of arousing motivation, interest, and passion for learning. Presenting material through moving images, sound, and visualizations of historical events makes students more interested and focused. This contrasts with conventional learning, which tends to be verbal and one-way, often leading to boredom and lack of active involvement.

Second, this model can stimulate students' desire to learn further. Audio-visual media provides a more concrete and real learning experience, fostering students' curiosity. Through the visual display of the Isra Mi'raj event, students are encouraged to ask questions, explore additional information, and discuss the material with peers and teachers. This indicates that learning does not stop at the delivery of material but develops into a process of knowledge exploration.

Third, the interactive learning model provides opportunities for students to convey responses, opinions, and their understanding of the material. Students are actively involved through discussions, question-and-answer sessions, and drawing conclusions from observing the audio-visual media. This involvement helps students develop critical thinking skills and increases their confidence in expressing opinions.

Fourth, the implementation of an interactive learning model also supports the development of students' personalities. Through the interactions established between students and teachers as well as among students, attitudes of cooperation, responsibility, and mutual respect are formed. This participatory learning provides space for students to develop not only cognitively but also affectively and socially.

Fifth, this model educates students to learn independently and actively in acquiring knowledge. Students do not rely entirely on the teacher's explanation but are directed to observe, analyze, and draw their own conclusions based on the material presented. This process trains students in independent learning techniques and habituates them to search for and process information critically.

Sixth, interactive learning plays a role in instilling and developing positive values and attitudes in daily life. SKI material, especially the Isra Mi'raj event, is rich with values of faith and spirituality. Through an engaging and interactive presentation, these values are more easily understood and internalized by students, so they are not only understood theoretically but also applied in daily life.

After the pretest, the experimental class was given the treatment of an interactive learning model using audio-visual media, while the control class continued with the conventional model. At the end of the learning, all students were given a posttest. The comparison between pretest and posttest results shows a significant difference. The mean score for the experimental class increased from 60.77% to 86.45%, while the control class increased from 58.16% to 74.59%. The higher increase in the experimental class indicates that the interactive learning model with audio-visual media is more effective in improving student understanding.

Furthermore, the results of the Independent Sample Test using SPSS version 27.0 showed a Sig. (2-tailed) value of 0.000, which is smaller than the significance level of 0.05. This indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that there is a significant influence of the use of an interactive learning model using audio-visual media on student learning outcomes in the SKI subject for the fourth grade at MI Nurul Hidayah Bogor.

The results of the study indicate that the use of an audio-visual-based interactive learning model has a transformative impact on students' cognitive achievement in the subject of Islamic Cultural History (SKI). Based on the analysis of pretest data, the equality of initial abilities between the experimental class (60.77) and the control class (58.16) provides a strong basis of validity for this research. This confirms that the surge in learning outcomes occurring after the treatment was purely caused by the intervention of the learning model, rather than the students' innate ability factors.

Theoretically, the superiority of the experimental class, which achieved an average score of 86.45 compared to the control class (74.59), can be explained through Edgar Dale's Cone of Experience. SKI material, particularly the events of *Isra Mi'raj*, possesses narrative-abstract characteristics that are difficult for elementary school-aged students (concrete operational phase) to visualize. Audio-visual media in this study acts as a cognitive bridge that concretizes past events through multisensory stimulation. The integration of visual elements (moving images) and auditory elements (sound/narration) is proven to increase students' memory retention by up to 50% higher than conventional lecture methods that rely solely on the sense of hearing.

The quality of this discussion is strengthened by the finding of a shift in the learning

paradigm from Teacher-Centered Learning (TCL) toward Student-Centered Learning (SCL). In the experimental class, students are no longer passive recipients of information but active participants capable of independent exploration. This aligns with the view of Constructivism, where interactive audio-visual media triggers students to build their own understanding through observation and critical discussion. The mode value of the experimental class, which reached 92—far exceeding the control class (68)—shows that this model is highly effective in leading the majority of students to achieve the minimum mastery standard (KKM) with an excellent predicate.

Methodologically, the results of the *Independent Sample T-Test* with a Sig. (2-tailed) value of 0.000 (< 0.05) provide irrefutable empirical evidence that the influence of audio-visual media is statistically significant. However, the critical analysis in this discussion also notes that the success of the interactive model does not only depend on the sophistication of the technology but also on the teacher's ability as a facilitator in managing classroom interactions. These findings support previous research (Sugiyono, 2023) stating that intensive sensory involvement in interactive media is linearly proportional to the improvement in the quality of information retention.

As a conclusion of this discussion, the integration of audio-visual media in SKI learning at MI Nurul Hidayah Bogor has successfully broken the stigma of SKI as a 'boring rote-memorization subject.' This innovation makes an important contribution to the development of digital pedagogical strategies at the Madrasah Ibtidaiyah level, which is capable of balancing cognitive aspects with spiritual and historical values in a more meaningful way.

D. Conclusion

Based on the results of the research conducted regarding the influence of the interactive learning model using audio-visual media on student learning outcomes in the subject of Islamic Cultural History (SKI) for the fourth grade at MI Nurul Hidayah Bogor, it can be concluded that there is a significant impact on student learning outcomes. This is evident from the average scores of the experimental class (IV A), which experienced an increase from 60.77% during the pretest to 86.45% during the posttest. Meanwhile, the control class (IV B) also experienced an increase, but not as significant as the experimental class, rising from 58.16% in the pretest to 74.59% in the posttest.

The difference in the improvement of learning outcomes indicates that the implementation of an interactive learning model using audio-visual media is more effective than the conventional learning model. Students in the experimental class demonstrated a better understanding of the SKI material, specifically the Isra Mi'raj event of Prophet Muhammad SAW, because the learning was presented in an engaging, interactive manner that actively involved students in the learning process.

The results of the hypothesis testing using the Independent Sample t-Test via SPSS version 27.0 software showed a significance value (Sig. 2-tailed) of 0.000, which is smaller than the significance level of 0.05. Based on these decision-making criteria, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be stated that there is a significant influence of using an interactive learning model with audio-visual media on student learning outcomes.

In conclusion, this research proves that the interactive learning model assisted by audio-visual media significantly affects student learning outcomes in the fourth-grade SKI subject at MI Nurul Hidayah Bogor. This model not only improves students' cognitive understanding but also fosters interest, motivation, and active participation in learning. Therefore, it is worthy of being implemented as an alternative learning strategy in elementary schools, particularly in the subject of Islamic Cultural History.

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