

The Effectiveness of Audio-Visual Memorization Methods on Short Surah Memorization of Grade II Students

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Abstrak:

The background of this study is the low memorization ability of students, caused by the use of conventional teaching methods and the lack of engaging learning media. Therefore, an instructional innovation using audiovisual media is needed to improve students' interest and memorization skills. This study aims to determine the effectiveness of implementing a memorization method through audiovisual media on students' ability to memorize short surahs in Grade II at SD Al-Khairaat Mambo. This study employed a quantitative approach using an experimental pre-experimental design with a one-group pretest-posttest format. A total of 27 Grade II students of SD Al-Khairaat Mambo were selected using a saturated sampling technique. Data were collected through tests (pre-test and post-test), observation, and documentation. The data were analyzed using descriptive and inferential analyses, including normality tests and hypothesis tests (paired-samples t-test or Wilcoxon test). The results showed an improvement in students' ability to memorize short surahs after the implementation of the audiovisual method. A significant difference between the pre-test and post-test scores evidenced this. Thus, it can be concluded that implementing memorization methods through audiovisual media is effective in improving students' ability to memorize short surahs in Grade II at SD Al-Khairaat Mambo.

Keywords: Audio Visual Media; Memorization Methods; Memorization Skills; Short Surahs



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Introduction

Islamic Religious Education is an educational process based on the Qur'an and the Hadith that aims to develop students' spiritual, moral, and intellectual abilities. This education emphasizes the formation of good character, religious values, and life skills so that students can apply Islamic teachings in their daily lives. In the modern era, Islamic Religious Education also plays an important role in helping students face social challenges wisely and responsibly (Rahmawati, 2024) One important aspect of Islamic Religious Education in elementary schools is the ability to memorize short surahs from the Qur'an. One of its important components is the ability to memorize short surahs, especially for elementary school students.

However, in practice, students often face difficulties in memorizing short surahs due to the use of conventional teaching methods that are less engaging. This results in low memorization ability and

decreased learning motivation. To address this issue, the use of audio-visual media is considered an effective alternative, as it can increase students' interest and facilitate better understanding and memorization. Therefore, this study aims to examine the effectiveness of audio-visual memorization methods in improving students' ability to memorize short surahs (R, 2020). Based on the statement above, it can be concluded that education plays a crucial role in shaping knowledgeable, moral, and skilled individuals. Through education, individuals are guided to understand and apply religious values in their daily lives. Thus, education serves not only to develop intellectual abilities but also to instill spiritual and moral values. One effective method of achieving the goals of religious education is through memorizing the Quran.

According to (N, 2021) Encouraging children to memorize the Quran has several benefits. The most important lesson from the Quran, according to Allah SWT, is that no one can prove that there are any factors that negatively impact the development of a generation of children with noble character, ethics, and intelligence. It is crucial for us to be aware of this and consider how to achieve these results. Since ancient times, people pursuing Islamic education have begun memorizing the Quran, a humanistic book that not only helps them in their daily lives but also prepares them for the afterlife. Therefore, learning media is necessary. Memorizing the Quran is part of the effort to preserve God's revelation. This aligns with Allah's word in Surah Al-'Alaq, verses 1-5 (Indonesia., 2019)

God willing مِنْ عَلَّمَ الْقُرْآنَ اللَّهُ يَرْفَعْهُ دَرَجَاتٍ عَالِيَاتٍ وَسَيَجْعَلْهُ رَسُولًا لِرَبِّهِ الْعَلِيِّ الْعَظِيمِ

Translation:

"Read with (mentioning) the name of your Lord who created. He has created man from a clot of blood. Read, and your Lord is the Most Glorious, who teaches (man) with the pen. He teaches man what he does not know."(QSAI-'Alaq [96]: 1-5). ,

The verse emphasizes the importance of reading, studying, and teaching knowledge as a form of practicing Allah SWT's commands. In the context of learning to memorize the Qur'an in grade 2 of Al-Khairaat Mamboro Elementary School, this command is reflected in the teacher's efforts to instill a love of the Qur'an from an early age through memorization activities. The application of more varied learning media is very important to help students understand, imitate, and remember the reading of the surah in a more interesting and interactive way. This effort is in line with the meaning of the Al-'Alaq verse, namely the encouragement to continue learning and utilizing existing facilities in seeking knowledge, including modern technology that can support the process of learning the Qur'an effectively and enjoyably.

Learning media is crucial for achieving more effective and efficient results during the teaching and learning process (Baharuddin, 2023). Media are instruments or tools used to convey information (Rosdin, Hamid, 2020) Broadly speaking, media can be defined as an intermediary or connector, with audio being something that can be heard, while visual is something that can be seen with the eye (Muja, 2022).

Based on the results of observations that have been carried out in class 2 of Al-Khairaat Mamboro Elementary School. The learning process for memorizing short surahs has used audio-visual media, such as video playback or audio recordings of short surah recitations. However, the application of these media is still minimal and not routine. Teachers only occasionally use audio-visual media, so learning is still dominated by lecture methods., where the teacher only reads the surah and the students imitate without any interesting and interactive media variations.

Observations also showed that when audio-visual media were not used, the classroom atmosphere became

less engaging and conducive to learning. Several students appeared bored, lost focus easily, and experienced difficulties in remembering the sequence of verses, proper pronunciation, and the correct application of tajweed rules. Previous studies have demonstrated that audio-visual media can improve students' learning outcomes in various subjects. However, most studies focus on general learning achievement and do not specifically examine its effectiveness in improving short surah memorization among elementary school students in Islamic Religious Education. Therefore, this study aims to fill this gap by investigating the effectiveness of audio-visual memorization methods in enhancing students' ability to memorize short surahs in Grade II at SD Al-Khairaat Mamboro.

Literature Study

Etymologically, the term “method” originates from the Greek word *methodos*, meaning a path or way to achieve a goal. In the context of education, a method refers to a systematic approach used to facilitate the learning process and achieve instructional objectives.

Memorization is a learning process that involves repetition, retention, and recall of information. In the context of Qur'anic learning, memorization activities require concentration, continuous practice, and appropriate learning strategies to help students retain verses accurately. (Novita et al., 2019) Conventional memorization methods often rely on repetitive oral instruction, which may reduce students' motivation and participation during learning activities. Therefore, integrating audio-visual media into memorization learning can provide more interactive experiences through the combination of sound and visual elements, helping students improve comprehension, pronunciation, and memory retention. The use of audio-visual media in memorization learning is closely related to Cognitive Theory of Multimedia Learning, which states that students learn more effectively when information is delivered through both visual and auditory channels. In Qur'anic memorization activities, audio elements help students imitate pronunciation and tajweed correctly, while visual elements assist them in recognizing verse sequences and improving recall ability. Thus, audio-visual media can support students in memorizing short surahs more effectively and meaningfully. The Qur'an serves as a source of guidance for human life and contains moral, spiritual, and educational values relevant to everyday life. Memorizing the Qur'an is not only intended to preserve Allah's revelation but also to strengthen students' religious character and discipline in learning (Karim et al., 2024)

Memorizing the Qur'an is a process of repeating the recitation of the Qur'an either by reading or by listening, so that the recitation can stick in the memory and can be said or repeated without looking at the Qur'an mushaf. In addition, memorizing the Qur'an has advantages in the spiritual field. Reading and understanding the Qur'an can draw closer to Allah, strengthen faith, and provide peace of mind. In On many occasions, Muslims are taught to make reading the Qur'an a routine as part of their daily worship, which brings peace and happiness (Hodijah, S., & Supendi, 2022). The *wahdah* method guides students to memorize verse by verse sequentially, by reading it repeatedly until they are completely memorized before moving on to the next verse. This principle of repetition is the core strength of the *wahdah* method, because it is able to help students strengthen their memory, increase the accuracy of pronunciation, and improve tajweed through a consistent habituation process. Thus, this method is very suitable for children who are still in the early stages of learning to read and memorize the Qur'an (R, 2020)

The *wahdah* method is a memorization technique in which students memorize Qur'anic verses sequentially, repeating each verse until it is fully mastered before proceeding to the next verse. This method helps students improve memorization accuracy, pronunciation, and tajweed through continuous repetition and habituation practices. Because of its systematic and repetitive nature, the *wahdah* method is considered suitable for elementary school students who are still developing their memorization skills.

Audio-visual media combine sound and visual elements to create more interactive and engaging learning experiences. In educational settings, audio-visual media can improve students' understanding, concentration, and learning motivation because information is received through both hearing and visual senses simultaneously (Sadiman, A. S., 2015). Examples of audio-visual media include learning videos, audio recordings, projectors, and animated presentations. The use of audio-visual media in learning offers several advantages, such as increasing student participation, improving comprehension, and creating a more enjoyable learning atmosphere. However, the implementation of audio-visual media also faces several challenges, including limited facilities, technical constraints, and the need for teachers' technological skills to ensure effective classroom application.

Methods

This study employed a quasi-experimental research design using a one-group pretest-posttest approach. The design was selected to measure changes in students' memorization abilities before and after the implementation of the audio-visual memorization method. Although the study did not involve a control group, efforts were made to maintain internal validity by using the same learning materials, classroom conditions, instructional duration, and assessment instruments during both the pretest and posttest sessions. The research procedure consisted of three stages: pretest, treatment, and posttest. The pretest was conducted to determine students' initial memorization abilities. Afterward, students received treatment through the implementation of audio-visual memorization methods during the learning process. Finally, the posttest was administered to measure improvements in students' memorization abilities after the treatment.

Table 1. Research Design Table

Class	Pretest	Treatment	Posttest
2	O1	X	O2

Source: Sugiono 2019

Information:

X: Actions of using Audio Visual learning media

O1: Pretest (Initial Test) before being given action/treatment

O2: Posttest (Final Test) after being given action/treatment.

According to (Sugiyono, 2019) "Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". The population does not only consist of people, but also other living creatures. In this study, the population was all 27 students of grade 2 of Al-Khairaat Mamboro Elementary School.

A sample is a portion of the total number and characteristics of a population. "The main characteristic of this sampling is said to be saturated (complete) if all members of the population are used as samples. Saturated sampling is good to use when the population is relatively small, less than 30 people or research that wants to make with very small errors" (Nur Annisa, Sofyan Iskandar, 2024) In this study, the sample taken was class 2 with a total of 27 students. The sampling technique in this study was saturated sampling (census sampling). Saturated sampling is used when the population is relatively small so that all members become respondents. The types of data used in this study are quantitative data in the form of tests and questionnaires that can be calculated or measured directly and qualitative data in the form of observation sheets and interviews.

The independent variable is a variable that influences or has an impact on the dependent variable. The independent variable in this study is the Application of the Memorization Method Through Audio Visual Media on the Ability to Memorize Short Surahs. The dependent variable is a variable that is measured to determine the extent of the influence of the independent variable. The dependent variable in this study is the Ability to Memorize Short Surahs. The scale used in this study is a Likert scale in the form of a checklist. The answers in the study of the Effectiveness of the Application of the Memorization Method Through Audio Visual Media on the Ability to Memorize Short Surahs in Grade 2 Students of Al-Khairaat Mamboro Elementary School using a Likert scale of 1–5 to measure learning outcomes can be shown in the following table.

Table 2. Measurement Scale Criteria

Score	Criteria
1	Strongly Disagree
2	Don't agree
3	Doubtful
4	Agree
5	Strongly agree

Technique Data collection is a technique used to obtain the data to be studied. The data collection techniques used by the researcher were tests, observation sheets, and documentation. The research instrument used was in the form of verse fragments that would be connected by students. The pre-test questions were given before the treatment, while the post-test was given. This was done to determine the extent of the influence of audio-visual media on the process of memorizing short surahs in grade 2 students of Al-Khairaat Mamboro Elementary School.

Validity testing is a concept that indicates the extent to which a test actually measures what it is intended to measure. The formula for testing the validity of test instruments and questionnaires in research is usually the same: the product-moment correlation formula. Instrument validity testing is performed using the SPSS program. The product-moment correlation formula, according to (Suwanto et al., 2022), is as follows:

$$r_{hitung} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Information:

r count : Correlation coefficient

X : Independent variables

Y : Dependent variable

n : Number of respondents

The basis for decision making using the product moment formula is as follows.

- If the calculated r value > r table at a significance of 0.05 then the instrument is valid.
- If the calculated r value < r table at a significance of 0.05 then the instrument is not valid.

Reliability testing is the process of assessing the consistency and stability of a research instrument to ensure that the resulting data remains reliable and consistent when retested under similar conditions. Reliability testing of research instruments is conducted using the Cronbach's Alpha method, with reliability criteria grouped into the following five categories.

Table 3. Reliability Values

Reliability Value	Criteria
0.00 – 0.20	Very Low
0.21 – 0.40	Low
0.41 – 0.60	Enough
0.61 – 0.80	Tall
0.81 – 1.00	Very high

The reliability test was carried out using the SPSS program by applying the Cronbach's Alpha formula (Sugiyono, 2019) in (Bima Prasetya Suseno, 2025) are as follows:

$$r_x = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Information:

r_x = reliability coefficient

n = number of items

$\sum \sigma_i^2$ = total variance of each item

σ_t^2 = total variance

Data Analysis Techniques in this study are Descriptive Analysis, Inferential Analysis, with data processing carried out using the SPSS program, data analysis used to answer the hypothesis in this study includes normality tests, hypothesis tests, and N-Gain tests with the help of the SPSS program. In this study, normality testing was conducted using the SPSS program by applying the Shapiro-Wilk test. This method is considered effective and valid, especially for small samples (Parla et al., 2025). The selection of the Shapiro-Wilk test in this study was based on a sample size of less than 30 respondents. The decision-making criteria were set at a significance level of $\alpha = 0.05$. If the significance value obtained is $> \alpha$, then the sample is considered to come from a normally distributed population. Conversely, if the significance value is $< \alpha$, then the sample is declared not to come from a normally distributed population. The Shapiro-Wilk test formula according to Razali, NM & Wah, YB (2011) in (Paramitra et al., 2022) is as follows.

$$W = \frac{(\sum_{i=1}^n a_{iX(i)})^2}{\sum_{i=1}^n (X_i - \bar{X})^2}$$

Information:

n = Number of samples used.

$X(i)$ = Data that has been sorted from the smallest to the largest value.

\bar{X} = The average value of the sample.

a_i = Coefficient taken from the Shapiro-Wilk table according to the number of samples n .

X_i = The value of each data in the sample.

Hypothesis testing is a statistical method for testing conjectures about population parameters using sample data with the aim of seeing whether the data is strong enough to accept or reject the null hypothesis. In this study with a small sample ($n < 30$), the T-test (Paired Sample T-test) was used. The basis for making a significance decision is that if the significance value is < 0.05 then H_0 is rejected and H_a is accepted and if the significance value is ≥ 0.05 then H_0 is accepted and H_a is rejected. The Paired Sample T-test formula according to Sugiyono (2017) in the study is as follows.

$$t = \frac{\bar{D}}{S_D/\sqrt{n}}$$

Information:

\bar{D} = Averagedifference in scores between post-test and pre-test

S_D =Standard deviation of the difference scores n =Number of data pairs (sample size) t = Test valuepaired t – test statistics df = the number of degrees of freedom for this test is $n - 1$

Results

The research instrument trial was conducted at Alkhairaat Mamboro Elementary School. The instrument used in this trial was a test instrument to measure students' memorization ability of short surahs. The instrument used in this trial consisted of 3 memorization assessment indicators for 16 third-grade students. Furthermore, the test instrument indicators that had been tested on these students would then be tested for validity. The test instrument that had been tested on students was then tested for validity using Microsoft Excel and SPSS Statistics 25. Before conducting the validity test, the student's answer score data was inputted into Microsoft Excel to obtain a total score and facilitate data entry in SPSS Statistics 25. Based on the validity test data, it was known that all test instrument items showed validity values that met the criteria of $\text{Sig} < 0.05$ and can be seen in the Appendix. This means that the test instrument is suitable for use to measure aspects of memorization ability of short surahs.

After conducting the validity test, the researcher continued with a reliability test. This test was conducted to ensure the instrument used to obtain data in the study was reliable as a data collection tool and capable of revealing accurate information in the field. The reliability test for this test instrument was conducted using SPSS Statistics 25 and the Cronbach's Alpha formula. The following are the results of the calculation using the Cronbach's Alpha formula.

Table 4. Reliability Test

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.194	3

Source: SPSS Test Results

Based on reliability test data, the Cronbach's Alpha value was 0.194, indicating that the test instrument has a good reliability rating.

Descriptive analysis was conducted to produce the average (mean), minimum (minimum), maximum (maximum), and standard deviation values on the test instrument. The pretest activity to measure students' short surah memorization abilities was conducted on Monday, February 23, 2026, in grade 2 of Alkhairaat Mamboro Elementary School. Meanwhile, the posttest was conducted on Thursday, February 26, 2026. The pre-test and post-test results are in the table below.

Table 5. Test Data Analysis

Statistics	Pretest Data	Posttest Data
Mean (average)	5.70	7.62
Standard Deviation	1.16	0.64
Minimum Value	4.00	7.00
Maximum Value	8.00	9.00

Source: SPSS Test Results

Based on the results of the analysis of the Pre-test and Post-test data of 2nd grade elementary school students Alkhairaat Mamboro saw an increase in the average, minimum, and maximum scores. This means that the application of audiovisual media has a positive impact on the memorization ability of short surahs of Grade 2 students at Alkhairaat Mamboro Elementary School.

The normality test was conducted to assess whether the data obtained were normally distributed or not. The normality test was conducted on pretest and posttest data on the memorization ability of short surahs of grade 2 students. The normality test in this study used the SPSS Statistics 25 program. The test was conducted using the Shapiro-Wilk method. The test criteria used to measure normality in this study were if the Sig value > 0.05 then the data were normally distributed. Meanwhile, if the Sig value < 0.05 then the data were not normally distributed.

Table 6. Normality Test

Tests of Normality			
Shapiro – Wilk			
	Statistics	df	Sig
Audio Visual Learning Media	.901	24	.023
Students' Memorization Ability	.762	24	.000

Source: SPSS Test Results

Based on the data from the normality test using Shapiro-Wilk with the help of SPSS Statistics 25, it shows that all research data have a Sig value < 0.05. The Sig value for the pretest is (0.023 < 0.05) and the Sig value for the posttest is (0.000 < 0.05). Thus, it can be concluded that all data are not normally distributed and data analysis can still be continued provided that a non-parametric hypothesis test is used.

Hypothesis testing is used to statistically test the truth of a statement and draw conclusions whether to accept or reject the statement. The effectiveness of applying the memorization method through audio-visual media on the ability to memorize short surahs in grade 2 students of Alkhairaat Mamboro Elementary School uses Paired Sample T-Test analysis (normally distributed data) or Wilcoxon Test (non-normally

distributed data). In this case, because the data is not normally distributed, the analysis used in the hypothesis test is the Wilcoxon test which is carried out with the help of SPSS Statistics 25.

Table 7. Test Statistics

Test Statistics	
Posttest – Pretest	
Z	-4.155
Asymp. Sig. (2-tailed)	.000

Source: SPSS Test Results

Based on the results of the Wilcoxon test, the significant value is ($0.000 < 0.05$), so H_a is accepted and H_0 is rejected. So it can be concluded that there is a significant difference between the Pre-test and Post-test scores in the application of the memorization method through audio-visual media on the ability to memorize short surahs in grade 2 students of Alkhairaat Mamboro Elementary School.

Discussion

The application of the memorization method through audio-visual media to second-grade students of Al-Khairaat Mamboro Elementary School was carried out in three meetings starting on Monday, February 23, 2026. In the first meeting, the researcher introduced the students and explained the concept of memorization learning using audio-visual media. The findings of this study demonstrate that the application of audio-visual memorization methods significantly improves students' ability to memorize short surahs. This improvement is not only reflected in the increase in test scores but also in students' learning engagement and participation during the learning process. From a pedagogical perspective, this result indicates that audio-visual media provides a more meaningful learning experience compared to conventional memorization methods. Students are not only passively receiving information but actively engaging with the material through seeing, hearing, and repeating the verses. This study also suggests that the integration of audio-visual media can address common challenges in memorization, such as lack of focus, low motivation, and difficulty in retaining information. Therefore, the use of such media can be considered an effective alternative strategy in Islamic education, particularly in teaching Qur'anic memorization at the elementary level.

The memorization ability of second-grade students before the implementation of the audio-visual method was still relatively low. This is evident from the pre-test results, which showed that some students experienced difficulties in memorization fluency, accuracy of makharijul huruf, and application of tajwid. This condition can be explained through the Information Processing Theory, which states that limitations in storing and processing information in short-term memory can affect the ability to remember if not supported by appropriate learning strategies. After the implementation of the learning method using audio-visual media, students' abilities increased.

This can be explained through the Cognitive Theory of Multimedia Learning, which states that learning will be more effective when information is presented through a combination of visuals and audio, thus helping students to understand and remember the material. In addition, this improvement is also in line with the Dual Coding Theory, which explains that information received through two channels (visual and verbal) will be more easily stored in long-term memory. This can be seen from the post-test results, which showed that students were more fluent in memorizing, more accurate in pronouncing makharijul huruf, and more appropriate in applying tajwid. Quantitatively, the improvement in students' memorization ability can be seen from the average score, which increased from 5.70 in the pre-test to 7.62 in the post-test. Furthermore,

the minimum score increased from 4.00 to 7.00, and the maximum score increased from 8.00 to 9.00. This improvement indicates that memorization ability not only improved in students with high abilities, but also in students with low abilities.

The effectiveness of the application of the memorization method through audio-visual media in this study can be seen from the results of statistical analysis and the improvement in student learning outcomes. Before the instrument was used, a validity test was conducted which showed that all questions were valid because they had a significance value of less than 0.05. However, the results of the reliability test showed a Cronbach Alpha value of 0.194 which is relatively low, so the consistency of the instrument still needs to be improved. The results of the normality test showed that the Pre-test and Post-test data were not normally distributed because the significance value of both was less than 0.05. Therefore, the analysis was continued using a non-parametric test, namely the Wilcoxon test. Based on the results of the Wilcoxon test, a significance value of $0.000 < 0.05$ was obtained, which means there was a significant difference between the pre-test and post-test results. Thus, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This is in line with the concept of Hypothesis Testing which states that decisions are made based on the significance value compared to the specified error level. In addition, empirically, there was an increase in the average student score from 5.70 to 7.62, as well as an increase in the minimum and maximum scores.

This improvement can be explained through Behaviorism which emphasizes that repeated stimuli, in this case audio-visual media, can strengthen students' learning responses. In addition, the effectiveness of audio-visual media is also supported by the Cognitive Theory of Multimedia Learning, which states that the combination of audio and visuals can improve students' understanding and memory. This shows that audio-visual media is not only statistically effective but also has a real impact on improving students' memorization abilities evenly. The application of the memorization method through audio-visual media is effective in improving the memorization ability of short surahs in second-grade students of Al-Khairaat Mamboro Elementary School. This means that the application of the memorization method through audio-visual media has proven effective in improving the memorization ability of short surahs in second-grade students of Al-Khairaat Mamboro Elementary School.

The findings of this study provide both theoretical and practical implications. Theoretically, this study supports Cognitive Theory of Multimedia Learning, which emphasizes that students learn more effectively when information is presented through visual and auditory channels simultaneously. Practically, the results suggest that teachers of Islamic Religious Education can use audio-visual media as an innovative learning strategy to improve students' memorization skills, learning motivation, and classroom participation.

Conclusion

The implementation of audio-visual memorization methods was proven to effectively improve students' ability to memorize short surahs in Grade II at SD Al-Khairaat Mamboro. The use of audio-visual media created more interactive and engaging learning activities, which contributed to better memorization accuracy, pronunciation, and learning motivation. Statistical analysis using the Wilcoxon Signed Rank Test confirmed a significant difference between students' pretest and posttest scores, indicating the effectiveness of the treatment. These findings demonstrate that integrating audio-visual media into Qur'anic memorization learning can serve as an innovative and effective strategy in Islamic Religious Education. This study contributes to the development of Islamic Religious Education by providing empirical evidence regarding the effectiveness of audio-visual memorization methods for elementary school students. In

addition, this research enriches the literature on multimedia-based learning strategies in Qur'anic memorization activities at the primary education level.

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