Efforts To Increase Students' Learning Motivation Through Audio-Visual Media

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	Abstract
Keywords: Motivation to learn, Audio-visual media, Learning the Qur'an, Improvement in learning outcomes.	This study aims to enhance students' learning motivation in the subject of Al-Qur'an through the use of audio-visual media. Audio-visual media combine sound (audio) and still or moving images (visual) to deliver information. The type of research used in this study is Classroom Action Research (CAR). CAR is a classroom-based research activity conducted to solve instructional problems faced by teachers, improve the quality and outcomes of learning, and experiment with new teaching methods to enhance the overall learning process. Data collection techniques include observation and documentation. The data analysis techniques involve data reduction, data presentation, drawing conclusions, and formulating findings. The research procedure begins with a pre-cycle phase, followed by Cycle I and Cycle II, ensuring that learning outcomes exceed the set competency criteria, with each cycle consisting of three meetings. The findings of this study indicate that various types of audio-visual media, such as educational videos and animations, were used to present the content of the Al-Qur'an in a more creative and engaging manner. By utilizing a combination of images and sound, the learning process becomes more engaging, interactive, and easier to comprehend. With proper implementation, audio-visual media not only enhance students' motivation to learn but also help them acquire knowledge in a more enjoyable and efficient way.
	Abstrak
Kata kunci: Motivasi belajar, Media audio-visual, Pembelajaran Al-Qur'an, Peningkatan hasil belajar. Article history: Received: 07-01-2025 Revised 11-04-2025 Accepted 20-06-2025	*Penelitian ini bertujuan untuk meningkatkan motivasi belajar siswa pada mata pelajaran Al-Qur'an melalui penggunaan media audio visual. Audio visual adalah media yang menggabungkan unsur suara (audio) dan gambar bergerak atau diam (visual) untuk menyampaikan informasi. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian Tindakan Kelas (PTK) adalah suatu kegiatan penelitian yang berkonteks kelas yang dilaksanakan untuk memecahkan masalah-masalah pembelajaran yang dihadapi oleh guru, memperbaiki mutu dan hasil pembelajaran dan mencobakan hal-hal baru dalam pembelajaran demi peningkatan mutu dan hasil pembelajaran. Teknik pengumpulan data menggunakan observasi dan dokumentasi. Teknik Analisa data berupa reduksi data, penyajian data, kesimpulan dan merumuskan temuan. Prosedur penelitian ini dilaksanakan terlebih dahulu melakukan pra siklus kemudian dilanjutkan dengan pada siklus I, siklus II sehingga diperoleh hasil belajar melampaui kriteria ketuntasan dimana setiap siklusnya terdiri dari tiga kali pertemuan. Adapun hasil penelitian ini adalah: dalam penelitian ini, digunakan berbagai jenis media audio visual, seperti video pembelajaran dan animasi untuk menyampaikan isi Al-Qur'an dengan cara yang lebih kreatif dan menyenangkan. Dengan memanfaatkan kombinasi gambar dan suara, proses pembelajaran bisa menjadi lebih menarik, interaktif, dan mudah dipahami. Melalui penerapan yang tepat, audio visual tidak hanya meningkatkan motivasi siswa untuk belajar, tetapi juga dapat membantu mereka memperoleh pengetahuan dengan cara yang menyenangkan dan lebih efisien*

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INTRODUCTION

Education in Indonesia, especially at the elementary school (Sekolah Dasar/SD) level, plays a crucial role in shaping students' character and personality, both academically and morally. The subject of Al-Qur'an in elementary schools has a vital function in teaching Islamic values to children (Aniah et al., 2023; Muhammad et al., 2022; Safariah & Masykur, 2022). In Grade VI, where students are beginning to enter pre-adolescence, the motivation to study the Qur'an often tends to decline. This may be due to a lack of variety in teaching methods, as well as monotonous and less engaging learning processes that do not align with technological advancements in the digital era (Ahadiyah et al., 2024; Calora et al., 2023; Fahmi et al., 2024). Learning motivation is the drive or stimulus that comes from within (intrinsic) or from outside (extrinsic) a person that encourages them to engage in learning activities. Motivation is one of the key factors that influence students' academic success. A person will achieve the desired learning outcomes when there is a genuine desire to learn within themselves (Rahman, 2024). Learning motivation refers to the internal and external drives within an individual that spark enthusiasm to engage in learning activities, ensure continuity of these activities, and provide direction so that learning goals can be achieved (Z & Nirwana, 2023). Therefore, innovation in teaching is needed, one of which is through the use of audiovisual media, which is believed to increase students' learning motivation by presenting material in a more interactive and engaging way (Aisah et al., 2025; Hijriyah et al., 2024; Mustofa & Nurulloh, 2024).

Based on observations conducted in Grade VI at Sekolah Kebangsaan Bukit Betea, particularly in the Al-Qur'an subject, it was found that most students showed a lack of attention and interest in the material being taught. When Qur'anic lessons are delivered only through lectures or memorization without variation, many students appear bored and less active in participating (Falah, 2022; Saragih et al., 2021; Suryana et al., 2024). This is evident from their passive learning behavior, such as minimal interaction with the material and few questions or discussions. This lack of motivation negatively impacts their understanding of how to read the Qur'an, which should serve as their life guide. It was found that out of 26 Grade VI students at Sekolah Kebangsaan Bukit Betea, 21 (80.76%) had not yet been able to recognize and differentiate between hijaiyah letters properly, nor could they read the Qur'an with correct tajwid (such as correct pronunciation—makhraj and its characteristics). Therefore, there is a need for innovation in teaching methods to increase students' interest and motivation in learning the Qur'an. Furthermore, the results of an interview with the Al-Qur'an subject teacher in Grade VI at Sekolah Kebangsaan Bukit Betea, Mr. Sulaiman Cikdeng, stated that: "Most of my teaching still relies on lectures and memorization. Although this is effective for some students, for those who prefer more interactive methods, this approach tends to be boring. Using monotonous methods without variation can make students feel bored and less engaged in the learning process. This results in a low level of active student participation." One approach that can be utilized is the use of more interactive and engaging learning media, such as audiovisual media.

Reading the Qur'an is one of the basic skills that should be taught from an early age, especially to elementary school children. However, many students experience difficulties and lack motivation in learning to read the Qur'an due to conventional teaching methods, such as lectures and memorization without media variation (Alfiani et al., 2023; Ma'arif et al., 2022; Pratiwi & Warlizazusi, 2023). On the other hand, today's elementary school children grow up in a digital era full of visual and auditory stimulation, making traditional learning often perceived as boring. Audiovisual media (such as tajwid animation videos, interactive hijaiyah songs, or Qur'an learning apps) can be an innovative solution to enhance students' learning motivation. This type of media utilizes a combination of sound, images, motion, and appealing colors, making it more suitable for children's learning styles, which tend to be visual and kinesthetic. Moreover, this approach can also strengthen long-term memory because it involves multisensory engagement during the learning process (Höffler, Tim N., 2007).

Audio-visual media is a type of media used in learning activities by engaging both hearing and vision simultaneously in one process or activity (Fadillah, 2020). According to (Fathonah et al., 2020) audio-visual media is a teaching material that combines visual and auditory elements to stimulate children's sense of sight and hearing. Furthermore (Mulyadi, Febry Fahreza, 2018) describe audio-visual media as an educational tool that activates students' eyes and ears during the teaching and learning process. The use of audio-visual media in learning is a strategy proven to be effective in enhancing students' motivation to learn. By combining elements of images, sound, and movement, audio-visual media can make subject matter more engaging and easier to understand. This aligns with Mayer's (2009) multimedia learning theory, which states that integrating visual and auditory elements can improve students' comprehension and engagement in the learning process. (Mayer, 2009) and Arsyad (2019) also explained that audio-visual media can help students understand abstract concepts more concretely, thereby increasing their motivation to learn (Arsyad, 2019). This is further supported by the research of Susanti & Wijaya (2020) in the *Journal of Educational Technology*, which shows that students who use audio-visual media in learning demonstrate a higher level of understanding and engagement compared to those taught through conventional methods (Susanti, R., & Wijaya, 2020).

In this study, the researcher will use audio-visual media in the form of animated videos on Qur'anic subjects in the classroom. This media is chosen because the researcher believes that audio-visual media (learning videos) is a highly suitable solution to the problems outlined above. The use of audio-visual media in the learning process engages students' senses (sight and hearing), which must be actively involved in order to absorb information independently. As a result, this media can enhance students' motivation to learn. Based on this background, this study aims to explore whether the use of audio-visual media can increase students' learning motivation in the Qur'anic subject in grade VI at Sekolah Kebangsaan Bukit Betea. It is hoped that this research will provide new insights into the importance of using technology in religious education and serve as a foundation for teachers in designing more engaging and effective learning strategies.

Sekolah Kebangsaan Bukit Betea (Sakola Kebangsaan Bukit Betea) is located in Narathiwat Province, Thailand, in the southern part of the country. Geographically, Narathiwat shares a direct border with Malaysia to the south and is adjacent to other Thai provinces, namely Yala to the west, Pattani to the east, and Songkhla to the north. Narathiwat is also a strategic location selected for the implementation of the International Community Service Lecture (*Kuliah Kerja Nyata* or KKN), a course offered at the University of Muhammadiyah Tapanuli Selatan.

RESEARCH METHODS

The type of research used in this study is classroom action research (*Penelitian Tindakan Kelas* or PTK). Classroom action research (PTK) is a research activity conducted in a classroom setting to address learning problems faced by teachers, improve the quality and outcomes of learning, and explore new approaches to enhance the overall learning experience. PTK can be carried out individually or collaboratively. As a form of teacher reflection, classroom action research is related to the implementation of the learning process, aiming to identify problems and plan actions to resolve them

This research was conducted at Sekolah Kebangsaan Bukit Betea, located in Narathiwat Province, Thailand. The data sources for this study include subjects from whom data can be obtained. To complete the research data, the researcher selected the subjects from grade VI at Sekolah Kebangsaan Bukit Betea, consisting of 26 students. Meanwhile, the research object is to increase students' learning motivation in the Qur'anic subject through the use of audio-visual media. The research procedure began with a pre-cycle stage, followed by Cycle I and Cycle II, ensuring that the learning outcomes exceeded the predetermined completeness criteria. Each cycle consisted of three meetings.

Data collection techniques included observation and documentation. Observation is a technique for collecting data by directly observing ongoing activities. Meanwhile, documentation is a method used to obtain data related to specific matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agendas, and other records (Suharsimi Arikunto, 2011). The data analysis technique in this study involves both qualitative and quantitative approaches. The qualitative data analysis process includes data reduction, data presentation, conclusion drawing, and formulating findings. Meanwhile, quantitative data analysis is used to analyze numerical or measurable data. In quantitative analysis, statistical techniques are employed to identify deeper patterns, relationships, and conclusions from the collected data.

RESEARCH RESULTS AND DISCUSSION
Result
Pre Cycle

Before conducting the research using audio-visual media, the researcher observed and collected data on the initial conditions of the students who would be given the intervention, namely the students at Sekolah Kebangsaan Bukit Betea, Narathiwat Province, Thailand. This research was carried out in four stages: planning, implementation, observation, and reflection. The results of students' learning motivation in the pre-cycle condition for the Qur'an subject are as follows:

Table. 1
Observation Sheet on Student Learning Motivation in the Pre-Cycle Stage Using Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	0	0
61-80	Good	8	30,77
41-60	Enough	10	38,46
21-40	Less	6	23,08
<21	Less	2	7,69
Sum		26	100

Based on the table above, it can be seen that out of 26 research subjects, none of the students have learning motivation in the *very good* category. There are 8 students (30.77%) in the *good* category, 10 students (38.46%) in the *moderate* category, 6 students (23.01%) in the *poor* category, and 2 students (7.69%) in the *very low* category.

Thus, it can be concluded that students' learning motivation in reading the Qur'an through audio-visual media in the pre-cycle stage falls into the *sufficient* category and does not meet the learning success criteria of 66–79 (*good*). Some students still exhibit very low learning motivation. The presence of students with minimal mastery of the material serves as input for improving the learning process, particularly in enhancing students' motivation to engage in learning activities. Therefore, this research needs to proceed to *Cycle I* to further improve students' learning motivation through the use of audio-visual media. The research will be considered successful if students' learning motivation in the Qur'an subject increases by at least 21 students.

Cycle I

Cycle 1 will be conducted on November 14, 2024. This cycle follows the Kemmis and McTaggart model, which consists of four stages: planning, implementation, observation, and reflection.

1. Cycle 1 Planning: a) Develop a Lesson Plan (*Rencana Pelaksanaan Pembelajaran* or RPP) for one cycle. b) Prepare the audio-visual media to be used. c) Plan the

activities to be conducted in the Qur'an subject. d) Create an observation sheet containing assessments and records of the learning process using audio-visual media.

2. Implementation of Cycle 1: The first meeting of Cycle 1 will take place on Thursday, November 14, 2024. The improvement activity focuses on how to read the Qur'an correctly through audio-visual media. The steps taken include: a) Introducing and identifying *hijaiyah* letters using audio-visual media. b) Writing *hijaiyah* letters in a notebook. c) Using audio-visual media in the form of animated videos, which can be accessed at the following link: https://youtu.be/bKFQlZb_zC4?feature=shared.
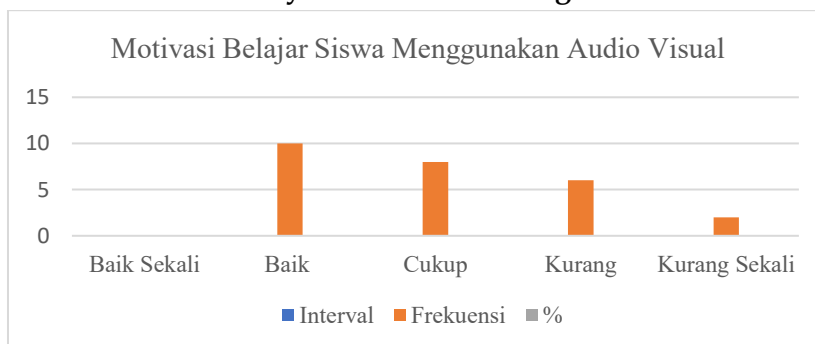
Based on the observations conducted during the first meeting of Cycle 1, the results are presented in the table below:

Table. 2
Observation Sheet for Cycle 1 – First Meeting
Student Learning Motivation Through Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	0	0
61-80	Good	10	34,48
41-60	Enough	8	30,76
21-40	Less	6	23,08
<21	very lacking	2	7,69
Sum		26	100

Based on the table above, it appears that out of the 26 research subjects, no students fall into the very good category of learning motivation. There are 10 students (34.48%) in the good category, 8 students (30.76%) in the moderate category, 6 students (23.08%) in the poor category, and 2 students (7.69%) in the very low category. The students' learning motivation in reading the Qur'an using audio-visual media can be illustrated through the graph below:

Figure 1 Graph
Student Learning Motivation Using Audio-Visual Media
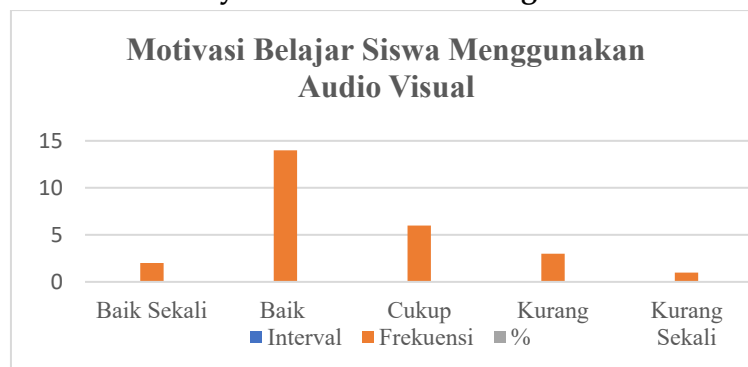**Cycle 1 – First Meeting**

Cycle I Second Meeting

The second meeting of Cycle 1 was held on Thursday, November 21, 2024. The steps taken included: a) Reviewing and reinforcing the activities conducted in the previous session. b) Teaching how to read the Qur'an correctly, with emphasis on tajweed rules and proper pronunciation of letters. The activities conducted in this second meeting of Cycle 1 aimed to assess whether students could read the Qur'an correctly using audio-visual media. Based on observations during Cycle 1 at the second meeting, the results are presented in the table below.

Table. 3
Observation Sheet for Cycle 1, Second Meeting
Student Learning Motivation Through Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	2	7,69
61-80	Good	14	53,85
41-60	Enough	6	23,07
21-40	Less	3	11,53
<21	very lacking	1	3,85
Sum		26	100

Based on the table above, it can be seen that out of 26 research subjects, 2 students (7.69%) have learning motivation in the very good category, 14 students (53.85%) fall into the good category, 6 students (23.07%) are in the moderate category, 3 students (11.53%) have learning motivation in the poor category, and 1 student (3.85%) is in the very poor category. The students' learning motivation in reading the Qur'an using audio-visual media can be illustrated through the graph below:

Figure 2 Graph
Student Learning Motivation Using Audio-Visual Media
**Cycle 1 - Second Meeting**

Cycle I Third Meeting

The third meeting of Cycle I was held on Thursday, November 28, 2024. The steps taken include: a) Reviewing and reinforcing the activities conducted in the previous session. b) Teaching students how to read the Qur'an correctly, with a focus on tajweed rules and proper pronunciation of letters. The activities carried out in this third meeting of Cycle I aimed to assess whether students could read the Qur'an accurately, adhere to tajweed rules, and pronounce letters correctly using audio-visual media. Based on observations during the third meeting of Cycle I, the following results were obtained:

Table. 4
Observation Sheet for Cycle I - Third Meeting
Student Learning Motivation Through Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	3	11,53
61-80	Good	17	63,38
41-60	Enough	5	19,23
21-40	Less	1	3,85
<21	very lacking	0	0
Sum		26	100

Based on the table above, it appears that out of 26 research subjects, 3 students have learning motivation in the *very good* category, accounting for 11.53%, while 17 students fall into the *good* category with a percentage of 63.38%. Additionally, 5 students have *adequate* learning motivation, representing 19.23%, and 1 student falls into the *poor* category, making up 3.85%. Notably, no students are categorized as having *very low* learning motivation. The students' motivation to learn and read the Qur'an using audio-visual media is illustrated in the graph below:

Figure 3 Graph
Student Learning Motivation Using Audio-Visual Media
**Cycle 1 – Third Meeting**
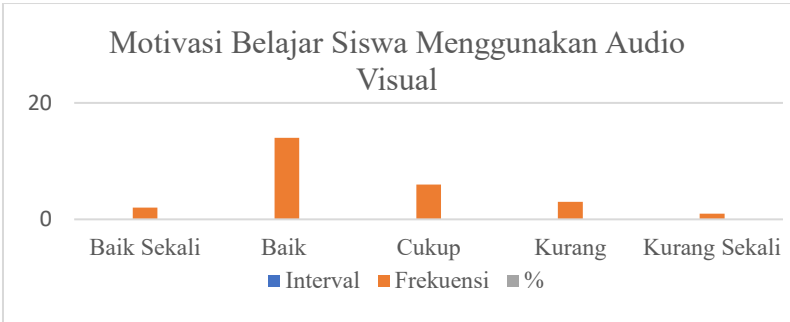
Cycle II

Cycle II of the first meeting will be held on Thursday, December 5, 2024. The improvement activities focus on teaching how to read the Qur'an correctly, with an emphasis on the rules of tajweed and proper pronunciation of letters. The steps include: a) Inviting students to identify and mention the Hijaiyah letters using audio-visual media. b) Explaining the differences in the sounds of letters that have similar shapes. c) Providing access to audio-visual media in the form of animated videos, which can be viewed at the following link: https://youtu.be/VG9ra7wrM3o?feature=shared. Based on the observations conducted in Cycle II – First Meeting, the results are presented in the table below:

Table. 5. **Observation Sheet on Cycle II – First Meeting**
Student Learning Motivation Through Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	3	11,53
61-80	Good	18	69,23
41-60	Enough	4	15,38
21-40	Less	1	3,85
<21	very lacking	0	0
Sum		26	100

Based on the table above, it can be observed that out of 26 research subjects, 3 students (11.53%) have learning motivation in the very good category, 18 students (69.23%) have the ability to read the Qur'an in the good category, 4 students (15.38%) fall into the fair category, and 1 student (3.85%) is in the poor category. There are no students whose ability to read the Qur'an falls into the lowest category. The students' motivation to learn and read the Qur'an using audio-visual media is illustrated in the graph below:

Figure 4 Graph. Student Learning Motivation Using Audio-Visual Media
Cycle II - First Meeting
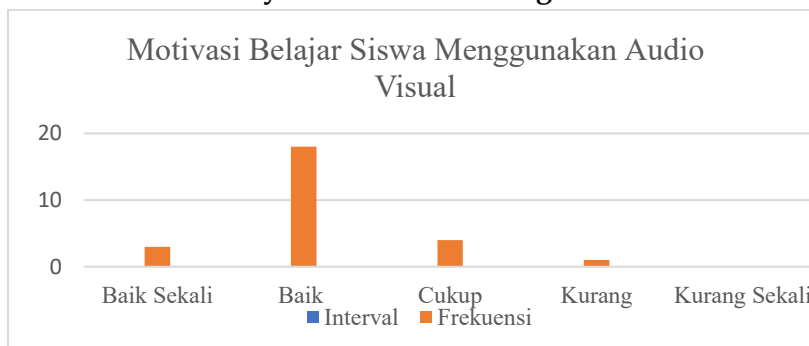
Cycle II Second Meeting

Cycle II - Second Meeting was held on Thursday, December 12, 2024. The steps taken included: a) Repeating and reinforcing the activities carried out on the previous day. b) Explaining the differences between the sounds of letters that have similar shapes. c) Reintroducing the hijaiyah letters using audio-visual media. d) Teaching how to read the Qur'an correctly, with proper attention to the rules of tajweed and correct pronunciation of letters.
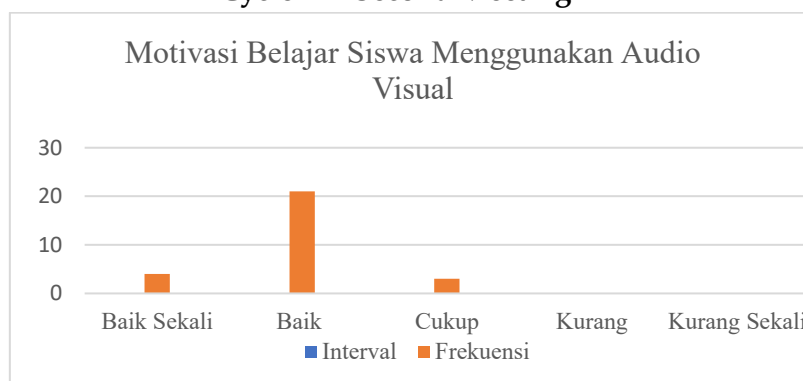
The activities conducted in the second meeting of Cycle II aimed to assess whether students could distinguish the sounds of hijaiyah letters with similar shapes and read the Qur'an while applying tajweed rules. Based on observations during Cycle II - Second Meeting, the results are presented in the table below:

Table. 6 Observation Sheet on Cycle II - Second Meeting
Student Learning Motivation Through Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	4	15,38
61-80	Good	19	73,08
41-60	Enough	3	11,53
21-40	Less	0	0
<21	very lacking	0	0
Sum		**26**	**100**

Based on the table above, it appears that out of the 26 research subjects, 4 students have learning motivation in the very good category, accounting for 15.38%. Additionally, 19 students fall into the good category with a percentage of 73.08%, while 3 students have learning motivation in the sufficient category, making up 11.53%. Notably, there are no students whose learning motivation falls into the less or very low categories. The students' motivation to learn in reading the Qur'an using audio-visual media can be illustrated through the graph below:

Figure 5 Graph. Student Learning Motivation Using Audio-Visual Media
Cycle II – Second Meeting

Cycle II Third Meeting

Cycle II – Third Meeting will be held on Thursday, December 19, 2024. The steps include: a) Repeating and reviewing the activities carried out on the previous day. b) Explaining the differences between the sounds of letters that have similar shapes. c) Reintroducing the Hijaiyah letters using audio-visual media. d) Teaching how to read the Qur'an correctly, emphasizing tajweed rules and proper pronunciation of letters.

For the activities conducted in Cycle II – Third Meeting, observations will determine whether students can identify the sounds of Hijaiyah letters with similar shapes and read the Qur'an while applying tajweed rules. Based on observations in Cycle II – Third Meeting, the results are shown in the table below:

Table. 7. Observation Sheet on Cycle II – Third Meeting
Student Learning Motivation Through Audio-Visual Media

Interval	Learning Motivation	Frequency	%
81-100	Very good	4	15,38
61-80	Good	21	80,77
41-60	Enough	1	3,85
21-40	Less	0	0
<21	very lacking	0	0
Sum		26	100

Based on the table above, it can be observed that out of 26 research subjects, 4 students (15.38%) have learning motivation in the very good category, 21 students (80.77%) fall into the good category, and 1 student (3.85%) is in the sufficient category. There are no students in the less or very low motivation categories. The students' motivation to learn and read the Qur'an using audio-visual media can be illustrated through the graph below:

Figure 6 Graph. Student Learning Motivation Using Audio-Visual Media
**Cycle II – Third Meeting**
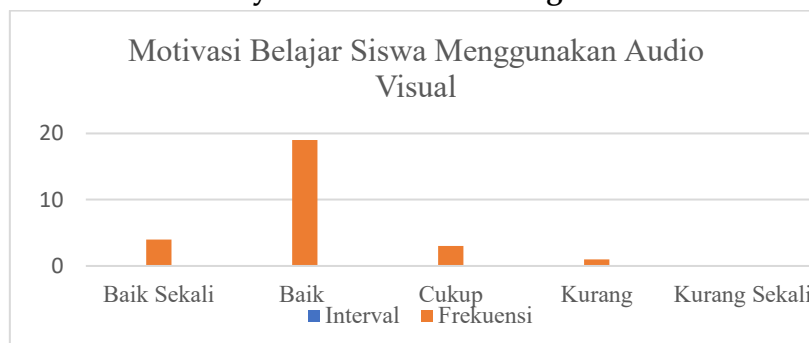
a. Observation – Cycle II

During the activities in Cycle II, the implementing teacher/researcher collaborated with another teacher to ask students about their impressions of learning using audio-visual media. The questions aimed to determine whether students felt happy and whether the use of audio-visual media increased their motivation to learn the Qur'an.

b. Reflection – Cycle II

The successes achieved in Cycle II are as follows: 1) Students' motivation to learn the Qur'an using audio-visual media has reached the "Good" stage. 2) The use of audio-visual media has successfully increased students' motivation to learn the Qur'an, meeting the targeted success criteria. After conducting research from the first cycle to the second cycle, efforts to enhance students' learning motivation in the Qur'an subject using audio-visual media at Sekolah Kebangsaan Bukit Betea, Narathiwat Province, Thailand, have shown improvement. Based on the percentage data recapitulated from the pre-cycle to the second cycle, students' learning motivation in the Qur'an subject using audio-visual media is illustrated in the graph below:

Figure 7. Results from Pre-Cycle to Cycle II: Student Learning Motivation in Al-Qur'an Subjects Using Audio-Visual Media
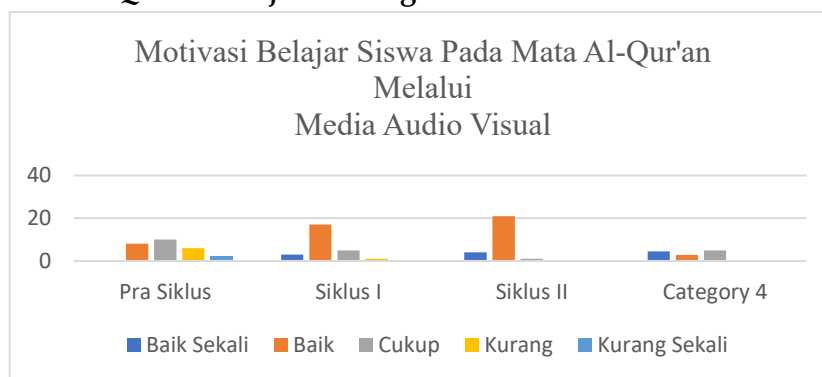
Audio-visual media is one of the learning tools that can be used to enhance student learning motivation. According to Hamalik, the use of learning media in the educational process can spark new desires and interests, increase motivation, stimulate learning activities, and even have psychological effects on children. Therefore, the purpose of teaching should serve as a foundational reference for utilizing media. Teachers, as the primary facilitators of educational programs in schools, play a crucial role in achieving the desired educational outcomes.

Figure 8. Image Description: Learning to Read the Qur'an Using Audio-Visual Media

Discussion

Motivation has an important role in the learning process for both students and teachers. For students, learning motivation can increase enthusiasm, encouraging them to learn. For teachers, understanding students' learning motivation is essential for maintaining and enhancing their enthusiasm for learning.

In this study, various types of audio-visual media, such as learning videos and animations, are used to convey the content of the Qur'an in a more creative and engaging way. By utilizing a combination of images and sounds, the learning process becomes more interesting, interactive, and easier to understand. The use of learning videos and animations in delivering the content of the Qur'an is an innovative approach that enhances students' interest and comprehension (Faris, 2023; Kadir et al., 2024; Sabarudin et al., 2023). By integrating visual and audio elements, the material becomes more engaging and interactive, facilitating a better understanding of the Qur'an. This aligns with research conducted by Hidayat et al. (2023), who developed an animated video for learning to read the Qur'an. The findings indicate that the animated video successfully captured students' attention and motivated them to be more active in memorizing and understanding Qur'anic recitation (Hidayat, 2023; Kadir et al., 2024; Muawanah et al., 2022). Through proper implementation, audio-visual media not only increases students' motivation to learn but also helps them acquire knowledge in a fun and more efficient way.

Based on the results of the field research, several efforts have been made by teachers to increase student learning motivation, including giving praise, assigning grades, utilizing applications as learning media such as audio-visual media, conducting persuasive communication between teachers and students, and establishing cooperation between teachers and students' parents (Danino & Shechtman, 2012; Rokhman et al., 2023; Syahbudin et al., 2022). Giving praise is a form of verbal or non-verbal appreciation given to students for their achievements or efforts in learning. Praise from teachers can boost students' motivation to learn. Verbal praise, such as encouraging words at the beginning of a lesson, can inspire students to engage in learning activities with enthusiasm. Praise also helps increase students' confidence and provides intrinsic motivation (Ferdliyan et al., 2024). Assigning grades or numbers is another form of

evaluation that can motivate students to study harder. A fair and transparent assessment system encourages students to achieve optimal learning outcomes. Grades serve as both an evaluation tool and an external motivator for students to improve their performance. (Akmalia et al., 2023; Alwi & Mumtahana, 2023; Kurniawan et al., 2023).

The use of engaging learning media, such as audio-visual applications, helps maintain students' interest in the material being taught. Varied and creative teaching methods keep students engaged and motivated in the learning process. Technology, such as learning applications and audio-visual media, enhances the attractiveness of learning. Videos, animations, and infographics make abstract or complex material easier to understand. Persuasive communication is an approach used by teachers to influence students' motivation to learn through constructive interactions. Teachers need to understand students' characteristics to ensure effective communication. Encouraging verbal motivation and creating a supportive learning environment can increase students' enthusiasm for learning. Teachers who provide guidance and encouragement play a significant role in fostering a positive classroom atmosphere. In addition, establishing cooperation between teachers and parents is essential in creating a supportive learning environment. Teachers can share information about students' learning progress with parents, allowing them to play an active role in disciplining and motivating their children at home. Good communication between teachers and parents enables better monitoring and support for students' academic progress (Aziz et al., 2025; Fatimah et al., 2022).

The results of the research indicate that the use of audio-visual media in learning the Qur'an at Sekolah Kebangsaan Bukit Betea, Narathiwat Province, Thailand, has a positive impact on student learning motivation. Before the study was conducted, initial observations showed that students' motivation in reading the Qur'an was in the *sufficient* category and did not meet the learning success criteria, which ranges from 66 to 79 (*good*). In fact, some students exhibited very low motivation, posing a challenge in efforts to improve learning.

The findings of this study align with Keller's (2010) ARCS (Attention, Relevance, Confidence, Satisfaction) model, which states that students' attention to learning materials can be improved through the use of media that is engaging and relevant to their needs (Keller, 2010). Audio-visual media has been proven to enhance students' attention, making them more focused and interested in learning the Qur'an. This is also supported by previous research conducted by Mayer (2005), which demonstrated that multimedia-based learning can increase students' understanding and retention of the material taught (Mayer, 2005).

In the first cycle, during the first meeting, no students had learning motivation in the *very good* category, and only 34.48% of students were in the *good* category. However, a significant increase was observed in the second meeting, with 7.69% of students achieving the *very good* category and 53.85% in the *good* category. The improvement continued in the third meeting, where the percentage of students in the *very good* category increased to 11.53%, while 63.38% were in the *good* category.

This progress demonstrates that interventions using audio-visual media contribute to increasing students' motivation to learn. These findings also support previous research by Moreno and Mayer (2007), which stated that audio-visual media enhances students' cognitive engagement and improves learning outcomes. (Moreno, R., & Mayer, 2007).

In the second cycle, the trend of increasing student motivation became even more evident. In the first meeting, 69.23% of students were in the *good* category, and no students were in the *poor* category. By the second meeting, the percentage of students in the *very good* category increased to 15.38%, while 73.08% remained in the *good* category. The peak improvement occurred during the third meeting of the second cycle, where 15.38% of students were in the *very good* category, and 80.77% were in the *good* category. These results are consistent with research by Clark and Feldon (2014), which stated that the use of interactive multimedia in learning enhances students' intrinsic motivation and improves learning outcomes. (Clark, R. C., & Feldon, 2014).

Overall, this study demonstrates that the use of audio-visual media has a significant positive impact on students' motivation to learn. With the increasing number of students categorized as *good* and *very good* in learning motivation, it can be concluded that this intervention successfully enhances students' motivation in reading the Qur'an. These findings have important implications for educators, encouraging them to further optimize the use of audio-visual media in teaching to improve student motivation and learning outcomes.

CONCLUSION

Based on the results of the conducted research, the following conclusions can be drawn: First, this study clearly demonstrates that the use of audiovisual media is effective in increasing students' learning motivation in the Al-Qur'an subject at Sekolah Kebangsaan Bukit Betea, Thailand. The pre-cycle results recorded that the majority of students (80.76%) were in the "moderate" to "very low" motivation category. However, after the audiovisual media intervention through two cycles, there was a significant improvement. In the third meeting of cycle II, 96.15% of students (categorized as "good" and "very good") were highly motivated, with 0% of students remaining in the "low" category. This proves that multimedia-based media can attract students' interest and overcome the monotony of conventional teaching methods.

Second, this success was supported by key factors such as the combination of interactive visual-audio elements (*tajwid animation videos, hijaiyah songs*), as well as teacher facilitation strategies such as praise, assessment, and persuasive communication. Collaboration between teachers and parents also helped strengthen students' extrinsic motivation. These findings align with Mayer's (2014) multimedia learning theory and Keller's ARCS model (2010), which emphasize the importance of attention, relevance, and satisfaction in fostering learning motivation. Third, the study also revealed that audiovisual media not only increases motivation but also enhances students' conceptual understanding in reading the Al-Qur'an. Students were able to grasp abstract material

such as tajwid and the articulation points of Arabic letters (makhraj) more easily through concrete visualizations. This multisensory approach has proven to create a more meaningful and memorable learning experience for students.

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