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Improving Understanding of the Asmaul Husana Using Interactive Digital Graphic Learning Media for Grade VII Students SMPN 1 Polongbangkeng Utara

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Abstract:
The classroom action research conducted in Class VII.9 of SMP Negeri 1 Polongbangkeng Utara utilized graphic media and was carried out effectively. This was evident in the students' enthusiasm during lessons and their creativity in discussion activities. During the research, the researcher faced challenges, but these were not too significant, mainly regarding the implementation of graphic media to enhance students' thinking skills and boost their learning motivation. The classroom action research was conducted from July 23, 2024, to August 9, 2024. The study took place every Tuesday and spanned three meetings. In the first meeting, the researcher initially applied the Discovery Learning method for the first hour, but it did not yield satisfactory results, and the class atmosphere was not conducive. As a result, graphic media was introduced in the second hour. However, the outcomes of this first meeting were not very satisfactory in terms of teaching and learning activities. From the second to the third meeting, improvements were observed, including an increase in learning motivation and a better understanding of Islamic education material among the students. In utilizing graphic media, the teacher did not make students passive; instead, the teacher guided them to remain actively engaged by asking and answering questions.

Keywords:
Classroom Action Research, Graphic Media, Islamic Religious Education, Asmaul Husna, Students' Understanding.

Abstrak:
Penelitian tindakan kelas yang dilakukan di kelas VII.9 SMP Negeri 1 Polongbangkeng Utara adalah menggunakan media grafis berjalan dengan baik. Hal ini terlihat pada antusias siswa dalam mengikuti pelajaran dan kretifitas siswa dalam kegiatan diskusi. Dalam penelitian ini tentunya peneliti mengalami hambatan, namun hambatan tersebut tidak begitu berat, terutama mengenai cara penerapan media grafis yang dapat menjadikan siswa untuk meningkatkan kemampuan berfikir dan dapat meningkatkan motivasi belajar siswa. Pelaksanaan penelitian tindakan kelas di mulai tanggal 23 Juli 2024 sampai tanggal 9 Agustus 2024. penelitian ini dilakukan tiap hari Selasa dan penelitian ini berjalan selama tiga kali pertemuan. Pertemuan pertama peneliti menggunakan metode Discovery Learning selama satu jam pertama tetapi tidak memenuhi hasil yang memuaskan dan kelas tidak kondusif akhirnya pada jam kedua peneliti menggunakan media grafis. Dan pertemuan pertama ini tidak begitu memuaskan dengan hasil PBM yang dilaksanakan. Pada pertemuan kedua sampai pertemuan ketiga, telah mengalami perubahan yaitu berupa peningkatan motivasi belajar dan peningkatan siswa terhadap materi pendidikan agama Islam. Dalam penggunaan media grafis ini guru bukan hanya membuat para siswa pasif, melainkan guru membimbing siswa untuk selalu aktif bertanya maupun menjawab pertanyaan.

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INTRODUCTION

Asmaul Husna refers to the 99 Names of Allah, which represent His magnificent and noble attributes. In Islamic education, *Asmaul Husna* is not only a means of recognizing and worshipping Allah but also serves as a moral mirror for humans to emulate ideal traits such as justice, compassion, and wisdom. A deep understanding of *Asmaul Husna* is expected to internalize Islamic values holistically, thereby shaping noble character grounded in high moral principles. Mastery of this material provides individuals not only with intellectual knowledge but also with strong spiritual capital to live in accordance with Islamic teachings (Ananda et al., 2025).

The importance of understanding *Asmaul Husna* for students lies in its role in shaping personality and morality. By recognizing and comprehending the attributes of Allah, students are expected to adopt positive values such as honesty, empathy, and justice in their daily lives (Errohmah & Wahyudi, 2015). In-depth learning of *Asmaul Husna* helps integrate cognitive and affective aspects, creating a balance between theoretical knowledge and moral value application. This approach aligns with the objectives of Islamic religious education, which not only emphasize academic achievement but also aim to develop strong character and spirituality, thereby producing a generation with deep faith and high morality.

Although *Asmaul Husna* is an essential component of the Islamic Religious Education curriculum, field observations indicate several obstacles in its learning process. At SMP Negeri 1 Polongbangkeng Utara, observations revealed that many seventh-grade students struggle to memorize and understand the meanings of each of Allah's names. Evaluation results showed that students' comprehension remains low. Contributing factors include the use of conventional teaching methods, limited variation in media, and monotonous learning approaches. These conditions lead to a lack of student motivation and difficulty in grasping the abstract concepts contained in *Asmaul Husna*, thereby hindering the effective internalization of Islamic values.

The urgency to address the low understanding of *Asmaul Husna* must be taken seriously, as its impact extends beyond academic aspects and significantly influences character and spiritual development. If left unaddressed, the potential to nurture noble

character and internalize Islamic values will be hindered, ultimately compromising the holistic goals of religious education. Therefore, innovation in teaching methods and learning media becomes essential to restore learning motivation and improve the effectiveness of knowledge transfer. Shifting instructional strategies by integrating modern technology is expected to stimulate student interest and facilitate deeper understanding of the material.

Learning media plays a crucial role as an instructional aid in delivering lesson content in an engaging, interactive, and accessible manner (Alatas, 2019). The use of appropriate media can overcome the limitations of traditional teaching methods, which tend to be static and monotonous. According to (Asrori & Ahsanuddin, 2015), effective instructional media can combine facts and ideas through a blend of words and images, making the material more vivid and easier for students to remember. Educational media not only supports the process of knowledge transfer but also enhances students' active participation in learning activities.

With the advancement of information technology, interactive graphic digital learning media has emerged as a highly promising innovation. This type of media utilizes digital visual elements such as animations, illustrations, and videos, enhanced with interactive features that allow students to engage directly with the content (Rachmayanti & Alatas, 2023). This approach offers a more dynamic and appealing display, helping students understand abstract concepts that are difficult to convey through conventional methods. The advantages of interactive digital graphic media include increased learning motivation through captivating visuals, ease of comprehension aided by animation, and flexible access that supports self-directed learning. However, its implementation also presents challenges, such as dependence on adequate technological devices, digital divides among students, and the need for teachers' technical competence to operate the media effectively (R. Septianingsih, D. Safitri, 2023).

Previous studies have demonstrated that the use of digital learning media can enhance the effectiveness of the teaching and learning process. For example, (Alatas & Albaburrahim, 2021) investigated the use of digital modeling techniques to improve elementary students' poetry reading skills. Their findings indicated that digital modeling significantly improved learning processes—including attention, retention, reproduction, and motivation—as well as students' performance in aspects such as intonation, pronunciation, volume, gestures, and facial expressions. This study highlights the importance of digital media in providing effective visual and auditory stimulation.

Similarly, (Ulfah et al., 2023) emphasized the use of digital media in poetry writing within the *Merdeka* Curriculum. Their study revealed that digital platforms such as Quizziz, YouTube, Instagram, and PowerPoint improved students' poetry writing skills in terms of theme, diction, figurative language, and meaning. Digital media served as a creative outlet that fostered active student engagement. Meanwhile, (Nurrita, 2018) focused more on the conceptual aspects of media development, stating that well-designed learning media can enhance learning outcomes by facilitating concept understanding, motivating students, and creating an enjoyable learning atmosphere. Such media also support greater student concentration and active, creative involvement in learning.

These three studies share a common thread in recognizing the importance of digital media in supporting student learning outcomes. However, their primary focus remains on general literacy skills such as reading and writing poetry, without addressing the context of Islamic religious education. In contrast, this current study focuses on improving the understanding of *Asmaul Husna* through the development of interactive graphic digital learning media for seventh-grade students. The novelty of this research lies in the integration of Islamic spiritual values with a visual-interactive, technology-based approach. Thus, the study not only broadens the application of digital media in education but also contributes to strengthening contextual, modern, and student-centered Islamic Religious Education that aligns with the characteristics of the digital generation.

Based on the aforementioned issues and context, the main objective of this study is to analyze the effectiveness of interactive graphic digital learning media in enhancing students' understanding of *Asmaul Husna*. It also aims to examine the extent to which this digital media can improve students' motivation and interest in Islamic Religious Education, as well as to identify its strengths and limitations during implementation. The results of this research are expected to provide strategic recommendations for the development of more innovative and effective learning methods that not only improve students' cognitive aspects but also support optimal character and spiritual development. In doing so, this study contributes to the effort of nurturing a generation that is intellectually capable and morally grounded in Islamic values.

METHOD

This study employed a Classroom Action Research (CAR) approach aimed at enhancing seventh-grade students' understanding of *Asmaul Husna* through the implementation of interactive graphic digital learning media. This approach allows

teachers to conduct ongoing evaluation and improvement through the cycles of planning, action, observation, and reflection (Arikunto, 2010).

The research model adopted in this study refers to the Kemmis and McTaggart model, which has been widely applied in Indonesia. This model is conducted in several cycles; if the objectives are not achieved in the first cycle, a second cycle is conducted for refinement. Accordingly, this study was designed to be implemented in a minimum of two cycles to ensure a significant improvement in students' understanding (Sri Devi Handayani Simanjuntak et al., 2023).

The data sources in this research included seventh-grade students of SMP Negeri 1 Polongbangkeng Utara as the primary subjects, and the Islamic Religious Education teacher as the supporting informant. Primary data were obtained from direct learning activities, while secondary data were gathered through documentation of learning activities and previous learning evaluations.

The instruments used consisted of interview guidelines, observation sheets, and assignment sheets. The interview guidelines were designed to explore teachers' and students' perceptions of the use of interactive graphic digital media. The observation sheets were used to systematically record the dynamics of the learning process, particularly in terms of students' attention, retention, reproduction, and motivation. Assignment sheets were used to measure learning outcomes through tasks or tests relevant to the subject matter.

Data were collected using interviews, observations, and documentation techniques (Sugiyono, 2019). The collected data were categorized into process data, which described the dynamics of learning improvement, and result data, which consisted of the improvement scores in understanding *Asmaul Husna*, measured through tests or performance assessments.

Data analysis was conducted using both qualitative and quantitative methods. Qualitative analysis involved the collection, selection, and processing of data to draw conclusions based on field findings. Quantitative analysis involved calculating the percentage of student success rates using a pre-established assessment rubric. The results of this analysis are expected to provide a comprehensive overview of the effectiveness of interactive graphic digital learning media in enhancing understanding of *Asmaul Husna*, as well as identify the strengths and weaknesses of its implementation for the development of more innovative and effective learning methods.

RESULTS AND DISCUSSION

This study was conducted in Class VII.9 at SMP Negeri 1 Polongbangkeng Utara, involving 29 students who participated in the teaching and learning process of Islamic Religious Education using interactive graphic digital learning media to facilitate the understanding of *Asmaul Husna*. The learning activities focused on the theme *"Emulating the Names and Attributes of Allah for a Better Life"*, and were carried out over three sessions, each lasting 40 minutes, between July 23 and August 9, 2024. In the first session, the implementation of the Discovery Learning method during the initial hour did not create a conducive classroom atmosphere. As a result, during the second hour, the researcher applied graphic media as an alternative, which subsequently led to increased student enthusiasm and creativity during discussions.

Initial findings of the study indicated that the use of graphic media not only enhanced student engagement in learning but also facilitated a deeper understanding of *Asmaul Husna* concepts. Although several challenges emerged—particularly concerning the integration of technology to foster critical thinking and learning motivation—this intervention generally proved effective in improving students' comprehension of the material. These findings are consistent with previous research asserting that the use of visual media can significantly enhance students' understanding and motivation in learning (Alatas & Albaburrahim, 2021).

The following sections of results and discussion will elaborate on the supporting factors as well as the challenges encountered in the implementation of interactive graphic digital learning media. These insights will serve as a foundation for the development of more innovative and effective instructional methods.

Pre-Cycle

In the pre-cycle (Meeting 1), an initial evaluation was conducted to measure students' understanding of *Asmaul Husna* and their learning motivation in Class VII.9 at SMP Negeri 1 Polongbangkeng Utara. The evaluation results showed that only 12 students (41.4%) were able to mention and explain five of the *Asmaul Husna*, and only 10 students (34.5%) actively participated in discussions and asked questions. The lack of a conducive classroom environment and the suboptimal implementation of the Discovery Learning method were identified as the main factors hindering the effectiveness of the learning process.

A participating teacher stated, "In the first meeting, student engagement was very low, only about 34.5%, and material comprehension was only achieved by 41.4%

of the class." This quote was taken from observations and interviews conducted during the initial evaluation. These scores indicate that the majority of students had not yet met the expected learning targets for understanding *Asmaul Husna*, and showed limited participation in classroom discussions. This condition is also illustrated in the following table.

Meeting	Measured Aspect	Success Indicator	Number of Students Achieving	Success Rate (%)	Remarks
Pre-Cycle (Meeting 1)	Understanding of *Asmaul Husna*	Students are able to mention and explain 5 names of *Asmaul Husna*	12	41.4%	Classroom was not conducive; initial method was ineffective
	Learning Motivation	Students actively participated in discussions and asked questions	10	34.5%	Low engagement due to suboptimal application of Discovery Learning method

Table 1. Pre-Cycle Results

This statement reflects that the method implemented during the pre-cycle phase was not yet effective in creating a supportive learning environment. According to visual learning and constructivist theories, student interaction and active participation are crucial factors in enhancing material comprehension (Mahardika et al., 2021). In this context, the unconducive classroom atmosphere and the use of the Discovery Learning method were deemed insufficient to stimulate optimal student engagement. This aligns with previous findings suggesting that an unsupportive classroom climate significantly decreases learning motivation and students' cognitive performance (Alatas et al., 2022).

These initial findings indicate the need for improvements in teaching methods to enhance the effectiveness of the learning process. The researcher argues that by replacing or modifying the instructional approach—such as by implementing interactive graphic digital learning media—a significant improvement in students' understanding of *Asmaul Husna* and active participation can be anticipated. Therefore, enhancing the classroom environment and adopting more innovative teaching strategies become a crucial foundation for the next intervention cycle, which is expected to address the shortcomings identified during the pre-cycle stage.

Cycle I

Planning

In the planning stage of Cycle I, the researcher meticulously prepared all aspects of the learning process to ensure that the use of graphic media would facilitate students'

understanding of the material *Al Asmaul al Husna* in class VII.9. During the preparation phase, the researcher developed a lesson plan that included program analysis, graphic media development, material distribution, formation of discussion groups, and the creation of observation guidelines and Wordwall games to increase students' enthusiasm. A participating teacher stated, *"Thorough preparation with this graphic media made the classroom feel more lively and helped students overcome differences in academic background."*

This statement indicates that careful preparation has established a strong foundation for the success of the intervention. This aligns with the theory of (Warsono, 2020), which emphasizes the importance of instructional media planning as a basis for enhancing student comprehension. The researcher argues that the success of the planning phase is a key factor in creating a conducive learning environment, thereby allowing subsequent interventions to run optimally.

Implementation

During the implementation stage of Cycle I, the learning activities began with an introduction consisting of greetings, prayer, Qur'an recitation, and checking students' readiness, followed by the screening of an interactive VCD about *Al Asmaul al Husna*. Then, the teacher delivered the material using graphic media, organized group discussions, and guided students in collaboratively creating concept maps. A student remarked, *"The images shown made the material feel clearer and easier to understand, so the discussion became more engaging."* This statement reflects that the use of graphic media directly enhanced understanding and encouraged active student participation. Visual learning theory supports this finding, as graphic media effectively communicate abstract concepts through visualization (Romadhon et al., 2025). The researcher argues that the use of this media succeeded in creating an interactive learning process, fostering collaboration and peer discussion in understanding the material.

Observation

In Cycle I, the learning process of *Al Asmaul al Husna* was carried out using graphic media to improve understanding and motivation among students of class VII.9 at SMP Negeri 1 Polongbangkeng Utara. During the activity, the researcher acted as an observer, recording learning dynamics using an observation guide. The observations showed a significant increase in student engagement, both in terms of

material comprehension and active participation in discussions. One observation note recorded: *"Student groups appeared enthusiastic while presenting the results of their discussion and seemed to understand the meaning of Al Asmaul al Husna well."* Supporting data revealed that 21 students (72.4%) were able to connect the meaning of the material to real-life applications, while 18 students (62.1%) were actively involved in discussions and asking questions. This quote illustrates that the use of graphic media contributed to an improvement in both the quality of comprehension and student participation compared to the initial condition. These results can be seen in the following table.

Meeting	Measured Aspect	Success Indicator	Number of Students Achieving	Success Percentage	Remarks
Cycle I (Meeting 2)	Understanding of Asmaul Husna	Students can relate the meanings of Asmaul Husna to daily life	21	72.4%	Significant improvement after using graphic media
	Learning Motivation	Students actively participate in discussions and ask questions	18	62.1%	Students were more enthusiastic and began to grasp the material

Table 2. Cycle I

The above quote reflects that students were not merely passive recipients of information but were also actively engaged in discussing and presenting their understanding. The assessment results, with 72.4% achievement in material comprehension and 62.1% in learning motivation, indicate a significant improvement compared to the pre-intervention phase. This suggests that the use of graphic media successfully created a more interactive and supportive learning environment, allowing students to better internalize abstract concepts.

According to Afriani and Sobandi (2013), visual media such as graphics can enhance students' memory retention and understanding by illustrating abstract concepts in a more concrete manner. These findings are also in line with research by (Rusdiana et al., 2021) which shows that graphic media is effective in increasing student engagement through group discussions and presentations. Thus, the 72.4% improvement in understanding and 62.1% in motivation support the theory that integrating graphic media into the learning process can stimulate both cognitive and affective aspects of students.

Based on these data and theoretical frameworks, the researcher argues that the graphic media intervention has had a significantly positive impact on the teaching and learning process. The increase in students' enthusiasm and participation in discussions

shows that graphic media not only clarifies the material but also motivates students to actively engage. These findings provide a strong foundation for the development of more innovative teaching methods in the future so that the quality of learning *Al Asmaul al Husna* can continue to improve consistently.

Reflection

In the reflection stage of Cycle I, both teachers and students jointly evaluated the learning activities to identify the strengths and weaknesses of the graphic media implementation. During the reflection session, one teacher remarked, "Although the use of graphic media has been effective, we need to encourage students to be more confident in expressing their ideas and to read more religious literature." This statement highlights that although the intervention improved comprehension, there is still room for developing students' critical thinking and creativity. This reflection aligns with the core principle of Classroom Action Research (CAR), which emphasizes continuous evaluation as an effort to improve the teaching-learning process (Arikunto, 2010). Based on these findings, the researcher concludes that the next steps should include strengthening religious literacy support and encouraging more active student participation, so that the use of graphic media can be further optimized to enhance comprehensive understanding of *Al Asmaul al Husna*.

Cycle II

Planning

In the planning stage of Cycle II, the researcher developed a comprehensive lesson plan using graphic media to facilitate students' understanding of *Al Asmaul al Husna* in class VII.9. This preparation included curriculum analysis, creation of relevant graphic media, formation of discussion groups, and development of observation tools to assess student creativity and enthusiasm. One participating teacher stated, "The prepared graphic media really helped break down complex material into parts that were easier for students to digest." This quote highlights that thorough preparation in material design and teaching strategy is perceived as highly supportive of the learning process. Based on visual learning theory (Afriani et al., 2013), graphic media enhances memory and comprehension by concretely illustrating abstract concepts. The researcher argues that a well-structured planning phase serves as the foundation for creating a conducive learning environment and increasing the effectiveness of interventions in subsequent cycles.

Implementation

Cycle II began with an introduction session that included greetings, prayers, and reinforcement activities such as reading the Qur'an and a short interactive game to establish a positive atmosphere. The teacher then delivered the material using interactive VCDs, PowerPoint presentations, and explanations through graphic media such as writing on manila paper and an image of the Ka'bah relevant to the topic. One student commented, "After watching the video and the teacher's presentation, the material felt more alive and easier to understand." This statement illustrates how the use of graphic media directly increased student interest and understanding, aligning with constructivist theory which posits that visualization can actively stimulate knowledge construction (Diana et al., 2020). The researcher argues that conducting learning activities that integrate various visual media effectively connects the material with students' experiences, thereby improving motivation and overall learning outcomes.

Observation

In Cycle II, the implementation of graphic media in teaching *Al Asmaul Husna* to seventh-grade students showed significant improvements in material comprehension, motivation, and student engagement. During the implementation, the researche acting as an observer recorded student activities using an observation guide, noting a high level of involvement in group discussions and concept map presentations.

The observation notes included a remark stating, "Group discussions proceeded smoothly, and each group was able to organize and present their concept maps systematically." Supporting data indicated that 27 students (93.1%) were able to understand and apply the meaning of *Al Asmaul Husna*, while 25 students (86.2%) showed active participation through asking questions, answering, and expressing opinions. This data is presented in the following table.

Meeting	Assessed Aspect	Success Indicator	Number of Students Achieving Mastery	Success Percentage	Remarks
Cycle 2 (Meeting 3)	Understanding of *Asmaul Husna*	Students are able to understand and apply the meanings of *Asmaul Husna*	27	93.1%	Very satisfactory results, almost all students achieved the target
	Student Motivation and Activeness	Students actively ask questions,	25	86.2%	Graphic media successfully increased student

		answer, and express their opinions			motivation and activeness

Table 2. Cycle II

The excerpt reflects that students did not merely receive information passively, but also actively collaborated to construct concept maps that reflect their understanding of the material. Their active involvement in discussions and concept map construction indicates that the graphic media successfully stimulated creativity and enhanced classroom interaction, allowing students to connect knowledge with real-life applications.

According to the theory of collaborative learning, group interaction is a key factor in improving conceptual understanding through the exchange of ideas and shared experiences (Afriani et al., 2013). The findings in Cycle II align with this theory, demonstrating that the use of graphic media effectively strengthened student discussions and collaboration. The presentation of systematic concept maps indicates that visualizing material can transform abstract concepts into more concrete and digestible forms, supporting the argument that visual media play a crucial role in the learning process.

Based on the score data and observation results, the researcher argues that the graphic media intervention in Cycle II had a significant positive impact. The increase in the percentage of material comprehension to 93.1% and student activeness to 86.2% indicates that graphic media not only enhanced the quality of understanding but also stimulated active participation. These findings reinforce the idea that visual and collaborative learning methods deserve further development as effective strategies for improving educational quality, especially in Islamic Religious Education (IRE).

Reflection

In the reflection stage of Cycle II, both the teacher and students jointly evaluated the learning process and outcomes. In one reflection session, a teacher stated, "Students have shown increased creativity and understanding, but their ability to express opinions independently still needs further encouragement." This statement indicates that while the graphic media intervention increased enthusiasm and participation, there is still room for improvement in verbal expression and drawing conclusions. According to the principles of Classroom Action Research (Arikunto, 2010), reflection is a crucial phase for identifying the strengths and weaknesses of a learning intervention. The researcher argues that by encouraging students to more actively

express their opinions and draw conclusions using their own words, the quality of the learning process will continue to improve, providing a stronger foundation for the next cycle's development.

CONCLUSION

Based on the classroom action research conducted in Class VII.9 of SMP Negeri 1 Polongbangkeng Utara, it can be concluded that the use of interactive digital graphic learning media significantly improved students' understanding and motivation in learning the material on *Asmaul Husna*. In the pre-cycle, students' comprehension and learning motivation were still low, reaching only 41.4% and 34.5% respectively. However, following interventions over two cycles, there was a consistent and significant improvement. In Cycle I, comprehension increased to 72.4% and motivation to 62.1%. In Cycle II, students' comprehension surged to 93.1%, while their activeness in learning reached 86.2%.

The use of graphic media proved effective in creating a more interactive learning environment, stimulating collaboration, and helping students visualize the abstract concepts of *Asmaul Husna* in a concrete manner. Although there are still challenges in students' ability to express their opinions independently, this intervention provides a solid foundation for developing more innovative and adaptive visual- and collaboration-based learning strategies in the future. Therefore, interactive graphic media are highly recommended for use in Islamic Religious Education to enhance students' conceptual understanding in a more comprehensive and meaningful way.

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