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# IMPLEMENTATION OF AUDIO-VISUAL MEDIA TO IMPROVE THE LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION IN ELEMENTARY SCHOOLS

**Maulana Busyaeri[1], Haerudin[2], Mitra Sasmita[3]**
[1,2,3]University of Buana Perjuangan Karawang
Email: pi22.maulanabusyaeri@mhs.ubpkarawang.ac.id

***ABSTRACT***

*Islamic Religious Education (PAI) instruction in elementary schools that relies primarily on the lecture method tends to diminish student interest and engagement, highlighting the need for more compelling and interactive media. This study aims to describe the implementation of audio-visual media in PAI instruction and its impact on student learning outcomes regarding the concepts of halal (permissible) and haram (prohibited). Employing a qualitative descriptive approach, the study focuses on sixth-grade students at SDN Banyuasih 2 during the 2025/2026 academic year. Data were collected through observations, interviews with one PAI teacher and five students, and documentation, then analyzed using the Miles and Huberman model, which involves data reduction, data display, and conclusion drawing/verification. Observations revealed that students became more focused, enthusiastic, and active during lessons. Interviews indicated that the teacher found the media helpful in conveying abstract concepts, despite challenges related to limited facilities and preparation time. Furthermore, evaluation documentation showed that most students were able to explain and classify examples of halal and haram. This research provides insights into the practical application of audio-visual media, serving as a reference for PAI teachers and elementary schools in designing interactive instruction while navigating limitations in available resources.*

***Keywords:*** *Audio-Visual Media, Learning Outcomes, PAI*

## INTRODUCTION

Education has a vital function as the main foundation in shaping the character and quality of the next generation of a nation. This is affirmed in Law Number 20 of 2003 concerning the National Education System, which defines education as: "A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious

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spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state.".1

This definition implies that the essence of education is not only to transfer knowledge, but also to act as an instrument in constructing the character, proficiency, and integrity of individual personality holistically.

Etymologically, the term education is derived from the Greek terminology *paedagogie*, which is formed from the diction "*pais*" which means child and "*again*" which means guidance. Thus, "*paedagogie*" can be interpreted as direction or guidance dedicated to children. In English discourse, education is known as "*education*". The word comes from the Greek word "*educare*", which contains the philosophy of trying to explore the hidden potential in the child's mind to be directed towards the optimal phase of growth and development.2

Based on Ki Hajar Dewantara (1977) Education is a guide in the life of children's growth, which is intended to guide all the forces of nature that exist in children so that they as humans and members of society can achieve the highest safety and happiness3, this opinion emphasizes that education must humanize humans as a whole through the process of fostering values, knowledge, and skills. Meanwhile, John Dewey (in Mubarok, 2024) explained that education is seen as a series of learning that is *continuous* or continuous without being limited by classroom walls. The educational process occurs throughout life through various experiences gained by individuals in the family, school, and community environment. According to him, education functions as a social process that helps students develop the ability to adapt to the social environment and actively participate in community life.4

In a modern view, education is interpreted as an effort to build adaptive character to answer challenges in the digital age and Society 5.0.5 Therefore, the direction of education policy in Indonesia is no longer only focused on the

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[4] A. Khuzainol Mubarok, "Education and Community Development from the John Dewey Perspective," *Social Horizon: Journal of Social Education* 11, no. 3 (2024): 281–98, https://doi.org/10.31571/sosial.v11i3.8265.
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accumulation of cognitive competencies, but also focuses on strengthening religious values, ethics, and sustainable *critical thinking* skills .

Historically, the structure of education in the country has continued to transform, starting from the colonial era and the national movement to reaching the contemporary phase as it is today. During the Dutch colonial period, education was built mainly to support the colonial administration, with limited access for natives. After independence (1945), the focus shifted to equitable access to education, the formation of national character, and the development of educational infrastructure.6 The periodic transformation of the curriculum, starting from the 1947, 1964, 1984, to 1994 Curriculum, which then continued to the Competency-Based Curriculum (KBK), KTSP, the 2013 Curriculum, and currently the Independent Curriculum, is a representation of efforts to adapt to the dynamics of social, cultural, globalization, and technological challenges.7

The structure of national education in Indonesia is currently composed of various levels, ranging from the preschool phase (PAUD), primary education, secondary level, to the higher education level as regulated in the regulation of Law No. 20 of 2003. In the era of the Independent Curriculum, the basic education level is the main foundation for strengthening students' character, independence, and critical thinking skills8. This emphasizes the importance of contextual and fun learning design in elementary schools, according to the characteristics of concrete-operational age students who tend to learn through interesting experiences and media.

In this regard, Nugraheni and Firmansyah (2020) emphasized that PAI instruction in elementary school should not be fixated on the cognitive aspect alone. The learning process must be able to integrate aspects of students' attitudes and skills in a balanced manner. Therefore, PAI needs to be designed by paying attention to the child's growth phase through a *student-centered approach*, triggering active participation, and utilizing a variety of methods and teaching

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[8] Wariyatul Hikmah, Nono Mulyono, and Yusuf Hidayat, "ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN THE LEARNING OF ISLAMIC RELIGIOUS EDUCATION IN ELEMENTARY SCHOOLS" 2, no. 2 (2025): 176–93, https://doi.org/https://doi.org/10.61580/itsb.v2i2.69.

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aids.9 The main purpose of this effort is so that the fundamental values of Islam do not just stop at conceptual understanding, but also transform into the actualization of behavior in daily life. In essence, education is the main foundation in constructing students' identity and ethics. In this scope, PAI occupies a crucial role as an instrument of moral formation and moral internalization from an early age through methods that are adaptive to children's characters.

To support this effectiveness, the use of audio-visual media is an ideal solution. This type of media unites auditory and visual elements, so that the material can be absorbed through the senses of hearing and sight simultaneously. In contrast to audio media that is only sound-based or visual media that simply displays static images,10 audio-visual media is an integration of the two that are systematically designed11, operationally, this device is defined as an instrument that is able to visualize images as well as produce sound. Some of the instruments that fall into this category include *sound slides*, movies, video documentation, and interactive games. 12.

The results of initial observations at SDN Banyuasih 2 reveal that the implementation of PAI still encounters various operational obstacles, especially when educators apply conventional delivery techniques. This kind of traditional approach often triggers low student participation and decreased concentration during the instructional process. Responding to this phenomenon, it is necessary to innovate more imaginative and varied learning methods, one of which is through the integration of audio-visual media. This step aims to create a more impressive and stimulating classroom atmosphere, so as to be able to spur students' motivation and enthusiasm in exploring PAI material.

The optimization of audio-visual media that synergizes visual and auditory elements has proven to have superior appeal compared to conventional learning devices. The presence of this media makes it easier for teachers and students to dissect the material because information is distributed through two senses

[9] Yumidiana Tya Nugraheni and Agus Firmansyah, "IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION CURRICULUM BASED ON INDEPENDENCE," *JRTIE: Journal of Research and Thought of Islamic Education* 3, no. 1 (2020): 92–109, https://doi.org/https://doi.org/10.24260/jrtie.v3i1.1583.
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simultaneously. In addition, audio-visual media offers flexible access without space and time limitations, and is seen as much more effective in boosting learning interest than *the lecturing method* that often causes boredom. In line with the findings of Silaturrahmi, Adib, and Setyaningsih (2024), the application of audio-visual media at the elementary school level has been proven to be able to accelerate learning outcomes and student activity during PAI learning sessions. The data also strengthens the theory about *Instructional Audio-Visual* (IAV) which states that this instrument is very effective in facilitating concept understanding and strengthening *learning engagement*, especially for the characteristics of Generation Z.13

Theoretically, Dale's cone of experience places the impression of moving images closer to direct experience than mere verbal explanations,14 so it is suitable for elementary school students who according to Piaget and Inhelder are at the concrete operational stage.15 Empirically, a number of previous studies have examined the use of audio-visual media in PAI learning. First, Hasibuan, Erawadi, and Zulhammi (2025) through classroom action research on grade V students at SDN 200509 Padangsidimpuan found that audio-visual media improved PAI activities and learning outcomes, with an average initial score of 70.91 and learning completeness of 65.71% which increased in each cycle.16 Second, Munawwaroh et al. (2024) used a quasi-experiment with *a one-group pretest-posttest* design on 20 children aged 6–8 years and found no significant influence of audio-visual media on PAI learning motivation ($p = 0.577$).17 Third, Hidayat, Hernisawati, and Abrori (2024) used a descriptive qualitative approach at Al-Hikam Sendang Mulyo Junior

[13] Mutiara Silaturahhmi, Abdul Adib, and Rina Setyaningsih, "THE USE OF AUDIO-VISUAL LEARNING MEDIA IN IMPROVING THE LEARNING OUTCOMES OF STUDENTS IN GRADE 5 ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT SD NEGERI 090 PALEMBANG" 03, no. 05 (2024): 502–11.
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High School and reported that audio-visual media increased the interest, enthusiasm, and understanding of grade VII students.18

In contrast to the three studies, this study has a different position in three ways. First, compared to Hasibuan et al. who measured the improvement of grades through the action cycle, this study does not provide experimental actions, but describes the teacher's practice and student response as it occurs naturally in grade VI. Second, compared to Munawwaroh et al. who tested motivation statistically, this study examines the learning process and experience in depth on one specific material, namely halal and haram. Third, compared to Hidayat et al. conducted at the junior high school level with the coverage of PAI in general, this study focuses on grade VI of elementary school and places implementation constraints, namely limited facilities and teacher preparation time, as part of the findings. With this position, this study is expected to complement the previous study through an overview of the practice of applying contextual audio-visual media in PAI learning in elementary school.

Seeing these conditions, the researcher assesses the need for an in-depth study of how PAI educators implement audio-visual media in an effort to escalate the quality and learning outputs, especially for grade VI students at SDN Banyuasih 2. This study is aimed at contributing ideas in the preparation of learning patterns based on technological devices that are in line with the vision of the Independent Curriculum and the urgency of educational skills in the 21st century era.19

## RESEARCH METHODS

This study uses a qualitative approach with a descriptive type20 to photograph the application of audio-visual media in PAI learning as it is, without treatment or manipulation of variables.21 The research was carried out at SDN Banyuasih 2 in the 2025/2026 school year with a focus on PAI learning halal and haram materials in grade VI. The research informants consisted of a PAI teacher

[18] Rizki Surya Hidayat, Hernisawati, and M. Sayyidul Abrori, "The Application of Audio Visual Media to Improve the Learning Outcomes of Grade VII Students in PAI Learning at Al-Hikam Sendang Mulyo Junior High School," *Education Scientific Periodical* 4, no. 2 (2024): 266–73, https://doi.org/10.51214/bip.v4i2.888.

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and five grade VI students. Data was collected through three techniques. Observations were carried out directly in the classroom to record attention, activeness of questioning and answering, and student involvement in educational games when teachers used videos, pictures, and educational games. Interviews were conducted with PAI teachers and five students to explore their experiences, responses, and obstacles in media use. Documentation in the form of notes, photos, videos, and learning evaluation results was used to strengthen observation and interview data.22

Data was analyzed using the Miles and Huberman model through three stages. At the data reduction stage, observation notes, interview results, and documentation were sorted and summarized according to the research focus. At the data presentation stage, findings were compiled in a narrative description based on data collection techniques, namely observation, interview, and documentation results. At the conclusion and verification stage, the patterns and relationships between data were observed to formulate findings regarding the application of audio-visual media, student involvement, learning outcomes, and obstacles faced by teachers.23

## RESULTS AND DISCUSSION

### RESULTS

The results of the research are presented based on three data collection techniques, namely observation, interviews, and documentation, in the learning of PAI of halal and haram materials in grade VI of SDN Banyuasih 2 for the 2025/2026 school year.

#### Observation Results

Through direct observation in the classroom, the researcher observed changes in student learning behavior when the teacher delivered the material through videos, pictures, and educational games. The students seemed more awake and gave full attention because the material was packaged through visualizations and video impressions, and their enthusiasm was visible throughout the learning session.

During the learning activities, the students showed a very enthusiastic reaction to the implementation of audio visual media. Students were seen paying greater attention to the material presented. Students were actively involved in

[22] Sugiyono. (2019). *Qualitative, quantitative, and R&D research methods*. Bandung: Alfabeta
[23] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

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responding to the questions submitted by the teacher, as well as enthusiastically participating in educational game activities related to the grouping of halal and haram examples. The active participation of students increased during the learning session because the media used succeeded in stimulating their attention.

**Interview Results**

Interviews were conducted with a PAI teacher and five grade VI students. Based on the students' testimonials, they felt more helped and enthusiastic when learning to integrate audio-visual media. The students also revealed that conventional learning without the support of audio-visual media tends to be boring and monotonous, because the activity only focuses on writing and explaining the teacher through *the lecturing* method. This can be seen from the expression of one of the students, "Learning using audio-visual media is very fun and not boring, I am more happy if the teacher provides material using pictures, videos and exciting games".

PAI teachers emphasized that the use of audio-visual media makes a great contribution to making it easier for students to absorb concepts, especially on the subject of halal and haram law. PAI teachers revealed: "When halal and haram materials are delivered using videos and pictures, students become easier to understand. They are more active, ask a lot of questions, and dare to answer questions. Students' understanding looks better than previous learning."

In addition, the PAI teacher explained that the students' activity during learning increased significantly, as reflected in the students' involvement in class discussions and interactions when participating in the educational games shown. The PAI teacher stated: "With the existence of audio-visual media, students not only listen to the teacher's explanation, but are directly involved. When games about halal and haram food are shown, students are seen actively discussing and the classroom atmosphere becomes more lively."

In terms of constraints, PAI teachers said that the use of audio-visual media requires the readiness of tools and integrated learning materials. The preparation includes the arrangement of devices such as Interactive Flat Panel (IFP) or infocus, as well as the preparation of interactive materials in the form of videos, pictures, and educational games that are in accordance with learning objectives. The PAI teacher revealed, "In learning using audio-visual media, the preparation time is indeed longer, both to prepare tools and interactive materials. Moreover, not all classrooms have IFP or infocus facilities."

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Limited facilities are also an inhibiting factor. The uneven availability of supporting devices in each class causes teachers to adjust learning strategies or alternate using available facilities, so that the flexibility of implementing audio-visual media-based learning in each meeting is affected. Nevertheless, PAI teachers still strive to overcome these obstacles by preparing early and adjusting learning materials so that they can still be delivered effectively.

**Documentation Results**

Based on the documentation of the learning evaluation results, the majority of students have been able to re-delineate the definitions of halal and haram and determine examples accurately. The students were also able to classify food categories and actions based on the principles of Islamic law. These findings indicate that the use of audio-visual media has a positive contribution to students' learning outcomes on the subject of halal and haram law.

## DISCUSSION

From the results of the research obtained, it is known that audio-visual media used in learning Islamic Religious Education (PAI) in grade VI of SDN Banyuasih 2 has a good influence on students' activeness, learning motivation, and level of understanding. These results are in line with the view of learning theory which emphasizes the role of the involvement of various senses in learning activities. According to Mayer (2009), audio-visual media is able to increase the effectiveness of learning because it combines text, images, and sounds so as to strengthen memory and understanding of concepts.24

Students' responses that are more active and enthusiastic when teachers use videos, pictures, and educational games show that audio-visual media can overcome the saturation of traditional lecture methods. This supports the opinion of Nugraheni and Firmansyah (2020)25 that PAI learning must touch the realm of knowledge, attitudes, and skills needs to be developed in a balanced manner, so that the use of diverse learning media is needed and in accordance with the developmental characteristics of elementary school students.

[24] Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
[25] Tya Nugraheni and Firmansyah, "IMPLEMENTATION OF THE ISLAMIC RELIGIOUS EDUCATION CURRICULUM BASED ON INDEPENDENCE."

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In addition, the research of Silaturrahmi, Adib, & Setyaningsih (2024)26 revealed that the use of audio-visual media in PAI instruction at the grade V level of elementary school is able to trigger active student participation and contribute to an increase in learning outcomes. These results are in line with the findings of this research, which shows that students become easier to master the substance of halal and haram material and have the ability to classify examples accurately.

These findings are also in line with the classroom action research of Hasibuan, Erawadi, and Zulhammi (2025)27 who reported an increase in PAI learning outcomes of grade V students after the application of audio-visual media, and Muhtar et al. (2024)28 who recorded an increase in learning interest in grade IV students from 64.28% in the pre-cycle to 92.85% in the second cycle. Hidayat, Hernisawati, and Abrori (2024)29 at the junior high school level also reported an increase in student interest, enthusiasm, and understanding, which corroborated the findings of observations and interviews in this study. Different results were reported by Munawwaroh et al. (2024),30 who did not find a significant influence of audio-visual media on learning motivation. These differences may be related to the research design, the number of subjects, and the aspects measured, so that they do not necessarily conflict with this research which is qualitative and focuses on the process and learning outcomes on halal and haram materials.

Viewed from a curriculum perspective, the operation of audio-visual media is very relevant to the principles *of the Independent Curriculum* which prioritizes contextual, recreative, and experiential learning processes.31 Through this approach, the goals achieved are not limited to improving academic grades alone,

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[30] Munawwaroh et al., "The Effectiveness of the Application of Audio Visual Media on the Influence of Islamic Religious Education Learning Motivation on Elementary School-Age Children."
[31] Hikmah, W., Mulyono, N., & Hidayat, Y. (2025). Analysis of the implementation of the Independent Curriculum in the learning of Islamic Religious Education in elementary schools. *Journal of Science.*

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but also support the achievement of the vision of national education in constructing the adaptive and critical identity of students in the midst of the dynamics of the digital age.

However, from the results of the study, it was also found that there were technical obstacles, such as limited facilities (infocus, Interactive Flat Panel) and longer preparation time. This obstacle is in accordance with the findings of Santoso, Triono, & Zulkifli (2023)32 who emphasized that the challenge of Islamic education in the Society 5.0 era is the limited technological facilities in elementary schools. Teachers are required to be creative in managing media to remain effective even though facilities are limited.

In terms of methodology, an in-depth understanding of the experience of teachers and students is obtained through the use of a qualitative approach in this study. This is in accordance with the view of Creswell & Poth (2018)33 that qualitative research emphasizes meaning and process, not just quantitative results. Data analysis with the Miles & Huberman model also helps to find patterns of student involvement and teacher strategies in overcoming technical constraints (Miles, Huberman, & Saldaña, 2014).34

Thus, the implementation of PAI learning that integrates audio-visual media is categorized as effective in improving student learning outcomes, but in practice there are still a number of technical obstacles. Based on this fact, this study is expected to be able to contribute important thinking in designing innovative and participatory PAI teaching methods. In addition, the use of this model is considered very coherent with the vision of the Independent Curriculum and the urgency of fulfilling the skills needed in the 21st century era.

## CONCLUSION

The results of the study showed that the use of audio-visual instruments in PAI instruction for grade VI students of SDN Banyuasih 2 had a positive impact on improving academic achievement, especially on the topic of halal and haram law. Through the delivery of materials that integrate video shows, visual illustrations,

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[34] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

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and educational games, students showed higher concentration, great enthusiasm for learning, and active involvement in discussion forums and other classroom activities.

Islamic Religious Education teachers also feel that there are significant benefits from the use of audio-visual media in learning, especially in facilitating the delivery of abstract concepts and encouraging student involvement. The results of the evaluation prove that the majority of students are able to re-describe the concepts of halal and haram and classify examples accurately. This condition strengthens the argument that audio-visual instruments are very effective in supporting the achievement of PAI learning targets.

However, the application of audio-visual media still faces several obstacles, especially the limitations of learning facilities and relatively longer preparation time than conventional methods. However, the obstacles that arise can be minimized through the creative initiatives of educators in modifying teaching strategies and optimizing existing facilities.

Overall, the results of this study confirm that the integration of audio-visual media is a relevant instructional approach option to accelerate the quality of religious education at the elementary school level. In addition, the results of this study open up opportunities for the development of future learning models, especially in terms of the use of more varied and imaginative educational technologies. This step is very much in line with the spirit of the Independent Curriculum and the demands of the world of education in the 21st century.

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