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THE ROLE OF AUDIO VISUAL MEDIA IN CREATING ACTIVE AND FUN ISLAMIC EDUCATION LEARNING

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Abstract

The purpose of this study is to examine how audio-visual media can help improve engagement, motivation, and the quality of Islamic Religious Education (PAI) learning. By combining sound and images, the use of audio-visual media is considered capable of providing a more realistic learning experience, thereby helping students understand abstract ideas such as stories of goodness, religious practices, and moral principles. By interviewing three students, this study used a qualitative descriptive approach to learn their views on the performance of the media. The study has found that audio-visual media can create a more interesting and enjoyable classroom environment, in addition to helping students pay attention and understand information. When instructors play learning videos, animations, or audio recitations of the Quran, students become more motivated and active in the learning process. Concrete visualizations also help reduce verbosity and improve students' long-term retention of the subject matter. Therefore, audiovisual media has proven to be a powerful pedagogical tool for realizing interactive, dynamic, and relevant learning according to the characteristics of children in the digital era.

Keywords: *Audio visual media;Fun Learning: Islamic Education learning; Learning motivation; Student activities.*

Abstrak

Tujuan penelitian ini adalah untuk mengkaji bagaimana media audio-visual dapat membantu meningkatkan keterlibatan, motivasi, dan kualitas pembelajaran Pendidikan Agama Islam (PAI). Dengan memadukan suara dan gambar, penggunaan media audio-visual dianggap mampu memberikan pengalaman belajar yang lebih realistis sehingga membantu siswa memahami ide-ide abstrak seperti kisah-kisah kebaikan, praktik keagamaan, dan prinsip-prinsip moral. Dengan teknik wawancara kepada tiga siswa, penelitian ini menggunakan pendekatan deskriptif kualitatif untuk mempelajari pandangan mereka tentang kinerja media. Penelitian telah menemukan bahwa media audio-visual dapat menciptakan lingkungan kelas yang lebih menarik dan menyenangkan, selain membantu siswa memperhatikan dan memahami informasi. Ketika instruktur memutar video pembelajaran, animasi, atau audio Tilawah Al-Qur'an, siswa menjadi lebih termotivasi dan aktif dalam proses pembelajaran.

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Visualisasi konkret juga membantu mengurangi verbositas dan meningkatkan daya ingat jangka panjang siswa terhadap materi pelajaran. Oleh karena itu, media audiovisual terbukti menjadi alat pedagogis yang
ampuh untuk mewujudkan pembelajaran yang interaktif, dinamis, dan relevan sesuai dengan karakteristik anak di era digital.
Kata Kunci: Aktivitas siswa; Media audio visual; Motivasi belajar; Pembelajaran menyenangkan; Pembelajaran PAI.

I. INTRODUCTION

The progress of information and communication technology in the past two decades has led to substantial transformations in the education system, particularly in the instruction of Islamic Religious Education (PAI). The conventional teaching method that used to rely heavily on lectures must now transition to a more engaging, innovative, and student-centered approach. In the current digital age, students are not just recipients of information, but also proactive searchers, analyzers, and interpreters of knowledge. This scenario demands that educators use different innovative learning resources, including audio-visual media, to foster an engaging classroom environment and enhance the effectiveness of teaching PAI content.

Audio media refers to content that engages the sense of hearing in its application. At the same time, visual media refers to media that engages the sense of vision (Ritonga M. d., 2024). Thus, when audio media and visual media are merged, it will create a new concept, referred to as Audio-Visual Media (Ritonga M. R., 2024). Audio-visual media refers to media that is regarded as having engaging and superior features (Wati, 2016). Audio Visual Media is a medium that can concurrently present visuals and audio together, conveying educational messages. This audio-visual media consists of multiple components, allowing the combination of various elements to present sound and moving images at the same time, meticulously and systematically designed to align with the goals and preparedness of the students engaging with it (Ramli, 2012).

Audiovisual content offers a learning experience that is more concrete, captivating, and readily comprehensible. Delivering content via a mix of audio and visuals allows learners to link theoretical ideas with practical experiences. Specific subjects in Islamic Religious Education (PAI) like ethics, worship practices, or the history of Islam frequently need visualization to enhance comprehension among learners. Audiovisual materials, including lecture videos, educational animations, short films, or recorded dialogues, enable students to more effectively absorb religious values and messages than through verbal instruction alone. Additionally, audiovisual media promotes active involvement of students in the learning experience by enhancing motivation, reducing boredom, and encouraging engagement.

Educational requirements and school curricula necessitate the development of dynamic and engaging PAI teaching. Fostering a pleasant learning environment necessitates not just a comfortable setting but also guarantees that students are engaged intellectually, emotionally, and socially. This approach is essential as the psychological growth of modern learners leads them to be more responsive to visual and auditory cues than to traditional text-based education. Audiovisual media is anticipated to support learners with various learning preferences—visual, auditory, and kinesthetic. As a result, employing such media functions as an effective educational strategy for improving the quality of PAI teaching.

On the other hand, incorporating audio-visual media into Islamic Religious Education (PAI) teaching aids in strengthening moral and spiritual principles, while also improving cognitive dimensions. Students can develop a richer comprehension of religious values through presentations that highlight exemplary conduct, motivating stories, or images of worship practices. Prior studies have shown that audio-visual media effectively enhances the development of conceptual understanding, religious attitudes, and student engagement in PAI courses. Nonetheless, the successful use of audio-visual media necessitates thorough planning, suitable resources, and the educator's capability to connect the media with educational goals.

II. METHOD

This research method the qualitative research method. Qualitative research is a method in the social sciences that emphasizes the gathering and examination of data in the form of words either spoken or written and human behaviors, avoiding quantification and therefore not yielding numerical results (Moleong, 2017). This research employs a qualitative descriptive approach. Qualitative research is inherently descriptive as the gathered data comprising words or images is then expanded upon to enhance comprehension (Sugiono, 2018). Qualitative descriptive research takes place in a natural environment, without altering conditions or variables (Arikunto, 2013). From this viewpoint, qualitative descriptive research can be seen as a method to gather information that portrays situations or occurrences precisely as they exist, highlighting meanings conveyed through storytelling. This method was chosen to offer an unbiased summary of the lesson plans created by the educator, the procedure for introducing creative dance to young children, and an evaluation of the five facets of multiple intelligences utilized throughout learning experiences. Utilizing this qualitative descriptive approach, the research seeks to offer a thorough depiction of the real use of audiovisual media in Islamic Religious Education (PAI) classes and to pinpoint the factors that support and hinder its

effectiveness. Thus, the research outcomes can act as a basis for creating more inventive PAI lesson plans that effectively address students' needs.

III. RESULT

A. Pada **Audio Visual Media as an Effective Tool for Islamic Religious Education**

The progress of contemporary technology is increasingly influencing the education sector, particularly in the teaching and learning aspects of Islamic Religious Education (PAI). The ongoing digital transformation in various areas of life urges educators to implement creative teaching media to enhance learning effectiveness, interactivity, and engagement. A significant and influential innovation commonly utilized is audio visual media. This medium integrates sound (audio) and moving visuals (images), allowing educational content to be presented in a more thorough and organized manner, facilitating better understanding for students. Essentially, instructional media act as instruments that aid in conveying messages from teachers to students, making certain that the learning process progresses smoothly and effectively. Messages from the teacher are more clearly understood by students through audio-visual media, as they are backed by tangible examples (Arsyad, 2019).

The capability of audio-visual media to display moving images makes it particularly significant for Islamic Religious Education (PAI) teaching. A significant portion of the PAI curriculum encompasses ideas that are either abstract or challenging for students to visualize solely through lectures or verbal explanations like the narratives of the prophets, the history of Islamic civilization, the proper methods for acts of worship, and illustrations of ethics and moral behavior in everyday life. Audio-visual media fills this void by offering concrete visuals that assist students in understanding information more thoroughly. By using educational animations, documentaries, recordings of religious practices, or other teaching videos, learners can achieve an immediate understanding of the topic, enhancing the learning experience and making it more significant.

Utilizing animated videos, for example, provides considerable benefits in PAI classes. Educators may display videos illustrating the narrative of Prophet Ibrahim (AS) and Prophet Ismail (AS) while they constructed the Kaaba. These visual representations assist students in comprehending the narrative progression, historical background, and the ideal values inherent

in the tale. This method is significantly more impactful than simply telling the story, as learners can see the events happen, notice the actions of the characters, and extract ethical insights from the visual display. Consequently, audio-visual media goes beyond simply delivering information; it fosters a richer and more impactful learning experience.

Besides helping grasp the content, audio-visual media can enhance students' motivation and excitement for learning. In Islamic Religious Education (PAI), motivation plays a vital role in student achievement in understanding the material, since Islamic principles are not only theoretical but must be absorbed and implemented. Delivering content in an interesting manner through a mix of audio, visuals, colors, and motion enhances the enjoyment of the learning experience. Teaching media can ignite students' curiosity and hold their focus on the lesson content. When students are engaged both visually and auditorily, their focus improves, permitting the PAI material to be absorbed more efficiently (Hamalik, 2018).

In addition, audio-visual media provides educators the opportunity to create more diverse teaching methods. Educators are not limited to conventional lecture techniques; rather, they can integrate video use with discussions, Q&A sessions, reflections, or even practical experience. For example, following a presentation on the proper steps for *wudu* (ritual ablution), a teacher may request that students execute the ritual on their own and then give feedback. Combining audio visual explanations with hands-on activities creates a learning atmosphere that is engaging, cooperative, and tailored to student requirements. This diverse teaching approach also caters to different learning preferences, including visual, auditory, or kinesthetic.

In the current digital age, students are highly linked to technology and familiar with interactive visual content in their everyday experiences. As a result, integrating audio-visual media into Islamic Religious Education (PAI) classes is an efficient method to harmonize the educational experience with the traits of the contemporary generation. This medium ensures that PAI lessons remain engaging and pertinent while maintaining the core Islamic values being imparted. By utilizing technology, educators can simplify complicated subjects into material that is more straightforward and easier to understand.

B. Audio Visual Media as a Means to Enhance Student Learning Activity

Di Among the different kinds of instructional media that can effectively engage multiple student senses at once like sight and sound audio visual media is particularly notable.

It brings a lively, diverse, and engaging aspect to the learning experience. Audio visual media functions not only as an addition to Islamic Religious Education (PAI) teaching but also as a way to increase the attractiveness of a topic frequently seen as theoretical and abstract. The incorporation of instructional videos, animations, brief religious films, and audio recitations of the Quran has demonstrated an increase in student focus, engagement, and understanding of the content. Audio visual resources enhance student involvement since, as Arsyad points out, they provide a richer learning experience by merging sound with visuals (Arsyad, 2019). As a result, it offers a very effective multisensory experience that improves the student learning process.

For this study, interviews were conducted with several eighth-grade students to obtain direct perspectives on the effectiveness of audiovisual media in Islamic Religious Education (PAI) classes. These interviews offered a vivid insight into how this media affects students' conceptual comprehension, increases their motivation, and improves their engagement in the classroom.

The initial student, AR (Ahmad Rafli), mentioned that he understood fiqh (Islamic jurisprudence) concepts particularly the methods for wudu (ablution) better when the instructor presented simulation videos. As per AR, the videos maintained his interest and aided him in becoming more acquainted with the steps required. He highlighted that seeing the steps of wudu supported by vivid visuals assisted him in recalling the procedure and executing the actions with increased assurance. AR's experience supports the idea that real visualization decreases "verbalism" and improves conceptual understanding; verbalism where learners listen to words without engaging with the tangible aspects of the topic frequently results in a shallow grasp of the material. Nonetheless, employing visual aids addresses this problem, allowing students to directly see the guidance for the religious rituals being taught. This illustrates the effectiveness of audiovisual materials in aiding students to grasp practical fiqh concepts.

Additionally, a student named NR (Nur Rahma) recounted a distinct experience that still showcased the efficacy of audio visual media. She mentioned that viewing a brief film focused on the concept of honesty inspired her to engage in class. After watching the film, NR was more eager to share her thoughts and felt more assured in voicing her beliefs on the significance of honesty in everyday life. The movie's depiction of virtuous character offered a strong emotional trigger, thus enhancing the moral teachings found in the character education content, making them more vivid and significant. NR's viewpoint supports the notion that audio-visual media can generate learning environments that are increasingly dynamic,

interactive, and communicative. Such media act as a catalyst for social interaction between students and teachers and among individuals rather than merely serving as a means to convey knowledge. As a result, audio visual media significantly contribute to the development of students' critical thinking abilities and motivate them to participate in class discussions (Sudjana, 2017).

C. Audio Visual Media in Creating an Enjoyable Learning Atmosphere

A key advantage of audio visual media is its capability to foster a learning atmosphere that is captivating instead of monotonous. Sanjaya observes that a pleasant learning atmosphere can enhance student participation and motivate the successful attainment of educational goals. Educators can bring energy to the classroom through visuals, narratives, audio, and animations, alongside conveying material verbally.

In the study, the Islamic Religious Education (PAI) teacher employed instructional videos for teaching ethics. The three students responded favorably upon viewing an animated movie that focused on moral values. AR noted that the movie was more captivating than just reading a book, while NR mentioned that the animated characters made the material seem more connected to daily life. FH stated that the striking visuals helped in recalling the story more effectively.

The viewpoint of the students supports Mayer's multimedia theory, which suggests that information provided through both verbal and visual means is more effectively encoded into long term memory **(Mayer, 2015)**. Thus, utilizing animated movies or short films in Islamic Religious Education (PAI) teaching fosters an interactive atmosphere and speeds up the assimilation of religious values. Learners become significantly more involved in the educational experience within this more entertaining environment. Educators can also more readily motivate learners to participate in self-reflection, discussion, and inquiry. This illustrates that audio visual media acts not only as entertainment but also performs a significant educational role.

III. CONCLUTION

Audio visual media is essential for developing an Islamic Religious Education (PAI) learning atmosphere that is more engaging, lively, and enjoyable for learners. These media function not only as teaching resources but also as educational instruments that greatly improve the student learning experience. By integrating visuals, audio, and motion, they create a learning experience that cannot be achieved through standard lecture techniques.

Research shows that utilizing audio visual media greatly enhances student focus on the lesson content. Students who were interviewed mentioned that audio recitations, brief films with religious themes, educational animations, and instructional videos helped them concentrate right from the beginning of class. A student observed that videos enhanced understanding by showcasing tangible visuals, while another noted that the tone of Quranic recitations fostered a more supportive and serene educational environment. This shows that audio-visual content can have a beneficial effect on students' mental well being while remaining visually captivating. Besides improving focus, audio visual media has shown to be very effective in inspiring learning. The three students mentioned that their interest in the lessons increased when short animated films or appropriate movies related to morals or Islamic history were incorporated. They think that images make the content more engaging and relate it to everyday experiences. Consequently, audio visual media acts as a powerful internal motivator for promoting active student involvement in Islamic Religious Education (PAI) classes.

Audio visual media has been demonstrated to enhance students' comprehension of the content. For example, images of wudu (ritual wash) assist learners in recalling the proper order and technique. Other students observed that visuals and movies concerning the Prophet facilitated the recall and understanding of Sirah (biographical) content. These results support the idea that learners understand content given via both auditory and visual modes more readily because of improved information processing. Moreover, audio visual media encourages interaction in the classroom. Videos spark students' curiosity, leading them to inquire, participate in discussions, and respond to the content provided by the instructor. Using visual references as a foundation for conversations, educators also discover that it is simpler to foster a communicative classroom atmosphere.

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