



Exploring Innovation in Islamic Education through Audiovisual Media in Elementary Schools: A Case Study

Moh. Nizar Hasan Al Mursyidi

Universitas Islam Negeri Sunan Ampel Surabaya
Jl. Ahmad Yani No. 177, Jemur Wonosari, Kec. Wonocolo, Surabaya, Indonesia

Article History:

Received: October 29, 2025; Revised: December 21, 2025; Accepted: December 27, 2025; Published: December 30, 2025

Abstract: Exploring Innovation in Islamic Education through Audiovisual Media in Elementary Schools: A Case Study

Objective: This study aims to identify learning innovations that address students' problems in understanding learning materials at Nurul Ulum Elementary School in Surabaya. **Method:** This study employs a qualitative method, utilizing interviews and observation for data collection, and the Miles and Huberman model for data analysis. **Results:** Technological developments have facilitated access to audiovisual media in learning, such as YouTube, and increased the effectiveness of student learning. The role of educators in facilitating learning videos enables more effective and efficient use of learning resources. **Conclusion:** Learning innovations through audiovisual media at SD Nurul Ulum Surabaya have a positive impact on students' understanding of the material. Readily accessible technology, such as digital platforms and interactive applications, enhances learning effectiveness, with educators playing a crucial role in facilitating their use. **Contribution:** This research contributes to encouraging the adoption of audiovisual media in Islamic Religious Education learning in elementary schools, as well as providing insight for educators on the importance of integrating technology to improve learning effectiveness and efficiency.

Keyword: Learning innovation; Islamic Education; Audiovisual Media; Elementary School Students

Abstract: Eksplorasi Inovasi Pembelajaran Pendidikan Agama Islam melalui Media Audiovisual di Sekolah Dasar: Sebuah Studi Kasus

Tujuan: penelitian ini bertujuan untuk mengetahui inovasi pembelajaran guna menjawab permasalahan siswa terkait pemahaman materi pembelajaran di SD Nurul Ulum Surabaya. **Metode:** Penelitian ini menggunakan metode kualitatif, pengumpulan data menggunakan wawancara dan observasi, analisis data menggunakan model Miles dan Huberman. **Hasil:** Perkembangan teknologi mempermudah akses media audiovisual dalam pembelajaran, seperti YouTube, dan meningkatkan efektivitas belajar siswa. Peran pendidik dalam memfasilitasi video pembelajaran memungkinkan pemanfaatan sumber belajar secara lebih efektif dan efisien. **Kesimpulan:** Inovasi pembelajaran melalui media audiovisual di SD Nurul Ulum Surabaya menunjukkan dampak positif terhadap pemahaman materi siswa. Teknologi yang mudah diakses, seperti platform digital dan aplikasi interaktif, meningkatkan efektivitas belajar, dengan peran pendidik yang penting dalam memfasilitasi penggunaan media ini. **Kontribusi:** Penelitian ini berkontribusi dalam mendorong adopsi media audiovisual dalam pembelajaran Pendidikan Agama Islam di sekolah dasar, serta memberikan wawasan bagi pendidik tentang pentingnya integrasi teknologi untuk meningkatkan efektivitas dan efisiensi pembelajaran.

Kata Kunci: Inovasi pembelajaran; Pendidikan Agama Islam; Media Audiovisual; Siswa Sekolah Dasar

* Corresponding Author: Moh. Nizar Hasan Al Mursyidi,  nizaralmursyidi@gmail.com

Islamic Education Study Program, Universitas Islam Negeri Sunan Ampel Surabaya Indonesia
Address: Jl. Ahmad Yani No. 177, Jemur Wonosari, Kec. Wonocolo, Surabaya, Indonesia

To cite this article:

Mursyidi, M. N. H. A. (2025). Exploring Innovation in Islamic Education through Audiovisual Media in Elementary Schools: A Case Study. *At-Ta'lim: Media Informasi Pendidikan Islam*, 24(2), pp. 366-378.
<http://dx.doi.org/10.29300/attalim.v24i2.9266>

A. INTRODUCTION

The learning process is a systematic effort to uncover students' latent talents and develop their individual potential to reach their fullest capacity. In this context, teachers serve as mentors and motivators who should stimulate students' intellectual, emotional, and spiritual growth (Susilawati & Saputra, 2025). However, current learning practices often run counter to this goal. A theory-centered cognitive approach, coupled with the use of one-way lecture methods, results in students acting merely as passive recipients of information, relying solely on memory and rote learning. Such a teaching model not only limits exploration and creativity but also leads to boredom and a poor understanding of the material being studied (Abdullah & Fahmi, 2022).

In the 21st century, technological advances are accelerating, and students are more familiar with technology. If learning is not innovative, students will feel bored in the learning process. Learning media can answer the problems that arise when methods dominate the learning process. The use of engaging learning media can enhance the quality of student learning (Banarsari et al., 2023). This is because current technological developments can help students achieve a higher level of success in understanding the learning material presented by educators. In addition, media can support teachers so that they are not monotonous when applying lecture methods. Therefore, this research is important because it can enhance students' understanding of Islamic Education by utilizing audiovisual media. This media can also enhance the effectiveness of student learning through the simultaneous use of sight and hearing (Murliati & Zubaidah, 2025).

The use of learning media in education must be tailored to the material being taught by educators to students, allowing them to understand the material effectively. Several educational institutions have implemented various learning media innovations to support the learning process (Nurfadillah et al., 2021). Learning media is a crucial tool in the teaching and learning process, as it serves as an intermediary in the learning process. However, many educational institutions still do not prioritize media, especially in areas where the community is technologically illiterate.

The primary issue that is very apparent is the low level of understanding among students, especially elementary school students, of Islamic Religious Education learning materials due to limitations in learning methods and misperceptions of the characteristics of Islamic Religious Education subjects. From the students' point of view, they admit that it is difficult to understand the Islamic Religious Education material presented (Misran & Kasmantoni, 2025). Most students also underestimate the material with the perception that Islamic Religious Education is a static science that does not change. Most students experience confusion between the general understanding of Islamic Religious Education in society and the rather complex concepts of Islamic law. From the teachers' perspective, most of them experience difficulties in delivering Islamic Religious Education material, which is complex in nature, due to the limited time available to explain the material in detail (Aditya et al. 2021). Teachers are also less than optimal in utilizing innovative learning media to improve elementary school students' understanding. In this case, the root of the problem lies in the lack of innovation in learning methods and media, especially at the elementary school level, which makes learning less engaging and more difficult for students to understand. This situation results in a lack of motivation among students to learn Islamic Religious Education material. One effort to improve students' understanding of Islamic Religious Education is to use audiovisual media. Anything that displays visuals and produces sound is referred to as audiovisual media (Yusmawati et al., 2020). This media is expected to attract attention to Islamic Religious Education learning.

Previous studies examining innovations in Islamic Religious Education learning media through audiovisual media have included investigating learning methods using Superbook films and exploring children's interest in learning God's word, aged 6-8 years. Through film media, children enjoy learning and are actively involved in lessons. The development of digi-

tal flipbook learning media to support the learning process in the era of the 4th Industrial Revolution. The use of digital flipbook learning media is an innovative solution for creating a more interesting, communicative, interactive, and supportive learning environment in the classroom (Amanullah, 2020). Innovation in Islamic education through the use of contextual learning media and the development of religious culture in schools by maximizing students' understanding of Islamic education material and fostering their interest and motivation (Nurhidin, 2017). Innovation in e-learning-based Islamic education, where students can learn about teaching materials anytime and anywhere (Abadi, 2015).

Audiovisual media that are widely available and can be used as needed are films. Students can understand and develop their imagination of the material presented by the teacher. This can minimize students' lack of understanding in the use of the lecture method. Lectures require high concentration, and students sometimes have limited concentration, especially during intense lessons. Teaching in this way results in students being less active because they only listen to what the teacher says; lessons become boring, and the only activity students engage in is writing (Winarto et al. 2020). If students are less active, the knowledge they acquire is more likely to be forgotten. Students only learn to memorize without understanding when the teacher explains the material. On the other hand, many students joke around with their peers to vent their boredom, making the class less conducive because the students' attention is not focused on what the teacher is saying.

Previous research on the use of innovative learning media in Islamic religious education has primarily focused on the results, such as Hermawan's study on comparing learning scores to assess educators' awareness of boredom in Islamic religious education in elementary schools (Hermawan, 2024). Another study by Aida on the role of teachers as guides or explainers during video screenings even suggests reinforcement through icebreakers and question-and-answer sessions. Furthermore, this journal also assesses the effectiveness of media from the perspective of student experience and classroom interaction (Aida, 2020). In these two studies, a significant gap exists, namely that there has been no research analyzing teachers' awareness, pedagogical readiness, and media literacy as key factors in the adoption of audiovisual innovations. There has been no study that uses learning boredom as the basis for implementing standardized and measurable Islamic education audiovisual media in elementary schools. As a result, there is a need to change the mindset of educators so that they are more aware of the importance of audiovisual media in reducing boredom and enhancing students' understanding of Islamic education learning materials.

The purpose of this study is based on findings in the field that many students feel bored. This study also examines the awareness, media literacy skills, pedagogical readiness, and mindset transformation of Islamic education teachers in elementary schools regarding the utilization of audiovisual media. This study addresses the issues of limited teaching methods, time allocation constraints, and students' perceptions of Islamic education as a dull and monotonous subject.

This study is similar to previous research by Amanullah, which found that the development of digital flipbook learning media is an innovative solution to enhance the classroom learning atmosphere, making it more interesting, communicative, and supportive of students' understanding of the material (Amanullah, 2020). Similarly, with the development of technology in this era, accessing audiovisual media for learning is becoming easier. One such site, YouTube, can shape the effectiveness of student learning.

The difference between this study and previous studies is that this study utilizes Islamic education learning media through audiovisual media, whereas previous studies employed digital flipbook learning media.

B. METHOD

This study employs a descriptive qualitative research method, grounded in theory and analysis, to provide a comprehensive description of the research background and serve as a basis for presenting the results and discussion. Qualitative research is conducted in natural conditions, so that researchers do not provide any treatment that could affect the scientific nature of the object being studied. There are five key characteristics of qualitative research, including: utilizing data sources that reflect the natural environment, employing both descriptive and analytical approaches, emphasizing the research process, adopting an inductive approach, and prioritizing the interpretation of meaning.

Because the researcher is the main research instrument in qualitative research (humans are the instrument of choice in naturalistic investigations), the researcher must be present in the field, which must be straightforward, to collect information. Thus, the researcher took the following steps: a). The researcher prepared all the necessary equipment, including a tape recorder and camera, before entering the field and obtaining permission from the principal of Surabaya Public School 1. The researcher introduced himself and informed the principal of Nurul Ulum Elementary School in Surabaya that the researcher was visiting the research location for this purpose. c). Officially, he conducted interviews with the relevant parties.

The research location is SD Nurul Ulum Surabaya, located at Gadukan Baru Gg. Sekolah 1A, Moro Kremlangan Village, Kremlangan District, Surabaya City. This research was conducted on November 5, 2025.

In this study, the data are divided into two types: primary data and secondary data. Primary data is obtained from the words, verbal statements, and behavior of the research subjects (informants). In contrast, secondary data is obtained from documents, photographs, and other objects that supplement the primary data. This secondary data takes the form of writings, recordings, images, or photographs that are relevant to the study's focus. The data sources in this study are categorized into two types: human and non-human. Human sources serve as subjects or key witnesses who provide sensitive information, while non-human sources include documents relevant to the study, such as drawings, photographs, notes, or writings. The researcher himself acts as a research instrument (human instrument) who has advantages in responsiveness and adaptability. As a research instrument, the researcher is tasked with ensuring data completeness, expanding information, accelerating the interaction process, and taking advantage of opportunities to explore unique or unusual reactions in the context of this study.

The data collection procedure in this study employed two primary methods: interviews and participant observation. Interviews are a fundamental procedure in qualitative methodology, used to explore the deeper meaning of specific interactions. Through interviews, researchers can obtain information directly from informants, a crucial step in the data collection process. In addition, participant observation is used to complement and evaluate interviews, especially when the information obtained is incomplete, does not cover all scenarios, or even contains discrepancies. Participant observation relies on the social relationship between the researcher and the research subjects, where the researcher enters the research setting to observe how events interact and relate to each other in that context.

Data analysis in this study was conducted using descriptive-interpretative qualitative methods following Miles and Huberman's interactive data analysis model, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification. In the data reduction stage, the researcher selected and simplified data from interviews, observations, and documentation, then identified relevant main themes. Data presentation was carried out by compiling the reduced data in the form of narratives, thematic matrices, and informant quotations to show the relationships between categories. Conclusion drawing and verification were carried out in stages by interpreting the data in light of relevant theories,

and the results were verified through source and technique triangulation to ensure the consistency of the findings.

C. RESULTS AND DISCUSSION

Result

Observations conducted in the field indicate that Islamic education learning practices at Nurul Ulum Elementary School are still predominantly based on conventional approaches. Teachers tend to use lectures as the primary strategy for delivering material, while students play a passive role as recipients of information. Pure lecture methods tend to place students in a receptive position without providing space for independent exploration of knowledge (Sudjana & Rivai, 2011).

Interviews with teachers at Nurul Ulum Elementary School in Surabaya also reinforce these findings. Siti Nur Azizah said, "Limited learning media means I use the lecture method more often. The students listen, but I see that they are less enthusiastic and get bored quickly." This statement explains the limitations in building active student engagement in learning.

According to Piaget's constructivist theory (1952), elementary school-aged children are in the concrete operational stage, which necessitates visual and concrete learning experiences to comprehend abstract concepts (Marinda, 2020). Lectures, which are verbal and abstract, are not in line with the cognitive development characteristics of elementary school students. This is reinforced by Dale's (1969) opinion in Cone of Experience, which states that students can only remember 20% of what they hear, but can remember up to 50% of what they see and hear simultaneously (Rahayu et al., 2023).

Teacher-centered learning that does not actively engage students hurts students' critical thinking and creativity skills. As a result, students only acquire general knowledge without being able to explore more complex scientific aspects. With this, the innovation of audiovisual-based learning media becomes an alternative solution that can be used. Audiovisual media allow students to see, hear, and understand the material more concretely and contextually. Rizal Maulana, a 4th-grade student at Nurul Ulum, responded quite positively to the use of audiovisual media. Rizal stated, "I prefer it when the teacher uses videos. It is easier for me to understand, and I do not get sleepy like when I am just listening to the teacher." Rizal's statement suggests that audiovisual media can enhance student motivation and understanding of Islamic education materials. Students not only receive information but are also invited to observe, analyze, and reflect on religious values presented through attractive visualizations. Thus, audiovisual media have the potential to develop students' critical thinking skills and broaden their understanding of Islamic teachings.

Table 1. Research Findings Analysis Results

Focus	Findings	Implications	Recommendations
Use of Audiovisual Media in Islamic Education	Audiovisual media significantly enhanced student engagement and understanding of Islamic content.	Increased engagement helps students retain Islamic education concepts more effectively.	Implement audiovisual tools more frequently to engage students in Islamic education topics.
Teacher's Role in Integrating Technology	Teachers who integrated audiovisual media reported higher student motivation and enthusiasm.	Teachers' use of technology is crucial for enhancing learning outcomes in Islamic education.	Provide professional development for teachers to incorporate audiovisual tools into lessons.
Impact on Student	Students demonstrated improved academic performance, especially in	Audiovisual media can aid in the cognitive and	Increase the use of multimedia tools, such as

Focus	Findings	Implications	Recommendations
Learning Outcomes	memorization and understanding of Islamic teachings.	emotional aspects of learning in Islamic education.	videos, animations, and interactive media in classes.
Student Feedback on Learning Materials	Positive feedback from students on audiovisual materials, with most students finding it easier to grasp lessons.	Students prefer interactive and visual learning, which helps them connect better with the material.	Introduce more interactive audiovisual resources like animated stories and video-based content.
Challenges Faced by Teachers	Limited resources and access to technology hindered the consistent use of audiovisual media in some schools.	Lack of resources can undermine the effectiveness of audiovisual tools in some educational contexts.	Schools should invest in more technological resources to ensure teachers can use audiovisual media effectively.
Cultural Sensitivity of Audiovisual Content	The audiovisual content used was culturally sensitive and aligned with Islamic values, promoting respect and ethical behavior.	Using culturally appropriate materials ensures that the content resonates with students' values.	Continue to curate and develop media that reflects Islamic principles and cultural sensitivities.

The findings of this study highlight the significant role of audiovisual media in enhancing Islamic education in elementary schools. The integration of multimedia tools, such as videos and animations, increased student engagement, leading to a better understanding and retention of Islamic concepts. Teachers who utilized these tools reported improved student motivation and enthusiasm, indicating the positive impact on learning outcomes. However, challenges such as limited resources and access to technology were identified, which hindered consistent implementation. Despite these challenges, student feedback was overwhelmingly positive, with many expressing that audiovisual content made learning more accessible and enjoyable. The study underscores the importance of culturally sensitive materials that align with Islamic values, suggesting that further investment in technological resources and teacher training would enhance the overall effectiveness of audiovisual media in Islamic education.

Discussion

Innovation is a discovery that contains ideas, goods, events, or methods that have never existed before, whether it is an absolute discovery or an improvement and refinement of existing ideas. Innovation usually arises in relation to a problem that needs to be solved ([Susilo, & Mustofa, 2024](#)).

Innovation in Islamic Religious Education learning is expected to help students achieve maximum understanding of Islamic Religious Education material. Islamic Religious Education is a learning discipline that encompasses all aspects related to Islam. In public schools, such as elementary schools (SD), Islamic Religious Education is taught as a compulsory subject, with a weekly lesson allocation of 2 hours. Islamic education should change its teaching paradigm, which was initially dominated by lectures, towards a more cooperative learning approach ([Sabara & Hamid, 2022](#)). Because the role of Islamic education in life is so important, Islamic education learning should provide students with a strong foundation. Islamic education learning must be carried out with full attention and wisdom, one of which is to start stimulating students' interest through learning innovation.

In the context of learning, media play a vital role as an intermediary for delivering information. According to Arsyad, learning media encompass various elements, such as people, materials, or events, that create meaningful learning conditions, enabling students to gain new experiences, knowledge, skills, and attitudes. This definition aligns with the Association of

Education and Communication Technology's (AECT) view, which defines media as any form used to convey messages or information during a learning process ([Arsyad 2013](#)). Learning media serve as a means of communication that conveys information from the source to the recipient, aiming to enhance the effectiveness and efficiency of the learning process ([Harahap & Efendi, 2024](#)).

Among the various types of learning media, audiovisual media occupy an important position because of their ability to integrate sound and moving images. Audiovisual media as media that have elements of sound and images, such as educational videos, educational films, and animations, which can be observed through the senses of hearing and sight simultaneously. Audiovisual media also have the advantage of presenting information in a concrete and engaging way, thereby increasing students' absorption and retention of learning material ([Munadi, 2013](#)).

Based on the Dual Coding theory discovered by Paivio, information presented in two modalities, "verbal and visual," will be processed through two different but complementary cognitive pathways, thereby improving students' ability to remember and understand the theory. Mayer also reinforces this theory in the Cognitive Theory of Multimedia Learning, which explains that multimedia learning, which combines words and images, produces a more profound understanding than learning that uses only one modality ([Yulianti & Satria, 2025](#)).

The characteristics of quality learning media are also described by [Sudjana & Rivai \(2011\)](#), who state that effective learning media are those that activate students to respond and encourage them to practice correctly. Good media must also be appropriate to the characteristics of the students, the learning objectives, and the context of the material being taught ([Hafidah & Syarifin, 2024](#)). In the context of Islamic education learning at the elementary school level, audiovisual media are a suitable choice because students in this age range are in the concrete operational stage, according to Piaget's cognitive development theory, where they require visualization and concrete experiences to understand abstract concepts ([Pratama & Sakti, 2020](#)).

Audiovisual media can display images that build students' reasoning skills. The background music accompanying the images can stimulate students' emotions and enhance their understanding of an event ([Pratama & Zubaedi, 2025](#)). This medium is very suitable for explaining complex material. Electronic machine technology that can present audio messages and image visualizations is the main feature of audiovisual media. In addition, there are other characteristics in meeting learning needs, including: (1) dynamic nature, (2) dynamic visualization, (3) use in accordance with the rules of use, (4) physical presentation media of an idea, (5) less cooperative for students because it tends to be teacher-oriented. However, the limitations in the fifth aspect can be minimized through active learning strategies that integrate audiovisual media with group discussions and reflective activities, enabling students to become not only passive users but also active participants in the learning process.

Audiovisual media is a combination of audio and visual tools, hence the term audiovisual media ([Serungke et al., 2023](#)). Audiovisual media can optimize the presentation of teaching materials to students and also fulfill the media requirements that students need. Audiovisual media encompass not only sound elements but also visual elements that can be seen, such as video recordings, various film sizes, sound slides, and so on ([Hayati et al., 2017](#)). All learning processes that utilize media containing visual and audio elements, thereby actively engaging the senses of hearing and sight, are characteristic of audiovisual media learning ([Yusmawati et al., 2020](#)). It can be concluded that audiovisual learning media serve as an intermediary medium that is absorbed through sight and hearing, thereby creating conditions that enable students to acquire knowledge, skills, or attitudes used to help achieve learning objectives ([Hayati et al., 2017](#)).

Audiovisual media involve both sight and hearing in a single process. Audiovisual media encompasses images, visuals, and sound. Audiovisual media can be classified based on their technical characteristics and presentation (Oktana & Hidayaturrahman, 2025). First, there is static audiovisual media, which combines elements with still images. Examples include sound slides (sound frame films), narrated films, and printed materials accompanied by supporting audio recordings. Second, dynamic audiovisual media refers to media that display a combination of sound and moving images in sync, such as sound films, educational videos, and interactive multimedia content (Hamzah and Alfiat 2020).

From the perspective of content production sources, audiovisual media can be categorized into two types. The first category is pure audiovisual media, which comprises sound and visual components originating from a single, integrated source, such as educational videos or documentary films. The second category includes mixed audiovisual media, where the elements of sound and images are produced separately and then combined, such as slide presentations accompanied by narration from an external voice recorder or frame films combined with audio from a tape recorder (Lestari et al., 2018).

According to Mayer in the Cognitive Theory of Multimedia Learning, learning that integrates visual and verbal elements simultaneously facilitate a more efficient cognitive process because information is processed through two different but complementary channels. This also reinforces the argument that audiovisual media have a comparative advantage over conventional methods in the context of Islamic education learning (Ridho et al., 2020).

This demonstrates that the advantage of audiovisual media lies in its ability to present more engaging and diverse learning content through a combination of rich visual elements and clear audio narration. In addition, audiovisual media support the transformation of the learning paradigm from a teacher-centered to a student-centered approach, where students have a more active role in constructing their own knowledge (One, 2017). Another significant advantage is the ability of audiovisual media to maintain students' attention and concentration for more extended periods, thereby reducing the boredom that often occurs with conventional learning methods (Mufarohah, 2023). If the use of audiovisual media is successful, student learning outcomes are likely to improve. In the teaching process, the use of hardware in audiovisual learning media is readily apparent. Audiovisual media is a learning tool that combines large-scale visual displays with sound elements, thereby providing a more complete learning experience. Through the simultaneous use of sight and hearing, this medium allows students to receive information directly without having to undergo a complex process of symbolic interpretation. The use of audiovisual media not only enriches learning stimuli but also increases student engagement and the effectiveness of understanding in the learning process (Aida, 2020).

The implementation of audiovisual media innovations in learning, especially in Islamic Religious Education, has a strategic function as an instrument for delivering material that aims to increase student interest and involvement in the learning process (Abdelgalil, 2023). The use of this media is significant, especially in Fiqh lessons, which have complex material characteristics and require a deep understanding of the procedures for performing worship. In this context, audiovisual media function as a visual aid that clarifies abstract concepts that are difficult to understand through verbal explanations (Purnomo & Mansur 2024).

The development of information and communication technology in the contemporary digital era has facilitated access to various audiovisual learning resources more easily and efficiently. One of the most popular and widely used digital platforms in the education context is YouTube, which offers a vast repository of educational content in audiovisual format that can be accessed freely. In this study, the author will analyze one video from the YouTube platform as a representation of audiovisual-based Islamic education learning media (Dewi 2024)

It is essential to note that, apart from YouTube, numerous other digital platforms offer similar services, available in both website and online application formats. The media used to display audiovisual content includes various electronic devices, such as televisions, LED (Light-Emitting Diode) screens, LCD (Liquid Crystal Display) projectors, laptop computers, and smartphones. The diversity of these devices offers flexibility in implementing technology-based learning in various educational settings ([Sudarman & Adnan 2021](#)).

As the object of study, the author analyzed a video from the Yufid TV channel entitled "The Correct Way to Bow: Posture before Bowing (Recitation of Takbir Intiqal & Tumaninah)" which has a duration of 6 minutes and 34 seconds. The video presents learning material about the concept of tumaninah (calmness and perfection of movement) in bowing and prostration, as well as the recitation of takbir intiqal (takbir of transition) performed before and after bowing.

This video employs a comparative demonstration approach, showcasing a model of prayer practice that illustrates the correct movements (in accordance with Islamic law) and incorrect movements (which violate the rules). This presentation method allows students to visually identify and distinguish between practices that should be followed and those that should be avoided, thereby providing a more comprehensive and applicable understanding of the implementation of prayer.

Audiovisual-based learning requires a change in the role of teachers from instructors to facilitators. Teachers do not merely operate the equipment, but also guide students in developing an understanding of the material presented. When students watch educational videos, teachers function as scaffolders who provide cognitive assistance as needed. Vygotsky's (1978) concept of the Zone of Proximal Development demonstrates that guidance from more knowledgeable individuals enhances learning effectiveness. Teachers can provide comments, clarifications, or reflective questions that support students' understanding of the video content ([Cahyono 2010](#)).

The strategic pausing technique proposed by Mayer can be applied by pausing at important points to provide explanations or ask brief questions ([Saguni, 2006](#)). This method encourages active learning without distracting students. Discussions after video playback are also important for deepening understanding of concepts through shared reflection and analysis. The success of audiovisual learning depends on two factors: the quality of the video content and the teacher's pedagogical ability to manage learning. (Abdelgalil 2023) Skilled teachers can integrate audiovisual media with instructional interactions to achieve optimal learning objectives ([Khoirunnisa et al. 2019](#)).

Some private madrasas are equipped with televisions, projectors, and even LED screens that are useful as educational tools for religious learning. These tools are helpful when teachers want to implement learning innovations using audiovisual media. According to Arsyad (2019), the use of technology in learning can enhance the effectiveness of material delivery and create a more engaging learning experience for students ([Arsyad, 2013](#)). The content most often used in Islamic education is animated films or cartoons with Islamic historical themes, which are widely available on digital platforms. Although most of this content is not explicitly produced for formal education, its relevance to the Islamic education curriculum allows it to be used as an alternative learning medium ([Nurhidin, 2017](#)). This confirms that teachers can adapt various available media sources for instructional purposes, as long as the content aligns with the learning objectives and characteristics of the students ([Komalasari et al., 2022](#)).

The primary advantage of audiovisual media lies in its ability to capture students' attention and encourage active participation in the learning process. In the Cognitive Theory of Multimedia Learning, explains that information presented through a combination of visual and auditory stimuli can improve memory retention because it involves two cognitive processing channels simultaneously. This media is also effective in developing students' creativity and thinking skills through comprehensive visual and auditory stimuli ([Saguni 2006](#))

Some specific advantages of audiovisual media in the context of Islamic education learning include: (1) Overcoming spatial limitations with a broad target audience. (2) Stimulating and developing imagination and emotions. (3) Training auditory focus through verbal concentration. (4) Media suitable for teaching music and language, which can help students get used to the listening section. (5) Stimulating emotions through music and sound. (6) Presenting in-depth material by teachers. (7) Presenting material that is more complex than what is taught by teachers. The disadvantage of this media is that it is connected as one. The presentation relies solely on sight. In the context of Islamic education learning in madrasahs, teachers can optimize the use of audiovisual media for various subjects ([Gan et al. 2015](#)). Islamic cultural history can be visualized through documentary films or animations of historical events. Fiqh learning can be enriched with videos demonstrating worship practices. The subject of Al-Qur'an Hadith can be supported by audio media for learning tajwid and tahsin. The use of this media must be adjusted to the characteristics of the material and the learning objectives to be achieved in order to have an optimal impact on student understanding ([Ernanida & Yusra, 2019](#)).

Several factors must be considered when using learning media, including: first, educators must prepare the learning material in advance. After that, they must decide on the most suitable media to teach students so that they can understand. Second, educators must be able to understand the time to show the video within the predetermined time. Third, prepare the room in advance. After that, briefly explain the video that was shown. Fourth, after showing the video to the students, the educator should conduct ice-breaking and ask questions to gauge their understanding of the material presented ([Erni et al. 2024](#)).

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The implications of this study indicate that learning innovation through audiovisual media at Nurul Ulum Elementary School in Surabaya has a positive impact on students' understanding of the subject matter. The use of technology, such as digital platforms and interactive applications, enhances the effectiveness and efficiency of learning, with educators playing a crucial role in facilitating the effective use of these media. This study suggests that integrating technology into Islamic Religious Education learning in elementary schools can not only enhance students' understanding but also encourage more interactive and engaging learning innovations. Therefore, the results of this study can serve as a reference for educators to make better use of technology in their efforts to improve the quality of education in the future.

2. Research Contribution

This research contributes to the adoption of audiovisual media in Islamic Religious Education in elementary schools, particularly at SD Nurul Ulum Surabaya. This research offers valuable insights for educators on how to effectively integrate technology to enhance students' understanding of the subject matter. In addition, this study also demonstrates that the use of digital platforms and interactive applications can enhance the effectiveness and efficiency of learning, making them valuable resources for the development of more innovative education that is relevant to technological advancements. The results of this study are expected to be a reference for other educational institutions in implementing technology-based learning innovations.

A. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research is recommended to explore more deeply the impact of audiovisual media use in the context of Islamic Religious Education learning in various types of elementary schools, taking into account factors such as curriculum differences, students' socioeconomic

conditions, and the level of technological readiness in schools. In addition, research can also involve quantitative approaches to measure the effectiveness of audiovisual media in improving student learning outcomes in more detail, as well as identifying the challenges faced by educators in utilizing this technology. Further research can also explore the development of more interactive and adaptive audiovisual-based learning applications, tailored to the needs and characteristics of students in various regions.

E. CONCLUSION

This study shows that learning innovation through audiovisual media has a positive impact on student understanding at Nurul Ulum Elementary School in Surabaya. With the development of technology, including the use of digital platforms and interactive applications, it is easier to access learning through audiovisual media, such as YouTube videos, which enhances the effectiveness of student learning. The role of educators in facilitating the use of these learning media is crucial, as it ensures more effective and efficient utilization of available resources.

This study emphasizes the importance of integrating technology into Islamic Religious Education in elementary schools. By utilizing audiovisual media, learning becomes more interesting, interactive, and easier for students to understand. The use of this technology also provides students with the flexibility to learn, allowing them to access materials at any time and from anywhere.

This study makes an essential contribution in encouraging the adoption of audiovisual media in Islamic Religious Education learning in elementary schools. It also provides educators with new insights into the importance of technology in enhancing the effectiveness and efficiency of learning. The results of this study will inspire more schools to integrate technology into their learning processes, thereby improving the quality of education.

ACKNOWLEDGMENTS

The author would like to express his deepest gratitude to all teachers at Nurul Ulum Elementary School in Surabaya for their dedication, guidance, and tremendous support throughout this research. Without the assistance and cooperation of the teachers, this research would not have run smoothly.

AUTHOR CONTRIBUTIONS STATEMENT

The author declares that the entire research and writing process for this article was conducted independently. The author assumes full responsibility for all data associated with this research. No other individual contributed as a co-author or made any significant contribution to the content of this work

DECLARATION OF COMPETING INTEREST

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

REFERENCES

Abadi, G. F. (2015). Inovasi pembelajaran pendidikan agama Islam berbasis eLearning. *Jurnal Tasyri'*, 22(2), 127-138. [https://doi.org/10.25299/al-hikmah:jaip.2017.vol14\(2\).1027](https://doi.org/10.25299/al-hikmah:jaip.2017.vol14(2).1027)

Abdelgalil, R. I. I. E. (2023). The philosophy of creativity, innovation, and technology from an Islamic perspective. *Journal of Islamic Thought and Civilization*, 13(1), 228-244. <https://doi.org/10.32350/jitc.131.16>

Abdullah, A., & Fahmi, Z. (2022). Peran guru sebagai motivator dan pengaruhnya terhadap hasil belajar siswa. *Jurnal Al-Fikrah*, 11(1), 29-44. <https://doi.org/10.54621/jiaf.v11i1.259>

Aditya, B. R., Andrisyah, Ismiyatun, A. N., Atika, A. R., & Permadi, A. (2021). Digital disruption in early childhood education: A qualitative research from teachers' perspective. *Procedia Computer Science*, 197(2021), 521–528. <https://doi.org/10.1016/j.procs.2021.12.169>

Aida, L. N. (2020). Inovasi media pembelajaran pendidikan agama Islam melalui media audiovisual. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 7(1), 43–50. <https://doi.org/10.24042/terampil.v7i1.6081>

Amanullah, M. A. (2020). Pengembangan media pembelajaran flipbook digital guna menunjang proses pembelajaran di era revolusi industri 4.0. *Dimensi Pendidikan Dan Pembelajaran*, 8(1), 37–44. <https://doi.org/10.24269/dpp.v0i0.2300>

Arsyad, A. (2013). Pendidikan karakter: Al-Qaulu Al-Qadim wa Al-Qaulu Al-Hadits. *Jurnal Al-Ulum*, 13(1), 39–72. <https://journal.iaingorontalo.ac.id/index.php/au/article/view/180>

Banarsari, A., Nurfadilah, D. R., & Akmal, A. Z. (2023). Pemanfaatan teknologi pendidikan pada abad 21. *SHEs: Conference Series* 6, 1, 459–464. <https://doi.org/10.20961/shes.v6i1.71152>

Cahyono, A. N. (2010). Vygotksian perspective: Proses scaffolding untuk mencapai zone of proximal development (ZPD) peserta didik dalam pembelajaran matematika. *Seminar Nasional Matematika Dan Pendidikan Matematika*, November, 443–448. <https://eprints.uny.ac.id/10480/1/P3-Adi.pdf>

Dewi, A. C. (2024). Peran teknologi dalam meningkatkan kualitas pembelajaran di era digital. *Jurnal Riset Guru Indonesia*, 3(3), 165–170. <https://doi.org/10.62388/jrgi.v3i3.473>

Ernanida, E., & Yusra, R. A. (2019). Media audio visual dalam pembelajaran PAI. *Murabby: Jurnal Pendidikan Islam*, 2(1), 101–112. <https://doi.org/10.15548/mrb.v2i1.333>

Erni, Artis, & Rahman. (2024). Zakat management practices and sustainable development in Indonesia. *Sinergi International Journal of Islamic Studies* 2(1), 24–37. <https://journal.sinergi.or.id/index.php/ijis/article/view/129>

Gan, B., Menkhoff, T., & Smith, R. (2015). Enhancing students' learning process through interactive digital media: New opportunities for collaborative learning. *Computers in Human Behavior*, 51, 652–663. <https://doi.org/10.1016/J.CHB.2014.12.048>

Hafidah, M., & Syarifin, A. (2024). The use of the problem-based learning (PBL) model to improve Islamic education learning outcomes for elementary school students. *Jurnal Indonesia Pendidikan Profesi Guru*, 1(2), 46–54. <https://doi.org/10.64420/jippg.v1i2.242>

Hamzah, H., & Alfiat, D. (2020). Penerapan metode ceramah dengan media audio visual untuk meningkatkan minat belajar pendidikan agama Islam. *JKIP: Jurnal Kajian Ilmu Pendidikan*, 1(1), 42–50. <https://doi.org/10.55583/jkip.v1i1.75>

Harahap, TF., & Efendi, Z. (2024). Inovasi media pembelajaran pendidikan agama Islam melalui media audiovisual. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 2(4). <https://doi.org/10.59059/al-tarbiyah.v2i4.1468>

Hayati, N., Yusuf, M., & Harianto, A. F. (2017). Hubungan penggunaan media pembelajaran audio visual dengan minat peserta didik pada pembelajaran pendidikan agama Islam di SMAN 1 Bangkinang Kota. *Jurnal Al-Hikmah*, 14(2), 160–180. [https://doi.org/10.25299/al-hikmah;jaip.2017.vol14\(2\).1027](https://doi.org/10.25299/al-hikmah;jaip.2017.vol14(2).1027)

Hermawan, G. (2024). Peningkatan pemahaman dan motivasi siswa melalui strategi dan media pembelajaran PAI berbasis audiovisual di sekolah dasar. *Epistemic: Jurnal Ilmiah Pendidikan*, 3(1), 113–130. <https://doi.org/10.70287/epistemic.v3i1.195>

Khoirunnisa, H., Umamah, N., & Sumardi. (2019). Edmodo as a media for history learning in the digital era. *IOP Conference Series: Earth and Environmental Science*, 243(1). <https://doi.org/10.1088/1755-1315/243/1/012087>

Komalasari, K., Khaerunisa, R., & Aeni, A. N. (2022). Penggunaan video animasi kartun Islami untuk meningkatkan pengetahuan keislaman siswa sekolah dasar. *Jurnal Basicedu*, 6(3), 3962–3971. <https://doi.org/10.31004/basicedu.v6i3.2734>

Lestari, I. D., Halimatusha'diah, H., & Puji Lestari, F. A. (2018). Penggunaan media audio, visual, audiovisual, dalam meningkatkan pembelajaran kepada guru-guru. *Jurnal PkM Pengabdian Kepada Masyarakat*, 1(01). <https://doi.org/10.30998/jurnalpkm.v1i01.2361>

Marinda, L. (2020). Teori perkembangan kognitif Jean Piaget dan problematikanya pada anak usia sekolah dasar. *An-Nisa': Jurnal Kajian Perempuan & Keislaman*, 13(1), 116-152. <https://doi.org/10.35719/annisa.v13i1.26>

Misran, M., & Kasmantoni, K. (2025). Upaya peningkatan hasil belajar pendidikan agama Islam melalui metode peer group teaching pada siswa sekolah menengah pertama. *Jurnal Indonesia Kajian Pendidikan Islam*, 1(3), 91-101. <https://doi.org/10.64420/jikpi.v1i3.361>

Mufarohah, U. (2023). Efforts to improve 5th grade students' PAI learning outcomes through audio visual media in SD Negeri Larangankulon, Mojotengah District Semester II School Year 2022/2023. *Jurnal El-Huda*, 14(01). <https://doi.org/10.59702/elhuda.v14i01.46>

Munadi, Y. (2013). *Media pembelajaran*. GP Press Group.

Murliati, E., & Zubaidah, Z. (2025). Implementation of the talking stick model as an effort to improve Islamic education learning outcomes in elementary schools. *Jurnal Indonesia Pendidikan Profesi Guru*, 2(3), 145-154. <https://doi.org/10.64420/jippg.v2i3.372>

Nurfadillah, S., Ningsih, D. A., Ramadhania, P. R., & Sifa, U. N. (2021). Peranan media pembelajaran dalam meningkatkan minat belajar siswa SD Negeri Kohod III. *PENSA: Jurnal Pendidikan Dan Ilmu Sosial*, 3(2), 243-255. <https://doi.org/10.36088/pensa.v3i2.1338>

Nurhidin, E. (2017). Inovasi pembelajaran pendidikan agama Islam (PAI) melalui pemanfaatan media pembelajaran kontekstual dan pengembangan budaya religius di sekolah. *Journal Kuttab*, 1(1), 1-14. <https://www.researchgate.net/publication/325125747>

Oktana, Y., & Hidayaturrahman, M. (2025). Implementing the cooperative learning model with LCD projector media to improve elementary school students' learning outcomes. *Jurnal Indonesia Pendidikan Profesi Guru*, 2(1), 1-9. <https://doi.org/10.64420/jippg.v2i1.248>

One, O. (2017). Efektivitas penggunaan media pembelajaran audiovisual Powtoon dalam meningkatkan motivasi belajar siswa di Madrasah Aliyah. *Jurnal Pendidikan Dan Pembelajaran Untan*, 6(3). <https://doi.org/10.26418/jppk.v6i3.19277>

Pratama, D. P. A., & Sakti, N. C. (2020). Pengembangan media pembelajaran handout digital berbasis Android. *Jurnal Pendidikan Ekonomi Undiksha*, 12(1), 15. <https://doi.org/10.23887/jjpe.v12i1.25327>

Pratama, Z. H., & Zubaedi, Z. (2025). Implementing flash card learning media to improve elementary school students' learning outcomes in prayer material. *Jurnal Indonesia Pendidikan Profesi Guru*, 2(2), 69-77. <https://doi.org/10.64420/jippg.v2i2.256>

Purnomo, D., & Mansur, A. (2024). *Jurnal jendela pendidikan*. Jendelaedukasi.Id, 01(02), 48-60.

Rahayu, A. W., Khoiroh, A. U., A'yun, A. Q., Rusydiyah, E. F., & Rahman, Moh. R. (2023). Identifikasi penerapan kerucut pengalaman di sekolah dasar kota Surabaya. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 63-77. <https://doi.org/10.32332/elementary.v9i1.6309>

Ridho, S., Ruwiyatun, R., Subali, B., & Marwoto, P. (2020). Analisis kemampuan berpikir kritis siswa pokok bahasan klasifikasi materi dan perubahannya. *Jurnal Penelitian Pendidikan IPA*, 6(1), 10-15. <https://doi.org/10.29303/jppipa.v6i1.194>

Sabara, R., & Hamid, A. (2022). Pengembangan model pembelajaran PAI berbasis blended learning pasca pandemi Covid-19 di SD Muhammadiyah 8 Surabaya. *Geneologi PAI: Jurnal Pendidikan Agama Islam*, 9(01), 507-516. <https://doi.org/10.32678/geneologipai.v9i1.5641>

Saguni, F. (2006). Prinsip-prinsip kognitif pembelajaran multimedia: Peran modality dan contiguity terhadap peningkatan hasil belajar. *Jurnal INSAN*, 8(3), 147-157.

Serungke, M., Sibuea, P., Azzahra, A., Fadillah, M. A., Rahmadani, S., & Arian, R. (2023). Penggunaan media audio visual dalam proses pembelajaran bagi peserta didik. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 3503–3508.

Sudarman, & Adnan, M. F. (2021). Pemanfaatan teknologi dalam pembelajaran di era digital. *Jurnal Teknologi Pendidikan*, 9(1), 76–85.

Sudjana, N., & Rivai, A. (2011). *Media pengajaran (Penggunaan dan pembuatannya)* (10th ed.). Sinar Baru Algensindo.

Susilawati, S., & Saputra, H. (2025). Penerapan metode index card match untuk meningkatkan hasil belajar siswa pada mata pelajaran akidah akhlak. *Jurnal Indonesia Kajian Pendidikan Islam*, 1(2), 53–62. <https://doi.org/10.64420/jikpi.v1i2.265>

Susilo, A. C., & Mustofa, T. A. (2024). Efektivitas penerapan media audio visual dalam meningkatkan pembelajaran fiqh di SMP Muhammadiyah. *Didaktika: Jurnal Kependidikan*, 13(2), 1797–1808. <https://doi.org/10.58230/27454312.608>

Winarto, W., Syahid, A., & Saguni, F. (2020). Effectiveness the use of audio visual media in teaching Islamic religious education. *International Journal of Contemporary Islamic Education*, 2(1), 81–107. <https://doi.org/10.24239/ijcied.vol2.iss1.14>

Yulianti, S., & Satria, I. (2025). Upaya guru meningkatkan hasil belajar pendidikan agama Islam menggunakan metode make a match pada siswa SD Negeri 2 Bengkulu Selatan. *Jurnal Indonesia Kajian Pendidikan Islam*, 1(1), 9–16. <https://doi.org/10.64420/jikpi.v1i1.151>

Yusmawati, Y., Rihatno, T., & Rismawanti, R. (2020). Meningkatkan hasil belajar gerak dasar melempar dengan media audio visual pada siswa kelas III SDN 03 Jelambar Baru Jakarta Barat. *Jurnal Segar*, 8(2), 80–89. <https://journal.unj.ac.id/unj/index.php/segar/article/view/15429/8706>

Copyright holder:

© Mursyidi, M. N. H. A. (2025)

First Publication Right:

At-Ta'lim: Media Informasi Pendidikan Islam

This Article is licensed under:

CC-BY-NC-SA ([Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/)