



The Utilization of Visual Media to Enhance Children's Psychomotor Skills in Islamic Education Learning

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Abstract

This article explores using visual media to improve children's psychomotor skills in Islamic Education, particularly in fiqh learning. The research method uses descriptive qualitative research with a library research approach. The results show that visual media, such as images, videos, and animations, can support learning by improving students' psychomotor skills and facilitating understanding and practising the required movements or steps. The conclusion shows that integrating visual media in learning effectively improves students' psychomotor skills and supports the optimal achievement of educational goals. The implications of this research are the importance of applying appropriate visual media in learning, especially in subjects that require practical skills, to improve children's learning process and outcomes.

Kata Kunci

Media Visual;
Psikomotor; Anak;
Pembelajaran
Pendidikan Islam

Abstrak

Artikel ini bertujuan untuk mengeksplorasi pemanfaatan media visual dalam meningkatkan keterampilan psikomotor anak dalam pembelajaran Pendidikan Agama Islam (PAI), khususnya dalam pembelajaran fikih. Metode penelitian menggunakan penelitian kualitatif deskriptif dengan pendekatan library research. Hasil penelitian menunjukkan bahwa pemanfaatan media visual, seperti gambar, video, dan animasi, dapat mendukung pembelajaran dengan meningkatkan keterampilan psikomotor siswa, memudahkan pemahaman dan praktik gerakan atau langkah-langkah yang diperlukan. Kesimpulan menunjukkan bahwa integrasi media visual dalam pembelajaran efektif untuk meningkatkan keterampilan psikomotor siswa dan mendukung pencapaian tujuan pendidikan secara optimal. Implikasi penelitian ini adalah pentingnya penerapan media visual yang tepat dalam pembelajaran, terutama pada materi yang membutuhkan keterampilan praktis, untuk memperbaiki proses dan hasil belajar anak.

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INTRODUCTION

Education is a process that involves various aspects of child development, including cognitive, affective, and psychomotor aspects. Psychomotor aspects relate to physical and motor skills, including body movements, coordination, and speed and accuracy in performing physical activities. Good psychomotor skills greatly influence students' ability to apply concepts learned daily, especially in subjects requiring practical skills, such as sports, art, and manual work (Fajar, 2017).

Visual media helps children develop psychomotor skills by showing the steps or procedures that must be performed in real life (Aliyyah et al., 2021). Often, visual media is only applied in physical education (PE) or art lessons, even though it can also be applied in Islamic education lessons such as Fiqh. For example, in Fiqh lessons, visual media can be highly effective in helping students develop psychomotor skills, particularly in understanding and practising religious rituals that require specific procedures, such as the proper way to perform prayer or ablution. This makes it easier for students to imitate and apply these movements, enhancing their motor skills.

Visual media, such as images, videos, and animations, can improve children's understanding and psychomotor skills (Indah & Fadilah, 2024). With the help of visual media, students can more easily understand the sequence of movements, correct techniques, and demonstrate motor skills more effectively. Therefore, this study measured how much visual media can be utilized to improve students' psychomotor skills in the learning process.

Visual learning media can help students who have difficulty understanding the concepts being taught (Nomleni & Manu, 2018). In addition, visual learning materials can also have a calming and motivating effect. The availability of LCDs or projectors, which can provide clear and sharp visuals to help students understand the lesson material, is a valuable feature. The absence of LCDs or projectors, along with the possibility of bulbs burning out during active learning, are factors that contribute to learning (Suwarni, 2020). Visual media can improve student learning outcomes in social studies in the third grade at MI Miftahul Hidayah. In addition, the learning process becomes more interactive, with students participating more actively. An increase in student learning outcomes of 22.75% was recorded after the implementation of visual media (Wafiqni, 2016).

An analysis of the gap in the use of visual media to enhance children's psychomotor skills in Islamic education learning shows that while there is significant potential in using visual media, many studies have not specifically explored its impact within the context of Islamic education. Most existing studies focus on using visual media in general education or outside the religious context, resulting in limited relevant references regarding the most effective types of visual media for developing children's psychomotor skills in Islamic Education subjects such as Fiqh, worship, or creed. Additionally, no research has comprehensively addressed the factors influencing students' acceptance of visual media, such as cultural background, age, and diverse religious understanding. Therefore, further research is needed to identify appropriate strategies, media, and approaches for visual media to support children's psychomotor skills in Islamic education.

This study aims to provide new insights into how visual media can enhance children's psychomotor skills in Islamic education learning, which remains under-explored in religious education literature. With rapid technological advancements, visual media can enrich students' learning experiences and accelerate the understanding of abstract religious concepts by making them more concrete through visualization. This study aims to explore the effectiveness of visual media, such as images, videos, and animations, in improving children's psychomotor skills, particularly in Islamic Education learning. Additionally, this study provides practical recommendations for educators to optimally integrate visual media into the learning process to enhance student's understanding and skills in applying Islamic teachings in daily life.

METHOD

This study uses a descriptive qualitative method to describe and explain the phenomenon related to using visual media to improve children's psychomotor skills in Islamic education learning. This approach was chosen because it allows researchers to reveal a deep understanding of the role of visual media in the learning process and its influence on children's psychomotor development.

The research object is various relevant literature sources, including books, journals, articles, and previous studies discussing the use of visual media in education, particularly in the context of Islamic education. The primary focus of the research is an analysis of how visual media can improve children's psychomotor skills in the context of IRE learning.

Data collection was conducted using the literature review technique (library research), which involved collecting, studying, and analyzing various literature discussing the use of visual media in Islamic education. The data collected came from various relevant sources, such as educational theory books, scientific journals, articles, and research reports related to the topic under study.

Data analysis was conducted using a qualitative descriptive method, which involved organizing, classifying, and synthesizing the information in the literature. The collected data was then analyzed to identify the relationship between visual media and the improvement of children's psychomotor skills in PAI learning. This process aims to explore in depth the benefits, challenges, and recommendations that can be given to educators to optimize the use of visual media in Islamic Religious Education learning.

RESULTS AND DISCUSSION

Result

1. Visual Media

Visual media can be divided into several types, namely verbal print media, graphic print media, and non-print visual media. Verbal and visual media convey messages through text or writing. In contrast, non-verbal graphic visual media use symbols or graphic elements such as graphs, diagrams, and images (sketches, paintings, photographs) to convey messages visually. Three-dimensional visual media, such as miniatures or models, also fall under the non-verbal category. This media type is highly effective in education as it helps students visualize the phenomena being studied, making their understanding more concrete without relying solely on imagination. Visual media enables teachers to convey material more clearly and effectively (Lestari, 2021).

In addition, visual media are used in teaching to simplify the understanding of complex concepts, making it easier for students to grasp the material. According to cognitive theory, images are easier to remember than text alone, and combining text with images can enhance students' understanding of learning (Indriyaningrum et al., 2022). Thus, visual media is an important element in education, improving memory, clarifying concepts, attracting attention, and relating lesson material to everyday experiences (Sari et al., 2023).

2. Benefits of Visual Media

Visual media offers significant benefits in learning. They help convey information in an effective and easily understandable way, strengthen memory, and facilitate communication. Additionally, visual media can simplify complex information and transcend language barriers, making them highly important across various fields, including education. In education, visual media can overcome the limitations of students' experiences and allow them to interact with material that is difficult to explain with words alone. For example, 3D animations about the stages of the hajj or Umrah provide a clear picture, even though students cannot experience these events directly.

Improvement of Children's Psychomotor Skills

Psychomotor skills in learning refer to physical skills involving body coordination and movement (Yuliantika, 2022). Improving children's psychomotor skills aims to improve or develop physical skills

involving body movements. Bloom states that psychomotor skills are related to performing actions acquired through learning experiences. This psychomotor improvement is important in Islamic Religious Education (PAI) learning, especially in fiqh, which teaches the procedures for worship, such as wudhu and salat (Amin, 2015). Visual media such as video tutorials can facilitate understanding of the practical steps in fiqh, allowing students to practice the movements taught more easily.

Discussion

1. The Role of Visual Media in Improving Psychomotor Skills

Visual media use in learning significantly impacts students' psychomotor skills, especially in learning that requires physical action (Umbara & Apriani, 2020). Visual media, such as videos or images, facilitate students to see and imitate the correct movements. In practical learning contexts, such as Islamic education, demonstration videos on the proper procedures for wudu or prayer can help students understand the steps they need to take. Students can more easily imitate and practice the correct movements by directly observing the correct movements, thereby developing their psychomotor skills effectively. This process involves observation and direct action by students to imitate and refine the movements they perform.

Furthermore, using visual media in practical learning provides opportunities for students to learn through direct experience (Febrian & Nasution, 2024). In practice-based learning, such as prayer and wudhu, students do not only memorize or listen to theory, but they can also watch concrete demonstrations. Videos or images can show each step in detail, clearly explaining how each action should be performed (Sihombing, 2021). With explicit visual representations, students can understand more easily, sharpening their psychomotor skills. This process also helps students remember the steps longer because visualizations are easier to remember than verbal instructions alone.

In addition to facilitating understanding, visual media also helps improve psychomotor skills by allowing students to evaluate themselves. After watching the video or image demonstration, students can try to practice the movements and compare them to what they saw. In learning that relies on visual media, students can immediately know whether their movements are correct or need to be corrected (Irwandi, 2020). This quick feedback is important for developing physical skills, allowing students to make corrections and improve their movements immediately. This is very important in learning that involves practical skills and can increase students' confidence in mastering the material being taught.

2. Student Interaction with Learning Materials

Visual media allows students to interact directly with learning materials, making the learning experience more dynamic and interactive (Sulistyo & Mustafa, 2024). When students see images or videos depicting the steps of worship, such as wudhu or prayer, they not only observe the theory but can also immediately practice what they have seen. This direct interaction allows students to connect theoretical knowledge with real-world practice, which is particularly important in physical skills learning. For example, after watching a video demonstration of the proper way to perform the prayer, students can immediately apply those movements, whether in class or at home, thereby better understanding each step that needs to be taken.

It is clear that visual media helps students practice what they have learned and allows them to self-evaluate (Sidiq et al., 2025). After attempting to perform the movements based on the video or images they have seen, students can compare whether their movements align with those demonstrated. This allows them to correct mistakes immediately, making the learning process more efficient. With quick and direct evaluation, students can more easily identify which parts of the movement need improvement and correct them immediately. This also reinforces learning because they receive direct feedback from practical experience.

Direct interaction with learning materials also encourages more active student engagement. Learning that involves interactive visual media, such as tutorial videos or images that can be played, allows students to be more involved in the learning process (Dasar, 2025). When students interact with

the material directly, they are not just passive recipients of information but are also active in processing and practising that knowledge. This enhances their deep understanding because they do not merely memorize steps or concepts but also experience them directly through physical actions. Such interactive learning has proven more effective in improving students' understanding than methods that rely solely on verbal explanations or text.

3. The Positive Impact of Visual Media on Learning

In addition to facilitating understanding and improving psychomotor skills, visual media also plays an important role in motivating students. Engaging visual media, such as infographics and animations, can stimulate students' curiosity and interest in learning materials previously considered uninteresting (Rifai & Hendriana, 2025). For example, lesson materials based on numbers or abstract concepts can be made more interesting with creative visual representations, simplifying these concepts. This makes the material easier to digest and increases student engagement in the learning process, motivating them to explore the topic more deeply.

Using varied visual media in learning can also create a more enjoyable and interactive learning environment (Ramdani et al., 2021). Students with interesting infographics or animations feel more entertained and interested in participating in the learning process. Visual media can transform what was once a monotonous learning experience into a more dynamic one, enhancing understanding and reducing the boredom often associated with traditional learning methods. As a result, learning becomes more enjoyable and sparks students' interest to continue exploring the material further.

Increased interest in learning through visual media can positively impact student learning outcomes. Students who are more interested in the material being taught will be more focused and enthusiastic in following the learning process (Sitorus & Santoso, 2022). This contributes to improving the quality of learning, as high motivation will encourage students to participate more actively, ask questions, and seek more information. The use of visual media also provides variety in learning methods, which can help reach various learning styles of students, whether visual, auditory, or kinesthetic. Thus, visual media not only increases motivation but also improves the overall effectiveness of learning.

CONCLUSION

Visual media plays an important role in supporting children's learning in school, bridging the gap between theory and practice and enhancing conceptual understanding. Using visual media in learning makes it easier for students to understand abstract material and helps them apply the theories they have learned in concrete, practical ways. Visual media such as images, videos, and animations provide a clear picture of concepts that are difficult to explain with words alone, making it easier for students to absorb and remember information. Additionally, visual media can increase student engagement in learning due to their engaging and motivating nature, making the learning process more dynamic and enjoyable.

The use of visual media is crucial in improving students' psychomotor skills, especially in learning that involves physical skills, such as in fiqh lessons. Visual media can help students practice steps or procedures more accurately and purposefully, such as the movements of wudu or salat, which require physical precision. By showing these steps visually, students not only see but can also imitate and hone their motor skills through direct practice. Therefore, integrating visual media in fiqh learning is highly recommended to improve students' understanding, motivation, and psychomotor skills more effectively. Teachers are expected to use visual media optimally so that the teaching and learning process becomes more meaningful and can achieve holistic educational goals.

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