

The Use of Audio-Visual Media in Islamic Religious Education Instruction for Grade V Students at SDN 057 North Bengkulu

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Abstrak

This study aims to describe the use of audiovisual media in Islamic Religious Education (PAI) instruction for fifth-grade students at SDN 057 North Bengkulu, covering the forms of implementation, supporting and inhibiting factors, and the impact on student motivation and learning outcomes. The study is motivated by the phenomenon of low student interest in PAI when taught solely through lectures and rote memorization, lacking varied instructional media. A qualitative descriptive approach was employed, with data collected through observations, interviews, and documentation involving the PAI teacher, the school principal, and fifth-grade students. The results indicate that the use of audiovisual media—such as instructional videos, animated films depicting the stories of prophets, and religious audiovisual presentations—enhances students' understanding of abstract concepts, including **aqidah-akhlak** (creed and character), the history of Islamic culture, and the procedures of worship. Audiovisual media also proved effective in boosting student concentration, enthusiasm, and active participation during the learning process. However, implementation faces challenges regarding limited projector facilities, internet connectivity issues, and varying levels of technological competence among teachers. The study recommends providing digital literacy training for PAI teachers and increasing the availability of educational technology resources in primary schools to optimize the use of audiovisual media.

Keywords

Audiovisual Media, Learning, Islamic Religious Education



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A. INTRODUCTION

Islamic Religious Education (PAI) holds a strategic position within Indonesia's national education system as part of efforts to achieve the goals of national education, namely developing students' potential so that they become individuals who have faith and devotion to Almighty God, possess noble character, are healthy, knowledgeable, competent, creative, independent, democratic, and responsible (Novriadi et al., 2026).

Islamic Religious Education (PAI) is one of the compulsory subjects in elementary schools and plays a strategic role in shaping students' character, faith, and

morality from an early age. PAI learning does not merely require mastery of cognitive aspects in the form of religious knowledge but also involves affective and psychomotor aspects reflected in students' attitudes and behaviors in everyday life. Therefore, PAI learning should ideally be designed in an engaging, concrete, and meaningful manner so that Islamic values can truly be internalized rather than merely memorized (Aziz et al., 2020).

In reality, PAI learning in many elementary schools is still dominated by lecture and memorization methods. Teachers tend to become the primary source of information, while students mostly take a passive role as listeners. PAI materials that are abstract in nature, such as stories of the prophets, historical events in Islamic culture, procedures for performing acts of worship, and concepts of Islamic faith, are often difficult for elementary school students to understand when presented solely through verbal explanations. This condition has the potential to cause boredom, reduce learning motivation, and ultimately contribute to low student learning outcomes (Zulfiqri, 2026).

One solution that can be used to address these problems is the utilization of audiovisual learning media. Audiovisual media combines visual images and audio elements simultaneously, thereby providing a more concrete, engaging, and realistic learning experience. Through this media, abstract PAI materials can be visualized in the form of videos, animated films, and other religious audiovisual presentations, making them easier for students to understand and remember (Putri & Novriadi, 2024).

SDN 057 Bengkulu Utara, as one of the elementary educational institutions in North Bengkulu Regency, has also sought to develop variations in learning media for PAI subjects, including the use of audiovisual media for fifth-grade students. The selection of fifth grade is based on the consideration that students at this level have relatively more developed thinking abilities than students in the lower grades, while still requiring visual and auditory stimuli to understand complex materials. Based on this description, this article was prepared to examine more deeply the use of audiovisual media in fifth-grade PAI learning at SDN 057 Bengkulu Utara, including its forms of implementation, supporting and inhibiting factors, and its impact on students' learning processes and outcomes.

C. METHOD

This study employs a qualitative approach using a descriptive research design, which aims to systematically describe (Ramdhan, 2021) and present the use of audiovisual

media in fifth-grade PAI learning at SDN 057 Bengkulu Utara as it naturally occurs. A qualitative approach was selected because the data obtained consist of descriptions, explanations, and in-depth accounts of a phenomenon rather than statistical figures. The subjects of this study consisted of the principal, the Islamic Religious Education (PAI) teacher, and fifth-grade students at SDN 057 Bengkulu Utara. Data were collected through three techniques: direct observation of the PAI learning process in the classroom, semi-structured interviews with the teacher and principal, and documentation studies involving learning materials, lesson plans (RPP), and documentation of teaching and learning activities.

Data analysis followed the interactive model developed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). To ensure data validity, this study employed source triangulation and technique triangulation by comparing data obtained from observations, interviews, and documentation to obtain consistent and accountable findings (Susanto & Jailani, 2023).

D. RESULT AND DISCUSSION

1. Forms of Audiovisual Media Use in Islamic Religious Education Learning

The observation results show that the fifth-grade PAI teacher at SDN 057 Bengkulu Utara has utilized audiovisual media in several forms of learning activities. First, animated videos depicting stories of prophets and messengers are used to strengthen students' understanding of *aqidah akhlak* and the history of Islamic culture. Second, video tutorials on religious worship practices, such as the procedures for ablution, prayer, and *dhikr*, are used to help students understand movements and recitations in a more systematic and concrete manner before proceeding to direct practice. Third, Qur'anic *murottal* recordings combined with displays of Qur'anic verses are used to train students' reading and memorization abilities.

The learning process generally begins with a brief explanation by the teacher regarding the topic to be discussed, followed by the presentation of learning videos using a projector or laptop available at the school, and concludes with discussion, question-and-answer sessions, and reinforcement of the learning material. The teacher acts as a facilitator and guide who directs students' attention during the presentation while also providing additional explanations of important points that need to be emphasized.

2. Supporting Factors for the Use of Audiovisual Media

- a. The availability of basic hardware such as projectors, screens, and speakers, although in limited quantities.
- b. The support of the principal in the form of policies and budgeting for the procurement of learning technology facilities.
- c. Students' high enthusiasm and curiosity toward audiovisual presentations compared with conventional lecture methods.
- d. The availability of religious learning video resources that can be accessed through online and offline video-sharing platforms.

3. Inhibiting Factors in the Use of Audiovisual Media

- e. The limited number of projectors and electronic devices compared with the number of learning groups available at the school.
- f. An unstable internet connection, particularly when accessing learning videos online.
- g. The technological competence of some teachers still needs to be improved, particularly in operating, downloading, and editing audiovisual materials.
- h. The limited allocation of PAI learning time in elementary schools, which requires teachers to manage time efficiently between video presentations and other learning activities.

4. The Impact of Audiovisual Media Use on Students' Motivation and Learning Outcomes

Based on interviews with the PAI teacher, the use of audiovisual media has a positive impact on the learning motivation of fifth-grade students. Students appear more enthusiastic, focused, and active in asking questions after watching learning videos compared with situations in which the material is delivered solely through lectures. Audiovisual media also helps students with visual and auditory learning styles to understand the material more optimally because the stimuli provided simultaneously engage two sensory channels.

In terms of learning outcomes, the PAI teacher stated that students find it easier to remember exemplary stories and the sequence of religious worship procedures after learning through videos than by merely reading textbooks. This finding is consistent with various previous research findings indicating that the implementation of audiovisual media in PAI learning can improve the learning outcomes of elementary

school students, both in terms of conceptual understanding and practical worship skills.

In addition to the cognitive aspect, audiovisual media also influences students' affective development. Audiovisual presentations of exemplary stories of prophets and companions are considered more effective in instilling noble moral values than oral delivery alone because students can directly observe the visualization of behavior, expressions, and the context of the events being presented.

5. Discussion

The findings of this study strengthen the theory that learning media, particularly audiovisual media, play an important role in bridging abstract material with concrete learning experiences for elementary school students. The use of audiovisual media in PAI learning at SDN 057 Bengkulu Utara is consistent with the principle that elementary school students are at the stage of concrete operational cognitive development and therefore require learning objects that can be directly seen and heard so that understanding of abstract religious concepts can be achieved optimally.

Nevertheless, the success of audiovisual media use is highly dependent on the readiness of school infrastructure and teachers' competence in designing and managing media-based learning. Therefore, continuous efforts are needed in the form of digital literacy training for PAI teachers, the provision of additional learning technology facilities, and consistent school policy support so that the utilization of audiovisual media can be implemented optimally and sustainably at SDN 057 Bengkulu Utara..

E. CONCLUSION

Based on the research findings and discussion, it can be concluded that the use of audiovisual media in Grade V Islamic Religious Education at SDN 057 North Bengkulu is implemented through the screening of animated videos depicting the stories of the prophets, tutorial videos on acts of worship, and Quranic *murottal* recordings accompanied by on-screen text of the verses. This implementation is supported by the availability of basic technological equipment, administrative support from the school principal, and high student enthusiasm, despite challenges regarding limited facilities, internet connectivity, and the varying levels of technological competence among some teachers.

The use of audiovisual media has proven to have a positive impact on

enhancing student motivation, concentration, and learning outcomes—spanning both the cognitive aspect (material comprehension) and the affective aspect (instilling noble moral values). Therefore, it is recommended that the school continue to upgrade instructional technology facilities and provide digital literacy training for Islamic Religious Education teachers, thereby enabling the optimal and sustainable use of audiovisual media to improve the quality of Islamic Religious Education at SDN 057 North Bengkulu.

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