

EXPLORATION OF THE USE OF AUDIO VISUAL MEDIA BY TEACHERS IN PAI LEARNING IN ELEMENTARY SCHOOLS IN THE DIGITAL ERA

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Abstract: *The development of digital technology has brought significant changes to the world of education, including in Islamic Religious Education (PAI) learning in elementary schools. One relevant form of technology integration is the use of audiovisual media as a learning support tool. This study aims to explore the use of audiovisual media by teachers in Islamic Religious Education (PAI) learning and analyze its contribution to the development of students' cognitive, affective, and psychomotor domains in the digital era. This study used a qualitative approach with a library research method. The results of the study indicate that audiovisual media has a strategic role in increasing student learning engagement, facilitating the understanding of abstract PAI material, and helping internalize Islamic values more meaningfully. Audiovisual media has also been proven to contribute positively to supporting the achievement of learning objectives in the cognitive, affective, and psychomotor domains. However, its use in elementary schools is not fully optimal due to obstacles such as limited teacher digital competence, limited technological facilities, and a lack of pedagogical planning. Therefore, it is necessary to improve teacher competence and support from educational institutions so that the use of audiovisual media in Islamic Religious Education learning can run effectively and sustainably.*

Keywords: *Audiovisual Media; Islamic Religious Education; Elementary School; Digital Era; Islamic Religious Education Learning*

Introduction

Learning media are tools used by educators and students during the educational process, which generate social interaction and foster students' curiosity. The main purpose of using learning media is to increase the effectiveness and efficiency of learning and help clarify concepts taught in a more engaging and effective manner (Sumenep & Sumenep, 2025). The role of media in learning has a significant impact on creating a more interactive, immersive, and effective learning experience. Learning media, such as audio-visual technology, not only serve as tools for conveying information but also as a means to stimulate students' thinking, creativity, and participation. Through the use of media, teachers can provide a more engaging learning approach, motivate students, and facilitate the understanding of complex concepts. Furthermore, learning media also supports students' diverse learning styles, such as visual, auditory, and

kinesthetic, by providing a variety of sensory stimuli. Thus, the role of media can also make the teaching and learning process centered on holistic student development and make classes more enjoyable for students.(Number et al., 2024).

According to Edgar Dale, audio visual media is a learning media that involves the senses of sight and hearing simultaneously, so that students gain a more concrete and meaningful learning experience (Teoritis et al., 2025). Meanwhile, Sapto Haryoko stated that audiovisual media is a medium for conveying information, has 2 characteristics, namely audio characters containing sound and visual characters containing images, media in this category have better capabilities than other media.(E-issn & Tamam, 2022).

From the several expert opinions above, it can be concluded that audiovisual media is a means that allows the presentation of information in the form of a combination of visuals and audio simultaneously, which contains educational messages for students. This type of media is composed of various components that are integrated with each other, so that it is able to display sound and moving images simultaneously, where the design of its use has been carefully, systematically, and logically arranged, in line with the instructional objectives and the level of readiness of students as recipients of the material. The main function of audiovisual media is to be an intermediary in the process of conveying knowledge, skills, and attitude values through stimulation of students' senses of hearing and sight, thereby creating a conducive learning situation for the development of their potential and understanding. (Teoritis et al., 2025)

Islamic Religious Education (PAI) teaching faces fundamental challenges that go beyond simply transferring religious knowledge. The primary task of Islamic Religious Education (PAI) teachers also encompasses character building, internalizing values, and developing skills for performing correct and meaningful religious practices. However, classroom practice shows that most educators still rely on conventional methods, such as monologue presentations and an emphasis on memorization. These interaction patterns discourage student active engagement, creating a monotonous and uninspiring learning environment. Consequently, students' understanding of Islamic principles, particularly those related to the application of religious practices and moral values to everyday life, is less than optimal.(Teoritis et al., 2025)

Islamic Religious Education is a systematic process designed to equip students with the ability to recognize, understand, deepen, believe in, and appreciate Islamic values. This learning process is also aimed at educating students to comprehensively integrate religious teachings into their daily lives, so that Islamic teachings can truly be actualized as guidelines for attitudes and behavior. In this regard, Islamic Religious Education educators are required to possess the skills to utilize media in learning. Teacher competence in managing and implementing media appropriately is crucial, because if this aspect is neglected, the teaching and learning process runs the risk of being ineffective and the learning targets intended through the curriculum are likely not achieved. Therefore, educational interaction between teachers and students through the use of media is crucial for the success of the Islamic religious education process in schools. (Teoritis et al., 2025)

The urgency of discussing the use of audiovisual media in Islamic Religious Education (PAI) learning in elementary schools in the digital era is growing stronger along with the demands for technology integration in the educational process. The reality on the ground shows that some teachers still face various obstacles in optimally utilizing audiovisual media, such as limited digital competence, minimal availability of technological facilities, and inadequate pedagogical understanding regarding the use of technology-based learning media. However, the use of appropriately designed audiovisual media has significant potential to improve the quality of Islamic Religious Education (PAI) learning, particularly in developing the cognitive, affective, and psychomotor domains of elementary school students. Therefore, this study aims to

explore the forms of audiovisual media use by teachers in Islamic Religious Education (PAI) learning and analyze its contribution to achieving learning objectives in these three domains in the digital era.

Literature Review

Education continues to evolve and change with a focus on student academic achievement. Student engagement in learning, including listening to teacher explanations and asking questions to understand the material, is an important indicator of achieving educational goals. To achieve optimal learning outcomes and stimulate student interest in learning, technological developments have become an alternative solution, and learning media communicate, stimulate students' thoughts, emotions, concerns, and desires, and effectively become a means to facilitate learning. Media originates from the Latin word "medius" meaning "middle" and the plural of the word "medium." Literally, "medium" means intermediary or messenger. According to Steffi Adam and Muhammad Taufik Syastra, learning media is currently defined as anything physical and technological in learning methods that facilitate teachers in delivering material to students and help them achieve certain levels of learning outcomes. (Nomor et al., 2024)

Islamic Religious Education (PAI) is very important for elementary schools, as students are equipped with Islamic knowledge related to spiritual, moral, and professional attitudes. Islamic Education or PAI in general, especially at the elementary school level, discusses the principles of faith and morals, the Qur'an and Sunnah, the history of Islamic culture, and the fundamentals of Islamic jurisprudence or the main points of a science. The use of educational media in the learning process can help students develop new interests and motivations, increase motivation and engagement in learning activities, and even reveal psychological impacts on students. The use of educational materials during the orientation phase will greatly increase the effectiveness of the learning process. (Awwaliyah et al., 2025)

Today's advanced technological developments offer significant opportunities to enhance Islamic Religious Education (PAI) learning through the integration of media and technology. By utilizing various digital tools and platforms, teachers can enhance the effectiveness of material delivery, character development, and student mastery of Islamic Religious Education (PAI) skills. (Rohmatun et al., 2024) Suartama & Tastra state that the use of technology in learning is very beneficial because students can explore knowledge anywhere. Another theory is also put forward by Tafiardi (2005), who states that learning technology with electronic device support services emphasizes the learning process rather than electronic devices, in accordance with existing developments. (Piawi, 2025).

As an Islamic Religious Education teacher, there's still a certain stiffness in using learning media to explain material, as the lecture method remains the norm. On the other hand, many students quickly become bored and fall asleep during Islamic Religious Education lessons. Research has shown that this is due to the learning process not engaging the students enough, resulting in monotonous learning. Therefore, Islamic Religious Education teachers are trying to innovate by utilizing interactive learning media in Islamic Religious Education lessons. (Ramadhan et al., 2024)

Learning media are tools, materials, or technologies used by teachers to convey material to students, making the teaching and learning process more effective, engaging, and understandable. These media serve as intermediaries to explain concepts, clarify information, or provide a more authentic learning experience. Examples include images, videos, audio, visual aids, and even digital applications. Appropriate use of media can increase student motivation, deepen understanding, and help achieve learning objectives optimally. (Rohmatun et al., 2024)

Audiovisual media is defined as media that can be seen and heard at the same time, for example, videos, films, and so on. Audiovisual media is used in learning because it has great potential in achieving Islamic Religious Education learning objectives. (Ramadhan et al., 2024)

Audiovisual media is a modern educational medium in keeping with current developments (advances in science and technology), encompassing both visual and auditory media. Audiovisual media also serves as a tool to help students see and hear information simultaneously. The goal is to simplify and enrich the learning process and achieve maximum learning outcomes. Audiovisual media plays a crucial role in conveying information and learning messages to students. Its benefits include attracting attention, clarifying concepts, and stimulating students' senses. (Nomor et al., 2024).

However, there are also several disadvantages, such as limited access, dependence on technology, and the possibility of technical difficulties that can disrupt the learning process. Audiovisual media can also improve understanding and memory, as well as enhance appeal through the use of concrete visual and audio elements, because the collaboration between the two senses (sight and hearing) produces maximum learning outcomes. However, its disadvantages include the time and cost required to produce it, as well as limitations in the expression of movement in the video. (Nomor et al., 2024)

Method

This research uses a qualitative approach, namely an approach that studies a problem in a natural context and considers various elements such as individual behavior, phenomena that occur, documents, symbols, and related social issues (Maisyaroh et al., 2023). Qualitative research is descriptive and relies on inductive analysis, where the process and meaning from the subject's point of view are the main focus in gaining a deep understanding of the object being studied, (Hakim, 2022)

According to Sugiyono, qualitative research is a research method used to research in natural conditions (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out through triangulation (combination), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. (Teknologi et al., 2025). According to Creswell, qualitative research is a type of research that explores and understands the meaning of a number of individuals or groups of people who arise from social problems. Qualitative research can generally be used for research on community life, history, behavior, concepts or phenomena, social problems, and so on (Akmal & Muliando, 2023).

Qualitative research has the advantage of depicting phenomena in a naturalistic way, providing a deep understanding of the context, and uncovering cultural aspects that are not visible in structured methods. This approach also helps identify key issues, understand the local meaning of participants' experiences, and provide a rich, holistic picture that focuses on the process and perspectives of participants. (Waruwu, 2024).

In this research, the method used was a literature search to gather various relevant theoretical sources, allowing researchers to comprehensively examine the advantages of qualitative research. Through the literature search, researchers identified findings from experts that strengthened their understanding of the value of qualitative research, while also comparing arguments and perspectives found in various references.

According to Nazir, a literature study is a theoretical study, references, and other scientific literature related to the culture, values, and norms that develop in the social situation being studied. (Role et al., 2021)

Library research is a research activity carried out by collecting information and data with the help of various materials available in the library, such as reference books, previous similar research results, articles, notes, and various journals related to the problem to be solved. The activity is carried out systematically to collect, process, and conclude data using certain methods/techniques to find answers to the problems faced. (Sari, 2020)

The data in this study was collected by reviewing various academic references, ranging from national journals accredited by Sinta published between 2020 and 2024, reputable international journals, and recent books discussing Islamic Religious Education and educational technology. Furthermore, relevant educational policy documents were also used as study material. Literature searches were conducted through several databases, such as Google Scholar, ScienceDirect, SpringerLink, and the Garuda Portal.

To ensure the quality of the findings in this study, the data search and processing process was carried out systematically, considering the principles of data validity and reliability. Each source used was selected based on its credibility, relevance, and currency, ensuring that the information obtained truly supports the study's focus. Data validity was strengthened through cross-referencing to ensure consistency of information and reduce potential researcher bias. Therefore, the analysis results generated through this literature review have a strong scientific basis and can be academically justified.

Result and Discussion

Based on a review of various academic literature, it was found that the use of audiovisual media in Islamic Religious Education (PAI) learning in elementary schools significantly improves the quality of the learning process and outcomes. Audiovisual media, such as instructional videos, educational films, animations, and interactive audio-visual recordings, have been proven to capture students' attention and increase their active engagement in learning activities.

The literature shows that audiovisual media helps students understand abstract PAI material more concretely through a combination of visual and audio elements. This is particularly relevant for elementary school students who are still at the concrete operational stage of development. The use of audiovisual media allows students not only to receive information verbally but also to observe, hear, and interpret the learning material more comprehensively.

Furthermore, the study also shows that audiovisual media positively contributes to achievement in three learning domains: cognitive, affective, and psychomotor. In the cognitive domain, students demonstrated an increased understanding of PAI concepts, such as material on aqidah (belief), basic fiqh (Islamic jurisprudence), and the history of Islamic culture. In the affective domain, audiovisual media helps foster religious attitudes, motivation to learn, and interest in Islamic values. Meanwhile, in the psychomotor domain, audiovisual media encourages students to imitate, practice, and apply learning materials, for example in worship practices and daily behavior.

However, the study also revealed that Islamic Religious Education teachers' use of audiovisual media is not yet fully optimal. Teachers still tend to rely on conventional lecture methods, resulting in monotonous learning and less student engagement. Limited teacher digital competency, limited technological resources, and a lack of pedagogical understanding in media selection are key factors hindering the optimal use of audiovisual media.

The findings of this study reinforce the view that learning media, particularly audiovisual media, play a strategic role in supporting Islamic Religious Education (PAI) learning in the digital era. The integration of audiovisual media aligns with the demands of 21st-century learning, which emphasizes active, meaningful, and student-centered learning. Audiovisual

media not only serves as a tool for delivering material but also as a means to create a more contextual and enjoyable learning experience.

In the context of Islamic Religious Education in Elementary Schools, the use of audiovisual media is highly relevant due to the characteristics of students who easily become bored when learning is delivered in a one-way manner. Audiovisual media can stimulate students' attention, emotions, and curiosity, allowing for a more effective internalization of Islamic values. This demonstrates that Islamic Religious Education (PAI) learning should not be solely normative and cognitive, but should also address the affective and psychomotor dimensions.

However, the effectiveness of audiovisual media depends heavily on the teacher's ability to manage and utilize it pedagogically. Teachers are required to understand the characteristics of the media, the appropriateness of the material, the students' conditions, and the desired learning objectives. Inappropriate media selection or unplanned use can actually reduce learning effectiveness and foster technology dependence.

Therefore, the results of this study indicate the need to improve the digital and pedagogical competencies of Islamic Religious Education (PAI) teachers through ongoing training.

Furthermore, support from educational institutions in providing technological resources is also a crucial factor in encouraging the optimal use of audiovisual media. With proper management, audiovisual media can be an innovative solution for improving the quality of Islamic Religious Education (PAI) learning in elementary schools in the digital era.

Conclusion

Based on the results of the literature review, it can be concluded that audiovisual media plays a crucial role in improving the quality of Islamic Religious Education (ISE) learning in elementary schools in the digital era. Audiovisual media not only serves as a tool for delivering material but also as a strategic tool for creating more interactive, engaging, and meaningful learning for students. The combination of visual and audio elements can help students understand abstract Islamic Religious Education (ISE) material more concretely, while simultaneously supporting the balanced development of the cognitive, affective, and psychomotor domains.

The use of audiovisual media also contributes to increased learning motivation, active student engagement, and the internalization of Islamic values in everyday life. However, optimizing the use of audiovisual media still faces various obstacles, such as limited teacher digital competency, limited technological facilities, and a tendency to use conventional, less varied learning methods. Therefore, ongoing efforts are needed to improve the pedagogical and digital competencies of ISE teachers, as well as support educational institutions in providing technological facilities and infrastructure. With proper management, audiovisual media has the potential to become an innovative solution for improving the effectiveness and quality of Islamic Religious Education (ISE) learning in elementary schools in the digital era.

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