

THE EFFECTIVENESS OF AUDIO VISUAL MEDIA IN THE PERSPECTIVE OF THE QUR'AN AND HADITH ON LEARNING OUTCOMES ON ISLAMIC HISTORY MATERIAL

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Abstract

Audiovisual media is a tool that combines audio (sound) and visual (image) elements to convey information or learning materials. This study aims to explore the effectiveness of audio-visual media in the perspective of the Qur'an and hadith on learning outcomes in Islamic history material. This study used an experimental quantitative design, with test instruments to collect data. Data analysis was conducted using the Mann-Whitney test, which compares the mean values between different groups. The results showed that audio-visual media significantly affected students' learning outcomes. Data analysis showed a significance value of 0.000, which is well below the 0.05 threshold, indicating a strong statistical effect. In addition, the experimental class using audio visual media achieved a higher mean score of 84.69, compared to 71.25 in the control class. These results indicate that audio-visual media is effective in improving students' learning outcomes in the subject of Islamic Tarikh. The researcher recommends that students pay more attention and be active in the learning process, while teachers are encouraged to develop audio-visual media to enhance continuous innovation in Islamic education media development to face the challenges of the digital era, while ensuring that Islamic values remain relevant and applicable in daily life.

Keyword: Audiovisual, Learning Outcomes, Media

Abstrak

Media audiovisual adalah alat yang menggabungkan elemen audio (suara) dan visual (gambar) untuk menyampaikan informasi atau materi pembelajaran. Penelitian ini bertujuan untuk mengeksplorasi efektivitas media audio visual dalam perspektif al-qur'an dan hadits terhadap hasil belajar pada materi tarikh Islam. Penelitian ini menggunakan desain kuantitatif eksperimental, dengan instrumen tes untuk mengumpulkan data. Analisis data dilakukan menggunakan uji Mann-Whitney, yang membandingkan nilai rata-rata antara kelompok yang berbeda. Hasil penelitian menunjukkan bahwa media audio visual signifikan mempengaruhi hasil belajar siswa. Analisis data menunjukkan nilai signifikansi sebesar 0.000, yang jauh di bawah ambang batas 0.05, mengindikasikan efek statistik yang kuat. Selain itu, kelas eksperimen yang menggunakan media audio visual mencapai skor rata-rata lebih tinggi sebesar 84.69, dibandingkan dengan 71.25 di kelas kontrol. Hasil ini menunjukkan bahwa media audio visual efektif dalam meningkatkan hasil belajar siswa dalam mata pelajaran Tarikh Islam. Peneliti merekomendasikan agar siswa lebih memperhatikan dan aktif dalam proses pembelajaran, sementara guru didorong untuk mengembangkan media audiovisual untuk meningkatkan inovasi berkelanjutan dalam

pengembangan media pendidikan Islam untuk menghadapi tantangan era digital, sekaligus memastikan bahwa nilai-nilai Islami tetap relevan dan dapat diaplikasikan dalam kehidupan sehari-hari.

Kata kunci: Audiovisual, Hasil Belajar, Media

A. INTRODUCTION

Islamic education is an education system that covers all aspects of life needed by mankind. This means that Islamic education is not only limited to academic aspects, but also includes spiritual, moral and social aspects. Islamic educational institutions act as a means to implement this system, with structures and patterns designed to ensure that the education provided is in accordance with Islamic teachings and aims to guide individuals to live according to Islamic guidelines in all aspects of their lives, both in this world and in the hereafter.¹

The purpose of Islamic education is closely related to the religion of Islam, which seeks to shape humans to have a firm belief and make the teachings of Islam as a guide to life. In this context, Islamic education aims to foster a complete personality, covering both worldly and ukhrawi aspects. This involves a

comprehensive development process, both in terms of spirituality and intellect.²

Islamic education is the most important means to bring humanity to its goal. The source of Islamic education implies two things, namely the Qur'an and Hadith. The Qur'an is the basis that is in harmony with human nature, while the hadith has two main roles in Islamic education, namely to clarify the principles and ideals of Islamic education as described in the Qur'an.³

In the current era of information and globalization, Islamic education is required to be able to adapt to the times. One way is to focus on developing a complete personality, which not only involves spiritual aspects, but also aspects of rationality and critical thinking. Thus, mastery of science and educational media becomes one of the important factors so that students are not only superior in terms of religion, but also ready to face the challenges of the modern world.⁴

¹ Ani Apiyani, "Optimalisasi Manajemen Sumber Daya Manusia Dalam Pendidikan Islam," Jurnal Tahsinia, vol. 5, July 2024. hlm. 501

² Patoni Achmad, Ilmu Pendidikan Islam, cetakan 1 (Penerbit CV. Eureka Media Aksara, 2022). hlm. 1

³ Hubbil Khair, "Al-Qur'an Dan Hadits Sebagai Dasar Pendidikan Islam," Darul Ulum: Jurnal Ilmiah

Keagamaan, Pendidikan Dan Kemasyarakatan 13, no. 1 (2022). hlm. 1

⁴ Achmad Fauzi, Mohammad Erihadiana, and Uus Ruswandi, "Isu-Isu Global Dan Kesiapan Guru Pai Dalam Menghadapinya," Jurnal Madaniyah 10, no. 2 (August 2020). hlm. 252

Therefore, educators must have extensive knowledge and understanding of learning media. Even though the learning objectives are good but not adjusted to the right media, these objectives will be difficult to achieve. The use of media in learning will affect the information conveyed to students completely and on target, and affect the final results in the learning process.⁵

In this case, educational media is one of the effective supporting aspects in helping the learning process occur. It has been widely proven that the effective use of aids or media in the learning process in class increases student achievement and the limited media used in the classroom is one of the causes of weak student learning quality.⁶

Islamic Religious Education can instill religious character in students because, the character of tolerance is related to religious character.⁷ One of the materials that are part of Islamic learning is the Islamic Tarikh lesson, which is called the Islamic Tarikh lesson in which it learns about the history of Islam both before and after the arrival of the Prophet Muhammad SAW.

⁵ Abdul Haris Pito, "Media Pembelajaran Dalam Perspektif Al-Quran," *Andragogi Jurnal Diklat Teknis* 6, no. 2 (December 2018). hlm. 103

⁶ Umar, "Media Pendidikan Peran Dan Fungsinya Dalam Pembelajaran," *Jurnal Tarbawiyah* 11, no. 1 (July 2014). h. 132

The problem found is that some students are less active in participating in learning. Students only listen to the explanation from the teacher and by only listening to the teacher explain makes students bored and there are also students who are sleepy when the teacher explains. It can be seen from the attention of students during the learning process, they are less active in asking questions.

With some of the above obstacles, researchers can conclude that the learning outcomes on Islamic History material at Pondok Modern Darussalam Gontor Putri campus 2 tend to be poor, namely with a KKM value of 71.25. So by using this audio visual media can train students to strengthen understanding and attract students' attention and the material presented is easy to understand.

In a research journal that examines the effectiveness of audio-visual media on Arabic learning outcomes in speaking skills of class X students of Islamic high school athirah 2 Makassar by Pirda, Bachtiar Syamsuddin, and Sitti Mutmainnah.⁸ Using

⁷ Nurdin and Muhammad Toto Nugroho, "Peranan Pembelajaran Agama Islam Dalam Pembentukan Karakter Religius Dan Toleransi Siswa Sekolah Dasar," *JEE: Journal Evaluation in Education* 1, no. 3 (2020).

⁸ Nurdin and Muhammad Toto Nugroho, "Peranan Pembelajaran Agama Islam Dalam Pembentukan

a pre-experimental research design with one pretest-posttest group, this study involved all 29 class X students as samples.

The results showed that the results of students' Arabic language learning on students' speaking skills showed a significant difference between the pre-test and post-test. This can be proven that the significant value of 0.000 is smaller than the significant 0.05 ($0.000 < 0.05$), so the hypothesis H1 in this study is accepted. The data explains that the variable provides a significant influence between students' speaking ability before using audio visual media on Arabic learning outcomes on students' speaking skills with after using audio visual media on student learning outcomes on speaking skills of class X students of SMA Islam Athirah 2 Makassar.

Based on the above background and previous literature review, it is clear to conduct research with the title "The Effectiveness of Audiovisual Media in the Perspective of Al-Qur'an and Hadith on Learning Outcomes on Islamic Tarikh Material" This is done to provide an overview to find out the audio visual media

used is effective on the learning outcomes of students' Islamic Tarikh.

B. METHOD

This research is quantitative research that uses the Quasi Experiment method. Quantitative research is numerical/statistical, using samples to test existing hypotheses.⁹ The Quasi Experiment method according to Sugiyono involves a control group, but does not fully control external variables that can affect the results. In this study, two classes were used, namely the control class and the experimental class, with the same material treatment and objectives, but different learning models for each class. The experimental class used audio-visual media and the control class used the model carried out by the teacher in the class. The experimental research method is research that makes changes or special treatment of the variables studied. For more details can be seen from the following table:

Karakter Religius Dan Toleransi Siswa Sekolah Dasar," *JEE: Journal Evaluation in Education* 1, no. 3 (2020).

⁹ Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktis* (Jakarta: Rineka Cipta, 1992). hlm. 68

Table 1. Experiment Class

Description:

X : Treatment given to the experimental class using audio-visual media.

O1 : Initial test conducted in the experimental class before treatment.

O2 : Final test conducted in the experimental class after treatment.

O3 : Initial test conducted in the control class before treatment.

O4 : Final Test in the control class after treatment

Population is a generalization area consisting of subjects or objects with certain qualities and characteristics set by researchers.¹⁰ Population includes all subjects or units to be measured, not limited to people, but also includes objects and other natural objects. Population is not just the number of subjects, but also includes all the characteristics or properties possessed by the subject or object.

The population in this study were Kulliyatu-L-Mu'alimat Al-Islamiyah class 2 students at Pondok Modern Darussalam Gontor Putri Campus 2 totaling 7 classes with

214 students. In quantitative research, the

Group	Pre-Test	Dependent Variable	Post-Test
Experiment	O1	Using Audio Visual Media	O2
Control	O3	Using the learning model conducted by the teacher	O4

sample is part of the number and characteristics possessed by the population. If the population is large, it is not possible to study everything in the population, so researchers can use samples taken from the population must truly represent it.

In quantitative research, the sample is part of the number and characteristics of the population. If the population is large, it is not possible to study everything in the population, so researchers can use samples taken from the population must truly represent it.

The sampling technique in this study uses probability sampling technique which is a sampling technique that provides equal opportunities or opportunities for each element or member.¹¹ The sample used was Kulliyatu-L-Mu'alimat Al-Islamiyah 2nd grade students at Pondok Modern Darussalam Gontor Putri Campus 2, 64

¹⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015).

¹¹ Ibid. hlm. 32-34

people taken 30% of each class taken by simple random sampling. Of the 64 people the researcher divided into 2 classes, namely, the experimental class with a total of 32 people and the control class of 32 people.

The instrument used in collecting data for this research is a test. Tests serve as a measurement technique by containing questions, statements, or tasks that must be completed by learners to assess aspects of their behavior. This study used an initial test (pretest) and a final test (posttest) to measure changes in student learning outcomes.

Before conducting the test, the questions must first be tested using validity and reliability tests. The validity test ensures that the measuring instrument actually measures the object that should be measured. An instrument is considered valid if it can measure the object precisely. The reliability test evaluates the consistency of measurement results over time. A reliable instrument will give the same results when used repeatedly on the same object, showing a high level of confidence. The analysis used is to use the Mann Whitney test or U-test.

C. RESULT AND DISCUSSION

Result

Before analyzing data collection. There are questions that have been validated. The

valid questions totaled 10 questions and the invalid ones totaled 5 questions. After knowing the questions that have been valid, then test their reliability, whether the questions are reliably distributed or not. Therefore, the results of the reliability test state that there are N of items (many question items) 10 with a Crounback's Alpha value of $0.609 > 0.60$, it can be concluded that the basis for decision making in the results of this reliability test is reliable or consistent.

Furthermore, after the questions are valid and reliable, then before using the Mann Whitney test, the normality test and homogeneity test are first carried out. Learning outcomes from data collection conducted during classroom research are seen from the posttest score data of the experimental class and control class. After the posttest value data is calculated, the following results are obtained:

Table 2. Post Test Value Data

Learning Outcome Data	N	Min	Max	Me an	SD
Experiment Class Post Test	32	50	100	71.25	12.15
Control Class Post Test	32	60	100	84.69	10.55

Based on the table above, it can be seen the learning outcomes of the experimental class and the control class, that the value of the experimental class with an average value of 84.69 and the average value of the control class value is 71.25. With a standard deviation value of 12.115 experimental class and 10.155 control class. based on the learning outcomes of students in the experimental class and control class, it is concluded that there is an average difference in student learning outcomes on Islamic Tarikh material between the experimental class and the control class. With the average experimental class higher than the control class.

To determine the effectiveness of audio-visual media in the perspective of al-Qur'an and hadith on student learning outcomes, a difference test was conducted from the two learning outcomes of experimental and control class students.

Normality Test

The results of the normality test of the posttest data of the experimental class and the control class on the material of Islamic History are as follows:

Table 3. Normality Test

Learning Outcomes of Islamic History	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		statistic	D F	sig	statistic	D F	sig
	Experimental Post Test	.200	32	.002	.907	32	.009
	Control Post Test	.202	32	.002	.913	32	.013

From the table above, it can be seen from the results obtained from the normality test, namely by looking at Kolmogorov-smirnov with a value of 0.02, which is a value smaller than 0.05, it can be concluded that the results of the normality test data are not normally distributed because the value is less than 0.05.

Homogeneity Test

The result of the normality test is that the data is not normally distributed, so after the normality test is carried out, the homogeneity test will then be carried out. With the following results:

Table 4. Homogeneity Test

	Leven	df	df2	Sig
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		e Statistic	1		.
Learning Outcomes of Islamic History	Based on Mean	.079	1	62	.780
	Based on Median	.034	1	62	.855
	Based on Median and with adjusted df	.034	1	54.957	.855
	Based on trimmed mean	.120	1	62	.730

From the table above, we can see the results of the homogeneity test by looking at the sig Based on Mean, which is 0.780. So it can be concluded that the sig value of 0.780 is greater than 0.05, so the value is homogeneously distributed.

Test for differences using Mann Whitney

From the normality test results that the value is not normally distributed and the results of the homogeneity test the value is homogeneously distributed. So to determine the results of the effectiveness of audio visual media in the perspective of al-Qur'an and hadith on student learning outcomes, the

Mann Whitney test is used because the data is not normal but homogeneous. Then the results can be seen as follows:

Table 5. Mann Whitney Test

	Learning Outcomes of Islamic History
Mann-Whitney U	19.500
Wilcoxon W	547.500
Z	-6.687
Asymp. Sig. (2-tailed)	.000

Based on the results of the Mann Whitney test, the result is 0.000, which is a value smaller than 0.05, it can be concluded that there is a significant difference between audio visual media and student learning outcomes on Islamic History material. Therefore H_0 is rejected and H_a is accepted. So there is effectiveness between audio visual media in the perspective of al-Qur'an and hadith on student learning outcomes in the material of Islamic History.

Discussion

1. Definition of Audiovisual Media

The word media comes from the Latin "medius" which means "middle", "intermediary", or "introduction". In terminology, the definition of media is an

intermediary or messenger from the sender to the recipient of the message. In Arabic, media is defined as an intermediary “wasail” message from sender to receiver.¹² The word wasail is explained in Surah Al-Maidah verse 35, namely:¹³

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا
فِي سَبِيلِهِ لَعَلَّكُمْ تُفْلِحُونَ {35}

Meaning: you who believe, fear Allah, seek the means (the way to get closer) to Him, and strive in His way that you may be fortunate.

The Association for Education and Communication Technology (AECT) defines media as any form used for an information distribution process. Furthermore, the *National Education Association (NEA)* defines media as forms of communication both printed and audiovisual and their equipment. Media should be able to be seen, heard and read. When associated with

learning, media can be defined as follows:¹⁴

- Briggs says that media is any physical tool that can present messages and stimulate students to learn, such as books, films, tapes, and film frames.
- Ibrahim and Nana Syaodih say that media is anything that can be used to channel messages or lesson content.
- Gegne says that media is everything in the student’s environment that can stimulate students to learn.
- Asnawir and Basyiruddin say that media is something that is channeling messages and stimulating the thoughts, feelings and humanity of students so that it can encourage the learning process.

Audiovisual media is a tool that combines audio (sound) and visual (image) elements to convey information or learning materials. This media is designed to strengthen understanding and attract the attention of the audience,

¹² Almaydza Pratama Abnisa, “Pengaruh Media Pembelajaran Terhadap Hasil Belajar Pendidikan Agama Islam Di MTs Daarus Sa’adah Cipondoh Tangerang,” *EDUKASI: Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2023): 2183–98, <http://jurnaledukasia.org>, h. 2187

¹³ H Nasron and Hafidzah Nurhasanah, “Media Dan Desain Pembelajaran Pendidikan Agama Islam,”

INNOVATIVE: Journal Of Social Science Research 4, no. 3 (2024): 11315–29. h. 11319

¹⁴ Syahvira Indah Puspita and Meilia Kumala Sari, “Media Dan Sumber Belajar Dalam Pembelajaran PAI,” *Journal of International Multidisciplinary Research* 2, no. 5 (May 2024), <https://journal.banjaresepacific.com/index.php/jimr>, hlm. 216

so that the message conveyed becomes more effective and easy to understand.¹⁵

Types of Audiovisual Media are 1) DVD: Physical media containing learning videos. 2) Computer Video: Video that can be accessed through a computer. 3) Internet Video: Video that is uploaded and accessed via the internet. 4) Streaming Video: Videos that can be watched directly over the internet without downloading.¹⁶

The advantages of audio-visual media are; 1) Increasing students' imagination can help students understand abstract concepts better. 2) Active learning can encourage students to be more active in the learning process. 3) Efficiency makes the material can be delivered to many students at once. And the disadvantages are; 1) Limited Teacher Creativity. 2) Difficulty in abstract understanding means that some students may have difficulty understanding concepts that are conveyed visually. 3) Limited need for special tools.¹⁷

Educational media is everything that includes all the tools used to communicate educational messages from teachers to students to effectively engage the minds, emotions, focus, and interests of students to facilitate the teaching and learning process.¹⁸ Educational media is also something that channels messages and can stimulate the thoughts, feelings and desires of students so as to encourage the learning process in students. Thus it can be understood, that Islamic education media is a tool as a communication intermediary to convey material or scientific information to students in order to achieve the goals of Islamic education.¹⁹

Educational tools or media play an important role in teaching, especially in the educational process, namely as an intermediary or tool to facilitate the teaching and learning process effectively and efficiently to achieve educational goals. In Islamic education, the tools or media of Islamic education include everything that is used to

¹⁵ Ahmad Syafi'i, "Video Media In Learning Islamic Religion Education," *Sinergi International Journal of Islamic Studies* 1, no. 2 (August 31, 2023): 48–54, doi:10.61194/ijis.v1i2.73. hlm. 50

¹⁶ Ibid. h. 51

¹⁷ Ibid. h. 52

¹⁸ Haryanti, Ilmu Pendidikan Islam. h. 60

¹⁹ Haryanti, Ilmu Pendidikan Islam. h. 60

achieve the goals of Islamic education. Islamic education tools include anything that can be used, including Islamic education methods. Islamic education tools also include everything that can be used to help student growth.²⁰

2. Educational Media in the Perspective of the Qur'an and Hadith

Some groups of educational media in the Qur'an and Hadith are as follows:²¹

a. Prophet Muhammad's media

In the process of education and teaching, the Prophet conveyed Islamic law with very complete components, namely educators, students, educational materials, methods and educational goals and also the media. In the learning process with the companions, the Prophet's person was used as a medium. Through his words, traits and behavior that reflect good role models to be an example for the companions and their people, both in visual, audio, and audio-visual media, so that the companions can

understand the teachings of Islam and be able to practice them well.²²

The educational media applied by the Prophet Muhammad SAW as a teaching of Islam and can be understood by his people through the media of the Prophet's own actions, the Prophet taught *uswatun hasanah* by always showing commendable characteristics in his life and also being a good example for his people. Al-Qur'an letter Al-Ahzab verse 21 explains as follows:²³

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا
اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا {21}

Meaning: Indeed, in the Messenger of Allah there is indeed a good example for you, for those who hope for the mercy of Allah and the Last Day, and who remember Allah much.

And in the hadith the Prophet said:

وعن مالك بن الحويرث رضي الله عنه قال: قال رسول الله
صلى الله عليه وسلم: ((صَلُّوا كَمَا رَأَيْتُمُونِي أُصَلِّي))؛ رواه
البخاري

²⁰ Rahmat Hidayat, Ilmu Pendidikan Islam Menuntun Arah Pendidikan Islam Indonesia, cetakan 1 (Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2016). h. 120

²¹ Ibid. h. 124

²² Ibid. h. 124

²³ Ibid. h. 124

Meaning: Malik bin Hawarith reported: The Messenger of Allah said: “Pray as you see me pray” (H.R Bukhari).

This hadith describes the technique of teaching by example practiced by the Prophet Muhammad. In the event, the Prophet SAW used a method that attracted the attention of the Companions by providing clear visual examples, so that they could focus and understand the lessons presented. This method is effective in conveying abstract concepts through concrete images, making it easier for the companions to grasp the intended meaning.²⁴

b. Audiovisual Education Media

Audio-visual media is a very effective tool in the world of education because it is able to combine sound and image elements to create a more dynamic and interesting learning experience.²⁵ The Qur’anic proofs read:

سُرِّيهِمْ آيَاتِنَا فِي الْأَفَاقِ وَفِي أَنْفُسِهِمْ حَتَّى يَتَبَيَّنَ لَهُمْ أَنَّهُ
الْحَقُّ

Meaning: "We will show them Our signs in all directions and on themselves,

so that it will become clear to them that the Quran is true..." (Fushilat:53)

This verse teaches the importance of visualizing the signs of Allah’s greatness in the universe. In education, audiovisual media such as documentary videos and pictures can be used to show the beauty of nature and signs of Allah’s greatness, so that students can more easily understand and appreciate His greatness.

In the hadith narrated by Ahmad, he said:

إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ

Meaning: "Verily, Allah is beautiful and loves beauty."

This hadith shows the importance of aesthetics in life, which can be applied in the use of audiovisual media such as videos, animations and interesting presentations to increase students’ interest in learning Islamic education materials.

The above discussion has explained the educational media from the perspective of the Qur’an and hadith. Likewise, during the time of the Prophet,

²⁴ Ahmad Hufron, “Pengembangan Media Pembelajaran (Kajian Tafsir Dan Hadits Tarbawi),” LA-TAHZAN: Jurnal Pendidikan Islam 13, no. 2 (November 2021), doi:https://doi.org/10.62490/latahzan.v13i2.220. h. 159

²⁵ Rifdah Septianingsih, Dessy Safitri, and Sujarwo, “Media Audio Visual Dalam Konteks Pembelajaran Ips: Implikasinya Untuk Pendidikan Di Era Digital,” SINDORO: Cendekia Pendidikan 1, no. 5 (2023). hlm. 25

educational media was used in teaching Islamic law to the companions, by utilizing various existing media, such as the Prophet's own behavior, hands, tongue, fingers, natural objects such as the sky, earth, sun, moon, and other objects such as silk, gold, pictures, and mountains. Effective delivery makes the companions able to memorize the Qur'an and Hadith, understand its content, and apply Islamic law in everyday life so that it can be applied today.²⁶

3. Media Functions in Islamic Education

The use of media in the learning process can foster new desires and interests, increase motivation and encourage learning activities, and even have a psychological impact on students. In addition, it is stated that the use of media in teaching will greatly support the effectiveness of the learning process and the optimal delivery of information (messages and subject matter). The presence of media in learning also plays a role in increasing student understanding, making the presentation

of data or information more interesting and reliable, facilitating data interpretation, and simplifying complex information. Therefore, the function of the media in this case is as a means of supporting teaching and learning activities.²⁷

The functions of educational media in general are as follows:

- a. Simplify the delivery of information so as not to rely too much on the visual aspect.
- b. Overcoming limitations in terms of space, time, and sensory capabilities; for example, objects that are too large to be brought into the classroom can be replaced with pictures, slides, etc., while past events can be reenacted through movies, videos, photos, or film frames.
- c. Increase the spirit of learning, allow students to learn independently according to their interests and abilities, and overcome passivity in students.

²⁶ Mihmidaty Ya'cub, "Media Pendidikan Perspektif Al Quran Hadits Dan Pengembangannya," *CENDEKIA: Jurnal Studi Keislaman* 4, no. 2 (December 2018). h. 123

²⁷ Chairunnisa Chairunnisa et al., "Peranan Media Pembelajaran Dalam Pendidikan Islam," *Guruku: Jurnal Pendidikan Dan Sosial Humaniora* 1, no. 3 (July 8, 2023): 116–30, doi:10.59061/guruku.v1i3.239. h. 122

d. Providing similar stimuli can harmonize students' experiences and perceptions of the subject matter.²⁸

Based on some of the functions of learning media mentioned above, it can be concluded that the use of media in the teaching and learning process has a significant impact on the five senses. In terms of understanding the subject matter, it can logically be said that the use of media guarantees better understanding in students. Students who only learn by hearing will have a different level of understanding and memory compared to students who learn through visuals or a combination of seeing and hearing. In addition, learning media can also create a fun and exciting learning atmosphere, where there is emotional and mental involvement. This certainly affects students' learning motivation and creates a more dynamic learning atmosphere, which in turn increases students' understanding of the material being taught.

4. Educational Media Development

The use of media in the teaching and learning process can increase students'

desire, interest and motivation, and have a positive psychological impact. The use of media at the orientation stage greatly helps the effectiveness of learning and information delivery. In addition, the media also plays a role in presenting data interestingly and accurately, facilitating interpretation, and summarizing information so that student understanding increases. In this case, media has a great influence on the senses and is better able to guarantee understanding. The understanding and memory of someone who only hears is different from those who see, or see and hear simultaneously.²⁹

From the explanation above, it can be understood how important the role of media is in the education and teaching process. Therefore, teachers are required to develop skills in making or providing learning media. The educational media applied by the Prophet is still relevant today and can be applied by Islamic Religious Education teachers to facilitate students' understanding. The use of this media can also be collaborated with contemporary educational media. Along with the times, educational media

²⁸ Ibid. h. 123

²⁹ Ya'cub, "Media Pendidikan Perspektif Al Quran Hadits Dan Pengembangannya." h. 123

continues to experience rapid development due to ongoing efforts to advance the world of education and improve students' understanding of the material being taught, in order to achieve educational goals.

The media development can be divided into several dimensions including:

- a. Two-dimensional and three-dimensional media include graphs, charts, posters, maps, globes and others.
- b. Projected media include projectors, slides, power points, etc.
- c. Educational media that are objects include: 1) Written media such as Al-Qur'an, Hadith, Tawhid, Fiqh, etc. 2) Natural objects such as humans, animals, plants, etc. 3) Designed images. 4) Projected images. 5) Audio recording
- d. Non-tangible educational media include role modeling, commands and prohibitions, rewards and punishments.³⁰

Along with the times, the development of Islamic education

media is certainly the importance of media innovation in Islamic education. Media innovation refers to the development or application of new tools, technologies or methods that can improve the effectiveness of the learning process. In the context of Islamic education, this innovation is not only limited to physical tools such as books and blackboards, but also includes modern digital technologies such as learning apps, social media, e-learning, and others.³¹

The relevance to the digital era illustrates that the rapid development of technology has changed the way of teaching and learning, including in Islamic education. Teachers and educational institutions are expected to integrate technology into the curriculum to attract student interest and improve learning outcomes.

The advantages of media innovation in Islamic education are as follows: 1) Improving the Quality

³⁰ Darajat, Ilmu Pendidikan Islam. h.80

³¹ Hamdi et al., "Utilization of Digital Learning Media in Islamic Education to Increase Literacy and Innovation in the Era of Modern Technology,"

Proceeding of Saizu International Conference on Transdisciplinary Religious Studies, November 15, 2022, 48–55, doi:10.24090/icontrees.2022.228.

of Learning; 2) Increasing Student Motivation and Interest; 3) Accessibility of Learning Resources; 4) Effectiveness of Assessment and Feedback. And the challenges in implementing media innovation are as follows: 1) Lack of Understanding of Teachers and Parents; 2) Infrastructure Limitations; 3) Risks and Ethics of Using New Media.³²

Examples of media innovations in Islamic education that are relevant to the digital era include; 1) Animated Videos: Used to teach Islamic concepts in an interesting way; 2) Google Classroom: Platform for managing online learning; 3) Quizziz: Online game application for learning evaluation; 4) WhatsApp: Used for communication and material delivery.

Examples of the application of Islamic education media in the classroom using audiovisuals in learning such as teachers can use videos relevant to the subject matter to explain Islamic concepts. For example, videos about Islamic

history or worship procedures, so as to increase understanding to students.

Media innovation in Islamic education is essential to improve the quality and effectiveness of learning. The use of digital media such as animated videos, e-learning platforms and learning applications can make the learning process more interesting and relevant to the digital era. However, challenges such as limited infrastructure and teacher readiness need to be overcome to optimize the benefits of these media innovations.

D. CONCLUSION

The conclusions of the above discussion are: This study proves that audio-visual media is significantly effective in improving students' learning outcomes on Islamic Tarikh material. The results of data analysis using the Mann-Whitney test showed a significance value of 0.000, which is below the 0.05 threshold. The average score of the experimental class using

³² Ilma Kharismatunisa, "Innovation and Creativity of Islamic Religious Education Teachers in Utilizing Digital-Based Learning Media,"

Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme 5, no. 3 (September 23, 2023): 519–38, doi:10.37680/scaffolding.v5i3.3700.

audio-visual media (84.69) was higher than the control class (71.25). This shows that the use of audio-visual media is able to improve student understanding through a combination of audio and visual elements that attract attention, in accordance with the principles of education in the perspective of the Qur'an and Hadith.

The research also underscores that audio-visual media not only acts as an effective learning tool but is also relevant to the times, helping teachers create sustainable Islamic education innovations. It not only makes it easier for students to understand the material, but also ensures that Islamic values remain relevant and applicable in daily life. Thus, this research supports the importance of integrating modern media in learning to achieve holistic Islamic education goals. With this approach, Islamic education can contribute more significantly to the formation of spiritually and intellectually superior individuals.

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