

## The Utilisation of Audiovisual Media in Akidah Akhlak Subject to Improve Student Learning Outcomes

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**ABSTRACT:** *This study aims to examine the forms of audiovisual media utilisation in the Akidah Akhlak subject and analyse student learning outcomes at MIs Karya Thayyibah Limran Pantoloan Boya. The research employs a qualitative case study design to explore the implementation of audiovisual media in depth and context. Data collection was conducted through participatory observation, in-depth interviews with teachers, school principals, and students, and documentation of learning materials and student achievement data. Data analysis utilised the interactive model of Miles, Huberman, and Saldana, encompassing data condensation, data display, and conclusion drawing. Data validity was ensured through triangulation of techniques and sources, member checking, and thick description. The findings reveal that audiovisual media are systematically utilised through animated learning videos, interactive multimedia presentations, and documentary films, integrated with active learning strategies such as viewing guides, group discussions, and creative project assignments. This implementation is supported by adequate technological infrastructure, continuously developed teacher competencies, and ongoing evaluation. Student learning outcomes demonstrate documented improvements across three domains: cognitive aspects, evidenced by increased average scores and mastery percentages; affective aspects, marked by enhanced motivation and positive attitude changes; and psychomotor aspects, reflected in the development of digital literacy, social skills, and noble character formation. This research employs a qualitative approach, supported by quantitative data, to explore these improvements. The novelty of this study lies in its contextual, process-oriented exploration within a madrasah ibtidaiyah setting in Central Sulawesi — a region underrepresented in the existing literature, which experimental-quantitative designs have dominated. This research contributes to achieving SDG 4 by documenting evidence of learning technology's effectiveness in improving the quality of Islamic religious education and preparing generations who are intellectually and spiritually intelligent, as well as competent in facing digital-era challenges.*

Penelitian ini bertujuan mengkaji bentuk pemanfaatan media audio visual pada mata pelajaran Akidah Akhlak dan menganalisis hasil belajar peserta didik di MIs Karya Thayyibah Limran Pantoloan Boya. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus yang mengeksplorasi implementasi media audio visual secara mendalam dan kontekstual. Pengumpulan data dilakukan melalui observasi partisipatif,

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wawancara mendalam dengan guru, kepala madrasah, dan peserta didik, serta dokumentasi perangkat pembelajaran dan data hasil belajar. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldana yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dijamin melalui triangulasi teknik dan sumber, member checking, dan thick description. Hasil penelitian menunjukkan bahwa pemanfaatan media audio visual dilaksanakan secara terstruktur melalui video pembelajaran animasi, presentasi multimedia interaktif, dan film dokumenter yang diintegrasikan dengan strategi pembelajaran aktif meliputi viewing guide, diskusi kelompok, dan tugas proyek kreatif. Implementasi ini didukung oleh infrastruktur teknologi memadai, kompetensi guru yang terus dikembangkan, dan evaluasi berkelanjutan. Hasil belajar peserta didik menunjukkan peningkatan yang terdokumentasi pada aspek kognitif dengan kenaikan nilai rata-rata dan persentase ketuntasan, aspek afektif dengan peningkatan motivasi dan perubahan sikap positif, serta aspek psikomotorik dengan perkembangan literasi digital, keterampilan sosial, dan pembentukan karakter berakhlak mulia. Penelitian ini menggunakan pendekatan kualitatif dengan data kuantitatif pendukung untuk mengeksplorasi peningkatan tersebut. Kebaruan penelitian ini terletak pada eksplorasi proses secara kontekstual di madrasah ibtidaiyah Sulawesi Tengah, yang selama ini minim dikaji dalam literatur berbasis pendekatan kuantitatif eksperimental. Penelitian ini berkontribusi pada pencapaian SDGs nomor 4 dengan mendokumentasikan bukti efektivitas teknologi pembelajaran dalam meningkatkan kualitas pendidikan agama Islam dan mempersiapkan generasi yang cerdas intelektual, spiritual, serta kompeten menghadapi tantangan era digital.

**Keywords:** *Audiovisual Media, Akidah Akhlak Learning, Learning Outcomes.*

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## I. INTRODUCTION

Madrasah Ibtidaiyah (MIs) Karya Thayyibah Limran Pantoloan Boya has consistently and systematically implemented audiovisual media in Akidah Akhlak learning. Based on field observations, teachers at this madrasah routinely utilise various forms of multimedia, including learning videos, interactive animations, and audiovisual presentations, specifically designed to deliver faith and moral materials. The use of this media is not limited to a few sessions, but has become an integral part of the daily learning process. Students show high enthusiasm when learning with audiovisual media, as evidenced by their sustained focus throughout the learning process.

The implementation of audiovisual media utilisation at MIs Karya Thayyibah Limran Pantoloan Boya is reflected in documented changes in student learning outcomes. The class average score in the Akidah Akhlak subject has shown a consistent upward trend since the intensive application of audiovisual media. Students demonstrate not only recall of material on the pillars of faith and praiseworthy morals, but also a deeper understanding, as evidenced by their ability to analyse and apply moral values in daily life. The learning mastery rate has increased progressively, with a growing proportion of students reaching or exceeding the established minimum mastery criteria.

Supporting factors for the successful implementation of audiovisual media at this madrasah include adequate technological infrastructure readiness, teacher competence in operating multimedia devices, and full support from school management. Teachers have received specialised training in the development and use of digital learning media, enabling them to create audiovisual content that aligns with students' characteristics and needs. Additionally, positive responses from students and parents strengthen the madrasah's commitment to continue optimising the use of audiovisual media as an effective and innovative learning strategy (Anwar, 2023).

Ideally, according to various recent theoretical studies, Akidah Akhlak subject learning that relies solely on conventional methods without support from modern learning media tends to yield suboptimal outcomes. Research shows that abstract religious materials require structured visual and auditory approaches to enhance understanding (Rahman, 2023). Technology integration in Islamic religious education is viewed as an urgent need in the digital era to facilitate deeper conceptual understanding (Nurjanah et al., 2024). Interactive multimedia learning should become a standard in religious education, as it has been shown to increase student motivation and learning outcomes (Friscila et al., 2023). The main challenge in Akidah Akhlak learning is bridging the gap between theoretical concepts and practical application, which, according to experts, can be overcome through technology-based visualisation (Azizah et al., 2024; Susanto et al., 2022). The effectiveness of teaching religious values largely depends on teachers' ability to select and use appropriate media to transform abstract material into concrete, easily understood content (Maghrobi & Hafidz, 2025).

An important gap in the existing literature concerns MIs Karya Thayyibah Limran Pantoloan Boya. While theory strongly supports the use of modern media in religious learning, three dimensions remain underexplored in prior research: 1) the absence of in-depth, process-oriented studies that document how audiovisual media is implemented in naturalistic classroom settings; 2) the dominance of experimental-quantitative approaches that measure outcomes without capturing the contextual mechanisms behind them; and 3) the lack of research situated in the Central Sulawesi region, where local contextual factors may shape implementation differently. The reality at this madrasah offers a rich site for exploring these dimensions, where the use of audiovisual media has led to documented improvements in student learning outcomes. This gap raises questions about the specific processes, strategies, and contextual factors that shape the implementation of audiovisual media at this madrasah, factors that a purely experimental approach would not be able to capture.

This gap raises research questions that warrant deeper investigation: how the actual process and mechanism of audiovisual media utilisation are carried out at MIs Karya Thayyibah Limran Pantoloan Boya, and how this process relates to documented changes in student learning outcomes. The emerging research questions are: first, what are the concrete forms and specific strategies of audiovisual media utilisation in Akidah Akhlak learning implemented at the madrasah; and second, to what extent can improvements in student learning outcomes be measured and proven as a direct impact of audiovisual media utilisation in Akidah Akhlak learning.

Previous studies on the utilisation of learning media in Islamic religious education have been widely conducted with various foci and contexts. Several studies explore the effectiveness of digital media in enhancing understanding of religious concepts, multimedia technology implementation in madrasah, interactive media development for

Akidah Akhlak learning, and analysis of audiovisual media impact on student motivation and learning achievement (Firdaus, 2023; Salsabilah & Khairiah, 2024; Sinaga & Khaidir, 2025; Ulfah, 2024; Yanti et al., 2020). These studies generally use quantitative experimental approaches to measure differences in learning outcomes between groups: one using audiovisual media and the other using conventional methods (Nuryanto & Martya, 2022; Rahmawati et al., 2024; Soamole et al., 2021). However, most previous studies focus more on media product development aspects or effectiveness testing in experimental settings, without exploring in depth how the audiovisual media implementation process takes place in the real context of daily learning at madrasah (Aisyah et al., 2023; Athoillah & Hakim, 2025).

The identified research gap is the lack of studies that comprehensively explore concrete forms of audiovisual media utilisation in Akidah Akhlak learning in the natural setting of madrasah ibtidaiyah, particularly in the Central Sulawesi region. Previous studies have not specifically analysed contextual factors that support the successful implementation of audiovisual media to achieve maximum learning outcomes (Hidayati et al., 2022; Raksun et al., 2025; Rizki & Mustofa, 2025; Tahir & Wijaya, 2024). Therefore, this research aims to fill that void by studying in depth the mechanisms, strategies, and impacts of audiovisual media utilisation in Akidah Akhlak learning at MIs Karya Thayyibah Limran Pantoloan Boya, to provide new contributions to the body of knowledge on learning media in Islamic religious education (Nurlia et al., 2025).

The novelty of this research lies in its holistic exploration of the process of utilising audiovisual media in Akidah Akhlak learning within a private madrasah ibtidaiyah in the Pantoloan Boya area, Central Sulawesi, which has not been widely studied before. This research not only quantitatively measures the effectiveness of audiovisual media but also explores in depth the concrete implementation forms, teacher strategies, challenges encountered, and contextual factors that support the success of media utilisation in improving student learning outcomes. The contribution of this research aligns with the SDG 4 goals on quality education, particularly by ensuring inclusive, equitable, and quality education and by promoting lifelong learning opportunities for all through the use of innovative learning technologies that are adaptive to local contexts.

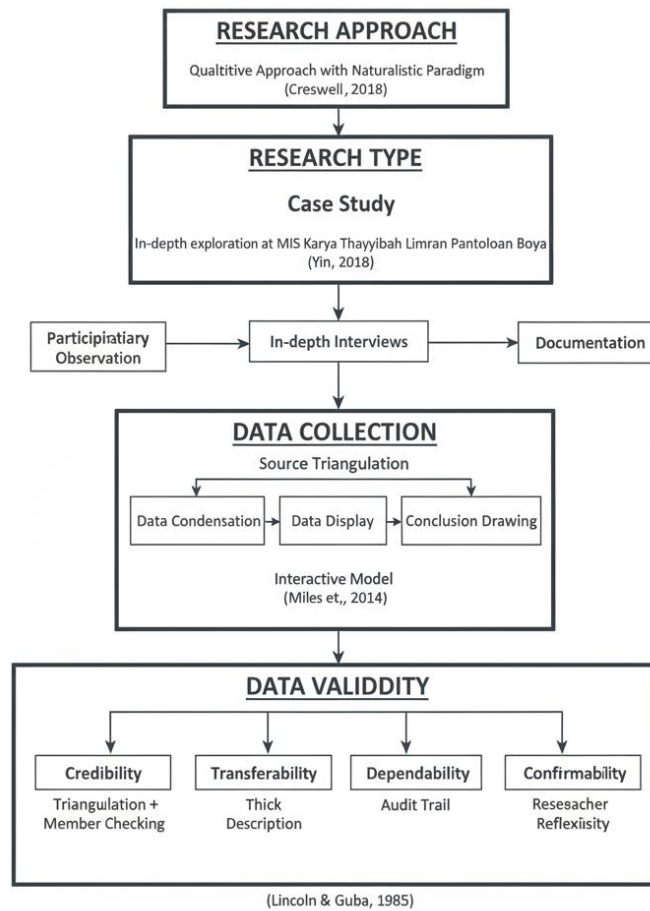
The urgency of this research stems from the pressing need to document and analyse successful practices in the utilisation of audiovisual media in Akidah Akhlak learning, so that they can serve as models or references for other madrasahs to optimise learning quality. Amid the challenges of digital transformation in education, this research provides empirical evidence on how learning technology can be implemented effectively in madrasahs with limited resources yet produce documented improvements in student learning outcomes. This research also supports the achievement of SDG 4 by providing practical recommendations for the use of affordable, sustainable educational technology to improve the quality of Islamic religious education, particularly in fostering student character and noble morals as the foundation for building a society with integrity and civility.

Given the gap between theoretical and empirical conditions and the need to explore proven, successful learning practices, this research is formulated to address two central problems. The first problem concerns the concrete forms of audiovisual media utilisation in Akidah Akhlak learning implemented at MIs Karya Thayyibah Limran Pantoloan Boya, including implementation strategies, media types used, and the learning process. The second problem focuses on student learning outcomes after the

implementation of audiovisual media in Akidah Akhlak learning, which includes cognitive, affective, and psychomotor aspects as indicators of learning success.

## **II. METHOD**

This research employs a qualitative approach within a naturalistic paradigm, enabling researchers to understand the phenomenon of audiovisual media utilisation in Akidah Akhlak learning in depth and context (Creswell & Creswell, 2017). The research design is a case study that focuses on an in-depth exploration of the implementation of audiovisual media at MIs Karya Thayyibah Limran Pantoloan Boya, a single case with unique and specific characteristics (Tight, 2014). Data collection techniques were conducted through source triangulation, which includes participatory observation to observe the Akidah Akhlak learning process with audiovisual media directly, in-depth interviews with subject teachers, school principals, and students to explore their perceptions and experiences, as well as documentation in the form of learning materials, video recordings of learning sessions, and student learning outcome data. Data analysis techniques employed the interactive model of Miles, Huberman, and Saldana, which includes the data condensation stage to reduce and organise raw data, data display in the form of matrices and descriptive narratives, and conclusion drawing and verification to produce research findings (Miles et al., 2014). The unit of analysis in this research encompasses three levels: learning episodes observed in the classroom, teacher narratives obtained through in-depth interviews, and classroom interaction patterns documented during participatory observation. Theme development followed an inductive approach, in which categories and patterns emerged from the data rather than being imposed deductively. The coding process involved open coding to identify initial categories from raw data, followed by axial coding to establish relationships among categories and construct thematic clusters. Student learning outcome data, including daily test scores, structured assignment results, and mastery percentages, were analysed within the qualitative framework as supporting quantitative data, interpreted descriptively to illuminate patterns of change across cognitive, affective, and psychomotor dimensions, rather than for statistical inference.



**Figure 1.** Research framework

Data validity in this research is ensured through four trustworthiness criteria: credibility, transferability, dependability, and confirmability. Credibility testing was conducted through technique and source triangulation, namely by comparing observation, interview, and documentation data, as well as through member checking, which involved requesting informant confirmation of the collected data and interpretations to ensure an accurate representation of their perspectives. Transferability is achieved through the presentation of rich, detailed contextual description (thick description) of the research setting, participant characteristics, and the audiovisual media implementation process, so that readers can assess the possibility of applying the findings in other similar contexts. Dependability is maintained through an audit trail that documents the entire research process from beginning to end. At the same time, confirmability is ensured through researcher reflexivity and systematic documentation that demonstrate that research findings truly originate from field data rather than researcher bias or subjective assumptions (Guba & Lincoln, 1994).

### III. RESULT AND DISCUSSION

#### Forms of Audiovisual Media Utilisation in Akidah Akhlak Learning

The utilisation of audiovisual media in Akidah Akhlak learning at MIs Karya Thayyibah Limran Pantoloan Boya is implemented in a structured and systematic manner through several forms, adapted to the material's characteristics and student needs. Based on observation results and in-depth interviews with subject teachers, it was found that the audiovisual media used encompasses various types and formats specifically designed to support the achievement of learning objectives. The main forms of audiovisual media utilisation include the use of animated learning videos about faith concepts and pillars of Islam, interactive multimedia presentations that integrate text, images, sound, and video in one unified learning experience, as well as the utilisation of short documentary films that display concrete examples of praiseworthy moral application in daily life (Risnawati et al., 2024; Sholeh et al., 2024; Yahya et al., 2024).

The audiovisual media implementation process begins with thorough planning by the Akidah Akhlak subject teacher. The teacher analyses the Core Competencies and Basic Competencies to identify materials that require visualisation and auditory reinforcement to be more easily understood by students. After identifying needs, the teacher curates content by searching, selecting, and filtering learning videos available on digital platforms such as YouTube and Islamic education sites, or by developing audiovisual content independently using simple applications such as PowerPoint, Canva, and video editing tools. In this preparation stage, the teacher also ensures that the selected audiovisual content is appropriate for the cognitive development level of upper-grade madrasah ibtidaiyah students, contains authentic Islamic values, and has a duration that is not too long to avoid boredom (Hanik et al., 2025; Yamin et al., 2023).

The implementation of audiovisual media in the learning process is conducted with varied strategies depending on the learning objectives to be achieved. For conceptual materials such as the pillars of faith and attributes of Allah, teachers use animated videos that depict these abstract concepts in more concrete, easily understood visualisations. These animated videos are usually shown at the beginning of learning as an apperception to attract student attention and build a learning context, then continued with in-depth explanations from the teacher that connect the visualisation in the video with the material to be learned. Meanwhile, for materials on praiseworthy and blameworthy morals, teachers use short documentary films or story videos featuring exemplary figures or real-life situations that illustrate the application of moral values. After the video screening, the teacher facilitates a class discussion in which students are invited to identify the moral values in the video, analyse the impact of the displayed behaviours, and reflect on how they can apply these values in daily life (Navarrete et al., 2023).

Another form of utilisation is the use of interactive multimedia presentations developed by teachers, leveraging features such as embedded quizzes, hyperlinks to supporting video content, and attractive transition animations. These presentations do not consist solely of static text and images; they are enriched with teacher-recorded narration, background music that supports the learning atmosphere, and short video clips inserted in certain sections to clarify concepts. The use of interactive multimedia presentations makes learning more dynamic because teachers can easily navigate between materials, display additional content as needed, and adjust the learning pace to each student's level of understanding (Sholeh et al., 2024; Wajdi et al., 2021).

In learning implementation, teachers apply learning strategies that integrate audiovisual media with active learning methods. Before showing audiovisual media, teachers always provide viewing guides with key questions for students to answer as they watch the presentation. This aims to direct student attention to important aspects of the displayed material and encourage them to think critically during the viewing process. After screening, the teacher does not immediately move on to the next material but provides time for small-group discussions in which students share their understanding, discuss answers to the viewing guide, and raise questions about what they have not yet understood. These group discussions are then followed by group representative presentations and class discussions guided by the teacher to deepen understanding and clarify misconceptions (Risnawati et al., 2024; Yahya et al., 2024).

The utilisation of audiovisual media is also extended to independent assignments and learning projects. Teachers assign students to search for learning videos on Akidah Akhlak materials from credible sources, watch them at home, and create summaries or written reflections on the video content and its relevance to their lives. Additionally, for certain materials, students are given creative projects to produce short videos demonstrating the application of praiseworthy moral values in daily life. This project not only develops students' digital literacy but also encourages them to explore further and internalise the moral values they have learned by translating them into visual works (Hasibuan et al., 2024; Maisaroh, 2024).

Technical aspects in the utilisation of audiovisual media also receive serious attention from teachers and madrasah officials. Each classroom is equipped with LCD projectors and high-quality active speakers, ensuring that video presentations are clear and audible to all students. Teachers also ensure that technical equipment is ready before learning begins to avoid technical disruptions that can disrupt the learning flow. In addition, the madrasah provides special laptops for learning, equipped with various supporting applications and curated collections of teacher-created learning videos. This technological infrastructure is supported by stable internet connections, enabling teachers to access online content or stream learning videos when needed (Hanik et al., 2025).

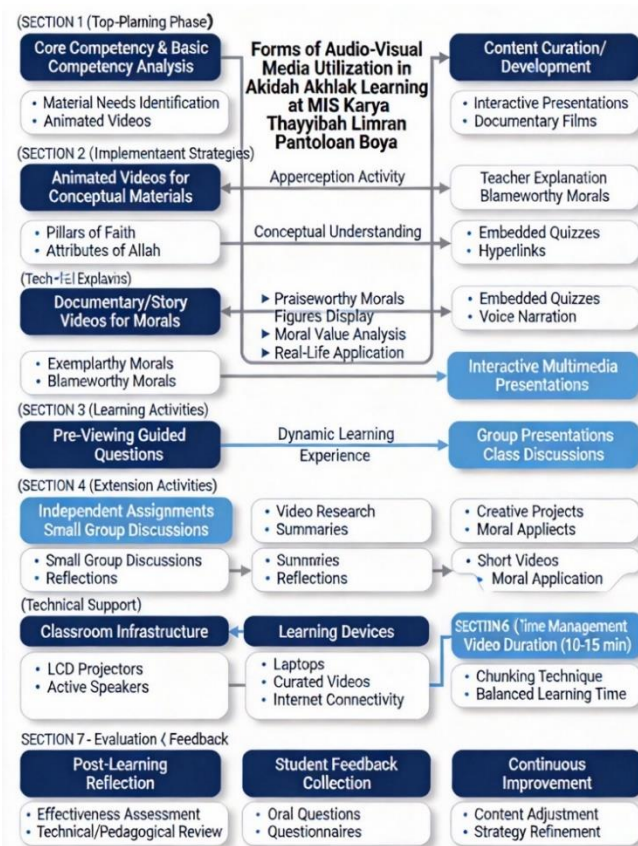
In terms of time management, teachers are very careful to allocate time for audiovisual media screenings so they do not dominate overall learning time. Based on observations, video screening duration usually ranges between ten and fifteen minutes of the total available learning time, with the remainder used for discussions, teacher explanations, and other learning activities. This time proportion is considered ideal because it is sufficient to convey important information through audiovisual media without causing students to lose focus or experience visual fatigue. Teachers also use the chunking technique, which breaks long videos into several short segments shown gradually, interspersed with discussions or explanations, so students have time to digest information and build understanding.

Teachers continuously evaluate the effectiveness of audiovisual media use through various methods. Teachers conduct reflection after each learning session to assess whether the audiovisual media used is effective in helping students understand the material, whether there are technical or pedagogical obstacles that need to be addressed, and how students respond to the media used. In addition, teachers also collect feedback from students through oral questions or simple questionnaires about their learning experiences with audiovisual media, what materials they understand well, and what

aspects still need improvement. Based on this evaluation, teachers continuously make adjustments and improvements in content selection, implementation strategies, and learning facilitation techniques.

Research findings show that audiovisual media are used at MIS Karya Thayyibah Limran Pantoloan Boya in various formats, including animation learning videos, interactive multimedia presentations, and short documentary films, which are systematically integrated into the Akidah Akhlak learning process. These findings align with the theoretical view that integrating technology into Islamic religious learning is an urgent need in the digital era to facilitate a deeper understanding of concepts (Nurjanah et al., 2024). The implementation at this madrasah shows that teachers not only use one type of audiovisual media but also combine various media according to the characteristics of the material and the learning objectives to be achieved.

The implementation strategy also strengthened the argument that interactive multimedia learning can substantially support religious education, as it engages multiple sensory modalities and promotes active meaning-making consistent with constructivist learning theory (Vygotsky & Cole, 1978; Wildan & Bunyamin, 2025). These findings make contextual contributions by showing that the success of audiovisual media implementation depends not only on technology availability but also on teachers' ability to curate content, design integrative learning strategies, and facilitate reflective discussions that link visualisation with conceptual understanding, dimensions that previous experimental-quantitative studies have not adequately explored.



*Figure 2. Forms of audiovisual media utilisation*

## **Student Learning Outcomes After the Utilisation of Audiovisual Media in Akidah Akhlak Learning**

Student learning outcomes after the utilisation of audiovisual media in Akidah Akhlak learning at MIs Karya Thayyibah Limran Pantoloan Boya show documented improvements across cognitive, affective, and psychomotor dimensions. These improvements were identified through analysis of student learning outcome data from daily test scores, structured assignments, observations of attitudes and behaviour, and feedback from teachers and students regarding their learning experiences. The collected data shows consistent positive changes in students' academic abilities and character since the intensive implementation of audiovisual media in Akidah Akhlak learning. The quantitative data presented here serve as supporting evidence within the qualitative framework and are interpreted descriptively to illustrate patterns of change rather than to establish causal claims (Alfurqan & Susanti, 2021; Sipayung et al., 2024).

In the cognitive aspect, student learning outcomes show measurable changes through comparison of class average scores before and after the implementation of audiovisual media. These scores were recorded over one academic semester, involving the entire student cohort in the upper grades, with no major changes in curriculum or teaching personnel during the observation period, allowing for a relatively controlled comparison. Based on the analysed assessment documents, the average scores of daily tests on the pillars of faith material increased from the range of seventy to seventy-five to eighty to eighty-five after learning using animation videos that visualised abstract concepts about faith. This improvement occurred not only in class average scores but also in the percentage of students achieving mastery. Before the use of audiovisual media, approximately 60% of students met the Minimum Mastery Criteria.

In contrast, after its implementation, the mastery rate rose to more than 85%. As the subject teacher noted during an in-depth interview: "When I show videos about the pillars of faith, students can connect what they see with what we discuss, they remember it longer and ask better questions." This qualitative observation aligns with the documented score increases and suggests that audiovisual media contribute to both retention and deeper conceptual engagement (Hasibuan et al., 2024; Nelsiani & Fauziah, 2025).

The improvement in cognitive learning outcomes is also evident in the quality of students' answers to evaluation questions. Based on analysis of student answer sheets, there is an improvement in their ability to explain Akidah Akhlak concepts more thoroughly and comprehensively. Students are not only able to recall and cite definitions or lists, but also to explain deeper meanings, provide concrete examples, and relate learned concepts to real-life situations. For example, when asked to explain the attributes of Allah, students not only mention the list of Asmaul Husna, but are also able to explain the meaning of each attribute, provide concrete illustrations showing the manifestation of those attributes in life, and reflect on the implications of faith in Allah's attributes in daily behaviour. This higher-order thinking ability shows that learning with audiovisual media not only improves memorisation, but also facilitates deeper understanding and students' analytical thinking (Navarrete et al., 2023; Sipayung et al., 2024).

The ability to analyse and evaluate also shows notable development, as observed across multiple classroom episodes. When teachers show videos featuring examples of praiseworthy and blameworthy morals in daily life, students can identify the behaviours

displayed, analyse their positive or negative impacts, and evaluate whether they are in accordance with Islamic teachings. In class discussions after video screenings, students actively offer opinions and arguments that demonstrate a deep understanding of moral values. They not only receive information passively but can also think critically and connect learning materials to the context of their lives. Some students can even provide additional examples from personal experiences or observations that are relevant to the moral values being studied, showing that they have internalised those values and can apply them to analyse real-life situations (Syofiarti et al., 2021).

In the affective aspect, the use of audiovisual media has a positive impact on students' motivation and interest in learning the Akidah Akhlak subject. Based on interviews with students, the majority reported that learning with audiovisual media heightened their engagement and reduced a sense of monotony (Sipayung et al., 2024). One student articulated this clearly: "I like it when the teacher shows the video because I can see directly what is being explained, it does not feel confusing anymore." Another student shared: "Before using videos, I often did not understand what the teacher meant, but now I can imagine it in my head." Students said the videos capture their attention through colourful animation, clear narration, and background music that enhances the learning atmosphere. These responses were consistent across interviews, indicating a pattern of increased motivation and engagement directly linked to audiovisual media use. Students' enthusiasm is also evident in their consistent attendance, active participation in class discussions, and willingness to complete additional assignments related to audiovisual media.

Changes in students' attitudes toward Akidah Akhlak learning also become an important indicator of affective learning outcomes. Before the introduction of audiovisual media, some students found the Akidah Akhlak subject boring because the material was memorisation-based and less engaging. However, after learning through audiovisual media, students' perceptions improved. They began to appreciate the values in Akidah Akhlak material and realised its relevance to their lives. Students became more open to discussing moral issues and religious values, showing strong curiosity by asking in-depth questions and seeking out more information on topics that interested them through other learning sources outside class hours.

The psychomotor aspect of students' skills also experienced measurable development. The skills referred to in the context of Akidah Akhlak learning are not only physical, but also the ability to apply moral values in daily behaviour. Based on teacher observations and interviews with the madrasah head, there are positive changes in students' behaviour after following the Akidah Akhlak learning program using audiovisual media. Students show improvement in daily worship practices such as congregational prayer at the madrasah prayer room, reciting prayers before and after activities, and showing polite manners to teachers and peers. This behavioural change did not occur spontaneously but resulted from the internalisation of values learned through concrete visualisation in learning videos and reflective discussions, which help students relate those values to real actions (Yus et al., 2025).

Students' digital literacy skills also developed as an indirect result of the utilisation of audiovisual media. When given assignments to search for and watch learning videos at home, students learn to use digital platforms for educational purposes, evaluate the credibility of information sources, and take notes or summaries of the videos they watch. Some students involved in short video creation projects about the application of

praiseworthy morals develop technical skills in operating video recording devices, simple editing, and visual presentation. These skills are highly valuable in the digital era and will help develop students' competencies in the future (Anisyah et al., 2024).

Students' social interaction and communication skills also show positive development. Learning with audiovisual media, integrated with group discussions and presentations, encourages students to communicate more actively with peers and teachers. Students learn to express opinions politely, listen attentively to others' perspectives, and argue constructively in discussions. They also learn to work together in groups to analyse video content, share understanding, and complete tasks. These social and communication skills are important competencies that are useful not only in the learning context, but also in broader community life (Sipayung et al., 2024).

Learning outcomes are also reflected in students' creativity in expressing their understanding of Akidah Akhlak values. When given project assignments to create short videos, students show creativity in designing scenarios, selecting settings, and presenting moral messages in engaging, easy-to-understand ways. Some student groups even develop innovative ideas, such as creating simple animation videos using mobile applications, dramatising daily life situations that depict moral dilemmas, or creating mini documentaries about praiseworthy moral practices in their environment. These creative works show that students not only receive information passively but also process it and express it in original and meaningful ways.

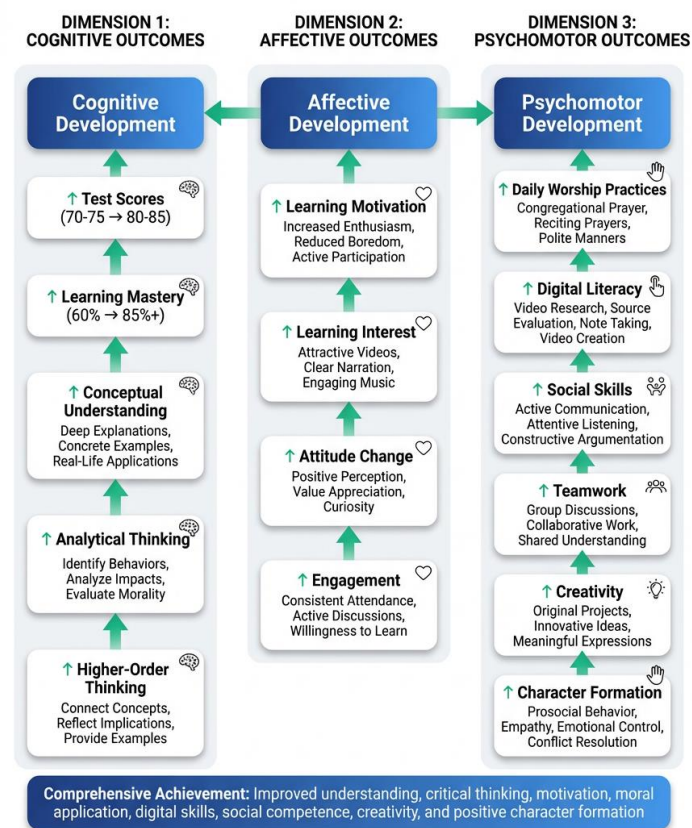
The long-term impact of learning with audiovisual media is also becoming evident in changes in students' character. Teachers and parents report an increase in students' awareness about the importance of having a noble character in daily life. Students more often exhibit prosocial behaviour, such as helping friends in need, sharing with others, and showing empathy. They are also better able to control emotions and resolve conflicts in more mature ways in accordance with Islamic teachings. This character change is the most important indicator of the success of Akidah Akhlak learning, because the main goal of this subject is not only knowledge transfer but also the formation of character and behaviour in accordance with Islamic values.

Overall, student learning outcomes after the utilisation of audiovisual media in Akidah Akhlak learning show comprehensive achievement, including improved understanding of concepts, critical and analytical thinking abilities, learning motivation and interest, skills in applying moral values in daily life, digital literacy, social and communication skills, creativity, and positive character formation. This success is inseparable from the structured implementation of audiovisual media, effective learning strategies, and comprehensive support from teachers, the madrasah, and students' parents. The improvement in learning outcomes demonstrates that audiovisual media is not only a visually appealing learning aid but also an effective medium for facilitating deep, meaningful learning that leads to holistic cognitive, affective, and psychomotor changes in students.

The documented improvement in student learning outcomes in the cognitive domain, reflected in increased class-average scores and mastery percentages, aligns with Mayer (2009) Multimedia Learning Theory, which posits that learning is more effective when verbal and visual information are presented simultaneously, thereby reducing cognitive load and supporting dual-channel processing. The findings also resonate with Paivio (1986) Dual Coding Theory, which suggests that information encoded both visually and verbally is more readily retained and retrieved. Research findings show that the

improvement occurs not only in the ability to remember and understand, but also in higher-order thinking abilities such as analysing, evaluating, and creating, indicating that audiovisual media facilitates deep, meaningful learning as described by constructivist frameworks (Piaget, 1970; Vygotsky, 1978).

This aligns with the view that abstract religious material requires structured visual and auditory approaches to enhance understanding (Rahman, 2023). A notable finding from this research is that students are not only able to understand Akidah Akhlak concepts theoretically but also to relate them to real-life situations and provide concrete examples from their personal experiences. This knowledge transfer ability aligns with Cognitive Load Theory (Sweller, 1988), which emphasises the importance of managing intrinsic and extraneous cognitive load to enable schema construction. The use of well-structured audiovisual media appears to reduce extraneous load while enhancing germane load, thereby facilitating a deeper, more applicable understanding.



*Figure 3. Student learning outcomes after the utilisation of audiovisual media*

#### IV. CONCLUSION

This research demonstrates that the utilisation of audiovisual media in Akidah Akhlak learning at MIs Karya Thayyibah Limran Pantoloan Boya is implemented in a structured manner through animated videos, interactive multimedia presentations, and documentary films, integrated with active learning strategies, such as viewing guides, group discussions, and creative project assignments. Documented improvements were observed across cognitive, affective, and psychomotor learning dimensions, supported by qualitative evidence from teacher and student interviews, classroom observation, and descriptive analysis of assessment data. These outcomes are underpinned by thorough

learning planning, contextually appropriate content curation, adequate technological infrastructure, ongoing teacher professional development, and continuous evaluation. Future research should examine whether these findings can be transferred to madrasahs with different resource levels and regional contexts, and explore the long-term sustainability of technology-based learning practices in Islamic primary education.

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