

**UTILIZATION OF AUDIO VISUAL MEDIA IN THE SUBJECT OF
ISLAMIC CULTURAL HISTORY AT MI MIFTAHUL
FALAH KARANGREJO TULUNGAGUNG**

Ittikhadul Madani

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

ittikhadulm@gmail.com

Khamdan Choirul Khabib

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

khamdanchoirulkhabib36@gmail.com

Agus Purwowododo

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

widodopurwo74@gmail.com

Muh. Nurul Huda

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

muhnurulhuda74@gmail.com

Abstract

This research is motivated by a phenomenon that still occurs in the development of elementary school students' education, namely difficulties in the study of Islamic Cultural History. The difficulty of Islamic Cultural History lessons in students is caused by an inappropriate learning process that results in students not having the interest and desire to learn the lesson well. This research was conducted at Miftahul Falah Islamic Elementary School using a qualitative research approach, as for the type using descriptive qualitative research. Data were collected through interview, observation and documentation methods. In analyzing the data using data reduction, presenting data and drawing conclusions. Meanwhile, to check the validity of findings using data triangulation, the triangulation used is source triangulation and method triangulation. The results of this study are as follows: (1) How use audio-visual media in the subjects of Islamic Cultural History Miftahul Falah Islamic Elementary School Karangrejo, namely preparing learning and learning tools, starting learning activities with greetings, smiles and greetings, displaying Ice Breaking as the beginning of a fun lesson, showing short films, conducting learning evaluations using power points by displaying tests / questions Short duration and directly answered by students in each assignment book individually without rewriting the questions. (2) The results of the use of audio-visual media in the subject of Islamic Cultural History at Miftahul Falah Islamic Elementary School Karangrejo, namely audio-visual media are used for learning media, ice breaking, as well as learning resources, making it easier for students to master the material, changing students' mindsets from bored to happy with Islamic Cultural History subjects, increasing student achievement, helping teachers in terms of energy and time efficiency, motivating students to continue learning Islamic Cultural History, realizing learning goals effectively and efficiently. (3) Obstacles to the use of audio-visual media in increasing students' understanding of the subject of Islamic Cultural History at Miftahul Falah Islamic Elementary School Karangrejo are sometimes electricity failures, when the power failure requires a jenset. But in this case the school still does not have a private jenset facility. In addition, the number of crowded children resulted in a less conducive classroom atmosphere.

Keywords: Islamic Cultural History, Learning Difficulties, Teacher Effort



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Education is a manifestation of human art and culture, dynamic and contingent on development.¹ Therefore, changes and developments in education should be in line with changes in life. Education is the basic foundation for improving the quality of Indonesian Human Resources (HR), both spiritually and intellectually, and professionally, especially in relation to the demands of national development.² One crucial component of education is the teacher. Within the educational context, teachers play a significant and strategic role. This is because teachers are at the forefront of education implementation. They interact directly with students, transferring knowledge and technology while simultaneously instilling positive values through guidance and role models.³

One aspect of education delivery is improving the quality of education through the learning process, encompassing knowledge, skills, attitudes, and values.⁴ Efforts to improve the quality of education are aimed at producing students with strong academic qualities and character that can be applied in everyday life. Through education, students can develop their potential so they can survive, adapt, and succeed in the future.

The realization of education is inseparable from several components. These components include objectives, educators, students, tools, and the environment. If any one component is missing, education will not run smoothly and educational goals will not be achieved. The teacher's role in learning is to organize teaching and learning activities, act as a teacher, and evaluate learning outcomes.⁵ Meanwhile, the student's role is to act as a learner, carrying out the learning process, achieving learning outcomes, and utilizing the learning outcomes. In an effort to educate students,

¹ Muhammad Luthfi Abdullah and Akhmad Syahri, "Model of Religious Culture Education and Humanity," *Nadwa: Jurnal Pendidikan Islam* 12, no. 2 (January 7, 2019), <https://doi.org/10.21580/nw.2018.12.2.2756>; Mohamad Ridhuan Abdullah et al., "Contrasts Between Moral and Islamic Religious Education: Dilemmas and Prospects," *Jurnal Pendidikan Islam* 10, no. 1 (February 24, 2021), <https://doi.org/10.14421/jpi.2021.101.1-22>.

² Laksmana Safaq Hidayat and Dzulfikar Akbar Romadlon, "Improving the Quality of Student Memorizing Using the Wafa Method in Elementary Schools: Peningkatan Kualitas Hafalan Siswa Menggunakan Metode Wafa Di Sekolah Dasar," *Indonesian Journal of Innovation Studies* 20 (September 15, 2022): 10.21070/ijins.v20i.689, <https://doi.org/10.21070/ijins.v20i.689>.

³ Deni Darmawan and Achmad Faqihuddin, "Promoting Moral and Spiritual Transformation: The Role of Pesantren Ramadan Programs in Preventing and Addressing Bullying in Educational Settings," *Al-Ishlah: Jurnal Pendidikan Islam* 16, no. 4 (2024).

⁴ Yudhi Hadiamsyah and Ahmad Rezy Meidina, "Educational Challenges and Islamic Values in the Age of Disruption," *Interdisciplinary Journal of Social Science and Education (IJSSE)* 2, no. 3 (December 18, 2024), <https://doi.org/10.53639/ijssse.v2i3.52>.

⁵ Adilah Afikah, Eli Rohaeti, and Jumadi Jumadi, "Innovative Learning in Improving High-Order Thinking Skills and Communication Skills: A Systematic Review," *Jurnal Penelitian Pendidikan IPA* 8, no. 5 (November 30, 2022), <https://doi.org/10.29303/jppipa.v8i5.2091>.

teachers are required to play multiple roles to create effective teaching and learning conditions.⁶ To teach effectively, teachers must increase learning opportunities for students (quantity) and improve the quality of their teaching. Student learning opportunities can be enhanced by actively involving students in learning.

According to Joyce and Weil said that research in learning strategies has contributed to knowledge about learning components.⁷ Designers use learning strategy theories or components as learning principles. Typically, learning strategies interact with learning situations. These learning situations are often expressed in learning models, and the application required varies depending on the learning situation, the nature of the material, and the desired type of learning. Theories about learning strategies encompass learning situations, such as inductive learning, as well as components of the teaching and learning process, such as motivation and elaboration.

A teacher's role in learning is not limited to conveying information to students; rather, teachers must possess the ability to understand students with their unique characteristics in order to assist them in overcoming learning difficulties.⁸ Teachers are required to understand various effective learning models in order to optimally guide students.⁹ The increasingly rapid development of science and technology requires teachers to constantly keep up with it and demonstrate creative initiative.¹⁰ This requires teachers to be information and technology literate. Teachers must avoid being technologically illiterate and unable to keep up with the dynamics of rapidly evolving technology. In such a situation, responding creatively to technological developments and utilizing them as a medium to strengthen and maximize learning outcomes is unavoidable. As a simple illustration, teachers today must be more proficient with computers, the internet, and various new media. These new media are now familiar to students.

⁶ Mohammad Salih Al-Shehri, "Effect of Differentiated Instruction on the Achievement and Development of Critical Thinking Skills among Sixth-Grade Science Students," *International Journal of Learning, Teaching and Educational Research* 19, no. 10 (October 30, 2020), <https://doi.org/10.26803/ijlter.19.10.5>.

⁷ Bruce Joyce, Marsha Weil, and Emily Calhoun, *Models of Teaching* (San Fransisco: Mc Graw Hill Inc, 2005).

⁸ Fauziah Aini and Zaka Hadikusuma Ramadan, "Peran Guru Dalam Mengembangkan Nilai Etika Dan Moral Peserta Didik Sekolah Dasar," *ELSE (Elementary School Education Journal)* 8, no. 2 (2024).

⁹ Dewi Anggreini and Eko Priyoadmiko, "Peran Guru Dalam Menghadapi Tantangan Implementasi Merdeka Belajar Untuk Meningkatkan Pembelajaran Matematika Pada Era Omicron Dan Era Society 5.0," in *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar, 2022*; Zulfikar Nur Akbar and Mohammad Zakki Azani, "Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Karakter Islami di SMA Muhammadiyah PK Kotta Barat Surakarta," *Didaktika: Jurnal Kependidikan* 13, no. 2 (2024).

¹⁰ Ali Alammary, Judy Sheard, and Angela Carbone, "Blended Learning in Higher Education: Three Different Design Approaches," *Australasian Journal of Educational Technology* 30, no. 4 (September 9, 2014), <https://doi.org/10.14742/ajet.693>.

Teaching media can enhance students' learning processes during learning activities, which in turn is expected to improve their learning outcomes.¹¹ The presence of learning media in schools can encourage students' enthusiasm for learning. The use of learning media in the teaching and learning process can arouse students' desire and interest and stimulate their learning activities. With learning media, students can directly see the objects or materials being studied, thereby stimulating their curiosity about them. Student achievement will be optimal if the learning media provided by the teacher is appropriate and supports students' understanding of the lesson content. The material presented during the learning process and the appropriate use of media indirectly stimulate students' motivation to participate in the lesson, which ultimately influences their learning outcomes. Therefore, learning media also contributes to student learning outcomes.

It is crucial for teachers to use learning media in learning activities, especially in the History of Islamic Culture (SKI) subject. SKI material, which mostly consists of scripted material, makes it difficult for students to memorize and also reduces their enthusiasm for learning.¹² Based on this background, the researcher is interested in further examining the use of audiovisual media in the Islamic Cultural History subject at MI Miftahul Falah Karangrejo Tulungagung. It is hoped that the results of this study will not only contribute theoretically to Islamic education but also serve as a practical reference for teachers. Thus, learning Islamic Cultural History can be more enjoyable and facilitate students' understanding of the material.

RESEARCH METHOD

The researcher used a qualitative research method.¹³ This approach was chosen to directly describe the teachers' strategies in utilizing audiovisual media in the Islamic Cultural History subject at MI Miftahul Falah Karangrejo Tulungagung. Qualitative research allows researchers to understand teachers' behavior and strategies within the natural context of the school environment.

The data sources in this study were identified into three: Persons (informants), consisting of teachers and fifth-grade students at MI Miftahul Falah Karangrejo Tulungagung. Place (Events or Activities and Research Locations), including building facilities, location conditions, teaching and learning activities, performance activities, and so on at MI Miftahul Falah Karangrejo

¹¹ Christophorus Kevin Adhihusada and Andreas Wahyu Gunawan, "The Effect of Employee Satisfaction on Employee Performance with Employee Loyalty and Employee Engagement as Mediating Variables in Manufacturing Sector Employees in Jabodetabek," *Dinasti International Journal of Management Science* 6, no. 3 (February 24, 2025), <https://doi.org/10.38035/dijms.v6i3.4138>.

¹² Kiki Agustinar, Ulva Rahmi, and Andy Riski Pratama, "Problematika Pembelajaran Sejarah Kebudayaan Islam di Madrasah," *Concept: Journal of Social Humanities and Education* 2, no. 4 (2023); Adinda Putri Aulia et al., "Meningkatkan Minat Belajar Pada Siswa Melalui Media Audio Visual Pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Kelas VII Di Mts Manunggal Bandar Khalipah," *Innovative: Journal Of Social Science Research* 3, no. 3 (2023).

¹³ Robert C. Bogdan and Sari Knop Biklen, *Qualitative Research for Education* (Allyn & Bacon: Boston, 1997).

Tulungagung. Events were used by researchers to more accurately understand the process of how something works through direct observation. The results of this direct observation become data in the form of records of events occurring at the educational institution. Paper (Documents) consist of written objects such as archive books, notes, and documents at MI Miftahul Falah Karangrejo Tulungagung.

Data collection techniques in this study included participant observation, in-depth interviews, and documentation studies.¹⁴ Observations were conducted by directly observing all activities, conditions, and the students of MI Miftahul Falah Karangrejo. The researcher participated in the teaching and learning process during Islamic cultural history lessons and observed the school facilities used as learning media for Islamic Cultural History. Interviews were used to gather information from teachers and the principal, while documentation was used to supplement the data obtained.

In this study, the researcher employed descriptive data analysis, which aims to describe and illustrate the results of observations in depth and detail, including data condensation, data presentation, and conclusion drawing.¹⁵ To ensure data validity, credibility was tested through extended observations, increased diligence, triangulation of sources and methods, and the use of reference materials such as photographs and authentic documents. Triangulation was conducted by comparing the results of interviews, observations, and documentation to ensure the accuracy of the information.¹⁶ The research process began with the planning stage, followed by field data collection, and concluded with analysis and report preparation based on the in-depth data analysis.

RESULT AND DISCUSSION

Design for the Use of Audio Visual Media in the Subject of Islamic Cultural History

The use of learning strategies is crucial for the learning process. It is crucial for teachers to create a lesson plan so that learning objectives can be clearly formulated. Furthermore, this also makes it easier for teachers to carry out the learning process because they have already planned how the learning process will be implemented using various strategies, methods, and learning media that are deemed appropriate for the material being taught. The steps to be taken in establishing a learning strategy relate to the teaching and learning approach deemed most appropriate and effective for achieving the objectives. The learning strategy used at MI Miftahul Falah Karangrejo, in accordance with the established plan, is the expository learning strategy.

¹⁴ D.M. Mertens, *Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (California: Sage Publications, 2009).

¹⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis, A Methods Sourcebook*, 3rd ed. (London: Sage Publications, 2014).

¹⁶ Robert K. Yin, *Case Study Research: Design and Methods* (California: Sage Publications, 2013).

The use of learning methods is also crucial for achieving learning objectives. The use of appropriate learning methods will guide students to learn effectively. Learning methods emphasize active student learning processes in an effort to develop learning outcomes. Similarly, MI Miftahul Falah uses the lecture method to explain the material being taught, followed by question-and-answer and discussion methods to hone these learning outcomes.

The choice of learning media will influence the learning environment of the students being taught. Therefore, the use of media is crucial to support the learning process. This requires teachers to be more creative in selecting and developing learning media. Utilizing unique and sophisticated learning media will transform boring SKI learning into a more enjoyable experience. In this case, the learning media used are audio-visual media such as LCD projectors, laptops, speakers, and microphones. Icebreakers are also implemented to entertain students, thus creating a fun learning experience.

After the lesson, an evaluation is conducted to measure student abilities. This evaluation takes the form of formative and summative tests. Diagnostic oral tests are sometimes given when student weaknesses are identified in the lesson. After the learning activity is complete, the teacher conducts an evaluation by assigning assignments based on the provided worksheets. This test aims to determine the extent to which students have understood the material presented.

Learning strategies are essentially related to the planning or policies designed to manage learning to achieve the desired learning objectives. Learning strategies are the methods chosen and used by a teacher to deliver learning materials, making it easier for students to receive and understand the material, ultimately ensuring they master the learning objectives by the end of the learning activity.¹⁷

The use of audio-visual media in teaching Islamic Cultural History (Sejarah Kebudayaan Islam) serves as a powerful strategy to enhance student engagement and understanding. This subject often involves historical narratives, ancient civilizations, and cultural developments that can be abstract or difficult to visualize. Audio-visual aids help bring these stories to life, making the learning experience more immersive and memorable.

The main objectives of using audio-visual media in this subject include improving students' comprehension of historical events, fostering interest in Islamic civilization, and supporting varied learning styles. By combining visual images, narration, and sometimes dramatization, students are

¹⁷ Hasan Baharun, Enas Enas, and Rafika Laura Noviana, "Quality Improvement As A Strategy to Build Pesantren's Brand Credibility," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 1 (April 28, 2022), <https://doi.org/10.35445/alishlah.v14i1.1583>; Mar'atun Basitha, Nurhasanah Nurhasanah, and Husniati Husniati, "Analisis Strategi Guru Dalam Meningkatkan Kemampuan Membaca Permulaan Di SDN 61 Karara Kota Bima," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 4 (October 26, 2022), <https://doi.org/10.29303/jipp.v7i4.898>.

able to grasp complex content more easily. This method also supports critical thinking and discussion, especially when students analyze or compare different historical periods or figures

Appropriate learning design is crucial in the learning process. This component cannot be ignored because achieving effective learning objectives requires a well-designed learning strategy. Citing Gintings's opinion in M. Fathurrohman and Sulistyorini, to ensure that teaching and learning activities are directed and aligned with the objectives to be achieved, teachers must carefully plan the learning and teaching activities.¹⁸ Learning planning is the preparation for managing the learning that will be implemented in the classroom during each face-to-face session.

The learning strategy design for Islamic Cultural History, utilizing audio-visual media by teachers at MI Miftahul Falah Karangrejo, has been implemented well, as evidenced by the activities related to strategic planning, including the following: developing a learning plan, selecting learning methods, and designing learning evaluations. The teachers' strategic learning plans for Islamic Cultural History at MI Miftahul Falah Karangrejo have been well-executed. Well-structured learning planning is expected to facilitate a smooth teaching and learning process, and optimally achieve learning objectives.

A variety of audio-visual materials can be used, such as documentaries, animated timelines, reenactments of historical events, and interactive videos. For example, videos depicting the life of the Prophet Muhammad, the spread of Islam to different regions, or the achievements of Islamic scholars can enhance textbook learning. The selection of content should align with the curriculum, be age-appropriate, and uphold Islamic values.¹⁹

The design for utilizing audio-visual media should be well-integrated into the lesson plan. Teachers can use media during the opening to stimulate interest, in the main activity to explain content in-depth, or at the end to reinforce key points through reflection or discussion. It is essential to include guided questions or worksheets that encourage students to actively engage with the material rather than passively watch.

¹⁸ Muhammad Fathurrohman and Sulistyorini, *Belajar Dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional* (Yogyakarta: Teras, 2012).

¹⁹ Muhammad Alif Redzuan Abdullah, "Learning Moral Values Through Cartoons for Malaysian Preschool-Aged Children," *International Journal of Learning, Teaching and Educational Research* 22, no. 6 (June 30, 2023), <https://doi.org/10.26803/ijlter.22.6.20>.

After using audio-visual media, teachers should assess student understanding through various methods, such as group presentations, quizzes, or reflective writing.²⁰ Feedback can help evaluate the effectiveness of the media and how well students connected with the material. When used properly, audio-visual media can significantly enhance the quality of learning in Islamic Cultural History and inspire a deeper appreciation of Islamic heritage.

Implementation of the Use of Audio Visual Media in Islamic Cultural History Subjects

The learning media used in the Islamic Cultural History subject at MI Miftahul Falah Karangrejo is audiovisual. The types of audiovisual media used include video/film screenings and PowerPoint/slides. Audiovisual media is used to complement the role of textbooks, such as printed textbooks, as the primary medium and other commonly used learning resources. Mrs. Feri, a fifth-grade teacher, creatively uses media that simultaneously engages both the senses of hearing and sight, making the material more easily conveyed to students. One factor contributing to the success of the Islamic Cultural History teacher at MI Miftahul Falah Karangrejo in carrying out her duties is the availability of audiovisual-based learning media. The audiovisual equipment provided by the school includes an LCD projector and a speaker.

The steps for implementing the use of audio visual media in the subject of Islamic Cultural History at MI Miftahul Falah Karangrejo are as follows: (1) preparing learning and learning tools (2) starting learning with greetings and ice breaking (3) entering learning activities by showing short videos, then explaining the essence of the video using the lecture method (4) ice breaking in between learning by showing ice breaking displays in the form of power point slides containing simple guess words which will later be answered by the students themselves but the actual answer is on the next slide (5) entering the core learning material, the core learning activities begin by showing a short film in the form of a film about the history of the Prophet's Da'wah in Mecca and Medina²¹ (6) Evaluation of learning, after the learning activities are completed, the teacher conducts an evaluation by giving assignments according to those in the LKS book that has been provided.

The implementation of a learning strategy is the implementation of the teaching and learning process in the classroom, which is the core of educational activities in schools. According to Roy R. Lefrancois, teaching is the implementation of strategies designed to achieve objectives. In general, there are three main stages in a teaching strategy: the initial (pre-instructional) stage, the teaching (instructional) stage, and the assessment and follow-up stage. These three stages must be

²⁰ Fitria Ramadhani, "Pemanfaatan Model Pembelajaran Langsung Berbantu Media Audio Visual Terhadap Hasil Belajar," *Jurnal Inovasi Pembelajaran Dan Pendidikan Islam [JIPPI]* 1, no. 1 (January 17, 2023), <https://doi.org/10.30596/jippi.v1i1.2>.

²¹ Azyumardi Azra, *Historiografi Islam Kontemporer: Wacana, Aktualitas, Dan Actor Sejarah* (Jakarta: Gramedia, 2002).

completed at every stage of teaching. If any of these stages is omitted, the teaching process cannot be considered to have occurred.²²

In accordance with the theory presented, the first stage in implementing the audio-visual media strategy for Islamic Cultural History at MI Miftahul Falah Karangrejo is the pre-instructional stage. At this stage, the teacher begins the learning activity with a smile, greeting, and a friendly conversation with students to break the ice. The teacher prepares the audio-visual media equipment, such as installing and connecting the cables for the LCD, speakers, and microphone to the laptop and the power supply for proper use.

Second, the instructional stage. The teacher begins the lesson with an icebreaker in the form of an Islamic animated video. This aims to relax and relieve tension from the previous lesson. While conducting the icebreaker, the teacher also explains the learning objectives to be achieved. Afterward, the teacher moves on to the main topic, presenting a historical film depicting the civilizations of Mecca and Medina during the time of the Prophet Muhammad (peace be upon him). After the video is finished, the teacher briefly explains the main points and lessons learned from the video using a lecture method.²³ The teacher intersperses the material with icebreakers if students begin to lose focus. The icebreakers take the form of riddles presented on PowerPoint slides. Afterward, the teacher summarizes the discussion of all the topics.

Third, the Evaluation and Follow-up stage. The teacher poses questions during the presentation, providing a question-and-answer session for students as a form of diagnostic evaluation. This evaluation serves to examine or identify the causes of learning failures or identify student weaknesses in a particular subject. Learning evaluations are conducted using formative and summative tests, both through PowerPoint and slides. The test consists of short-answer questions, each lasting one minute. The questions automatically switch to the next question when the time runs out. Students write their answers in their workbooks without rewriting the questions displayed on the LCD.

Results of the Use of Audio Visual Media in Islamic Cultural History Subjects

Several results can be taken from the use of this audio-visual media, so that the results of the use of audio-visual media at MI Miftahul Falah Karangrejo are making it easier for students to master the material, changing the mindset of students who previously considered SKI lessons boring to become fun, changing the attitude of students who were previously indifferent and lazy, to be

²² Mohammad Ulul Albab, "Psychoanalytic Study on the Main Character in Nizami Ganjavi's Layla Majnun and William Shakespeare's Romeo Juliet: A Comparative Literature," *Instructional Development Journal* 7, no. 2 (2024); C.L. Chang and M. Fang, "E-Learning and Online Instructions of Higher Education during the 2019 Novel Coronavirus Diseases (COVID-19) Epidemic," *Epidemic. Journal of Physics: Conference Series*, no. 1 (2020), <http://ouci.dntb.gov.ua/en/works/73DEjd24/>.

²³ Siti Rahayu Nasichatu Muslimatin, "Teacher Strategy in Character Formation Through the History of Islamic Culture Subject," *Edu-Kata: Jurnal Bahasa, Sastra Dan Pembelajarannya* 10, no. 2 (2024).

enthusiastic about following SKI lessons, improving student achievement, making it easier for teachers to deliver material effectively, realizing learning objectives effectively. The use of learning media that is appropriate to the conditions of the learning environment will affect the absorption of students and teachers in mastering the material. This is a factor in realizing learning objectives effectively.

The benefits of utilizing audiovisual media are that it facilitates student mastery of the material. Students tend to be less interested in reading books and listening to lectures alone. Using LCD displays allows the historical narrative of the Prophet Muhammad's mission to be realized through films or videos, increasing student interest and focus. This also facilitates student mastery. Films and videos prevent students from getting bored and enjoy Islamic Cultural History lessons.

Students who were previously indifferent and reluctant become enthusiastic about participating in Islamic Cultural History lessons. By using icebreakers, students become cheerful and relaxed. This sense of enjoyment keeps students motivated to actively participate in Islamic Cultural History lessons, thereby improving student achievement. Furthermore, using audiovisual media facilitates effective delivery of material. Teachers simply need to explain the essence and wisdom of the story displayed on the LCD screen in the form of a film or video. Furthermore, it saves time, as the film or video takes up the time normally spent explaining the material. Teachers should view learning media as a primary tool for supporting successful teaching and develop their methods by leveraging the power of learning media. The use of learning media appropriate to the learning environment will impact both students' and teachers' absorption and mastery of the material. This is a factor in effectively achieving learning objectives.

The use of LCD projectors in Islamic Cultural History lessons at Madrasah Ibtidaiyah has significantly enhanced visual learning. By projecting images, videos, and digital presentations, teachers can help students better visualize historical events, places, and figures. This visual support is especially beneficial for young learners who may struggle to imagine abstract historical content through textbooks alone.²⁴

LCD projectors have helped increase student engagement and enthusiasm in the classroom. Lessons that incorporate multimedia elements such as animated timelines or video reenactments of Islamic history capture students' attention more effectively than traditional methods. As a result, students show greater interest and participation during discussions and learning activities. Visual media presented through LCD projectors supports better comprehension and memory retention.²⁵

²⁴ Zainal Abidin et al., "Implementation of Islamic Religious Education Learning and Character in the New Normal Era," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (June 21, 2022), <https://alhayat.or.id/index.php/alhayat/article/view/239>.

²⁵ Ahmad Muzakki et al., "Desain Pembelajaran Model ASSURE Berbasis Multimedia pada Mata Pelajaran Al-Qur'an Hadits," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (February 18, 2021), <https://doi.org/10.30868/ei.v10i01.1169>.

When students see historical content in action, such as maps of Islamic expansion or visuals of ancient Islamic architecture, they are more likely to understand and remember the material.²⁶ This leads to improved academic performance, especially in assessments that require recalling key historical facts.

The use of LCD projectors also supports different learning styles. While some students learn best through reading or writing, others benefit more from visual or auditory input. By combining text, images, audio, and video, LCD-supported lessons cater to a wider range of learners, making the learning process more inclusive and effective. Finally, LCD projectors have made it easier for teachers to incorporate interactive learning strategies into the classroom. Presentations can include interactive quizzes, student-led explanations, or class-wide reflections based on visual prompts. This interactive atmosphere encourages critical thinking and collaboration, helping students develop a deeper appreciation for Islamic Cultural History.

CONCLUSION

The teacher's strategy in utilizing audio-visual media in the subject of Islamic Cultural History at MI Miftahul Falah Karangrejo is by preparing a learning plan and learning strategy, choosing an approach, model, learning method, choosing the right media, designing learning evaluation. The implementation of the use of audio-visual media begins with preparing learning and learning tools. After that, learning begins with greetings, smiles and greetings, showing Ice Breaking as a fun start to the lesson, showing short films, conducting learning evaluations using power points by displaying short tests/questions and directly answered by students in their respective workbooks individually without rewriting the questions. The results of the use of audio-visual media in the subject of Islamic Cultural History at MI Miftahul Falah Karangrejo are making it easier for students to master the material, changing students' mindsets from boredom to enjoyment with the subject of Islamic Cultural History, changing students' attitudes from previously indifferent and lazy to enthusiastic, improving student achievement, making it easier for teachers to deliver material effectively, realizing learning objectives.

²⁶ M Fauzi Rifqi and Muhammad Raponi, "Inovasi Pembelajaran Agama Islam: Membangun Karakter Kreatif pada Siswa di Kualuh Hulu," *Instructional Development Journal (IDJ)* 7, no. 1 (2024).

BIBLIOGRAPHY

- Abdullah, Mohamad Ridhuan, Tanzima Sultana, Azianura Hani Shaari, and Nurliana Dalila Binti Shaari. "Contrasts Between Moral and Islamic Religious Education: Dilemmas and Prospects." *Jurnal Pendidikan Islam* 10, no. 1 (February 24, 2021). <https://doi.org/10.14421/jpi.2021.101.1-22>.
- Abdullah, Muhammad Alif Redzuan. "Learning Moral Values Through Cartoons for Malaysian Preschool-Aged Children." *International Journal of Learning, Teaching and Educational Research* 22, no. 6 (June 30, 2023). <https://doi.org/10.26803/ijlter.22.6.20>.
- Abdullah, Muhammad Luthfi, and Akhmad Syahri. "Model of Religious Culture Education and Humanity." *Nadwa: Jurnal Pendidikan Islam* 12, no. 2 (January 7, 2019). <https://doi.org/10.21580/nw.2018.12.2.2756>.
- Abidin, Zainal, Dina Destari, Syafruddin Syafruddin, Syamsul Arifin, and Mila Agustiani. "Implementation of Islamic Religious Education Learning and Character in the New Normal Era." *Al-Hayat: Journal of Islamic Education* 6, no. 1 (June 21, 2022). <https://alhayat.or.id/index.php/alhayat/article/view/239>.
- Adhihusada, Christophorus Kevin, and Andreas Wahyu Gunawan. "The Effect of Employee Satisfaction on Employee Performance with Employee Loyalty and Employee Engagement as Mediating Variables in Manufacturing Sector Employees in Jabodetabek." *Dinasti International Journal of Management Science* 6, no. 3 (February 24, 2025). <https://doi.org/10.38035/dijms.v6i3.4138>.
- Afikah, Adilah, Eli Rohaeti, and Jumadi Jumadi. "Innovative Learning in Improving High-Order Thinking Skills and Communication Skills: A Systematic Review." *Jurnal Penelitian Pendidikan IPA* 8, no. 5 (November 30, 2022). <https://doi.org/10.29303/jppipa.v8i5.2091>.
- Agustinar, Kiki, Ulva Rahmi, and Andy Riski Pratama. "Problematika Pembelajaran Sejarah Kebudayaan Islam di Madrasah." *Concept: Journal of Social Humanities and Education* 2, no. 4 (2023).
- Aini, Fauziah, and Zaka Hadikusuma Ramadan. "Peran Guru Dalam Mengembangkan Nilai Etika Dan Moral Peserta Didik Sekolah Dasar." *ELSE (Elementary School Education Journal)* 8, no. 2 (2024).
- Akbar, Zulfikar Nur, and Mohammad Zakki Azani. "Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Karakter Islami di SMA Muhammadiyah PK Kotta Barat Surakarta." *Didaktika: Jurnal Kependidikan* 13, no. 2 (2024).
- Alammery, Ali, Judy Sheard, and Angela Carbone. "Blended Learning in Higher Education: Three Different Design Approaches." *Australasian Journal of Educational Technology* 30, no. 4 (September 9, 2014). <https://doi.org/10.14742/ajet.693>.
- Albab, Mohammad Ulul. "Psychoanalytic Study on the Main Character in Nizami Ganjavi's Layla Majnun and William Shakespeare's Romeo Juliet: A Comparative Literature." *Instructional Development Journal* 7, no. 2 (2024).
- Al-Shehri, Mohammad Salih. "Effect of Differentiated Instruction on the Achievement and Development of Critical Thinking Skills among Sixth-Grade Science Students." *International Journal of Learning, Teaching and Educational Research* 19, no. 10 (October 30, 2020). <https://doi.org/10.26803/ijlter.19.10.5>.
- Anggreini, Dewi, and Eko Priyojadmiko. "Peran Guru Dalam Menghadapi Tantangan Implementasi Merdeka Belajar Untuk Meningkatkan Pembelajaran Matematika Pada Era Omicron Dan Era Society 5.0." In *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar*, 2022.

- Aulia, Adinda Putri, Fadhilah Khairani, Jihan Emelia Sari, and Zakiyah Khairani Pasaribu. "Meningkatkan Minat Belajar Pada Siswa Melalui Media Audio Visual Pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Kelas VII Di Mts Manunggal Bandar Khalipah." *Innovative: Journal Of Social Science Research* 3, no. 3 (2023).
- Azra, Azyumardi. *Historiografi Islam Kontemporer: Wacana, Aktualitas, Dan Actor Sejarah*. Jakarta: Gramedia, 2002.
- Baharun, Hasan, Enas Enas, and Rafika Laura Noviana. "Quality Improvement As A Strategy to Build Pesantren's Brand Credibility." *AL-ISHLAH: Jurnal Pendidikan* 14, no. 1 (April 28, 2022). <https://doi.org/10.35445/alishlah.v14i1.1583>.
- Basitha, Mar'atun, Nurhasanah Nurhasanah, and Husniati Husniati. "Analisis Strategi Guru Dalam Meningkatkan Kemampuan Membaca Permulaan Di SDN 61 Karara Kota Bima." *Jurnal Ilmiah Profesi Pendidikan* 7, no. 4 (October 26, 2022). <https://doi.org/10.29303/jipp.v7i4.898>.
- Bogdan, Robert C., and Sari Knop Biklen. *Qualitative Research for Education*. Allyn & Bacon: Boston, 1997.
- Chang, C.L., and M. Fang. "E-Learning and Online Instructions of Higher Education during the 2019 Novel Coronavirus Diseases (COVID-19) Epidemic." *Epidemic. Journal of Physics: Conference Series*, no. 1 (2020). <http://ouci.dntb.gov.ua/en/works/73DEJD24/>.
- Darmawan, Deni, and Achmad Faqihuddin. "Promoting Moral and Spiritual Transformation: The Role of Pesantren Ramadan Programs in Preventing and Addressing Bullying in Educational Settings." *Al-Ishlah: Jurnal Pendidikan Islam* 16, no. 4 (2024).
- Fathurrohman, Muhammad and Sulistyorini. *Belajar Dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*. Yogyakarta: Teras, 2012.
- Hadiamsyah, Yudhi, and Ahmad Rezy Meidina. "Educational Challenges and Islamic Values in the Age of Disruption." *Interdisciplinary Journal of Social Science and Education (IJSSE)* 2, no. 3 (December 18, 2024). <https://doi.org/10.53639/ijssse.v2i3.52>.
- Hidayat, Laksmana Safaq, and Dzulfikar Akbar Romadlon. "Improving the Quality of Student Memorizing Using the Wafa Method in Elementary Schools: Peningkatan Kualitas Hafalan Siswa Menggunakan Metode Wafa Di Sekolah Dasar." *Indonesian Journal of Innovation Studies* 20 (September 15, 2022): 10.21070/ijins.v20i.689. <https://doi.org/10.21070/ijins.v20i.689>.
- Joyce, Bruce, Marsha Weil, and Emily Calhoun. *Models of Teaching*. San Fransisco: Mc Graw Hill Inc, 2005.
- Mertens, D.M. *Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*. California: Sage Publications, 2009.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis, A Methods Sourcebook*. 3rd ed. London: Sage Publications, 2014.
- Muslimatin, Siti Rahayu Nasichatu. "Teacher Strategy in Character Formation Through the History of Islamic Culture Subject." *Edu-Kata: Jurnal Bahasa, Sastra Dan Pembelajarannya* 10, no. 2 (2024).
- Muzakki, Ahmad, Husniyatus Salamah Zainiyati, Dani Cahyani Rahayu, and Husnul Khotimah. "Desain Pembelajaran Model ASSURE Berbasis Multimedia pada Mata Pelajaran Al-Qur'an Hadits." *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (February 18, 2021). <https://doi.org/10.30868/ei.v10i01.1169>.

Ittikhadul Madani, Khamdan Choirul Khabib, Agus Purwowododo, Muh. Nurul Huda: Utilization of Audio Visual Media in The Subject of Islamic Cultural History at MI Miftahul Falah Karangrejo Tulungagung

Ramadhani, Fitria. "Pemanfaatan Model Pembelajaran Langsung Berbantu Media Audio Visual Terhadap Hasil Belajar." *Jurnal Inovasi Pembelajaran Dan Pendidikan Islam [JIPPI]* 1, no. 1 (January 17, 2023). <https://doi.org/10.30596/jippi.v1i1.2>.

Rifqi, M Fauzi, and Muhammad Rapono. "Inovasi Pembelajaran Agama Islam: Membangun Karakter Kreatif pada Siswa di Kualuh Hulu." *Instructional Development Journal (IDJ)* 7, no. 1 (2024).

Yin, Robert K. *Case Study Research: Design and Methods*. California: Sage Publications, 2013.