

The Integration of Audiovisual Media into the Islamic Religious Education Curriculum: Opportunities, Challenges, and Implications

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Abstract

This study aims to determine the effectiveness and role of audiovisual media in enhancing students' understanding, motivation, and engagement in Islamic Religious Education. The method used is a qualitative approach employing content analysis, with data collection procedures involving a review of scientific articles and books (2010–2025). The analysis was conducted using thematic qualitative analysis to identify key findings regarding the benefits, challenges, and best practices of using audiovisual media in the context of Islamic Religious Education. The results indicate that audiovisual media enhance students' understanding of religious concepts, memory retention, and learning motivation; reinforce the interpretation of religious values through visual and audio representations; and support differentiated instruction. Challenges include limitations in facilities and infrastructure, the quality of learning resources, and teachers' readiness in developing audiovisual materials. The implications of this research include recommendations for the development of audiovisual materials based on the values of Islamic Religious Education, enhanced teacher training (technical and pedagogical competencies), and school policies for providing infrastructure and systematically integrating audiovisual media into the Islamic Religious Education curriculum to improve student learning outcomes and character.

Article Information:

Received April 10, 2026

Revised May 16, 2026

Accepted June 22, 2026

Keywords: *Audiovisual media, religious understanding, motivation to learn, student engagement, Islamic religious education*

INTRODUCTION

Educational media play a crucial role in improving the quality of the teaching and learning process. With the advancement of technology, methods of delivering content are no longer limited to conventional media such as textbooks and blackboards. Innovations in the field of education are driving the use of more interactive and engaging media, one of which is audiovisual educational media. This medium combines audio and visual elements, thereby providing a more concrete learning experience that is easier for students to understand (Al Jumhuri, 2025; Ristianah, 2020; Syafitri et al., 2025).

The use of audiovisual media is becoming increasingly relevant because today's students tend to be more responsive to visual and auditory stimuli. Compared to traditional teaching methods, audiovisual media can help improve students'

How to cite:

Lubis, I. S., Sriwardona, S., Mayanti, D., Sari, M. (2026). The Integration of Audiovisual Media into the Islamic Religious Education Curriculum: Opportunities, Challenges, and Implications. *El-Rusyd*, 11(1), 167-174.

E-ISSN:

2580-0256

Published by:

The Institute for Research and Community Service

attention, interest, and motivation to learn. Additionally, conveying information through a combination of sound and images makes abstract material clearer and easier to understand (Lutfiah, 2024; Yusuf, 2024).

However, in practice, many educators still do not make optimal use of audiovisual media. This is due to various factors, such as limited facilities, a lack of skills in developing such media, and a limited understanding of the benefits of using technology in learning. As a result, the learning process is often monotonous and ineffective in achieving learning objectives

Therefore, efforts are needed to develop and implement audiovisual learning media that align with students' needs. The development of this media must take into account pedagogical and technical aspects, as well as the characteristics of the material to be presented.

METHODS

This study employs a qualitative approach using content analysis. Content analysis was chosen because it is suitable for conducting an in-depth examination of various relevant literature sources, such as books, scientific journals, articles, policy documents, and previous research findings that discuss the use of audiovisual media in Islamic Religious Education (IRE) instruction (Abishev et al., 2025; Engkizar et al., 2022, 2026; Iskandar et al., 2023; Kasheem et al., 2025; Kassymova et al., 2025; Oktavia et al., 2023; Sholihah et al., 2025; Syakban et al., 2026). This method allows the researcher to identify patterns, themes, and meanings contained in the literature, thereby providing a comprehensive overview of the opportunities, challenges, and implications of integrating audiovisual media into the Islamic Religious Education curriculum.

The research procedure was carried out through several systematic stages. First, literature data collection was conducted by searching for scientific sources published between 2010 and 2025, in both print and digital formats. Selected sources must meet criteria of relevance to the topic, academic credibility, and the recency of information. Second, the collected data was then analyzed using thematic analysis, which involves grouping information based on main themes such as the effectiveness of audiovisual media, implementation challenges, and development strategies within the context of Islamic Religious Education. Third, the analysis results were described using qualitative descriptive methods, with the aim of providing a systematic and in-depth account of the phenomena under study.

To ensure the validity and reliability of the study, source triangulation was employed, which involves comparing findings from various sources of literature to arrive at more objective conclusions. In addition, the researcher used data reduction techniques to filter relevant information and eliminate data that did not support the focus of the study. The results of the analysis were then presented in the form of an academic narrative that emphasizes the interrelationship between theory, practice, and Islamic education policy (Alfarikh et al., 2021; Putri et al., 2025; Wahyuni et al., 2025).

RESULT AND DISCUSSION

Definition of Audiovisual Instructional Media

According to Lasa et al., (2025), audiovisual instructional media are tools used by teachers in learning activities to convey material through a combination of visual and auditory elements, so that information can be received through students' senses of sight and hearing.

Another perspective from Halipah et al., (2025) suggests that audio-visual media conveys information through a combination of moving images, sound, and narration that support one another, thereby creating a more engaging and enjoyable learning

experience. By engaging both visual and auditory senses in the learning process, students tend to be more focused and motivated to understand the material better.

According to Rosyidah, (2020), audiovisual media is a type of instructional media that engages both the senses of hearing and sight simultaneously in a single activity. The information conveyed through this medium can take the form of verbal or nonverbal messages received through sound and visual displays. Examples include films, videos, television programs, and similar formats.

According to Rahmadhani & Quro, (2022), audiovisual learning media, often referred to as multimedia, is a medium that combines text, images, video, and animation and offers interactive capabilities. Examples include films, videos, slides, and overhead projectors (OHPs) accompanied by sound, as well as other forms of media.

Meanwhile, according to Rahmadhani & Quro, (2022), a video is a collection of moving images combined with sound and arranged in a coherent sequence, containing messages designed to support the achievement of learning objectives, and stored on media such as tapes or floppy disks.

Another definition from Nurmadiyah, (2016) states that audiovisual media (Audiovisual Materials) in the context of learning refers to “a set of tools used by teachers to convey concepts, ideas, and experiences that are perceived through the senses of sight and hearing.”

Based on the various opinions above, it can be concluded that audiovisual learning media are tools for conveying information in the form of a combination of text, images, video, and animation that engage both the senses of hearing and sight simultaneously to make learning more effective and efficient.

Characteristics of Audiovisual Instructional Media

Instructional media can be categorized based on their nature or characteristics. Each type of instructional media has distinct characteristics and objectives. Instructional media or materials are software that contain educational messages or information, typically presented with the aid of specific tools. Meanwhile, equipment or hardware serves as a means to display the messages contained within the instructional media.

According to Setiyawan, (2021), there are several characteristics of audio-visual-based media, namely: They are linear in nature, Dynamic image presentation, can be adapted to needs and preferences, transforms abstract concepts into physically observable forms, can be developed in accordance with the principles of cognitive psychology and behaviorism, teacher-centered with low student interaction.

According to Azhar, (2020), the characteristics of audiovisual media are as follows: The presentation generally follows a coherent or sequential flow; it features moving or non-static visual displays; its usage is predetermined by the designer or creator; it serves as a tangible manifestation of ideas, whether concrete or abstract; it is structured based on the principles of behaviorist and cognitive psychology; and it places greater emphasis on the teacher's role, with student involvement remaining limited.

In line with the above view, the categories included in audiovisual media are, first, films and videos. Films and videos are one type of audiovisual media. They can present information, illustrate processes, explain complex concepts, teach skills, condense or extend time, and influence attitudes. Compared to other media, films and videos have the following advantages: Recipients of the message will receive a clearer and more memorable response, because seeing and hearing can be combined into one. They can overcome the limitations of space and time. They allow viewers to experience events over a long period of time during a specific process or event.

Second, Television (TV). Television is an "electronic system that transmits still and moving images along with sound via cables or over the air. This system uses equipment that converts light and sound into electrical waves and reconverts them into

light and sound that can be seen and heard.

Second, Podcasts. Podcasts are generally a medium for conveying information through audio, but with the various technologies available, audio podcasts can be combined with visuals to support educational media (Susanto & Dharma, 2022).

Magnetic tape recorders. According to Dewi, (2024), magnetic tape recorders are used to convey information because they are easy to use. There are two types of tape recorders: full-track recording systems and double-track recording systems. The advantages of using magnetic tape recorders include: They have multiple functions, such as recording, playing back recordings, and erasing them. They can be played repeatedly without affecting the volume. Recordings can be automatically erased and reused. They are easy to adjust to existing schedules.

Based on the above discussion, it can be concluded that audiovisual learning media such as films/videos, television, podcasts, and magnetic tape recorders possess characteristics that are important to understand, such as being linear, having a dynamic presentation, being adaptable to needs, being able to represent abstract concepts, and being developed in accordance with psychological principles.

Steps for Creating Audiovisual Learning Media

According to Rosyid et al., (2021), audiovisual learning media aims to strengthen the interaction between teachers and students in the learning process so that students can more easily receive messages and become proficient in the use of science and technology in the ever-evolving world of education. To that end, a teacher must understand the procedures for creating audiovisual learning media.

According to Pane, (2025), the following steps can be taken: Teachers must understand the characteristics of each child. Teachers need to review the learning program and learning objectives for children in accordance with the applicable curriculum. Teachers must understand the competency statements and indicators contained in the curriculum to facilitate the creation of learning materials. They should select themes found in the curriculum or design their own themes. Thus, theme selection need not be strictly tied to the curriculum; teachers can develop their own themes. Review existing learning materials to determine if they align with the curriculum. Determine the type of learning materials to be developed based on students' needs. Prepare the necessary tools and materials. Create learning materials based on the available tools and materials. Review the resulting learning materials to ensure they are appropriate and effectively serve their purpose.

In line with this, Intaniasari & Utami, (2022) state that there are steps teachers need to take when implementing audiovisual media in the learning process, namely: The first step is for the teacher to review the material to be taught. After that, the teacher identifies, searches for, or even creates instructional videos that are relevant to the theme, subtheme, and competency indicators to be achieved. When selecting videos, teachers also consider classroom conditions, student characteristics, prior knowledge, and the suitability of the content to be presented.

On the other hand, Purnama et al., (2024) note that teachers do not merely prepare technological tools but also foster a conducive learning environment. Student seating is arranged so that every child can clearly see and hear the video. Before the lesson begins, the teacher explains the learning objectives and provides an overview of the material to be covered. This step helps students understand what they will be learning while fostering interest and enthusiasm for learning.

Based on this explanation, it is clear that a wide variety of media are used in the learning process, both inside and outside the classroom. The type of media a teacher chooses to convey information to students is influenced by various factors, such as the learning objectives to be achieved, the teaching methods used, the teacher's ability to utilize the media, the characteristics of the students, and other factors

Challenges and Advantages of Audiovisual Learning Media

First, Challenges of Audiovisual Learning Media. According to Naililmuna & Wahyudi, (2025), one of the main challenges faced is adapting to technology, particularly for senior teachers who still rarely use digital devices in teaching and learning activities. To address this, a collaborative approach is implemented, where younger, more tech-savvy teachers provide guidance and assistance to their colleagues.

In line with this, Asfuri, (2020) state that teachers often spend a significant amount of time preparing instructional media, which ultimately reduces the efficiency of learning time. Consequently, the delivery of material becomes less than optimal and sometimes disrupts the time allocation for subsequent lessons.

Meanwhile, Nurfadhillah et al., (2021) point out the limitations of audiovisual media. When used, video equipment must be available at the location; its size and format must also be compatible with the video footage to be used. Writing a video script or scenario is not an easy task and is time-consuming. Video production costs are very high, and only a few people can afford to undertake it. If the images from the video footage are transferred to film, the results are poor. A small monitor screen limits the number of viewers, unless the number of monitors and the video projection system are expanded. The number of characters in graphics for video is limited, specifically half the number of characters in graphics for film or still images. If you use color graphics on a black-and-white TV, you must be extremely careful. For example, certain shades of red and green will appear identical on a black-and-white TV screen. Whenever possible, try to create graphics using black-and-white or shades of gray.

Second, the Advantages of Audiovisual Learning Media. According to Halipah et al., (2025), audiovisual learning media offer the following advantages: This type of learning media stimulates the senses of hearing (audio) and sight (visual) simultaneously, making it multisensory. Concrete visualizations, such as images, animations, and colors, clarify the narrative and reduce confusion. The combination of audio and visuals has been proven to strengthen memory and improve long-term retention. It can adapt to various learning styles, both auditory and visual, and supports inclusive learning. Learning materials can be accessed at any time, replayed, or paused for discussion, thus providing greater flexibility.

In line with this view, according to Intaniasari & Utami, (2022), during the learning process, students are highly enthusiastic and focused, which has a positive impact on the learning process. Based on the various opinions above, it can be concluded that audiovisual learning media have several limitations, including: the need for technological adaptation, time-consuming nature, the requirement for video equipment to match specific sizes and formats, and high production costs. Conversely, there are also various advantages, such as: the media being multisensory, providing concrete visualizations that reduce confusion, being suitable for various learning styles, and being easily accessible at any time.

CONCLUSION

Audiovisual media in Islamic Religious Education are highly effective in helping students understand the material, boosting their motivation to learn, and making lessons more engaging and less monotonous. These media also support better learning outcomes because the material is easier to understand and remember. Furthermore, audiovisual media are suitable for use with a wide range of Islamic Religious Education topics because they stimulate students' senses more comprehensively and help foster active, creative, disciplined, and responsible attitudes. However, their use must still be adapted to the subject matter, the teacher's readiness, and the availability of facilities and infrastructure to ensure optimal results.

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