



Teachers Skills in Using Audio-Visual Media for Fardhu Prayer Instruction in Grade II of Elementary School

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Abstract

The teacher's skill in using audio visual media is the teacher's ability to operate and utilize media that combines audio (sound) and visual (image) elements effectively in the learning process. This study aims to determine how the teacher's skills in using audio-visual media, especially on the material of fardhu prayer in class II of Tahfidz Al-Jamiel Elementary School. The method used in this research is a qualitative method with a descriptive type that aims to explain the data naturally, objectively and realistically with the aim of searching and finding information. Islamic Religious Education Teacher of Tahfidz Al-Jamiel Elementary School Palangka Raya as the research subject. The informants in this study were the principal and students. The results showed that from planning, implementation to follow-up, it was carried out effectively. In planning, teachers choose media that is in accordance with the material and characteristics of grade II elementary school students. During implementation, teachers operate the media well, keeping students focused and engaged. After learning, teachers provide opportunities for students to repeat the material, and conduct evaluations in the form of assessments to measure the extent of students' understanding during the learning process. As for obstacles, there are several obstacles faced by teachers, such as limited time to prepare appropriate media and technical problems with the tools used. Nonetheless, teachers still try to ensure students understand the material taught and work to overcome these obstacles. Teachers also continue to innovate and develop their skills in the use of audio-visual media so that the learning process remains interesting and not monotonous for students to support the smooth learning process

Keywords: Teacher Skills; Audio Visual Media

Abstrak

Keterampilan guru dalam menggunakan media audio visual merupakan kemampuan guru dalam mengoperasikan dan memanfaatkan media yang menggabungkan unsur audio (suara) dan visual (gambar) secara efektif dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana keterampilan guru dalam menggunakan media audio visual khususnya pada materi shalat fardhu di kelas II SD Tahfidz Al-Jamiel. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan jenis deskriptif yang bertujuan menjelaskan data secara alami, objektif dan realistis dengan tujuan mencari dan menemukan informasi. Guru Pendidikan Agama Islam SD Tahfidz Al-Jamiel Palangka Raya sebagai Subjek penelitian. Adapun Informan dalam penelitian ini yaitu kepala sekolah dan siswa. Hasil penelitian menunjukkan dari perencanaan, pelaksanaan hingga tindak lanjut, dilakukan dengan efektif. Pada perencanaan, guru memilih media yang sesuai dengan materi dan karakteristik siswa kelas II SD. Selama pelaksanaan, guru mengoperasikan media dengan baik, menjaga siswa tetap fokus dan terlibat. Setelah pembelajaran, guru memberikan kesempatan untuk mengulang materi, serta melakukan evaluasi berupa asesmen untuk mengukur sejauh mana pemahaman siswa pada saat pembelajaran sedang berlangsung. Adapun untuk

kendala ada beberapa kendala yang dihadapi oleh guru, seperti keterbatasan waktu untuk mempersiapkan media yang sesuai dan masalah teknis dengan alat yang digunakan. Meskipun demikian, guru tetap berusaha untuk memastikan siswa memahami materi yang diajarkan dan berupaya mengatasi hambatan-hambatan ini. Guru juga terus berinovasi dan mengembangkan keterampilannya dalam penggunaan media audio visual agar proses pembelajaran tetap menarik dan tidak monoton bagi siswa mendukung kelancaran proses pembelajaran

Kata Kunci: Keterampilan Guru; Media Audio Visual

Introduction

Learning media plays an important role in the learning process because it can represent the presence of the teacher, help summarize complex learning materials, improve the quality of messages received by students, and help reduce boredom (Ulfa, 2023). Media is one of the factors that determine the success of learning (Muzakki et al., 2024). By not using media, teachers find it difficult to explain learning so that students do not understand the content of the material being taught (Nisa et al., 2023). The right media is needed for effective learning interactions. The accuracy in question depends on the learning objectives, the message (content) of learning and the characteristics of the students involved in learning activities (Jannah et al., 2024).

Teachers must have the skills to select and use learning media that are appropriate to the material, method, and characteristics of the learners. Intaniasari et al., (2022) stated that basically the age of elementary school students has a high curiosity in exploring the material and the environment. At elementary school age is located at the concrete operational cognitive development stage, namely the ability to think logically and good operations as well as centralized thinking and problem solving. For this reason, if learning is only presented theoretically, it will be very boring for students. students more easily understand something that is seen, not just heard, as is the case with the material of the obligatory prayer.

In the context of Islamic Religious Education, one of the materials that requires practical understanding is the obligatory prayer. This material is not only cognitive, but also psychomotor and affective, so it requires a concrete approach. So it will be difficult to understand if only using blackboard media and lecture methods only (Abdullah, 2023). Teaching prayer for children is very important, especially for their mental and spiritual development. Thus the function of teaching prayer for children is an education that cannot be negotiated anymore, therefore parents and Islamic Education teachers should educate children to be able to practice prayer properly (Ernawati et al., 2023).

Hasanah and Harfiani (2024) states that one way to teach and increase children's understanding of prayer is to use audio-visual media and train children to participate in every prayer activity, at least by listening to the call to prayer, teaching prayer times, teaching the steps of prayer movements, teaching the pillars and obligations, and praising when praying. Previous research such as that conducted by Hasanah and Harfiani (2024) showed a significant increase in understanding of prayer after using audio visual media. The percentage of student understanding rose from 38.3% in cycle I, to 66.67% in cycle II, and reached 95.3% in cycle III.

This proves that audio-visual media can clarify the concept and practice of prayer gradually and effectively. In line with the findings conducted by Nadlir et al., (2024) bring the use of audio-visual media, especially videos can effectively improve student understanding, especially in materials involving procedures such as Wudhu' and Prayers. The use of audio-visual media in learning, especially in prayer material, has proven to be

very effective in helping students understand and master the movements and recitation of prayers more concretely. The effectiveness of using this media is highly dependent on the teacher's skill in operating and integrating the media into the learning process. Teachers need to have the ability to select the right content, manage the media playback time, and explain the video content interactively to students. Using audio-visual media is not an easy task. Teachers need to go through several stages such as preparation, implementation, and follow-up.

A study conducted by Nisa and Syafrina (2023) shows that teachers have been able to carry out three main steps in using audio visual media, namely the preparation stage (preparing lesson plans and preparing equipment), the implementation stage (managing the class and conveying learning objectives), and the follow-up stage (providing exercises to measure student understanding). Meanwhile, in its application in the field, there are still various obstacles that hinder the optimization of the use of this media. Research by Zura and Mustika (2021) supports this finding by showing that there are still some teachers facing challenges in the form of limited supporting facilities such as projectors, speakers, or stable internet networks, which are needed in the audio-visual-based learning process.

In addition, not all teachers have adequate technical skills in operating technological devices, so that the media that should support learning actually become new obstacles that take up time and disrupt the flow of teaching and learning activities. Another obstacle that often arises is the lack of availability of media that is in accordance with the characteristics of the material and the level of student development, especially at the elementary school level. The implementation of Islamic Religious Education (PAI) and Ethics (BP) learning at Tahfidz Al-Jamiel Elementary School in Palangka Raya, especially on the material of fard prayer in class II, shows the use of audio-visual media.

PAI teachers who teach this subject try to utilize audio-visual media as a tool to improve students' understanding of prayer material that is practical and ritual in nature. Audio visual media presents information simultaneously in the form of images and sound, which makes abstract concepts more concrete and interesting for students. It also increases students' motivation and active involvement in the learning process, so that the learning atmosphere becomes more interactive and fun (Aprian, 2025). Although they have shown commitment in integrating audio-visual media into the learning process, PAI teachers in this school still face various obstacles that affect the smoothness and effectiveness of teaching and learning activities.

These conditions require teachers to have adaptive abilities and appropriate strategies so that learning objectives can still be achieved optimally. This situation reflects that the utilization of learning media does not only depend on the availability of tools, but also involves various supporting factors that are interrelated and require comprehensive handling. Teaching effectiveness is reflected in the teacher's ability to design and deliver material through the right approach, utilize media optimally, manage the learning environment professionally, and build constructive communication with students (Tanjung and Namora, 2022).

Based on the results of preliminary observations conducted by researchers on February 17, 2025 at SD Tahfidz Al-Jamiel Palangka Raya, it was found that teachers have used learning media, including audio-visual media, in delivering material. Teachers have tried to use audio-visual media as a learning tool to make it easier for students to understand. In addition, the school also provides quite complete facilities and infrastructure. However, behind the use of audio-visual media that has been done and the support of relatively adequate facilities and infrastructure from the school, there are still a number of problems that need attention, especially related to teachers' skills in managing

and integrating these media effectively into the learning process. This shows that the availability of facilities does not necessarily guarantee learning success if it is not matched by teacher competence in designing and utilizing the media appropriately. This study aims to identify the teacher's skills in using audio-visual media and the obstacles faced in its application in learning Islamic Religious Education and Budi Pekerti especially on the material of the fard prayer in class II of Tahfidz Al-Jamiel Elementary School Palangka Raya.

Methods

This research was conducted at SD Tahfidz Al-Jamiel Palangka Raya in February-April 2025. This research used qualitative method with descriptive type. This qualitative descriptive approach aims to explain the data naturally, objectively and realistically with the aim of seeking and finding information. The subject of this research amounted to one person, namely the Islamic Religious Education teacher of SD Tahfidz Al-Jamiel Palangka Raya which was determined using purposive sampling technique. Informants in this study were the principal and students. As for the data collection techniques that researchers use using interviews, observation and documentation regarding teacher skills in using audio visual media. The data analysis technique used by researchers refers to the Miles and Huberman theory which involves four stages, namely data collection, data reduction, data presentation, and conclusion drawing.

Results and Discussion

1. Teachers' Skills in Using Audio Visual Media

Based on the results of the study, it shows that PAI teachers have good skills in operating audio-visual media. However, they still experience obstacles in technical and pedagogical aspects, such as electrical power and content selection. In using audio-visual media in learning Islamic Religious Education (PAI), the use of audio-visual media not only demands technical skills, but also pedagogical skills that include the ability to choose, organize, and integrate media appropriately in the learning flow. According to Arsyad (2004) In choosing learning media, a teacher usually considers several things.

Among other things, the teacher chooses media that is familiar to him such as a blackboard or transparency projector, chooses media that he feels can describe the material better than his own explanation which is considered to be able to attract students' interest and help present the material in a more structured manner. These considerations aim to help teachers achieve the learning objectives that have been designed. This is in line with research conducted by Rohman and Febriana (2025) which shows that the successful use of audio-visual media in fiqh learning is highly dependent on specific planning and selection of video content relevant to the material being taught.

Teachers who were able to select content according to learning objectives succeeded in significantly improving student learning outcomes. Thus, the technical and pedagogical obstacles that teachers still face indicate the importance of increasing competence in the use of media as a whole, both from the operational technical aspects and methodological approaches based on Islamic educational values. Based on the results of the research conducted, that the teacher has shown good skills in using audio-visual media in supporting the learning process, namely on the material of fard prayer.

Teachers are able to adapt learning media to the characteristics of cognitive development of grade II elementary school students who are still in the concrete operational stage (Suroto, 2024). The age range of elementary school students, which is between 6 or 7 years to 12 years. So that audio-visual media is very suitable to be applied to children of their age. Audio-visual media provides a dual stimulus (audio and visual)

that is in accordance with the cognitive characteristics of grade II elementary school students who learn better with concrete experiences. So that this media helps clarify abstract concepts to be more concrete through images, animation, and sound so as to facilitate student understanding and memory. According to Sanjaya (2012) Media plays an important role in learning. Learning media provides direct experience. Media is used to provide knowledge that is more concrete and precise and young to understand.

To create effective learning, teachers need to understand their roles and functions in the learning process, both as facilitators, mentors, information providers, and resources (Hasibuan et al., 2024). Therefore, teachers must be able to choose relevant media, adjust to student characteristics, and ensure that the media supports learning objectives. Not only that, it also requires skills in using the media. According to Serungke et al., (2024) these skills include steps such as planning, implementation and follow-up.

a. Planning

The first thing PAI teachers do in planning is to conduct research or analysis in the field and then compile teaching modules. According to Tahrim (2019) the purpose of planning is to determine the direction of achieving learning objectives by using audio-visual based learning media. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as an Islamic Religious Education teacher, the first step I take is to conduct research or analysis in the field to understand the characteristics of students. In accordance with the Merdeka Curriculum, the teacher needs to know the condition of the class and ensure that the environment is adequate. After that, the teacher develops learning concepts based on the needs that have been analyzed. For example, for material about prayer, teachers must choose audio-visual media such as pictures or videos with Islamic nuances that are suitable for the age and character of students. Because children are very observant, media selection must be done carefully. After the concept is organized, the teacher compiles teaching materials and modules. The modules used come from various sources, both for teacher and student handbooks. Before compiling the modules, teachers first determine the learning objectives, select relevant objectives, then develop learning concepts based on these objectives (Interview, March 20, 2025).

Based on the analysis of the interview above, PAI teachers in their planning have conducted a needs analysis in the field or field research. Teachers need to look at the material and then observe the characteristics of students, class readiness, and the context of the learning environment to determine the right approach. This step is important so that learning is not only in accordance with the curriculum, but also relevant to the real conditions of students. In line with the opinion of (Rismawanda and Mustika, 2024) teaching modules can help teachers save time and effort in lesson planning, because this module provides a ready-made learning roadmap.

If the preparation of the teaching module is not appropriate, it is likely that the teacher has not maximized the learning plan that will be carried out. After the analysis is carried out, the teacher begins to develop learning concepts, including the selection of audio-visual media that is in accordance with the character of students, especially in practical materials such as fard prayers. According to Susilana and Riyana (2011) The selection of learning media must consider suitability for the characteristics of students, because in principle there is no single media that is able to optimally meet learning needs at all age levels.

Therefore, teachers are required to be selective in determining the most appropriate media so that learning objectives can be achieved effectively. Learning objectives are then selectively formulated based on the achievements in the curriculum.

The teaching modules prepared by teachers are not only based on curriculum documents, but also consider other learning resources such as teacher and student handbooks. In conducting a plan using audio-visual media, of course, it is necessary to use tools that support the needs of the media. The school has facilities and infrastructure that are quite complete in supporting the use of this media. This is in accordance with the following statement:

According to Mrs. Natalin as the principal, the school has provided facilities that support the use of audio-visual media to support learning. The facilities are quite complete and can be utilized by teachers in the teaching process (Interview, March 22, 2025).

Based on the analysis of the interview above, the principal's statement shows that the school has given full support to the implementation of learning, especially in the provision of audio-visual media facilities. The principal emphasized that the facilities provided are complete and can be utilized optimally by teachers in the teaching process. The availability of adequate media is one of the important indicators in creating effective learning, especially in materials such as fard prayers that require visualization of movements. Facilities and infrastructure are one of the supports in efforts to improve the quality of learning carried out by a teacher (Ahmadi and Hadi, 2023). The availability of adequate facilities, such as audio-visual media, comfortable classrooms, and other supporting devices, can assist teachers in delivering teaching materials in a more interesting and easily understood by students.

b. Implementation

In its implementation, the results show that teachers have understood the use of audio-visual media well. To ensure that this implementation step runs smoothly, the teacher must also ensure that audio visual media devices such as projectors, laptops, and others are complete and ready to use. The teacher arranges the projector appropriately so that all students can see when the teacher displays the video of the fard prayer material. They also discipline students in advance to avoid things that can interfere with students' concentration during the learning process, such as tidying up their study tables.

This is one of the basic skills of teachers, namely in managing the classroom. This skill is related to the teacher's ability to take the initiative and control learning activities, so that they run optimally, efficiently and effectively (Bilqis et al., 2022). This skill is closely related to the teacher's ability to take the initiative and control the entire series of learning activities so that it runs optimally, efficiently and effectively. Teachers who have good pedagogical skills are able to design learning strategies, utilize media appropriately, and manage time and classroom interactions well.

Furthermore, from the results of the research conducted, the teacher clarifies the learning objectives to students well during the learning process. With the teacher explaining the learning objectives, this can focus students in learning the material of the fardhu prayer. Learning objectives are the expected end result of the teaching and learning process, which includes competencies, skills, knowledge, and attitudes that must be achieved by students after participating in a learning process (Amanda and Albina, 2024). Learning objectives are statements of changes in behavior or competencies that students are expected to achieve after participating in learning.

The explanation of these objectives provides direction and focus in the teaching and learning process so that learning activities become more structured and systematic. Thus, students can be more motivated and focused in learning because they understand the results that must be achieved. In choosing the type of audio-visual media, the teacher uses motion audio-visual media, which displays a learning video on the material of fard prayer. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as an Islamic Religious Education teacher, the media that I use is in the form of audio-visual media in the form of videos, because the prayer material not only emphasizes reading, but also correct movements. Some movement terms, such as *tuma'ninah*, are difficult to explain verbally so visualization is needed to clarify. Video media that presents sound and images helps students understand the material more concretely. The students also showed a critical response to the details of the movements, although sometimes it was necessary to correct their understanding. In addition, this media was chosen to increase students' focus and interest so that learning objectives can be achieved more effectively (Interview, March 20, 2025).

Based on the analysis of the PAI teacher's interview above, the selection of motion audio-visual media in learning *fard* prayers is based on the characteristics of the material that is not only verbal, but also visual and kinesthetic. The teacher said that prayer movements such as *tuma'ninah* are not sufficiently explained verbally, but need to be shown through videos so that students can understand as a whole, both in terms of reading and movement. Video media that displays sound and moving images is considered more effective in conveying learning messages to grade II elementary school students, who are still at the concrete thinking stage.

In addition, according to Rosyid et al., (2019) Audio-visual media has a fairly high effectiveness in supporting the learning process, with an average achievement of between 60% and 80%. The characteristics of this media are reflected in the use of various technological devices, such as film projector machines, televisions, tape recorders and wide visual projectors that function to convey information in a more concrete, interesting, and easily understood by students. Students are so excited when the teacher uses audio visual media. At home, students also use audio visual media to study at home. This is in accordance with the following statement:

According to Shakila as a grade II student stated that I was more enthusiastic when learning using audio-visual media, because at home I also learned to memorize the Koran at home using audio-visual media (Interview, March 20, 2025).

Based on interviews with students above, the use of audio-visual media is not only effective in the school environment, but also has relevance to students' learning habits at home. One student said that he felt more enthusiastic when learning using audio-visual media because he was used to using it to memorize the Qur'an at home. This shows that the media is not only visually and auditory appealing, but also provides continuity between learning at school and independent learning activities at home. In using audio visual media, learning materials become clearer and can be better understood by students, so they can achieve learning objectives better (Ramadhani and Utama, 2024) . In showing the learning video, students were so enthusiastic in listening to the video. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as the Islamic Religious Education teacher stated, At the beginning of the lesson, the students' response was very enthusiastic and excited. Every question given is always answered with great enthusiasm. However, according to the characteristics of their age, students' concentration only lasts about 5 to 15 minutes. The best concentration usually occurs in the first 1 to 10 minutes. After that, the teacher needs to reorganize the students' focus, for example by giving a light reprimand to refocus. Children at this age are very active and have a desire to look active in front of their teachers and peers. They often scramble to answer questions and show their abilities, such as wanting to say, I can! so that the classroom atmosphere becomes more active (Interview, March 20, 2025).

This was reinforced by Hazmi as a grade II student who stated that yes, Mrs. Khoirunnisa involved us all in learning, such as asking questions and discussing and inviting us to practice prayer movements (Interview, March 20, 2025).

Based on the analysis of the PAI teacher interview above, it is known that students' initial response to learning, especially when using audio-visual media, showed high enthusiasm. Students seemed excited and active in participating in learning activities, often scrambling to answer the teacher's questions. This shows that the media used is able to attract students' attention. However, teachers also realize that the concentration of elementary school children, especially grade II, generally only lasts between 5 to 15 minutes. For this reason, teachers need to have strategies in maintaining students' focus, such as giving subtle warnings, so that students' attention can be re-directed.

These age characteristics also explain the tendency of students to show their existence, both in front of the teacher and their peers. They want to look capable and stand out, so they often show active behavior in answering questions or engaging in discussions. Children's first experience of social interaction with their peers is in the school environment where children can express their opinions and discuss agreements with their peer groups, even children begin to understand and obey social rules (Fitri and Rusdiani, 2024). In addition, the teacher also invites students to practice prayer movements together.

PAI teachers actively involve all students in the learning process, either through question and answer activities, group discussions, or direct practice. This shows that the learning approach used is participatory and encourages students' active involvement. This is part of the teacher's basic skills in teaching. According to Halimah (2017) Teachers who have good teaching skills contribute significantly to creating a quality learning process. An excellent teacher not only focuses on mastering basic skills such as reading, writing, and arithmetic, but is also able to develop all the potential of students. This includes the ability to think critically, creatively and innovatively and, most importantly, to shape learners' character.

The learning approach used is participatory and encourages students' active involvement to improve understanding and strengthen students' learning experience. Inviting students to be actively involved in the learning process and creating a dynamic classroom atmosphere is very important, because it can motivate students to build their own knowledge because students are the subject of the learning (Priyanto and Kock, 2021). Thus, learning is no longer one-way, but places students as the main subject who actively builds understanding through interaction, experience, and reflection in a supportive learning environment.

c. Follow up

The teacher conducts follow-up after learning. This is the teacher's way of evaluating the learning that is done. The teacher reviews again after watching the learning video, then gives a conclusion and then gives an assignment. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as the Islamic Religious Education teacher, to ensure that students understand the material, the first step I take is to review or convey conclusions first. After that, direct students to study the material in the book at home again. Only after the review process, evaluation or assessment is carried out. The assessment is not done directly after the media is shown, but after the students really understand the material. The form of assessment also varies, not only written, but also through questions and answers, both the teacher asking the students and vice versa. This can measure the extent to which students understand the material that has been delivered (Interview, March 20, 2025).

In the interview above, the PAI teacher explained the importance of reviewing and summarizing the material before conducting the assessment. This step aims to make students have a deeper understanding. Learning evaluation aims to determine the effectiveness and efficiency of the learning system, both goals, materials, methods and strategies, media, learning resources, the environment and the assessment system itself (Huljannah, 2021). Through evaluation, teachers can create innovations in learning so that it is not monotonous and boring for students.

Evaluation is part of a teacher's reflective efforts in creating innovation and continuous improvement in the teaching process. Evaluation is carried out with the aim of knowing the extent of progress in learning outcomes achieved by students (Rizal et al., 2020). PAI teachers emphasize the importance of reviewing material and delivering conclusions first before conducting evaluations or assessments. This strategy shows an understanding that assessment should not be done suddenly without giving time for students to reflect and strengthen their understanding.

In this case, the assessment is not only a written test, but it can also take the form of questions and answers or interactive discussions with students. The PAI teacher mentioned that both teachers asking questions and students asking questions can be part of the evaluation to measure students' understanding. The use of audio-visual media in learning can increase student attraction and engagement, but its effectiveness is highly dependent on the suitability of the content displayed to the needs and characteristics of students. In this case, of course, there are aspects that need to be improved. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as an Islamic Religious Education teacher, in using audio-visual media, several things need to be considered to be effective, namely the media must be relevant to the learning objectives. Although the content of the video is in accordance with the character of students, certain terms such as *iktidal* can be difficult for students to understand, so teachers need to be selective in the selection of language, both audio and visual. The appearance of the media should also be interesting from the students' point of view, not only according to the teacher. There are students who are critical of video details, such as the position of the head in the prayer movement, showing the importance of visual accuracy. Media design is a challenge and needs to be continuously refined to make it more appealing. In addition, a variety of media is important to prevent boredom. And also to actively discuss with other fellow teachers who are more experienced in the field of *taknologi* such as this audio-visual media (Interview, March 20, 2025).

Based on the results of the interview, the PAI teacher mentioned that although the learning video looked interesting from the teacher's point of view, it was not necessarily easy for students to understand. For example, the use of terms such as *iktidal* without explanation can cause confusion for students. In addition, the resource person emphasized that the selection of words and visual displays must be considered carefully because audio-visual media involves the elements of hearing and vision. If there is a mismatch such as visuals that do not describe the content of the material accurately or there is a sound that is difficult to understand then the media can actually interfere with student understanding. PAI teachers also realize that the video display design needs to undergo continuous improvement so that it is not monotonous. The use of the same media repeatedly, such as the same cartoon, can reduce learning motivation. Therefore, consistent variation and innovation are needed. Teachers need to continue learning, and should not be shy to ask questions or cooperate with more experienced colleagues, especially in technical matters such as graphic design or video processing.

2. Teacher Constraints in Using Audio Visual Media

PAI teachers have shown good skills in using the audio-visual media in supporting the learning process, namely on the fard prayer material. However, PAI teachers also feel obstacles in using it. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as an Islamic Religious Education teacher, in planning the use of audio-visual media, it is necessary to make field observations and consider previous teaching experience. One of the main obstacles is balancing the diverse needs of students so that learning objectives are still achieved. The process of making and editing videos also requires time and accuracy, because the material must be checked and adjusted repeatedly to be accurate and relevant. In addition, for source material, one should not rely on just one or two sources, but should review various references to ensure the quality of the content used. (Interview, March 20, 2025).

Based on the PAI teacher interview above, in the process of lesson planning, teachers are faced with the challenge of balancing the needs of students who have different abilities. PAI teachers explained that in planning, teachers not only depart from theory, but also from previous teaching experiences and observations in the field. In the context of audio-visual-based learning, the challenges are even more complex. Teachers must also design technically effective media. PAI teachers revealed that the video-making process takes a lot of time, such as the editing process, until the video is ready for use. Each stage requires precision because small mistakes can affect the clarity of the message to be conveyed. In addition to constraints in planning, PAI teachers have also experienced technical obstacles. This is in accordance with the following statement:

According to Mrs. Khoirunnisa as the Islamic Religious Education teacher, other obstacles also exist in the internet network and electricity. Although I use a personal quota, the internet network is often unstable and often disconnected. The network used to be very difficult here. Plus, this school is on the outskirts of the city. In fact, to get a signal, we had to look near the road or to a certain place where the signal was quite good. Nowadays, network conditions have started to improve, but internet constraints are still a challenge in supporting the use of audio-visual media (Interview, March 20, 2025).

This was reinforced by Mrs. Natalin as the principal, who stated that using audio-visual media requires stable electrical support, because all devices depend on electrical power. Electricity outages are certainly an obstacle. However, thank God, so far the electricity has remained on and the use of audio-visual media can run smoothly without obstacles (Interview, March 22, 2025).

Based on the results of the interview above, PAI teachers have the main challenge in using digital-based learning media is internet access and electricity. In the interview, PAI teachers described the real condition where teachers had to look for signals to the side of the road in order to get a stable internet connection. This reflects the lack of internet access that still occurs, especially in suburban areas. This also emphasizes the need for support from the government and related parties in providing basic infrastructure such as an adequate internet network, especially in schools located in areas far from the city.

Power outages are an obstacle that often occurs in the use of audio-visual media in learning. Some devices such as projectors, LCDs, and other audio-visual tools that rely heavily on electrical power to operate are hampered. The use of audio visual media will be hampered when the electricity goes out (Halilah et al., 2023). As a result, the learning process that uses audio-visual media is disrupted or even stopped when the power goes out. In using audio-visual media, teachers have not experienced problems with power

outages. During the learning process, electricity facilities continue to run well so that the media can be used optimally. In using audio-visual media in schools, the need for electricity is a major factor that must be ensured. The principal revealed that a potential obstacle is the occurrence of power outages during the learning process. Power outages can hamper the smooth use of audio-visual media and impact on the effectiveness of learning in the classroom. So far, this kind of technical disruption has never occurred during the use of the media. The availability of stable electricity supports the smooth use of audio visual media at school.

Conclusion

Based Based on the results of research conducted in class II of Tahfidz Al-Jamiel Elementary School in Palangka Raya, it can be concluded that the skills of PAI teachers in using audio-visual media, starting from planning, implementation to follow-up, are carried out effectively. In planning, the teacher chooses media that is in accordance with the material and characteristics of grade II students. During implementation, the teacher operated the audio-visual media well, keeping students focused and engaged. After learning, teachers provide opportunities to repeat the material, and conduct evaluations in the form of assessments to measure the extent of students' understanding during the learning process. Although overall the teacher's skills are good, there are certainly some obstacles faced, such as limited time to prepare appropriate media, as well as technical problems with the tools used. In addition, to ensure that all students understand what they are learning, teachers still try to overcome these obstacles for the smooth running of the learning process. Teachers also try to do further development. Teachers are required to continue to learn and innovate so that the media used is not monotonous and remains interesting for students.

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