Students' Perceptions of the Implementation of Audio-Visual Media in Learning Islamic Jurisprudence Prayer at MI Al-Alif Darussalam Cikarang

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ABSTRACT

This study aims to describe students' perceptions of the implementation of audio-visual media in learning Islamic jurisprudence (fiqh) prayer at MI Al-Alif Darussalam Cikarang. The background of this study is the importance of an innovative approach in Islamic jurisprudence learning, which tends to be abstract and normative, so that audio-visual media is used to improve student understanding and engagement. This study used a qualitative descriptive approach with data collection techniques in the form of observation, interviews, and documentation. The results showed that most students responded positively to the use of audio-visual media. They felt the material became easier to understand, more interesting, and more memorable. However, several obstacles were also found, such as limited facilities, technical constraints, and the need to improve teacher competency in managing media. In conclusion, audio-visual media is effective in improving the quality of Islamic jurisprudence learning if supported by adequate infrastructure and appropriate learning strategies.

Keywords : student perception, audio-visual media, fiqh learning.

INTRODUCTION

The rapid development of information and communication technology in recent decades has brought about significant changes in various aspects of human life, including education. The world of education is required to continuously innovate in teaching methods to adapt to current developments and meet the needs of the current generation. One innovation widely implemented in the learning process is the use of technology-based learning media, particularly audio-visual media [1]. This media plays a crucial role in increasing learning effectiveness, particularly in subjects requiring an understanding of abstract concepts, such as the subject of Islamic jurisprudence (fiqh) for prayer at the elementary school (MI) level.

Fiqh, as a field of study in Islamic education, examines Islamic laws derived from the Qur'an, Hadith, Ijma', and Qiyas [2]. Fiqh material is often normative and conceptual, requiring learning methods that can make these concepts more concrete and easier for students to understand. Fiqh learning that relies solely on conventional lectures is often considered boring by students, and often makes it difficult for them to understand the material. Therefore,

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[1] Susilo, SV (2020). The Use of Audio-Visual-Based Learning Media to Improve Indonesian Language Learning Outcomes in Elementary Schools. *Jurnal Cakrawala Pendas* , *6* (2). https://doi.org/10.31949/jcp.v6i2.2100

[2] Lestari, ID, Halimatusha'diah, H., & Puji Lestari, FA (2020). Use of Audio, Visual, Audiovisual Media to Improve Learning for Teachers. *Journal of PkM Community Service* , *1* (01), 55. https://doi.org/10.30998/jurnalpkm.v1i01.2361

innovative and engaging learning approaches are needed, one of which is through the use of audio-visual media.

Audio-visual media is a learning aid that combines sound and visual elements, whether in the form of film, video, animation, or other multimedia presentations. Using this media, the process of conveying information becomes more lively and attracts students' attention. Furthermore, audio-visual media can stimulate students' various senses simultaneously, thus helping them understand, remember, and apply the knowledge gained more effectively [3]. The advantages of this media make it highly relevant for application in learning the jurisprudence of prayer, which often requires case illustrations or examples of the application of Islamic law in everyday life.

The application of audio-visual media in Islamic jurisprudence learning at MI Al-Alif Darussalam Cikarang is one effort to improve the quality of learning and optimize students' understanding of Islamic jurisprudence, especially in practical material, namely the jurisprudence of prayer. Teachers at MI Al-Alif Darussalam Cikarang strive to integrate technology into the teaching and learning process to better suit the characteristics of today's students, known as the digital generation. However, the effectiveness of using audio-visual media in learning depends not only on the availability of technology, but also on students' perceptions of the media [4]. Student perceptions are important factors that can influence their motivation, participation, and learning outcomes.

Research on students' perceptions of the implementation of audio-visual media in learning is highly urgent, particularly in the context of Islamic religious education, such as Islamic jurisprudence (fiqh). Students' perceptions are a direct reflection of their learning experiences during the learning process. Through these perceptions, teachers and schools can determine the extent to which audio-visual media is accepted by students, both in terms of ease of use, visual and audio appeal, and its contribution to material understanding. Audio-visual media has great potential to provide more concrete, contextual, and non-monotonous learning, especially in fiqh material, which is often abstract or normative [5].

With the help of moving images, videos of religious practices, illustrations of Islamic jurisprudence (fiqh), and systematic audio explanations, students can gain a clearer understanding than through lectures alone. Positive student perceptions indicate that this medium can increase learning motivation, focus attention, and help them understand Islamic jurisprudence concepts more deeply and apply them to everyday life. Furthermore, positive perceptions also indicate that audio-visual media can create a more interactive and enjoyable learning environment, enabling students to become more engaged cognitively and emotionally in the learning process, rather than merely passive listeners.

On the other hand, negative perceptions from students cannot be ignored, as they provide crucial information for evaluating learning. Negative perceptions can indicate barriers to the use of audio-visual media, such as limited facilities, inadequate audio and visual quality, presentation of material that is not appropriate for students' understanding, or teachers' lack of

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[3] Nurfadhillah, S., Cahyani, AP, Haya, AF, Ananda, PS, Widyastuti, T., & Tangerang, UM (2021). Implementation of Video-Based Audio Visual Media for Learning in Grade IV Students at SDN Cengklong 3. *Journal of Education and Da'wah* , *3* (2), 396–418. https://ejournal.stitpn.ac.id/index.php/pandawa

[4] Oktoranda DP, PS, Rukajat, A., & Arifin, Z. (2021). Utilization of Audio Visual Media in Improving Quran Reading Skills. *Edukatif: Journal of Educational Sciences* , *3* (4), 2046–2056. https://doi.org/10.31004/edukatif.v3i4.1144

[5] Nahrowi, M. (2023). Development of Fiqh Teaching Materials Based on Audio Visual Media to Improve Learning Outcomes of Grade VII Students at MTs Nurul Hidayah. *Social Science Academic* , *1* (1), 235–246. https://doi.org/10.37680/ssa.v1i1.3372

skill in integrating these media into the learning process. If audio-visual media is used without careful planning, students may feel confused, lose focus, or perceive learning as less effective.

Therefore, research on student perceptions serves as a strategic initial step in assessing the success of implementing audio-visual media in Islamic jurisprudence (fiqh) learning. The results of this study can serve as a basis for teachers to improve teaching methods, select more appropriate media, and develop learning strategies oriented to student needs and characteristics. By comprehensively understanding student perceptions, the learning process can be directed to be more effective, meaningful, and sustainable, so that educational goals, particularly in developing a correct and applicable understanding of Islamic jurisprudence, can be optimally achieved.

Several previous studies have shown that the use of audio-visual media in learning can increase learning motivation, clarify the delivery of material, and help students remember information longer [6]. For example, research results show that visual media can strengthen students' memory of the material being taught compared to simply listening to verbal explanations from the teacher. In addition, audio-visual media is also considered capable of accommodating various student learning styles, including visual, auditory, and kinesthetic [7]. However, the implementation of audio-visual media in learning also faces a number of challenges. Among them is the limited supporting facilities such as projectors, computers, and adequate sound equipment in schools, including at MI Al-Alif Darussalam Cikarang.

Furthermore, teacher skill in using this media is also a determining factor in the success of its implementation. Teachers are required to be creative in selecting and developing audio-visual materials that are appropriate to learning objectives and student characteristics [8]. Without adequate preparation, the use of audio-visual media can actually hinder the learning process and reduce the effectiveness of material delivery [9]. Implementing audio-visual media in fiqh learning presents a unique challenge, given the potentially inadequate infrastructure. Therefore, it is important to understand students' perceptions of the implementation of this media as a basis for improving and developing future learning strategies.

Based on this background, this study aims to describe students' perceptions of the use of audio-visual media in learning Islamic jurisprudence (fiqh) of prayer at MI Al-Alif Darussalam Cikarang. By understanding students' perceptions, it is hoped that an overview of the advantages, disadvantages, and supporting and inhibiting factors in the use of audio-visual media in Islamic jurisprudence (fiqh) prayer classes can be obtained. The results of this study are expected to contribute to the development of more engaging, effective, and appropriate Islamic jurisprudence (fiqh) learning methods that meet the needs of students in today's digital era .

RESEARCH METHODS

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[6] Rahmi, L., & Alfurqan. (2021). The Effect of Audio-Visual Media Use on Students' Learning Interest during the Covid-19 Pandemic. *Journal of Education and Development* , *9* (3), 580–589. http://journal.ipts.ac.id/index.php/ED/article/view/2671

[7] Nurhayati, H., & , Langlang Handayani, NW (2020). Basicedu Journal. Basicedu Journal,. *Basicedu Journal* , *5* (5), 3 (2), 524–532. https://journal.uii.ac.id/ajie/article/view/971

[8] Munawwaroh, M., Amirullah, MK, Alfani, MAU, Nisa', K., & Sa'idah, N. (2024). The Effectiveness of the Application of Audio Visual Media on the Influence of Motivation to Learn Islamic Religious Education in Elementary School-Aged Children. *Basicedu Journal* , *8* (1), 286–290. https://doi.org/10.31004/basicedu.v8i1.6969

[9] Rohma, A., & Sholihah, U. (2021). Development of Audio Visual Media Based on the Canva Application for Pyramid Space Material. *Journal of Mathematics Education, University of Lampung* , *9* (3), 292–306. https://doi.org/10.23960/mtk/v9i3.pp292-306

Study This use approach qualitative descriptive purposeful For describe in a way deep perception student to use of audio-visual media in learning Islamic jurisprudence at MI Al-Alif Darussalam Cikarang . Approach qualitative chosen Because study This focus on understanding deep to experiences , views , and perceptions students , not on measurement numeric or statistical [10]test . Subject study This is student Class V MI Al-Alif Darussalam Cikarang , consisting of 18 students, consisting of of 9 students boys and 9 students women . Election class V is based on considerations that students at the level This has own ability sufficient cognitive For disclose opinions , experiences , and judgments they on the learning process . Data collection techniques samples used is purposive sampling, namely election informant in a way on purpose based on criteria certain . The criteria are informant in study This includes : (1) students who take part learning jurisprudence in a way active , (2) students who have follow learning with regular use of audio-visual media , and (3) students who are able disclose his experiences and opinions in a way oral with Enough clear . With criteria mentioned , the selected informant considered the most relevant and representative For provide appropriate data with objective study .

Data collection was carried out through two techniques main , namely observation direct and semi- structured interviews . Observation done inside class during the learning process jurisprudence ongoing with objective For observe interaction between teachers, students , and the audio-visual media used . Instruments observation in the form of sheet observations that contain indicator like level interest students , participation active in learning , attention to the media displayed , as well as students' [11]verbal and nonverbal responses . Meanwhile that , semi-structured interviews done For dig perception student in a way more deep related understanding material , interest learning , and evaluation they to effectiveness of audio-visual media. Guidelines interview arranged in a way flexible so that students can convey his opinion in a way free , but still focused on study .

Instrument observations used in the form of sheet observations that include indicator interest students , participation active , and responsive to the media displayed . While that , guidelines interview developed based on aspects important in learning jurisprudence , such as understanding material , interest learning , and perception to effectiveness of audio-visual media. The data obtained from observation and interviews analyzed in a way qualitative with steps data reduction , data presentation , and data extraction conclusion , as proposed by Miles and Huberman [12]. Analysis done For identify themes main thing that appears from perception student as well as obstacle or challenges faced in implementation of audio-visual media.

Data obtained analyzed using analysis models interactive from Miles and Huberman, which includes three stage main . First , data reduction , namely the process of sorting , simplifying , and focusing the resulting data. observation and interviews with method selecting relevant information with objective research . Second , data presentation , namely compile the data that has been reduced in form narrative descriptive and matrix thematic so that patterns

[10] Gusti, RM, & Masykur, AM (2016). Psychological Dynamics of High-Achieving Students: A Descriptive Qualitative Study. *EMPATHY Journal* , *5* (1), 50–54. https://doi.org/10.14710/empati.2016.14947

[11] Ruhansih, DS (2017). The Effectiveness of Theistic Guidance Strategies for the Development of Adolescent Religiosity (Quasi-Experimental Research on Grade X Students of SMA Nugraha Bandung in the 2014/2015 Academic Year). *QUANTA: Journal of Guidance and Counseling Studies in Education* , *1* (1), 1–10. https://doi.org/10.22460/q.v1i1p1-10.497

[12] Ilham, M., Fauzi, R., Naila, I., Dian, K., & Afiani, A. (2024). *Energy Saving Behavior in Elementary School Students: A Descriptive Qualitative Study . 7* (September).

perception student can seen in a way systematic . Third , withdrawal conclusion and verification , namely the process of formulating meaning , pattern , and theme main from the data that has been presented , as well as do checking repeat For ensure consistency and validity findings study .

For increase transparency research , data analysis was carried out with coding techniques . As example , statement student like "I became more understand how to perform ablution because There is the video " was given PM code (Understanding of Material), while statement " Learning" So No boring Because There is animation " encoded as MB (Learning Interest). As for the statement like " Sometimes the video not enough clear the sound is " encoded " as KT (Technical Constraints). This coding process help researchers grouping data based on themes main , so that analysis perception student can done in a way more structured and systematic .

Through method study this , it is hoped obtained comprehensive overview about perception student to use of audio-visual media in learning jurisprudence , including supporting factors and hinder effectiveness its use . Research results This expected can become material evaluation and recommendations for teachers in optimize the use of audio-visual media in the Madrasah Ibtidaiyah environment .

RESULTS AND DISCUSSION
Implementation of Audio-Visual Media in Learning Islamic Jurisprudence of Prayer at MI Cikarang

Fiqh learning at Madrasah Ibtidaiyah (MI) Al-Alif Darussalam Cikarang has undergone innovation in recent years along with the development of educational technology. One such innovation is the use of audio-visual media in the teaching and learning process. This implementation aims to address the challenges of fiqh learning, which tends to be abstract and normative, making it easier for elementary school students to understand [13]. Teachers at MI Al-Alif Darussalam Cikarang recognize that traditional lecture methods often make students quickly bored and make it difficult to understand fiqh concepts such as prayer.

Therefore, the use of media involving sound, images, and moving animations is a strategic alternative to increase student engagement and understanding. In its implementation, teachers use a variety of media such as video tutorials on worship, animated Islamic law, short films about the stories of the Prophet's companions, and presentation slides complete with images and audio [14]. The use of these media is not random but is designed in a structured Lesson Implementation Plan (RPP). Before using the media, teachers first prepare hardware such as an LCD projector, active speakers, and a laptop. The audio-visual materials are selected according to the basic competencies to be achieved in the fiqh lesson.

Audio-visual media presentation methods are implemented in several forms. First, teachers play videos or animations as a lesson opener to attract students' attention. Second, media are used during the learning process to clarify the teacher's explanation of material deemed difficult. Third, teachers engage students in discussions about the videos they have watched to deepen their understanding and relate them to everyday life. This strategy aims to

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[13] Ray, S., Das, J., Pande, R., & Nithya, A. (2021). *Swati Ray 1 , Joyati Das 2* , Ranjana Pande 3 , and A. Nithya 2 . 7* (1), 195–222. https://doi.org/10.1201/9781032622408-13

[14] Lukman, AI (2021). Cultivating Learning Motivation Through Audio-Visual Media in SKB. *International Journal of Community Service Learning* , *5* (3), 192–198.

make students active participants, not just passive spectators. Overall, this method of using audio-visual media provides a new perspective in the teaching of Islamic jurisprudence (fiqh) and prayer at MI Al-Alif Cikarang. Students appear more enthusiastic, focused, and engaged in the learning process. Their interest in the material increases, and their involvement in class discussions is higher than when learning only uses conventional methods [15]. Thus, the implementation of audio-visual media functions not only as a teaching aid, but also as a learning strategy that can stimulate critical thinking and strengthen students' conceptual understanding of Islamic jurisprudence.

However, proper time and media management are still required in its implementation. The use of audio-visual media should not take up the entire lesson time without verbal reinforcement from the teacher. The teacher must remain the primary facilitator, guiding, explaining, and motivating students to connect what they see and hear with broader Islamic teachings [16]. The novelty of this implementation at MI Al-Alif Darussalam Cikarang lies in the systematic integration of audio-visual media with active learning strategies. This goes beyond simply using videos or images, but also combines them with group discussions, Q&A sessions, and simple project-based assignments. Thus, audio-visual media not only serves to clarify the material but also develops students' critical thinking, communication, and collaboration skills.

Observations showed that the use of audio-visual media increased student interest during the Islamic jurisprudence (fiqh) learning process. Students appeared more focused on the material, showed enthusiasm when the media was shown, and were more active in answering questions and participating in class discussions. This interest was also reinforced by interviews, where most students stated that learning Islamic jurisprudence was more enjoyable than learning using only lecture methods. One student said, "If you use videos, learning becomes more fun, you don't get sleepy, because there are pictures and sound" (Student A). Another student also said, "I am more enthusiastic about learning Islamic jurisprudence because there are animations of prayer movements" (Student B).

These findings align with learning media theory, which states that audio-visual media can stimulate more than one sense, thereby increasing students' attention and motivation to learn. According to cognitive learning theory, attention is the initial stage that determines the success of the learning process. In the context of Islamic jurisprudence (fiqh) learning, which is often considered abstract and normative, the presence of audio-visual media serves as a stimulus that makes the material more concrete and engaging. Furthermore, from the perspective of Islamic jurisprudence (fiqh) learning theory, the use of media that visually display worship practices helps students understand religious teachings not only conceptually but also practically. Thus, the increased student interest indicates that audio-visual media is effective as a supporting tool for more contextual and meaningful Islamic jurisprudence learning.

Students' Perceptions of the Use of Audio-Visual Media in Islamic Jurisprudence Learning

Student perceptions of the use of audio-visual media in Islamic jurisprudence (fiqh) learning at MI Al-Alif Darussalam Cikarang show a very positive trend. Based on in-depth

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[15] Hasan Mubarok, Moh. Umar Aliansyah, Sofiyatun Maimunah, and MH (2020). The Influence of Audio Visual-Based Learning Media on Student Learning Interest at Ainul Hasan Islamic Boarding School. *GEEJ Journal* , *7* (2), 612–617.

[16] Nurhayati, H., & , Langlang Handayani, NW (2020). Basicedu Journal. Basicedu Journal,. *Basicedu Journal* , *5* (5), 3 (2), 524–532. https://journal.uii.ac.id/ajie/article/view/971

interviews with students and classroom observations, it was found that the majority of students felt that audio-visual media significantly improved their learning experience. They considered the media to make learning more interesting, easier to understand, and enjoyable. Most students stated that they found it easier to remember material presented through a combination of images, sound, and movement, compared to simply listening to the teacher's verbal explanation. Students revealed that videos or animations about religious practices provided them with concrete examples of the implementation of the pillars of Islam, such as the jurisprudence of prayer [17].

This enables them not only to understand the theory but also to visualize and imitate the worship practices correctly [18]. This positive perception arises because audiovisual media can reduce the abstraction of fiqh material, which was previously considered difficult. The previously textual and normative material becomes more contextual and applicable to their daily lives.

Furthermore, audiovisual media is also considered helpful for students with visual and auditory learning styles [19]. Students who have difficulty understanding material through reading books or listening to lectures find it easier to obtain information through moving images and supporting sound. This multisensory experience increases student engagement in learning and makes the learning process feel more natural. They feel more active, enthusiastic, and motivated to ask questions or discuss after watching certain shows [20]. However, not all students have the same perception. A small number of students stated that sometimes the media used was too long or not relevant to the lesson theme, causing them to lose focus. Some students also complained about technical problems such as unclear sound or blurry images, which reduced the effectiveness of material delivery. This demonstrates the importance of appropriate media selection and presentation by teachers to maintain positive student perceptions of the use of audiovisual media.

A critical analysis of these findings indicates that students' positive perceptions are not only due to the sophistication of the media itself, but also to the way teachers integrate it into learning. Media used appropriately, at the right time, and linked to discussions or interactive activities will enhance students' learning experiences. Conversely, if media is used passively without student involvement, its effectiveness will be low [21]. Therefore, student perceptions are highly dependent on teachers' pedagogical skills in managing media use in the classroom. A novelty of these findings is students' recognition that audio-visual media not only clarifies fiqh material but also strengthens their understanding of Islamic values in real life. Students felt that learning fiqh with the aid of media made them more aware of the importance of

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[17] Winarto Winarto, Ahmad Syahid, and Fatimah Saguni, "Effectiveness of the Use of Audio Visual Media in Teaching Islamic Religious Education" 2, no. 1 (2020).

[18] Nadia, Aufa, Lestari, N., Harry, KD, & Khadijah, S. (2023). The Use of Audio Visual Media as Student Learning Motivation at SDS Al Ikhlash Taqwa Sukaramai. *Journal of Education and Counseling* , *5* (1), 2253. https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/11304/8704

[19] Mansir, F. (2021). Analysis of current Islamic jurisprudence learning models in responding to social issues in schools and madrasas. *Ta'dibuna: Journal of Islamic Education* , *10* (1), 88. https://doi.org/10.32832/tadibuna.v10i1.4212

[20] Yuanita, Y. (2021). Development of Audio-Visual and Islamic Value-Based Learning Media During the Pandemic for Elementary Schools. *DIDAKTIKA TAUHIDI: Journal of Elementary School Teacher Education* , *8* (1), 31. https://doi.org/10.30997/dt.v8i1.4060

[21] Nadlir, N., Nurkhasanah, M., & Rochmahtika, AS (2024). The Role of Audio-Visual Media in Islamic Religious Education Learning to Improve Elementary School Student Learning Outcomes. *Edukatif: Journal of Educational Sciences* , *6* (1), 116–124. https://doi.org/10.31004/edukatif.v6i1.5947

applying religious teachings in daily life, such as maintaining personal hygiene through proper ablution or performing prayers with appropriate movements and recitations. This indicates that audio-visual media functions not only as an academic tool but also as a means of shaping students' Islamic character.

The analysis revealed students' perceptions of ease of understanding the material through the use of audio-visual media. The majority of students stated that they found it easier to understand prayer procedures, readings, and movements when the material was presented through video or animation. One student stated, "I understand the order of prayer better because I can see the movements directly in the video" (Student C). Another also stated, "If it's just explained, I sometimes forget, but if I watch the video, I remember" (Student D).

These findings support multimodal learning theory, which explains that students will more easily understand and remember information when the material is presented through a combination of visuals and audio. Audio-visual media helps reduce the abstraction of fiqh material by presenting concrete examples of worship. In fiqh learning theory, understanding worship practices such as prayer relies heavily on visualization and imitation. Therefore, audio-visual media plays a crucial role in bridging the gap between theory and practice. Students not only learn the textual laws and procedures for prayer but are also able to understand their correct application [22]. This demonstrates that audio-visual media contributes significantly to improving students' conceptual and practical understanding of fiqh material.

To maintain and enhance positive student perceptions, teachers need to regularly evaluate the media they use. Teachers should select or produce media that is concise, concise, engaging, and relevant to students' needs. Furthermore, it's crucial to combine media with active learning activities such as role-playing, group discussions, or video-based creative projects, so students remain actively engaged, rather than passively watching. To maintain positive student perceptions in the future, schools also need to provide adequate technological facilities and improve existing infrastructure. The use of audio-visual media must be supported by good sound and image quality so that the information conveyed can be clearly received by all students. Thus, the implementation of audio-visual media in Islamic jurisprudence learning can be an effective and sustainable strategy for improving the quality of Islamic education at MI Cikarang.

Challenges and Obstacles in Implementing Audio-Visual Media

Although the use of audio-visual media in Islamic jurisprudence learning at MI Al-Alif Darussalam Cikarang brings many benefits, its implementation is not without challenges and obstacles faced by teachers and the school. These challenges arise from technical aspects, human resources, and students' readiness to utilize the media optimally [23]. One of the main challenges is limited facilities and infrastructure. Not all classrooms at MI Al-Alif Darussalam Cikarang are equipped with adequate technology devices such as projectors, screens, or speakers [24]. In some cases, teachers must borrow equipment from other rooms or even bring their own devices to support learning. This situation certainly reduces the flexibility of using audio-visual media and sometimes delays the progress of teaching and learning activities.

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[22] Ulil Ilmi and Muh Alif Kurniawan, "The Effectiveness of Audio Visual Media in Online Islamic Religious Education Learning at MTs Negeri 9 Yogyakarta" 4, no. 2 (2021): 91–102.

[23] Yahya, MS, Fian, K., Afandi, R., & Masruri, M. (2024). *The Effectiveness of IT-Based Audiovisual Media in Enhancing Islamic Religious Education Learning Outcomes: A Meta-Analysis . 9* (2), 499–514. https://doi.org/10.24042/tadris.v9i2.23624

[24] Eka Diana, & Jannatun Firdaus. (2021). Audio-Visual Based Jurisprudence Learning as a Medium to Improve Student Learning Achievement at MA Nurul Yaqin Situbondo. *Al-Murabbi Journal , 6* (2), 24–35. https://doi.org/10.35891/amb.v6i2.2526

Furthermore, limited school budgets also hinder the procurement of additional equipment or the renewal of outdated equipment.

Technical issues also often become obstacles that disrupt the smooth learning process. Disruptions such as power outages, unstable internet connections, unclear sound from speakers, or video files that cannot be played properly are quite common problems [25]. This causes wasted learning time and makes students lose focus. Teachers need to have alternative plans in case of technical problems so that learning can continue [26]. In addition to technical challenges, teachers' ability to manage and integrate audio-visual media is also a determining factor in successful implementation. Not all teachers have adequate technological competency. Some teachers still find it difficult to operate devices or choose the right media for specific learning objectives. This impacts the effectiveness of media use, where media becomes only a momentary entertainment, not a targeted learning aid [27].

From the students' perspective, although they generally show enthusiasm for the use of audio-visual media, there are also challenges related to their behavior. Some students become too focused on the broadcasts without paying attention to the learning messages being conveyed. Others view the broadcasts as mere entertainment without connecting them to the Islamic jurisprudence values that must be understood. Therefore, clear direction from teachers is needed to ensure students remain focused on the learning objectives. A critical analysis of these obstacles shows that the successful implementation of audio-visual media depends not only on the availability of tools but also on the readiness of the overall system, including teacher competence and classroom management patterns [28]. Audio-visual media must be positioned as part of a planned pedagogical strategy, not simply as an additional complement.

As a solution, schools need to increase investment in providing adequate educational technology facilities and conduct regular training for teachers to improve their digital literacy. Teachers also need to design lessons that link media use with reflective or applied activities, so that students not only watch but also think critically about what they see. With this approach, obstacles to implementing audio-visual media can be minimized and its benefits for fiqh learning will be maximized.

Critical Analysis and Solutions for Developing Audio-Visual Media-Based Islamic Jurisprudence Learning

Based on observations and interviews, it appears that the use of audio-visual media in teaching Islamic jurisprudence (fiqh) prayer at MI Al-Alif Darussalam Cikarang has a positive impact on student engagement and understanding. However, the implementation of this media is not without challenges that require critical analysis to ensure its effective and sustainable use. Critically, audio-visual media does provide a richer and more contextual learning experience than conventional methods. This media is able to bridge the gap between theory

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[25] Yoanda Eka Putera, Salman Salman, Sakban Sakban, & Deprizon Deprizon. (2024). Application of Audio Visual Media in Improving Learning Outcomes of Islamic Cultural History for Students of SD IT Ibnu Qoyyim Pekanbaru. *ALFIHRIS: Journal*

[26] Suharsiwi, S., Fadilah, N., & Farokhah, L. (2022). The Use of Audio-Visual Media in Improving Students' Reading Comprehension and Prayer Movements in Online Learning. *Journal of Educational Technology* , *6* (1), 19–28. https://doi.org/10.23887/jet.v6i1.40797

[27] Zahra Novitasari, N., Zuhdi, A., & Fatiatun. (2023). The Role of Audio Visual Media in Improving the Quality of Student Learning in Islamic Religious Education Subjects. *Al-Mau'izhoh* , *5* (2), 368–376. https://doi.org/10.31949/am.v5i2.7057

[28] Muh Yamin, Muhammad Hairun, and Afdinal Jumadi, "Innovation of Media Learning Islamic Religious Education Based on Audiovisual," no. x (2018): 221–30.

and practice in Islamic jurisprudence (fiqh) learning [29]. However, the main challenge is how to ensure that the use of media not only makes learning interesting but also truly strengthens students' understanding of Islamic jurisprudence values [30]. If not properly guided, students risk only understanding the material superficially, without internalizing the essence of the Islamic teachings contained therein.

Furthermore, over-reliance on audio-visual media also requires caution. Learning should not rely solely on media, but should prioritize direct interaction between teachers and students [31]. Media should be a tool, not a substitute for the teacher's role. Therefore, teachers must possess the pedagogical skills to link broadcast content to active learning, such as critical discussions, prayer simulations, or reflections on Islamic values. Given the current situation, concrete solutions are needed to optimize the use of audio-visual media in Islamic jurisprudence learning. First, schools need to strengthen their technological infrastructure by ensuring that each classroom has adequate equipment. Providing complete and high-quality equipment will reduce technical barriers that have disrupted the smooth flow of learning.

Second, teachers need intensive training in the use of audio-visual media for Islamic education. This training should not only focus on technical skills but also on pedagogical strategies for effectively integrating media into the learning process. Teachers must understand how to select, process, and present media relevant to the basic Islamic jurisprudence competencies being taught [32]. Third, the development of audio-visual-based teaching materials that are more contextual and tailored to the needs of madrasah students is necessary. Ideally, schools can collaborate with Islamic educational institutions to produce high-quality, creative content, such as animations on worship procedures, transaction simulations, or educational videos on Islamic law in modern life. Fourth, teachers should incorporate reflective and evaluative activities into each audio-visual media-based learning session. For example, after watching a video, students are encouraged to discuss the values they can learn, relate them to their daily experiences, and even engage in hands-on practice. This approach will help students internalize the Islamic jurisprudence messages conveyed through the media.

This analysis confirms that the use of audio-visual media in Islamic jurisprudence learning has significant potential to improve the quality of Islamic religious education, but requires a planned and critical approach. With a combination of strengthening facilities, improving teacher competency, developing quality media, and active learning strategies, the implementation of audio-visual media can truly function optimally in shaping the Islamic understanding and character of students at MI Cikarang.

CONCLUSION

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Based on the results of research on students' perceptions of the implementation of audio-visual media in Islamic jurisprudence learning at MI Al-Alif Darussalam Cikarang, it can be concluded that the use of audio-visual media has a positive impact on student learning processes and outcomes. This media makes Islamic jurisprudence learning, which was previously considered difficult and boring, more engaging, interactive, and easier to understand. Students demonstrated higher engagement, better retention of the material, and increased appreciation of the Islamic values taught.

The implementation of audio-visual media at MI Al-Alif Darussalam Cikarang was carried out quite systematically, although several obstacles remained, such as limited technological facilities, technical constraints, and variations in teacher skills in managing media. These constraints indicate that media use is not sufficient simply by providing technological devices, but must be accompanied by strengthening teacher competencies and effective classroom management. Critically, this study shows that audio-visual media should be viewed as a strategic tool integrated into the active learning process, not merely entertainment or a supplement. Media use should be directed to encourage active student involvement, develop critical thinking, and deepen appreciation of the Islamic jurisprudence teachings being studied.

As a suggestion for other researchers, it is recommended to further examine the effectiveness of specific types of audio-visual media in improving fiqh learning outcomes, such as comparing the effectiveness of animated videos with documentary videos. Research can also be expanded to different madrasah contexts, considering other factors such as student learning styles, socio-cultural backgrounds, and the availability of educational technology. Furthermore, classroom action research (CAR) can be developed to test more specific and structured audio-visual media-based learning models.

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