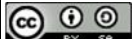


Digital Media Management Through Photography And Videography : Literacy Strategies For Student Improvement

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ABSTRACT

This study examines the management of digital media through photography and videography as a strategy to improve literacy at MI Raudlatul Hasaniah. The study aims to explore how digital media, particularly visual media, are integrated into the curriculum, how roles are distributed within the school for their implementation, and how the effectiveness of this integration is evaluated. A qualitative case study approach was used, involving in-depth interviews with school administrators, teachers, and students, as well as participatory observation and document analysis. The findings indicate that MI Raudlatul Hasaniah successfully integrated visual media into the curriculum through a structured process that clearly divided roles among staff, including teachers, IT staff, and media coordinators. The implementation of visual media, particularly photos and videos, in the classroom has increased student engagement and their understanding of abstract concepts in subjects such as mathematics, science, and civic education. The effectiveness of these media was evaluated through continuous student and teacher feedback and periodic assessments. The results demonstrate a positive impact on students' understanding and engagement in lessons, indicating that the integration of digital media contributes positively to student engagement and literacy development.

Keywords: digital literacy, learning media, photography, videography

INTRODUCTION

Current social trends indicate an increase in the use of digital technology among the younger generation.¹ With rapid technological advancements, young people—especially students—are spending more time accessing social media, playing games, and consuming entertainment content.² Nevertheless, many of them do not utilize this technology for educational purposes. Most of their time is spent on activities unrelated to enhancing knowledge or literacy skills.³ This indicates a gap that needs to be addressed, particularly in leveraging technology to improve student literacy.⁴ If this phenomenon continues, the younger

¹ K Husna and Supriyadi, "Peranan Manajemen Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa," *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora* 4, no. 1 (2023): 981–90, <https://doi.org/10.37680/almikraj.v4i1.4273>.

² H K Soni, "Towards Reliable Truth Detection: Enhancing Fake News Classification With Hybrid Feature Engineering And Ensemble Learning," *Turkish Journal Of Engineering* 10, no. 1 (2026): 222–29, <https://doi.org/10.31127/Tuje.1786498>.

³ A Fadilah and N A Kanya, "Pengertian Media, Tujuan, Fungsi, Manfaat Dan Urgensi Media Pembelajaran," *Journal Of Student Research (JSR)* 1, no. 2 (2023): 1–17, <https://doi.org/10.55606/jsr.v1i2.938>.

⁴ A H Yusup, A Azizah, and E S Rejeki, "Literature Review: Peran Media Pembelajaran Berbasis Augmented Reality Dalam Media Sosial," *Jurnal Pendidikan Indonesia* 3, no. 5 (2023): 1–12, <https://doi.org/10.59818/Jpi.V3i5.575>.

generation will lose significant potential to improve literacy skills that could support their future success.⁵

The use of technology in schools is often not maximized for educational purposes. Schools should play a role in shifting students' mindset so they can utilize technology more effectively in learning, not merely as a tool for entertainment or communication.⁶ Although many schools have provided digital technology, its use is often limited to activities not directly related to learning, such as playing games or accessing social media.⁷ This indicates that technology has not been utilized optimally. Therefore, to enhance students' digital and visual literacy, technology must be utilized in a more in-depth manner, such as through visual media like photography and videography, which can enrich students' learning experiences and provide broader insights in the educational process.⁸

A similar situation can be observed at MI Raudlatul Hasaniah. At this school, although access to digital technology is quite widespread, the use of digital media for learning remains very limited. Students tend to be more engaged in recreational activities such as using social media or watching non-educational videos. In fact, by maximizing the use of technology, particularly visual media such as photography and videography, the learning process can become more engaging and more effective in improving students' literacy.⁹ MI Raudlatul Hasaniah, with its potential, should be able to implement these digital media in efforts to improve student literacy, particularly visual and digital literacy.¹⁰ The school was selected because it has begun integrating photography and videography into classroom learning, although the management process has not previously been documented academically.

Previous studies have shown that the use of digital media in learning¹¹ can improve students' literacy skills.¹² Visual media, such as photography and videography, help students understand the material more deeply and engagingly.¹³ Research shows that students taught with visual media have a better understanding of the material and are better able to think critically.¹⁴ Although empirical evidence demonstrates the effectiveness of visual media, very

⁵ F Febrianto and M A Yaqin, "Five Days In Ma' Had Program As Increasing Social," *Ar-Rosikhun* 4, no. 2 (2025): 145–61, <https://doi.org/10.18860/rosikhun.v1i2.13909>.

⁶ M N Ibad, "Strategi Literasi Dakwah Digital Di Era Media Sosial Tiktok: Tantangan Dan Peluang," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 2, no. 2 (2025): 145–56, <https://doi.org/10.38073/Pelita.V2i2.2189>.

⁷ A T Sabila and M Mutrofin, "Urgensi Peningkatan Kualitas Literasi Keislaman Melalui Digitalisasi," *Jurnal Dakwah Dan Komunikasi* 8, no. 1 (2023): 45, <https://doi.org/10.29240/Jdk.V8i1.7335>.

⁸ R A Indah and M Fadilah, "Literature Review: Pengaruh Media Pembelajaran Literasi Visual Terhadap Hasil Belajar Biologi Siswa SMA," *Biodik: Jurnal Ilmiah Pendidikan Biologi* 10 (2024): 188–98, <https://doi.org/10.22437/biodik.v10i2.33803>.

⁹ S Kholijah, R Mastanora, and S Catherine, "The Impact Of Da'wah Message Communication From Tiktok Account @Kadamsidik00 On Students Of The Qur'anic And Tafsir Studies Program At UIN Mahmud Yunus Batusangkar," *Semantik: Journal Of Social, Media, Communication, And Journalism* 3, no. 1 (2025): 65, <https://doi.org/10.31958/Semantik.V3i1.15614>.

¹⁰ S Kuntari, "Pemanfaatan Media Digital Dalam Pembelajaran," *Sentikjar* 2 (2023): 90–94, <https://doi.org/10.47435/Sentikjar.V2i0.1826>.

¹¹ F N M Janah, H Nuroso, and E Isnuryantono, "Penggunaan Aplikasi Canva Dalam Media Pembelajaran Matematika Di Sekolah Dasar," *Journal Of Education* 2, no. 3 (2025): 71–79, <https://doi.org/10.20961/jpd.v11i1.72716>.

¹² Salma Humaira Supratman, Rodliyah Khuza'I, and Hendi Suhendi, "Efektivitas Dakwah Melalui Media Sosial Tiktok Dalam Meningkatkan Nilai-Nilai Keberagamaan," *Jurnal Riset Komunikasi Penyiaran Islam* 3, no. 2 (2022): 10–14, <https://doi.org/10.29313/Jrkpi.V2i1.748>.

¹³ P I Lestari and I N Suastika, "Pengembangan Media Pembelajaran Audio Visual PPKN," *Indonesian Journal Of Learning Education And Counseling* 4, no. 1 (2021): 34–42, <https://doi.org/10.31960/ijolec.v4i1.1023>.

¹⁴ U Hasiholan, "Media Sosial Sebagai Daya Tarik Media Dakwah Bagi Generasi Melenial," *Qawwam: The Leader's Writing* 5, no. 1 (2024): 46–50, <https://doi.org/10.32939/Qawwam.V5i1.336>.

few studies have examined its application at the Madrasah Ibtidaiyah (MI) level.¹⁵ Therefore, this study is highly relevant to address this gap, focusing on the application of photography and videography at MI Raudlatul Hasaniah as a strategy to enhance student literacy.¹⁶

The novelty of this study lies in the application of photography and videography within the context of MI education. The objective of this study is to understand how media management through photography and videography is implemented as a strategy to improve student literacy at MI Raudlatul Hasaniah. This study aims to explore how the school's educational management plans manage and integrate visual media—specifically photography and videography—into the learning process. This study also focuses on understanding the meanings students and teachers attribute to the use of these digital media, as well as how they affect the development of students' digital and visual literacy skills.

RESEARCH METHOD

This study employs a qualitative case study design. This approach was chosen to gain a deep understanding of digital media management practices through photography and videography in improving student literacy.¹⁷ The research location was purposively selected at MI Raudlatul Hasaniah, considering that the madrasah has utilized visual media in the learning process, yet its management has not been extensively studied academically from an educational management perspective. Research informants included 1 the school principal, 4 subject teachers, 1 support staff (media or IT managers), and 10 students directly involved in the use of digital media in the classroom.¹⁸

Data collection was conducted through in-depth interviews, participatory observation, and documentation. Interviews were used to gather information on the planning, implementation, and evaluation of the use of digital media, including photography and videography. Observations were conducted to directly observe the learning process and teacher-student interactions, while documentation was used to supplement data with learning materials, activity photos, and school archives.¹⁹ Data analysis employed the Miles and Huberman interactive analysis model, following the stages of data reduction, data presentation, and drawing conclusions, by grouping findings based on the POAC management functions (planning, organizing, actuating, and controlling) to ensure the research results were systematically organized and aligned with the study's focus.²⁰

RESULT AND DISCUSSION

The results of this study reveal that media management at MI Raudlatul Hasaniah is carried out by following the POAC (Planning, Organizing, Actuating, Controlling) model,

¹⁵ E Diana and HF Aditama, "Manajemen Strategik Pemasaran Lembaga Pendidikan Islam Dalam Menarik Minat Calon Peserta Didik Di Era Digital," *JME: Journal Of Management In Education* 1, no. 1 (2025): 10–27, <https://doi.org/10.51771/jumper.v3i2.1340>.

¹⁶ S Nurfadillah et al., "Pengembangan Media Pembelajaran Berbasis Media Poster Pada Materi Perubahan Wujud Zat Benda Kelas V Di SDN Sarakan II Tangerang," *Journal Of Education Research* 3 (2021): 117–34, <https://doi.org/10.31219/osf.io/nt7mh>.

¹⁷ M S J Alzahrani et al., "Unlocking Health Participation: Enhancing Customer Experiences In Public Health Social Media Communities," *Journal Of Service Theory And Practice* 36, no. 7 (2026): 1–23, <https://doi.org/10.1108/JSTP-07-2024-0238>.

¹⁸ T A Silmi and A Hamid, "Urgensi Penggunaan Media Pembelajaran Berbasis Teknologi," *Jurnal Urgensi* 3, no. 2 (2018): 44–52, <https://doi.org/10.24252/ip.v12i1.37347>.

¹⁹ Najihah Abd Wahid, Farhan, and Mualim Wijaya, "The Role of Interactive Gamification through Wordwall Apps to Improve Students' Engagement and Literary Comprehension," *Lingua Technica: Journal of Digital Literary Studies* 1, no. 1 (2025): 38–50, <https://doi.org/10.64595/lingtech.v1i1.21>.

²⁰ N Afnita et al., "Meningkatkan Motivasi Belajar Siswa Melalui Media Pembelajaran Audio Visual," *Journal Educational Of Management* 2, no. 1 (2022): 1–17, <https://doi.org/10.26740/jp.v7n2.p126-130>.

formulated by H. J. Terry. This model ensures that every stage of visual media management—from planning, task allocation, and implementation to evaluation—is carried out effectively and efficiently. During the planning stage, the curriculum is integrated with relevant visual media and tailored to the subject matter. In the organizing stage, roles are clearly assigned to teachers, technical staff, and visual media managers, ensuring that all parties work within their respective duties and responsibilities. During the implementation stage, teachers use photos and videos as primary instructional tools, enabling students to be more active and engaged in the learning process. Finally, during the control stage, evaluation is conducted by observing and discussing the impact of visual media use on student understanding, and by gathering It would be best to add a brief introductory sentence explaining the relationship between the POAC model and the research findings so that the transition to the figure is smoother.



Figure 1. Infographic on Media Management Patterns

Planning: Curriculum Integration with Needs-Based Visual Media

Based on the results of interviews and observations, the planning for the integration of visual media at MI Raudlatul Hasaniah is carried out by adapting to the needs of the learning material. At this stage, the school administration and teachers first identify lesson materials that are considered easier to understand when presented through visual media, particularly photography and videography. This planning aims to create a more concrete learning process so students can understand the material more clearly.

Interview results with teachers indicate that the selection of visual media is based on the difficulty level of the material and students' characteristics in understanding lessons. Teachers explained that media such as photos and videos are primarily used for material that requires visual examples, so students can grasp concepts more easily. Thus, the use of visual media is not arbitrary but tailored to the learning needs that have been planned in advance.

The principal also noted that the use of visual media in instruction has become an integral part of the school's instructional development strategy. Teachers are given the flexibility to select visual media appropriate for the lesson content, while still adhering to the curriculum and the established lesson plans. Observations indicate that this planned use of visual media encourages students to be more active participants in the learning process and helps them understand the material more effectively.

Table 1. Curriculum and Visual Media Integration

No	Subjects	Types of Visual Media	Learning Objectives
1	Mathematics	Photo diagrams, videos	Makes it easier to understand abstract math concepts

2	Science	Video experiments	Improve understanding of scientific phenomena
3	Indonesian Language	Photo illustration of the story	Improve creative reading and writing skills
4	Arts and Culture	Art tutorial videos	Honing students' art skills and creativity
5	Civics	Activity documentation photo	Improve understanding of national values

These findings indicate that each subject requires different forms of visual media according to the complexity of learning objectives. This needs-based planning demonstrates that MI Raudlatul Hasaniah employs a highly strategic approach to integrating visual media into the curriculum. By selecting media that is relevant to each subject, learning becomes not only more engaging but also more effective. This indicates that the planned use of visual media can enhance students' understanding and make it easier for them to absorb the subject matter. This integration of visual media also illustrates the wise use of technology to support educational goals.

Organizing: Human Resources Role Allocation

The management of visual media at MI Raudlatul Hasaniah is carried out through a division of roles involving several members of the school's staff. This organizational structure includes teachers, IT staff, the principal, and administrative staff, each with distinct responsibilities in supporting photo- and video-based learning. This division of roles aims to establish clear coordination, enabling the effective integration of visual media into learning activities.

Teachers play a central role in integrating visual media into the learning process. They are responsible for preparing materials tailored for photos and videos and for guiding students in using these media during learning activities. Meanwhile, IT staff and equipment managers ensure the readiness of technological resources, including device maintenance and technical support when challenges arise in using visual media in the classroom. Based on explanations provided by school officials during interviews, this division of roles was intentionally designed so that each component could work in a complementary manner. The principal serves as a coordinator, monitoring the implementation of visual media in learning, while administrative staff provides logistical and administrative support for activities related to their use. The results of the observations indicate that this coordination model allows for the use of visual media to be more organized and consistent in daily learning activities.

Table 2. Distribution of the Role of Human Resources in Visual Media Management

No	Position	Role
1	Teaching Teacher	Develop and implement visual media-based learning
2	IT Staff	Managing and maintaining visual media and technology devices
3	Principal	Coordinating and supervising the implementation of the use of visual media
4	Administrative Staff	Provide logistics and administrative support for media activities
5	Device Manager	Provide technical support in the use of visual media tools

This structured allocation of roles demonstrates that MI Raudlatul Hasaniah has established a clear system for distributing responsibilities related to the use of visual media in learning. By assigning duties to the appropriate parties—teachers, technical staff, and administrators—the school is able to support the effective and efficient implementation of visual media in the instructional process. However, the success of such implementation depends not only on the division of tasks, but also on effective coordination among school departments. Good coordination enables continuous communication, synchronization of responsibilities, and collective problem-solving, thereby minimizing potential misunderstandings or overlaps in implementation. In this regard, coordination among all parties involved becomes a crucial element in ensuring that the use of visual media contributes optimally to the achievement of learning objectives and the successful implementation of a technology-based curriculum.

Actuating: Learning Using Photos and Videos Prepared by Teachers

Teachers at MI Raudlatul Hasaniah use photos and videos to help students understand the lesson material. These visual aids are typically shown when the lesson requires a more concrete explanation, especially for topics that are difficult to explain through text or verbal explanations alone. The use of visual aids allows students to see a direct representation of the concepts they are studying. Teachers then explain that photos and videos are often used to help students grasp the key parts of the material being discussed. Through these visual displays, students can more easily connect the teacher's explanations with tangible examples. The teachers' explanations also highlight that using visual media helps them convey the material more clearly, especially when explaining abstract concepts.

Learning activities using visual media also encourage more active classroom interaction. Students not only pay attention to the images or videos shown but also provide feedback and ask questions about the information they see. The teacher then guides these responses to ensure they remain relevant to the lesson material. This situation makes the learning process more dynamic and involves broader student participation.

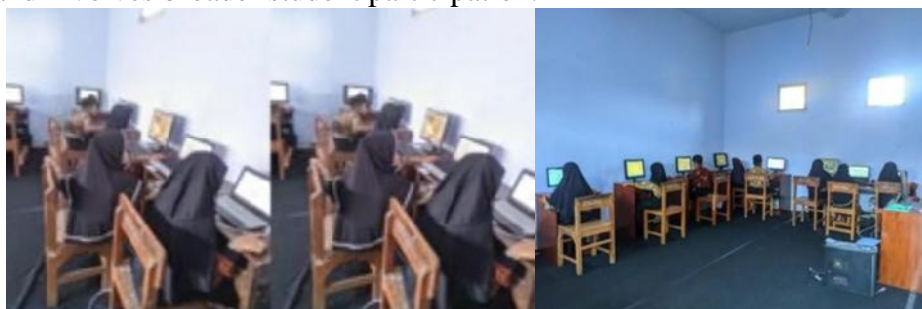


Figure 2. Learning by Using Photo and Video Media in the Classroom

The classroom atmosphere illustrated in Figure 2 demonstrates active student participation supported by visual media. These findings indicate that the implementation of teacher-prepared visual media-based learning has a positive impact on students' learning process. The direct use of photos and videos enriches students' understanding of the subject matter, making learning more engaging and memorable. This approach to learning, which integrates visual media, demonstrates that teachers are using technology effectively to create more effective learning experiences tailored to students' needs. This shows that using visual media can increase student engagement and deepen their understanding of the subject matter.

Evaluation: Evaluation of Visual Media Implementation

The research findings indicate that midterm evaluations were conducted to measure the impact of visual media on students' comprehension across various subjects. These evaluations compared pre-test and post-test results, indicating a significant improvement in students' comprehension after engaging in learning activities using photos and videos. Additionally, the evaluation also includes feedback from teachers and students regarding their experiences with visual media-based learning. This demonstrates that the evaluation is not solely focused on final assessments but also on the effectiveness of visual media in enhancing student engagement and understanding. The evaluation was conducted by comparing students' scores on pre-tests and post-tests administered at the beginning and end of the semester. This comparison aimed to determine the extent to which the use of visual media contributed to students' understanding. Furthermore, feedback from teachers who observed the learning process and students' engagement with visual media, as well as direct feedback from students regarding their experiences, was also collected to assess the success of visual media in learning.

Based on the interview results, the use of visual media, such as videos and diagrams, in learning has a positive impact on student understanding. The mathematics teacher stated that the use of such media improved students' understanding of previously difficult-to-grasp formulas and concepts, while the science teacher assessed that experimental videos were very helpful for students in understanding complex scientific phenomena that are difficult to explain verbally. From the students' perspective, learning with video media was perceived as easier to understand, more concrete, and less boring, particularly in difficult subjects, thereby fostering greater interest and engagement in the learning process.

Table 2. Summary of Student Evaluation Results Before and After the Use of Visual Media

No	Subjects	Description of Achievements Before Visual Media	Description of Achievements After Visual Media
1	Mathematics	Understanding of basic concepts is still limited, lack of active involvement	Students show better understanding, are able to solve problems more confidently
2	Science	Students have difficulty understanding the concept of experiments	Students are better able to understand and connect scientific phenomena with the help of experimental videos
3	Indonesian Language	Low engagement in story discussion and analysis	Students actively participate, analyzing stories more critically using illustrations and videos
4	Arts and Culture	Visual learning is limited to text only	More lifelike learning, students inspired by video-based art tutorials
5	Civics	Difficulty understanding the concept of national values	Students better understand and appreciate the value of nationality through photos of activity documentation

The table indicates that the greatest improvements occurred in students' conceptual understanding, active participation, and critical thinking. This is especially evident in Science, where students became better able to connect scientific phenomena through experimental videos, and in Indonesian Language, where students showed stronger engagement and more critical story analysis through illustrations and videos.

Midterm evaluations showed a significant improvement in students' understanding after using visual media in instruction. Based on comparisons between pre-test and post-test results, as well as feedback from teachers and students, it can be concluded that visual media enriches students' learning experiences. The increase in post-test scores indicates that visual media-based learning helps students understand material that was previously difficult to grasp through text or verbal explanations alone. Feedback from teachers and students also suggests that using photos and videos in the classroom enhances student engagement and facilitates understanding of complex topics. Thus, the use of visual media has proven effective in supporting learning objectives and improving student learning outcomes.

The research findings indicate that the planning stage for the use of visual media at MI Raudlatul Hasaniah is carried out systematically, taking into account the needs of the learning materials and the characteristics of the students. This planning focuses not only on the use of technology itself but also on the alignment between the type of visual media and the level of complexity of the material being taught. Interpretatively, these findings indicate that the success of using photography and videography in learning is largely determined by teachers' and school administrators' ability to design needs-based learning strategies. This needs-based planning reflects a pedagogical awareness that not all learning materials are effectively conveyed through conventional methods. Visual media, such as photos and videos, are used to concretize abstract concepts, making it easier for students to understand the material. This indicates that digital media has been positioned as an integral part of learning strategies, rather than merely a supplement or variation of teaching methods.

This finding aligns with research stating that visual media can enhance students' conceptual understanding through more concrete representations.²¹ However, this study offers an additional contribution by demonstrating that the effectiveness of visual media is highly dependent on an integrated planning process within the curriculum. Unlike previous studies that tended to treat media as a mere learning aid, this study emphasizes that visual media must be designed from the outset of the instructional planning process. From the perspective of educational management theory, these findings reinforce the view that the planning function is the primary foundation in determining the success of an educational program.²² Thus, this study confirms that the integration of digital media into learning cannot be done spontaneously but must go through a mature, systematic planning process based on students' needs.

In the organizational phase, the research findings indicate a clear division of roles among the following human resources: teachers, IT staff, school principals, and administrative staff. This structure suggests that the implementation of digital media in learning is not an individual effort but rather a collective, collaborative one. Interpretatively, these findings suggest that the success of visual media use depends not only on teacher competence but also on the effectiveness of coordination among school organizational elements. A structured division of roles allows each party to perform their functions optimally. Teachers serve as the primary implementers of learning, IT staff as technical support, school principals as policy directors, and administrative staff as operational support. This synergy creates an organized work system, enabling the consistent and sustainable use of visual media in the learning process.

This finding aligns with research stating that the success of educational technology integration is significantly influenced by the clarity of roles and coordination among

²¹ M Yusnarti, P S Damayanti, and M Amin, "Pengaruh Media Pembelajaran Audio Visual Terhadap Hasil Belajar IPA Pada Siswa Kelas V Sekolah Dasar," *Ainara Journal* 3, no. 3 (2022): 232–38, <https://doi.org/10.54371/ainj.v3i3.178>.

²² Husna and Supriyadi, "Peranan Manajemen Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa."

educators.²³ However, this study is unique because it was conducted in the context of Madrasah Ibtidaiyah, which generally has limited resources. Under such conditions, effective role division becomes a determining factor in the successful implementation of digital media. From a theoretical perspective, these findings reinforce the concept of “organizing” in educational management, which emphasizes the effective and efficient management of human resources.²⁴ This study also demonstrates that the success of technology-based learning innovations is not solely determined by device availability but by how human resources are systematically managed. Thus, this study expands understanding of the role of human resource management in the implementation of digital media, particularly in educational institutions with limited facilities.

During the implementation phase, the research findings showed that the use of photography and videography in learning significantly increased student engagement. Students did not merely act as recipients of information but also as active participants involved in the learning process. Interpretatively, these findings indicate that visual media can create a learning experience that is more interactive, contextual, and meaningful for students. The use of visual media allows students to see real-world applications of the concepts they are studying, making it easier for them to understand abstract material. Additionally, the interactions that occur during learning indicate that visual media not only increase interest in learning but also foster students’ critical and analytical thinking skills. This is evident in students’ ability to provide responses, ask questions, and connect the material to real-life contexts.

These findings align with research indicating that visual media can enhance students’ motivation and participation in learning.²⁵ However, this study adds an additional dimension by showing that the use of visual media also enhances students’ cognitive abilities, particularly in understanding and analyzing learning materials. In other words, visual media influences not only the affective aspect but also the cognitive aspect. These findings reinforce the view that the use of visual-based learning media plays a crucial role in enhancing students’ digital and visual literacy.²⁶ This study also confirms that the actuating function in educational management is not only related to program implementation but also to the extent to which the program can have a tangible impact on students’ learning processes and outcomes. Thus, the use of visual media in this study can be understood as a means of implementing effective and innovative learning strategies.

During the monitoring phase, the research findings indicate that evaluation was conducted systematically by comparing pre-test and post-test results and collecting feedback from teachers and students. Interpretatively, these findings suggest that evaluation serves not only as a tool for measuring learning outcomes but also as a means of reflection to assess the effectiveness of using visual media in instruction. The improvement in learning outcomes evident from the comparison of pre-test and post-test results indicates that the use of visual media makes a tangible contribution to students’ understanding. Additionally, feedback from teachers and students provides qualitative insights into the learning experience, thereby making the evaluation more comprehensive and less data-driven.

²³ H Surjono, “Mengembangkan Penggunaan Media Pembelajaran,” *Ta’dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial* 20, no. 1 (2022): 25–42, <https://doi.org/10.37216/tadib.v20i1.538>.

²⁴ Lestari and Suastika, “Pengembangan Media Pembelajaran Audio Visual PPKN.”

²⁵ A Daniyati et al., “Konsep Dasar Media Pembelajaran,” *Journal Of Student Research* 1, no. 1 (2023): 282–94, <https://doi.org/10.55606/jsr.v1i1.993>.

²⁶ Fadilah and Kanya, “Pengertian Media, Tujuan, Fungsi, Manfaat Dan Urgensi Media Pembelajaran.”

These findings align with research emphasizing the importance of evaluation in technology-based learning.²⁷ However, this study broadens the scope of evaluation by positioning it within a continuous management cycle. Evaluation is not only used to assess final outcomes but also as a basis for making improvements and developing future learning strategies. From the perspective of educational management theory, these findings reinforce the concept of “controlling,” which emphasizes the importance of monitoring and evaluation to ensure program success.²⁸ Thus, this study demonstrates that evaluation is a crucial component of digital media management, as it serves as a control mechanism ensuring that the use of visual media aligns with learning objectives.

CONCLUSION

The implementation of visual media management through photography and videography at MI Raudlatul Hasaniah has proven effective in improving student literacy. The systematic integration of visual media into the curriculum, supported by a clear distribution of responsibilities among teachers, IT staff, and media managers, has contributed to better comprehension of learning materials and increased student engagement in classroom activities. The use of visual media, such as photographs and videos, enables students to grasp abstract concepts more easily, particularly in subjects that are difficult to understand through text or verbal explanation alone. Furthermore, the comparison between pre-test and post-test results indicates a significant improvement in student understanding, confirming that visual media can positively enhance learning outcomes. This study also contributes to the development of visual-based learning media management by offering an empirical and practical framework for organizing planning, implementation, coordination, and evaluation to support more effective and meaningful learning in elementary education.

This study is limited to the use of visual media in only a few subjects; therefore, it is recommended that future research further examine its application in more complex subjects, such as advanced mathematics and science. Time constraints and technological facilities also influence the effectiveness of visual media implementation. Consequently, future research could focus more on training teachers to use visual media more effectively, particularly in terms of technical skills and the selection of appropriate media. Research involving various types of educational institutions, both those with comprehensive technological facilities and those with limited resources, can provide a more comprehensive picture of the challenges and opportunities in implementing visual media in learning. This can also provide guidance to other schools wishing to adopt similar technologies to improve learning quality.

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²⁷ Y Sumanto and Y D Sadewo, “Pelatihan Pembuatan Video Pembelajaran Sebagai Media Pembelajaran Daring Di SD Dalam Masa Covid-19,” *Jornal Of Educational Learning And Innovation* 1, no. 1 (2021): 1–14, <https://doi.org/10.46229/Elia.V1i1>.

²⁸ Afnita et al., “Meningkatkan Motivasi Belajar Siswa Melalui Media Pembelajaran Audio Visual.”

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