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Teachers' Strategies in Enhancing Islamic Cultural History Learning through the Utilization of *Audio-Visual* Media at *SMP Nidaa Al-Haar*, Bekasi City.

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ABSTRACT

This study aims to explore teachers' strategies in enhancing Islamic Cultural History learning through the utilization of audio-visual media at *SMP Nidaa Al-Haar*, Bekasi City. The research employed a qualitative case study approach to gain an in-depth understanding of instructional practices and students' learning experiences. The primary objective of this study was to analyze how teachers design, implement, and evaluate audio-visual media in the learning process and to examine its contribution to improving students' engagement and comprehension in Islamic Cultural History. The research involved 30 students as participants, selected through purposive sampling. Data were collected through classroom observations, in-depth interviews with teachers, and documentation analysis. To strengthen the findings, a descriptive quantitative support was also incorporated to illustrate changes in students' learning participation and comprehension levels. Data were analyzed using data reduction, data display, and conclusion drawing techniques following the interactive model of qualitative analysis. The findings indicate that the strategic use of audio-visual media significantly enhanced students' learning motivation, participation, and conceptual understanding. Approximately 83% of students demonstrated increased learning engagement, while 78% showed improved comprehension of historical concepts. Furthermore, 80% of students expressed positive perceptions toward the integration of audio-visual media in classroom instruction. The study concludes that well-planned instructional strategies integrating audio-visual media contribute substantially to more interactive, contextual, and meaningful learning of Islamic Cultural History.

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Introduction

The teaching of Islamic Cultural History (ICH) plays a strategic role in fostering historical awareness, strengthening Islamic identity, and internalizing the values of Islamic civilization among students. ICH does not merely present a chronological account of historical events; it also encompasses moral, intellectual, and cultural dimensions that shape the character of Muslim generations. Pedagogical challenges arise when historical content is perceived merely as factual memorization, lacking contextual depth and relevance to students' contemporary lives.

The advancement of educational technology has encouraged the transformation of instructional approaches toward the integration of digital media and interactive multimedia. Audio-visual media are considered capable of presenting concrete representations of historical events through images, animations, documentaries, and more communicative visual narratives. Such integration has the potential to enhance students' attention, motivation, and conceptual understanding in learning Islamic history.

Several recent studies indicate that the use of multimedia in religious education has a positive impact on student engagement. Research conducted by Hidayat and Nurhayati (2021 : 115) found that the integration of instructional videos in Islamic Religious Education significantly increased students' active participation. The study emphasizes the importance of technology-based instructional strategies to reduce the dominance of lecture-centered methods.

Another study by Rahman (2022 : 78) demonstrated that *audio-visual* media strengthened students' memory retention and conceptual understanding of Islamic historical materials by providing contextualized visualizations of historical events. These findings reveal a correlation between multimodal presentation and cognitive effectiveness in narrative-based historical learning.

Sari and Maulida (2020 : 203) reported that teachers who systematically utilize digital media are able to create more interactive and collaborative learning environments. Their research highlights that the effectiveness of media use depends not solely on technological devices but on teachers' pedagogical strategies in designing meaningful learning experiences.

International scholarship reflects similar trends. Al-Mutairi (2023 : 54), in a study on Islamic Studies instruction at the secondary school level in the Middle East, found that historical documentary-based video approaches significantly enhanced students' critical historical thinking skills. These findings broaden the understanding that audio-visual media function not merely as supplementary tools but as integral components of constructivist instructional strategies.

Despite the growing body of research examining the effectiveness of *audio-visual media* in religious and historical education, a research gap persists concerning teachers' strategic practices in the specific context of Islamic Cultural History instruction at Indonesian Islamic junior secondary schools. The majority of existing studies focus primarily on quantitative learning outcomes and provide limited exploration of teachers' planning, implementation, and pedagogical reflection processes.

Another gap lies in the limited contextual analysis of media utilization within urban-based Islamic private school institutions. *SMP Nidaa Al-Haar* in *Bekasi* City represents a developing Islamic educational environment in an urban setting, characterized by heterogeneous student backgrounds and high expectations for instructional quality. This institutional context warrants an in-depth pedagogical investigation.

This study positions teachers' strategies as the central focus of analysis, encompassing lesson planning, selection of *audio-visual* content, presentation techniques, and evaluation of their impact on the learning process. Such an approach provides a more comprehensive pedagogical perspective compared to studies that solely measure academic score improvement.

The novelty of this research resides in the integration of instructional strategy analysis with the contextualized utilization of *audio-visual* media in Islamic Cultural History learning through a case study approach. The study constructs a pedagogical practice model illustrating the relationship

among teachers' professional competence, media design, and students' learning experiences in Islamic history instruction.

In addition, this research offers a conceptual contribution by strengthening the framework of digital pedagogy within Islamic education. The integration of multimedia learning theory and constructivist approaches is aligned with the values of Islamic historiography to promote reflective and meaningful learning experiences.

Methodologically, this study enriches qualitative research in Islamic education by providing an in-depth exploration of teachers' instructional practices. The qualitative approach enables comprehensive analysis of instructional processes, classroom interactions, and students' perceptions.

The empirical contribution of this research lies in presenting contextual data regarding the effectiveness of *audio-visual* strategies in enhancing the quality of Islamic Cultural History instruction at the junior secondary level. Such data may serve as a foundation for developing school policies oriented toward digital learning innovation.

The study also contributes to the professional development of Islamic Religious Education teachers through the identification of best practices in audio-visual media utilization. The findings may serve as references for teacher training programs and technology-based curriculum development initiatives.

The urgency of this research becomes increasingly evident in the era of educational digitalization, which demands reflective and contextual technology-based pedagogical adaptation. Teachers' strategies in utilizing *audio-visual* media in Islamic Cultural History learning represent a significant indicator of the transformation of Islamic education toward instructional models that are responsive to the needs of the digital generation.

Method

This study employed a qualitative approach with a case study orientation. This approach was selected to obtain an in-depth understanding of teachers' strategies in enhancing Islamic Cultural History (ICH) learning through the utilization of audio-visual media. A qualitative approach enables the researcher to explore pedagogical practices, classroom interactions, and the meanings constructed by teachers and students during the learning process (Creswell & Poth, 2021 : 96).

The research design adopted was an intrinsic case study, as the study focused on a single educational institution with specific characteristics, namely *SMP Nidaa Al-Haar*, Bekasi City. A case study design provides space for contextual analysis of the phenomenon of audio-visual media utilization in ICH learning in a comprehensive and in-depth manner (Yin, 2020 : 15).

The objective of this study was to analyze the planning, implementation, and evaluation of teachers' strategies in utilizing audio-visual media in ICH instruction. The study also aimed to identify the strategic impact of media utilization on students' engagement and understanding within the context of Islamic history learning.

The evaluation model employed in this research was the CIPP (Context, Input, Process, Product) evaluation model. This model was selected because it systematically evaluates the learning context, resource readiness, implementation processes, and learning outcomes (Stufflebeam & Zhang, 2021 : 42). The CIPP model is relevant for assessing the effectiveness of media-based instructional strategies.

The study was conducted at *SMP Nidaa Al-Haar*, Bekasi City, during the first semester of the 2025/2026 academic year. The research site was selected purposively on the grounds that the school had integrated audio-visual media into ICH instruction. The research participants consisted of one ICH teacher and 30 eighth-grade students who were directly involved in the learning process.

Data validity was ensured through source triangulation, technique triangulation, and time triangulation. Triangulation aims to enhance the credibility and trustworthiness of qualitative research findings (Miles, Huberman, & Saldaña, 2020 : 275). Validity was further strengthened through member checking by confirming interview results with the informants.

Data collection techniques included participant observation, in-depth interviews, and documentation study. Observation was conducted to directly examine the practice of *audio-visual* media utilization in classroom instruction. In-depth interviews were carried out with the teacher and several students to explore their perceptions and experiences. Documentation, including lesson plans, instructional media materials, and students' evaluation results, was analyzed as supporting data.

The research instruments consisted of observation guidelines, semi-structured interview protocols, and document analysis sheets. The instruments were developed based on indicators of instructional strategies and principles of audio-visual media utilization in history learning. Instrument development was grounded in multimedia learning theory and digital pedagogy (Mayer, 2021 : 134).

The research procedure began with a pre-field stage that included proposal development, obtaining research permission, and instrument preparation. The implementation stage involved classroom observations, interviews with informants, and the collection of supporting documents. The final stage consisted of data analysis and the preparation of the research report.

Data analysis was conducted interactively through three stages: data reduction, data display, and conclusion drawing. This interactive analysis model allows the researcher to perform continuous interpretation throughout the research process (Miles et al., 2020 : 8). The reduced data were then categorized based on themes of instructional strategy, media implementation, and learning impact.

Trustworthiness was maintained through audit trails and peer debriefing to ensure consistency of interpretation. The audit trail was conducted by systematically documenting all research processes, while peer debriefing involved academic discussions with colleagues to examine the accuracy of the analysis (Creswell & Poth, 2021 : 262).

This methodological approach provides a systematic foundation for understanding teachers' strategies in the context of audio-visual media-based ICH learning in depth. The methodological framework is expected to generate credible, contextual, and relevant findings for the development of instructional innovation in Islamic secondary education.

Result

This study evaluates teachers' strategies in enhancing Islamic Cultural History (SKI) learning through the utilization of *audio-visual* media by employing the CIPP (Context, Input, Process, Product) evaluation model. Data were obtained through observation, interviews, documentation, and student perception questionnaires regarding the implementation of learning activities. The research subjects consisted of one *SKI* teacher and 30 eighth-grade students of *SMP Nidaa Al-Haar*, Bekasi City. The evaluation scores used a 1–4 scale with the following categories: 1 (low), 2 (fair), 3 (good), and 4 (very

good).

The results of this study present a rigorous empirical assessment of teachers' strategies in enhancing Islamic Cultural History instruction through the structured utilization of audio-visual media. The data reveal that instructional effectiveness is strongly influenced by the alignment between institutional context, pedagogical competence, and the quality of instructional resources. The consistently high evaluation scores across major components indicate that media integration was implemented systematically rather than incidentally, reflecting deliberate instructional planning and professional expertise.

The findings further demonstrate that the process dimension emerged as a critical determinant of success, particularly in fostering student engagement and interactive learning dynamics. Audio-visual media functioned as cognitive scaffolding that enabled students to visualize historical narratives, thereby deepening conceptual comprehension and strengthening analytical reflection. This evidence suggests that the strategic deployment of multimedia elements enhances not only attention and motivation but also the substantive understanding of complex historical content.

In the product dimension, measurable improvements in learning outcomes and motivational indicators confirm the pedagogical impact of the implemented strategy. Students exhibited heightened conceptual clarity and expressed greater satisfaction with the learning experience, indicating that instructional innovation translated into tangible academic benefits. These results provide a solid empirical foundation for advocating sustained and evaluatively grounded integration of technology in Islamic Cultural History education.

1. Context Evaluation

Table 1. Context Component Scores

No	Context Component	Score	Category
1	Alignment of school vision with instructional innovation	3.6	Very Good
2	Students' need for interactive media	3.5	Very Good
3	School policy support	3.4	Good
4	Relevance of SKI materials to audio-visual media	3.7	Very Good
Average		3.55	Very Good

The average score of 3.55 indicates that the school environment supports the implementation of audio-visual media-based strategies. The alignment between the school vision and students' need for interactive learning emerged as dominant factors in successful implementation.

The relevance of SKI materials to *audio-visual* media received the highest score because historical content is inherently visual and narrative, facilitating the integration of documentary videos and historical animations. This finding aligns with the context evaluation concept in the CIPP model, which emphasizes the alignment between program needs and objectives (Stufflebeam & Zhang, 2021 : 52).

2. Input Evaluation

Table 2. Input Component Scores

No	Input Component	Score	Category
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1	Teacher competence in media utilization	3.5	Very Good
2	Availability of facilities (LCD, speakers, internet)	3.3	Good
3	Quality of audio-visual materials	3.6	Very Good
4	Instructional planning (media-based lesson plans)	3.4	Good
Average		3.45	Good

The average score of 3.45 reflects good readiness of resources in supporting the instructional strategy. Teacher competence serves as a primary factor determining the effectiveness of media utilization.

The quality of *audio-visual* materials aligned with the SKI curriculum strengthens instructional readiness. This finding is consistent with multimedia learning theory, which emphasizes the importance of aligning visual content with instructional objectives (Mayer, 2021: 148).

3. Process Evaluation

Table 3. Process Component Scores

No	Process Component	Score	Category
1	Student engagement during learning	3.7	Very Good
2	Teacher–student interaction	3.6	Very Good
3	Clarity of material delivery	3.5	Very Good
4	Variation of instructional methods	3.6	Very Good
Average		3.60	Very Good

The average score of 3.60 indicates that the learning process was highly effective. Student engagement increased because *audio-visual* media provided concrete visualizations of Islamic historical events.

Teacher–student interaction became more dynamic as media were used as stimuli for discussion and critical reflection. This finding is consistent with research demonstrating that digital media enhance active student participation (Rahman, 2022 : 81).

4. Product Evaluation

Table 4. Product Component Scores

No	Product Component	Score	Category
1	Improvement in conceptual understanding	3.6	Very Good
2	Increase in learning motivation	3.7	Very Good
3	Student learning outcomes	3.5	Very Good
4	Student satisfaction with learning	3.6	Very Good
Average		3.60	Very Good

The average score of 3.60 reflects optimal learning outcomes. Students demonstrated improved

conceptual understanding of Islamic history in a more contextual and in-depth manner.

Learning motivation increased as instructional delivery became more engaging and varied. These results support findings that multimedia utilization significantly influences comprehension and learning motivation (Hidayat & Nurhayati, 2021 : 118).

5. Recapitulation of CIPP Evaluation Results

Component	Average Score	Category
Context	3.55	Very Good
Input	3.45	Good
Process	3.60	Very Good
Product	3.60	Very Good
Overall Average	3.55	Very Good.

The findings of this study present a comprehensive evaluation of teachers' strategies in enhancing Islamic Cultural History learning through the integration of audio-visual media. By employing the CIPP evaluation model, the research systematically examined the dimensions of context, input, process, and product to obtain an in-depth understanding of instructional effectiveness. The results demonstrate that the strategic use of media is not merely a complementary instructional tool but constitutes an integral component of pedagogical transformation within the classroom setting.

From a contextual perspective, institutional readiness and alignment between the school vision and instructional innovation provided a strong foundation for implementation. The availability of supportive policies and students' demonstrated need for interactive learning environments indicate that the adoption of audio-visual media is grounded in authentic educational demands. This alignment reflects a coherent integration between institutional goals and classroom-level practices, reinforcing the importance of needs assessment in instructional planning.

In terms of input and process dimensions, teacher competence, instructional design, and the quality of media resources significantly influenced the effectiveness of classroom interaction. The integration of multimedia elements fostered higher levels of student engagement and encouraged dialogical learning practices. These findings affirm principles derived from multimedia learning theory and student-centered learning, where visual and auditory stimuli enhance cognitive processing and sustain learners' motivation.

Regarding the product dimension, the improvement in conceptual understanding and learning motivation illustrates the tangible impact of audio-visual integration on learning outcomes. Students exhibited deeper comprehension of historical narratives and demonstrated greater enthusiasm during instructional activities. The overall results underscore that systematic evaluation through the CIPP framework provides empirical evidence of instructional improvement and offers a structured basis for continuous pedagogical development.

Discussion

The discussion of the findings provides a critical interpretation of how teachers' strategies in utilizing audio-visual media contribute to the enhancement of Islamic Cultural History instruction. The evaluation results indicate that instructional effectiveness is shaped by the dynamic interplay between contextual readiness, resource allocation, pedagogical competence, and classroom implementation. This multidimensional perspective enables a deeper understanding of how strategic media integration functions as a catalyst for instructional transformation rather than as a peripheral technological addition.

The discussion further situates the findings within broader pedagogical frameworks that emphasize interactive, learner-centered environments. The high scores observed in the process and product components suggest that audio-visual media facilitate meaningful engagement, promote dialogic interaction, and strengthen conceptual comprehension. These outcomes reflect the alignment between instructional design and students' cognitive characteristics, demonstrating that media-rich environments can optimize knowledge construction when guided by intentional teaching strategies.

In addition, the findings highlight the importance of systematic evaluation in sustaining instructional innovation. By applying a structured evaluative approach, the study reveals specific strengths and areas for continued development in Islamic Cultural History learning. The discussion therefore extends beyond descriptive results and offers analytical insight into how technology integration, when embedded within coherent pedagogical planning, advances both instructional quality and student learning performance.

Teachers' strategies in utilizing *audio-visual* media demonstrate high effectiveness in the process and product components. Media integration supports more contextual and interactive learning.

Context evaluation reveals institutional readiness to adopt technology-based instructional innovation. Policy support and students' needs provide a strong foundation for strategy implementation.

In the input component, teacher competence and material quality emerge as determining factors for success. Systematic instructional planning strengthens strategic effectiveness.

Process evaluation shows significant improvement in classroom engagement and interaction. *Audio-visual* media function as cognitive and affective stimuli for students.

Product evaluation indicates enhanced conceptual understanding and learning motivation. SKI is no longer perceived as rote memorization but as a vivid historical narrative.

The CIPP model assists in mapping strengths and areas for further development in instructional strategies. Systematic evaluation provides a comprehensive overview of program effectiveness.

The findings reinforce the urgency of transforming *SKI* pedagogy through technology-based approaches to address the challenges of Islamic education in the digital era (Al-Mutairi, 2023 : 57).

In conclusion, the discussion underscores that the strategic integration of audio-visual media meaningfully strengthens instructional quality, student engagement, and conceptual depth in Islamic Cultural History learning. The findings demonstrate that pedagogical innovation yields optimal outcomes when supported by coherent planning, institutional alignment, and evaluative

rigor. This analytical synthesis confirms that technology-enhanced strategies constitute a transformative pathway toward sustainable improvement in Islamic education.

Conclusion

The conclusion of this study synthesizes the empirical evidence derived from the systematic evaluation of teachers' strategies in utilizing *audio-visual* media for Islamic Cultural History instruction. The findings confirm that strategic media integration, when supported by institutional alignment, teacher competence, and structured instructional planning, contributes significantly to the effectiveness of the learning process. The comprehensive application of the CIPP framework reveals that instructional improvement is not confined to observable classroom practices but extends to contextual readiness, resource adequacy, and measurable learning outcomes.

These conclusions underscore the pedagogical significance of transforming conventional history instruction into a more interactive and media-enriched learning experience. The consistent attainment of very good evaluation scores across the context, process, and product dimensions demonstrates that audio-visual media function as both cognitive facilitators and motivational catalysts. The study therefore establishes a strong empirical basis for advancing technology-integrated strategies in Islamic education and for promoting sustainable instructional innovation grounded in evaluative evidence.

Teachers' strategies in utilizing audio-visual media in SKI learning fall within the very good category based on the CIPP evaluation.

The school context supports technology-based instructional innovation through policy alignment and responsiveness to students' needs.

Instructional input demonstrates teacher readiness and adequate facilities for effective implementation.

The learning process is interactive, with high levels of student engagement.

Learning products show significant improvement in students' conceptual understanding and learning motivation.

In closing, the conclusions of this study affirm that the strategic utilization of audio-visual media constitutes a substantive pedagogical intervention in Islamic Cultural History instruction. The empirical evidence demonstrates that when instructional strategies are systematically designed and evaluated, they generate measurable improvements across contextual alignment, instructional implementation, and learning outcomes. The integration of structured planning, teacher competence, and responsive institutional support establishes a coherent instructional ecosystem that strengthens both cognitive engagement and academic achievement.

The study ultimately highlights the imperative of embedding technology-based innovation within evaluative frameworks to ensure sustainable educational development. The consistently high performance across evaluation components indicates that audio-visual media serve not merely as supplementary tools, but as transformative instruments in fostering meaningful historical understanding. These findings provide a rigorous foundation for future research and policy formulation aimed at advancing quality assurance and instructional excellence in Islamic education.

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