

The effect of the use of audio visual media in aqidah akhlak subjects on the learning interest of students in class viii mts muhammadiyah tawangsari

Dawam Masykur Rizqo ^{a,1,*}, Muhammad Kurniawan Budi Wibowo ^{b,2}, Ngatmin Abbas ^{c,3}

^{*abc} Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia.

^{*1} masykurrizqo@gmail.com ; ^{*2} mkbwsolo1@yahoo.com ; ^{*3} ngatminabbas@gmail.com .

*Correspondent Author

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ABSTRACT

This study aims to determine how the application of audio-visual media by teachers in learning Aqidah Akhlak subjects and how much influence the media has on the learning interest of class VIII students of MTs Muhammadiyah Tawangsari in the 2024/2025 school year. This research uses a quantitative approach with a quasi-experimental method. The research sample amounted to 28 students taken from four classes using proportional sampling technique. The main instrument in data collection is a questionnaire that has been tested for validity and reliability. The results showed that the application of audio-visual media by teachers was in the moderate to good category, with 50% of respondents stating the use of media in the good category, 42.86% were sufficient, and only 7.14% stated that it was not good. The results of students' interest in learning showed 50% in the good category, 39.29% were sufficient, and 10.71% were not good. The simple regression test resulted in an R Square value of 0.012, which means that the effect of using audio-visual media on learning interest is only 1.2%, while the rest is influenced by other variables. This study concludes that the use of audio visual media contributes positively although at a very low level of influence on students' interest in learning. The implications of these findings emphasize the importance of teacher training in developing and implementing interesting learning media. Future research is recommended to expand the sample size, location coverage, and incorporate a qualitative approach to explore other factors that influence students' interest in learning.

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Introduction

Education plays a very important role in shaping students' character and academic abilities (Nissa et al., 2022; Nurpratiwi, 2021). Learning is a process that not only transfers knowledge, but also shapes attitudes, behavior, and religious values in students (Judrah et al., 2024; Sa'diyah, 2022). In the context of Islamic education, the subject of Aqidah Akhlak is one of the important instruments to foster faith and shape the character of students according to Islamic values (Nurhaliza, 2024). However, in its implementation, learning Aqidah Akhlak is often considered monotonous and less interesting by some students because the methods used are still conventional.

The development of information and communication technology today demands an update in learning strategies, including in the subject of Aqidah Akhlak. The learning media used needs to be packaged attractively so that students not only understand the material, but are also encouraged to learn enthusiastically. In this case, audio-visual media is one alternative that is believed to be able to increase students' interest in the material being taught.

Audio visual media is media that combines elements of sound and images so that it can stimulate two senses at once, namely hearing and vision (Pradipta, 2025; Prasetyo et al., 2024). With this media, learning becomes more vivid, contextual, and easily understood by students. The use of audio-visual media can create an interactive, fun, and not boring learning atmosphere, so the potential for increasing student interest in learning is even greater (Endarto & Martadi, 2022; Intaniasari & Utami, 2022). Audio visual learning media is a means or infrastructure whose application is through sight and hearing which is used to help achieve learning goals (Latifah, 2022; Solehah, 2022). From the above opinions, it can be assumed that audio visual media is media that has sound and image elements that are used as intermediaries in conveying messages from learning materials to achieve learning objectives. This is also in line with the view of Islam as Allah says in Q.S. An-Nahl verse 78, "And Allah takes you out of your mother's belly knowing nothing, and He gives you hearing, sight and a heart so that you are grateful" (Ali, 2015).

A person's interest in something is the simple meaning of interest (Darwis et al., 2021; Sihombing et al., 2024). Interest is a driving force that can cause a person's attention to something to be focused. Meanwhile, learning is a process that a person does to get changes in himself according to the experience he has gained in the field (Pratama et al., 2023; Rizki, 2025). Interest is a sense of interest and liking for something voluntarily (Pratiwi et al., 2023). In another sense, interest in learning is the tendency of individuals to like something voluntarily so that it can change knowledge, skills and behavior (Siswoyo, 2018; Zakirah, 2025).

Learning interest is an important factor that determines the success of the learning process (Achmad & Pramudiani, 2022; Nasution, 2022). Students who have a high interest in learning tend to be more active, enthusiastic, and persistent in participating in learning. In contrast, students with low learning interest are often passive, easily bored, and less responsive to the material presented. Therefore, teachers need to find the right strategy so that learning can arouse students' interest in learning.

While learning according to the psychological understanding, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting their life needs (Handayani, 2025; Margiathi et al., 2023; Sarumaha et al., 2022). These changes are reflected in all aspects of behavior. The definition of learning can be defined as follows: "Learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment". The word of Allah SWT in QS. Al-Mujadilah verse 11, "And when it is said: "Stand up, then stand up, surely Allah will elevate those who believe among you and those who are given knowledge several degrees. And Allah knows best what you do" (Ali, 2015).

Various opinions that have been expressed regarding the definition of interest and the definition of learning, it can be concluded that interest in learning is an aspect of a person's psychology that manifests itself in several symptoms, such as: passion, desire, feeling like to carry out the process of changing attitudes and behavior through various activities which include seeking knowledge and experience. Indicators of interest in learning are interest in learning as seen from interaction, high curiosity and awareness of wanting to learn, attention in learning as seen from students' concentration and involvement in participating in learning, students' understanding of

the concept of material as seen from the responses of students who master the concept of material presented (Asih & Imami, 2021).

At MTs Muhammadiyah Tawang Sari, especially in class VIII, there are several indications that students' interest in learning Aqidah Akhlak is not optimal. This can be seen from the lack of student participation in class discussions, lack of enthusiasm when the teacher presents the material, and learning evaluation results that tend to fluctuate. Based on these conditions, a new approach is needed that can attract students' attention and arouse their enthusiasm in learning.

One of the causes of low interest in learning in Aqidah Akhlak subjects is thought to be because the learning methods used are still dominantly based on lectures and memorization. Although the lecture method has its own value, without a variety of learning media, students feel bored and lose focus. Therefore, teachers are required to be more creative in choosing and using relevant learning media.

Audio-visual media, such as learning videos, animations, Islamic short films, or interactive presentations, can be an effective solution to bridge the gap between learning methods and the learning needs of today's students. Through this media, Aqidah Akhlak material can be conveyed more concretely and easily understood, because students not only read and listen, but also see firsthand the visualization of the values taught. The use of audio-visual media in learning can also accommodate various learning styles of students, both visual, auditory, and kinesthetic (Nurbadriyah et al., 2024; Wulandari & Wardhani, 2024). This is certainly an advantage in itself, because each student has a different learning style. When the media used is in accordance with students' learning preferences, it is easier for them to understand the material and be interested in continuing to learn.

This research has novelty because it specifically examines the effect of using audio-visual media in the context of Aqidah Akhlak subjects, which so far tend not to be touched by similar research. Most previous studies have focused more on the application of audio-visual media in exact subjects such as science or social studies, or practical subjects such as English. This research offers a new perspective by making the subject of Aqidah Akhlak the main focus, which emphasizes moral and spiritual values, and examines how modern media can strengthen the internalization of these values through visual and auditory approaches.

Based on the background description of the problem above, the author formulates the problem as follows: How is the application of the use of audio-visual media by teachers in Aqidah akhlak subjects at MTs Muhammadiyah Tawang Sari? Is the use of audio-visual media influential in increasing students' interest in learning Aqidah akhlak subjects at MTs Muhammadiyah Tawang Sari?

Method

This research uses a quantitative approach with a quasi experimental type of research. The quantitative approach was chosen because this research aims to measure the extent of the influence of the use of audio-visual media on students' interest in learning. The data collected is in the form of numbers and analyzed statistically to determine the relationship or influence between variables. The independent variable in this study is the use of audio visual media, while the dependent variable is students' interest in learning Aqidah Akhlak subjects.

This research was conducted at MTs Muhammadiyah Tawang Sari Sukoharjo. Located at JL. Raya Tawang Sari Sukoharjo, Central Java Province. This research activity was carried out for approximately one month, starting from the beginning of January to the end of January to obtain

the necessary data according to research needs. The subjects of this study were students of class VIII MTs Muhammadiyah Tawang Sari in the even semester of the 2024/2025 academic year.

Population is the overall object of research, the population includes all members of a particular group that has similar characteristics (Hutami, 2024; Subhaktiyasa, 2024). The population in this study were all VIII grade students at MTs Muhammadiyah Tawang Sari, totaling 110 students. The sample is part or representative of the population studied (Asrulla et al., 2023). Thus, if the population is greater than 100 people, then the research sampling in the population should use the total sampling technique, namely taking the sample as a whole. The trick is that if the population is more than 100 people, then the number of samples can be taken between 10-15% or 20-25% of the total population members. Given that the research population amounted to 110 people, which means more than 100 people, in this study the sample was taken between 10-15% or 20-25% of the total research population, and the researchers took 25% of the 110 existing population. So the sample in this study was $25\% \times 110 = 27.5$ which then rounded up to 28 students.

The number of classes in class VIII is four classes, namely classes VIII A, VIII B, VIII C and VIII D. In accordance with the opinion above that the total sample size is 28 students which the researcher then divides into four classes, which then each class, the researcher takes 7 students evenly.

Data collection was done through questionnaires and observation. The questionnaire was used to measure the level of students' interest in learning before and after the treatment was given. The questionnaire was prepared using a Likert scale and tested for validity and reliability before being used in data collection. In addition, limited observations were made to support the quantitative findings. The data obtained in this study were analyzed using validity and reliability tests, if the results of normal data distribution, followed by quantitative descriptive analysis.

Data analysis uses quantitative descriptive analysis, namely by analyzing data in the form of numbers by classifying, tabulating, and calculating statistical data. Data processing and analysis in this study used the SPSS application program. The process is, after the researcher gets the data from the research questionnaire, the data enters the editing stage, then coding is carried out, namely by converting data in the form of letters into data in the form of numbers, then the data that is already in the form of numbers is processed, corrected and formed in a table. The results of the analysis will be the basis for drawing conclusions about the effect of using audio-visual media on student interest in Aqidah Akhlak subjects

Result

Variable influence of the use of audio-visual media

In this study, the effect of using audio-visual learning media was measured by questionnaire. The following are the results of the questionnaire data on the influence of the use of audio-visual media:

Table 1.1: The results of the validity test of the questionnaire on the effect of using audio-visual media

Question Item	R Count	R Table	Description
1	0,598	0,283	Valid
2	0,41	0,28	Valid
3	0,49	0,28	Valid
4	0,63	0,28	Valid
5	0,57	0,28	Valid
6	0,36	0,28	Valid
7	0,47	0,28	Valid
8	0,41	0,28	Valid
9	0,4	0,28	Valid
10	0,5	0,3	Valid

In this study, the validity test was used to determine the extent to which the instrument used could measure the variable in question precisely. Validity testing is done by comparing r Count with r Table. The value of r Table is obtained from r product moment for a certain significant value, in this result it is 0.282.

From the table above, it can be seen that the validity test of the use of audio-visual learning media consisting of 10 statement items with Rtable = 0.282 is known that all statement items in the questionnaire are valid. Valid status here indicates that each item is suitable for use in research because it has the ability to measure the variable in question consistently and accurately.

Table 1.2: Reliability Statistics

Cronbach's Alpha	N of Items
0,622	10

Table 1.3: Reliability Test Results of Questionnaire on the Use of Audio Visual Learning Media

Reference Value	Cronchbach's Alpha Value	Conclusion
0,6	0,622	Reliable

Based on the calculation of the table above, it is obtained $r_{11} = 0,622$ so it can be concluded that r_{11} is greater than 0,6 ($0,62 > 0,6$). Then the questionnaire is said to be reliable.

Table 1.4: Questionnaire on the effect of using audio-visual learning media

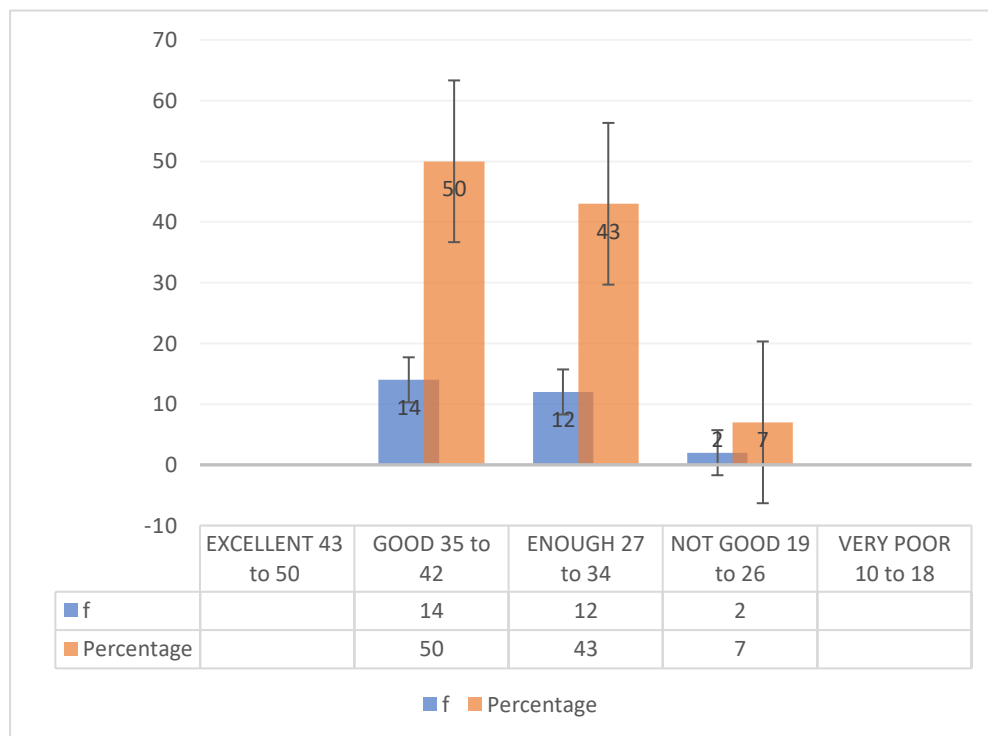
Total	Highest Score	Lowest Score
1067	38	26

Next are the results of the calculation of the mean, interval and percentage of the variable effect of using audio-visual media as follows:

Table 1.5: Percentage Data on the Use of Audio Visual Learning Media

Interval	Category	f	%
43 to 50	EXCELLENT	0	0
35 to 42	OK	14	50
27 to 34	ENOUGH	12	42,86
19 to 26	NOT GOOD	2	7,14
10 to 18	NOT VERY GOOD	0	0
total		28	100

Figure 1.1: Histogram Of Audio Visual Learning Media Usage



Thus it can be seen that the use of Audio Visual Learning Media in class VIII students of MTs Muhammadiyah Tawangsari in the 2024/2025 academic year with 28 respondents shows a good category for 14 respondents or around 50%, in the good enough category there are 12 respondents or 42.86%, then in the not good category there are approximately 2 respondents or 7.14%.

Variable interest in learning Aqidah Akhlak

Furthermore, variable Y (interest in learning Aqidah akhlak) is measured by questionnaire. The following is the data from the questionnaire results of interest in learning Aqidah akhlak:

Table 1.6: Results of the Validity of the Aqidah Akhlak Learning Interest Questionnaire

Question Item	R Count	R Table	Description
1	0,46	0,28	Valid
2	0,67	0,28	Valid
3	0,48	0,28	Valid
4	0,4	0,28	Valid
5	0,56	0,28	Valid
6	0,5	0,3	Valid
7	0,73	0,28	Valid
8	0,59	0,28	Valid
9	0,64	0,28	Valid
10	0,55	0,28	Valid

After knowing the validity test of the use of audio-visual learning media consisting of 10 statement items with $R_{table} = 0.28$, it is known that all statement items in the questionnaire are valid.

Table 1.7: Reliability Statistics

Cronbach's Alpha	N of Items
0,752	10

Table 1.8: Reliability Test Results of Questionnaire on the Use of Audio Visual Learning Media

Reference Value	Cronchbach's Alpha Value	Conclusion
0,6	0,752	Reliabel

Based on the calculation of the table above, it is obtained $r_{11} = 0,752$ so can be concluded that r_{11} is greater than 0,6 ($0,75 > 0,6$). Then the questionnaire is said to be reliable.

Table 1.9: Acquisition of Variable Y Score (Interest in Learning Aqidah Akhlak)

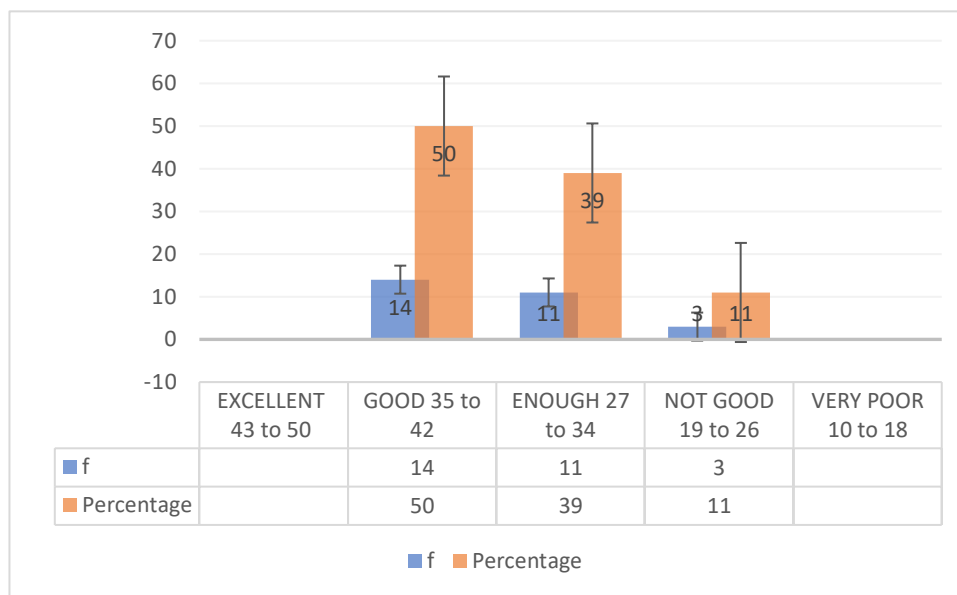
Total	Highest Score	Lowest Score
910	38	23

Next are the results of the calculation of the mean, interval and percentage of the variable effect of using audio-visual media as follows:

Table1.10: Data on the percentage of Aqidah akhlak learning outcomes of students in class VIII MTs Muhammadiyah Tawang Sari Academic Year 2024/2025

Interval	Category	f	%
43 to 50	EXCELLENT	0	0
35 to 42	OK	14	50
27 to 34	ENOUGH	11	39,29
19 to 26	NOT GOOD	3	10,71
10 to 18	NOT VERY GOOD	0	0
total		28	100

Figure 1.2: Histogram Of Interet In Learning Akidah Akhlak



Thus it can be seen that the interest in learning Aqidah morals of class VIII MTs Muhammadiyah Tawang Sari with 28 respondents shows a good category for 14 respondents or 50%, in the good enough category there are 11 respondents or 39.29%, then in the bad category there are 3 respondents or 10.71%.

Prerequisite Test and Hypothesis Test

From the data above, then prerequisite testing is carried out in the form of normality test and linearity test. In this study, a normality test was conducted using the One-Sample Kolmogorov-Smirnov method. The test results show the value of Asymp. Sig. (2-tailed) value of 0.302. With a significance level of $\alpha = 0.05$, the p value is greater than 0.05, namely $0.302 > 0.05$. Therefore, the authors failed to reject the null hypothesis, which means that the data in this study are normally distributed. After that, continued with the linearity test, the Sig. value for Linearity = 0.307. Because the p-value > 0.05 , the author cannot reject the null hypothesis, which means that the relationship between the independent variable (the effect of using audio visual media) and the dependent variable (Interest in Learning Aqidah Akhlak) is linear.

Table 1.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,112(a)	,012	-,026	4,327

a Predictors: (Constant), pengaruh penggunaan audio visual

Hypothesis testing using the coefficient of determination test. Based on the results of the analysis test above, the results of the coefficient of determination test obtained the percentage of diversity in the variable interest in learning aqidah akhlak (Y) which can be explained by the variable use of audio-visual learning media (X) with an R-square of 0.012, while the rest is explained by other variables outside the regression model. It can be said that the effect of using audio visual media on interest in learning aqidah akhlak is 1.2%. While the remaining 98.8% is influenced by other variables.

Discussion

Application of the use of audio-visual media by teachers in Aqidah Akhlak subjects at MTs Muhammadiyah Tawang Sari

Based on the results of the research that has been conducted, the application of audio-visual media by teachers in Aqidah Akhlak subjects at MTs Muhammadiyah Tawang Sari is quite good to good. This is based on the results of the questionnaire variable on the use of audio-visual learning media which shows that 50% of respondents rated the application in the good category, 42.86% in the sufficient category, and only 7.14% rated it as not good. This shows that teachers have tried to utilize audio-visual media in learning Aqidah Akhlak, although it has not been fully optimal or evenly distributed in each class.

In practice, teachers use media such as learning videos, animations, and presentation slides designed to convey Aqidah and Akhlak values in a more visual and interactive manner. According to Pradipta (2025), the use of audio-visual-based learning media can foster students' religious character because it involves emotional experience through touching visual impressions. This is in line with Solehah's theory (2022), which states that audio-visual media can increase students' attention and attraction to religious material that is abstract and normative. The use of media has helped teachers in packaging Islamic material to be more contextual and easy to understand, although not all teachers have technical skills in processing learning media independently.

The effect of using audio-visual media in increasing student interest in Aqidah Akhlak subjects at MTs Muhammadiyah Tawang Sari

The results showed that the use of audio-visual media had an effect, although in a very low category, on increasing students' interest in learning. Based on the analysis of the coefficient of determination (R Square), a value of 0.012 or 1.2% was obtained, which indicates that the effect of audio-visual media on student interest in learning only explains a small part of the overall influencing factors. The remaining 98.8% is explained by other variables outside this research model, such as students' internal motivation, learning environment, and teachers' teaching strategies in general.

Although the effect was small, the percentage data on the Aqidah Akhlak learning interest variable showed that 50% of students had learning interest in the good category, 39.29% in the moderate category, and 10.71% in the unfavorable category. This finding supports Intaniasari & Utami's view (2022), that audio-visual media can arouse students' learning enthusiasm and make the material more enjoyable to learn. This is also in accordance with the theory of interest in learning according to Pratiwi et al. (2023), which states that interest in learning is a form of interest that arises because of a pleasant external stimulus, one of which is through interesting learning media.

In terms of Islamic education theory, the use of audio-visual tools in internalizing Aqidah and Akhlak values has a strong foundation. In QS. An-Nahl verse 78, Allah mentions that hearing and sight are blessings that can lead humans to knowledge and gratitude. This means that media that stimulate the senses are in line with the principles of Islamic education which are holistic and touch the spiritual, intellectual, and physical aspects. So, although statistically the effect is small, pedagogically and spiritually audio-visual media remains relevant and important to apply.

Conclusion

Based on the results of research and data analysis, it can be concluded that the application of audio-visual media by teachers in learning Aqidah Akhlak at MTs Muhammadiyah Tawang Sari is in the sufficient to good category. Most students (50%) responded that the teacher used learning media well, 42.86% stated that it was sufficient, and only a small proportion rated it less. Media such as learning videos, Islamic animations, and interactive presentations are proven to help clarify abstract concepts in Aqidah Akhlak material so that it is more interesting for students.

The effect of audio-visual media on students' interest in learning in the Aqidah Akhlak subject is indicated to be positive, but very low, with a coefficient of determination of 0.012 or 1.2%. This means that the use of audio-visual media only explains 1.2% of the variation in student interest in learning, while 98.8% is influenced by other factors outside this study. Although the effect is statistically small, the application of this media still contributes to increasing students' interest in religious material and supports more interactive and fun learning.

The implications of these findings show that teachers need to continue to encourage technology-based learning innovations, especially in Islamic religious education, in order to be able to answer the challenges of the times and the needs of digital native students. Schools are also expected to provide supporting facilities and training for teachers to improve their technology skills. The use of audio-visual media that is tailored to the characteristics of the material and students can help instill Aqidah and Akhlak values more effectively, although it must be combined with other approaches that shape affective and spiritual aspects holistically.

However, this study has several limitations, including a small sample size (only 28 students) and being limited to one educational institution only. In addition, this study only measured learning interest from the quantitative aspect without digging deeply into students' psychological, social or religious factors qualitatively. Therefore, future researchers are advised to use a mixed methods approach and expand the population and research locations to obtain a more representative and in-depth picture. Finally, in closing, I hope that the results of this study can make a scientific and practical contribution to the development of more adaptive learning media, especially in the subject of Aqidah Akhlak at the secondary level madrasah.

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