

## The Implementation of Audiovisual Media to Improve Students' Learning Motivation in the Islamic Cultural History (SKI) Subject for Grade XI F1 at MA Darul Amal Metro, Lampung

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### Article Information:

Received : 11-04-2025

Revised : 29-05-2025

Accepted : 30-06-2025

**Keywords:** *Audiovisual Media, Learning Motivation, Islam& Cultural History, Islam& Senior High School*

### Abstract

This study aims to describe the implementation of audiovisual media in Islamic Cultural History (SKI) learning and its impact on students' learning motivation and understanding in class XI F1 at MA Darul A'mal Metro, Lampung. The results show that the use of audiovisual media, such as videos, documentary films, and PowerPoint presentations, is able to create a more engaging, interactive, and easily understood learning atmosphere. The use of these media increases students' focus and enthusiasm and encourages them to be more active in discussions and to ask critical questions about the material. Teachers also carry out thorough learning preparation, starting from the formulation of objectives, preparation of media and supporting tools, to learning evaluation. Evaluation is conducted in various forms to measure students' cognitive, skills, and attitudinal aspects. Although there are obstacles such as limited time and differences in students' levels of understanding, audiovisual media have proven to be effective in improving the quality of SKI learning. The conclusion of this study is that audiovisual media have great potential in enhancing the quality of SKI learning, particularly in improving students' learning motivation and understanding.

## INTRODUCTION

The rapid development of technology and science, particularly information technology, has greatly influenced the formulation and implementation of learning strategies. Learning is needed by teachers to make their students more enthusiastic in carrying out learning activities. Learning media are methods or instructional aids used in the teaching and learning process; this is done to stimulate learning patterns so that they can support the success of the teaching and learning process, enabling learning activities to run effectively and achieve the desired objectives (*Kompasiana*, 2024). The development of digital technology has made the younger generation increasingly familiar with audiovisual media. This media is not only favored by students for playing games, but is also effectively used in learning, including facilitating students' understanding of science (Sinaga, 2022).

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The use of audiovisual media in the learning process has become very popular and effective in improving students' ability to analyze reading materials. With audiovisual media, students can understand information more clearly and interactively, as well as gain more engaging and dynamic learning experiences. Supported by the development of the times, where the current era has entered the digital age, the use of technology is highly optimized in activities in all fields, including the field of education (irawatysinaga, n.d.).

Several relevant studies by Pangesti Wahyuningtyas state that the use of electronic audiovisual mass media has a significant influence on students' character (Wahyuningtyas, 2017). This is also reinforced by research conducted by Wafa Mardiyah, which states that the use of audiovisual media has a very significant effect on students' learning motivation in the subject of *aqidah akhlak* at MTs (Mardiyah, 2019). In addition, research by Rian Wahyu Nugroho states that the application of audiovisual learning media can significantly improve students' motivation and learning achievement (Nugroho, 2016).

In the field of education, the use of learning media plays an important role in increasing the effectiveness of the teaching and learning process. One type of media that is often used is audiovisual media. This media combines sound and visual elements to provide a more interactive and engaging learning experience for students. The application of audiovisual media can help students better understand learning concepts, improve memory retention, and make learning more meaningful (Setiyawan, 2021).

Learning motivation is an internal drive within an individual to achieve learning objectives. This motivation can originate from within the individual (intrinsic) or from external factors (extrinsic). High learning motivation will encourage students to be more active in seeking and understanding learning materials. One way to increase students' learning motivation is by using media that are attractive and suited to their needs, such as audiovisual media (Emda, 2018).

The application of audiovisual media in learning involves six steps that should be followed in the use of audiovisual media in learning, namely:

1. Formulating Learning Objectives

Before using audiovisual media, teachers need to formulate the learning objectives to be achieved. These objectives must be aligned with students' needs and the competencies expected after the learning process is completed.

2. Teacher Preparation

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Teachers must select appropriate media according to the learning materials and objectives. Media selection should consider factors such as relevance, attractiveness, and ease of use in order to optimally support the learning process.

### 3. Classroom Preparation

At this stage, teachers introduce the audiovisual media to be used and provide guidance to students on how to use it. The aim is to ensure that students are better prepared and able to understand and internalize the material delivered through the media.

### 4. Learning Presentation

Teachers present the material by creatively utilizing audiovisual media. An engaging and interactive presentation will help students stay focused and better understand the material. Teachers may also invite students to discuss or reflect on the material that has been learned.

### 5. Student Learning Activities

Students use audiovisual media for learning, either independently or under the guidance of teachers inside or outside the classroom. This learning process allows students to review materials, seek additional information, and deepen their understanding.

### 6. Learning Evaluation

Evaluation is conducted to determine the extent to which audiovisual media has successfully helped students understand the material. The evaluation results can be used as consideration for improving or developing learning methods in the future (Hayati & Harianto, 2017).

By applying these six steps, the use of audiovisual media in learning can be more directed and effective. The appropriate use of media will help students better understand the material and increase their learning motivation.

Based on the phenomena that occur in class XI F 1 MA Darul A'mal Metro Lampung, learning motivation is the main factor determining success in achieving educational goals, because with high motivation, students will be more active and enthusiastic in understanding the material presented (Yogi Fernando et al., 2024). One innovation that can be applied in learning Islamic Cultural History (SKI) is the use of audiovisual media. Audiovisual media combine sound and visual elements that can provide

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a more interactive and enjoyable learning experience. By using this media, students can understand historical material more concretely through the presentation of videos, animations, and engaging illustrations. The application of audiovisual media is expected to increase students' learning motivation and help them better understand historical events (Ungusari, 2015).

## **METHOD**

This research belongs to the type of qualitative research. Qualitative research is a method aimed at exploring and understanding phenomena that are the focus of the study (Dr. J.R. Raco, M.E., 2010). Qualitative research collects data in natural settings to interpret phenomena. The researcher serves as the main instrument, with purposive and snowball sampling techniques, as well as integrated data collection methods. Data analysis is inductive in nature and focuses on meaning rather than generalization (Anggito, 2018).

Qualitative research does not use statistics, but involves collecting, analyzing, and interpreting data. It is related to social and humanitarian issues and focuses on diverse and natural methods. One type of qualitative research is case study based research, which aims to explore scientific phenomena in the field (Asiva Noor Rachmayani, 2015). In the data collection process, the author used interview and observation methods to observe and record related phenomena, as well as documentation methods to collect relevant records and documents. The subjects or informants used in this study were Islamic Cultural History (SKI) subject teachers and students of class XI F 1 at MA Darul A'mal Metro Lampung who know, understand, and implement the application of audiovisual methods in SKI subjects, because these informants can serve as important data sources for the researcher (Umrati & Hengki Wijaya, 2020).

The process of testing data validity conducted by the author in this study went through several stages, namely source triangulation and data triangulation. Source triangulation functions to test data credibility by examining information collected from various different sources. Meanwhile, data triangulation aims to test data reliability by examining information from the same source using different techniques. After the data were collected, the next step was analysis through the data reduction stage by selecting data gathered from various sources, such as interviews, observations, or written documents. After that, the researcher selected information considered important and directly related to

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the research objectives, then presented it in narrative form, followed by drawing conclusions based on the results of the research that had been conducted (Sugiyono, 2016).

## **FINDINGS AND DISCUSSION**

There are six steps in the use of media that were implemented, namely:

### 1. Formulating learning objectives using media

In an effort to improve the effectiveness of learning Islamic Cultural History, interviews were conducted with the Vice Principal for Curriculum Affairs, SKI subject teachers, and students regarding the use of audiovisual media in the learning process. The results of the interview with the vice principal for curriculum indicated that teachers at the school have used audiovisual media in SKI learning. The media used include videos, documentary films, and PowerPoint presentations. The use of these media aims to help students better understand the material and make learning more interesting and interactive.

In the implementation of audiovisual media to increase students' learning motivation, SKI subject teachers confirmed that they use audiovisual media in learning. Some examples of the media used include videos that present Islamic history, documentary films about Islamic culture, and PowerPoint presentations explaining Islamic history and culture. Teachers stated that the use of this media can increase students' interest in the material, facilitate understanding of historical concepts, and provide a more dynamic learning experience (Solikhah, 2025).

Based on interviews with students of class XI F1 MA Darul A'mal, they confirmed that their teachers use audiovisual media in SKI learning. Students felt that learning became more interesting and easier to understand with the use of this media. They were more interested in participating in lessons because audiovisual media helped present the material more realistically and clearly (Pratama, 2025). Based on the author's observations, classroom observations showed that teachers truly implemented the use of audiovisual media in SKI learning. In several learning sessions, teachers displayed videos of Islamic history depicting the life journeys of important figures in Islamic history. In addition, documentary films about Islamic culture were also shown to enrich students' understanding of the development of Islamic culture over time. PowerPoint presentations were used as supporting tools to explain key points in SKI material.

During the learning process, students appeared more focused and enthusiastic in

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following the material. They were more active in discussions and able to ask more critical questions regarding the material presented. This indicates that audiovisual media play a role in increasing students' learning interest and understanding of SKI material.

## **2. Teacher Preparation**

In learning Islamic Cultural History, the use of audiovisual media has become a strategy implemented by teachers to improve understanding and learning appeal. Based on interviews with the Vice Principal for Curriculum Affairs, it is known that the media used in SKI learning include videos, films, PowerPoint presentations, and animations. The selection of these media is based on several main standards, namely relevance to learning material, good image and sound quality, the ability to increase student understanding and retention, suitability with learning objectives and competencies to be achieved, as well as ease of access and use. In addition, students' needs and interests are also important considerations, as well as teachers' ability to operate audiovisual media so that it can be used optimally in learning.

From interviews with SKI subject teachers, they stated that some audiovisual media frequently used in learning include videos presenting Islamic history and culture, such as the history of Masjid al-Haram and the life of the Prophet Muhammad SAW. In addition, documentary films are used to introduce Islamic culture in various regions, such as Indonesia and Southeast Asia, so that students can understand the development of Islamic culture more broadly. PowerPoint presentations are also often used to provide a more systematic structure in delivering Islamic history and culture material. In selecting audiovisual media, teachers consider several factors, such as learning objectives to be achieved, the type of material to be delivered, students' ability to understand the material, availability of resources, and ease of use of the media. With careful consideration, teachers ensure that the media used can truly help students understand the material more effectively.

Students who were interviewed revealed that their teachers often use video media and PowerPoint presentations in SKI learning. They felt that the selection of this media was very appropriate because videos are able to depict historical events more clearly and attractively, while PowerPoint presentations help structure the material so that it is easier to understand. With the use of appropriate media, students felt more motivated to participate in learning and found it easier to understand the material taught.

Based on classroom observations, it was seen that the use of audiovisual media in SKI

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learning ran effectively. When videos or documentary films were played, students appeared more focused and showed high interest in the material presented. They were more active in discussions and able to ask more critical questions. The use of PowerPoint presentations also helped students understand Islamic history and cultural concepts in a more structured manner (Hayati & Harianto, 2017). Teachers appeared active in providing additional explanations and guiding students to take important points from the material displayed. Thus, it can be concluded that the implementation of audiovisual media in SKI learning has been carried out well and has had a positive impact on students' understanding. Careful preparation by teachers and appropriate media selection contributed to creating a more interesting, interactive, and effective learning atmosphere (Nugroho, 2016).

### 3. Classroom Preparation

In the implementation of Islamic Cultural History learning, preparation before using audiovisual media is an important part carried out by teachers at the school. Based on interviews with the Vice Principal for Curriculum Affairs, it is known that teachers at the school have prepared classrooms well before using audiovisual media in SKI learning. Some steps taken include preparing audiovisual equipment such as projectors, laptops, and speakers, and ensuring stable internet connections so that the media can be used without obstacles. In addition, teachers also prepare learning materials to be delivered through audiovisual media, arrange the classroom atmosphere to be comfortable and conducive, and ensure that students understand the learning objectives and their roles in the teaching and learning process.

From interviews with SKI subject teachers, they explained in detail the steps taken before using audiovisual media in learning. They begin by setting clear learning objectives so that the material delivered aligns with the competencies to be achieved. Next, teachers prepare relevant learning materials and ensure that the audiovisual media to be used, such as videos, documentary films, or PowerPoint presentations, are ready for use. In addition, teachers ensure the availability and feasibility of supporting equipment such as projectors, screens, and speakers, and arrange the classroom so that the learning atmosphere remains comfortable with proper lighting, temperature, and cleanliness. Teachers also prepare students by providing an initial overview of the use of audiovisual media and ensuring they have basic knowledge of the media to be used. Furthermore, teachers prepare structured lesson plans and evaluations to measure the effectiveness of audiovisual media use in SKI

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learning.

Students who were interviewed also acknowledged that their teachers always make preparations before using audiovisual media in SKI learning. According to them, teachers ensure that equipment such as projectors, laptops, and speakers function properly and test internet connections before starting lessons. In addition, teachers prepare the material to be displayed through audiovisual media, arrange clear and systematic lesson plans, and create a comfortable classroom atmosphere to support a more effective learning process. With thorough preparation, students felt it was easier to understand the material taught and were more enthusiastic in participating in learning.

Based on classroom observations, it was evident that teachers truly prepared all aspects before using audiovisual media in SKI learning. Teachers appeared to check audiovisual equipment before starting lessons, ensure that the media used aligned with learning objectives, and arrange the classroom atmosphere to support student concentration. During learning, students appeared more focused and enthusiastic, especially when media such as videos and documentary films were used. In addition, the presence of clear lesson plans allowed teachers to manage classrooms well, enabling students to understand material more structurally. Thus, it can be concluded that preparation carried out by teachers before using audiovisual media in SKI learning plays a crucial role in creating a more effective and engaging learning atmosphere for students (Dedy Supriyadi, n.d.).

#### 4. Presentation of Learning

In the Islamic Cultural History learning process, teachers play an important role in ensuring the effective use of audiovisual media. Based on interviews with SKI subject teachers, they explained that before using audiovisual media in learning, they conduct various preparations to ensure smooth teaching and learning processes. These preparations begin with determining clear and specific learning objectives so that the material delivered aligns with competencies to be achieved. Teachers also prepare relevant learning materials and ensure that audiovisual media such as videos, documentary films, or PowerPoint presentations are ready and suitable for learning needs. In addition, they ensure that supporting equipment such as projectors, screens, and speakers function properly before learning begins. Other aspects considered include classroom readiness, such as lighting, temperature, and cleanliness, so that students can learn comfortably and focus. Teachers also prepare students by providing initial explanations regarding the media to be used and

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prepare clear and systematic lesson plans. Moreover, they prepare evaluation methods to measure the effectiveness of audiovisual media use in SKI learning.

From interviews with students, it was found that their teachers present SKI learning material through audiovisual media effectively and efficiently. Students felt that appropriate media selection helped them better understand historical concepts. Teachers delivered material in an interesting and interactive manner so that students did not become easily bored. In addition, clear and easy-to-understand language made it easier for them to grasp lesson content. Teachers also provided opportunities for students to ask questions and discuss, further increasing their understanding of the material taught. Teachers actively monitored student progress and provided constructive feedback to help them better understand the material.

Based on classroom observations, it was seen that teachers had truly prepared all aspects before using audiovisual media in SKI learning. Teachers ensured that all equipment such as projectors and speakers functioned properly before starting lessons. When audiovisual media were used, students appeared more focused and enthusiastic, especially when watching interesting videos or documentary films. Teachers also managed classrooms well, providing opportunities for students to ask questions and discuss material displayed through audiovisual media. Evaluations were conducted by giving reflective questions to students and encouraging them to express their understanding of material learned. From all observed aspects, it can be concluded that teachers have implemented good strategies in using audiovisual media so that SKI learning becomes more effective, engaging, and easier for students to understand (Wahyuningtyas, 2017).

## **5. Student Learning Activities**

Teachers at the school actively monitor student learning activities when using audiovisual media in SKI learning. They take various steps to ensure student understanding of taught material. One approach is observing students while they use audiovisual media such as videos or presentations to ensure they remain focused and understand material content. In addition, teachers directly ask students about what they have learned and challenges faced. Monitoring is conducted by providing constructive feedback and using evaluation techniques such as quizzes or tests to measure student understanding of presented material.

In practice, teachers use several methods to monitor student learning activities when

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using audiovisual media. They observe student behavior during learning, noting whether students pay attention, take notes, or ask questions. Classroom discussions also serve as a way to confirm student understanding and evaluate potential difficulties in absorbing taught material. In addition, teachers use evaluations in the form of quizzes, written assignments, or tests to measure the effectiveness of applied learning methods. They also observe notes made by students during learning to determine how well material is absorbed and whether further explanation is needed.

From students' perspectives, the use of audiovisual media in SKI learning is considered very helpful in understanding material better. This media makes learning processes more interesting and interactive, allowing students to become more engaged in learning. With images and videos relevant to material, students can understand difficult concepts more clearly. In addition, audiovisual media increases memory retention because information presented through audio and visual channels is easier to remember than text alone. Overall, SKI learning with audiovisual media is considered more effective and provides a more enjoyable learning experience for students.

Observation results showed that during learning using audiovisual media, students appeared more focused and enthusiastic in following material. They were more active in discussions and more easily understood Islamic history and cultural concepts through visual displays (irawatysinaga, n.d.). Teachers were also active in monitoring student learning processes by asking reflective questions and providing guidance when students faced difficulties. Evaluation results showed increased student understanding, as seen from quiz results and deeper discussions. Thus, the use of audiovisual media in SKI learning is proven to have a positive impact in improving learning quality and student understanding of material.

### **6. Learning Evaluation**

At this stage, learning evaluation is conducted to determine the extent to which lesson material is delivered to students using media as supporting tools. Evaluation results can serve as references for subsequent learning (Hayati & Harianto, 2017).

Teachers at the school routinely evaluate each learning session to assess the effectiveness of audiovisual method implementation in SKI learning. Evaluation is conducted through various means, such as quizzes or tests to assess student understanding, observation of behavior and ability to apply learned concepts, and collection of student

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feedback regarding the effectiveness of audiovisual methods in learning processes. In addition, evaluation results are analyzed to determine whether applied methods are effective or require improvement in future learning. Through systematic evaluation, teachers ensure that audiovisual media used truly support student understanding of SKI material.

In practice, teachers conduct SKI learning evaluations across various aspects, including evaluation of knowledge, understanding, skills, and student attitudes toward material delivered using audiovisual media. In addition, teachers assess the effectiveness of audiovisual media itself and student satisfaction in participating in learning using this method. Evaluation is conducted using several methods such as written tests to measure cognitive understanding, observation to assess skills and attitudes, and portfolios to assess student understanding development over time. With this diverse approach, teachers obtain comprehensive overviews of learning success and ensure that used media truly help improve student understanding quality of SKI material (Siddik & Mahariah, 2023).

From students' perspectives, evaluations conducted by teachers at the end of learning processes are very helpful in assessing how well they understand material. Evaluations are conducted in various forms such as written tests or quizzes, assignments or projects, and discussions or presentations. Through these evaluations, students can determine how well they have mastered material, understand weaknesses, and obtain opportunities to improve understanding of SKI learning. This also helps teachers adjust learning methods to be more effective in the future.

Evaluation in SKI learning using audiovisual media has run quite well. Teachers have applied various evaluation methods covering cognitive aspects, skills, and student attitudes in understanding material. Students also appeared active in evaluation processes, especially in discussions and presentations, indicating involvement and understanding of evaluation importance in learning. Audiovisual media used successfully increased student learning interest, and evaluation results showed this method to be quite effective in helping students understand SKI concepts. However, some constraints remain, such as limited time in evaluation processes and variations in student understanding levels. Therefore, further strategies are needed to improve learning and evaluation effectiveness in the future (Hayati & Harianto, 2017).

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Based on research results and observations conducted at MA Darul A'mal, the implementation of audiovisual media in Islamic Cultural History learning aligns with audiovisual media implementation in learning described by Syaiful Bahri Djamarah and Aswan Zain. Each stage, from objective formulation to evaluation processes, has been well implemented by teachers. This contributes positively to increasing student motivation and understanding.

## **CONCLUSION**

The implementation of audiovisual media in Islamic Cultural History (SKI) learning at MA Darul A'mal Metro Lampung has proven to be effective in increasing students' learning motivation. The use of media such as videos, documentary films, and PowerPoint presentations is able to make learning more interactive, engaging, and easier to understand.

Through interviews with teachers and students, as well as classroom observations, it was found that audiovisual media help students understand Islamic historical concepts in a more concrete and clear manner. Students become more focused, more active in discussions, and are able to ask more critical questions regarding the material presented. In addition, teachers also carry out careful preparation in media selection, classroom preparation, and learning evaluation to ensure the effectiveness of this method.

Although audiovisual media bring many benefits, several challenges are still encountered, such as limited time in conducting evaluations and differences in students' levels of understanding. Therefore, further strategies are needed to optimize its use so that learning becomes more effective and sustainable. Audiovisual media can become a significant innovation in SKI learning if implemented with proper planning and supported by systematic evaluation and continuous improvement.

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